DOCUMENT RESUME

ED 156 790 UD 018 427

AUTHOR Moody, Charles D., Sr., Ed.; Davis, Mary E., Ed.
TITLE Counseling for Equal Opportunity. Conference Papers.
INSTITUTION Michigan Univ., Ann Arbor. Program for Educational Opportunity.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 77
CONTRACT 305-75-0001; OEC-5-74-0095
NOTE 102p.; Pages 82-85 may be marginally legible due to the print quality of the original document

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Conference Reports; *Counseling Goals; *Counseling Services; Counseling Theories; *Counselor Role; *Cultural Factors; Equal Opportunities (Jobs); *Ethnic Groups; *Minority Groups; Racial Discrimination; Sex Discrimination

ABSTRACT

This volume contains the papers presented at a conference whose purpose was to bring together counselors to discuss the issues around changing roles of counselors, attitudes of counselors, updating counseling strategies and techniques, and legal considerations. It also addresses the problems of counseling students who have suffered from racism and/or sexism. The papers included address the following issues: (1) building counseling skills for special clients, (2) multicultural counseling, (3) counseling for equal educational opportunity, (4) changing perspectives of the counselor's role, (5) counseling the handicapped, (6) anti sexist counseling and counseling strategies that reduce sexism, (7) the role of the counselor in a sexist society, (8) testing and equal opportunity, (9) a review of models provided as explanations for black childrens' low test performance and academic achievement, (10) the assessment process in counseling, and (11) a legal look at counseling. (Author/AM)

COUNSELING FOR EQUAL OPPORTUNITY

Conference Papers

Editor
Charles D. Moody, Sr.

Associate Editor
Mary B. Davis

Program for Educational Opportunity
The University of Michigan, Ann Arbor
1977

The presentations incorporated herein were delivered at conferences conducted pursuant to contracts from the U.S. Office of Education, Department of Health, Education and Welfare, OEC 5-74-0095 and OE/HEW 305-75-0001. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no endorsement should be inferred.

All inquiries or requests for additional proceedings, copies, or reprints of individual presentations should be sent to:

Dr. Charles D. Moody, Sr., Director
Program for Educational Opportunity
1046 School of Education
The University of Michigan
Ann Arbor, Michigan 48109

TABLE OF CONTENTS

Do You Really Care--or... vii
L. Sherry Nye

Preface. ix

Consultants. xi

Introduction. xv
Lorraine C.G. Buffington

I. BUILDING SKILLS FOR MULTICULTURAL COUNSELING

The Counselor and Equal Educational Opportunities: Building Counseling Skills. . . 3
Daniel A. Stone and JoAnne B. Minor

The Case for Multicultural Counseling: Necessity or Luxury. 13
Lorraine C.G. Buffington

Changing Perspectives of the Counselor's Role. 29
Alice Morris

Awareness to Counseling the Handicapped: A Personal Perspective. 37
Sandi Vaughn

II. ANTI-SEXIST COUNSELING

Towards Reduction of Sexism: A Workshop on Counseling Strategies. 43
Elinor B. Waters

The Role of the Counselor in a Sexist Society. 51
Alice Ida Brunner

III. TESTING AND EQUAL OPPORTUNITY.

From Reaction to Proaction in Testing Black Students. 59
Robert L. Williams

A Statement on the Assessment Process in Counseling. 77
Don K. Harrison

IV. LEGAL ASPECTS OF COUNSELING

A Legal Look at Counseling. 91
Lamont Buffington

DO YOU REALLY CARE - OR...

L. Sherry Nye*

Do you care enough to smile at me -
or is that only when you're free?

Do you care enough to touch and hug -
or is that only when it fits your role?

Do you care enough to talk and share -
or is that only when you're feeling good?

Do you care enough to say, "I'm sorry" -
or is that only when your pride's not hurt?

Do you care enough to stop and listen -
or is that only when you're through with work?

Do you care enough to resolve our differences -
or is that only when it fits your motives?

Do you care enough to be yourself -
or is that only if there is no risk?

Do you care enough to be my friend each day -
or is that only when I don't get in the way?

tell me,
do you really care -
or ... is it just a game?

---

*L. Sherry Nye is an assistant professor, University of Tennessee, Knoxville.

PREFACE

The Program for Educational Opportunity is a university-based institute designed to assist school districts in the process of desegregation based on race, national origin, and sex. The Program, based at The University of Michigan, was established by the U.S. Office of Education pursuant to Title IV of the 1964 Civil Rights Act.

Besides providing in-district services on request and without charge to public schools in Michigan, the Program annually conducts a series of conferences.

Several conferences were held during 1975 and 1976 covering topics of critical importance to school board members, administrators, teachers, students, and community. Two conferences on counseling for equal opportunity were held during these two years. The papers from these conferences have been combined into this volume.

To the consultants from professional associations, governmental agencies, university communities, and practicing educators and attorneys, and Program expresses its appreciation for their sharing of experience and dedication to the proposition of equal educational opportunity.

Special appreciation is due Wilbur J. Cohen, Dean of the School of Education, for his continuing interest and support of the Program.

Finally, contributions of the individuals responsible for the planning and coordinating of the conferences and these proceedings are acknowledged.

CONFERENCE COORDINATOR:

Lorraine C.G. Buffington

RESEARCH AND EVALUATION:

Judith Hale

TRANSCRIPTION AND TYPING:

Eileen Holz

COVER DESIGN:

The University of Michigan Publications Office,
Sally Everhardus

CONSULTANTS

Ms. Alice Bron
2405 Packard, #42
Ann Arbor, Mi. 48104

Ms. Alice Ida Brunner, Psychologist
Counseling Services
University of Michigan
Ann Arbor, Michigan

Mr. Lamont Buffington, Attorney
Program for the Fair Administration of Student Discipline
School of Education
University of Michigan
Ann Arbor, Mi. 48109

Ms. Margaret Chapa
27582 Parkview Blvd., Apt. 012
Warren, Mi. 48092

Mr. Greg Childs
Fowlerville Community Schools
Fowlerville, Mi. 48836

Dr. Marcia Clinkscales
2258 Stone Drive
Ann Arbor, Mi. 48105

Mr. Jim Concannon
Opportunity Program
University of Michigan
Ann Arbor, Mi. 48104

Ms. Lois Frears, Counselor
Hannah Middle School
Abbott Road
Lansing, Mi. 48823

Mrs. Beverly Gould,
Director of Elementary Curriculum
Southfield Public Schools
24661 Lahser Road
Southfield, Mi. 48075

Dr. Don K. Harrison, Chairman
Guidance and Counseling Department
School of Education
University of Michigan
Ann Arbor, Mi. 48109

Mr. Jorge Herrera, Researcher
School of Medicine
Wayne State University
Detroit, Mi.

Dr. Jesse James
Office of Guidance & Counseling
Detroit Public Schools
Detroit, Mi. 48202

Mr. Samuel Johnson, Director
National Scholarship Service and Fund for
Negro Students
Hunter Street
Atlanta, Ga. 30314

Ms. Celeste McLester,
Education Consultant
Detroit Public Schools
Detroit, Mi.

Ms. JoAnne B. Minor
Guidance and Counseling Department
Oakland University
Rochester, Michigan

Mrs. Alice Morris,
Administrative Assistant
Dept. of Guidance & Counseling
Detroit Public Schools
Detroit, Mi. 48202

Dr. Gloria Smith,
Director
Urban Counseling Program
Michigan State University
Lansing, Mi.

Dr. Daniel A. Stone
Guidance and Counseling Department
Oakland University
Rochester, Michigan

Mrs. Martha Tiller
Director, Office of Information and Communications
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Texas 78701

Ms. Sandi Vaughn
4980 Mohawk Road
Okemos, Mi.

Dr. Elinor B. Waters
Continuum Center
Oakland University
Rochester, Mi. 48063

Dr. Robert Williams, Director
Minority Mental Health Program
Washington University
St. Louis, Missouri 63130

Mr. Herb Wong
2045 Commerce Drive, Apt. 217
Ann Arbor, Mi. 48103

INTRODUCTION

Lorraine C. G. Buffington*

Historically, the traditional clinical approach to counseling has been to treat the individual or family unit for their internal problems by counseling them to adjust to, or cope with, society. This approach to guidance places the onus of the problem on the individual and implies that there is something wrong with him or her. The individual is counseled that she/he must shape up and get in step because she/he is facing problems that she/he has brought upon herself/himself. This traditional approach to counseling however, does not treat the basic cause of most culturally different students' problems - it tends only to treat the symptoms. There is a growing contention that the societal system in which we live elicits the different behavior. To this end, the systemic approach to counseling is advanced.

One of the changing roles of counselors who use the systemic approach is that they must become advocates for their clients. The counselor's role is to articulate the feelings and concerns of the youth and to present himself or herself as a friend, a helper and as insurance of fair treatment.

This volume of conference proceedings on Counseling for Equal Opportunity, sponsored by the Program for Educational Opportunity, is the outcome of counseling conferences, held in Spring 1975 and 1976. The purpose of these conferences was to bring together counselors to discuss the salient issues around changing roles, attitudes, updating counseling strategies and techniques, and legal considerations, as well as to address the problems of counseling students who have suffered from the ravages of racism and/or sexism. The contents of this volume reflect these considerations.

The counseling profession needs to re-examine its present approach to training counselors; it can no longer be assumed that techniques and strategies that are successful with one group of clients will work with all groups. Educators must ensure that aspiring counselors are provided opportunities to have direct contact and experiences with individuals from varied cultural, educational, and socio-economic backgrounds.

---

*Lorraine C. G. Buffington is a Field Services Specialist with the Program for Educational Opportunity, University of Michigan, Ann Arbor.

Counselors must be made aware that those they counsel are individuals with rights, needs, attitudes, and values that may conflict with or be different from the counselor's, but must, nevertheless, be understood, appreciated and accepted. Counselors should be trained to adjust to client needs, attitudes, and preferences.

Thus, the general conclusion seems to be that although a counselor's attitude toward race as a single variable is insufficient for predicting effectiveness, it is a factor that must be considered. Consequently, it is imperative that counselors and those involved in training counselors design and implement programs that will cause the counselor to critically examine his or her attitudes and behaviors toward minority and female youth.

I. BUILDING SKILLS FOR MULTICULTURAL COUNSELING

THE COUNSELOR AND EQUAL EDUCATIONAL OPPORTUNITIES: BUILDING COUNSELING SKILLS

Daniel A. Stone and JoAnne B. Minor*

Introduction

Counselor educators have failed in counselor training programs to produce counselors competent to work in multi-racial settings. There is a need for both pre-service and inservice training programs to increase the number of positive helping relationships for culturally different clients. The inservice need is especially apparent as school districts struggle with school desegregation.

School districts which have desegregated, often do not provide adequate staff training to insure student success in the new school environments. School counselors have, in many cases, not considered the concept of "special skills for special clients."

Special Skills for Special Clients

Generally, it has been assumed that counseling skills and theories are universal and can be used in all settings with all clients. There is evidence which indicates that both counseling skills and counseling theories need modification to insure equal opportunities for culturally different students to benefit from the counseling.

In the helping relationship, the personal characteristics and attitudes that the counselor and the student bring to the counseling session are of utmost importance. Within the counseling session, the facilitative conditions of empathic understanding, unconditional positive regard, genuineness and self-disclosure are essential for successful counseling.

Empathic understanding assumes an ability of the counselor to put himself in the client's place in terms of feelings and problems. Vontress (1970) felt that the counselor who brings his own personal bias against Blacks into the counseling relationship will not be able to empathize.

White middle-class professionals (who constitute the majority) often fail to consider the fact that

*Daniel A. Stone and JoAnne B. Minor are assistant professors in the Guidance and Counseling Department at Oakland University, Rochester, Michigan.

the structure and cultural patterns of minorities differ considerably from that which the White counselor may regard as acceptable. In fact, in many instances the counselor brings his own values into treatment and fails to consider the characteristics of his Black or Latin clients. For instance, it is not uncommon for the White middle-class counselor to approach Black clients loaded with stereotypes and myths about lower-class culture. To be sure, scientific literature is loaded with references to the "cultural deprivation" of minority groups--their presumably limited vocabularies and their limited abilities to be successful.

Concreteness on the part of the counselor assumes some understanding of the client's cultural milieu and the realities of his life style. Most middle class White counselors know little about the subculture of different minority groups and are totally unaware of the dynamics of behavior learned in order to survive in a racist world. The absence of these experiences and knowledge makes it impossible for the counselor to detect what represents reality for the client, and which statements and behaviors are indeed pathological as they relate to the student's adaptive life style.

Lack of enthusiasm for sharing-behavior among young ghetto Black children has been cited as pathological in a developmental sense. Realities of poverty indicate that the short supply of toys and games in the ghetto would elicit the same non-sharing behavior among middle class White children if they were placed in that reality. The aspect of aggressive behavior has often been cited as pathological and excessive among Blacks when viewed from a White class perspective. However, the continuum of degree of aggressive behavior must have careful clarification and may serve a different function in the Black subculture.

Unconditional positive regard assumes an ability of the counselor to be accepting of the client under all circumstances. The value system and stereotypes of the counselor will affect her ability to have unconditional positive regard for her client. Knowing her own values, the counselor must then examine her support for the values of society when accepting a client who is the victim of those values and that society. Here again the counselor must know something about the way of life, ethnic and social values of her clients.

In order to achieve genuineness, the counselor must know something of his own psychodynamics and cultural limitations. Psychological and physical survival for minority students has made the development of sensitivity of phoniness absolutely necessary. Black people have too often been taken in and used by Whites. This raises an additional barrier in the

counseling process. The White counselor seeking to help the Black client would have to be certain he is genuine and at the same time accepting of his own limitations.

It has long been established that an integral part of a successful relationship is self-understanding on the part of the counselor as well as an understanding of his or her students. Suppressed personal feelings that White counselors have toward Latins, Puerto Ricans or Blacks produce negative effects. Many times White middle-class professionals ponder vague suspicions about Blacks. These same angers, disgusts, anxieties, sexual feelings and fears are often easily stirred up in Whites who counsel Blacks. Such feelings may appear at very crucial times in the counseling relationship and therefore lessen the likelihood of success. This unrevealed reserve of prejudice--the hidden feeling that the Black or Chicano is different and therefore not guided by warm human emotions is a part of the White person's American heritage.

The willingness of the minority student to participate in a self-disclosing relationship must be earned by the White counselor. It will probably be based on the capacity of the counselor to fulfill the other requirements of a facilitating relationship. Vontress (1971) stated that the self-disclosure seems to be on a race and sex continuum with White females most willing to self-disclose to counselors and Black males least willing. His order has White female, White male, Black female, and Black male. This emphasizes again the necessity of additional considerations when counseling minority clients.

Despite the differences in racial structure and the cultural background, it is not suggested that Blacks counsel Blacks and Whites do the same for their own people. In fact, bi-racial staffs are suggested. This setting provides an opportunity for communication which can serve to work out racial frictions and misunderstandings. White professionals can learn from Black or Latino staff members' understanding of minority students as well as his/her own relationship with culturally different colleagues, and they can learn from her/him.

The problem of counseling minorities is indeed a very complex one. However, the question at issue can be dealt with if serious consideration is given to it. First, it is essential that the counselor know the living conditions, cultural patterns and value systems of the people who he/she seeks to service. Certain areas require an understanding that can only come through a definite knowledge of minority people and their culture. This gap can be filled (at least

partially) by reading literature on minority culture, political involvement and thought.

Finally, if a meaningful service is to be offered minorities, it cannot be in parts. Counseling cannot be split from active intervention roles aimed at bettering dehumanized conditions under which children live. Admittedly, this type of involvement is frequently frustrating to the counselor. The entanglement of social agencies which govern the lives of underprivileged people is more often than not unresponsive to the needs of those in distress. These situations frequently give rise to feelings of helplessness in one's early contact with the dead ends of ghetto life. Such extensions into community, political and social institutions are necessary if service to minorities is to be effective.

Procedure

This section of the paper describes the workshop the authors conducted at the Program for Educational Opportunity's conference on Counseling in Desegregated Settings.

Discussion of the important considerations in the counseling relationship is not the most productive method of increasing counseling skill. A training session is an opportunity for counselors to share ideas which might work, practice techniques with real student problems, and confront themselves as their own values and beliefs become evident in counseling sessions.

The stimulus material for the workshop at the counseling conference consisted of a series of one minute vignettes showing a student meeting with a counselor and discussing a problem. Each session presented a different problem which might be presented by a student representing a culturally different ethnic group. The problems presented were:

1. A Black student asking for a class change from an English class taught by a White teacher.
2. A Chicano student wanting to date a Black student for the senior prom in spite of parental concern.
3. A Black student suspended for fighting with a White student.
4. A Black parent requesting class changes for her son, from track C to college prep, track A.
5. A Chicano student asking to be excused from gym showers.

Working in groups of three, each counselor served as counselor, student, or observer. The tape was presented, followed by a role-playing session within the triad. Roles changed at least twice for each problem. Observers were given an evaluation form to use in evaluating counselor performance. The "student" also responded to a prepared form. Both objective (evaluation form) and subjective feedback for the counselor followed each role-playing session.

A short general discussion completed the sequence for each taped problem. The general session was used to indicate what issues evolved during the role-play or the evaluation and possible techniques for resolution.

The final twenty minutes of video tape showed Black and Chicano students discussing their experiences with counselors in high school and some recommendations for change. The student comments centered on issues of counselor time commitment, understanding of the culture of the student and expectations of student performance. The most helpful counselors met students outside the office and showed interest in their needs outside the classroom. The most helpful counselors expected them to succeed and pushed toward that success putting all available resources and opportunities at their disposal. And finally the most helpful counselors knew what students meant in using culturally based vocabulary or the counselor was not afraid to ask for a definition.

