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# An investigation of the status of professional requirements for counselors in twelve selected southern states

Marie N. Morris

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August, 1963

AN INVESTIGATION OF THE STATUS OF PROFESSIONAL  
REQUIREMENTS FOR COUNSELORS IN TWELVE  
SELECTED SOUTHERN STATES

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A Thesis  
Presented to  
the Graduate Faculty of the  
University of Richmond, Virginia

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

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by  
Marie Nobles Morris  
August, 1963

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## CHAPTER I

### INTRODUCTION

In the school of today the administrator and the teachers are not able to offer students and parents all the assistance they need; as a consequence, the school must provide guidance services. Because there is a national urgency to identify and develop the talents of these students, well-organized guidance services are needed.

Today, technology and automation have lifted guidance out of the merely "desirable" category, and made it an urgent, basic need for social and economic survival. This is a new and exciting age with special opportunities for the educated, and corresponding risks for those whose education is inadequate. Without guidance, these risks could become more serious in the years to come, at a cost to the individual and to our society we cannot estimate.<sup>1</sup>

Guidance has always permeated the school system, but it was not until 1908 that Frank Parsons wrote Choosing a Career and earned for himself the title "Father of Guidance."<sup>2</sup> This book offers the first definition of guidance: "Vocational guidance is the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success."<sup>3</sup>

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<sup>1</sup>Challenge of Change: The Case for Counseling, Viewer's Guide for the film produced by National Educational Television (Washington: U. S. Office of Education, 1962), pp. 8, 9.

<sup>2</sup>Ibid., p. 9.

<sup>3</sup>Roy DeVerl Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper & Brothers, 1955), p. 6.



After reviewing definitions of guidance published during the last two decades, authors Willey and Andrew offer the following: "Through guidance the individual is assisted in making a wholesome, worth-while adjustment to his world."<sup>4</sup>

Guidance services, personnel services, or whatever the school may choose as a title, are determined by the experience, background, and training of the personnel and of the school involved. Glenn E. Smith, of the Michigan Department of Public Instruction, lists counseling as the main service of guidance and says that it is very dependent on four other services: individual inventory, informational, placement, and follow-up.<sup>5</sup> Authors Hatch and Stefflre are in agreement with Smith in this division of guidance services.<sup>6</sup>

Since guidance is for all students, college-bound or work-bound, it should be concerned with both general and specific requisites:

The general in that students are helped to select courses that add up to the background attainable, given the individual's capacity. The specific, in that the individual's own interests are related to appropriate occupational choices.<sup>7</sup>

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<sup>4</sup>Ibid., p. 18.

<sup>5</sup>Glenn E. Smith, Counseling in the Secondary School (New York: MacMillian Co., 1955), pp. 189-192.

<sup>6</sup>Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services: Organization, Supervision, Evaluation (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), pp. 24-25.

<sup>7</sup>Challenge of Change, op. cit., p. 10.

How to bring about these general and specific pre-requisites is one of the problems facing the schools today. Wrenn says that the counselor is the "focal point in the guidance program."<sup>8</sup> Furthermore, he says:

The counselor must be professionally educated and not merely "trained." Like the minister or physician or any other educated professional, he must learn specialized procedures and be responsible for their application in light of a broad knowledge of his field.<sup>9</sup>

Even though experts agree that the counselor is the focal point of the guidance program, they do not agree on any definition of a counselor nor on any listing of his duties. "A veritable Jack-of-all trades, the counselor is often threatened with losing sight of the reason he was hired in the first place--to counsel students."<sup>10</sup>

For years many persons have been titled counselor because they were able to get along well with students or simply because they were good teachers. "The day, however, is drawing to a close in which counselors are created by the

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<sup>8</sup>C. Gilbert Wrenn, The Counselor in a Changing World, (Washington: American Personnel and Guidance Association, 1962), p. 163.

<sup>9</sup>Ibid.

<sup>10</sup>Counselor Education. . . A Progress Report on Standards: Discussion, Reaction, and Related Papers, A Joint publication of the Association for Counselor Education and Supervision and the American School Counselor Association, Divisions of American Personnel and Guidance Association (Washington: APGA, 1962), p. 43.

laying on of administrative hands."<sup>11</sup> This is evident when one considers that all of the twelve southern states considered in this study now have some kind of certification requirements.

### I. THE PROBLEM

In view of the current interest and growing demand for counselors in the United States, educators, counselors, and parents are vitally interested in the amount and kind of education counselors have had or will receive in the future. As Willis E. Dugan, Professor of Educational Psychology, University of Minnesota, put it:

The proper preparation of counselors is of critical concern not only to counselor educators and state supervisors, but also to school counselors themselves and to those who employ them.<sup>12</sup>

Years of study, writing, and discussion have not resulted in any standard as to what and how much professional training a counselor should have. Personality is such a strong factor that the exact training needed is difficult to determine.

In consulting persons who are successful in the field, one finds great variety in courses they have taken and in the experience they have had. But no amount of personality eliminates the need for professional training. At a

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<sup>11</sup>Hatch and Stefflre, op. cit., p. 24.

<sup>12</sup>Counselor Education, op. cit., p. 80.

national meeting of counselors and educators held in 1962,

George O. McClary said:

We must give attention not only to a personality which is sensitive, skillful in interpersonal relations, possessed with appropriate judgment and equanimity, but to specialized knowledge and technical competencies which set the school counselor apart from the teacher, school administrator, and other staff members in pupil personnel.<sup>13</sup>

### Purpose of the Study

The purpose of this study, which is concerned with the professional preparation of counselors, is (1) to give a brief review of the progress of counselor certification in the twelve selected southern states, (2) to present to counselors and educators the requirements for certification in these states, and (3) to compile a comprehensive report of the status of counselor requirements, a summary of which will be presented for discussion at the October, 1963, meeting of the Southern Association of Counselor Educators and Supervisors, printed in Guidance News and Views in Virginia, and sent to the chief guidance personnel officer in each of the states investigated.

No attempt will be made, however, to discuss the work of a counselor or what his personal qualifications should be; instead, the writer will concentrate on the picture of professional counselor requirements as they exist in these

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<sup>13</sup>Ibid., p. 8.

selected states and, when practicable, indicate how these requirements compare with those of the United States as a whole. In addition, planned changes or additions to present requirements will be discussed.

### Importance of the Investigation

This investigation should be of value (1) to state directors of guidance as they attempt to employ personnel in this field or to change their certification requirements, (2) to college and university trainers as they work with students who are preparing to become certified as counselors, and (3) to the southern states as they work toward reciprocal status. Three tables from this study have already been used in two of the classes at the University of Richmond.

Knowledge of what near-by states are requiring for counselor certification is also of value to the person planning to go into the field of guidance. The writer has had the experience of moving from one state to another; and, although fully certified in her home state, having to attend summer school to make up courses required in the neighboring state.

### Definitions of Terms Used

Guidance Services. Throughout this paper this term will be used to include services in the areas of information, individual inventory, placement, follow-up, and counseling. The term refers to the organized program within a school.

Counselor. In this investigation the term counselor will be used to refer to one who is assigned two or more periods per school day, in one or more schools, for counseling and related guidance activities. The term counselor was so defined in the questionnaire sent to the chief personnel officer in guidance in each of the states investigated.

#### Procedures and Limitations

Information for this survey was obtained from (1) the chief personnel officer in guidance in the selected states by means of a questionnaire and letters sent to each, (2) publications of the American Personnel and Guidance Association and other professional organizations, (3) the United States Department of Health, Education, and Welfare, (4) personal interviews, and (5) books.

A questionnaire was planned which, it was hoped, would adequately cover the desired areas under investigation but would not require the guidance coordinators of these states to go into research to answer the questions. In order to avoid some of the shortcomings inherent in a survey-type investigation, the writer consulted Clarence L. Kent. Since he was to answer the same questions for the State of Virginia, he was able to point out the questions which directors in the other states would most likely fail to answer.

For the study the writer selected the thirteen states which are members of the Southern Association of Counselor

Educators and Supervisors. The returns were good; with the exception of Tennessee, all coordinators replied, even though they did not in every instance answer all the items on the questionnaire.

