DOCUMENT RESUME

ED 045 787 UD 011 129

AUTHOR	Anzalone, J. S., Ed.
TITLE	Pre-College Counseling and the Black Student: A Report on the Invitational Workshop for In-Service School Counselors, Jackson State College, 1970.
INSTITUTION	Mississippi State Coll., Jackson.; Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.
SPONS AGENCY	American Coll. Testing Program, Iowa City, Iowa.
PUB DATE	70
NOTE	68p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.50
DESCRIPTORS	*Admission Criteria, *College Admission, Counseling Services, *Educational Counseling, High School Graduates, High School Students, Junior Colleges, National Competency Tests, *Negro Students, *Post High School Guidance, Post Secondary Education, Secondary School Counselors, Southern States, Standardized Tests
IDENTIFIERS	American College Testing Program

ABSTRACT

This report presents the papers and summarizes the group discussions of a workshop aimed at alleviating the problems of higher education access for large numbers of black and disadvantaged young people. The workshop brought together approximately 75 Mississippi school counselors and other participants for group sessions. The counselors, black and white, were selected from high schools in different geographical settings and from schools enrolling substantial numbers of black students. Discussions focused on the following: The American College Testing Program--registration and administration, interpretation of scores, and guidance material; imperative issues for counselors in the 1970's; admissions and curriculum; test preparation; financial aid; cultural factors that must be considered for effective counseling in integrated schools; and, workshop critique. The closing session of the workshop also included questions on the workshop and resource personnel responses. (RJ)

PRE-COLLEGE COUNSELING AND THE BLACK STUDENT

A Report On
The Invitational Workshop For
In-Service School Counselors

Jackson State College
1970

Edited by
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FOREWORD

The problems associated with providing adequate guidance in the secondary schools for all students who aspire to higher education have been subjected to many analyses. Solutions are still being sought to specific problem aspects in a variety of settings and locales.

This report presents the papers and summarizes the group discussions of a workshop held at Jackson State College in March, 1970, on the pre-college counseling needs of black students. The workshop was supported by a grant from the American College Testing Program. Jackson State College and the Southern Regional Education Board, through its Institute for Higher Educational Opportunity, were the sponsoring agencies.

The workshop brought together approximately 75 Mississippi school counselors and other participants for group sessions. The counselors, black and white, were selected from high schools in different geographical settings and from those schools enrolling substantial numbers of black students.

Other workshops on this topic are scheduled for 1971 and 1972 at Jackson State College. By including other groups of counselors, it is hoped that a broad base of increasing concern and assistance can be established at the

high school and post-high school levels with a particular focus on the guidance needs of the black student. It is also hoped that this development can contribute to the expansion of efforts in Mississippi and other states aimed at alleviating the problems of higher education access for larger numbers of black and disadvantaged young people.

James M. Godard, Director
Institute for Higher
Educational Opportunity
Southern Regional Education Board

PREFACE

The invitational workshop for in-service school counselors provided a forum for a mutually beneficial exchange of ideas and information. This exchange--and those workshops scheduled for the future--should enhance the potentials for more effective counseling of black students regarding their post-secondary educational possibilities.

A large measure of the credit for the outcome of the workshop sessions goes to the counselors who attended. By revealing their experiences, by raising questions, and by their enthusiastic participation they made the workshop a particularly relevant experience.

The American College Testing Program, by its financial support and by the presentations made by ACT professional staff, made the workshop a reality. Appreciation is also extended to the individuals who participated in the planning and execution of the sessions by supporting this effort and serving as resource personnel.

Oscar C. Williams and J. S. Anzalone
Workshop Directors

THE INVITATIONAL WORKSHOP FOR IN-SERVICE

SCHOOL COUNSELORS

JACKSON STATE COLLEGE
JACKSON, MISSISSIPPI

March 6-7, 1970

REGISTRATION

OPENING SESSION

Welcome	*Haskell Bingham* *Assistant Dean* *Jackson State College*
Purpose of the Workshop	*Oscar C. Williams* *Director of Admissions* *Jackson State College*

THE AMERICAN COLLEGE TESTING PROGRAM

ACT Registration and Administration	*James Eanes* *Manager* *Test Administration and Registration Department, ACT*
Interpretation of ACT Scores	*Bob J. Gilliam* *Assistant* *Regional Director, ACT*
ACT Guidance Material	*Thomas C. Oliver* *Regional Director, ACT*

LUNCHEON SESSION

"Imperative Issues for Counselors in the 1970's"	*Cleopatra D. Thompson* *Dean, School of Education and Technical Studies* *Jackson State College*

AFTERNOON GROUP SESSIONS	RESOURCE PERSONNEL
Admissions and Curriculum	*Oscar C. Williams* *Haskell Bingham* *Lt.Col. Leo M. Roberts*
Test Preparation	*James Eanes* *B. J. McCullough*
Financial Aid	*Allen Stewart* *Jack Woodward*
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Workshop Critique	*J. S. Anzalone* *Program Associate* *Institute for Higher Educational Opportunity* *Southern Regional Education Board*

OPENING SESSION

The Invitational Workshop: Introduction and Purpose

Oscar C. Williams
Director of Admissions
Jackson State College

The literature of higher education is replete with references to the need for adequate pre-college counseling services for those students who aspire to post-secondary educational programs. With no segment of the population in the United States is this more necessary than Negro youth. To cite a particularly appropriate reference:

> Negroes are especially strongly oriented toward the school as a path of mobility. This finding is consistent with other research that shows greater aspirations for college among Negroes than among whites of comparable economic levels. But the results suggest as well a considerable lack of realism in aspirations, especially among Negroes whose responses deviate most from actual rates of college-going and completion of high school.*

Those who provide guidance services for a majority of these Negro students confront many problems in attempting to face realistically the difficulties inherent in the school-to-college transition. During the last several years

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*James S. Coleman, *et. al.*, *Equality of Educational Opportunity*, National Center for Educational Statistics, OE-38001 (Washington, D. C.: U. S. Government Printing Office, 1966), pp. 280-281.

in Mississippi, for example, it is estimated that hundreds of Negro applicants to college have failed to gain admission because of improper guidance or a lack of adequate counseling in terms of the significance of test scores, admission procedural requirements, and the need for student financial assistance. A number of such problems identified in Mississippi can be specified as:

1. The lack of concern on the part of many of these high school seniors with the importance of standardized testing and the understanding of test results.

2. The failure of many black students to register for and complete the American College Test during their senior year so that score results are received by the colleges during the regular application period.

3. Less than maximum and/or proper utilization of the results of the American College Test by many high school counselors or others who attempt to assist these students with planning for post-secondary education.

4. Breakdowns in the admission acceptance process caused by the non-receipt of complete high school transcripts or other supporting documents.

5. Failure in recognizing the interrelationship between the application for admission process and the procedures for seeking student financial aid.

Attempts to obviate these problems must be made. One approach encompasses the utilization of in-service training experiences for counselors in the secondary schools. These experiences would provide information and would encourage the participants in the use of test-oriented

materials and services related to the college selection process, expand their understanding of admission application procedures, acquaint them with student financial aid requirements and possibilities, and afford them the opportunity to participate in dialogue which would be conducive to a better understanding of their roles as counselors to college-bound black youth.

