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AN INVESTIGATION INTO THE PROBLEMS  
AND DUTIES OF BLACK COUNSELORS  
IN A UNITARY SCHOOL SYSTEM

by

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
THE PROBLEM AND DEFINITION OF TERMS USED.....	3
Statement of the Problem.....	3
Hypotheses.....	3
Need for the Study.....	3
Delimitations.....	4
Definition of Terms Used.....	4
II. REVIEW OF RELATED LITERATURE.....	6
THE MEASUREMENT OF SOCIAL INTERACTION IN THE CLASSROOM.....	6
AN ASSESSMENT OF SELECTED-FREE INTELLIGENCE TESTS AND THE CULTURALLY DIFFERENT CHILD.....	8
CULTURE-FREE INTELLIGENCE TEST: AN ASSESSMENT.....	9
TEACHER ATTITUDES TOWARD NONSTANDARD NEGRO DIALECT.....	10
HOW TO LIVE WITH DUE PROCESS.....	12
SCHOOL DESEGREGATION: SOME IMPEDIMENTS AND SOLUTIONS.....	13
PUBLIC RELATIONS IN DESEGREGATED SCHOOLS.....	16
Parents.....	18
Parent-Teacher Associations.....	19
Civic Organizations.....	19
Police and Courts.....	19
News Media.....	20
HOW CAN I TEACH BLACK CHILDREN.....	20
III. METHODS AND PROCEDURES.....	22
GENERAL DESIGN.....	22
MATERIALS.....	22

CHAPTER		PAGE
	SUBJECTS.....	22
IV	RESULTS OF THE QUESTIONNAIRE.....	24
	RESULTS OF INTERVIEWS.....	29
	Interview with Dorothy Bonner.....	29
	Interview with Doris Robinson.....	31
V	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	33
	Summary.....	33
	Conclusion.....	33
	Recommendations.....	34
	BIBLIOGRAPHY.....	36
	APPENDIX.....	38
	Appendix A.....	38
	Appendix B.....	39
	Appendix C.....	41



## Chapter I

### INTRODUCTION

The role of the school counselor has increased significantly over the past few years. The counselor engages in many helping activities, but is not specialized enough to include therapy. There is a tendency on the part of uninformed people to confuse the term therapy and counseling. These are different concepts. The therapist is concerned chiefly with the rehabilitation of a maladjusted individual. The counselor's task is rather the preventing of possible maladjustment.

The school counselor is concerned with pupil welfare. He attempts to encourage children and adolescents to develop their particular potentialities and gradually accept increasing responsibility for their behavior.

Realizing the multitudes of social changes that are now taking place in schools throughout this nation of ours, the writer would like to deal specifically with the role of the black counselor in a unitary school system. Until recently, most of our black counselors have been dealing with black children in many aspects. The black counselor must now counsel with both black and white children.

One might ask what is so different about that. The answer is brought out in this research. The black counselor most probably finished from a black school has been dealing with blacks in social

relations all his life, and now he must counsel the white child how to adjust to the black society and also the black child how to adjust to the white society when he, the counselor, has lived in black culture all his life. One can see that there will be immediate problems, not only for the black counselor but for everyone involved. In that the child is the counselor's greatest concern how will he overcome these wide cultural differences?

The white child who, in most instances, has had many necessities from birth upward and has developed images and goals that are just the opposite of the black child, is now asking a black counselor to assist and advise him as to a livelihood. This is by no means an inference that the black counselor is not capable of performing the duties of a counselor in a unitary system, but what the writer will be seeking is the problem and possible causes and solutions.

The school counselor should be both highly trained technically and well suited personally to deal with the problems of children and youth in the regular school setting. He is a specialist whose background should enable him to be the best trained person available to a student or parent for consultation in educational matters. In addition, he is prepared to support teachers in their primary roles of aiding students to learn effectively.

The adjustment of teachers and students to the unitary school system of Louisiana has been paramount within the past few years. It is just beginning to dawn on many school leaders that the price of desegregation in the South may be loss of the greatest group of middle-class blacks in that unhappy region.

Traditionally, more black college graduates have gone into teaching than any other profession or vocation. In the past, teaching in the black schools of the south offered the largest job market for college and university trained blacks, as well as the only field where there was an opportunity for unlimited advancement within the system. More important, black teachers and principals provided a valuable image for black youngsters.

