

of small group dynamics in creating and operating a large-scale training program for advisers is practical and successful, and that it can be applied effectively in other institutions. We believe such a program rests upon the extension of the application of personnel techniques by the counselor to the faculty. If the counselor respects his faculty colleagues, works with them in a democratic fashion, and attempts to meet their needs, he can secure faculty cooperation and participation in "advising and training."

In conclusion, something should be said concerning the difficulties facing the teacher attempting to function as a counselor. In some colleges and universities a system is used whereby the teaching staff is directly involved in academic advisement. For some, this may be a minor assignment, but nevertheless the teacher has a number of students assigned to him and it is his responsibility to advise them in academic affairs. The question always comes to mind — "Are all these instructors interested and qualified to do this job?" It is the experience of this writer with several years serving as an adviser, that many students come in with personal problems beyond those related to strictly academic work. How far, then, should an academic adviser get involved with a student's problems beyond things academic?

The following are commonly recognized difficulties which a teacher who is attempting to function as a counselor must face and resolve:

1. The responsibility of the teacher as compared with that of the school counselor. Is his major responsibility toward

society, or is it toward the individual student?

2. The question of responsibility and confidentiality. It poses an ethical and legal question for all counselors.
3. The function of the counselor as compared with the function of the teacher. The counselor's task is basically one of listening and clarifying in a quiet, unobtrusive, and accepting way. A teacher may be accustomed to dominating his classroom, is aggressive and talks constantly.
4. If the good teacher is always friendly, and if the good counselor is one who does not establish too friendly a relationship with the client, then how can the good teacher be an effective counselor?
5. Some counselors say that teachers cannot be counselors because they are too rigid and unbending, and that they find it difficult to be acceptant.
6. Another oft-heard complaint is that many teachers do not have enough professional training to make them effective as teachers, so how can they be effective as counselors?
7. Some will say that the teacher cannot function as a counselor since, as a teacher, he must teach subject matter, and therefore has no time to become involved with the problems of students.
8. Still another reason given is that teachers as a whole cannot function as counselors because they are too unstable a group.

In spite of the fact that one or more of the above stated difficulties may be characteristic of many teachers, nevertheless students do come to teachers with whom they have established rapport for advice and counseling on many personal problems other than academic. Teachers must take this responsibility seriously because, as stated at the beginning of this paper, the greater part of the personnel work and guidance that must be done with students at the elementary, secondary, and college level will be done by the classroom teacher or will not be done at all.

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Student Counseling

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Counseling may be broadly and simply defined as the process of helping individuals cope with certain kinds of personal problems. The term "guidance" has long been used in the field of personal services to students below the college level. Counseling is, in an extended sense, one of the oldest of human

relationships: from time immemorial individuals have talked over their personal concerns with acquaintances, friends, and relatives. As a professional or semiprofessional service, however, counseling came into view during the first decade of the twentieth century.

The opening of the Boston Vocational Bureau in 1908 is generally believed to mark the inauguration of formal vocational counseling services in the United States. Frank Parsons was the first director of the Bureau, its purpose being to aid young people in choosing an occupation, preparing them for it, finding an opening in it, and building a career of efficiency and success.

From the year of the founding of Harvard, in 1636, until the beginning of the last third of the nineteenth century, the counseling of college students was the responsibility of administration and teachers; there was no formal or special service. The appointment of functionaries such as Deans of Men and Deans of Women came about as a result of a number of changes in higher education. The socio-economic developments contributed to these changes. The growth of political democracy and the rise of the laboring classes seriously undermined the time-honored social system in which political power was restricted to a relatively small upper class, and leisure was the privilege of the few. In a democratic society in which everyone enjoyed political freedom and in which this freedom gave new dignity to the labor of the common man, it became necessary to reconstruct the traditional ideals of liberal education.

Some of the ways in which colleges and universities began to change are as follows:

1. Total enrollment and the sizes of classes increased.

2. The student body became more "mixed" in respect to cultural background, intellectual potentiality, and materials for attending institutions of higher learning.

3. Women gained admission into colleges and universities, which gave rise to problems associated with coeducation.

4. More students entered college without having specific objectives in mind.

5. There was a gradual expansion of the curriculum especially in the sciences and the practical arts.

6. The elective system was introduced and stressed, which gave students a considerable amount of freedom and responsibility in the selection of subjects.

7. As knowledge increased, faculty members became more specialized and began to assume greater responsibility for research in their respective disciplines.

Changes in the field of employment that include an expansion in the variety of occupations available have helped increase the need for counseling. Decreased opportunity for young people to explore their interests and abilities through home tasks and apprenticeships, specialization of labor because of technological developments, fewer hours of work, and the ensuing increase in leisure time and the problems of its use have decisively brought home the need for counseling. Schools have also changed, often in ways which make educational choices and adjustments more difficult.