The nation's traditionally Negro colleges and universities have provided the means to higher education for the vast majority of blacks who have gone to college. Although many black students -- especially in recent years -- have been recruited by the predominantly white institutions, the nation's traditionally Negro institutions currently enroll approximately half of all blacks in college. In Mississippi, the vast majority of black students are in private and public traditionally Negro colleges. Although these students continue to look to the black institutions for higher education, an attendant factor is the extensive desegregation of the public school system. Desegregation has brought many white counselors into contact with black high school students for the first time and has re-emphasized the need for college and career guidance in every school.

Recognizing the several dimensions of these circumstances, Jackson State College initiated planning for a workshop which would call attention to the guidance needs

of black students and also provide an in-service experience helpful to secondary school counselors. It was anticipated that many of the counselor participants would have had only limited opportunities to be involved in on-the-job performance improvement. Additionally, it had become increasingly important for secondary school guidance personnel to be knowledgeable of American College Testing Program services. Through project participation by the Southern Regional Education Board, the workshop results could be promulgated throughout the region in hopes that similar action would be taken elsewhere. The college admission process -- further complicated by the need for student financial assistance to meet college costs -- is in need of improvement everywhere. Only by continued efforts to upgrade the experiences and professional competence of those responsible for pre-college counseling can many students be assisted in making the transition from school to college the result of adequate planning and proper selection. By funding the workshop and providing expertise through the participation of its professional staff, the American College Testing Program supported this endeavor to enhance post-secondary educational opportunity for black students in Mississippi.

The goals of the Invitational Workshop for In-Service School Counselors included the following:

1. To abrogate the misuse of test results in the pre-college counseling process.

2. To improve the utilization of test and institutional information in guidance related to college choice.

3. To emphasize both the need for test preparedness and the importance of test performance in admission to college in Mississippi.

4. To examine and improve understanding of the details of college admission and financial aid application procedures.

This invitational workshop was designed to include 50 counselors in the first in a series of three such meetings. Others are planned for 1971 and 1972. These future in-service experiences will include other groups of school counselors from Mississippi.

THE AMERICAN COLLEGE TESTING PROGRAM

Summary of Presentations by
ACT Staff

James Eanes, Bob J. Gilliam, and Thomas C. Oliver

The American College Testing Program (ACT) is an educational service agency that collects, analyzes, processes, and reports information for use in educational planning by college-bound students and their parents, secondary school counselors, college administrators, and other educators.

The ACT student assessment program consists of a test battery administered to high school juniors and seniors on five national test dates each year. Information from the tests is reported to the students, to their secondary schools, and to colleges selected by the students.

In addition to these tests, ACT provides other valuable data, important to sound educational planning, for use by secondary schools and colleges.

. . . More than 1,700 institutions of higher education participate in the ACT program, either requiring or recommending that college-bound students write the ACT examination. The test battery is administered at more than 2,300 test centers . . .

During the 1968-69 testing year, more than 975,000 students wrote the ACT test battery.*

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*"About ACT," *Counselor's Handbook, 1969-70.* Iowa City, Iowa: The American College Testing Program, 1969.

Almost all junior colleges, colleges, and universities -- public and private -- in Mississippi utilize ACT results during the admission process. During this two-hour session, professional ACT staff presented detailed information to the counselors on American College Test registration procedures, test score interpretation, and materials available for use by counselors in the school-to-college guidance process.

ACT Registration and Administration

This part of the presentation focused on the process by which students actually register for the American College Test. Included were details of obtaining registration materials, selection of test date and site, pre-test instructions for students, actual test registration, and using ACT's *Student Handbook*. The method by which a student can change his test registration was explained. Considerable attention was focused on the completed registration process and on the student's preparation of his Test Center Admission Blank.

This presentation provided substantial background information for a later workshop group session on test preparation.

Interpretation of ACT Scores

This session allowed for extensive counselor participation in following the testing process through to test

result utilization. This was accomplished by the actual administration of an abbreviated sample test to the participants. Since very few, if any, of the counselors had ever taken the ACT as students, this part of the program was particularly valuable. The ACT staff led the participants step-by-step through the timed examination and then relied on a sample Student Profile Report to interpret the ACT standard scores, percentiles, overall grade point average predictions, and specific college course predictions. The value of this type of presentation became obvious by the questions of the participants and the opportunity for the ACT staff to actually provide detailed answers in a workshop setting. Since the majority of the college-bound students with whom the counselor-participants work are black and will seek admission to the traditionally Negro colleges, the paper by Leo Munday of ACT -- "Predicting College Grades in Predominantly Negro Colleges" -- was a useful resource document. Also of importance was the "Statement on the ACT Tests and the Disadvantaged," prepared by the Developmental Research Department of the American College Testing Program. This statement indicated that:

1. The ACT tests are intended primarily to measure the current standing of students on some of the skills required for success in college. They are not intended to measure the ability of students independent of their past educational opportunity.

2. If students receive inferior primary and secondary schooling, they will fail to master the

educational skills necessary for success in college. If so, they will obtain low scores on the ACT tests regardless of what their ability may be. Therefore, the ACT scores of students must be interpreted in view of their past educational opportunities. Certainly it would be scandalous first to make college graduation a prerequisite for a decent life, then to deny students adequate schooling, and finally to refuse to admit them to college because they "failed" a test of academic skills.

3. The ACT tests do provide good estimates of students' chances for success in most current college programs. Therefore, colleges wishing to compensate for past deprivation cannot simply favor students with low scores in their admissions procedures while remaining otherwise unchanged. To follow such a policy would doom most such students to failure after entering college. Rather, a college's policy on admitting students with low academic skills should depend on that college's willingness to provide a program adapted to the needs of such students. If a program adapted to their needs is provided, students with low ACT scores should be given a reasonable time to adjust to the demands of college. This adjustment period might be longer for students whose scores suggest severe educational deprivation.

4. American colleges vary widely in the level of academic skill required of their entering students. Unless it represents racial or social class discrimination, such diversity can be useful, for it can give real meaning to the statement that there is a college suitable for everyone. Moreover, scores on the ACT tests can have considerable value in helping students find suitable colleges. However, colleges admitting many students with a low level of academic skills must be genuinely adapted to the needs of their students and must provide training which will help their students have productive and successful lives after college. They must not be merely inferior colleges that perpetuate the inferior status of their students.

5. Both the ACT tests and academic success as measured by grades concentrate on only one kind of talent. There are other important kinds of talent, and, in the interests of human and social values, colleges should be concerned with the students who will do outstanding things outside the classroom and in later life as well as students who will be outstanding academically. Moreover, such other kinds of talent are important in their own right, and are not weak supplementary remedies for slight defects of academic talent. Therefore, both the criteria for admitting students to college and the educational program of colleges should reflect the diversity of human talent.

ACT Guidance Material

The workshop participants were provided with packets containing guidance materials prepared by the American College Testing Program and available to the schools. These included: the *Student Handbook*, the *Counselor's Handbook*, *Financial Aid Services*, and *Using ACT on the Campus*.

In addition, the ACT staff presented the thirty-minute package of graphics designed for group interpretation of ACT scores. The counselors viewed these overlays and discussed the potential for applying this tool to group guidance activities in the schools.

LUNCHEON SESSION

Imperative Issues for Counselors in the 1970's

Cleopatra D. Thompson
Dean of the School of
Education and Technical Studies
Jackson State College

As an institution dedicated from its inception to meet the needs of the more deprived people by continuously seeking innovative ways of coping with such problems, Jackson State College today takes on a new dimension and partnership in hosting this workshop for school counselors in Mississippi. Time does not afford me the opportunity to present specific examples of the varied past and present education involvements of Jackson State College. This conference is another expression of concerns and commitments.