Evaluation

The Instrument

The rating scale used to evaluate counselor effectiveness is included in Appendix A. Mean scores were computed and are presented in Table I. The scale used a five point span with an interval of one. Thus, one is low and five is high. The low scores represent counselor effectiveness that is poor and five represents excellent counselor effectiveness.

Table I

Session	Mean Counselor Rating Scores
1	3.8
2	4.3
3	3.9
4	3.7
5	3.8

$G\bar{X}=3.9$

The mean scores for all of the video sessions is rated above three which is the least acceptable score. The grand mean of all sessions is rated at almost four and is indicative of good counselor performance. These scores represent the observation of the counselors by other counselors present at the conference. The following data represents the feelings that the surrogate client had during the same session.

Table II

Session	Client Response Scale Means
1	2.2
2	2.5
3	3.1
4	2.4
5	2.0

$\bar{X}$=3.9

The surrogate clients reported that feelings as measured in part B of the instrument found in Appendix A. One was low and five was again high.

Comparison Table III

Session	Counselor Observation	Client Feelings
1	3.8	2.2
2	4.3	2.5
3	3.9	3.1
4	3.7	2.4
5	3.8	2.0
	$\bar{X}$=3.9	$\bar{X}$=2.4

Table III compares the counselor observation of performance with the client's feelings during the interview. The difference between the client and counselor perceptions of performance is significant.

Conclusion and Recommendations

The counselor and indeed his colleagues will have an inflated self-image when dealing with racially complex problems. That is to say that they will perceive themselves as more adequate than they really are.

While good self-concept is important and necessary, it may lead to racial "blind spots" and be counterproductive to the counseling process.

Recommendations

It is apparent from the data presented in the rationale and the evaluation that counselors in training and on-the-job need new skills to help insure equal educational opportunity for all students. Participation in a one day workshop is evidence of interest in gaining new skills, but skill acquisition requires an additional time commitment. The authors recommend:

1. opportunities for counselors to look inward at values stereotypes and fears in a supportive environment;
2. the inclusion in inservice programs of special skill sessions for training counselors to help the culturally different;
3. opportunities for counselors to talk with students and other members of the culturally different communities to increase knowledge of different cultural mores;
4. opportunities for counselors to interact with counselor educators trained and experienced in helping culturally different clients.

References:

American Journal of Psychiatry, 119 (November 1962).

Lerner, Barbara, Therapy in the Ghetto. Baltimore: Johns Hopkins University Press, 1972.

Rosman, Bernice, et al. Families of the Slums. New York: Basic Books, 1967.

Sager, Clifford J., et al. Black Ghetto Family in Therapy, New York: Grove Press, 1970.

Schuman, Howard "Are Whites Really More Liberal?" Psychology Today (September 1974).

APPENDIX

OBSERVATION SHEET FOR OBSERVING COUNSELOR

1. How we help the student feel comfortable

Circle one a. Eye contact

1. None
2. Seldom
3. Sometimes
4. Frequently
5. Very frequently

Circle one b. Pleasant facial expressions

1. None
2. Seldom
3. Sometimes
4. Frequently
5. Very frequently

Circle one c. Body language i.e. (attending forward moving, relaxed, open)

1. None
2. Seldom
3. Sometimes
4. Frequently
5. Very frequently

2. Understanding the student's problem

Circle one a. Does the counselor seem to understand the problem?

1. Never
2. Seldom
3. Sometimes
4. Frequently
5. Very frequently

3. Communication

Circle one a. Does the counselor invite the student to express feelings and attitudes openly?

1. Never
2. Seldom
3. Sometimes

4. Frequently
5. Very frequently

4. Values and Expectations

a. Are the counselor comments value laden i.e. express a "middle class bias?"

1. Never
2. Seldom
3. Sometimes
4. Frequently
5. Very frequently

b. Does the counselor listen to the student and explore the student's values?

1. Never
2. Seldom
3. Sometimes
4. Frequently
5. Very frequently

Client Response Section

How did you feel as a client during the counseling session?

1	2	3	4	5	
Calm					Anxious
Agitated					Relaxed
Frustrated					Satisfied
Depressed					Happy
Helped					Not helped

THE CASE FOR MULTICULTURAL COUNSELING: NECESSITY OR LUXURY

Lorraine C.G. Buffington*

This paper will discuss issues involved in counseling for equal educational opportunity. First, an analysis of barriers which may hamper the counseling relationship are presented, for central to the counseling process is the ability of both counselor and student to interact positively. The paper then focuses on career education which is a primary function of counselors in a multicultural environment. Testing and its application are then discussed, and finally the effects of sex biased counseling.

To effectively counsel students in a multiethnic, multigender environment, the culturally competent counselor must be totally committed to helping all students, regardless of race, sex, or national origin. The counselor should believe in the inherent worth of each individual and his or her capacity for growth and change. The counselor must be able to work with all students to establish appropriate goals and values and develop in directions beneficial to themselves and society.

Counselors need to assess their own perceptions as well as those of the students. A counselor must be able to accept the student as an individual whose feelings, values, goals and successes are important. To this end, counselors must be in tune with their own values, attitudes, and beliefs, but refrain from imposing them upon the student. It is important for the counselor to present students with alternative ways of viewing life. Therefore, an understanding of the culture, lifestyles, attitudes and problems of minorities is essential if the counseling relationship and process are to be effective.

Language is a major vehicle of communication but it also constitutes one of the most formidable barriers in cross-cultural interaction. Many counselors experience problems in communicating with ghetto Blacks, some of whom use an argot unique to the Black community. The monocultural counselor encounters varying degrees of difficulty communicating with culturally different clients, who, like all human beings, communicate on two levels -- the explicit and implicit. It is essential that counselors become

*Lorraine C.G. Buffington is a Field Services Specialist with the Program for Educational Opportunity, University of Michigan, Ann Arbor.

familiar with both verbal and non-verbal language patterns of those with whom they work.

Educational Counseling

Educational counseling is one of the primary responsibilities of a counselor working in a multicultural environment. In developing an educational counseling program, counselors concentrate their efforts in the areas of academic advising, testing, and the instructional program. Academic advising includes course scheduling, group and individual counseling. Career guidance is needed to help students explore options and make choices about life careers. Information, guidelines and resources are presented that will help students become decision makers. This denotes a need for counselors to have available resource materials on hand and keep abreast of career information and opportunities.

Career Education and Guidance

Minorities tend to be particularly cynical about career education, as it has been defined to date. These suspicions have been brought on by years of frustration and denial. Non whites fear that career education is merely a new title name for the pernicious, old practice--of training poor people for the cheap labor market, counseling Blacks and Browns to continue in low-skilled work so stereotyped by their fathers' labors. Selected learners, usually from the barrios and ghettos, historically have been tracked away from college and into the blue-collar ranks.

Minority students need to be in the same position as the more favored White, suburban, middle-class child to weigh options. They must be made knowledgeable about their various alternatives; awareness of the kinds of financial assistance open to students is crucial to the career decision making process. Career education must be perceived as the opening, not closing, of new doors. Preparing students to make intelligent decisions about their lives is the burden, challenge and duty of counselors and educators at all levels. The curriculum at each level should deal with careers, informing students—male and female, minority and non minority of the infinite career possibilities open to them.

Traditionally, the greatest successes for guidance counselors have been with middle class, White male students. They were considered the best material to work with, good college prospects, possessing traits the majority defines as desirable,--white skin, economically secure parents, and respectable college board scores. Privilege allowed these students to

try several career options, recognizing that if the first did not work, they would have the time and resources to try others. The poor and the non-white, and to a certain extent women, lack the luxury of choice afforded the favored and the male---in the entry level jobs. They are generally forced to make their choice of a job or a college with limited, if any, counseling or in the face of prejudiced appraisals. Their job market options and their conditions for college entry are far narrower. Equality of opportunity is thus a very important component of the career education rationale, (inseparable from school objectives as personal fulfillment and economic productivity). Career education must apply uniformly to all-whatever their color, sex, or economic status.

Testing

A related issue focuses on counselor differences which necessarily influence the accuracy of the counseling prognosltication. The counselor's ability to relate to a poor Black, or White, his attitude toward such a client, his understanding of the client's total background all determine how he perceives the client's future. A counselor may interpret a marginal college board score as conclusive evidence that college should be excluded from the student's future, not taking into account that SAT scores are seldom predictions of college success for unassimilated minority group students. John S. Cody states,

> Since there is little evidence that can be construed as indicating that test scores reflect inherent potential, it is believed that each year many students are discriminated against because they lack the experiences that would enable them to do well in a testing situation. From this position it can be projected that individuals from less culturally favored backgrounds would not score high on tests, would be less likely to be selected to get further education or better jobs, and thus the majority of the poor get less opportunity to improve their status. In a real sense, the tests in use today seem to discriminate against the culturally disadvantaged.[1]

Illustrative of how minority students are counseled away from college is the case of Ronnie Collins. A White counselor advised Collins, based on his I.Q. score, not to pursue a college career, but indicated that he might be suited for vocational training. However, Collins decided to attend Bowie State College,

where he graduated with honors in the top ten percent of his class and won both a Fulbright-Hayes Scholarship and a Danforth Fellowship.

The advice given to Collins by his counselor is all too often given to Black, Puerto Rican, Chicano, and other minority students without reason or justification. Not infrequently these judgments are unintentionally made by misinformed counselors who take test scores to represent the totality of a student's functioning. It is this practice of accepting test scores at face value without questioning the appropriateness of the content, rather than collecting sufficient data regarding the student's total being, which has denied access to thousands of minority students access to institutions of higher learning and better jobs.

Counseling and the Instructional Program

Educational counseling is related to the instructional program. Elsie J. Smith (1973) states:

> Counselor involvement in curriculum planning and development is crucial. The traditional approach of fitting the student to the curriculum is outmoded. Given the first hand, personal contact with the students, counselors have an inroad to the student's curriculum concerns. The utilization of this resource can be of great value.[3]

Counselors and teachers should coordinate activities to be most effective. Counselors can provide educational and occupational information pertinent to the school's course offerings. Counselors can also be of assistance in helping teachers deal with learning and behavioral problems that are manifested in the classroom. Elsie Smith concludes that "closer cooperation between the teacher and counselor is important in ameliorating educational disadvantages."[4]

Sex Biased Counseling

Another area that needs to be addressed is that of sex biased counseling. It is no surprise that women's vocational decisions are limited. We know that children stereotype occupations by sex. Girls see themselves as housewives, nurses, and teachers, while boys see themselves as executives and professionals. If, as Nancy K. Schlossberg reports, young children's horizons are restricted to certain fields, if young children see mothers as cooks, cleaners, and

nurses, and fathers as workers, doers, and providers, we can certainly see why vocational decisions would be limited. Thus, "the counselor's first task is to expand horizons, 'to open up to the whole world--not just part of it."[5]

In order for counselors to be successful with this, they must understand, sympathize with, and support non-traditional objectives, aspirations, and expectations of young women. Counselors should be aware of new trends and accept the challenge to use group or individual counseling, testing and innovative techniques to teach girls to anticipate changing needs. Barriers to career opportunities and vocational advancement are being demolished by equal opportunity legislation, enforcement procedures, and social pressures.

§86.36 of the Regulation to implement Title IX prohibits sex discrimination in counseling as follows:

> §86.36 Counseling and use of appraisal and counseling materials.
>
> (a) Counseling. A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.
>
> (b) Use of appraisal and counseling materials. A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.
>
> (c) Disproportion in classes. Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis

of sex in counseling or appraisal materials or by counselors.

Even with the regulations in force, counselors must take the responsibility for increasing young women's awareness of the legislation which will enable them to know and understand what can rightfully be demanded of schools.

The counselor must provide leadership to teachers and administrators by suggesting curriculum and multimedia materials that describe and depict new life options and opportunities for girls and women. Textbooks and other classroom materials must no longer communicate limited sex roles and stereotypes. Materials need to be collected and used that combat sexism by showing women in job, career, and political situations commonly reserved for men. Emerging opportunities for women in new fields such as ecology, engineering, consumer health, architecture and apprentice professional training must be presented and encouraged.

Counselors should conduct educational and informational sessions to help parents understand and accept the life or career prespectives of their daughters. They need to provide detailed assistance and information about scholarship, loan, and fellowship opportunities and applications that are needed to support girls and women.

As Jan Berry points out,

> Community workshop and seminar sessions for employers and school placement officers to check out new job opportunities and avenues of career advancement for women will foster important first hand understandings of what is happening in institutions and organizations to diminish barriers that block women from top level assignments.[6]

However, she emphasizes that counselors must be on the lookout for token arrangements, which often parallel the upward movement of Blacks.

In addition, she stresses the need for counselors to help women understand the barriers they put in front of themselves.

> Girls and women have been socialized to avoid certain career roles and high level responsibilities. Career-marriage conflicts and fears of failure must also be dealt with in the context of counseling.[7]

Nor should we minimize the importance of explaining to young men, who are often baffled by what she terms as

the "new womanhood," the rising vocational and career priorities of girls and women.

Here again, counselors will also need to be concerned about their own views in regard to the roles of women in certain segments of the work world. Berry further states that counselors can expand their own awareness through reading about and pursuing educational experiences which will explain such myths as these that exist about women and the world of work:

(a) women suffer unmentionable vague diseases in middle life,

(b) older women workers are unattractive and inefficient,

(c) women take more sick leave than men, and a host of others.[8]

In this age of lip service to equality and self-realization for all, parents encourage their daughters to fulfill their entire potential. The encouragement, however, is essentially hollow... The contradictory message that the girl gets, from society as well as from her parents, is that if she is too smart, too independent, and above all, too serious about her work, she is unfeminine and will therefore never get married.[9] (Speculation that the full brunt of anxiety over femininity and academic success begins to fall upon a female student about halfway through college is supported by special studies. For instance, one study recorded that the fear of success in women ranged from a low 47 percent in a seventh grade junior high school sample to a high 88 percent in a sample of high ability undergraduate students.)[10]

Counselors then must work with both men and women to help them overcome these fears. We should not minimize the importance of explaining to young men...As Nancy Schlossberg questions, "Why should women fear success—men fear failure? Why should men and women negatively correlate achievement and femininity? Why should men feel that it is unmasculine to arrange birthday parties, do laundry, shop, cook and clean?"[11]

The counselor, to be effective, must work with women and men where they are, as well as provide opportunities to move them further when they are ready. As Elinor Waters states, "helping each person whom you work with to become all that she or he can be" should be the goal of effective counseling in any setting.[12]

Algea O. Harrison points out that as counselors attempt to deal with the elimination of sex stereotyping, they must also be aware when counseling young Black females that their aspirations and needs are different from those of many White women. The Black woman's historical role in the community and its impact

on her developing personality have to be taken into consideration.[13]

Harrison continues by pointing out that the economic-political system acknowledges that in order for the Black community to survive, Black males and females need higher paying jobs. When approximately one fourth of the families have females as head of household, supportive systems have to be provided in the community. The status of the Black family has altered and public policy must reflect this change. The counselor then must not side step the effects of racism and oppression of Blacks and other minorities to deal with the issues of sex stereotyping, but must work towards the elimination of both racism and sexism for all.

Given that children internalize their stereotypes about sex roles long before they enter public school, the need to initiate activities to reduce sexism starts with the kindergarten level. Since the educational process serves as an enlarging experience for children, the school must offer multiple opportunities for growth and development.

In summary, an understanding of various cultural barriers have been discussed. The counselor that works in a multicultural setting must first examine his or her own cultural values and perceptions.

As N. Schlossberg states, the goal of counseling is to "develop human beings who are free to act in ways that are appropriate to their interest and their values."[14] An awareness and understanding of the culture and family of students must be acquired if cross cultural counseling is to be effective.

Language and communication is another issue encountered. Effective verbal communication forms the foundation for the majority of counseling relationships. If the counselor views the clients language code as inferior rather than just different, this will in all probability be conveyed to the student. The counselor, therefore, must avoid making value judgments on the counselee's linguistic code. Arbuckle summarizes this as follows:

> There is a communication gap, and the key or crucial role of the counselor is somehow to bridge the gap, so that there can once again be meaningful communication between Black and White, young and old, employee and employer, the "have not" and the "have" and this communication can only be achieved by one who might be known as the non-alienated counselor.[15]

The issue of career guidance was also presented. Counselors need to assume responsibilities for widening the occupational horizons of minority students by expanding their awareness to career opportunities. Counselors must help minority students to realize that they are no longer limited to the occupations that were relegated to them in the past, but they can dream and plan for a wide variety of careers.

The uses and abuses of testing minority students was also discussed. Counselors must be sensitive to the interpretation of results in order to reduce test abuses. Test scores cannot be taken to represent the totality of a child's functioning. Rather, test scores must be considered as one estimate of one part of a child's life, and further, that this estimate could be the result of many factors.

Finally, sex biased counseling is addressed. Sex stereotyping stands at the elementary level and needs first to be addressed at this early development stage of children. Elementary schools must bear heavy responsibility for eliminating sex stereotypes. Activities which might be undertaken to reduce sexism in schools are (1) meetings with groups or entire faculty of staff to discuss the issue of sexism (to fully comprehend Title IX) (2) Thorough examination of classroom materials presently used to see if they reinforce sex stereotypes. (3) Look at the school district's hiring and promotion practices.

However, the issue of counselor training must be addressed. Practical experience that will help prepare perspective counselors for effective counseling in multicultural settings should be a part of any training program for counselors.

Counselors should consider the value of inservice training for their own professional growth and development... Assistance can also be obtained from various sources that are funded to develop materials and training programs. Technical assistance is available to Michigan school districts from the Program for Educational Opportunity.

Yet, as we move forward, I wish to reiterate a statement made earlier in this paper—let us not side step the effects of racism and oppression of Blacks and other minorities to deal with the issues of sex stereotypes, but work towards the elimination of both race and sex discrimination for all.