The need of counseling is not limited to the normal person. It also applies to the handicapped, the abnormal, or the maladjusted person. It even deals with the normalities of abnormal persons, with locating and developing personal and social resources and adaptive abilities so that the individual can be assisted in making more effective use of them.

Every member of a college staff has some information about his students. He knows something about their needs, interests, capabilities and special abilities. He recognizes differences among them in physical characteristics, mental alertness, scholastic achievement, and means of meeting difficulties, and of responding to other people.

Here, at Tennessee Tech, we have a Dean of Men who assists the Dean of Student Services in the discharge of the broader functions of that office and particularly in the following:

1. Consultation with students concerning their academic and perplexing personal problems.

2. Consultations with students and parents in regard to disciplinary matters.

There is also a Dean of Women who advises with the Social Standards Committee and assumes responsibilities for the proper chaperonage of dances, picnics, and other social functions in which students participate.

We, in the school of Agriculture, are well pleased with the good job our deans are doing in counseling; but in a school as large as ours we feel that in order to be of more service to our students we professors must have a workable relationship with them. In the fall quarter after registration we require each new freshman to fill out the information sheet — items I through III at the end of this article.

If any freshman indicates his major or has applied for admission in a specific area, he is assigned to a *counselor in his particular field*. The others are divided among our various staff members. After being notified as to who their advisors are, the students and advisors meet by private appointment to get acquainted, thus beginning the counseling of the student. This staff member serves as an advisor to this student his entire freshman year. All students that are turned in at midterm for having F's or D's are immediately requested to come by for a conference. Here the art of listening is good, but we must stimulate the student to talk freely and explain why he is having difficulty with his course work. We do not restrict our counseling to academic topics; other problems are discussed and many times we find that these are somewhat responsible for low grades. We should not draw conclusions for the student, but merely try to channel his thinking in such a manner that he can find an answer to his problems. We feel that many students have been helped and inspired to the extent that they finished college rather than becoming "drop-outs".

In summary, we may say that counseling involves much more than giving advice. At times, the student, pretending to want help, actually desires an opportunity to discuss his confusions and conflicting feelings with someone who is not directly involved in his difficulties. Through these conferences he is usually able to arrive at a self-determined course of action. So we see that counselors help the student assess his difficulties and analyze his feelings about his situa-

tion; and, if the counseling is successful, the student is usually able to handle his problems more satisfactorily and take steps to improve his situation.

Counseling is essentially a psychological service designed to strengthen the student's ability to handle his problems. The aim is to relieve tension, to reduce self-deprecatory feelings, and to reinforce his ego. As a counselor, one may make suggestions but should not impose his own ideas on the student. Remember that only a certain amount of information can be absorbed at one time, and that new ideas must be presented at the appropriate time. The job of counseling is a continuous process, and several conferences must be held during the year. For success in counseling, it is necessary that the counselor be receptive at all times to the student.

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STUDENT COUNSELING INFORMATION

School of Agriculture
 Tennessee Technological University
 School Year 19.....-19.....

I. LOCAL INFORMATION:

1. Name: Last First Middle
2. Local living quarters: (Example: New South Hall, Room 10; St. & No.; Home)
3. If living in town, name and address of person with whom you live: Phone
4. Local mailing address: (Example: Tenn. Tech, P. O. Box 22; St. & No.)

II. HOME INFORMATION:

1. Home County: Community: State:
2. Father's name, if living: Address: Occupation:
3. Mother's name, if living: Address: Occupation:
4. No. of boys in family: No. of girls in family:
5. Size of farm: acres. Is farm owned or rented?
6. Estimated annual income \$: No. years you lived on farm
7. Church affiliation: Date of birth: (Mo., day, year)

III. HIGH SCHOOL INFORMATION:

1. H. S. attended: (Name) (Location) (Graduation date)
2. No. years Vo.-Agr. completed: Rank in class: (above average, average)
3. Name of Vo. Agr. teacher:
4. Size of graduation class: Rank in class: (Upper 1/4, middle 1/4, lower 1/4)
5. Club membership; club and class offices held:

6. Athletic teams or activities:
7. FFA or 4-H Club activities, degrees, etc.:
8. Other H. S. honors:
9. H. S. Principal:
10. Person influencing you to come to Tech:

NOTATIONS BY COUNSELOR

IV. PERSONAL TRAITS:

(To be checked by Counselor before end of year.)

Qualities Rated	Superior	Average	Below Average	Insufficient Information
Personal appearance				
Physical vigor				
Social qualities				
Cooperation				
Sense of duty				
Stability				
Attitude towards responsibilities				
Ability to express thoughts orally				
Ability to express thoughts in writing				
Ability to solve problems				

- V. College scholarships held:
- VI. Employment record:
 1. Local job (while attending college): Hours worked per week:
 2. Summer jobs (between college attendance):
- VII. Dates of interviews and problems discussed:
- VIII. College scholarship reports:
- IX. Remarks by Counselor:
- X. Signature of Counselor: Title