At this time America is facing grave educational problems at all levels. Increased school population, violence, poverty, taxpayers in revolt, drug addiction, unemployment, the increase in juvenile delinquency, environmental pollution, and the constant threat of the possibility of nuclear extinction, point up the new kinds of partnerships needed between elementary schools, secondary schools, colleges, universities and communities to cope with the ever increasing complexities of individuals and of society. The issues facing mankind are

not new, but they have become more grave.

Dr. Donald H. Smith, Director of the Center for Inner City Studies, Northeastern State College, Chicago, Illinois, recently stated:

> The American dream of free public education for all children to develop to the upper limits of their potentials has never been realized. And for the disadvantaged minorities -- Negroes, Mexicans, Puerto Ricans, American Indians, and poor Southern whites -- American public education has been pitifully ineffectual. Judged by almost any critical factor -- number of college entrants, type and duration of employment and life style -- the schools have failed the dispossessed minority pupil. The schools have failed, as have their agents, the teachers, and those who have trained teachers. Only if we can recognize the magnitude of our failure and its price -- hungry, angry, bitter citizens whose lowly state threatens the security of all -- can we begin to reverse the tide.

A further indictment made by Dr. Smith was that teachers have failed because, for the most part, they don't know anything about, care little about, and have not been trained to teach black and brown people. What about counselors? Have they also failed in their roles?

Recent efforts in Mississippi to reorganize its public schools into a unitary system have made us more aware of the fact that Negro students make up more than 40 percent of the school population, and in some districts constitute 90 percent of the school children. Some students are prepared to cope with the change; others, both black and white, need more and improved guidance.

What are some of the imperative issues that should have implications for public school counselors and college personnel if they are to cope with the problems set forth as objectives of this conference? In 1966 an estimated 60,000 full-time counselors with professional background other than or in addition to teaching were serving as pupil personnel specialists in the public schools of the nation. While it is now generally acknowledged that guidance services are indispensable at all levels of education, these services are especially needed for deprived children. Yet research shows that guidance and psychological services have been provided most frequently in advantaged areas.

Counseling Imperatives

There are six imperative issues for counselors in the Seventies:

1. Understand the impact of poverty on the child and his family.
2. Understand the sociological and psychological problems with regard to race and desegregation.
3. Have a knowledge of the principles of learning.
4. Have a clear understanding of the responsibilities and changing roles of the elementary and secondary schools, as well as the changing roles of administrators and teachers.
5. Have information concerning the characteristics, demands, and attitudes of individual teachers.
6. Understand the use, misuse, overuse, and misconceptions about tests in guidance and counseling.

The first imperative is to understand the impact of poverty on the child and his family.

Children commonly considered disadvantaged are the results of poverty or chronic unemployed or unemployable fathers or one-parent homes -- frequently mother-dominated. The socially disadvantaged is that portion of the population that was characterized by the late president Franklin D. Roosevelt in the 1930's as being "ill-housed, ill-fed, and ill-clothed." To this triad may be added many other forms of deprivation, some of which cut deeply into a person's self-respect, and a very specific one: ill-educated. Culturally disadvantaged children often have as one of their major handicaps conspicuous defects in language and speech.

In 1963 it was estimated that there were over 40 million people in the United States living in poverty. Twenty-seven percent of all in the poverty class are Negroes, although Negroes compose only about 10 percent of the population. That fact is no longer surprising. What is often lost sight of is another fact. One that highlights an economic rather than a racial problem is that 73 percent of the poor are white. In 1966, more than 11 percent of all white families were so classified. It becomes clear when children with a poor cultural heritage are admitted to school they often find it more difficult to obtain as much benefit as their privileged fellows from the same course of formal education,

because they bring less with them. The term disadvantaged is also used to describe boys and girls who come from widely differing peoples about whom counselors need to be informed in order to understand their traditional values and cultural patterns that often make them appear different.

Social problems for poor children and their families are many. Such problems may mean failure in school, feelings of inadequacy, and eventually dropping out. For parents, feelings of frustrations, despair and hopelessness are common and often communicated to the children. As a result the cycle of poverty from one generation to another is established. Sargent Shriver has said:

> Poverty children are the most helpless victims. But they are also more easily removed from its clutches. By meeting their needs for attention and affection, by tending to medical needs that drain their energy, by opening their minds to the world of knowledge, we can set them on the road to successful lives. We can break the vicious cycle that would turn them into poverty parents.

This is one of the imperative roles of the school counselor. Counseling of children and consultation with teachers and parents are, to some extent, functions of school counselors; therefore, "counselors must have knowledge of the anthropological factors related to poverty, racism and oppression." Likewise they must understand the child from the more affluent home.

The second imperative is to understand the sociological and psychological problems with regard to race and desegregation.

The counselor must be free of myths and stereotypes that formerly encouraged advantaged children to enroll in college preparatory curriculums and the disadvantaged children in vocational programs. The old theory of inborn capacity, and the difference between innate ability of the philosopher and the bus driver arise not from differences in natural talent, but from habit, customs and education. Genetic determinants appear to be responsible for only a small fraction of subnormals.

The major determinants of personality are biological, psychological, social, and educational. More problems arise from the latter three determinants. Deprived children start life at a disadvantage. Social handicaps are often converted to organic defects, and the gap widens with age. Minor brain damage impairment often accounts for children's faulty perceptual processes. Children with brain damage often show signs of awkwardness in their motor activity which prevent them from establishing an adequate repertoire of motor patterns. Neurological developments rather than defects may be a factor in reading disability. Sensory defects are biological rather than mental. Fatigue caused by inadequate

nutrition and rest may cause a child to be restless and inattentive in the classroom. Education problems must be traced to their roots.

A third imperative is that the school counselor have knowledge of the principles of learning.

Good counseling is teaching, and good teaching is the stimulation of students to learn effectively. If the counselor is to help students prepare for success, he must be aware of factors involved in the learning process. He should know about individual differences and factors which influence learning both positively and negatively. In my opinion, we have only given "lip service" to individual instruction.

The counselor is in a unique position to supplement the work of the classroom teacher through his individual contact with the students. With mounting class sizes, a teacher may have increasing difficulty in recognizing and meeting the needs of all the students in a class.

Thorndike was one of the pioneers in psychology who laid the groundwork for the use of psychological knowledge in education. His work on the Laws of Learning have had tremendous impact on teaching and learning.

The gifted, average, underachiever and the retarded learners come to school with individual learning problems. The program of teaching and counseling must be based on an

understanding of the child's nature as a bubbling, active, curious being, ready to learn about his world when methods of instruction and subjects are adapted to his needs and interests. Counselors may be helpful to administrators and teachers in discovering new ways of studying behavior and ways of behaving. The changing school reorganization in Mississippi has created a need for new models of counseling. A growing emphasis prevails on innovations in education -- the search for new ways to challenge the learner in the classroom. In a rapidly changing multiracial and multicultural society the counselor must become more sensitive to the needs of his clients; he must be able to articulate and assess the needs of the affluent child and the disadvantaged child. The counselor is in a strategic position to help affect some changes with the tools available to him. He would be remiss of his duty if he did not make the attempt.