Notes

[1]John S. Cody, "Appraisal of Disadvantaged Youth," in Counseling the Disadvantaged Youth, ed. W.E. Amos and J. D. Grambs (Prentice Hall, 1968), p. 32-33.

[2]Robert L. Williams, "From Reaction to Proaction in Testing Minority Students," included in this volume.

[3]Elsie J. Smith, Counseling the Culturally Different Black Youth (Charles Merril, 1973), p. 23.

[4]Ibid.

[5]Nancy Schlossberg, "A Framework for Counseling Women, Personnel and Guidance Journal 51 (October 1972): 138.

[6]Jane B. Berry, "The New Womanhood: Counselor Alert," Personnel and Guidance Journal 51 (October 1972): 107.

[7]Ibid., p. 108.

[8]Ibid.

[9]Vivian Gornick, "Why Women Fear Success," Ms. (From a preview in New York Magazine, 1971, 4; 50-53).

[10]Schlossberg, op.cit., p. 140.

[11]Elinor Waters, "Reduction of Sexism: A Workshop on Counseling Strategies," included in this volume.

[12]Algea O. Harrison, "The Dilemma of Growing Up Black and Female," Journal of Social and Behaviorial Sciences, April 1974.

[13]Schlossberg, op. cit., p. 137.

[14]Ibid.

[15]D. Arbuckle, "The Alienated Counselor," Personal and Guidance Journal 48 (1969): 18-23.

APPENDIX

A BIBLIOGRAPHY FOR COUNSELORS IN DESEGREGATED SETTINGS

Amos, W. E. and J. D. Grambs. Counseling the Disadvantaged Youth. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1968.

Arbuckle, D. "The alienated counselor." Personnel and Guidance Journal 48 (1969), 18-23.

Aubrey, R. F. "Misapplication of therapy models to school counseling." Personnel and Guidance Journal.

Buckner, B. "Counseling Black students: any place for Whitey?" Journal of Higher Ed. 41 (1970), 630-637.

Banks, G., B. G. Berenson, and R. R. Garkhuff. "The effects of counselor race and training upon counseling process with Negro clients in initial interviews." Journal of Clinical Psychology 23 (1967), 70-72.

Bordin, E. S. "The implications of client expectations for the counseling process." in J. F. McGowan and L. D. Schmidt, eds. Counseling: Readings in Theory and Practice. New York: Holt, Rinehart & Winston, 1962, pp. 248-252.

Burton, J. L. "Intelligence and intelligence testing." in M. Cowles, ed. Perspectives in the Education of Disadvantaged Children. Cleveland: The World Publishing Co., 1967, pp. 97-126.

Blassingane, J. W., ed. New Perspectives on Black Studies. Chicago: University of Illinois Press, 1971.

Bibby, Cyril. Race, Prejudice and Education. New York: Praeger, 1967.

Calia, V. F. "The culturally deprived client: a re-formulation of the counselor's role." in J. C. Bentley, ed. The Counselor's Role: Commentary and Readings. 1968, pp. 41-49.

Carter, Thomas P. Mexican Americans in School: A History of Educational Neglect. New York: College Entrance Examination Board, 1970.

Clark, Chris. How to Get Along with Black People: A Handbook for White Folks. New York: Third Press.

Clayton, C. "Counseling black adolescents." Paper presented at New England Personnel and Guidance Conference, Providence, Rhode Island, October 4, 1971.

Coles, Robert. Uprooted Children. Harper & Row, 1970.

Danbner, E. V. and E. S. Danbner. "Ethics and counseling decisions." Personnel and Guidance Journal 48 (1970), 433-443.

Driver, Harold E. Indians of North America. Chicago: University of Chicago Press.

Feingold, N. S. "Presenting education or occupational information to the disadvantaged." in W. E. Amos and J. D. Grambs, eds. Counseling the Disadvantaged Youth. Englewood Cliffs, N.J.: Prentice Hall, 1968. pp. 256-290.

Forbes, Jack D. The Education of the Culturally Different. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.: Far West Laboratory for Educational Research and Development.

Glasser, W. Reality Therapy: A New Approach to Psychiatry. New York: Harper and Row, 1965.

Glasser, W. Schools Without Failure. New York: Harper and Row, 1969.

Gochros, J. S. "Recognition and use of American Negro clients." Journal of Social Work 11 (1966), 28-34.

Gordon, Edmund. "Counseling the disadvantaged: avenues to effectiveness." Caps Capsule, ERIC Clearinghouse on Counseling and Personnel Services, University of Michigan, Winter 1969, Vol. 2, No. 2.

Grant, C. W. "How students perceive the counselor's role." Personnel and Guidance Journal 32 (1954).

Green, R. L. "The Black quest for higher education: an admission dilemma." Personnel and Guidance Journal 47 (1969). pp. 905-911.

Grier, W.H. and P. Cobbs. Black Rage. New York: Bantam, 1969.

Grier, W. H. and P. Cobbs. The Jesus Bag. New York: McGraw-Hill, 1971.

Grinspoon, Kenneth. "Counseling at the minority group student two-day workshop." Report sponsored by State University of New York at Albany, 1972.

Havighurst, R. J. "What are the cultural differences which may affect performance on intelligence tests?" in K. E. Eells, ed. Intelligence and Cultural Differences. Chicago: University of Chicago Press, 1951, pp. 16-21.

Heath, G. Louis. Red, Brown and Black Demands for Better Education. The Westminster Press, 1972.

Helfand, A. "Group counseling as an approach to the work problems of disadvantaged youth." Rehabilitation Counseling Bulletin 9 (1967), 111-116.

Hoffnung, R. J. and R. B. Mills. "Situational group counseling with disadvantaged youth." Personnel and Guidance Journal 48 (1970), 458-464.

"Indian Education," Inequality in Education, No. 7, Center for Law and Education, Harvard University.

Jackson, Jacqueline J. "Where are the Black men?" Ebony 27 (March 1972), pp. 99-102.

Johnson and Hernandez. Educating the Mexican Americans. Judson Press, 1970.

Journal of Non White Concerns in Personnel and Guidance, all issues.

Katz, M. Decisions and Values: A Rationale for Secondary School Guidance. Princeton, N.J.: College Entrance Exam Board, 1963.

Kell, B. L. and J. M. Burrow. Developmental Counseling and Therapy. Boston: Houghton Mifflin, 1970.

Lewis, S. O. "Racism encountered in counseling." Counselor Education and Supervision 9 (1969), pp. 49-54.

Maslow, A. H. Motivation and Personality. New York: Harper & Row, 1954.

Major, Clarence, ed. Dictionary of Afro-American Slang. New York: International Publishers, 1970.

Mead, Margaret and James Baldwin. A Rap on Race. Philadelphia:. J. B. Lippincott, 1971.

Merdon, R. K. "The self-fulfilling prophecy." Antioch Review 8 (1949), pp. 193-210.

Mezz, Sheila and V. Calia. "Counseling the culturally different client: a Black-White collaborative view." Counseling and Values, 1972.

Moss, James A., ed. The Black Man in America: Integration. New York: Dell, 1971.

"The overlooked positives of disadvantaged groups." Journal of Negro Education 34 (1965), pp. 160-166.

Patterson, C. H. "Counselor education for Black counselors and for counseling Black clients." The Counseling Psychologist, 1971.

Personnel and Guidance Journal. "What guidance for Blacks?" American Personnel and Guidance Association, Vol. 8, No. 9, May 1970.

Record, W. "Counseling and color: crisis and conscience." Integrated Education 4 (1966), pp. 34-41.

Riessman, F. The Culturally Deprived Child. New York: Harper & Row, 1962.

Robinson, F. P. "The dynamics of communication in counseling." in McGowan and Schmidt, eds. Counseling: Readings in Theory and Practice. New York: Holt, Rinehart & Winston, 1962, pp. 461-466.

Rogers, C. Client Centered Therapy. Boston: Houghton-Mifflin, 1951.

Russell, R. D. "Black Perceptions of Guidance." Personnel and Guidance Journal 48 (1970), pp. 721-728.

Scanzoni, John H. The Black Family in Modern Society. Boston: Allyn and Bacon, 1971.

Smith, Elsie J. Counseling the Culturally Different Black Youth. Charles E. Merrill Co. & Bell & Howell Co., 1973.

Spaulding, W. B. Guidance Services in the Modern School. New York: Harcourt, Brace & World, 1964.

Stewart, L.H. and Warnath C. The Counselor and Society: A Cultural Approach. Boston: Houghton-Mifflin, 1965.

Super, D.E. The Psychology of Careers, New York: Harper and Row, 1957.

Tannebaum, A. J. (ed) Special Education and Programs for Disadvantaged Children and Youth. Washington: Council for Educational Children, 1966.

Thomas, Charles. Boys No More: A Black Psychologist's View of Community. Beverly Hills, California: Glencoe Press Insight Series, 1971.

Vontress, C. E. "Cultural Barriers in the Counseling Relationship." Personnel and Guidance Journal. 48 (1969), pp. 11-17.

Vontress, C. E. "The Black Militant as a Counselor" Personnel and Guidance Journal, 1972, 50. 574-586.

Warner, R. W. And Hansen, J.C. "Alienated Youth: The Counselor's Task." Personnel and Guidance Journal 48 (1970), pp. 443-448.

Wrenn, C. G. "The Ethics of Counseling." Educational and Psychological Measurement, 12. (1952), 161-177.

Waddell, Jack (ed) and Watson, M. The American Indian in Urban Society. Boston: Little Brown.

Yelon, S. T. "Toward the Application of Systems Analysis to Counselor Education." Education Technology, 9 (1969), 55-61.

Young, Whitney M. Jr. Beyond Racism. New York: McGraw-Hill 1969.

Educational Resources Information Center (ERIC) Documents on the Disadvantaged

ED013 260 Gordon, Edmund W. New Concepts In Guidance Services 1963.

ED013 262 Moore, James. New Programs and Trends in Guidance for Socially Disadvantaged Youth, 1963.

ED 013 459 Roseman, Martha. Organization of Schools To Provide Academic Aid And Therapeutic Counseling to Disadvantaged Children. Maryland, John Hopkins University.

ED 021 278 Chick, Joyce. A Special Desegregation Training Institute for Counselors: Race, Culture and Interracial Group Process

Other ERIC Documents-

5U Update Search. Counseling for Achievement Motivation.
12 U Update Search. Vocational Counseling of Disadvantaged Youth
15U Update Search. Outreach Counseling
16U Update Search. Group Guidance

"Guidance and Student Services for the Culturally Different," ERIC Clearinghouse on Counseling and Personnel Services, March 1970.

"Disadvantaged." CAPS CAPSULE, Published by the Counseling and Personnel Services Information Center, School of Education, The University of Michigan.

CHANGING PERSPECTIVES OF THE COUNSELOR'S ROLE

Alice Morris*

It is tragic that here we are in 1976, planning a celebration to commemorate the birth of our nation 200 years ago, and, simultaneously conducting a conference on "Eliminating Race, Sex, and Language Barriers from Testing & Career Counseling." Perhaps what our founding fathers meant when they espoused "liberty and justice for all" was the right to pursue those goodies, just as we seem always to be in pursuit of happiness. It is my fervent hope that when this nation celebrates its tri-centennial birthday, some of our leaders can honestly say that race, sex, and language are no longer barriers in education and in the world of work.

The sadness that I feel when I reflect upon the need for a conference of this nature in the City of Detroit -- with its diverse racial and ethnic groups -- is somewhat lessened by the fact you have come here today to explore ways in which these barriers can be effectively minimized, if not completely eliminated.

As a black woman, I have had some experience in being confronted with barriers related to race and to sex. "Language" has not been as much of a barrier to me personally, as have the other two, race and sex, but I guess two out of three is not too bad! I might mention, at this point, that victims of unfair treatment and biases -- rather than the perpitrators -- are left to design the solutions to the problems, since -- according to many people -- "they" (the minorities and/or the women) created the problems.

The 1970's have witnessed the emergence of career education as a full-fledged and generally-accepted goal of education. The importance of career development and career preparation and the counselor's responsibility cannot be overlooked or minimized. When students leave school lacking the necessary "marketable skills," when they cannot meet the demands of the employment market, one of the first to be criticized is the school counselor. The counselor is likely to be accused of not counseling or directing pupils into appropriate courses, curriculum, and careers. As a group, counselors are likely to be charged with biases,

*Alice Morris is Administrative Assistant, Department of Guidance and Counseling, Detroit Public Schools.

with insensitivity to pupil interests; with lack of knowledge about the world of work and with a lack of counseling skills. While it is true, in my opinion, that some counselors are not providing the quality and the quantity of career counseling that is needed by the students in our urban schools, counselors as a professional group have accepted responsibility in the area of career development to a greater extent than ever before, and they are taking it upon themselves to gain the necessary skills and knowledge to provide optimum services in this area. We should keep in mind that much of what school counselors do in their daily routines is not "counseling." They are also performing certain clerical and quasi-administrative functions which may limit their guidance and counseling activities. So that we can have a working definition of counseling -- as distinct from other guidance activities in which the counselor might be engaged, I suggest that we think of counseling as a systematic process by which the individual student is helped -- through conferences with a counselor -- to make decisions which will be fulfilling to the individual and which will help him or her to become a productive member of society. Self-understanding, self-acceptance are some of the goals of counseling. Career counseling, simply stated, is counseling related to career development and career preparation. Although counseling is the "heart" of a good school-wide career guidance program, we should keep in mind that career guidance is not solely the responsibility of the school counselor. Every school staff member -- teachers, administrators, para-pros -- have responsibilities in the career guidance area, as do parents.

As I hear it, there are three basic criticisms of secondary counseling:

1. Counselors have become "excessively pre-occupied with administrative tasks," such as scheduling students' courses, rather than helping the student to understand the alternatives and/or consequences of his/her choices; that counselors have become excessively involved in disciplinary problems.

2. Counselors have been "too oriented toward the able and middle class student;" that they have largely ignored vocational guidance; that counseling techniques are oriented toward the articulate young person.

3. Counselors want to function as psycho-therapists, but do not have the skills to pull it off.

Career education offers a great opportunity for counselors to help shape the school environment to

meet the needs of the "have-nots" in our society, and at the same time provide counselors with a sounder and more creative role in schools. Certain changes are already quite obvious:

1. Counselors are paying more attention to the vocational aspects of work.
2. More attention is being given to group work with students and to supportive work with teachers.
3. Some of the more routine aspects of their work are being delegated to others (para-pros, etc.).
4. The accountability "cry" has forced counselors to spell out in new terms what it is they expect to do, and how it is to be evaluated.

Social movements dictate changes in the counselor's role. When the book, The Feminine Mystique, hit the market back in 1963, it stirred up a real hornet's nest, and helped to accelerate a social revolution that --- among other things -- is reaching right into our bedrooms! Women -- as a group -- are in the process of re-defining their roles, and as they do so, they affect others. One of the major issues in the women's lib movement has been the demand for equality in the world of work. Career counseling for girls and women is undergoing tremendous changes. Individual counselors and groups of counselors have accepted this challenge through their professional organizations and are beginning to provide the kind of counseling services that the new social roles demand.

In the February, 1976, issue of Focus On Guidance, there is an article entitled, "Empirically-Based Counseling Practices for Women," by Dr. Peggy J. Hawley of San Diego State University. She reports on a year-long study which she conducted in "a large high school district in a Southern California city of 750,000 inhabitants," in which she attempted to discover if and how new definitions of femininity were related to young women's career development; how girls were "currently being counseled;" and how counselors perceived themselves in this process. Using an attitude scale which she developed, which measures the tendency of some people to classify certain characteristics as either male or female -- rather than as human characteristics, she has discovered some very interesting and significant things. She found that there is "an extremely strong, nonchance relationship between girls who score high on ability tests and those who characterize certain traits as human rather than male/female." "Of greater concern than the connection between high IQ and human characteristic identification is the inverse relationship of that between girls with low ability scores and male/female views of sex roles. This is most significant in career

counseling, since it seems to mean that these girls may not even seek the most rewarding careers because their definitions of feminity does not lend itself to the consideration of high paying jobs already male-dominated." Since vocational choice and life-style are so tightly woven, this attitude can be a limiting factor. "This should in no way be viewed as a mandate to counselors to coerce girls into non-traditional careers." These non-traditional career opportunities are to be examined and viewed carefully along with the more traditional career opportunities.

Further, Dr. Hawley found significant evidence that counselors appear to be making progress toward the elimination of sex bias. "Most encouraging is the discovery of a significant difference between attitudes of girls and counselors," for whatever the reasons. "If behavior matches their self-reported attitudes," she states, "they should be in a better position than ever before to help girls use the leverage provided by affirmative action mandates to gain a new foothold in the job market." She suggests the following major themes which have implications for all educators -- but particularly counselors:

... Women need special help, at this point in time, with career plans. They need help, moreover, with the underlying attitudes which will contribute to their ability to envision the wide array of life styles which will support these career plans. In short, they must learn to think androgynously.

.... Girls at formative life stages must be encouraged to keep traditional feminine attributes and at the same time augment them with the traditionally masculine behaviors of independence, self-assertiveness, ability to channel energies toward a goal, and self-confidence.

... It is important for women to think in terms of long-range goals rather than to limit their thinking to short-range plans. They tend to define a career in very personal terms -- compatibility with an accommodation to family needs. This should remain, but be expanded to include such long-range, concrete, "masculine" thinking patterns as attention to promotion prospects, overt and covert rewards, and proper sequencing.

... Counselors, in their roles as consultants, can urge teachers to establish the same performance standards for female, as for male students. Girls should not be rewarded with high grades because they are appealing, conforming, cute, or female. The standard must be based upon demonstrated performance, and it must be single, not double.