#### THE PROBLEM AND DEFINITION OF TERMS USED

##### Statement of the Problem

It was the purpose of this study to (1) investigate the adjustment of the black counselor in a unitary school system, and (2) correlate duties and responsibilities with those of the previous all black school. Further, it was the purpose to find the effect the unitary system has on the black students and the black teachers, as well as black counselors.

##### Hypotheses

In spite of better physical facilities and equipment the counselor has more problems concerning students in an integrated school than he did in an all-black school.

##### Need for the Study

This study was of grave importance to the black counselor, students, administrator, teachers and other school personnel of the

unitary school system. It was hoped that the results of this study would make people aware of some of the very immediate problems facing the black counselor in the unitary system and help these in proposed unitary systems. Since counseling is the heart of the guidance services in school it was of great importance to the black counselor to know how best to offer assistance to both black and white students. This study should help everyone better to understand situations in the proposed system and help them better to cope with problems now and in the near future by gaining first hand information from counselors who have experienced the problems at hand.

#### Delimitations

This study will not affect counselors throughout the state of Louisiana, but was limited to counselors in North Louisiana. The counselors at Grambling High School and Ruston High School were interviewed. Questionnaires were sent to the counselors of the schools in parishes of the northern section of Louisiana.

#### Definition of Terms Used

Culturally Different Child--That child that is restricted to the culture of the low socio-economic family.

Desegregation--The process of breaking down a school from a single to a multirace enrollment.

Unitary School System--A school system that is in the process of losing its identity as all black or all white.

Ghetto Child--The child that through no fault of his own

lives in the lowest socio-economic area.

NASSP--The National Association of Secondary School Principals.

NEA--National Education Association.

## Chapter II

### REVIEW OF RELATED LITERATURE

James (1970) believed that black teachers supervised by black principals provided an image of authority and respectability and, in addition, a better standard of living than most of their students. The black principal is a prime victim of the vise created by the transition from dual to unitary systems. As noted in the NASSP Newsletter from March-April, the number of black secondary principals dropped from 107 to 16 between 1965 and 1971 in the state of Virginia alone. A NEA Task Force found that reporting school districts in Alabama, Georgia, Louisiana and Mississippi added 1,227 white teachers while dismissing 1,808 blacks in 1970.

The number of published documents on the black child in a unitary system as well as teachers, counselors, and administrators is so great that an adequate summary would require a long period of time. Therefore, it is necessary to focus attention on a few findings with the greatest significance.

### THE MEASUREMENT OF SOCIAL INTERACTION IN THE CLASSROOM

The need for social interaction measurements, such as those described in this report became apparent from the findings in one area of existing research of the 1970's. That area was the integrated classroom and its assumed potential for promoting positive interracial attitudes and for orienting the disadvantage student, both black and

white, toward more productive achievement values.

Eaton (1956) believed that since little evidence on the process of social interaction in the interracial classroom is available, it is necessary to attempt to obtain some view of the possible nature of the process from the research completed in racially unspecified classroom settings. Any considered encounter with the problem suggests that the newly integrated classroom may have substantial potential for either facilitating or debilitating the psychological and intellectual growth of entering minority group students. Informal studies and reports of the desegregation process in the schools suggest that the experiences may be stressful for students as well as various adult groups involved in the process. Although not much is known of the social interaction process as it occurs in the integrated classroom, recent reports the U. S. Commission on Civil Rights, 1967, suggested that the interracial classroom may facilitate the development of positive interracial attitudes as well as provide a partial explanation why desegregation works to the academic advantage of the integrated minority student.

In a review of 14 studies of the social context of the classroom Glatt and Gaines (1970) revealed the now well known generalization that most economically and socially deprived segments of the population typically rear children who may either lack maturation toward educational opportunities or who may be unable to translate such motivation into effective behavior.

Glatt and Gaines (1970) showed evidence indicating that socially and economically disadvantage children may be subjected to

greater amounts of negative teacher-student interaction than their more advantaged compeers was shown in a few studies.

Perhaps of equal importance to successful social interaction in the integrated school are the characteristic ways in which children are interested in the social context of the classroom.

Reilly and Illenberg (1970) concluded that the inferior educational experiences of Negro students plus inferior social-economic position of the great majority of Negro families may place the newly integrated Negro student at a double disadvantage in school settings.

#### AN ASSESSMENT OF SELECTED-FREE INTELLIGENCE TESTS AND THE CULTURALLY DIFFERENT CHILD

For some time now concerned educators have known that the culturally different child, especially the black child who comprises a sizeable portion of children, consistently experiences great difficulty in adjusting and accommodating himself to the demands of typical school setting.