A closely allied imperative is for the counselor to have a clear understanding of the responsibility and changing roles of the elementary and secondary schools, as well as the changing roles of teachers.

The counselor needs to know what the job of the elementary and secondary school involves -- what are the impacts of curricular changes and school organization, such as team teaching, ungraded classrooms, and individualized

instruction. He needs to know the impact of science and technology in teaching. He should understand the non-teaching duties, and the demands for graduate study and other in-service obligations of the teacher required to keep alert professionally.

The social order has undergone a thorough transformation during the decade of the 1960's as a result of modern technology. If education is to have meaning for life, it must become more relevant and pass through an equally complete transformation.

The fifth imperative is for the school counselor to have information concerning the characteristics, demands and attitudes of individual teachers.

To achieve adequate communication among counselors, teachers, and students it is desirable that the counselor knows the methods of instruction used by specific teachers. Some teachers have strong biases, for or against students, who are not: men, athletes, scholars, women, well-to-do people, campus leaders, persons with strong religious faiths, or who are individuals of races other than their own. Knowing the attitudes of as many of these teachers as possible should and can improve the quality of help given by counselors to students. Often a student's enrollment in or dropping out of a course depends upon the biases of the teacher of that course. Course requirements and standards differ

considerably among teachers and departments. Some teachers require that assignments be in exactly on time; others allow considerable leeway in such matters; some teachers give students individual help with their problems; others will not. A student may make a better grade with the same effort with some teachers and with some departments than others; absences receive little attention from some teachers; grades are related closely to attendance by others. Some teachers give low grades the first part of the term and higher grades at a later period; whereas others make no such differentiation. Some teachers base the final mark almost entirely on the final examination; others give little weight to it. Such information is therefore useful to the counselor when students seek advice about enrolling in or dropping courses. One of the most important ways in which the student personnel worker can help the classroom teacher is by interpreting and clarifying his role so that the classroom teacher will understand how the counselor contributes to the total educational program.

The sixth imperative for the counselor is to understand the use, misuse, overuse, and misconceptions of tests.

Tests are important tools for the teacher and for the counselor in the guidance of young people. Tests and inventories are tools of appraisal by which plans and decisions may be made more realistically and intelligently.

Tests provide valuable information which may be utilized for guiding students in course selection and in vocational planning. A pupil's understanding of himself and of his personal development improves as he gains information about his aptitudes, interests and personality. Care should therefore be taken in the selection of tests, and the data obtained should be properly interpreted and intelligently utilized in both instruction and guidance activities. Standardized tests are among the most objective and dependable sources of information on pupils. The realization of the school's objectives may be facilitated as all accumulated data are carefully studied and applied.

Downing states in his book, *Guidance and Counseling Services: An Introduction*, that the specific aims and purposes of testing service to the school are as follows:

1. To determine pupil achievement level and progress
2. To gain data for diagnostic purposes
3. To ascertain aptitudes
4. To provide for identification of interests
5. To improve instruction
6. To determine existing self-concepts and attitudes
7. To ascertain social adjustments
8. To identify underachievers and overachievers

In spite of the contributions tests have made to education, they do have limitations. As early as 1935, Dr. E. F. Lindquist warned that "it is . . . important that the limitation of present measuring instruments be more adequately recognized. Even the best tests now being provided fall short of measuring all of the desirable outcomes of instruction in any field of subject matter."

Since the early 1950's there has been mounting unrest regarding the misconceptions of intelligence tests. Public concern about testing stems in part from the rapid expansion of testing itself -- the large number of persons at all ages and all walks of life being tested, their increasing use of tests in making practical decisions that are of vital importance for both the individual and society, and their social implications.

Misconception is the incorrect interpretation of test scores by parents, teachers, counselors, other users, and the public.

Dr. Frank B. Womer lists ten points with regard to misconception, misuse, and overuse of tests and test scores. They are as follows:

1. Perfect reliability of a test score
2. Confusion of norms and standards
3. Assumption that test scores predict success or failure for individual pupils
4. Determination of vocational goals

5. Assumption that intelligence and achievement are separate and distinct

6. Assumption that interests and aptitudes are synonymous

7. Misconception of the meaning of certain types of derived scores

8. Using standardized tests for final grading promotion

9. Judging the effectiveness of teaching

10. Comparing results from different tests

Another misuse to add to this list is that of using test data to divide students on the basis of race.

Too often it is assumed that an I.Q. of 105 represents performance different to that represented by an I.Q. of 104 and definitely inferior to a score represented by 106. Too often we fail to realize that a test score is best interpreted as a good estimate of the general level of performance and that it will vary from test to test and from time to time. The assessment of human traits and abilities is not at the same level of accuracy as that found in a physics laboratory. It is probably closer to the level of accuracy found in predictions of weather in which temperature predictions are within a few degrees of actual temperatures, but in which 10 or more degrees are common enough to be remembered vividly by critics.

Dr. Samuel Shepherd, of the Banneker Group in St. Louis, says teachers should be counseled to:

> Quit teaching by I.Q. Children learn to play the role as expected by the teacher. If a child is assessed as having low potential for learning, and is treated accordingly, the child will play the role assigned him. It is essential that the teacher respect the child who does not have the skills for performing according to set norms. This is a critical point. It is not difficult for the "less gifted" child to see that greater respect is shown for the more fortunate.

Teachers and counselors should abandon the attitude of condescension. People want to earn respect. They don't want pity. There is always the temptation to treat the disadvantaged child with condescension. To be effective, counselors and teachers need to establish rapport with families of the pupils. Norms and standards represent human judgments of the level of performance that should be attained by a group of pupils. It is reasonable to assume, however, that pupils in many school systems will tend to perform at a level close to the test norm. In others, however, it is reasonable to assume that pupils will perform at a higher or lower level.

It is well established that students who succeed in colleges of engineering generally make high scores on numerical ability tests, yet it is not correct to conclude from such data that Johnny, who ranked at the 50th percentile on a numerical ability test, will not succeed in engineering courses. It is correct to conclude that of every 100 students with numerical ability scores the same as Johnny's,

only a small percentage will succeed in an engineering curriculum. The test does provide information of a probability type; it enables a student, parent, or counselor to know the odds for success or failure. Binet's idea of the use of tests was to counsel pupils "in" rather than counsel them "out." The use of test scores in vocational counseling should tend to open doors of possible occupations rather than close them.

Implication of Imperatives

There must be greater cooperation between teachers, counselors, and other school personnel; between the school and the community. The home, school, and community -- these institutions cannot be isolated from each other. Such groups may not always agree on strategies in solving educational problems, but they should agree on basic principles and issues. Parents know very little about state and federal programs. There must be more dialogue in order that all people feel that education is everybody's business. Communication is a problem which has plagued mankind of all ages. How can we adequately tell our education story of the needs of students from pre-school through the university? We must know the facts and present them convincingly and honestly so that they are not misunderstood and/or misinterpreted. It is distressing when teachers cannot communicate

with counselors and school personnel, and when counselors cannot communicate with parents. Parents have told me that they have sought the advice of counselors regarding their children, but counselors have been evasive on such issues as desegregation, pupil placement, and other issues that affect the lives of their children.

There must be rededication to the goals of education. The issues facing us today are not new. The former president of Columbia University, Grayson Kirk, indicates that tradition weighs heavy on education. We must be sure that the weight of tradition is not so great as to crush initiative and experimentation.