The information in this thesis is not intended to be used as a standard for any program. It is, however, a reflection of the status quo of the programs in these twelve states. Within these limitations the data presented in this thesis represent minimum requirements and planned changes in the professional requirements for counselors in these states.

## II. PREVIOUS RESEARCH IN THE FIELD

While many students engaged in research have evaluated the guidance program within their own school or state, it seems that very little research has been done in the area of professional requirements for counselors in the states included in this investigation: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Texas, Virginia, and West Virginia.

In an effort to determine the extent of research concerning professional requirements for counselors, the writer sent letters requesting information about Master's theses and Doctor's dissertations dealing with this subject to universities in Virginia, several southern states, a random sampling of other states, and the Department of Health, Education, and Welfare in Washington.

From the library at the University of Atlanta came this reply: "No study on the Evaluation of the Professional Preparation of Counselors." Information from the University of North Carolina, Duke University, and the University of Virginia was similar to the reply from Atlanta. Duke did, however, list a thesis entitled, "The Professional Status of Counselors of the Secondary Schools of North Carolina," which has been examined. Of special interest in this thesis is the writer's summary of what counselors in North Carolina in 1949 felt to be important courses, in the order of their importance: counseling, principles and practices of guidance, educational and occupational information, organization and administration of guidance, psychology, mental hygiene, tests and measurements, sociology, and social work.<sup>14</sup> The same or similar course titles are still popular among counselor trainers as the reader will observe when state requirements are discussed in the following chapters.

James A. Servies, librarian at the College of William and Mary, sent a listing of Master's theses written there between 1920 and 1962, but an examination of the 312 titles reveals no thesis concerning professional requirements for

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<sup>14</sup>Margaret Elizabeth Hughes, "The Professional Status of Counselors of the Secondary Schools of North Carolina," (unpublished Master's thesis, Duke University, Durham, 1949), p. 57.



counselors. Two titles listed, "A Survey and Evaluation of Guidance Practices in the High Schools of Virginia," by Roderick Jenkins Britton, written in 1947, and "A Survey and Appraisal of Guidance Services in the High Schools of Virginia, 1948-49," by David Clarence Pulley, written in 1949, seemed to the writer to be more closely related to the subject under investigation than did any other of the 312 listings. However, they discuss guidance services rather than counselor requirements.<sup>15</sup>

A Doctoral dissertation by Lawrence Chesterfield Bryant presents guidance practices in Virginia and selected states. An examination of this dissertation reveals that Bryant does not discuss counselor requirements. His aim in the paper is to recommend a program of guidance services for the schools in Virginia. He found that the guidance services in the ten selected states were generally lower than those in Virginia.<sup>16</sup>

An examination of the bulletin entitled "Research in School and College Personnel Services," reveals no listing

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<sup>15</sup>Nancy Clark Griesenauer (ed.), "A List of Master's Theses, 1920-1962" (The College of William and Mary Library, Williamsburg, 1962). (Mimeographed.)

<sup>16</sup>Lawrence Chesterfield Bryant, "A Recommended Program of Guidance Practices and Preferences in Virginia and Selected States" (unpublished Doctoral dissertation, the University of Virginia, Charlottesville, 1958), p. 241.

of theses concerning "Professional Requirements for Counselors."<sup>17</sup> This bulletin is the first of a series representing a joint effort on the part of the National Association of Guidance Supervisors and Counselor Trainers and the United States Office of Education to give an account of unpublished research studies related to school and college personnel services. In the rapidly developing field of guidance it seems that a periodic evaluation of status and trends is necessary, and far too little has been done.

There is, however, a progress report which was published by the American Personnel and Guidance Association in 1962. This report concerns standards in counselor education, but it is a national study and, therefore, not designed to point up, as is this thesis, the specific requirements in particular states. The study was prompted by the desire of the Association for Counselor Education and Supervision to insure that the professional needs of counselors are being met and that counselor education continues to be responsive to changes in those needs as a result of educational, social, and economic developments. New counselor education programs are appearing, and established programs are being revamped.<sup>18</sup>

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<sup>17</sup>Paul MacMinn, Carrol H. Miller, and Frank E. Wellman, Research in School and College Personnel Services, U. S. Department of Health, Education, and Welfare, Bulletin No. 10 (Washington: Government Printing Office, 1960), p. v.

<sup>18</sup>Counselor Education, op. cit., p. iii.

The 1962 convention program of the Association for Counselor Education and Supervision marks the mid-point in a searching five-year inquiry into the quality and standards for school counselor preparation. This cooperative national study was launched officially in April, 1960, in response to the urgent and impelling need for professional standards to guide improvement of graduate-level programs of counselor education.<sup>19</sup>

In addition, there is Bulletin No. 7, published by the United States Department of Health, Education, and Welfare in 1959.

The study reported in this bulletin--the first of a series designed to give a nationwide view of preparation programs--presents the quantitative picture. The subsequent studies will explore the qualitative aspects of the program.<sup>20</sup>

The study was under the general direction of Dr. Frank L. Sievers, Chief of Section, with co-authors Roland G. Ross and Paul MacMinn. Ross was on leave from the Iowa State Department of Public Instruction when the study was made. Questionnaires were sent to 542 institutions, and 86 per cent or 466 schools reported.<sup>21</sup>

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<sup>19</sup>Ibid., p. 1.

<sup>20</sup>Paul MacMinn and Roland G. Ross, Status of Preparation Programs for Guidance and Student Personnel Workers, U. S. Department of Health, Education and Welfare, Bulletin No. 7 (Washington: Government Printing Office, 1959), p. v.

<sup>21</sup>Ibid., pp. v, 4.

Although relatively few schools responded to a question concerning contemplated changes in programs for guidance or pupil personnel workers, those who answered indicated changes in (1) establishing or improving supervised guidance experience, and (2) adding new courses and extending programs to include additional types of preparation.<sup>22</sup>

From this project by MacMinn and Ross, it is interesting to note the rank order, per cent of institutions requiring courses listed in Table No. I, and average number of hours required for the Master's degree in guidance. This, however, includes data from 152 institutions, or 84 per cent of those reporting programs.<sup>23</sup> (See Table I, page 14.)

Bulletin No. 14, issued in 1960 by the United States Department of Health, Education, and Welfare, gives the status of certification requirements for each of the states in 1959. General provisions and academic requirements for would-be counselors are given.<sup>24</sup>

But this bulletin presents the picture for 1959; since in this changing world requirements must change, the counselor

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<sup>22</sup>Ibid., pp. 12, 27.

<sup>23</sup>Ibid., p. 23.

<sup>24</sup>Royce E. Brewster, Guidance Workers Certification Requirements, U. S. Department of Health, Education, and Welfare, Bulletin No. 14 (Washington: Government Printing Office, 1960).

TABLE I

RANK ORDER, PER CENT OF INSTITUTIONS REQUIRING, AND AVERAGE NUMBER OF HOURS REQUIRED FOR THE MASTER'S DEGREE IN GUIDANCE

Area of preparation	Rank order	Percent of institutions requiring	Average number of hours required
Counseling	1	93	3.5
Analysis of the Individual	2	91	4.7
Educational and Occupational Information	3	82	2.9
Philosophy and Principles	3	82	3.
Organization and Administration	4*	74	2.9
Methods of Research	5	73	4.
Psychological Foundations	6	70	6.6
Practicum	7	61	3.3
Group Procedures	8	32	2.4
Sociological Foundations	9	17	2.6
Placement	10	8	2.8
Follow up and Evaluation	11	4	1.7
Economic Foundations	12	1	2.5

NOTE: This table is reproduced from page 23 of Status of Preparation Programs by MacMinn and Ross.

\*The writer questions the accuracy of "4" being next in rank order, as it is standard procedure to omit the succeeding rank number when two items are of equal rank.

must change. "There is no final word, now or ever, [;] change must follow change if the school counselor is to be responsive to the demands of an evolving culture."<sup>25</sup>

Previous research concerning counselor preparation, then, becomes only background for further study.

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<sup>25</sup>C. Gilbert Wrenn, The Counselor in a Changing World (Washington: American Personnel and Guidance Association, 1962), p. 179.