... A focus upon behaviors (as opposed to traits) will help to make behavior situation-specific and free both sexes to act spontaneously and appropriately, instead of reacting to a role. A good example to a learned role is the "female" tendency to smooth things over in conflict situations . . . to neutralize strong feelings when problem-solving calls for confrontation.

... Counselors and teachers can improvise ways to help girls imagine what life would be like at 40 or 50, how it would feel to be single for a lifetime, divorced, or widowed. I found that divorce has been experienced second-hand enough to have meaning, but that it was nearly impossible for 16-year-olds to imagine themselves dealing with the problems of widowhood at 55. Small group settings in which girls write and enact their own scripts are good vehicles for this.

... It is not helpful to raise aspiration levels without, at the same time, stressing the correspondingly heavier demands of personal energy, time, and commitment, which go along with "better" jobs. Although patently obvious, this warning is particularly applicable to the counseling of girls right now because of the promise of new opportunities for women. Heretofore, nearly unattainable opportunities now exist for minority women and low socioeconomic women of all ethnic backgrounds, but certainly they cannot be won without effort.

... Finally, although the relationship between low IQ scores and dichotomous views of sex-roles is a strong one, evidence on the relationship between IQ scores and success outside of the academic setting is unclear. The work world is full of successful people with undistinguished academic records. Girls who have not "found themselves" in the school environment may very well do so outside of it and need help to consider androgynous ways of looking at self in the work world.

Race is another barrier which is specifically referred to in our Conference theme. Can there be anyone in this day and age who does not recognize that race has been and continues to be a significant factor in all of our entire educational process. Our society continues to prescribe for certain minority students an inferior education. To compound the felony, schools administer standardized tests, and, too often, interpret the results in such a way that the child and/or his parents is blamed for his inferior education. And, so that he or she will be branded

for life, we put these test results in the student's permanent records and misuse them at our discretion. From a practical stand-point, I do not believe that testing programs will ever be completely eliminated from our society and from our schools, nor do I believe that they can be made absolutely "culture-free" or "culture-fair," but we can insist that the burden of proof be shifted to the test maker and the test user to justify the need for the test and its proper use. One of the services counselors and others in pupil personnel services can provide is to scrutinize any and all standardized tests that are administered; to understanding their construction and their limitations; and to help parents and students to understand their strengths and weaknesses. When we talk about IQ tests, let us remember that such tests reflect experiences, heredity, persistance, motivation, social, and economic status, and a variety of other known and unknown factors.

I have not discussed language barriers as they relate to career counseling and testing. I do not mean to minimize these, nor do I mean to rank them as being not so devastating as are race and sex barriers. It is that my experiences with those who have had serious language barriers has been limited and I do not feel as knowledgable in this area as I do in the other two. Nevertheless, I fully recognize that career counseling -- and educational services must -- if they are to be effective, deal with these barriers just as seriously as they must in dealing with physical barriers to the handicapped persons.

I sincerely hope that focusing on eliminating race, sex, and language barriers from career counseling and testing does not imply that other educational components, such as instructional programs and administrative procedures are "barrier free." Nor should we assume that if we can just get rid of such barriers in the area of career counseling and testing, that most of our students will have a ticket to the "good-life." There are many many factors operating which need to be taken into consideration when we are seeking ways of helping young people to be fulfilled and to be productive members of society. This is not to minimize the need for improved guidance and counseling programs, nor is it to countenance bad counselors. New techniques in counseling should be explored, such as: Bio-feedback Counseling, Behavioral Counseling, Rational-Emotive Therapy, the Systematic Approach to Counseling, Reality Therapy, Computer-Assisted Counseling, and many, many other relatively new and innovative programs. The push is on for counselors to get involved in instructional programs, and counselors are encouraging curriculum revisions and courses related to values clarification, decision-making, and in-

terpersonal skills. Expanding and improving counseling services as they pertain to careers is a tremendous challenge to counselors. Such services must be relevant to the needs of our students and unencumbered by needless barriers.

AWARENESS TO COUNSELING THE HANDICAPPED: A PERSONAL PERSPECTIVE

Sandi Vaughn*

> Movement, we are told, is a law of animal life. As to man, in any event, nothing could be more essential to personality, social existence, economic opportunity, --in short, to individual well-being and integration into the life of the community --than the physical capacity, the public approval and the legal rights to be abroad in the land.[1]

Present Status and the Law

Discrimination against the handicapped exists in many forms. There are fifty to sixty thousand wheelchair users, under the age of fifty, in the state of Michigan alone. Additionally, there are people who are blind or partially sighted, the deaf, the arthritic, the aged, children with congenital handicaps and many others who are denied opportunities for education, employment, housing, worship and recreation, mainly because of architechtural barriers and the ignorance of society.

Sixty percent of the estimated seven million children in the United States with some kind of physical disability are denied an integrated public school education. Another one million children are excluded from the public schools completely. (Georgetown Law Journal, 1973) Of the fourteen million physically handicapped adults in the United States who could work, only a small percentage are actually employed. This is primarily due to prejudice or lack of awareness by employers, and in spite of a federal law prohibiting discrimination because of a physical handicap. Many states simply do not have similar statutes, nor do they follow federal laws in reality and, in reality, "Laws are not self-executing."[2]

Michigan is one of the top three states in the country, in terms of stimulating awareness toward the handicapped as total human beings, and is making an effort to implement laws, construction codes to accommodate the handicapped, affirmative action

*Sandi Vaughn is a counselor with the East Lansing Public Schools and a Clinic Intern, Family Life Clinic, Michigan State University, East Lansing.

programs (such as Michigan State University's) and mandatory special education statutes.

Presently, the top priority for the "handicapper" according to the Commission on Employment for the Handicapped, is to be included in the civil rights act with subsequent protection under the law.

Counseling the Handicapped

Many people make bad assumptions, operate with a lack of information or misinformation and are frightened or hesitant when it comes to responding to a person with a physical disability. It is essential, especially in counseling, to be in touch with one's own feelings toward the person one is trying to help. Such feelings as curiosity, pity, admiration, adversion, respect or fear are a few and may be very legitimate. These are real feelings and are not to be negated or ashamed of, but rather dealt with in a constructive way so as to enhance the counseling process. Often, when a client has had an incident happen or has been in an accident or situation that could "happen to anyone," the counselor projects and gets fearful or denies, "My God, this could happen to me!" Particularly, this contrasts to the person with a congenital condition, a condition that cannot be transferred to a possible happening for the counselor.

My personal perspective on being physically handicapped is that everyone has handicaps or difficulties in life that they need to live with. However, with a physical handicap, it is more obvious and consequently, one often gets more sincere help with their problems from others. This is particularly true when compared to people who live with the knowledge that they have cancer, diabetes, are alcoholic, have a heart disorder, high blood pressure, pain or emotional problems. I stress the need to have accurate knowledge and do not "assume" when counseling clients with physical handicaps. This emphasis is not only essential to the professional who is helping clients, but for the peer group that the person is involved with. Peer awareness and understanding toward a "handicapper" is one of the most powerful influences in terms of adjustment.

Some of the assumptions made by the public toward and about a handicapped person are that they are not able to have sex, get married, have children, be self-sufficient or to feel fulfilled as a total person. These most often erroneous beliefs sabotage the counselor's ability to enhance the client to his or her fullest potential. An example is sexuality. "The handicapped have the same sex drive as anyone and even a non-handicapped counselor can help."[3] It is

now recognized that even most types of injuries to the spinal cord permit varying degrees of sexual functioning for both men and women. (Gregory 1974) It is a counselor's responsibility to be aware of the physical condition of the client whom he or she is counseling. To build toward unrealistic false expectations or to avoid areas of possible satisfaction, both are depriving, in terms of that person's sense of desirability and personhood.

Counselors need to be able to express deep levels of empathy and to be able to come to terms with a particular client's physical problem and emotional make-up. People will be what you assist in allowing them to be. Encouragement and acceptance go a long way in getting a client's ego in a place for movement that leads to a satisfying personal life and an accommodating integration into a society in which they live.

Progress and Summary

The laws of the land and the reality of their implementation are very different components to one's life. For the handicapper, laws to permit accessibility to polling places to cast a vote, road side parks that enable cross-country travel, parking places to allow business to be done, water fountains, urinals, restroom stalls, elevators to enter, light switches that can be reached, a telephone to make a call from, and most of all, a building that can be gotten into--these are the important "laws," "codes," "action plans," and "programs." They represent a tremendous step forward, having come from the once ignorant populace. Again, I repeat, "Laws are not self-executing," or enacting. Legislation, at this point in time, is indeed the foundation of the future for the physically handicapped. However, it is the human element that is going to make the difference! Unless people become aware of people for what they are, or could be, then we are still one hundred years behind the intent of the law and everybody loses. That loss could be for any of us--or that loss could be any one of us.

Notes

[1]Jacobus ten Brock, The Right To Live in the World. The Disabled Law of Torts, 1954, California Law Rev. 841 (1966)
(Professor ten Brock himself was blind.)

[2]"Abroad In The Land: Legal Strategies to Effectuate The Rights of The Physically Disabled," Georgetown Law Journal, 1973.

[3]Edith Schneider, "Human Sexuality and the Handicapped," A.P.G.A. Journal, March 1976.

References

"Abroad in the Land: Legal Strategies to Effectuate the Rights of the Physically Disabled, "Georgetown Law Journal, 1973.

Accent on Living, Box 700, Bloomington, Ill., March 1975.

Department of Labor, Commission on Employment of the Handicapped, State of Michigan Yearly reports for 1974 and 1975.

Department of Transportation, Vol. 40, No. 39, Washington, D.C. February 26, 1975.

Editorial - "Barrier Free Design," WXYZ-TV telecast on December 2 & 3, 1973, No. 1388.

"Human Sexuality and the Handicapped," by Edith Schneider, A.P.G.A. Journal, March 1976.

House Bill No. 5214 - Michigan Senate, 1973.

Quest, May 1974, M.P.G.A. Human Rights Commission, "The Elimination of architechural and transportation barriers," by Wendall G. Rayburn.

II. ANTI-SEXIST COUNSELING

TOWARDS REDUCTION OF SEXISM: A WORKSHOP ON COUNSELING STRATEGIES

Elinor B. Waters*

This paper is divided into two parts. In the first part, I will briefly look at sex differences throughout the life cycle. After that, I will talk about counseling strategies that may be appropriate at various age levels.

Sex Differences at Various Ages

Growing up is a very different experience for males and females in our society. Little girls generally develop faster than little boys. On the average, they learn to sit up, crawl, walk and talk earlier than little boys. In the early elementary grades, girls generally read earlier, speak better, have fewer reading problems and fewer discipline problems. They really get a head start. But in adulthood, the advantage seems to be on the other side — if you will pardon my adversary model. Men hold better jobs in almost every field, and are generally at the center of power. And while more men than women may have heart attacks, fewer men experience acute depression. The question is: what happens to little girls on the way to becoming women, and to little boys on the way to becoming men, and the answer seems to lie in different socialization procedures.

This socialization starts very early, probably even before birth, when parents often hope for one sex or the other and imagine how it will be to have a son or daughter.

Think of typical toys for pre-schoolers. Household items, dolls, jewelry, or nurse's kits for little girls, trucks, sports equipment, and doctor's kits for little boys. Boys' toys are more likely to encourage activity and feelings of being in charge. If you look at books for pre-schoolers, it is even worse. Weitzman's (1972) study of prize-winning books revealed that if you can find the females at all in children's books, they are apt to be in a passive spectator or nurturant role. Think back to your own favorite fairy tale heroine, changes are she was waiting patiently in the dungeon, tower, or rocking chair for the hero to finish doing his thing and come take her away.

*Elinor B. Waters is Director, Continuum Center, Oakland University, Rochester, Michigan.

Studies of child-rearing practices have indicated that parents treat boys and girls differently. In summarizing a wide range of research data available on socialization, Maccoby and Jacklin (1974) reported that boys have more intense socialization experiences. They get both more praise and more punishment. These sexually different experiences seem to have career implications, even at a very early age. When kindergarten age children are shown pictures depicting various activities, both boys and girls know what is sexually appropriate. Mothers cook and clean, fathers work.

We know relatively little about the period of late childhood or early adolescence. Psychologists may have avoided this age because Freud said relatively little was going on sexually at this time. And parents do not worry so much because aside from the mess of the inevitable collections of snakes, rocks, dolls, baseball cards, or whatever, this is a relatively easy period — a breather between the physical demands of raising young children and the emotional demands of being raised by adolescents.

However, Erickson (1950) sees this as the time for a choice between industry and inferiority, and I suspect it has far more lasting influences on later personal and career commitment than we generally think. Matthews (1972) notes that this is a period of high career interest for girls on which we should capitalize more than we do. Waiting until high school may be less of a problem in the career counseling of boys than girls.

It seems to be a somewhat different story in high school. At that time, many girls learn to walk a sort of emotional tightrope. Coleman (1961) found that adolescent girls are under a constraint not to appear too bright, but are also expected to conform to adult demands much more than boys. One consequence of this has been that girls work harder in school and get better grades. Boys have more freedom to do poorly in things they do not care about and to excel in things they do care about. While girls consistently outnumber boys among high school graduates, by college age, men outnumber women.

According to the 1975 Handbook on Women Workers, in the Fall of 1973 43 percent of college students under 35 were women. There are interesting differences between college men and women in background, attitudes and aspirations. Cross (1968) has noted that college women tend to come from homes of higher socio-economic levels than do college men, and to be more dependent on parental financing. Despite their better high school grades, women are less likely than men to believe they have the ability to do college work. Cross also found that college women have lower educational aspirations than college men, and she attributes this

to the attitudes of society which fail to encourage women to achieve. (Cross, 1971.)

Matina Horner's widely reported research on college students at the University of Michigan helped her identify a typically feminine characteristic which she called the motive to avoid success. (Horner, 1969.) This motive to avoid success contaminates the desire to achieve, and leads to an ambivalence about achievement in women which does not usually "afflict" men.

What happens then in adulthood? It seems to depend in part on what comes after high school. Trent and Medsker (1967) reported that four years after high school, women who had become housewives had less interest in ideas and the use of their minds than they had in high school. They have no comparable data on men who became house-husbands.

Adult development is a relatively uncharted field for psychologists, but we are beginning to get some clues about sex differences in this period of life as well. Neugarten (1963) has noted some blurring of sex roles in later life. She wrote that with increasing age "men seem to become more receptive to their own affiliative, nurturant, and sensual promptings while women become more responsive toward, and less guilty about, their own aggressive, egocentric impulses." Similarly, Troll (1968) says that in many families women may be expanding their interests and looking outward to the wider world at just about the time, somewhere around 40, when their husbands are shifting from active to passive mastery. We see evidences of this differential patterning all the time in the surge of middle aged women back to school or work, and it may be related to the increasing number of middle aged marriages that are coming apart. We also know that women's mental health is judged by a different set of standards than that of men. (Broverman, et al, 1970.)

Let us briefly summarize some of the things we have learned about sex differences in growing up in our society before we move on to implications of this for counselors. We know that girls start out on a faster developmental timetable than boys, but are gradually overtaken and surpassed on most achievement measures in adolescence and adulthood. To alter this, we will need drastic changes in our child rearing and educational systems. We also saw that men and women develop with different internal time clocks and that this has serious implications for the kinds of counseling interventions that are appropriate for men and women of different ages.

Implications for Counselors

As educators what can we do about this situation? My view is that there is work to be done with every age group and that it involves working on three different levels:

1) with individuals, helping each person whom you work with to become all that she or he can be,

2) with your school system or agency so that you can help establish a more comprehensive and meaningful guidance program, and last but by no means least,

3) getting socially active to help modify the opportunity structure for both men and women. This may mean working with employers, government agencies, feminist organizations or male consciousness raising groups.

Let us talk more specifically about some ways to reduce sexism.

At the Elementary School

If you are an elementary school teacher, have you checked for stereotyped sex roles in the books you use, the bulletin board displays you set up, the guest speakers you have, the field trips you take, even your own discussions? Do you have pictures (or better yet role models) of men engaged in their fathering role, or are they always putting on their coats to leave for the office, the factory, or the corn field? If you take a field trip, can you help the children look not just at the product being manufactured but at the jobs that women and men are doing? Are they exposed to female physicians and male nurses? Do they see female executives and mechanics and male secretaries? If they visit colleges, do they see students and instructors of various ages as well as sexes?

Right in your elementary school, how about your safety patrol and service squad? Are they sexually integrated or has your school assumed that boys can "take it better" outside and girls should keep discipline and help kindergarten children put on their boots?

At the Secondary Level

At the secondary level, I think we have to do a lot more thinking about maturation rates as they effect the best time for career guidance. Girls seem to have some notions about their career choices and to be thinking ahead earlier than boys. Girls reach a peak of interest in college and their futures between 11 and 14, before they become preoccupied with social relationships. This may be a good time to knock out the idea of the either/or approach, to help girls realize that they do not have to decide on whether they want a career or marriage. At the junior high level, some schools have also begun to open up home economics courses to boys and generally convey the idea to boys that family and leisure are important as well as work.

Decision-making is a key element in life planning and provides, to use Gelatt's (1962) term, "a conceptual frame of reference for counseling." Decision-making is also an area from which women have traditionally withdrawn, so I think it behooves teachers and counselors to provide men and women in secondary schools (and for that matter, people of all ages) as many opportunities as possible to make decisions. This kind of opportunity can be built into many classroom situations. And there are now some excellent materials on the market which develop decision-making skills by involving students in a workbook or game situation. I think first of the College Entrance Examination Board's Deciding program, or of Verenhorst's Life Career Game because they are intrinsically interesting and involving to young people. There are other activities that do not demand any special equipment.