Since this conference is primarily concerned with education of Negro children, I now raise the question: How can our schools do a better job in training these children? It seems to me that as teachers and parents we must ask ourselves how we are going to help to educate the next generation, especially the Negro child.

The Negro student faces unprecendented new challenges. He is constantly being uprooted from his schools and deprived of Negro leadership in schools as he moves into desegregated situations. This places a greater responsibility on the counselors.

We must set aside fears as educators and face the responsibilities of tapping the national economy in helping

to educate the nation's children. Acquaint ourselves of all available resources -- Federal, state, local, and private. We must be willing to risk opposition, the inevitable opposition of colleagues who are content to dig deeper the time-worn grooves of customs and traditions. We must be willing to try the new. Progress comes only when we are willing to make changes and even willing to make mistakes.

Counselors have a great opportunity and challenge to help meet the needs of students in the Seventies. May you be reminded that:

> Whatever you write on the heart of a child,
> No water can wash it away;
> The sands may be shifted when billows are wild
> And the efforts of time may decay.
> Some stories may perish,
> Some songs forgot,
> But the graven record,
> Time changeth not.

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AFTERNOON GROUP SESSIONS

The afternoon of the workshop was devoted to small group discussions on three principal topics. The participants were assigned to one of three groups which then engaged in a revolving schedule to explore specifics within each principal topic for one hour each. Of particular interest in these sessions was the interrelatedness of major concerns in counseling the college-bound black student.

Admissions and Curriculum

Oscar C. Williams
Haskell Bingham
Leo M. Roberts

The focus in this session was on post-secondary educational opportunity, utilizing Jackson State College as an institutional example. Major items of discussion included the following:

1. The need for regularized contact between the college and the high school.
2. College announcements of the closing dates for submission of applications for admission and registration.
3. The availability of admission forms and the institution's instructions to the applicant completing the form.
4. Contacts with the applicant and the high school counselor during the admissions process.

5. The uses made of the applicant's high school transcript, school recommendations, transfer college record (if any), and ACT student profile report by the college.

6. The acceptance or rejection of the applicant by the college -- method and language.

7. Instructions to the admitted applicant.

8. The arrival of the new student on campus -- his orientation and first registration.

9. Academic advisement on the campus.

10. The college's curricular offerings; new programs, specifics on degree requirements; methods of instruction; cost data.

11. The Reserve Officers Training Corps, the opportunity to earn a commission in the United States Army, military fields and further training available to commissioned officers (there are few military science training programs available at traditionally Negro colleges).

Degree programs were discussed within the framework of career possibilities in fields usually considered non-traditional for the black student. In particular, detailed presentations were made on the Jackson State College programs in accounting, computer science, the cooperative education options, and the programs in medical technology and medical record librarianship offered in cooperation with the University of Mississippi Medical Center in Jackson. Special instructional activities also discussed included the Thirteen College Curriculum Program, the English Tutorial Program, the Reading Center, the Mathematics Tutorial Program and the Black Studies Institute.

Test Preparation

James Eanes
B. J. McCullough

Since the American College Test is given in Mississippi primarily on college and university campuses, school counselors have had little opportunity to participate in the administration of the ACT. Some counselors have gained this experience while enrolled in graduate courses. Such experience, however, has been because of happenstance rather than a conscious effort on the part of college testing offices to utilize the school counselors as supervisors during a test administration. The counselors urged that they be considered as a source of test supervisory personnel by those on the campuses responsible for administering the American College Test.

One focus of the sessions on test preparation was designed to cite the importance of the student presenting himself at the test center ready to sit for the test battery. Some of the problems cited by test center administrators included:

1. Admission without completed Test Center Admission Blank.
2. Failing to arrive on time. If the testing session has started, supplementary groupings must be organized to provide for the late-comers.
3. Failing to arrive without the minimum number of proper pencils.

4. Reporting to the wrong test center or for a test date different from the one for which registered.

5. Lack of understanding of the nature and/or importance of the American College Test in subsequent decision-making involved in admission to college.

Considerable attention was directed to the use of ACT results in admitting students to college and in applying the results to college class placement or sectioning and academic advisement. The ACT staff personnel were asked to discuss the potentials of student re-examination and testing fee waivers in the case of the economically disadvantaged.

The counselors felt that students who have been disadvantaged should be assisted in developing an understanding of the need for testing and in improving their test-taking confidence. Test-taking mechanics should be included in group guidance sessions and sample instruments should be utilized. The importance of the time factor in test settings was discussed and the counselors felt that untimed practice would perhaps assist the students in overcoming this bias. Of prime importance, the participants agreed, was the need for school counselors to provide the students with explanations both of why the American College Test is given and how the test battery can help them in formulating their post-secondary educational plans. These

discussions further emphasized the utilization of ACT's *Student Handbook* and *Counselor's Handbook*.

Financial Aid

Allen Stewart
Jack Woodward

The group sessions on student financial assistance outlined the principal types of aid available to beginning college students and eligibility requirements for awards. The aid programs discussed in detail included those described here.

The National Defense Education Act loans. -- Authorized in 1958, this is one of the largest student loan programs. Almost all colleges participate in this Federal loan program. The student begins to repay the loan one year after college and may take up to ten years to liquidate the debt. Students who enter teaching may receive a cancellation on the loan repayment on a yearly basis.

The College Work-Study Program. -- Preference for this program, established under the Economic Opportunity Act of 1964, is aimed at students from low income families. Students may average no more than 15 hours per week in working under this program.

Guaranteed loans. -- Federal funds are provided in the form of subsidized interest charges and guaranteed repayment of this type of loan, most of which are provided through state-developed programs.

Educational Opportunity Grants. -- This program, established under the Higher Education Act of 1965, provides grants up to $1,000 per year to a student with the provision that the institution award a matching amount in other student aid. These grants must go to students who demonstrate "exceptional financial need."

In addition to these four Federal programs, institutional scholarships, work arrangements, and private loan and scholarship funds were discussed. Emphasis was placed on the "packaging" concept of student financial aid.

The participants were apprised of the two principal types of student need analysis documents utilized by colleges and universities: the Parents' Confidential Statement of the College Entrance Examination Board, and the Family Financial Statement of the American College Testing Program.

It was pointed out that the confusion some students express involves a lack of understanding that there are actually two processes which must be completed in order to be considered for financial aid. The student must file the request for need analysis -- either the Parents' Confidential Statement or the Family Financial Statement -- with the respective agency. He must also apply to the institution for financial aid. One process without the other results in incompleteness and the institution is then unable to include the applicant in its determination of awards.

Improved understanding of the student financial aid process has been a goal of the Mississippi organization of student financial assistance officers. Descriptions of available aid programs in the state have been developed and distributed throughout Mississippi. The participants recommended that the state's emerging educational television network be explored as a possible avenue for disseminating such information to parents, students, and the schools.

EVENING SESSION

Several Cultural Factors That Must Be Considered For Effective Counseling In Our Integrated Schools

Van S. Allen
Associate Director
Institute for Higher Educational Opportunity
Southern Regional Education Board

Jackson State College and The American College Testing Program are to be commended for initiating this timely conference. Its timeliness is borne out by many kinds of problems that have already been encountered in efforts to integrate our public school systems. And we can anticipate many more problems growing out of the most recent attempts at teacher integration.

As a point of departure, I should like to share with you some of my thoughts regarding a number of cultural factors which require consideration in order to provide effective counseling in integrated schools.