## CHAPTER II

### CERTIFICATION REQUIREMENTS FOR COUNSELORS

States assume the responsibility for the education of their citizens so that when they grow up, they, in turn, can make a more worth-while contribution to the support and government of their respective states. Likewise, states assume the responsibility for the selection of those who shall train the future citizens.

Before the American Revolution there were some instances in which applicants had to take religious tests in order to qualify as teachers. In Massachusetts in 1827 the school district selected its own school trustees who were allowed to select or certify their own teachers.

The issuing of certificates of all kinds has progressed from town officials, to county superintendents, to state departments. In 1898 this system of selection by the state was in effect in three states, in 1937 in forty-one states, and is now in effect in all states.

Interviews, examinations, statements from teacher-training institutions, and certificates based on college credits are among the means that have been used for the selection of teachers. College credits now form the basis in the twelve selected southern states for meeting requirements

for counselor certification; and, in addition, some of these states require a written examination.<sup>1</sup>

### I. THE BEGINNING OF COUNSELOR CERTIFICATION

Requirements for counselor certification began three and one-half decades ago in the State of New York.

The first state to specifically require certification for guidance workers was New York in 1926. Other states have followed in a slow but steady climb, and many of the requirements if carefully reviewed will reflect the educational philosophy and action to meet needs of the pioneer program in New York.<sup>2</sup>

A review of guidance workers' certification requirements for 1959 reveals that thirty-seven states and territories had mandatory requirements, four had optional requirements, and thirteen, no requirements.<sup>3</sup>

Standards of performance are necessary for any profession; therefore, it follows that certification standards for counselors are needed.

The primary purpose of certification is to maintain prescribed minimum standards of professional competence. In assuming responsibility for all public education, the State also assumes responsibility for the quality of that education. Certification or licensure of the teaching personnel in school is a measure designed to foster the growth of a quality system of education. Thus, teacher certification is the public's guarantee that those who teach or otherwise serve the schools in a

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<sup>1</sup>Royce E. Brewster, Guidance Workers Certification Requirements, U. S. Department of Health, Education, and Welfare, Bulletin No. 14 (Washington: Government Printing Office, 1960), p. vii.

<sup>2</sup>Ibid., p. viii.

<sup>3</sup>Ibid., p. v.



professional capacity are qualified to perform their duties.

The responsibility for certification is recognized in all states as a state function.<sup>4</sup>

Now, thirty-seven years after the first state required certification for guidance workers, all twelve of the states considered in this investigation require that school counselors be certified. That states are raising the requirements for those who wish to go into the field of guidance and counseling is evident when one examines the changes in requirements for the past four years. In 1959, ten of the twelve states considered in this investigation required certification of counselors. Virginia and Alabama were the only two of the twelve which did not require certification. In Alabama, however, teachers with professional certificates and special training in counseling and guidance served as counselors.<sup>5</sup>

Although certification was not a requirement in Virginia, those charged with the direction of guidance were required to have taught successfully for at least two years, to have completed six semester hours in courses in guidance, or to have had two years' experience in guidance activities, and to have shown ability to work with teachers and pupils.<sup>6</sup>

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<sup>4</sup>Teaching in North Carolina: Certification, Employment Procedures, Salary Policies, Publication No. 357 (Raleigh: State Superintendent of Public Instruction, 1962), p. 11.

<sup>5</sup>Brewster, op. cit., p. 1.

<sup>6</sup>Ibid., p. 68.

While certification was not mandatory for counselors in Virginia and Alabama until 1961, the other ten states considered in this investigation have much earlier starting dates. Table II on page 20 shows the first effective certification date for each state as well as the certification status of each of the twelve in 1959 and 1963. West Virginia, which has the earliest required certification date of any of the twelve states, set up this requirement in 1946.<sup>7</sup>

Although Royce E. Brewster, Specialist for Guidance Practices in the United States Department of Health, Education, and Welfare, lists Georgia as one of the states having mandatory certification requirements for counselors in 1959, he qualifies this later in the same bulletin when he says:

Georgia started a comprehensive professional counselor education program in the College of Education, University of Georgia, Athens, Ga., in 1946. At the same time, the State Department of Education set up certification standards. This was a State Department staff decision and has been optional up to the present time. . .

The State Board of Education passed a resolution requiring the provisional counselor's certificate beginning with the 1960-61 school year. . .

Persons assigned to guidance must have had at least three courses in guidance and counseling from a qualified institution, by the beginning of the school year 1960-61. They must also show annual progress until they obtain professional certification.<sup>9</sup>

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<sup>7</sup>Ibid.

<sup>8</sup>Ibid., p. ix.

<sup>9</sup>Ibid., pp. 14, 15.

TABLE II

STATUS OF CERTIFICATION REQUIREMENTS FOR SCHOOL COUNSELORS  
IN TWELVE STATES, INCLUDING FIRST MANDATORY DATES

State	First mandatory	Mandatory 1959 <sup>b</sup> 1963		None 1959 <sup>b</sup> 1963	
Alabama	1961 <sup>a</sup>		X		X
Arkansas	1947 <sup>b</sup>	X	X		
Florida	1952 <sup>b</sup>	X	X		
Georgia	1946 <sup>b</sup>	X	X		
Kentucky	1956 <sup>b</sup>	X	X		
Louisiana	1952 <sup>b</sup>	X	X		
Mississippi	1947 <sup>b</sup>	X	X		
North Carolina	1953 <sup>b</sup>	X	X		
South Carolina	1956 <sup>b</sup>	X	X		
Texas	1949 <sup>b</sup>	X	X		
Virginia	1961		X		X
West Virginia	1946 <sup>b</sup>	X	X		
Total		10	12	2	0

<sup>a</sup>Date obtained from Anita King in a letter, July 11, 1963.

<sup>b</sup>Royce E. Brewster, Guidance Workers Certification Requirements, U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin No. 14 (Washington: Government Printing Office, 1960), pp. ix-x.

Two other states, Arkansas and Mississippi, first required certification in 1947,<sup>10</sup> and Texas followed in 1949.<sup>11</sup> In 1952 "certification requirements ~~were~~ originated for the State of Florida,"<sup>12</sup> and in Louisiana, "certification standards were developed by a committee of professional personnel in each area of certification, and were approved by the State Board of Education in June, 1952."<sup>13</sup>

In the following year, 1953, the present requirements for the graduate counselor's certificate were recommended by a committee and authorized by the State Board of Education in North Carolina. Certification was optional for part-time counselors, but required for all full-time counselors.<sup>14</sup> Certification standards or requirements for counselors were adopted in 1956 by Kentucky and South Carolina.<sup>15</sup>

Although requirements in the states vary, an effort to offer a guide for standards in the United States was evident in 1948. A conference jointly sponsored by the Division of Higher Education and Guidance Service of the Office of Education resulted in the publication of Counselor Preparation Bulletins. At this conference eight major areas of preparation were isolated and committees were appointed to develop materials.

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<sup>10</sup>Ibid., pp. 3, 4, 23.    <sup>11</sup>Ibid., p. 64.    <sup>12</sup>Ibid., p. 13.

<sup>13</sup>Ibid., p. 22.    <sup>14</sup>Ibid., pp. 47, 48.    <sup>15</sup>Ibid., pp. 21, 61.

These bulletins, probably more than any other publication, have influenced the thinking on what should be included in preparation programs [ ; ] and many of the titles they employed to identify areas of preparation have since been adopted as standard course titles.<sup>16</sup>

To summarize: Although none of the twelve states considered in this project required certification before 1946, by 1959 Alabama and Virginia were the only two which did not have this requirement. Today all twelve states under investigation require that counselors become certified.

## II. COURSES AND OTHER REQUIREMENTS

The twelve southern state departments which participated in this investigation have indicated a variety of course requirements for certification of counselors.

Nine states, Alabama, Arkansas, Florida, Louisiana, Mississippi, North Carolina, South Carolina, Texas, and Virginia, list the number of semester hours a counselor must complete in guidance and related courses. The mean of semester hours required in these states is eighteen. Concerning specific course requirements, Alabama is the only one of the twelve to list "group guidance," and Florida is the only state to list "economics-sociology" and "education" per se; but seven, Arkansas, Florida, Louisiana, North Carolina, South Carolina, Virginia, and West Virginia, specify "principles of guidance."