Johnson (1971) suggests that the crux of the problem lies in the basic intellectual inferiority of the Negro. That is, many of the arguments which have been advanced suggest that this is the reason for the Negro's plight in school setting.

Johnson (1971) concluded that there is no test of individual intelligence which has been validated against achievement which has been standardized on both white and black populations.

There is no test of individual intelligence which has been validated against achievement tests or scholastic rating on this



large population. "The Negro", Johnson asserted, "has been deliberately omitted from intelligence test samples in the past because of the homogeneous characteristic of the population as a mole."

CULTURE-FREE INTELLIGENCE TEST:  
AN ASSESSMENT

It appears the major difficulty of intelligence tests is in their failure to take into account the varied cultural differences of the children of our society.

Launey (1970) discussed a paper presented to the Forty-Fourth Annual Meeting of the American Orthopsychiatric Association in March, 1967. Leon A. Rosenberg of the John Hopkins University School of Medicine in Baltimore, Maryland, reviewed past research and indicated current findings. The instrument evolved was named "The John Hopkins Perceptual Test." In explaining the rationale of culture-fair test construction and validation, Rosenberg explained that the test was "fair" to all socio-economic class levels in American society.

Launey's two illuminating and empirically based studies on the use of Negro children in the normative process of standardization of routinely used intelligence tests appeared to be a hopeful sign relative to intelligence testing in schools. Researchers prior to Launey's studies concluded that the variables included in this problem were related mainly to standardization, sampling, race definition, social status, and class confusion, language, education, test motivation, rapport and selected migration.

It has been determined by most psychologists and other investigators that race per se does not play a role in scores on intelligence tests. Intelligence is normally distributed with respect to race. Thus, Launey (1970) stated that there is evidence that environment does influence intelligence test performances.

#### TEACHER ATTITUDES TOWARD NONSTANDARD NEGRO DIALECT

Johnson (1971) believed teachers of disadvantaged black children have had one primary goal to erradicate the nonstandard Negro dialect of their pupils and replace it with "correct" English. Despite their remarkable failure to achieve this goal, no re-examination of the attitude and assumptions on which the language program is based occurred until recently.

The purpose of this section is to discuss the negative attitudes of teachers about nonstandard Negro dialect and the effects of these attitudes on teaching. The attitudes are more than just attitudes, they are false assumptions on which the language program is based.

Johnson (1971) assumed that the nonstandard Negro dialect impairs the cognitive development of black children. Language is a tool of culture, a perfect tool of culture; the language of a people is always adequate to serve their cognitive needs. This means that nonstandard Negro dialect serves the cognitive needs of black children, but may lack some of the cognitive skills of black children. The point is, difference does not equal inferiority.

The first and most significant of false assumptions is that children must discard their nonstandard dialect. They should learn standard English to improve their cognitive development and have a variety of language forces. It is therefore a false assumption that educators should teach disadvantaged black children standard English before they are capable of learning the language.

Disadvantaged children need to learn standard English but not for the reasons given by the cognitive deficiency people. Disadvantaged children need to learn standard English so that they can achieve vocational, social and academic success when they function in a dominant middle class culture.

Johnson also stated that disadvantaged black children are not nonverbal; they are verbally different not verbally inferior. Children tend to achieve at the level teachers expect them to achieve, when these children are labeled "non-verbal" and their instruction is based on other false assumptions they do not learn standard English.

What educators must do is to take account of how the non-standard Negro dialect systematically interferes with the children's attempt to learn standard English.

Schools have attempted to teach standard English as a replacement dialect demanding that black children discard their own dialect. Educators should have known that this approach would fail. The demand that black children replace their dialect with standard English is an impossible demand, as long as these children must live and function in the disadvantaged black subculture.

## HOW TO LIVE WITH DUE PROCESS

Friezenberg (1969) revealed that no organization or group of people can function without internal discipline. Guidelines must govern the movement and activities of individual members of the group so that the individual and group can achieve established objectives in the home, on the athletic field, on the highway. The end result of lack of discipline is chaos. It should be equally obvious that a good school cannot function without discipline. Discipline is the one indispensable means for achieving educational objectives of the organization.

Thus, school administrators and boards of education, over the years developed discipline codes, regulations and policies, and enforced them unilaterally. The objective of a well-ordered school took priority over the rights of the individual student.

Within the last decade, school boards and their administrators and staffs have been compelled to recognize a need for drastic modification in their approach to students in matters pertaining to rules and regulations.