For a long while now America has thought of herself as being the melting pot of the world where the assimilation of people of varying ethnic, religious, and national origins has been concerned.

To some extent, this melting pot concept is true. It has happened for certain ethnic, religious, and nationality groups but it has not happened for blacks, Indians,

Puerto Ricans and Mexican-Americans. It has not occurred for numerous reasons including segregation and discrimination in education and employment opportunities. Blacks have had to live through both physical and economic slavery. The Indians have had to survive the reservations, and until very recently, Mexican-Americans had to live with being almost completely ignored by the society. These groups have more or less remained outside of mainstream America.

Their being left out of the mainstream more or less forced each group to develop an indigenous culture; a culture of its own making; cultures supportive of the needs of each group to survive and have its being.

It is this indigenous culture that I would like to have you consider first, for unless the counselor understands and appreciates the influence of cultural differentials in the lives of human beings, they are doomed to defeat even before they have begun the counseling process.

In that our particular significant cultural group differentials are blacks and whites, I shall attempt to direct my remarks to several critical cultural factors of these two groups where your counseling efforts are concerned.

For a long time now our academicians have fostered a concept of culture that is being seriously questioned today. I have specific reference to the idea of sub-culture

This concept is causing a problem today because, as we examine each culture, we have found that regardless of whether said culture belongs to a big group or a small group in our population, it has within it the necessary traditions, learning experiences, and living patterns to support the continuing existence of the group, fostering at the same time characteristics of uniqueness that set the different cultural groups apart.

In that each culture does the same thing for the group concerned, I question the concept of sub-culture because it carries the connotation of inferiority, which cannot be demonstrated if numbers are disregarded. To say this another way, black folk make up one of the minority groups in America in that they represent only about 10 percent of the population. Numerically speaking, they are a sub-group within the larger society. Culturally speaking, their culture is just as authentic, just as functional, just as utilitarian as is the white culture.

The sub-culture concept has been too frequently prostituted to mean sub-human, below par, incapable, innately limited, etc. For example, the sub-culture idea regarding blacks has led many whites to believe that blacks cannot learn as well as whites. Of course, these whites have no appreciation for the differences in cultural experiences that exist between the two groups, and how

these differences affect the learning patterns of both black and white students.

To be more specific, black culture -- or the black experience -- programmed the black man to believe:

> I am not as good as the white man because even though we both have the same amount of education, and we both have received our graduate degrees from the same graduate schools, I am paid less for the same job and I am not promoted to positions of supervisor and director as are my white counterparts.

Such experiences have hindered the stimulation and motivation of young blacks to seek education as a way out of their second-class citizenship status.

By the same token, the manner in which the law has been applied to blacks has had its influence in shaping the black culture. For example, because for so long any white person could and did, to some extent, take the law into his own hands in relationships with blacks, children of black families living in our urban ghettos learned very early to be evasive and protective of the members of the family and their community. Even a four-year old has frequently learned the correct responses to the salesman whom the mother is not prepared to pay. The cultural differential influence is vividly illustrated in the story about the responses of a four-year old black child from a low-income family, and the response of a middle-income white child faced with the salesman at the door and mothers, for

different reasons, desiring not to see them.

The black child's mother instructed him as in previous cases, to say "My mother isn't home today."

The salesman came and the black child told him his mother wasn't home.

The white child's mother followed a similar procedure in telling her child to tell the salesman she was not home.

The white child, unaccustomed to playing this evasive and protective role, said to the salesman, "My mother said to tell you she is not home today."

Culturally speaking, the black child is already far ahead of his white counterpart when it comes to knowing how to survive in the low-income black community. The white child, on the other hand, would be at a definite disadvantage in such a setting because his culture has not prepared him to survive in such an environment.

The black child, having to resort to such tactics so early in his life starts developing a negative point of view toward whites, based on his personal experiences.

Inequitable application of the law to blacks over the years has created a pattern of distrust and a wellspring of antagonism against law enforcement officials. Our severest expression of this antipathy is seen in the Black Panthers. The counterpart of the Black Panthers in

white society is the K.K.K. Each is dedicated to making the law behave in their own interest.

As white and black counselors, you are having to deal with young people who are very much aware of these inequities of our larger society and, who are at this time, reacting to same.

I should point out here that while the American experience has resulted in the development of a black and white culture, both cultures have had their influences in the shaping of each other. For example, just as discrimination and its associated woes have influenced many blacks to think of themselves as inferior, the same experience has suggested to whites that they were superior, when in reality, the major difference has been a matter of access to the available resources of this nation, particularly education and job opportunities.

Unless we accept the concept of two cultures, we will continue to make the mistake of treating two patients having different symptoms with the same medicine. As you know, the outcome can be tragic, and in so many instances in the past it has been tragic, for both black and white individuals. This brings me to my next point.

In recent times we have heard our black students, first in the colleges and now in our high schools, charge black faculty members with being "whitenized," meaning a

black person who has internalized the value system of the dominant white culture.

At first, this was a most irritating charge and we blacks denied the charge vigorously. However, as the heat of emotion died down and we had a chance to reflect on the charge, we have had to agree that the charge is a valid one. And as we have considered it further, being "whitenized" is a very natural state for most of us. When we re-examine the educational experiences that have been ours, there was really no way to escape the whitenization process.

To consider some of the major influences in the whitenizing process, we can think back to our early elementary grade years and the books we used. Mine had Jack and Tan and Dan in it; they were white and the experiences that they were having were completely foreign to my own reality.

My school was a rather nondescript, small, poorly lighted and poorly heated Baptist church on the back side of a plantation. I went there and walked to get there. My white counterparts were riding buses into the local town where they attended the consolidated "white school." They had a nine-month school year. We blacks had five months.

Our textbooks continued to reflect only the white world on into the high school and even in our colleges.

Some few sensitive principals attempted to introduce us to our own culture via a course in Negro history, but the black experience was never treated as the important part of the whole that it is.

The teacher who taught us; the textbooks used, and the ideas, concepts, and philosophies taught were all designed to fit the individual for operating in white society and not the black society.

Many parents who struggled to send their sons and daughters to college lamented the fact that providing them with a college education resulted in alienating them from the home and their community. The education received made it figuratively impossible for them to "go home again." It made it impossible because it was the kind of education that made us ashamed of our heritage. It made us ashamed of our native and indigenous communication tools; it made us ashamed of our parents who had no opportunity to learn formal English. It made us ashamed of everything that could be identified as purely Negroid. Many of us ended up rejecting and otherwise hating ourselves. Our educations equipped us to function in the middle-class white world, but we found that the middle-class white world rejected us, and we were not prepared to "go home again."

Black counselors need to carefully examine themselves to be sure that their values are in tune with the

cultural experiences of black students, if they are working with black students. If you are a black counselor working with white students, the same admonition is just as important.

The "whitenized" black counselor working with black students will not be able to appreciate the search for identity that black students are involved in today. They will not understand the need of black students to get together as a group nor their need to be heard and otherwise assert themselves. Not understanding these motivations in the lives of these students at this time can make the difference between successful counseling and unsuccessful counseling.