What about course selections in your school? Are the men channeled into the math, science and shop courses, the girls into English, social studies, home economics and commerical courses? Or do you really think about each student and her, or his, interests and aptitudes. Have you explored all possible avenues for providing students with work experience while they are still in high school? Some high schools offer work-study programs in which students spend half of each day working so they can get first hand exposure to a career in which they are interested. I suspect that a successful experience of this kind can tip the balance for some students in helping them decide whether they can or cannot "make it" in the world of work. And it may be particularly important for those women who withdraw from the labor force for a while and need a positive memory of a work experience to encourage them to return at a later age.

At the high school level, I think it is important to encourage young people to think about the whole question of sex roles and responsibilities within a marriage. It is a crucial but often overlooked criteria in picking a mate. Clearly, I am talking about more than who takes out the garbage or diapers the baby. We all need a support system and it is nice when it can function within the marriage.

At the College Level

Let us now turn to the question of timing of higher education for women. The expectation that the years between 18 and 22 will be devoted to uninterrupted study and career choice just does not work for many people — especially women. There are at least two different approaches to higher education for women and they require different action strategies to make them effective. One approach assumes that there will be discontinuity, that women will be in and out of school, just as they are in and out of the work force. If this is true, then we need to do everything we can to make these interruptions acceptable and to facilitate re-entry of mature adults into schools when they are ready. This may mean administrative changes to eliminate some of the roadblocks currently in the path of older students. I think of admissions criteria, such as the taking of tests that assume recent exposure to facts, or requests for letters of recommendation from teachers who cannot possibly remember all their students. (For more on this see Waters, 1971.)

The alternative approach to higher education for women is to assume little discontinuity and to make basic changes in our way of life which allow women or men to return to school or work very soon after their children are born. For this approach to work, we shall have to see shared responsibility for parenting, perhaps new family styles, or, at the very least, a drastic increase in the number and kind of day care facilities.

Career Guidance for Adults

Clearly, career guidance cannot stop at the college level. Adults in increasing numbers are changing careers and all evidence seems to indicate that trend will accelerate. At our center, for instance, we offer a six session Career Development program for adults. (Goodman, Walworth and Waters 1975).

Those of you accustomed to working with young people may find such concerns inappropriate, or at least unusual, for adults. Earlier theories of vocational development had indicated that by middle age

we should all be in the maintenance stage, having completed our exploration and crystallization. But the idea of mid-life career changes seems to be catching on. It is an area in which men are probably at a disadvantage, since it is more socially acceptable for women than for men to change careers, and/or go back to school in middle age.

Yet another task for counselors is to help men and women prepare for and make the most of their retirement. I believe that many of the problems we see among older people are the result of a sexist upbringing. For example, think of the widow who never wrote a check or filled out a tax form before her husband died, or the widower who had not invited a friend to visit for 50 years because his wife made all the social arrangements. As counselors, we clearly cannot solve all of the pains of being widowed, but we can take actions that will help people broaden their interests and areas of competency. Hopefully, we can offer such help to people of all ages.

References

Broverman, I. K.; Broverman, D. M.; Clarkson, F. E.; Rosenkrantz, P. S. and Vogel, S. R. "Sex Role Stereotyping and Clinical Judgments of Mental Health," Journal of Consulting and Clinical Psychology, 1970, 34, 1-7.

Coleman, J. S. The Adolescent Society, New York: The Free Press, 1961.

Cross, K. P. Beyond the Open Door: New Students to Higher Education San Fransicso: Jossey-Bass, 1971.

Cross, K. P. "College Women: a Research Description," Journal of the National Association of Women Deans and Counselors, 1968; 32 (1) 12-21.

Erickson, E. H. Childhood and Society. New York: W. W. Norton, 1950.

Gelatt, H. B. "Decision-Making: A Conceptual Frame of Reference for Counseling," Journal of Counseling Psychology, Vol. 9, No. 3, 1962.

Goodman, J.; Walworth, S. and Waters, E. "Down with the Maintenance Stage: Career Development for

Adults." Impact, ERIC Counseling and Personnel Services Information Center, University of Michigan, Vol. 3, No. 6, 1975.

Horner, M. "Fail: Bright Women," Psychology Today, Vol. 3, No. 6 (1969).

Maccoby, E. E. and Jacklin, C. N. The Psychology of Sex Differences. Stanford: Stanford University Press, 1974.

Neugarten, B. L. "Personality changes during the adult years," in R. Kuhlen (ed.) Psychological Backgrounds of Adult Education. Chicago: Center for the Study of Liberal Education for Adults, 1963.

Sears, R. R.; Maccoby, E. B. and Levin, H. Patterns of Child Rearing. Evanston, Ill.: Row, Peterson, 1957.

Trent, J. W. and Medsker, L. L. Beyond High School: A Study of 10,000 High School Graduates. Berkeley: Center for Research and Development in Higher Education, University of California, 1967.

Troll, L. E. "Age, Sex and Social Class Variables in Counseling Adults," paper presented at a conference on counseling adults, Merrill-Palmer Institute, July 29 and 30, 1968.

U. S. Department of Labor. Handbook on Women Workers, Bulletin 297. Employment Standards Administration, Women's Bureau, 1975.

Waters, E. "The Other Generation Gap: Admissions Procedures for Adult Students," Journal of College Student Personnel, 1971, 12: 464-466.

Weitzman, L.; Eifler, D.; Hokada, E.; and Ross, C. "Sex-Role Socialization in Picture Books for Pre-School Children," American Journal of Sociology, 1972, 6, 1125-1150.

THE ROLE OF THE COUNSELOR IN A SEXIST SOCIETY

Alice Ida Brunner*

I am a member of the 51 percent, who, regardless of race, color or creed, are offered unequal opportunity. I am here as a woman, for through sexism, women share experiential and political ties with Third World people.

This is a culture in which white defines the norm and in which the ethnic is experienced as the "other." It is also a culture in which male defines the norm and in which female is experienced as "the other." When we speak of "the nature of man" we assume we are speaking of people; when we speak of "the nature of woman" we know we are speaking of females.

Five years ago, Broverman and her co-workers nicely documented this painful reality when they asked counselors to rate human traits as to those which describe the healthy, mature, socially competent adult, those which describe the healthy, mature, socially competent man, and those which describe the healthy, mature, socially competent woman. What they discovered was that those traits judged by counselors as describing the healthy adult and the healthy man are highly similar, while those describing the healthy adult and the healthy woman are not. In other words, the counseling profession, like the culture in which it is embedded, operates from a double standard of emotional health: the healthy male is seen as an adult; the healthy female is not. Unknowingly, we counselors --and this is true regardless of our sex--have helped to perpetuate a destructive double bind: if a woman actualizes the feminine role as defined in this culture, she is seen as immature, and thus neurotic; if she actualizes the adult role as defined in this culture, she is seen as unfeminine, and thus neurotic. It is hardly surprising that more women than men report emotional problems and seek counseling help.

Many years before the time was ripe for an understanding of her statement, Simone de Beauvoir summed up the situation by saying, "A man is defined as a human being, and a woman is defined as a female." So deeply engrained is this perspective that even those who have an awareness of sexism tend to approach sex role issues as if they were women's issues, as if the task is to change our ways of responding to

*Alice Ida Brunner is a psychologist with Counseling Services, University of Michigan, Ann Arbor.

and defining females, the problem for men being simply to allow those changes to occur, to allow women to become more like men. This state of affairs--the impossibility of being both female and adult in this culture and the acceptance of "masculinity" as a desirable definition of adulthood--is a core meaning and consequence of sexism.

I am a feminist. For me, feminism is the view that sex roles are based, not on the givens of biology but on the politics of power. It is the belief that sex roles are basically culturally determined, learned modes of being which reflect an artificial and unnatural limit on human potential through forcing a dichotemization of our human wholeness into two bipolar extremes which we label feminine and masculine. From this perspective, being feminine or masculine is irreconcilable with being a whole person. Neither represents an adequate definition of adulthood. Whether we, as individuals, start from one forced extreme or another, our task is to move toward the center, working to combine the healthy aspects of so called male and female characteristics into a complete, unified, whole human being, able to think and to feel, to love and to be competent, to depend and be depended upon, to receive and to assert. In some ways, the task, if we are to achieve personal integration, is to "feminize" our boys and "masculinize" our girls, though this statement is a distorted one since sex role traits are often themselves distortions. Thus, for example, the boy's task is not to become more "passive," but more receptive, while the girl's task is not to become more "aggressive" and "competetive" but more capable of independent initiating, the task for both males and females being to exchange passivity, competitiveness and aggression for the capacity to be both receptive and assertive.

From this perspective, sex roles are oppressive to both women and men, since for both they force an exaggeration of one mode of being and a repression of another. It is important to be aware, however, that while sex roles are oppressive to both sexes, they are more oppressive to women than to men, for they are perpetuated not simply through passive cultural conditioning, but through active resistance to their change on the part of men, a resistance that is rooted in the greater advantages that come to men than to women through their continuance. It is not an accident that working women earn only 58 percent of what men earn, that it is more of an economic disadvantage

to be white and female than black and male;* that the majority of power positions are held by men, that feminine traits are viewed as less socially desirable than masculine ones, that married women--including those reporting happy marriages--claim more marital dissatisfaction than married men, and that more women than men express support for nontraditional ways of being.

I am a counselor. For me, this means I try to help myself and the people I work with become more in touch with internal experience, to become more aware of the nature of the environment that interacts with those internal experiences, and to become more aware of the choices--the actions--that might be taken to deal with those experiences and environments. I believe these three aspects of the counseling role --facilitating awareness of the inside, of the outside, and of options congruent with those awarenesses --are basic to the counseling process whether we as counselors are working with people trying to deal with anxiety and interpersonal strain, or with people struggling with high rent and rats, or with people selecting school courses and vocations. In short, counseling is a process of consciousness expansion and thus of personal change. And since expanded awareness often makes our current environment untenable, the outcome of counseling is often action which causes adjustments in our environment, whether it is the immediate environment of our intimate relationships, or the expanded environment we call Society. In this sense the counseling process is a revolutionary one.

Because counseling and feminism involve dealing with fundamental problems in living, both are deeply embedded in fundamental questions of ethics and values. And thus, while I am a counselor and a feminist, I

---

*In stating this difference, I in no way mean to imply anything about the relative oppressive nature of sexism vs. racism. Not only are such comparisons impossible, they are divisive and divert us from uniting to combat the conditions which produce both. It is important, however, that we become aware of the economic oppression faced by women, for this oppression tends to be obscured by the fact that girls and women receive their socio-economic status through the men --father or husband--to whom they are "entrusted." Thus, while a white woman married to a working white male is in better shape economically than is a nonwhite working male, she shares his plight once she attempts to function independently, while a nonwhite woman, relying on her own earning power is in considerable trouble indeed.

cannot be either in isolation from the other: I am, of necessity, a feminist counselor.

It is my belief that if we are to be helpful to our children, we must be both feminist and counselor: we must understand sexism deeply. We must be aware of the ways in which females and males have learned to be who they are, of the consequences of that learning, and of the current forces which strive, through very real and painful rewards and punishments, to maintain that learning and to squelch change. Without that awareness, we assume that what man is is what the human ought to be, and that what woman is is what she can be, while if she is less than she might be, it is because of some personal inadequacy in her. In short, we end up blaming the victim and perpetuating a limiting status quo.

A feminist perspective has real consequences in our counseling work.

It is true, for example, that women tend to seek husbands who appear more clever than themselves. If we accept this as natural, we become more concerned about educational opportunities for boys than for girls. If we ask why women need to look up, rather than straight across as equals, we become concerned about women's sense of inferiority and the conditions that demand it, and struggle to change both.

Women must deal with how to combine career and marriage. If we accept this as natural, we help girls select flexible careers, give them courses on household efficiency, quote research on how juvenile delinquency is not caused by working mothers, and teach them how to persuade their husbands to help with their homemaking. If we ask why it is women and not men who face a career/marriage conflict, we help girls examine the power politics of marriage, we confirm their right to honor their own needs equally with those of their husbands, and we help them learn to assert those needs, while we help their future husbands experience home making as their equal responsibility, we give those future husbands courses on household efficiency, we teach them to honor the needs of others, and we strive to produce a social system that facilitates a true career-marriage integration for both sexes.

It is true that women, as opposed to men, tend to have stronger affiliative and nurturance needs than achievement needs. If we accept this as natural, we give our girls experiences that steer them toward the traditionally femine service occupations of clerical, teacher, nurse, and counselor. If we question why, we give girls a breadth of experience that prepares them for broader career options, while we give our boys experiences which help them learn to be more supportive.

In 1855, speaking at a National Women's Rights Convention, Lucy Sone said:

> In education, in marriage, in religion, in everything, disappointment is the lot of woman. It shall be the business of my life to deepen this disappointment in every woman's heart until she bows down to it no longer.

Such is the role of the counselor: with love and respect, to help lift the veils of cultural mystification which have clouded our understanding, and in so doing to nourish our strength, our pain, and our anger until we will no longer make do with adjustment to an inadequate status quo, but insist upon change and claim the power of full and creative personhood. For once you have become aware of the sexism constraining your own life, you can do no less. And if, as a counselor, you are not aware, you are, as Eldridge Cleaver once said, part of the problem.

References

Broverman, I.K., Broverman, D.M., Carkson, F.E., Rosenkrantz, P.S., & Vogel, S.R. "Sex-role stereotypes and clinical judgments of mental health," Journal of Consulting and Clinical Psychology, 1970, 34, 1-7.

Cade, T. The Black Woman: An Anthology. New York: Signet Books, 1970.

"Counseling Women," The Counseling Psychologist, 4 (1973) 1.

De Beavoir, S. The Second Sex. New York: Bantam, 1953.

Schneir, M. (ed.) Feminism: The Essential Historical Writings. New York: Vintage Books, 1972.

Smuts, R.W. Women and Work in America. New York: Shocken Books, 1974.

III. TESTING AND EQUAL OPPORTUNITY

FROM REACTION TO PROACTION IN TESTING BLACK STUDENTS.

Robert L. Williams*

How do you know where I'm at if you ain't been where I've been? Understand where I'm coming from?

"Good Times"
CBS telecast
October 22, 1974

The Black mother who gratefully sends her child to school daily does not suspect the dangers lurking in the shadows of educational institutions. No one has told her that her little child will be required to undergo what is called a psychological examination. She does not know that this exam will yield an I.Q. label that will follow her child for the rest of his school life. She does not understand that the I.Q. label may lead to the placement (or misplacement) of her child in a special class or educational track. The mother thinks that her child is in an educational track leading to a diploma or a degree. Much to her surprise, she learns within a few years, her child has been tracked for failure. It is like putting the child on a train clearly labeled New York, and discovering later that someone made a mistake in the labeling — he finds himself in Mississippi!

Not many of you will remember Ronnie L. Collins, a Black student who attended Pocomoke, Maryland High School. Before he was graduated in 1970, Ronnie was advised by a White counselor that he should forget about college, and that if he insisted on further schooling, he should go into vocational training.

Collins ignored the advice, however, and enrolled in Bowie State College. In June, 1974, he was graduated with honors in the top ten percent of his class. He was president of his senior class and consistently made the Dean's list. He won both a Fulbright-Hayes Scholarship and a Danforth Fellowship. The prestigious Fulbright-Hayes will send Collins to the University of Scotland at Edinburgh where he will study Comparative Linguistics. Collins will receive full tuition and living expenses for four years and pursue his Ph.D. in preparation for a career in college teaching.

*Robert L. Williams is a professor at Washington University, St. Louis, Missouri.

It would be a gross understatement to say that Ronnie Collins was misjudged by his counselor. In fact, such an assessment would be completely false. The point is that untold thousands of Black students, Puerto Ricans, Chicanos, Asians, and other minority students are being denied access into institutions of higher learning today because of what test publishers call "error variance," but what I prefer to call "intentional variance" or the zero sum game. It is no accident that Ronnie Collins was advised not to go to college because the education system in this country is structured so that similar tragedies befall many other similar students.

Universities, in recent years, have used such standardized tests as the SAT, ACT, or GRE as the major criteria for admissions to colleges, universities, graduate schools, medical and law schools. These tests are currently the hired guns used to deny Blacks entrance into the educational mainstream. They should be clearly marked: Danger: Tests are Harmful to Black Children.

To Black parents, I have one recommendation: Do not let your children take educational and psychological tests. Write to the principals and superintendents stating that you do not want your child to take tests. The administrators cannot force your child to take tests. To teachers, principals, superintendents, I have one recommendation: Stop giving our Black and other minority children those dehumanizing tests!

Many studies report that White students obtain higher scores on standardized tests than Black students. As a result, the built-in expectation (bias) is that the cognitive development and language acquisition processes of Black children are deficient to those developmental processes of White children. Other studies have "brainwashed" us into believing that Black children, (1) enter school without skills necessary for coping with kindergarten and first grade curriculum, (2) have poor language development, (3) have under-developed auditory and visual discrimination skills, (4) are more likely than White children to drop out of school before completing high school and (5) have poorly developed self-concepts. I categorically reject the above assertions for the following reasons: The problem with many of the research studies in the areas of language, intellectual and self concept development of Black children is that the research is conducted (a) by White researchers, (b) with culturally biased instruments, such as the Binet, Wechsler and Peabody, which were standardized on White children, (c) without ethnic relevant content and (d) from a deficit or pathology model point of view.

The purpose of this paper is to review briefly five conceptual models which generally have been provided as explanations for the Black child's low test performances and academic achievements. In addition, I will provide a conceptual model (discontinuity and mis-match) as an alternative explanation to the problem. The five models fall into one of the following categories: (1) deficit, (2) cultural difference, (3) schools as failure, (4) bi-cultural, and (5) general systems theory.

The Deficit Model

For the past two or three decades, the leading assumptions of the causes of the Black child's failure in schools were dominated by a "deficit model" or "deficiency hypothesis." The deficit model created more heat than light, by proposing that Black children were deficient in cognitive, linguistic and intellectual skills due both to genetic and environmental factors (Bernstein (1961), Bereiter and Engleman (1966), Jensen (1969), Shockley (1972a and 1972b)).