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<sup>16</sup>MacMinn and Ross, op. cit., p. 2.

Alabama, Florida, South Carolina, and Virginia require courses in the area of "understanding the individual."

Six of the states, Alabama, Arkansas, Florida, Louisiana, North Carolina, and Mississippi, require "organization and administration of guidance" for counselor certification.

Two courses are required by nine of the states. They are "individual counseling techniques" and "educational and occupational information," which are required by Alabama, Arkansas, Florida, Louisiana, Mississippi, North Carolina, South Carolina, Virginia, and West Virginia. Only West Virginia lists a "seminar in special counseling problems" as a requirement.

While Virginia lists five courses for counselor certification, the fifteen required semester hours can come from four of the five areas listed. "Analysis of the individual," which Virginia refers to as "tests and measurements," and "counseling techniques," however, are specific requirements.

Although the other states require similar subjects, specific courses are not listed. Georgia, Kentucky, North Carolina, and Texas allow their counselors to attain certification through the "approved program approach," but North Carolina will not require this program until 1966.

Information from the North Carolina Department of Education states that schools offering counselor education

must be approved. Furthermore, "a state can guarantee the quality of its teachers only through exercising the responsibility of approving institutions and programs in which they are prepared."<sup>17</sup>

William M. Hennis, Consultant, Guidance and Counseling, Department of Public Instruction, Raleigh, North Carolina, gives the following explanation of the approved program approach as it is set up to become effective in North Carolina in September, 1966:

Under the new system teacher education programs, including that for counselors, are to be approved by the State education agency on the basis of published standards and guidelines. Only those students completing counselor education programs in colleges which have met the above standards will receive a counselor's certificate. Thus, instead of requiring a certain number of hours credit in a specific number of subject areas, the approved program approach established standards which the colleges must meet. Certification will be based on the completion of an approved program at a college rather than on the basis of completion of a certain number of hours of credit. . .<sup>18</sup>

In addition to the approved program approach, Georgia will allow a candidate to become certified if he obtains a Master's degree at an accredited graduate school and takes

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<sup>17</sup>Standards and Guidelines for the Approval of Institutions and Programs for Teacher Education, Publication No. 353 (Raleigh: State Department of Public Instruction, 1962), p. v.

<sup>18</sup>Opinion expressed by William M. Hennis in a letter, March 7, 1963.

graduate courses in sociology, curriculum, methods or problems of teaching, procedures in guidance, and research. (Table III, page 26, lists minimum requirements for certification in each of the twelve selected southern states.)

Virginia is the only state, according to answers to the questionnaire, to require more professional training for guidance coordinators than for counselors.

According to certification requirements of the State Department of Virginia:

A person having responsibility for coordination of guidance services within a school should have completed a graduate course in the Organization and Administration of a guidance program.

A person having responsibility for coordination of guidance services within a school division should have completed a graduate course in Methods of Educational Research.<sup>19</sup>

Although ten states require counselors to study on a graduate level, Arkansas, one of the ten, will allow six hours of work to be on undergraduate level, while Louisiana accepts "techniques" when taken as an undergraduate course. Florida allows fifteen hours graduate and fifteen hours undergraduate work, and Virginia allows would-be counselors to study on either the graduate or undergraduate level. Florida, however, will require a Master's degree in 1964.

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<sup>19</sup>Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions, State Board of Education, Vol. 43 (Richmond: Commonwealth of Virginia, 1960), p. 29.



TABLE III

## MINIMUM COURSE REQUIREMENTS FOR CERTIFICATION IN EACH OF TWELVE SELECTED SOUTHERN STATES

State	Semester Hours	Economics-Sociology	Education	Supervised Practice	Group Guidance	Principles of Guidance	Understanding the Individual	Organization, Administration	Individual Counseling Techniques	Educational Occupational Information	Analysis of Individual	Seminar Special Counseling Techniques	Approved Program
Alabama	12				X	X	X	X	X	X			
Arkansas <sup>a</sup>	15					X	X	X	X	X	X		
Florida <sup>b</sup>	30	X	X			X	X	X	X	X	X		
Georgia													X
Kentucky													X
Louisiana	15					X		X	X	X	X		
Mississippi	18							X	X	X	X		
North Carolina	30			X		X		X	X	X	X		X <sup>e</sup>
South Carolina <sup>c</sup>	18					X	X		X	X	X		
Texas	9												X
Virginia <sup>d</sup>	15					X	X		X	X	X		
West Virginia						X			X	X	X	X	
Totals	9	1	1	1	1	7	4	6	9	9	8	1	4

<sup>a</sup>Electives allowed. <sup>b</sup>Statement from university as to adequacy of requirements. <sup>d</sup>

<sup>c</sup>Two hours may be chosen from related courses. <sup>d</sup>At least 4 of 5 courses must be selected.

<sup>e</sup>Not required until 1966; 12 hours of work now may be distributed among related courses.

There are only three of the twelve states in this study which do not require a Master's degree for counselor certification: Arkansas, Florida, and Virginia. In addition to the requirements of a Master's degree, Kentucky requires counselors to take twenty-four additional hours of graduate work. (Table IV, page 28, states the level on which work for certification can be taken in each of the states in this survey.)

Each of the twelve states under consideration requires that counselors have some teaching experience. The amount of experience, however, varies from one to three years; three states require only one year, six require two years, and three require three years.

Kentucky, one of the three to require three years of teaching experience, offers an alternate plan of two years' teaching experience and one year of work experience. In addition to the requirement of teaching experience, three states require one year of work experience; they are Arkansas, Georgia, and North Carolina. Only one state, Georgia, requires a year's experience in counseling. However, the counselor can obtain a provisional certificate good for three years while he gets experience in counseling or completes other requirements. (For a breakdown by states of kinds of experience required see Table V, page 29.)

TABLE IV

LEVEL OF WORK REQUIRED FOR CERTIFICATION OF COUNSELORS  
IN EACH OF TWELVE SELECTED SOUTHERN STATES

State	Master's degree required	Level required
Alabama	Yes	
Arkansas	No	Graduate 6 hours undergraduate
Florida	No <sup>a</sup>	15 hours graduate 15 hours undergraduate
Georgia	Yes	Graduate
Kentucky	Yes <sup>b</sup>	Graduate
Louisiana	Yes	Graduate "Techniques" Undergrad.
Mississippi	Yes <sup>c</sup>	Graduate
North Carolina	Yes	Graduate
South Carolina	Yes	Graduate
Texas	Yes	Graduate
Virginia	No	Either
West Virginia	Yes	Graduate
Total	9 Yes; 3 No	10 <sup>1</sup> / <sub>4</sub> Graduate; 1 Either

<sup>a</sup>Will be required in 1964: 36 hours beyond Bachelor's degree with 27 hours in graduate work.

<sup>b</sup>Standard guidance certificate requires 24 hours of graduate work beyond Master's degree.

<sup>c</sup>Master's degree required for a permanent and/or Class AA temporary certificate.

TABLE V

KINDS AND AMOUNT OF EXPERIENCE REQUIRED FOR CERTIFICATION  
IN EACH OF TWELVE SELECTED SOUTHERN STATES

State	Teaching	Working	Counseling
Alabama	2 years		
Arkansas	2 years	one year	
Florida	3 years		
Georgia <sup>a</sup>	one year	one year	one year
Kentucky	3 years <sup>b</sup>		
Louisiana	3 years		
Mississippi	2 years		
North Carolina	3 years	one year	
South Carolina	2 years		
Texas	3 years		
Virginia	one year		
West Virginia	2 years		
Totals	27 years	3 years	one year

<sup>a</sup>Georgia also issues a provisional certificate good for three years. The counselor may use this certificate while completing his requirements.

<sup>b</sup>Three years of teaching or two years of teaching and one of working.

NOTE: A mean of 2 1/4 years of teaching experience is required.

Summary: The traditional courses described in the Vocational Education Manual for Vocational Education Programs under the provisions of the George-Barden Act are still among those required in a majority of the southern states selected for this study. "Individual counseling techniques" and "educational and occupational information" are required in nine states with "analysis of the individual" required in eight, followed by a "basic guidance course" in seven and "organization and administration" in six. Other courses which the different states designate include "education," "economics-sociology," "group guidance," "supervised practice," and a "seminar in special counseling techniques."