White counselors, on the other hand, have to be mindful that their educational preparations, in most cases, have been completely "whitenized." Hence white counselors will have to make a real effort to become, as the young people would say, "blackenized." Another very apt description of what they mean is seen in the expression, "thinking black." This simply means that the white counselor would familiarize himself with the black experience, study blacks as blacks have been forced to study whites over the years, and plan activities and make decisions involving black students on the basis of your understanding of the motivations that are operable in the black experience.

White counselors will need to be continually alert to the stereotype thinking that has been perpetuated by the white culture. Some examples are seen in these expressions:

"Blacks are basically lazy."

"Blacks do not have the mental capacity of whites."

"Blacks are all alike."

"All blacks can sing and dance."

"Blacks are sexual athletes."

"Blacks are prejudiced toward whites."

"All blacks will steal."

"All blacks would like to be white."

As a white counselor working with black students, your every action is going to be under close scrutiny until you have proven to the satisfaction of your students that you are sincere. Persistence is another one of the qualities that you must exhibit in your relations with black students, for if you run away at the first confrontation you will fulfill their anticipated concept of your behavior as a white working with blacks. Their reactions will be to the effect: "See, I told you he didn't mean what he said."

As a counselor, it really doesn't matter what color you are if you are acceptive. Sincerety encourages accep-

tiveness, and acceptiveness encourages persistence. Being acceptive means that you take the human being as he is, his strengths, his weaknesses, those things in his culture that are different from yours as well as those that are similar to yours. It means that you are always ready to accord to any human being all of the rights and privileges that you would want for yourself. It means taking seriously the matter of being your brother's keeper, whether he be black, white, red, brown or yellow.

There is much confusion in our academic world today around this whole matter of integration. I believe that counselors are in a stragetic position to help bring more and better understanding to bear on the problem. Certainly counselors need to understand enough about what black and white people are feeling to respond intelligently and appropriately to the many attitudes that are presently revealing themselves among blacks and whites. A case in point would be what appears to some whites and blacks to be an effort on the part of young blacks to resegregate themselves.

Those of us who have looked to integration as the answer to our problems have been jolted by the outcomes of much of our efforts to have an integrated educational system. The jolt has been so severe in some instances that many blacks and whites are ready to give up on the whole

idea.

I do not believe that giving up is the answer. However, I do feel that it is time for us all to take another look at the meaning of integration as it was perceived by most whites and blacks in 1954, and what our experiences since that time have suggested it should mean.

As integration was perceived initially, it meant the disappearance of anything Negroid in origin including our institutions, our cultural heritage and, most critical, our personal identities. The black culture was seen as disappearing into the big white middle-class world.

Our experiences have taught us that this concept of integration was an erroneous one. It smacked of the most vicious form of racism because it denied the label of good to anything that was of black genesis. This posture ignored completely the fact that we have in blacks and whites two distinct cultures, and that any group having so defined itself would not find its ego supportive of the loss of its identity. On the contrary, experience has taught us that having group identity and support are essential to the development of a sense of security. This will, in turn, enable a person to view himself as the equal of any other human being, and thus able to enter into integrated types of activities with confidence.

Given the general attitude exhibited by white society, black children integrated into white schools have had even less of a chance of developing the kind of self-concept and confidence that would make for successful integration. The same might well be the case if white children are sent into black schools and become the minority group. It will certainly happen if our administrators, teachers, and counselors in our schools fail to be accepting of cultural differences and operate in a manner recognizing these differences.

Because black people are beginning to think as well of themselves as white people in our society, they are insisting that the white society view them as equals. We blacks have our music -- sacred and popular; we have our institutions in our churches, colleges, lodges, social organizations; we have our history, having served this country four million strong prior to the Emancipation Proclamation, and having fought in every war in which this nation has engaged; and we have our unique food patterns. In other words, we meet all the qualifications of a distinct cultural group and we will not willingly allow this identity to be destroyed. What is desired is equal treatment in every aspect of the living experience.

Recently, such expressions as cultural pluralism, bi-racialism, coexistence of the races have received a great deal of attention. These expressions suggest a dawning awareness of the fact that each cultural group in our society has to be accepted as an equal before we will have the foundation upon which an integrated society can be structured.

People who do not know who they are; people who do not have a sense of history; people who do not understand their own problems are hardly ready to grapple with the kinds of problems that a truly integrated society is going to require.

As counselors you are in a position to make really significant changes in the educational accomplishments of your students through the utilization of cultural background understandings.

Finally, I should like to close by paraphrasing several quotations from Bernard Shaw's works as cited in a recent issue of *The Atlanta Constitution* under the byline of James Reston on "Our Most Fearful Danger and Crime":

> There are millions of [uneducated] people, abject people, dirty people, ill-fed, ill-clothed people, who poison us morally, and physically kill the happiness of society and force us to do away with our liberties for fear that they will rise up against us and drag us down into their abyss.

He continues:

> [The inadequateness of educational offerings that] we have today in our great cities, degrades the [poor], and infects with its degradation the whole neighborhood in which they live. And whatever can degrade a neighborhood, can degrade a country and a continent and finally the whole civilized world, which is only a large neighborhood.
>
> Its bad effects cannot be escaped by the rich. When [inadequate education] produces outbreaks of virulent infectious disease, as it always does sooner or later, the rich catch the disease and see their children die of it. When it produces crime and violence, the rich go in fear of both. When it produces bad manners and bad language, the children of the rich pick them up, no matter how carefully they are secluded.
>
> People will be able to keep themselves to themselves as much as they please when they have made an end of [inadequate education] but until then they will not be able to shut out the sights and smells of [it] from their daily walks; nor to feel sure from day to day that its most violent and fatal evils will not reach them through their strongest police guards.

The children of the affluent can generally make their own way with what help their parents give them. The children of the non-affluent -- the children of the poor -- in our schools need your special attention if America is to escape such a prophecy.

This is our challenge.

CLOSING SESSION

Additional Discussion

George Johnson, Moderator

This part of the closing session provided for continued discussions centered on the issues raised during the first day of the workshop. Resource persons responded to questions which had been submitted prior to the session. Many of the questions sought further details of American College Testing Program services and emphasized the importance attached to the ACT as an admission examination by the colleges and universities in Mississippi.

Another focus related to the proper utilization of ACT results in admission decision-making and the potentials for misuse. Adequate understanding of the purposes of the testing instrument and the uses of the Student Profile Report were emphasized.

The discussions also included ways of effectively integrating ACT guidance materials with other aids presently utilized in group guidance classes and individualized counseling sessions.

Other questions pertained to the need analysis requirement of the student financial aid process and institutional procedures in the allocation of assistance. Closely alligned with this topic was the interrelatedness of the

admission process and notification of student aid awards.

These discussions pointed out again that high school-college articulation is an area requiring continuous planning and exchange of data. The responsibility of the school counselor to seek information required to meet pre-college counseling needs and the college and university responsibility to continually alert the schools and prospective applicants to program and procedural changes are permanent. Unless dialogue is maintained, the articulation process falters and may halt entirely. Methods must be established and expanded whereby school counselors can participate in a variety of activities designed to provide for information exchange with admission and financial aid officers on the college and university campuses.