1. Schools are no longer regarded as sacred by the courts.
2. Disciplinary action must meet the test of due process.
3. Accountability of school personnel in dealing with discipline problems is no longer limited to one's professional superiority.
4. The Bill of Rights and the Fourteenth Amendment are a legacy of juveniles.
5. Education, especially through the secondary level, is a guaranteed right. It is no longer a privilege.

It is nevertheless, essential that secondary school administrators guard against certain pitfalls if the prerogatives of suspension and expulsion are to be preserved.

Friezenberg (1969) emphasized the primary considerations to heed in sustaining these prerogatives are:

1. Make certain that reasonable rules and regulations are clear to students, parents and staff. Better yet, involve the groups in the formulation of these rules.
2. Maintain accurate, factual, detailed and comprehensive behavioral records.
3. Involve students and parents in conferences and counseling to establish positive correctional efforts before resorting to extreme remedies of suspension and expulsion.

#### SCHOOL DESEGREGATION: SOME IMPEDIMENTS AND SOLUTIONS

In the complex area of school desegregation, almost no real experts exist. Some people are, of course, more experienced and more knowledgeable than others. Over the past several years, experts have worked with many institutes and workshops that dealt with problems attending school desegregation. In attempting to identify, clarify, and resolve the barriers that hamper successful desegregation, Glatt (1970) has identified and described certain major hindrances and suggested methods of coping with or averting them.

1. Actually, physical desegregation of schools must be preceded by a well-planned, thoroughly organized public relations campaign in the community. Many arguments are used to create

community resistance. The over-all quality of education will suffer. If a white parent can be convinced that his child will receive a better education, his opposition will disappear.

2. Physical plants and facilities must be prepared for desegregation. If desegregation does not bring improved physical condition, it is difficult to convince parents that discrimination has ended. When a building is ready for use, an open house for adults will give parents an opportunity to relieve apprehensions about the physical environment their children are facing.

3. Desegregation must be a two-way street. One of the most serious mistakes that school systems make is to close Negro schools and to desegregate white schools. Historically, the school as an institution has been more important to black communities than to white communities because of the restrictions placed on blacks.

4. Teacher, administration, counselor and supervisor must be prepared for desegregation. Many professionals in our schools have never attended classes with persons of other racial backgrounds, or had any genuine peer relationship across racial lines. This is the area of human relations where expert help is most desperately needed.

5. In-service programs geared to specific problems and needs must be planned. The following kinds of problems have developed after faculties and student bodies have been integrated:

- a. Parents insist that certain forms of extracurricular activities be eliminated, and boards comply.

- b. Teachers who move to newly integrated schools find themselves isolated socially.
- c. White children who speak to black children are taunted by other whites.
- d. "Special classes" are developed and turn out to be all white or all black.
- e. Parents transfer their children from public to private schools.
- f. Children and school officials continue to be harassed by segregationists.
- g. Black teachers are deliberately assigned to teach courses for which they are ill-prepared, in order to present a false picture of incompetence.
- h. Administrators who attempt to facilitate the process of desegregation are replaced.
- i. Black principals are demoted when all-black schools are closed.

Glatt (1970) concluded that individual educators tend to experience three phases of professional growth which is school desegregation, competition, and cooperation. Cooperation is related to instructional problems. Desegregation and competition are related to discipline problems.

The competitive phase is illustrated by almost any black who has worked in a segregated school and recently had to change to an integrated school.

The second phase of professional growth is ordinarily related to discipline problems. A white teacher ask a Negro teacher for help with a trouble-making black student. The black teacher does not know

the solution either.

The third phase where cooperation extends beyond disciplinary problems to instructional problems is perhaps more difficult to achieve.

For teachers who have never developed peer relationships across racial lines, these three phases represent important but very difficult steps.

#### PUBLIC RELATIONS IN DESEGREGATED SCHOOLS

Bash (1971) discussed public relations in desegregated schools on the basis of his recent study. He believed that school desegregation is not a problem of the school alone. The community itself is very deeply involved. Orderly desegregation can be accomplished more easily through the joint efforts of school and community organizations which involve many members of the community. If the principal makes use of the community resources available, referring individual requests for assistance to the appropriate organization, he may build better relationships in both the school and community. The principal seeks to supply every citizen with clear information and a better understanding of the work of the schools.

According to Bash, in a desegregation situation, the principal would want to determine some of these factors:

1. What are the values of the community concerning desegregation?
2. How deeply imbedded are interracial prejudice and hostility?