At present nine states require a Master's degree for counselor certification, and one requires twenty-four hours of graduate work beyond the Master's. Four states have already adopted the approved program approach.

Furthermore, the survey shows that only one state has additional requirements for the guidance coordinator. Of the twelve states reporting, all require teaching experience, three work experience, and one counseling experience.

## CHAPTER III

### PROPOSED CHANGES IN CERTIFICATION REQUIREMENTS

Certain facts concerning the picture of the counselor in the twelve selected southern states seem necessary for the reader to understand the changes and additions the states have indicated they plan to make within the next five years in their requirements for certification. Also, these facts will help the reader to understand the need for reciprocity.

#### I. TODAY'S COUNSELORS

Although this paper does not attempt to interpret the role of the counselor, which varies from state to state and from school to school, it does offer the reader a picture of the number of counselors involved, time devoted to counseling, division according to sex, and the amount of training the counselor has taken outside of his own state.

In the states concerned here 5,545 counselors are involved. No person who works in guidance less than two periods each day has been included. According to information given by the state coordinators 1,504 counselors devote two periods; 685, three periods; and 3,356, more than three periods each day to counseling and guidance activities.

Seven states listed the per cent of men and of women working as counselors. A mean of these percentages gives 38.1 per cent male counselors and 61.9 per cent female. This is almost a complete reversal of the findings of Project Talent which found that "of the 19,000 counselors that spend 20 per cent or more time in counseling, about 62 per cent are male as compared to 38 per cent female."<sup>1</sup>

In explaining this larger percentage of men than women engaged in counseling, Project Talent says:

There are less women in counseling than men, yet there are more women than men with a minimum of ten years of counseling experience. This would indicate that there were more women in the counseling field in the early years, but that within the last ten years there has been a definite trend for counseling to become more and more a man's profession, as indicated by the larger number of men at the lower levels of experience.<sup>2</sup>

But this does not explain the difference between the national picture and that of the South. Therefore, the writer interviewed George O. McClary, Supervisor of Guidance and Psychological Services, Richmond Public Schools, and President-Elect of the American School Counselor Association, and summarized his reasons for this difference:

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<sup>1</sup>D. J. Sillers, "A National Survey of Secondary School Guidance Programs and Counselors--Some Preliminary Results From Project Talent," a symposium at the Convention of American Personnel and Guidance Association, Chicago, April 18, 1962, p. 2.

<sup>2</sup>Ibid., p. 4.

The values in the culture of the South in the past were such that teaching was regarded as a profession for women. Until recently our teacher-training institutions have been set up to train women.

Another factor which enters the picture is salary. In many states the salary for counselors is very much higher than that for teachers, but this is not true in the South.<sup>3</sup>

Clarence L. Kent, Supervisor of Guidance, Testing, and Research, State Department of Education, Richmond, Virginia, and President-Elect of the Southern Association of Counselor Education and Supervision, in another interview, offered opinions similar to those of McClary:

In Virginia, and we have reason to believe the same is true in the other southern states, most of the counselors are persons who have changed from teaching to counseling. Because we have more female teachers than those of the opposite sex, we have more women counselors.

Also, I don't know of any southern state which pays a higher salary to a counselor than to a teacher. There are, however, other states which do pay counselors more.<sup>4</sup>

Of the 5,545 counselors in these twelve states, 2,171 have not met minimum requirements for certification, and only three states did not answer the question concerning the number of uncertified counselors. These three answered as follows: Alabama, "Presently doing a status study"; Mississippi, "Unknown"; Louisiana, "All have met standards for provisional authorization--approximately 60 per cent are professionally certified."

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<sup>3</sup>George O. McClary, personal interview, June 27, 1963.

<sup>4</sup>Clarence L. Kent, personal interview, June 27, 1963.



Eight states indicated that some of their counselors received a part of their training outside the state in which they are working. These figures begin at 5 per cent and range up to 50 per cent. (For an analysis of the number of periods and other facts concerning the present counselor picture, see Table VI, page 35.)

Figures and comments pertaining to two states, Virginia and South Carolina, are cited to show the trend in the employment of counselors.

The trend toward the employment of full-time guidance counselors in Virginia is growing, according to preliminary reports of guidance plans of local school divisions submitted to the Guidance and Testing service. The number of full-time counselors employed in 1962-63 exceeds last year's number by seventeen. Local guidance plans also indicate a decrease in the number of counselors devoting four periods or less per day to guidance activities.<sup>5</sup>

Furthermore, it is interesting to note the progress Virginia has made since 1939. Lawrence C. Bryant, in his Doctor's dissertation written at the University of Virginia in 1958, said that in 1939 Virginia had two full-time counselors, sixteen one-fourth-time counselors, and twenty-one schools which reported no counselors.<sup>6</sup>

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<sup>5</sup>"Guidance News and Views in Virginia," Vol. X, No. 2 (Richmond: State Board of Education, February, 1963), p. 2. (Mimeographed.)

<sup>6</sup>Lawrence Chesterfield Bryant, "A Recommended Program of Guidance Practices and Preferences in Virginia and Selected States" (unpublished Doctor's dissertation, University of Virginia, Charlottesville, 1958), p. 37.

TABLE VI

NUMBER OF PERIODS ASSIGNED AND OTHER FACTS CONCERNING COUNSELORS IN EACH OF  
TWELVE SELECTED SOUTHERN STATES

State	Number assigned				Per cent		Don't meet minimum require- ments	Some training outside state <sup>a</sup>
	Two	Three	More Periods	Total	Male	Female		
Alabama	130	121	214	465				
Arkansas			205	205	41.	59.	12	50%
Florida							500	
Georgia	104	131	302	537		<sup>b</sup>	70	
Kentucky			233	233	40.	60.	50 <sup>c</sup>	5-10%
Louisiana	261 <sup>d</sup>		180	441			<sup>e</sup>	10%
Mississippi		104	94	198	50.	50.	Unknown	10-15%
North Carolina	72	69	332	473	36.	64.	22 <sup>f</sup>	
South Carolina	825	119	221	1165	25.	75.	988 <sup>g</sup>	25-30%
Texas			900	900	42.9	57.1	115	10%
Virginia	112	141	508	761	31.8	68.2	378	50%
West Virginia			167	167			106	30%
Totals	1504	685	3356	5545	266.7	433.3	2241	

<sup>a</sup>Approximate per cent.    <sup>b</sup>Breakdown by sex not available.

<sup>c</sup>Persons not certified called "Guidance workers."    <sup>d</sup>Part-time; no breakdown on 2 or 3 periods.

<sup>e</sup>Sixty per cent professionally certified; all have met provisional standards.

<sup>f</sup>Only full-time counselors.    <sup>g</sup>Not certified as full-time; 193 certified as teacher-counselors.

Virginia now has 289 full-time counselors; 73 who work five periods; 146, four periods; 141, three periods; and 112, two periods per day. This gives a total of 761 counselors.<sup>7</sup>

A look at the increase in the number of counselors employed in South Carolina during the past five years will emphasize further the rapid progress that southern states are making in the field of guidance. In 1958, according to a table prepared by the State Department of Education, there were fourteen full-time counselors; twenty-eight more than half-time; and 308 less than half-time. Today the figures indicate 106 full-time, 115 more than half-time, 119 half-time, and 825 less than half-time.<sup>8</sup> Adding the figures for 1958-59 one finds that only 370 counselors had either full-time or part-time duties, but by 1962-63 the number of counselors had been increased to 1,165.<sup>9</sup>

A further examination of this table shows that the 370 assigned counselors give a full-time equivalency score of 122 counselors in 1958-59 and the 1,165 assigned in 1962-63 show a full-time equivalency score of 458. This is a full-time equivalency increase of 336 counselors.<sup>10</sup>

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<sup>7</sup>"Guidance News," op. cit., p. 2.

<sup>8</sup>"Counselors Assigned and Full-Time Equivalency in Public Secondary Schools of South Carolina," Table VI (Columbia: State Department of Education, 1963), (Mimeographed.)

<sup>9</sup>Ibid.

<sup>10</sup>Ibid.