Employing such pejorative labels as culturally deprived, disadvantaged and deficient, deficit model theorists maintained that the educational problems of Black children were due to (1) a deficient genetic pool, as evidenced by scores on ability tests and poor classroom performance and (2) their deprived home background which denied them the cognitive and linguistic input needed for accumulating information and skills necessary for successful classroom work.

One allegation of the deficit model theorist is that Black children have acquired less language than White children. Special programs have been developed to "compensate" for these alleged deficiencies. A major proponent of the language deficiency school of thought is Basil Bernstein (1961). He identifies two forms of communication codes or styles of verbal behavior, (a) restricted and (b) elaborated. Restricted codes are classified as stereotyped, limited, condensed and lacking in specificity needed for precise conceptualization and differentiation. The restricted code uses sentences which are short, simple and often unfinished. It is alleged to be a language with implicit meaning, easily understood and commonly shared.

Elaborated codes on the other hand, are those in which communication is individualized and the message is specific to a particular situation, topic and person. It is reported to be more particular, more differentiated, complex and precise. It permits expression of a wider and more complex range of thought with more discrimination among cognitive and affective content.

Bernstein (1961), further proposes that lower-class parents employ different child-rearing techniques than those utilized by middle-and upper-class parents. In his view, middle- and upper-class child-rearing practices depend mostly upon verbal exchange. This verbal exchange is characterized by elaborate and complex subtleties, abstractions, and logical structure. This, according to Bernstein, prepares the speech and thought of the child for complex intellectual activities, and subsequent average to superior test performance.

In contrast, Bernstein proposes that lower-income class language is characterized by crude expressions of logical relationships and that it is based mainly upon simple concrete sentences. These sentences have no value within a planning function such as that possessed by more complex language. Bernstein concludes that the absence from lower-income class language of such conjunctions as: "if" and "then" as well as the initial subordinate clause "if A...then B" renders the language code of the lower-income class person restricted at best, and deficient in dealing with hypothetical complexities. Accordingly, the Black child's language system restricts him to a low level of conceptual functioning and thus to a low performance level on tests of intelligence and achievement.

Bereiter and Engleman (1966) are also deficit theorists. These proponents assume non-standard English to be inferior to standard English. The underlying notion here is that the Black child develops speech and thinking patterns that are at variance with what he needs to learn. Bereiter and Engleman (1966) developed special programs to remediate the language deficiency. Other special programs (Deutsch, 1967) have been developed for Black children at the pre-school level: (1) to arrest the cumulative deficit observed in so-called disadvantaged children, (2) to emphasize language and cognitive development by providing special training in helping the children to make abstraction and generalization from their concrete experiences and (3) to develop programs which facilitate maximum growth and utilization of intellectual potential. It is to be noted that the deficit model has been vigorously discredited by a number of researchers and scholars, Hunt (1969), Kagan (1969), Baratz (1970), and Labov (1970).

Cultural Difference Model

In contradiction to the deficit model, another view of the educational problem of the Black child is that he has acquired background learning experiences which, although not deficient, differ from those of his middle class counterparts. This conceptualization,

called the cultural difference model, proposes that the Black child grows up in a culture which has its own language, traditions, strengths and weaknesses. For example, while non-standard English (i.e. the informal language characteristics of many Black people) may be adaptive in one's community, the middle class teacher may not appreciate his dialect. What then is an asset and adaptive in the peer culture is basically a liability in the classroom. Loban (1963), Baratz and Shuy (1969), Baratz and Baratz (1969), Stewart (1969), Labov (1970), Wolfram (1970), F. Williams, (1970) have been the most vocal proponents of the cultural difference model, especially as it applies to linguistic features of the Black child.

Loban (1963) conducted a number of longitudinal studies which provide interesting, but questionable, data on the speech of poor Black and White children. In one of his studies, the emphasis was upon the nature and degree of deviation from standard English demonstrated in the speech of lower-class children. Standard English is characterized by Loban as the dialect which received the most social acceptance in this country. The major finding of this research was that lower-class Black children in his sample spoke a dialect which was different from the type of dialect (standard English) utilized by lower-and middle-class White children. This difference was most pronounced in the use of verbs, and to a much lesser degree, pronouns and nouns.

Baratz and Baratz (1969) examined the failure of urban education to prove effective for ghetto children. They point out that one major fault of our urban educational system is its failure to understand why teaching an urban Black child to read is so difficult. The Baratzes believe that an explanation is relatively simple. They contend that a cultural variable is at work which is basic to the difficulty. These writers have suggested that the reading difficulties experienced by Black children are a function of standard English syntax, rather than spelling, pronounciation, or word recognition. They insist that those who have been responsible for designing educational systems have completely ignored the legitmacy of the Black culture, of which, Black language style is a highly integral part. These writers strongly support the recognition of an established Black dialect in the educational programs for Black children.

Labov, Cohen, Robins and Lewis (1968) performed a number of interesting studies on the language of poor Black children. One of Lavov's major research concerns has been with the relationship between Black dialect and standard English. He assumes that

Black language constitutes a lawful, coherent system, with a legitimate structure of its own.

Labov et al (1968) cast doubt upon the validity of the "deficiency theories" espoused by such writers as Bereiter and Englemann (1966), who assert that poor Black children cannot learn to read because their language is a deficient form of standard English. Labov's results indicate that Black children possess a mature and socially efficient language; therefore, a simplistic "deficiency" hypothesis cannot explain the reading difficulties experienced by these children. He pointed out that there are limited instances of structural differences between non-standard English and standard English. However, these differences are not sufficiently numerous to explain reading deficiencies. Labov suggests that a major part of the problem is a conflict between the spontaneous use of Black dialect and that form of speech required in the classroom. He sees language as one factor in a cultural orientation which is in contradiction to the values of the school. It is this conflict, not a deficient language, which is mainly responsible for poor school performance on the part of poor Black children.

The bulk of the research evidence seems to suggest that the language development of Black children, is in most respects, not deficient or much different from the speech of middle-class children. There is also much cross-cultural evidence concerning this issue (Lenneberg, 1967, McNeill, 1970). The general conclusion of these studies is that the development of children's language is highly similar in form in various cultures and subcultures throughout the world.

At a conference entitled, "Cognitive and Language Development of the Black Child," held in St. Louis, Missouri, January, 1973, a group of Black scholars pointed out that the cultural difference model contained more political and economic overtones than grammatical, phonological or syntactical considerations. It was generally felt that very little clarification of the controversy involving the difference model has been satisfactorily demonstrated by using the difference model approach. For example, it is still not resolved as to what Black English or non-standard English really is. Simpkins, R. Williams and Gunnings (1971), Taylor (1973), Ron Williams (1973), Beryl Bailey (1973), Gilliam (1973), Holt (1973), Smith (1973), Simpkins (1973), Smitherman (1973), Sims (1973), Covington (1973), in a barrage of criticisms held that the concept of Black English or non-standard English contains deficit model characteristics, and therefore must be abolished. Following considerable discussion regarding the language of Black people, the group reached a concensus to adopt the term Ebonics (combining Ebony and phonics or Black sounds).[1]

Ebonics is defined as the linguistic and paralinguistic features which on a concentric continuum represent the communicative competence of West African, Carribbean, and United States slave descendants of African origin, including the various idioms, patois, argots, ideolects, and social dialects. Ebonics is thus the culturally appropriate language of Black people and is not considered deviant. An example of Ebonics is as follows: "The Hawk is definitely not jiving outside today." Contrary to popular belief, this sentence is not in slang or non-standard English form. Rather, it is stated in culturally appropriate and ingenious language of Black people.

School as Failure Model

The third approach, referred to as the school as failure model defines the locus of the difficulty as being in the school, the curriculum and the staff. The deficit is not so much within the child, as from the school's inability to deal adequately with the child's resources. It charges that the schools do not respond to the needs of the child. In this model, emphasis is placed on teacher training, re-training, increasing the teacher's sensitivity and her knowledge about the child's culture, his resources, curriculum changes and mutual communication between the community and the school. Katz (1967) points out the following:

> . . . children from low-income homes, most of whom are Negro, get more than their fair share of classroom exposure to teachers who are really unqualified for their role, who basically resent teaching them...Summarizing my comments on teachers, their influence on Negro students' motivation may be considerable, particularly in the lower elementary grades when children are more emotionally dependent on adults. Apparently, many teachers inadvertently dispense strong negative reinforcements in the form of personal disapproval and rejection, and studies of teachers' attitudes toward lower-class pupils suggest that the incidence of such teachers in predominantly Negro schools is relative high. (pp. 177-178)

In essence, the above explanations are given for the school as failure model. Given that there is discontinuity between home and school, the problem of education remains. What is needed is a curriculum model that responds to the educational needs of the child. Current models, for the most part, engage in what we call "backward learning" or going from the

unfamiliar to the familiar. It would be more appropriate to reverse this process.

Bicultural Model

In order to survive the academic situation, Black children are expected to know Black culture and White culture, i.e., become encultured in standard English and middle-class culture, as well as maintain the Black style. Valentine (1971), an anthropologist, is a leading proponent of this particular model. I call it a racist model because it does not require White children to become encultured in Black culture. The model is thus a one-way street. Survival for the Black child means the acquisition of two cultures. It negates deep entrenchment in one's own Black culture (Simpkins, Williams and Gunnings, 1971).

General Systems Model

The fifth and final model defines the problem in terms of general systems theory. Institutional racism is cited as the basic factor in the educational problems of the Black child. From this perspective, the behavior of the child in a social system is related to his status and to the system's demands on him. The mother and teacher's interactions with the child are seen as a reflection of the system's demands and expectations. Consequently, there is little to be gained from attempting to change individual children through remedial efforts unless there are programs designed to change the social structure or the social systems in which the child lives and the teacher works, especially since the structure establishes cultural and community values.

A Discontinuity (Mismatch) Model

What I am proposing here is a discontinuity or a mismatch theory to explain the Black child's difficulties on tests and in classrooms. In general, many Black children are prepared early to seek survival, rather than academic success. This preparation results in certain discontinuities for Black children in traditional educational systems. Language usage constitutes one of, if not the major, discontinuity experienced by the Black child upon his entrance into the traditional classroom and in his dealing with standardized intelligence and achievement tests.

Hunt (1969) defines this problem as one of "match":

> If encountering a given set of circumstances is to induce psychological development in

> the child, these circumstances must have an appropriate relationship to the information already accumulated in the child's mental storage from his previous encounters with circumstances. (p. 129)

Extending Hunt's notion to the Black child in particular, Williams (1972a) termed the situation as "The Problem of Mis-match" or the extent to which moderator variables (personal characteristics and test biases) are operative in influencing the relationship between predictor (tests) and criterion (scholastic achievement) variables.

Thus, in the light of the conceptual and methodological difficulties, we began to examine some basic factors associated with test performance and education. As an initial step, it was necessary to look for and examine the possible sources of common cultural biases in tests and classrooms. One very common finding was the language factor. Our observations let us conclude that neither the cognitive processes nor the cognitive development of the Black child is different from that of the White child, particularly, if we mean by cognitive development, one's capacity to discriminate, recognize, identify, and manipulate the features and processes of the world around him.

Cognitive development or cognition refers to the process by which a child becomes aware of, knows or learns to identify, to label and to interpret his world through mental processes. Up to the first two years of life, the cognitive processes of Black and White children do not differ. For example, all children learn to identify such diverse phenomena as hot, cold, up, down, etc. Black babies learn these phenomena just as quickly and readily as babies of any other ethnic group. The Black child, for example, at age two is not going to fall down steps because of "cognitive deficits" or lack of proper cognitive socialization. He might not "label" the objects with the same terminology as White children, but he is able to "understand" the direction of the danger involved. In addition, he is not going to touch a hot stove. He has learned the dangers involved in hot objects as well as cold ones. That is, he possesses the appropriate cognitions: he knows the difference between hot and cold.

Thus, up to approximately age two, I am quite positive that cognitive development is just the same in Black children as it is in any group of children. I propose, however, that the labeling or the attaching of language to cognitions is different in the Black and White child because of culturally different environments or backgrounds. The process by which the Black children attach labels to the cognition is

not different; however, the actual labels assigned to the cognitions are different. A child develops language comprehension and language production primarily as a result of the language model of his environment, his own internal schematic organization, self-instruction and those items which he differentially selects from the environment.

After two years, something very different happens in children. The child begins to label those events around him with language; that is, he labels such objects as desks, chairs and toys. He calls those objects by the same label used by other people around him. The Black child is typically in a different labeling environment than White children, so that he may not label his cognitions in the same way as mainstream children. It does not mean that he is deficient in communication skills because he uses different labels, nor does it mean that he has less language.

To test out our hypotheses deriving from discontinuity and mis-match theory we carried out several initial studies to examine the differential effects of test instructions written in familiar versus standard language on performances of Black children.

We divided 990 Black kindergarten, first and second grade children into two groups of 445 each. Variables of race, I.Q., age, sex, and grade were controlled by balancing the groups. We used the standard version of the Boehm Test of Basic Concepts (BTBC) and a set of non-standard questions that we developed. The BTBC consists of 50 pictorial multiple choice items involving concepts of space, quantity and time. Black teachers and graduate students translated the concepts and objects into language familiar to the Black children. Examples of the basic concepts in standard and non-standard versions are as follows:

Standard Version (Boehm)	Nonstandard Version (Williams & Rivers)
(1) Space:	
Mark the toy that is behind the sofa.	Mark the toy that is in back of the couch.
(2) Quantity:	
Mark the apple that is whole.	Mark the apple that is still all there.
(3) Time:	
Mark the boy who is beginning to climb the tree.	Mark the boy who is starting to climb the tree. (Variations may be used as, about to, getting ready to.)

We are fully cognizant of the problem of standardization in changing the instructions on tests. The essence of this study, however, is to determine the performance of Black children when the same test questions are worded differently.

The results showed clear cut differences. The mean scores on the non-standard version were significantly higher than those of the standard version (Non-standard mean 35.59; standard mean 32.26, $p > .05$). We examined this phenomenon further by comparing our findings with those of Boehm's original reliability sample. Boehm's 2647 children were all from the same grade levels as our sample. She included children from the low, middle, and high socio-economic levels. All of our children were from the low-income level. When we compared the "standard version" scores of Boehm's middle and high SES children with those of our children, her group was significantly higher than ours. But, when we compared the "non-standard version" scores of Boehm's and our groups, no significant differences were found. In several instances, the non-standard means of our groups exceed those of Boehm's group.

These findings clearly suggest that language bias plays a significant part in reducing scores of Black children on the Boehm Test. It is presumed that a similar factor operates on other standardized instruments such as the Binet, Wechsler Intelligence Scale for Children (WISC) and Peabody Picture Vocabulary (PPVT). Thus, when the test items are dialect fair, and culture specific, Black children do as well as their white counterparts.
Williams (1972a) points out:

> A difference in labeling cognitions rather than a deficiency in language is to be found in the language of Black children. That is, Black children have developed a different or divergent language representation of persons, events, objects of the world about him, and have labeled these phenomena according to what meets approval in his environment. (p. 2)

Rivers (1969) in describing the organization of cognitive patterns in children, pointed out that one of the most noticeable characteristics of developing cognitive behavior is the emergence of processes which involve the systematic transformation of direct sensory information from the environment into symbolic forms. These transformations lead to active interaction among learned symbolic responses. In some instances, this interaction may be somewhat detrimental as when one verbal pattern interferes with the learn-

ing, understanding, retention or production of another verbal pattern.

In many ways, standard English may not signal or activate the Black child's linguistic-conceptual systems to the extent that systematic transformations are evoked to produce the expected cognitive responses. If the child is confronted with unfamiliar language stimuli, his cognitive transformational system will not adequately process the incoming stimuli. However, it is important that it be understood that this does not mean that the Black child lacks the capacity for processing the standard language stimuli (verbal or written); what is implied is that his "communications intake gates" are not fully activated by the stimulus properties of standard English.

The following model seems appropriate to this state of affairs: conceptually, two sensory input channel gates must be activated in order for a child to process information. Gate I is always open and receptive to incoming sensory information. However, in order for this information to enter the cognitive transformational channel of the system, it must activate Gate II. If the information does not meet certain specifications (i.e., is unfamiliar, or is of insufficient amplitude, or is "noise") it is then returned to the source for better organization or for signals which meet system input specifications. If, on the other hand, the incoming information possesses familiar parameters, then Gate II is activated and the material is sent into the child's transformational system for further processing and decoding.

What is suggested in this research is that the teacher become (a) flexible and responsible to the child, (b) respond to where the child is and (c) employ an appropriate teaching method to take him from where he is to other goals (associative bridging). Simpkins (1973) defines associative bridging as a strategy used to engage the student by using the verbal and non-verbal behavior he has already acquired outside the classroom, as a starting point, i.e. moving from the familiar to the unfamiliar.

The widespread belief then, among White scholars, that Black children use restricted codes and show cognitive concreteness and rigidity in our opinion, is false. To the contrary, Black children must possess a great deal of cognitive flexibility in order to survive at all in urban schools and society in general. They must be able to switch codes from "everyday talk" to "school talk." Everyday talk is a kind of familiar informal language where one is not concerned about phonology and syntax. One is concerned about getting over or just plain communicating. School talk or standard English is very formalized where great emphasis is placed on grammar, diction, syntax, etc.

Black children are able to switch codes from everyday talk to school talk, perhaps not as effectively as White children, but they do switch codes. If a child is put in a school system that employs a language code different from his own, either the school must switch to that child's language system, or the child must switch codes. Usually, the child is required to switch codes, suggesting cognitive flexibility, rather than cognitive rigidity.