3. What specifically can the school do in promoting desegregation without causing offense to the community?
4. What problems has the school desegregation caused in the community?
5. What can be done to reduce tensions?
6. To what extent do the attitudes of community groups and agencies toward the school reflect the same objectives as those of the school?
7. What unified action has been tried in the past, or is possible in the future?

Erickson (1962) conducted a study by sending the questionnaire to various principals. Principals responding to a questionnaire were asked to rank community groups in terms of the degree of assistance they provided the school in desegregation. Two-thirds rated parents as either first or second, and over half ranked the PTA first, second, or third. Scored on a basis of 12 points for each first-place ranking, 11 for second place, etc., the composite ranking was 9.

Parents	804
Parent-Teacher Organization	670
Civic Organization	471
News Media	470
Status Leaders	462
Informal Power Structure	442
Formal Power Structure	421
Ministerial Association	388
Police Department	377
Welfare Department	366
Health Department	354
Juvenile Court	222

### Parents

Erickson also discussed what parents fear from desegregation. White parents may be resentful of the large number of Negroes when the school ratio increases. Negro parents want the same benefits from life for their children. The chief concern of the Negro parents is to make the child mentally comfortable and secure within the desegregated school. There is no one simple recipe for working with either Negro or White parents. Getting both to work together is an even more difficult problem. Informal meetings with a parent can be held in the home of the parent or at school. A parent should never be given cause to feel embarrassed about his own background or educational shortcomings.

### Parent-Teacher Associations

In Erickson's report, several principals told of PTA activities which pointed toward improvement of community relationship. Panels of leaders from schools, churches, court, city government, police department and other parts of the community discussed human relations and respect for authority. Negro parents were involved as committee members and PTA officers. Working together on a common project increased understanding and acceptance.

### Civic Organizations

Principals who reported on their own experiences advised using Civic organizations as a "base of operation" to talk to small groups of students; provide leadership to special interest groups, provide speakers and sponsor special activities; conduct special learning activities to demonstrate interest; assist teachers by better acquainting them with the community; and conduct community surveys to provide information for student guidance.

### Police and Courts

Principals reported that cooperation from police departments and juvenile courts was found essential to supervision of students before and after school hours, and police never hesitated to assist at athletic events, dances and special events.

### News Media

Bash (1971) reported that the principal should provide the media with information by means of interviews, personal discussion, phone inquiry and news releases. Keeping his statements clear and concise and remembering press deadlines facilitates good public relations.

### HOW CAN I TEACH BLACK CHILDREN

Heussenstarmn (1970) discussed the fact that beginning teachers and experienced ones can be sure that sooner or later they will be teaching black children. Most teachers are concerned; some of them are afraid. The questions from teachers in training answered by Professors Heussenstarmn and Palmer Brown reflect the concerns and fears of many teachers about the children, about the black community and about the best way to function as teachers in this new situation.

Heussenstarmn asked the question, why is there no motivation or encouragement in the home of the black ghetto child? Reaction-- All people have motivation; it is the teacher's responsibility to find out these motivations. The family of a black child encourages him to obtain the education necessary for his survival. Teachers especially those in the black ghetto schools, should analyze the kind of irrelevant activities to which black children are subjected daily. It is simply not true that there is not enough motivation and encouragement in the home of black children. A teacher who

finds a child is not learning should not jump to such a conclusion. A more fruitful point of view would be to assume that parents generally want their children to do well, not only in school but in later life. To get parental support, the teacher has to convince the parents that he also wishes the child to succeed, by going to the home to talk with them if necessary. It is true that many black people feel that even if their children get an education, they will not have equal opportunities to find jobs. Poverty parents may not be able to give an individual child as much attention as the teacher feel would benefit him.

## Chapter III

### METHODS AND PROCEDURES

#### GENERAL DESIGN

This investigation was used to obtain information on the problems and duties of black counselors in North Louisiana. Questionnaires and interviews were used to gather information.

#### MATERIALS

The materials used in this research were the questionnaire and interview. Thirty-five questionnaires were sent to counselors in various parishes of the state. The questionnaire was important because of the prepared questions that were asked of the counselors. The questionnaire was so structured that a good picture was provided of the duties and problems of the black counselor in a unitary system.

The interviews provided personal meetings to discuss problems of the counselor.