Critique

J. S. Anzalone, Moderator

The Invitational Workshop for In-Service School Counselors was unique in several respects. It was the first time the American College Testing Program funded such an effort planned and conducted by a traditionally Negro college. This support recognized the contributions of institutions similar to Jackson State College to the higher education of blacks in America. Jackson State College was ideally suited to undertake a project aimed at alleviating test-oriented

admission problems and the concerns of providing the adequate financial assistance required for increased college attendance by the black minority. The workshop served as a model for future workshops at Jackson State College and for other institutions. The workshop also marked the cooperation of an agency concerned with expanding post-secondary educational opportunity -- the Southern Regional Education Board -- and Jackson State College in designing a program of relevance for pre-college counseling of black students. It was also evident that the presentations made early in the workshop by the ACT staff were of quite practical benefit to the participants. The presentations stimulated substantial dialogue, and the advantages which accrue in face-to-face exchange of questions and answers made significant impact. The administration of an abbreviated sample ACT and test results analysis which followed served to undergird much of the later program segments.

The workshop resulted in other positive ways to improve pre-college counseling. These included:

1. Permitting a sizeable number of school counselors to meet at length on a topic broad enough in scope to encompass the range of problems evident in counseling for college yet specific enough to allow delineation for the black and disadvantaged student.

2. Affording both black and white counselors an opportunity to meet together with a

common focus on guidance activities which take on new dimensions in view of increased desegregation of the public schools.

3. Understanding black student aspirations for higher education and the orientation of black students to academic program potentials in both traditionally Negro and predominantly white colleges and universities.

4. Focusing attention on the traditionally Negro college as an institution particularly sensitive to the needs of black students.

5. Expanding awareness of employment and career fields previously viewed as offering only limited opportunities for black college graduates and the need to alert and advise black students of these emerging options.

6. Enhancing school-college articulation potentials by including representatives of other types of post-secondary educational institutions in the program.

7. Providing, as a beginning effort, the potential for continuity on a statewide basis for the manifestation of concerns related to higher educational opportunity for black students.

The critique also reviewed the program format of the workshop and several important suggestions were made which should be of value in planning future workshops on this topic at Jackson State College or elsewhere. Consensus was reached on several which are appropriate for inclusion here.

The program format was fitted into scheduled sessions and maximum utilization was made of the allowable time period.

The participants felt that future workshops should begin earlier on the first day -- perhaps with a breakfast session that would permit local amenities, program format explanations, etc. This would provide additional time for ACT program and service specifics during a lengthened morning session which would include a short recess. The luncheon session would include a prepared paper and then bridge to an early afternoon beginning.

A particularly good feature of the afternoon program arrangement was the movement required between topic sessions. These topic sessions were quite intense, and the time factors were such that by changing rooms the participants were able to realign their attention to the specific topic of each session. It did appear, however, that a short recess late in the afternoon should be provided immediately prior to the last topic session.

The evening meeting, although lengthy, was not structured as formally as the earlier sessions. This time period appears appropriate for the inclusion of a prepared paper and additional discussion.

Consensus was reached on the advisability of also beginning the second day with a breakfast meeting. It was felt that this would permit an expanded period for both large group discussion in which all resource persons would

participate and individual participant contact with representations of all types of colleges and universities present. This reaction relates quite directly to the discussions which centered on admission to college and the awarding of student financial aid. The need to recognize the interrelatedness of these two topics was emphasized. Future workshops should provide for including in the resource group persons representative of the admission and financial aid functions at different kinds of institutions.

Student participation in the program was identified as a possibility for future workshops. The comments identified the contributions such participation could make. Student impressions of the pre-college guidance they received in the high school contact and their relationships with institutional offices of admissions, financial aid, records, and the college orientation process would add another dimension to the workshop deliberations.

Finally, the participants expressed the value of participation in the workshop and indicated that this effort should continue on the basis as projected. Many felt that future workshops should be open to counselors other than those who attend as invited participants.

The report of the invitational workshop is being provided to all who participated and continued reaction is invited. The report will be used both in the planning for

future conferences and as new participant background material for the 1971 workshop. Hopefully, similar workshops will be held on campuses elsewhere. The problems discussed at Jackson State College are not unique to one state and are recognized as being of critical importance and deserving of open examination and increased attention throughout the region.

THE INVITATIONAL WORKSHOP FOR IN-SERVICE SCHOOL COUNSELORS

JACKSON STATE COLLEGE
JACKSON, MISSISSIPPI

1970

Sponsored by

Jackson State College

Dr. John A. Peoples, Jr.
President

and

Southern Regional Education Board

Dr. Winfred L. Godwin
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Funded by

The American College Testing Program

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Jackson, Mississippi

Mrs. Mary Godbolt
Jackson, Mississippi

Mrs. James Gray
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Mrs. Texanne A. Hayes
Jim Hill High School
Jackson, Mississippi

Miss Bettye Mae Jack
Scott County Unit Schools
Forest, Mississsippi

Mr. Sidney J. James
Prentiss Institute
Prentiss, Mississippi

Mrs. Bessie R. Johnson
Lanier High School
Jackson, Mississippi

Mrs. G. C. Jones
Rogers High School
Canton, Mississippi

Mrs. Hazel M. Tucker-Jones
Jim Hill High School
Jackson, Mississippi

Mrs. Mary F. Jones
Oak Park High School
Laurel, Mississippi

Mrs. Mary Ross Jones
Provine High School
Jackson, Mississippi

Mrs. Verdia H. Jones
Clarksdale High School
Clarksdale, Mississippi

Mrs. Pauline Jordan
Rogers High School
Canton, Mississippi

Mrs. James V. King
Central High School
Jackson, Mississippi

Mr. Kenneth L. Lundquist
Provine High School
Jackson, Mississippi

Mr. Charlie P. McFarland
McLaurin High School
Florence, Mississippi

Mrs. Olivia Means Parsons
W. C. Henderson High School
Starkville, Mississippi

Mrs. Hazel W. Patterson
Brinkley High School
Jackson, Mississippi

Mr. John E. Perritt
Forest Hill High School
Jackson, Mississippi

Mr. Carl A. Ray
Murrah High School
Jackson, Mississippi

Mr. Marion M. Reid
Coahoma Junior College
Clarksdale, Mississippi

Mr. Edward A. Richardson
T. L. Weston High School
Greenville, Mississippi

Mrs. Frances D. Robertson
Greenwood High School
Greenwood, Mississippi

Miss Mae L. Robinson
Alexander High School
Brookhaven, Mississippi

Mrs. Janie G. Rugg
Callaway High School
Jackson, Mississippi

Mr. Bobby L. Rushing
Gentry High School
Indianola, Mississippi

Miss Estelle Scott
Raymond High School
Raymond, Mississippi

Mrs. Ozellia R. Shaffer
Gibbs High School
Bentonia, Mississippi

Mrs. Jerutha Steptoe
Higgins High School
McComb, Mississippi

Mrs. Etheline B. Stewart
Brinkley High School
Jackson, Mississippi

Mrs. Faye W. Stokes
Hinds County Agricultural
High School
Utica, Mississippi

Mrs. Helen M. Warner
Holtzclaw Memorial
High School
Crystal Springs,
Mississippi

Mr. John S. Weems
Central High School
Jackson, Mississippi

Mr. Lloyd D. Whitley
Camile Street High School
Louisville, Mississippi

Mrs. Bernice W. Williams
Sumner Hill High School
Clinton, Mississippi

Mrs. Lillian S. Wolfe
Parrish High School
Hazlehurst, Mississippi

Miss Henrine Woods
King High School
Benton, Mississippi

Mrs. Samuel E. Young
Rosa Temple High School
Vicksburg, Mississippi

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Director of Admissions and Records
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Mr. Henderson Fouche
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