The model which I have been discussing is certainly not a new one. It is similar to one proposed by Shannon (1948) some years ago. The essence of the information theory proposed by this researcher was that, once a message has been selected by a source, it is encoded by a transmitter, sent over a communication channel, and then decoded by a receiver at the destination. How much of the information can be retrieved at the destination depends on: (1) the information available at the source; and (2) whether the channel carries "noise"--i.e., signals from some other source that may interfere with the message under consideration. The activation of the second gate, of which we spoke earlier, depends upon ~~symbolic or abstract~~ representations of objects, rules and events, rather than by their concrete, rote, sensory properties. In order for the child to decode incoming linguistic messages properly, he must first recognize, identify and discriminate events from the standpoint of his existing cognitive structures, and the message must be as free of "noise" as possible. Standard English is for many Black children, "noise" laden stimuli, which, when presented, the child requires that he switch codes from "everyday talk" to "school talk"; the former being non-standard and the latter, standard.

The present findings clearly mitigate against the less language or deficiency hypothesis as put forth by Bernstein (1961), Bereiter and Engleman (1966), and Jensen (1969). What these results suggest is that the Black child develops a different symbolic representation of concepts, rather than a deficiency of concepts.

The basic contention here is that there is a problem of match (Hunt 1969), or mis-match (Williams 1972b) between the Black child's language background experiences and the language which he encounters in the standardized test situation. A discontinuity or mis-match occurs between the Black child's cognitive-linguistic system and the linguistic stimuli presented in test instructions and school curriculum. Psychological tests in particular, may not adequately activate the cognitive-linguistic processes of the vast majority of Black children. It is necessary to accomplish a match by presenting the instructions

and materials of psychological tests in ways that relate to the language backgrounds of Black children.

Notes

[1]The term was actually coined by one of the authors (Williams).

[2]Published by the Psychological Corporation, 304 East 45th St., New York, New York 10017.

References

Bailey, B. "Disentangling the language web." A paper presented at the Conference on Cognitive Language Development of the Black Child, St. Louis, Mo., January 1973.

Baratz, J. C. & Shuy, R. W. (eds.) Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

Baratz, S. S., & J. C. Baratz. "Negro ghetto culture and urban education: A cultural solution.," Social Education, April, 1969, pp. 401-404.

Baratz, S. S. and Baratz, J. C. "Early childhood intervention: The social science base of institutional racism," Harvard Educational Review, 1970, 40, 29-50.

Bereiter, C. & Engleman, S. Teaching disadvantaged children in the pre-school. Englewood Cliffs, N. J.: Prentice-Hall, 1966.

Bernstein, B. "Social class and linguistic development: A theory of social learning," in A. H. Halsey, J. Floud, and C. A. Anderson, eds., Education, Economy, and Society. New York: Free Press, 1961, pp. 288-314.

Covington, A. "Teachers attitudes toward Black English; effects on student achievement." A paper presented at the Conference on Cognitive Language Development of the Black Child, St. Louis, Mo., January 1973.

Deutsch, M. & Associates. The disadvantaged child. New York: Basic Books, 1967.

Gilliam, A. "Multi-cultural and multi-lingual view of Black language in the Americas." A paper presented at the Conference on Cognitive Language Development of the Black Child, St. Louis, Mo., January 1973.

Holt, G. "Black English: Surviving the bastardization process." A paper presented at the Conference on Cognitive Language Development of the Black Child, St. Louis, Mo., January 1973.

Hunt, J. McV. The challenge of incompetence and poverty. Urbana: University of Illinois Press, 1969.

Jensen, A. R. "How much can we boost I. Q. and scholastic achievement? A discussion," Harvard Educational Review, 1969, 39, (1), 1-123.

Kagan, J. S. et. al. "How much can we boost I. Q. and scholastic achievement? A Discussion," Harvard Educational Review, 1969, 39, 273-356.

Katz, I. "The socialization of academic motivation in minority group children," in Levine, D. (ed.) Nebraska Symposium on Motivation. Lincoln: University of Nebraska Press, 1967.

Labov, W., P. Cohen, C. Robins, and J. Lewis, A study of the non-standard English of Negro and Puerto Rican speakers in New York City. Final Report, U. S. Office of Education Cooperative Research Project No. 3288, New York. Columbia University, 1968. Mimeographed, 2 volumes.

Labov, W. "The logic of non-standard English," in F. Williams (ed.) Language and poverty: Perspectives on a theme. Chicago: Markham, 1970, pp. 153-189.

Lenneberg, E. H. Biological foundations of language. New York: John Wiley, 1967.

Loban, W. D. The language of elementary school children. Champaign, Illinois: National Council of Teachers of English, 1963.

McNeill, D. "The development of language," in P. J. Mussen, (ed.), Carmichael's Manual of Child Psychology. New York: John Wiley, 1970, Vol. 1, 1061-1152.

Rivers, L. W. The stability of patterns of primary mental abilities in children from three different ethnic groups, 1969. Unpublished Doctoral Dissertation. St. Louis University, 1969.

Shannon, C. E. A mathematical theory of communication, Bell SysteTech. J., 1948, 27, 319-343, 623-656.

Shockley, W. "Dysgenics, geneticity, raceology: challenges to the intellectual responsibility of educators," Phi Delta Kappan, 1972a, vol. LIII, no. 5.

Shockley, W. "A debate challenge: Geneticity is 80% for white identical twins' I. Q.'s," Phi Delta Kappan, 1972b, vol. LIII, no. 7.

Simpkins, G., Williams, R. L. and Gunnings, R. "What a culture a difference makes: A rejoinder to Valentine," Harvard Educational Review, 1971, 41 (4) 535-541.

Simpkins, G. "Reading Black dialect and associative bridging." A paper presented at the Conference on Cognitive Language Development of the Black Child, St. Louis, Mo., January 1973.

Sims, R. "Ollie and Leroy and the language arts." A paper presented at the Conference on Cognitive Language Development of the Black Child, St. Louis, Mo., January 1973.

Smith, E. "Stylistic features of Black English." A paper presented at the Conference on Cognitive Language Development of the Black Child, St. Louis, Mo., January 1973.

Smitherman, G. "God don't never change: Black English from a Black perspective." A paper presented at the Conference on Cognitive Language Development of the Black Child, St. Louis, Mo., January 1973.

Stewart, W. A. "On the use of Negro dialect in teaching of reading." In J. Baratz and R. W. Shuy (eds.) Teaching black children to read, Washington, D. C.: Center for Applied Linguistics, 1969, pp. 156-219.

Taylor, O. T. "Black community aspirations on the Black English/standard English controversy." A paper presented at the Conference on Cognitive Language Development of the Black Child, St. Louis, Mo., January 1973.

Valentine, C. "Deficit, difference and bi-cultural models of Afro-American behavior," Harvard Education Review, 1971, 41, (4) pp. 137-157.

Williams, F. (ed.) Language and poetry: perspectives on a theme. Chicago: Markham, 1970.

Williams, R. L. "The problem of match and mis-match in testing Black children." A paper presented at the Annual Meeting of the American Psychological Association, Honolulu, Hawaii, September 1972a.

Williams, R. L. "The bitch-100: A culture-specific test." A paper presented at the Annual Meeting of the American Psychological Association, Honolulu, Hawaii, September 1972b.

Williams, R. "The struggle to know, the struggle to survive." A paper presented at the Conference on Cognitive Language Development of the Black Child, St. Louis, Mo., January 1973.

Wolfram, W. A. "The nature of non-standard dialect divergence," Elementary English, 1970, 47, 739-748.

A STATEMENT ON THE ASSESSMENT PROCESS IN COUNSELING

Don K. Harrison*

General

The purpose of this paper is to delineate the process of utilizing psychological testing in the counseling process, particularly as an aid to vocational exploration, vocational decision making, educational planning, training, and vocational adjustment. The process of using tests in vocational and educational planning is based on certain philosophical assumptions about the individual and on knowledge of the state of art in testing derived from both empirical and clinical research.

Assumptions

Utilization of assessment instruments is based on the assumption that the individual has a right to determine his/her own participation in such a process. It is also assumed that each individual is capable of making choices and decisions that best fit his/her needs with regard to human growth and development. When information is generated and presented in terms that are understandable, the individuals will be able to utilize such information to their advantage. Since tests do not accurately describe interest, personality, and aptitudes, information generated from tests will be utilized in conjunction with environmental, personal, and background information. Since predictive validities of tests have been found to be of a low order for a number of reasons, tests are more appropriately used when they are viewed as additional information to help both the client and counselor determine what intervention strategies appear to be more appropriate to assist the client in the achievement of individual goals. This approach to the use of tests in counseling is in contrast to an approach that uses tests to predict future behavior and individual outcomes. Thus, the philosophical base for the use of tests in counseling is anchored in the enhancement and nurturance of individual development, rather than in behavioral prediction.

*Don K. Harrison is an associate professor in the School of Education, University of Michigan, Ann Arbor.

The Assessment Process

The following components comprise the assessment process:

1. Determining that testing will generate useful information to aid in planning.
2. Preparing the individual for assessment procedure.
3. Selecting the tests that are appropriate to individual needs.
4. Administering the tests selected.
5. Scoring the instruments.
6. Selecting appropriate norm and reference groups.
7. Profiling test results.
8. Interpreting test verbally to the client.
9. Developing a written report of test interpretation.
10. Exploring educational, vocational, and personal options, using information generated from tests and other sources.
11. Formulating an individualized written plan of action and intervention strategy.

Determining the Tests That Will Be Useful

Not all clients who come in for service will require testing. Tests should be used to provide new information or to check on available data as necessary and appropriate. Testing in an individual case may be done on a broad basis (covering a wide variety of traits), in a limited area, or in some instances not at all. The adequacy of the information already available about the counselee, should be a primary determining factor as to whether testing may be useful.

Personal data developed on the client through client-counselor interaction should serve as a basis for determining whether psychological testing will be useful.

The attached personal data form, which may be completed by the client, is illustrative of the type of basic information that might be developed (see attachment in Appendix I).

Preparing the Client for Testing

It is important that the individual be appropriately prepared for the assessment process. Clients should understand how the information generated from tests will assist them in deciding on a plan of action. Every effort should be made to put counselees at ease.

Selecting Tests Based on Individual Needs

Wholesale and blanket testing is not recommended since a broad approach may tend to ignore individual needs, aspirations, and uniqueness. Thus, tests should be individually selected for each counselee with consideration given to such factors as: the appropriate difficulty of the test and the reading ability of the client; cultural consideration of the client; the possible effects of disability and cultural consideration on test performance; and the counselee's mental and physical condition with regard to fatigue, restlessness, or inattentiveness.

Administering Tests

Tests should be administered only after counselees have been adequately oriented and prepared for the process. Directions for administering tests should be adhered to precisely. The counselees' behavior during testing should be observed, and certain observations about behavior should be recorded.

Selecting Appropriate Norms and Reference Groups

Since tests will be selected on an individual basis so as to take into consideration individual differences, it follows that appropriate norms should be selected, taking into consideration the goals and aspirations of the client.

Profile and Test Results

After tests have been administered, scored, and the appropriate reference group selected, the results should be recorded and a profile of the results made. This requires an understanding of basic statistical and measurement concept, such as the mean, mode, standard deviation, percentile rank, and standard scores.

Interpreting Test Results to Clients

Accepting the assumption that an individual has the right to make his own decisions and is capable of assuming self-responsible behavior, an interpretation of test results should be governed by such assumptions. Results should be presented to clients in such a way that they have an opportunity to participate in the process. This requires that the counselor develop a framework and approach which makes it possible for clients to participate and learn about themselves as a result of this process.

An interpretation of test results should not occur independently of other information available about the individual. Interpretation of test results should take into account personal and background factors, and environmental considerations.

Developing a Written Report of Test Results

Based on the assumption that individual records will be maintained on clients, it is important that the counselor provide a written interpretation of information generated from tests. Such information should be integrated and synchronized with other available data on the counselee.

Exploring Alternatives

Closely related to interpreting test results, the exploration of choice fields and alternatives is an important consideration in assisting the client to learn about himself and to make decisions. It is important that the implications and possibilites of information generated from tests be closely examined and explored in the counseling process. One approach that has been found useful is Roe's Two-Way Occupational Classification Scheme which presents a view of the world of work, together with educational level requirements and the level of responsibility needed in fulfilling occupational roles. Roe's Two-Way Occupational Classification Scheme helps to clarify relationships among occupations and fields of work and illustrates career ladders and progressions. Counselors should be thoroughly familiar with a systematic approach to educational and occupational exploration and how to use it with clients.

Developing the Individualized Written Plan

Taking into account personal, environmental, test information, and other data developed with the client, the counselor is now in a position to develop an individualized plan of intervention based on individual client needs and goals.

Selected Non-Clinical Standardized Paper and Pencil Tests

Significant paper and pencil tests of a non-clinical nature which are frequently used in educational, vocational planning are itemized and appear in Appendix II. With appropriate training and basic counseling procedures and the theory and technique of measurement, the counselor may find such tests useful.

Referral of Clients to Other Sources for Testing

Because of extremely low reading and educational levels, cultural differences, disabilities, mental and emotional considerations, it may be more appropriate to refer such clients to psychologists or other organizations professionally qualified in assessing clients so circumstanced. Counselors should be aware of their assets and limitations and know when referral to other sources is appropriate.

APPENDIX I

COUNSELING LAB-SCHOOL OF EDUCATION, UNIVERSITY OF MICHIGAN
COUNSELING RECORD
PERSONAL INFORMATION

DATE

SOCIAL SECURITY NO (optional)

LAST NAME–FIRST NAME–MIDDLE INITIAL

SEX ☐ M ☐ F

DATE OF BIRTH (mo-day-year)

ADDRESS (Number and street or rural route, city or P.O., state and ZIP Code)

TELEPHONE NUMBER

NOTE. The information called for on this form is important in personal or career planning. It will be helpful in your discussions with your counselor if your answers are accurate and thoughtful. If additional space is needed for any items, attach separate sheets. Complete Sections A through E. In Sections F through H complete only those that apply to you.

SECTION A–YOUR INTERESTS AND CONCERNS

WHAT QUESTIONS OR CONCERNS WOULD YOU LIKE TO DISCUSS WITH YOUR COUNSELOR?

NAME ANY KINDS OF EDUCATION OR WORK IN WHICH YOU THINK YOU MIGHT BE INTERESTED
(If you have specific plans, please note them in Section G.)

SECTION B–YOUR FAMILY

YOUR MARITAL STATUS
☐ MARRIED ☐ NEVER MARRIED ☐ WIDOWED ☐ DIVORCED ☐ SEPARATED

AGES OF YOUR CHILDREN, IF ANY

INFORMATION ABOUT ADULT MEMBERS OF YOUR IMMEDIATE FAMILY

MEMBER OF FAMILY	APPROX. MATE AGE	EDUCATION (No. yrs. completed)	OCCUPATION
FATHER			
MOTHER			
WIFE OR HUSBAND			
BROTHER(S)			
SISTER(S)			

SECTION C—EDUCATION AND TRAINING

TYPE OF SCHOOL	NAME OF SCHOOL	LOCATION (City and State)	YEARS ATTENDED (From / To)	CIRCLE HIGHEST GRADE COMPLETED	MAJOR COURSE OR SUBJECT
GRADE SCHOOL				1 2 3 4 5 6 7 8	
HIGH SCHOOL(S)				9 10 11 12	
COLLEGE(S) OR UNIVERSITY(IES)				1 2 3 4	
OTHER (Include Technical and Business)					

IF YOU ARE NOT NOW IN SCHOOL, WHY DID YOU LEAVE THE LAST SCHOOL ATTENDED?

☐ GRADUATED ☐ WAS NOT INTERESTED ☐ PREFERRED A JOB ☐ NEEDED MONEY ☐ ENTERED SERVICE
☐ GOT MARRIED ☐ OTHER (Specify)

IN WHAT SCHOOL SUBJECTS DID YOU GET YOUR BEST GRADES? IN WHAT SUBJECTS DID YOU GET YOUR POOREST GRADES?

WHAT SUBJECTS DID YOU LIKE THE BEST? WHAT SUBJECTS DID YOU LIKE THE LEAST?

NAME ANY SCHOOL ACTIVITIES IN WHICH YOU TOOK PART (Such as athletics, music, art, journalism, managing an organization, etc.) (Underline those in which you were particularly active)

NAME ANY SCHOOL SUBJECTS OR ACTIVITIES WHICH HAVE INTERESTED YOU SO MUCH THAT YOU MIGHT LIKE TO USE THEM IN YOUR FUTURE WORK

SECTION D—SPARE TIME ACTIVITIES

LIST ANY HOBBIES OR OTHER SPARE TIME ACTIVITIES (Such as sports, church activities, collecting, hospital volunteer, etc.)

HOW MUCH DO YOU READ IN YOUR SPARE TIME? (Check applicable box)
☐ VERY LITTLE ☐ SOME ☐ A GREAT DEAL

WHAT ARE YOUR MAIN READING INTERESTS? (Such as sports, fiction, poetry, politics, history, social science, natural science, etc.)

NAME ANY OF YOUR SPARE TIME ACTIVITIES THAT YOU MIGHT LIKE TO USE IN YOUR FUTURE WORK

PAGE 2

SECTION E–WORK HISTORY

NAME ANY PART TIME OR FULL-TIME JOBS YOU HAD WHILE IN SCHOOL OR DURING SCHOOL VACATIONS

EMPLOYMENT SINCE LEAVING SCHOOL

GIVE NAME OF JOB AND TELL WHAT YOU DID	DATES FROM	DATES TO	WEEKLY PAY	REASON(S) FOR LEAVING

NAME THE JOB(S) YOU LIKED BEST AND EXPLAIN WHAT GAVE YOU SATISFACTION

NAME ANY JOB(S) YOU DID NOT LIKE AND EXPLAIN WHAT YOU DID NOT LIKE ABOUT THEM

WHAT KINDS OF THINGS HAVE YOU DONE IN YOUR PREVIOUS JOBS THAT YOU MIGHT LIKE TO DO IN YOUR FUTURE WORK?