#### SUBJECTS

The subjects for this investigation involved black counselors in Lincoln, Jackson, Bienville, Morehouse, Ouachita (Parish and City), Webster, Franklin, East Carroll, West Carroll, Madison and Catahoula parishes. These were the basic parishes in this research. However, questionnaires were sent to counselors in other parishes of the state. The other parishes were: East Baton Rouge, St. Mary, Lafourche,

Orleans, Caddo and West Baton Rouge. The parishes that had the largest school population were chosen with hopes of obtaining a truer response. The researcher could not randomize the sampling in the middle section of Louisiana because most of the systems employed only one or two counselors.

Two black counselors were interviewed from Lincoln Parish. Both counselors were well known to the writer, one as a former teacher and the other as a neighbor. These counselors had experience in all black schools and five years in a unitary system.

The counselors interviewed were: Mrs. Dorothy Bonner, Grambling High School, Grambling, Louisiana and Mrs. Doris Robinson, Ruston High School, Ruston, Louisiana. These persons were interviewed from an interview list of questions. The results of the interviews were presented in Chapter IV.

## Chapter IV

### RESULTS OF THE QUESTIONNAIRE

Presentation of the results and analysis of the data was the intent in this chapter. The investigation was to accomplish the purposes which were formulated in the first chapter.

The information used to compile the analysis was the questionnaire and interviews. The questionnaire consisted of questions for counselors to respond positively or negatively from their experiences.

The data shown in Table I indicated the number of counselors making positive and negative responses requested on the questionnaire. Thirty-five questionnaires were sent out, the investigator received only 30 back. Thirty represented the number of counselors who responded to the items on the questionnaire. The items listed in Table I were deemed the most important areas on the questionnaire. A clearer understanding was represented from the selected items. The questionnaire consisted of 20 items. Out of 390 responses 253 responded positively. The highest positive responses were 28 whereas the lowest was 2.

Out of 390 responses, 137 responded negatively with the highest negative response 28 as compared with the lowest response which was 2. To make this data more meaningful, the writer showed the percentages of each of the responses taken from Table I and Table II.

Table II shows the percentage of positive and negative



responses. The percentage of positive responses is higher in calculation than the percentage of negative responses.

The questions on the questionnaire were of semi-structured form. In Table I, one could see that in all but two instances the number of yes responses were greater than the no responses. However, looking at the questions, one can see that the black children do not receive equal information neither do the black counselors counsel only black children.

Many of the questions on the questionnaire were of the opinion type. The number of years of experience as a counselor ranged from 1 to 15 years with an average of 3 years experience.

Approximately 95 per cent of the counselors have no preference in the color of students they counsel. The counselor-pupil ratio was 300 to 1.

Table I  
RESPONSES: POSITIVE AND NEGATIVE

Items on Questionnaire	Number of Counselors Responding	Number of "Yes" Responses	Number of "No" Responses
1. Adequate staff of teachers, administrators and counselors	30	24	6
2. Adequate facilities	30	26	4
3. Program meeting the needs of students	30	22	8
4. Counsel only black	30	2	28
5. Better facilities than in previous black schools	30	26	4
6. Problems are more severe than in black schools	30	20	10
7. Equal information on black as well as white students	30	10	20
8. Separate record of blacks	30	28	2
9. Good faculty-counselor relationship	30	26	4
10. Referral of students	30	15	15
11. Regular attendance of black students	30	24	6
12. Equal representation of extra-curricula activities	30	27	3
13. Difficulties in setting up program	30	23	7

Table II  
RESPONSES: PERCENTAGE OF POSITIVE AND NEGATIVE

Items on Questionnaire	Number of Counselors Responding	Percentage of Positive Responses	Percentage of Negative Responses
1. Adequate staff of teachers, administrators and counselors	30	80%	20%
2. Adequate facilities	30	87%	13%
3. Program meeting the needs of students	30	73%	27%
4. Better facilities than in previous black schools	30	87%	13%
5. Problems are more severe than in black schools	30	67%	33%
6. Counsel only black students	30	7%	93%
7. Equal information on black students	30	33%	67%
8. Separate records of blacks	30	93%	7%
9. Good faculty-counselor relationship	30	87%	13%
10. Referral of students	30	50%	50%
11. Attendance of black students	30	80%	20%
12. Equal representation of extra-curricula activities	30	90%	10%
13. Difficulties in setting up program	30	77%	23%

Apparently the parents feelings toward the black counselor was positive in that 75 per cent said the parent did not openly express their feelings. There was a 60-40 ratio of counseling males and females.

Approximately 99 per cent of the counselors have not made any correlational study as to the achievement of the black child as related to the white child.