Furthermore, the table shows an increase from fourteen full-time counselors employed in 1958-59 to 106 in 1962-63.<sup>11</sup> This is an increase of ninety-two full-time counselors in the last five-year period.

To summarize: The number of counselors in the twelve southern states considered in this investigation is increasing rapidly. Furthermore, there is a trend to hire more full-time counselors. And only 39 per cent of the counselors in these states have not met minimum requirements. More than half of the states indicated that their counselors have received some of their training outside of the state in which they are working.

## II. CHANGES IN REQUIREMENTS

According to answers received from state guidance coordinators, only three do not plan to add to or change certification requirements during the next five years. These are Alabama, Georgia, and Virginia. Certification requirements in Alabama and Virginia have become mandatory since 1959, and Georgia already has the approved program plan.

Both Arkansas and Florida expect to make a Master's degree in guidance a minimum requirement. Florida will require this in 1964. In addition to the Master's degree, a

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<sup>11</sup>Ibid.

counselor will have to complete thirty-six hours of credit beyond the Master's degree, of which twenty-seven hours must be acceptable graduate credit which shall include: (1) three hours in "principles and philosophy of guidance," (2) six hours in "principles and procedures of group testing," (3) three hours in "organization and administration of guidance and/or personnel service," (4) three semester hours in "occupational and educational information," (5) six hours in "psychological foundations," (6) six hours in "counseling," and (7) nine hours in related fields. One year of teaching experience will be required whereas now three years are necessary for counselor certification.

Kentucky plans "some revision to broaden the program" while Louisiana expects to add "counseling practicum--for obvious reasons." Mississippi will add "supervised practice in counseling and statistics. Both are considered vital for a counselor to adequately perform his duties."

Louisiana and Kentucky are the only two states which indicated in their answers to the questionnaire that they intend adding supervised practice or practicum. North Carolina is the only state which lists the course as a requirement now. However, those states which have the approved program in effect don't list specific courses. Even though only one state listed practicum as a specific requirement, the following statement taken from the Washington Conference held in

October, 1961, indicates the feeling of many educators in the nation concerning practicum or supervised practice.

The graduate program of counselor education requires supervised practice (in counseling) to effect the transformation of a counselor candidate to an independently functioning counselor. Such practice includes three aspects: laboratory experience, counseling practicum, and the internship.<sup>12</sup>

Although North Carolina adopted the approved program approach in 1962, the plan will not be required for certification until 1966. North Carolina's comment in the space provided on the questionnaire concerning changes within the next five years reads:

Under the approved program approach the college will be required to meet standards requiring the study of educational philosophies, curriculum patterns, relations, and research and statistics. These standards might be met without requiring a separate course for each of the above areas.

Answers from other states indicate changes anticipated in their requirements for certification of counselors.

South Carolina is "in the process of determining what qualifications are needed to be a counselor; based on our findings we will recommend changes in certification requirements."

When V. J. Kennedy, Director, Division of Guidance and Supervision in Texas, answered the question concerning proposed changes in Texas, he said: "We hope to raise standards to

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<sup>12</sup>Counselor Education, op. cit., p. 25.

sixty hours. Do not know at this time the exact direction the additional thirty hours will take." Texas already has the approved program plan for certification of counselors.

Walter F. Johnson, Professor of Education, Michigan State University, supports this sixty-hour program when he says, "Adequate performance requires a minimum of two years of graduate study, including practicum."<sup>13</sup>

Concerning the need for a two-year training period after graduation from college, Kent, in a personal interview, said, "While it is desirable for a guidance counselor to have as much training as possible, it seems to me that two years beyond a college degree is too much to expect at this time."<sup>14</sup>

C. Gilbert Wrenn has said, "It is proposed that state departments of education work in close collaboration with graduate schools in a periodic review of all counselor certification requirements."<sup>15</sup>

The approved program approach already adopted in Georgia, Kentucky, Texas, and North Carolina is certainly a trend in the direction proposed by Wrenn. This approach also met the approval of the coordinator in West Virginia when he wrote in answer to proposed changes:

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<sup>13</sup>Ibid., p. 16

<sup>14</sup>Clarence L. Kent, personal interview, May, 1963.

<sup>15</sup>C. Gilbert Wrenn, The Counselor in a Changing World (Washington: The American Personnel and Guidance Association, 1962), p. 179.

The major change anticipated will be dropping the specific number of hours in specified courses and certifying on the basis of a combination of an approved program and the recommendation of the major course professor.

Concerning this program approach Kent expressed the following opinion:

We feel that the approved program approach that is being used by North Carolina and other states is one way of handling the certification problem. We do not feel, however, that it should be limited to this.<sup>16</sup>

W. M. Stoker, Assistant Director, Division of Teacher Education and Certification in Texas, said:

Texas has been on the approved program approach plan for all certificates since 1955, which means that the standards are set by the State, but each college has its right to establish programs as it sees fit. The broad standards require nine semester hours in work directly concerning counseling, and 21 semester hours in resource areas. If you check the programs of many colleges offering approval in counseling, you would will find a great deal of similarity. However, there are many dissimilarities.<sup>17</sup>

In a letter from W. L. Hearn, Supervisor of Guidance, State of Mississippi, the following opinion was given:

Program Approach is a good idea and I like it. But, until institutions have adopted programs that have a great deal of similarity in content and methods, I believe we here in Mississippi will continue to certify only on the sequence of courses given and the description of those courses.<sup>18</sup>

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<sup>16</sup>Clarence L. Kent, personal interview, May, 1963.

<sup>17</sup>Opinion expressed by W. M. Stoker in a letter, May 23, 1963.

<sup>18</sup>Opinion expressed by W. L. Hearn in a letter, May 20, 1963.



At the annual meeting of the Virginia Personnel and Guidance Association in 1962, C. Harold McCully, Specialist, Counseling and Guidance, Institutes Branch, Division of College and University Assistance, Office of Education, Washington, expressed opinions showing the necessity for the approved program:

Machinery must be established for the accreditation, and resulting identification, of those institutions of higher education which meet the minimum standards for professional counselor preparation.

We must stop shadow-boxing in counselor certification. We must drop the myth that an individual's competence to perform as a school counselor can be estimated reliably by adding the credits on his transcripts. We must utilize more valid methods of determining minimum competence, and make the public aware of the need for control through certification, aware of the resulting assurance as to minimum competence of the school counselor that improved certification will afford, and aware of the risks involved in allowing untrained persons to enter into the vital and sensitive relationships with boys and girls that are involved in the work of the school counselor.<sup>19</sup>

McClary feels that the approved program is a forward-looking approach; he said:

It is indeed encouraging to see colleges and universities moving toward higher standards in counselor education. I admire the leadership in states which are establishing criteria for approved counselor education programs--the graduates of which are certified in those states. They are signs that the school counselor is indeed on the way to achieving professional status. In the near future I should like to see colleges and

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<sup>19</sup>C. Harold McCully, "The Need for Responsible Teamwork," (an address delivered before the Virginia Personnel and Guidance Association, Norfolk, Va., March 30-31, 1962), p. 17. (Mimeographed.)

universities submit their counselor education programs to the American Personnel and Guidance Association for approval according to the standards being proposed by the Association for Counselor Education and Supervision, and for states to recognize graduates from such approved programs for purposes of certification of individual counselors.

Our situation now is such that the majority of counselors invested with that title in the United States regard themselves as another kind of teacher since the majority of counselors have not identified with their professional association nor have they, according to information I have, met certification requirements in their respective states. In too many instances counselors are being certified on the basis of "course collecting" in as many institutions as there are required courses. There is a real need for upgrading the quality of instruction in some of these courses, for establishing continuity of experiences, and for supervised practicum experiences in an actual school setting. In some colleges there is the idea that almost anyone can teach a course in guidance or counseling, and there are frequently no established selection procedures for those who are taking these courses. It seems to me that the approved program with careful selection procedures, both for instructors and students, is a forward-looking approach.<sup>20</sup>

William M. Hennis, Consultant Guidance and Testing in North Carolina, said in a letter explaining the program approach, "We feel this approach offers great promise." (For proposed additions and changes in certification requirements, see Table VII, page 44.)<sup>21</sup>

Much has been said and written concerning teaching experience as a prerequisite for counselor certification, and opinions vary concerning this issue. Paul W. Fitzgerald,

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<sup>20</sup>George O. McClary, personal interview, June 6, 1963.