SECTION F–COMPLETE THIS SECTION IF YOU SERVED IN ARMED FORCES

BRANCH OF SERVICE

☐ ARMY ☐ NAVY ☐ AIR FORCE ☐ MARINE CORPS ☐ COAST GUARD

DATE(S) ENTERED SERVICE DATE(S) SEPARATED FROM SERVICE

FOR EACH ASSIGNMENT

GIVE NAME OF EACH ASSIGNMENT AND TELL WHAT YOU DID	NO. OF MONTHS	GRADE OR RANK

NAME YOUR FAVORITE MILITARY ASSIGNMENT(S) AND EXPLAIN WHAT YOU LIKED ABOUT THEM

NAME ANY MILITARY ASSIGNMENT(S) YOU DID NOT LIKE AND EXPLAIN WHAT YOU DID NOT LIKE ABOUT THEM

PAGE 3

SECTION G—COMPLETE THIS SECTION IF YOU HAVE A PLAN FOR EDUCATION OR TRAINING

TELL US ABOUT YOUR PLAN OR PLANS (Such as type of training or course, your vocational goal(s), name of school, starting date, and any other information you think might be important)

DO YOU FEEL THESE PLANS ARE

☐ VERY CERTAIN ☐ FAIRLY CERTAIN ☐ SOMEWHAT UNCERTAIN ☐ QUITE UNCERTAIN

SECTION H—COMPLETE THIS SECTION IF YOU HAVE A DISABILITY

DESCRIBE YOUR DISABILITY

IN WHAT WAY, IF ANY, DO YOU FEEL YOUR DISABILITY LIMITS YOU IN FINDING OR HOLDING A JOB? (Give examples)

IN WHAT OTHER WAYS, IF ANY, DO YOU FEEL YOUR DISABILITY LIMITS YOU? (Give examples)

FOR COUNSELING LAB USE ONLY

NAME OF COUNSELOR	DATE OF FIRST INTERVIEW

PAGE 4

APPENDIX II

Selected Paper and Pencil Tests

The tests indicated below are paper and pencil tests that would develop information about interest, personality, general ability, aptitude, and achievement. This selection has been made since the tests may be individually or group administered, are relatively short, and includes some tests for which a reading level of less than 6th grade may be required.

Interest Inventories

- A Study of Values
- Kuder Preference Record, Form C
- Kuder Occupational Interest Survey, Form DD
- Minnesota Vocational Interest Inventory
- Strong-Campbell Interest Inventory, Form T-325
- Strong Vocational Interest Blank, Form T-399
- USES Interest Check List

Personality Inventories

- Guilford-Zimmerman Temperament Survey
- Edwards Personal Preference Schedule

General Mental Ability Tests, Group

- California Short-Form Test of Mental Maturity
- Otis-Lennon Mental Ability Test

General Mental Ability Tests, Scholastic Aptitude

- College Qualification Test
- School and College Ability Test

General Aptitude Test Batteries

- USES General Aptitude Test Battery

Achievement Tests

- Adult Basic Learning Examination
- California Achievement Test
- Stanford Achievement Test
- Gray Oral Reading Tests
- Nelson-Denny Reading Test

Mechanical Information and Reasoning Tests

Bennett Test of Mechanical Comprehension, Forms AA, BB, CC, W1, S, and T

Motor Dexterity Tests

Minnesota Rate of Manipulation

Purdue Pegboard

Space Relations Tests

Revised Minnesota Paper Form Board Test, Series AA

Clerical Aptitude Tests

General Clerical Test

Minnesota Clerical Test

IV. LEGAL ASPECTS OF COUNSELING

A LEGAL LOOK AT COUNSELING

Lamont Buffington*

Summary View of the Law on Corporal Punishment

The present law on the use of corporal punishment in the public schools has evolved from the various states' statutes and United States Supreme Court decisions.

The two Supreme Court cases on the issue are Baker v. Owens, 395 F. Supp. 294 (MDNC, 1975,; affirmed 423 U.S. 907, and Ingraham v. Wright, 45 LW 4364, (decided 4/19/77). In a summary opinion, the Baker Court found a North Carolina state law empowering public school teachers and officials to use reasonable force in restraining pupils and maintaining order constitutional even if imposed over parental objection.

In the recent United States Supreme Court decision of Ingraham v. Wright, the Court addresses the issue of whether paddling of students as a means of maintaining school discipline is cruel and unusual punishment in violation of the Eighth Amendment to the Constitution, and whether due process requires notice and an opportunity to be heard before school officials may impose corporal punishment. The answer to both questions is no.

1) The Eighth Amendment does not apply to disciplinary corporal punishment in the public schools.

The history of the Eighth Amendment and past decisions of the Supreme Court make it clear that the prohibition against cruel and unusual punishment was designed to protect only those individuals convicted of a crime. The openness of the public school and its supervision by the community afford sufficient protection against the kinds of abuse the Amendment was intended to prevent.

The student has little need for the protection of the Eighth Amendment. Though attendance may not always be voluntary, the public school remains an open institution where family, friends, teachers and pupils may witness and protest any instances of mistreatment. Ingraham. The Court concluded that when public school teachers or administrators impose

*Lamont Buffington is the Law and Policy Analyst for the Project for the Fair Administration of Student Discipline, University of Michigan, Ann Arbor.

disciplinary corporal punishment, the Eighth Amendment is inapplicable.

2) The Due Process Clause of the Fourteenth Amendment does not require notice and hearing prior to imposition of corporal punishment.

The openness of the public schools, along with the existence of state law prohibiting any punishment going beyond that which is reasonably necessary for the proper education and discipline of the student, is sufficiently protective of students' rights so that no further due process safeguard is required.

Similarly, even though the Fourteenth Amendment protects liberty interests, such as freedom from bodily punishment, the Court said the use of corporal punishment in public schools involves this liberty interest, but that the traditional state law remedies are fully adequate to afford due process.

3) The state law provides sufficient due process to protect students' rights and liberty interest.

State law remedies of suit by students against school officials for civil or criminal liability for the infliction of unreasonable, arbitrary, malicious, or unduly severe corporal punishment provides sufficient due process protection. The Constitution does not require any other procedural safeguards.

> The concept that reasonable corporal punishment in schools is justifiable continues to be recognized in the laws of most states. It represents the balance struck by this country between the [student's] interest in personal security and the traditional view that some limited corporal punishment may be necessary in the course of a [student's] education. Ingraham, 45 Law Week 4370.

4) Michigan state law authorizes the use of physical force by school personnel.

In Michigan, physical force may be used by any teacher or superintendent as may be necessary, to take possession from any student of any dangerous weapon carried by him or for the purpose of maintaining proper discipline over the students. Thus, the state law extends to school personnel a limited privilege permitting them to inflict reasonable corporal punishment on students in their care, M.C.L.A. §§ 340.755-757.

The state law provides for civil liability against school personnel in the event of a gross abuse of physical force. School personnel who use physical

force to disarm or discipline students may be civilly liable to those students if the punishment is a gross abuse of physical force and is done with disregard for the health and safety of the student.

The state law is silent as to criminal liability in the case of gross abuse and disregard for the health and safety of the student.

Summary

1) Corporal Punishment is permissible if allowed under state law.

2) Corporal Punishment is permissible even over parental objection.

3) Public school teachers and administrators are privileged under state law to inflict only such corporal punishment as is reasonably necessary for the proper education and discipline of the student; any punishment going beyond the privilege may result in both civil and criminal liability.

4) State law remedies of suit for abuse of the privilege to use corporal punishment sufficiently protects students' rights.

5) When a state permits the use of corporal punishment and prohibits its abuse, then no additional constitutional protection is necessary.

6) Due process does not require notice and a hearing prior to the imposition of corporal punishment in public schools.

As a local policy matter, school districts may adopt due process procedures for the regulation of the use of corporal punishment. Such procedures may include:

1) clear notice to the student that certain behavior will occasion the use of corporal punishment;

2) a rule reserving corporal punishment to an action of last resort;

3) a rule requiring that a teacher or principal who punishes corporally do so in the presence of a second school official (teacher or principal) who must be informed beforehand and in the student's presence of the reason for the punishment;

4) a rule requiring an official who has administered corporal punishment to provide the student's parent, upon request, a written

explanation of his/her reasons and the name of the second official who was present.

These minimal procedures serve to protect the student's interest without undercutting the disciplinary value of the punishment. However, these procedures are optional and are not required by law.

Nevertheless, a comprehensive discipline policy should list the factors to be considered in determining the need for corporal punishment. Among the most important considerations are the seriousness of the offense, the attitude and past behavior of the student, the nature and severity of the punishment, the age and strength of the child, and the availability of less severe but equally effective means of discipline. See, Ingraham at 4367.

It is also recommended that the policy prohibit the use of corporal punishment in front of the class, specify what instrumentalities may be used to paddle, where on the student's body he/she may be struck, and the number of swats allowable. Similarly for data collection and monitoring purposes school officials should be required to report to a central location the offense for which the student was punished, the number of swats administered, and the witnesses present.

The Family Educational Rights and Privacy Act

The United States Congress, exemplifying concern for the protection of the rights of students, promulgated in 1974 a comprehensive Act of serious importance. The Family Educational Rights and Privacy Act is the sole effort by the federal government to safeguard parents and students from unwarranted intrusions into their privacy, resulting from the collection and dissemination of information in educational records. The Act, wide in scope and full of impact, has as its purpose the vesting of many legal and educational benefits in parents and students.

This Act applies to all educational institutions to which funds are made available under any Federal program for which the United States Commissioner of Education has administrative responsibility as specified by law, or by delegation of authority pursuant to law.

Specifically, the statute governs (1) access to records maintained by certain educational institutions and agencies, and, (2) the release of such records. Generally, the Act provides: that such institutions must provide parents of students access to official records directly related to the students; and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or other-

wise inappropriate; that institutions must obtain the written consent of parents before releasing personally identifiable data about students from records to other than a specified list of exceptions; that parents and students must be notified ot these rights by their respective school districts, and that these rights transfer exclusively to students at certain points. The Act further requires that an office and review board be established in the Department of Health, Education, and Welfare to investigate and adjudicate violations and complaints of the Act.

In this author's opinion, the most significant benefit accruing to the parents or students, is the "notice and hearing" requirement. Under the Act, each educational institution to which the Act is applicable and which maintains records on students, shall inform parents and eligible students of all the rights accorded them by the Act. Such notification is intended to make the notice requirement meaningful, and to ensure that parents and students are likely to actually receive notice. It does not prescribe what means may be reasonable, because what might be reasonable for a one-room school house, would not be reasonable for a university.

In the same vein, the Act is intended to require educational agencies and institutions to conform to fair information record-keeping practices. It is not intended to overturn established standards and procedures for the challenge of substantive decisions made by the institution. It is intended, however, to open the basis upon which decisions are made to more scrutiny by the students, or their parents, about whom decisions are being made. It will also afford them the opportunity to challenge and correct — or at least enter an explanatory statement — inaccurate, misleading, or inappropriate information about them which may be in their files, and which may contribute, or have contributed to an important decision made about them by the institution.

The law intends that parents have a full and fair opportunity to present evidence to show that their children's records contain inaccurate or inappropriate information. The hearing is to be held within a reasonable period after the parent's request.

It is important to note that parents or students can seek to correct an improperly recorded grade, but cannot, through the hearing required by this Act, contest whether the teacher should have assigned a different grade.

Nevertheless, the supreme value of the hearing requirement is made clearer when viewed in light of the tremendous amount of litigation and publicity attendant aptitude testing in schools, and the role of the latter as "student sorter" in the name of

academia. Thus, it is highly significant that under the Act, the parents of a child who has been labelled mentally retarded and put aside in a special class or school, have a right to review the materials in the record which led to this institutional decision, and perhaps seek professional assistance to determine whether these materials contain inaccurate information, or erroneous evaluations about their child.

In conclusion, schools must maintain a public school environment commensurate with the pursuit of educational goals, while recognizing and protecting the individual rights of the participants: students, parents, faculty and members of the community. With the Federal Act in force, parents and students will be afforded maximum protection, and one of the major problems in making and keeping records, the use of those records by unauthorized persons, will be eliminated.

The above discussion is not intended to represent a detailed analysis of the Act, but is intended only to impart to the reader an overview of the Act's coverage.

Report-Personality Testing

The primary thrust of this paper is to raise some of the legal concerns attributable to the work of the school psychologist who, using psychological and personality tests and techniques, attempts to peer into student's psyches.

The use of any personality test constitutes a invasion of privacy to some degree, as the person tested rarely understands the implications of all the questions or tasks given to him, or the significance of all his responses. In 1928, Justice Brandeis of the United States Supreme Court, in a dissenting opinion that far overshadows the majority holding, wrote,

> The makers of our Constitution undertook to secure conditions favorable to the pursuit of happiness....They ought to protect Americans in their beliefs, their thoughts, their emotions, and their sensations. They conferred, as against the government, the right to be let alone— the most comprehensive of rights and the right most valued by civilized Man.[1]

The controversy over possible invasion of privacy through the use of tests has grown steadily in America since the 1960's. The deep concern that many individuals feel about alleged invasions of privacy is

typified by the comments of Monroe H. Freedman, Associate Professor of Law, George Washington University, who testified before a Congressional Subcommittee in part, as follows:

> The Minnesota Multiphasic Personality Inventory, (MMPI) is one of the most widely used tests of this kind. It contains 556 questions, which are all to be answered true or false, "quickly and without thinking or deliberation." These questions illustrate the propensity for psychological questioning to intrude into areas formerly preserved for the privacy of such confidential relationships as husband and wife, priest and pentinent, or doctor and patient.[2]

The only real safeguard and remedy for alleged and proven violations of privacy is the promulgation of standards. Initially, standards of fairness imposed upon all state agencies by the concept of due process should preclude the administration of intelligence, personality, or psychological tests and/or the records, unless such tests are reasonably accurate as to what they purport to measure and record.[3]

Written standards, once promulgated could alleviate the fear and anxieties many Americans feel in regard to testing. Such standards should specifically grant to the parents and the family lawyer the right to discuss the results and uses of the tests with the school psychologist. Results of tests should not be released to third parties, including, but not limited to, law enforcement officials and prospective employers, without the informed written consent of the student's parents. The student's consent will suffice, if the student is of age. Provision should be made so that non-school testing, authorized and obtained by the parents, is allowed to be placed into the school record. A provision for expunging dubious test results from the student's record must be indicated as an essential component of any standard of the protection of privacy. Written standards must be made available to parents and students whenever psychological testing is proposed.

Other relevant information for the parents or students would be the name of, and address of the corporate entity publishing the test, whether the publisher is a profit or non-profit corporation, how the test is advertised, and how the profession has appraised it. Finally, they should be advised of the extent to which it has a cultural, ethnic, or other bias.[4]

The whole process of promulgating standards is made more arduous in light of the problems is obtaining parental "informed consent." Before any tests

are administered, the parents of the student to be tested should be requested to give their informed consent. The acquisition of informed consent is difficult because the average American parent has a great and naive faith in "scientifically" constructed tests. This faith is reinforced by the unconscious desire of the more insecure parents to avoid involvement and to depend on "professionals" to make the difficult decisions in the education and maturation of their children.[5]

Furthermore, it is unlikely that the average parent knows what he is consenting to, when he signs a piece of paper stating that the school psychologist can examine his child. For example, the parent might not understand that he has given consent to have this child tested while graduate school psychology students observe through a one-way mirror. Such an observation without informed consent may constitute a test. Yet such observations are commonplace in many schools.[6]

Therefore, in order to fully protect student's rights, informed consent for personality testing should be comparable to the informed consent obtained by a physician prior to the performance of surgery.

I turn now to a consideration of civil liability on the part of test makers, publishers and administrators. Generally speaking, a vendor of merchandise has the legal duty to give adequate warnings as to the danger that might be involved in utilization of the merchandise.[7] This includes publishers of tests.

The public interest requires that no business firm be allowed to market any product that is detrimental to the public interest.[8] The publication, sale and utilization of tests which could result in an improper classification of students would not appear to meet this standard. Students who take such tests would appear to be within the class of individuals the law regarding product liability seeks to protect. Both the publisher and the educational institution have an obligation to take remedial action when harm is done.[9]

In conclusion, results of tests given in school, starting with elementary school, are usually made a part of the student's permanent records. The results of tests could then conceivably prevent the student from getting a promotion or obtaining a security clearance twenty years later. It could diminish the student's opportunities to embark on an appropriate career as he or she might be counseled into other endeavors by well-meaning people interpreting invalid psychological tests and reports. Since the tests given in school may be a significant, if not crucial determinant as to the career pattern the student will be allowed to enter, it is imperative that the tests be carefully selected, validated, fairly administered, and expertly interpreted.

Notes

[1]Olmstead v U.S. 277 U. S. 438, 470 (1928).

[2]Special Inquiry on Invasion of Privacy, Hearings Before a Subcommittee of the Committee on the Government Operations, House of Representation, 89th Congress, p. 330 (1965).

[3]Chance v Board of Examiners 40 Law Week, 2071, 2072 (1971).

[4]Sherrer and Sherrer, "Legal Standards for Psychologists and Counselors", 1 Journal of Law-Education 289, 297 (1972).

[5]Sherrer and Roston, "Some Legal and Psychological Concerns about Personality-Testing in the Public Schools", 30 Federal Bar Journal 111 (1972).

[6]Id., p. 115.

[7]Patch v Stanley Works, 448 F2d 483, 489 (1971).

[8]Badorek v General Motors Corporation 39 Law Week 2214 (1970).

[9]Sherrer and Sherrer, N 4, p. 297.