The data from counselor's questionnaire may be summarized as follows:

Years of Experience	1-5
No color preference	95%
Parents's feelings about counselor	Good
Counseling both sexes	90%
Counseling male only	25%
Counseling female only	15%
Correlational achievement study	99% (have not)
Pupil-Counsel ratio	300-1
Counselors seeking assistance	Average

## RESULTS OF INTERVIEWS

Interview with Dorothy Bonner

The investigator conducted the interview with Mrs. Bonner Sunday, April 29, 1973 at 6 A. M. in her home on Pine Street, Ruston, Louisiana. When the counselor greeted the interviewer, a warm personality was noticed.

Mrs. Bonner had worked and enjoyed counseling nearly ten years. During the ten years, she counseled black, white and Japanese children at Grambling.

The socio-economic make-up of Grambling High was in three categories: (1) lower, (2) middle and (3) high. The greatest representation was from the middle class.

Her schedule was in outlined and in detailed form. Throughout her daily schedule she did multiple and individual counseling.

Occasionally, test scores were interpreted to aid the counselor in determining one's vocational and academic abilities and interest. No matter how busy the counselor's schedule was, she found time to work with faculty members and administrators.

Mrs. Bonner liked counseling because she liked people. She was motivated when she took several guidance courses at Louisiana Tech and Oklahoma State. She also studied counseling at the University of Kentucky.

As a counselor, she had not encountered any difficulties in counseling the white child. When she enrolled in Practicum she received training for working with the white child.

Grambling High had adequate facilities and equipment for counseling. There was a reception room, testing room and a private office. Materials were purchased by the principal from a list that the counselor gave him.

The counselor had five student helpers from Grambling College who worked for the experience. Each helper gave her \$15 a week.

Black students as well as white students participated in extra-curricula activities, especially sports.

A correlational study was conducted pertaining to achievement of the black and white child. The counselor administered different kinds of tests to compare achievement. More blacks scored higher on the tests than average.

Mrs. Bonner felt sure that she had helped students she had counseled. She had great faith in her position. There were no plans of going back into the teaching position.

There were recommendations for future black counselors in the State of Louisiana. First, try to enroll in more courses in Practicum. This would offer more experiences working with the black and the white child. There was need for multiple counseling with six or eight members in a group. The black counselor should have been familiar with such terms as helper and helpee. All counselors should have taken a personality or interest test.

There was a beautiful faculty-counselor relationship. This relation was maintained because the counselor made confidentiality the key to her success.

There was an in-service guidance program. The master teacher was one of the in-service guidance facilitators.

Interview with Doris Robinson

The writer interviewed Mrs. Robinson Monday afternoon, April 30, 1973 at 7:30 P.M. Mrs. Robinson was a counselor at Ruston High School, Ruston, Louisiana, 71270. The interview was conducted in her home in Grambling.

Mrs. Robinson experienced five years of counseling at Grambling High School. There was approximately 360 blacks to 1100 whites at Ruston High School.

The socio-economic make-up of the school was that of wide-range. Over half of the whites were in the upper class, whereas the blacks ranked poor and average.

The daily schedule of activities were centered around counseling all through the day. As a counselor she worked with registration and issued lunch tickets. A beginning of the year activity was placing students in the appropriate sections, A, B, or C according to their averages.

Fifteen years ago Mrs. Robinson attended the University of Ohio. There she took a course in Psychology and became interested in counseling. Dr. Kenneth Hoyt, who had been President of AGPA, was her instructor. Her counseling training was from Texas Southern in Houston, Texas.

Mrs. Robinson encountered no difficulties when counseling the white child. She believed when a white child came in, the white

child truly wanted her help.

Her facilities were not much better now than when in the all black schools. She had an office with a telephone but no privacy. Teachers passed through her office to get to the lounge.

There was poor participation in extra-curricula activities among black students. Some students had no motivation to participate and others had no required averages.

The counselor had done no correlational study pertaining to achievement of the black nor the white child. Mrs. Robinson believed she helped students she counseled. She liked counseling and planned to continue in the counseling area.

As a counselor she recommended that prospective counselors do a more intensified study of careers.

She had a good faculty-counselor relation. There was not an in-service guidance program at Ruston High School.



## Chapter V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This study has focused on the duties and problems of black counselors in a unitary school system in Northern Louisiana. It was revealed that although the unitary system in the State of Louisiana offered problems to the black counselors, the problems were not as acute as one may think. The investigation revealed that the black counselor had more training from predominantly black institutions, however, the books by the most part were written by the whites. Comparisons, norms, and standards were done on the white child.