<sup>21</sup>Opinion expressed by William M. Hennis in a letter March 7, 1963.

TABLE VII

PROPOSED CHANGES IN CERTIFICATION REQUIREMENTS  
IN TWELVE SELECTED SOUTHERN STATES

State	Expect to increase within 5 years	Additions expected
Alabama	No	
Arkansas	Yes	MA in "Counseling and Guidance" as a minimum
Florida	Yes	MA in "Guidance" in 1964
Georgia	No	
Kentucky	Yes	Requirements to broaden program
Louisiana	Yes	Counseling practicum
Mississippi	Yes	Supervised practice, statistics
North Carolina	Yes	Program approach to become effective in 1966
South Carolina	Yes	Now in process of determining needs
Texas	Yes	Raise standards to 60 hours graduate work; now have 30
Virginia	No	
West Virginia	Yes	Certify on basis of approved program and recommendation of major course professor
Total	9 Yes; 3 No	

Coordinator of Guidance, Educational Services, Pinellas County Schools, Florida, in his summary of issues reported by American School Counselors Observers at the 1962 American Personnel and Guidance Association said:

The importance of the school counselor's work with teachers was discussed and the belief that all school counselors should have some teaching experience was expressed. The reason for this belief was that school counselors should be working with teachers a great deal of the time and that the teachers are really the center of this guidance movement--the only way we can have the understanding of their problem is to have had some teaching experience.<sup>22</sup>

On the other hand, Willis E. Dugan, ACES Co-Chairman of the Cooperative Study and Professor of Educational Psychology at the University of Minnesota, said:

Perhaps not all counselors need to rise from teaching ranks; of course, existing state certification standards exert a restriction on our source of supply. New reservoirs of candidates with graduate ability and personal qualities for counseling may well be found in other academic fields related to education and for whom relevant social service experiences may prove equivalent to the prerequisite of classroom teaching. In fact, equivalent practicum experiences in school settings are possible in enabling such potential counselors to gain practical experience with youth in school.<sup>23</sup>

Dean L. Hummel, State Supervisor of Guidance in Ohio, said, "There is much research to be done before we can condemn either previous teaching experience or rule out other experiences important in the pre-professional training of the school counselor."<sup>24</sup>

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<sup>22</sup>Counselor Education, op. cit., p. 71.

<sup>23</sup>Ibid., p. 81.

<sup>24</sup>Ibid., p. 22.

In an interview Kent expressed the following opinion concerning the necessity for teaching experience:

We in Virginia feel that at least one year of successful teaching experience should remain as a prerequisite for counseling. Furthermore, while it is desirable to have work experience other than teaching, we do not contemplate making this a requirement for certification.<sup>25</sup>

At the annual meeting of the American Personnel and Guidance Association held in Boston in April, 1963, McClary told the group:

A counselor is best prepared for his responsibilities if he has completed a program of teacher education and experience prior to entering a program of counselor preparation. However, certain uniquely qualified persons with experiences other than teaching may be effective as counselors provided they know and appreciate the school setting and are familiar with instructional processes.<sup>26</sup>

While all of the states require teaching experience, in the answers to the questionnaire no mention was made of increasing or decreasing the number of years required. (See Table V, page 29.)

In summary: Nine states expect to increase certification requirements for counselors within the next five years; three do not. Supervised practice will be added in two states, and two others will add a Master's degree in guidance

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<sup>25</sup>Clarence L. Kent, personal interview, May, 1963.

<sup>26</sup>George O. McClary, "The Philosophy of the Role, Functions, and Conditions of Work as Seen by the School Counselor," (a speech presented at the annual meeting of the American Personnel and Guidance Association, Boston, April 8, 1963), p. 12. (Mimeographed.)

to their minimum requirements. The approved program approach is already effective in three states, has been adopted in another, and is scheduled for adoption in still another. Teaching experience is required in all twelve states, and there is no indication that this requirement will be changed.

### III. RECIPROCITY

Reciprocity in certification requirements among the twelve selected southern states considered in this investigation would prevent counselors from being penalized when transferring from one state to another. Only two states, Georgia and Texas, have statutory provisions which would hinder a reciprocal agreement. All twelve of the states indicated that they are in favor of working for reciprocity. Texas, however, made this stipulation: "if all have similar standards and requirements." (See Table VIII, page 48.)

At present eight states require approval of the State Department of Education for guidance courses, three do not, and one said, "not sure."

This idea of reciprocity is something to work for. Kent, who is president of the Southern Association of Counselor Education and Supervision as well as Supervisor of Guidance, Testing, and Research in the State Department of Virginia, said concerning this question: "While we may not be able to reach a reciprocal agreement on certification for

TABLE VIII

RECIPROCITY AND REQUIREMENTS IN  
TWELVE SELECTED SOUTHERN STATES

State	Statutory provisions to hinder reciprocity	In favor of working for reciprocity	Require state approval of guidance courses
Alabama	No	Yes	Yes
Arkansas	No	Yes	Yes
Florida	No	Yes	Yes
Georgia	Yes	Yes	Yes
Kentucky	No	Yes	Yes
Louisiana	No	Yes	Not sure
Mississippi	No	Yes	No
North Carolina	No	Yes	Yes <sup>b</sup>
South Carolina	No	Yes	Yes
Texas	Yes	Yes <sup>a</sup>	Yes
Virginia	No	Yes	No
West Virginia	No	Yes	No <sup>c</sup>
Total	2 Yes; 10 No	12 Yes; 0 No	8 Yes; 3 No; 1 Not sure

<sup>a</sup>If all have similar standards and requirements.

<sup>b</sup>Recently adopted approved program approach provides for this.

<sup>c</sup>Not currently, but this will be effective with new certification requirements.

the thirteen southern states, I feel we can move much closer to having a uniform program for certification."<sup>27</sup>

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<sup>27</sup>Clarence L. Kent, personal interview, May, 1963.



## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to make a survey of the status of professional requirements for counselors in the thirteen southern states which are members of the Southern Association of Counselor Education and Supervision in order to inform state supervisors, counselors, and educational institutions of these requirements and to encourage reciprocity among these states. Since the writer was not able to obtain a reply from Tennessee, the survey concerns the other twelve states in the Association. Most of the information has been supplied by the chief personnel officer in guidance in each of these states. Also, in so far as it was possible, expected additions to present requirements have been listed and discussed.

#### I. SUMMARY

Growth of guidance is apparent when one notes that although none of the twelve states required certification before 1946, by 1959 Alabama and Virginia were the only two which did not have this requirement. Today all twelve states considered in this study require that counselors become certified.

A majority of these states are revising certification requirements in order to improve their guidance programs.

Eight states already require that the State Department of Education approve guidance courses which are taken for certification of counselors. Two states have indicated that they will add practicum, and two others, a Master's degree in guidance. Nine already require a Master's degree, but available information does not indicate whether these states require that the degree be in guidance. Four states have already adopted the approved program approach, another anticipates its adoption, and still another hopes to raise standards to sixty hours beyond the Bachelor's degree.

This approved program approach simply means that colleges and universities must have their counselor education programs approved by the State Department of Education according to published standards and guidelines. Therefore, instead of taking courses in a number of institutions and having these credits submitted to the State Department of Certification, the would-be counselor will complete an approved program at an approved college, and the college will recommend him for certification.

At least 5,545 counselors work in guidance two or more periods per day in the states considered here, and a majority of these counselors are women. Thirty-nine per cent have not met minimum requirements, and more than half the states indicated that their counselors have received some of their training outside of the state in which they are working.

A sampling of two states indicates that the number of counselors, both full-time and part-time, is increasing rapidly.

Although some educators feel that teaching experience should be a prerequisite to counselor certification, others do not agree. All these states, however, require one or more years of teaching experience, and there is no indication that this requirement will be changed. Several of these states require work experience other than teaching, and one requires counseling experience.\*

All twelve state coordinators have indicated that they favor working toward reciprocity, and only two states have statutory provisions which would hinder this.

As states adopt the approved program approach, they are moving in the direction of reciprocity, since any college may be put on a state's approved list if the college in question meets the requirements set up by the State Department of Education.

An examination of the course divisions listed in Table III, page 26, shows "counseling techniques" and "educational and occupational information" to be ahead in course

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\*This state, Georgia, issues the School Counselor's Provisional Certificate, which is good for three years. This allows the counselor to get his required experience.

requirements. It is gratifying to note that courses listed under "analysis of the individual" are next in line of emphasis. "Principles of guidance" and "organization and administration of guidance" come next. Only one state requires a course in "group guidance," one a course in "economics-sociology" and "education," and one a "seminar in special guidance problems," while one lists "practicum."

## II. CONCLUSIONS

An analysis of answers to the questionnaire, letters, and interviews leads the investigator to the following:

1. These states are making steady growth in raising standards for counselor certification. Although none of the twelve states in this study required certification before 1946, all now have organized programs for appraising the education and training qualifications of counselors. Upgrading of standards is further indicated by the approved program approach, which has been adopted in several states. This indicates a forward look. Also, nine of these twelve states plan to increase requirements within the next five years. In addition, nine states now require a Master's degree for counselors.

2. The counselor is making progress toward professional status by virtue of colleges' setting up specialized programs for the training of school counselors and having this position recognized by State Departments of Education.

3. The recent increase in the number of states recognizing the approved program of counselor education for the purpose of certification gives evidence of the stronger bond existing between institutions having the program and the State Department of Education.

4. All twelve states recognize and favor working toward an agreement which would give full recognition to a school counselor who moves from one state to another.

### III. RECOMMENDATIONS

Evidence has been presented to show that a counselor must be trained for the position. Based on the requirements in several states and the opinions given by professional persons, the following recommendations are hereby made:

1. Consideration and further study should be given to the approved program approach for counselor certification.

2. States should set up committees to work out plans for reciprocal agreements for the certification of school counselors.

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## APPENDICES

## APPENDIX A

A copy of the letter sent to the chief personnel officer in guidance in each of thirteen selected southern states.

# Manchester District High School

A. S. HOLLAND, PRINCIPAL  
6300 HULL STREET ROAD  
RICHMOND 25, VIRGINIA

January 18, 1963

Dear \_\_\_\_\_:

At present I am senior guidance counselor at Manchester High School, Richmond, Virginia, and have completed all the course requirements for the degree of Master of Science in Education.

My thesis, which is under the direction of Dr. Edward F. Overton, Dean of Summer School of the University of Richmond, involves an investigation of the following topic: the present status of professional requirements for guidance counselors in each of the southern states and the plans in each of these states for increasing or changing these standards.

Also, I am working on this investigation in cooperation with Mr. C. L. Kent, Supervisor of Guidance and Testing, State Board of Education, Richmond 16, Virginia.

In addition to interviewing persons in the Virginia State Department of Education and studying current books and periodicals, I need your help.

Will you please answer the attached questionnaire as completely as possible and return it to me? A stamped, self-addressed envelope is enclosed for your convenience.

Yours very truly

Mrs. M. A. Morris  
Senior Counselor

bjw

Enclosure

## APPENDIX B

A copy of the questionnaire sent to the chief personnel officer in guidance in each of thirteen selected southern states.

Name: Mrs Marie N. Morris

Address: Manchester High School  
Richmond 25, Virginia

State: \_\_\_\_\_

PROFESSIONAL REQUIREMENTS FOR COUNSELORS  
Status and Trends in the Southern States

Questionnaire

Note: The term counselor as it will be used in this investigation: one who is assigned two or more periods per school day, in one or more schools, for counseling and related guidance services

1. Do you have state certification requirements for counselors? Yes \_\_\_\_\_ No \_\_\_\_\_

If the answer to number 1 is yes, please send me a copy of the requirements, including a description of each required course, if available.

If the answer is no, is there a movement in your state to develop certification requirements? Yes \_\_\_\_\_ No \_\_\_\_\_

Please answer any of the following questions that are not included in the above.

2. On what level can work for certification be taken? Undergraduate \_\_\_\_\_ Graduate \_\_\_\_\_ Either \_\_\_\_\_

3. Are state funds available for those who wish to become certified? Yes \_\_\_\_\_ No \_\_\_\_\_ Are other scholarships or financial aid available, if so what? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Do you expect to increase certification requirements within the next five years? Yes \_\_\_\_\_ No \_\_\_\_\_

5. What courses do you expect to add? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Is teaching experience for counselors required? Yes \_\_\_\_\_  
How many years? \_\_\_\_\_ No \_\_\_\_\_
7. Is work experience other than teaching required? Yes \_\_\_\_\_  
How many years? \_\_\_\_\_ No \_\_\_\_\_
8. Do you have additional requirements for guidance coordinator  
or a director of guidance in a county or city system?  
Yes \_\_\_\_\_ No \_\_\_\_\_. If so, what are they?  
\_\_\_\_\_  
\_\_\_\_\_
9. How many counselors in your state have two \_\_\_\_\_, three \_\_\_\_\_  
or more \_\_\_\_\_ periods per day on their schedules for  
counseling?
10. What percentage of your counselors are men? \_\_\_\_\_ women? \_\_\_\_\_
11. How many counselors in your state have not met minimum  
requirements? \_\_\_\_\_
12. Approximately what per cent of your counselors have had  
counselor education outside the state? \_\_\_\_\_
13. Are there any statutory provisions in your state which would  
hinder reciprocal agreements with other states? Yes \_\_\_\_\_  
No \_\_\_\_\_
14. Do you favor working towards reciprocal agreements for  
certificating counselors in the southern states? Yes \_\_\_\_\_  
No \_\_\_\_\_
15. Do you require that guidance courses be taken in a college  
whose program for the preparation of guidance counselors  
has been approved by the state? Yes \_\_\_\_\_ No \_\_\_\_\_
16. Would you like to have a copy of the summary of the findings  
of this study? Yes \_\_\_\_\_ No \_\_\_\_\_

## VITA

Marie Nobles Morris, daughter of the late Mr. and Mrs. William Lloyd Nobles of Ayden, North Carolina, was born July 12, 1908. She was graduated from Ayden High School in 1925. In June, 1929, she received her Bachelor of Arts degree from Meredith College, Raleigh, North Carolina, with a major in French.

After graduation she taught in Chowan High School, Edenton, North Carolina, for two years; Pink Hill High School, Pink Hill, North Carolina, for two years; Ayden High School, Ayden, North Carolina, for two years; and Robinsonville High School, Robinsonville, North Carolina, for one year.

In December, 1935, she was married to Melvin Arnold Morris of Robinsonville, North Carolina. She moved to Richmond, Virginia, in May, 1936, where her husband was employed by Philip Morris, Inc.

She has two sons: James Lloyd Morris, a student at Southeastern Seminary, and Arnold Nobles Morris, a sophomore at Mars Hill College.

In January, 1948, she returned to the teaching profession as a member of the Manchester High School faculty, Richmond, Virginia, where she teaches journalism, advises the newspaper staff, Quill and Scroll, and the Senior Class, and serves as senior counselor. At Manchester she organized

the Future Teachers of America Club, the Quill and Scroll Society, and was responsible for the change from a mimeographed to a printed school newspaper.

In 1954 the Southern Interscholastic Press Association at Washington and Lee University in Lexington, Virginia, named her one of three to receive the Adviser's Award, given for "outstanding service to youth." Also in 1954 she was co-author of a play, "Evenhanded Justice," which was produced on the Dr. Christian radio series.

The Manchester Parent-Teacher Association in 1958 presented her with a lifetime membership in the State Parent-Teacher Association, and in 1959 she was one of ten teachers in Virginia to receive the Valley Forge Classroom Teachers' Medal.

She is a member of Kappa Delta Pi, an honorary education society; Alpha Delta Kappa, an honorary teachers' sorority; the judge for Group III School Newspapers in the Southern Interscholastic Press Association, on the Richmond Area Tuberculosis Association Board, and assistant teacher of an adult class at Branch's Baptist Church.

In addition, she is a member of the Chesterfield County Education Association, the Virginia Education Association, the Virginia Guidance Association, the Richmond Personnel and Guidance Association, and the Virginia Personnel and Guidance Association.