It was hoped that the black counselor would see how true in practical situations these techniques would work. In the formerly black school the counselor more or less knew what to expect of the black child and his family background, especially if he had lived in that particular community any length of time. The counselor had first hand experience in dealing with black children. In the unitary system, there were variables working for and against the counselor. This should cause the counselor to re-evaluate himself in light of his new situation.

#### Conclusion

It can be assumed from this investigation that the counselor is getting more and better facilities. For this reason the black

counselor was meeting the need of students. From the questionnaire, it was interesting to note, that problems were more severe in predominantly white schools than in black schools. The hypotheses is therefore upheld. There are more problems in unitary schools than in segregated schools.

The parents interest in their children was quite prevelant. In that guidance was relatively new in the State of Louisiana, it appeared that schools were adequately staffed by qualified counselors.

It was concluded from the interviews that there were less blacks participating in extra-curricular activities in the unitary systems than in the all black schools.

Lastly, it may be concluded that problems have always existed in some area, yet the counselor, clients and staff worked them out eventually.

#### Recommendations

As a result of this study, the researcher recommended the following to the black counselor:

1. Be well versed and knowledgeable pertaining to your job.
2. Do not forget the problem of the black child and his origin.
3. Make a correlational study as to the achievement of the black child compared to that of the white child as soon as possible and follow this up every 3 to 5 years.
4. Make sure that all the children of the school clearly understand the policies of that school.
5. Refrain from being partial in assisting students choosing a college or university.

6. Keep abreast of current developments in your immediate surroundings and field.
7. Use both directive and non-directive counseling.
8. Have some knowledge of ethical theories and the practical principals which flow from them.

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## BIBLIOGRAPHY

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## APPENDIX

## APPENDIX A

201 West Charlotte St.  
Ruston, Louisiana 71270  
February 28, 1973

Dear Counselor:

I am making an investigation of problems and duties of the black counselor in a unitary school system in the Northern section of Louisiana.

Please fill out the enclosed questionnaire and return it to me at your earliest convenience.

Your cooperation will be greatly appreciated.

Very truly yours,

Bettye J. Anders

Enclosure (1) Questionnaire



## APPENDIX B

Study of Black Counselor Duties  
In North Louisiana

Note: Your answers will be considered confidential. They will be used for statistical purposes in Research.

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Mr. \_\_\_\_\_  
 Mrs. \_\_\_\_\_ Present \_\_\_\_\_  
 Miss \_\_\_\_\_ Address \_\_\_\_\_

1. Have you encountered any difficulties in setting up the guidance program under the present administration?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do you feel that your staff in guidance is adequate to facilitate the services in your program? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Do you feel that you are successfully meeting the needs of students in your guidance program? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Do you have adequate physical facilities and equipment?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
5. How many years of experience do you have in counseling? \_\_\_\_\_
6. Do you only counsel black students? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Do you now have better facilities than you previously had when counseling in the all black school? Yes \_\_\_\_\_ No \_\_\_\_\_
8. Would you prefer to counsel black \_\_\_\_\_ or white \_\_\_\_\_ students?
9. Would you say that you have serious problems now than you had in the black school? Yes \_\_\_\_\_ No \_\_\_\_\_
10. What is the counsel-pupil ratio in your school? \_\_\_\_\_
11. Do you have equal number of white students as compared to black students seeking your assistance? More black \_\_\_\_\_  
 More white \_\_\_\_\_ Equal \_\_\_\_\_
12. What is the parents feeling toward the black counselor?  
 Explain \_\_\_\_\_

13. Do you counsel? All male \_\_\_\_\_ All female \_\_\_\_\_ both female and male \_\_\_\_\_
14. Do you feel that black students are given equal information pertaining to financial aid to colleges or universities? Yes \_\_\_\_\_ No \_\_\_\_\_
15. Do you maintain separate records on the students? Yes \_\_\_\_\_ No \_\_\_\_\_
16. Do you have a good relationship with the faculty both black and white? Yes \_\_\_\_\_ No \_\_\_\_\_
17. Have you made any correlational study as to the achievement between black and white students on achievement tests? If so state your results. \_\_\_\_\_
18. Are certain students referred to you rather than other counselors? Yes \_\_\_\_\_ No \_\_\_\_\_
19. Do you have regular attendance on the part of the black students? Yes \_\_\_\_\_ No \_\_\_\_\_
20. Do you have equal representation of the black students extra-curricula activities? Yes \_\_\_\_\_ No \_\_\_\_\_

## APPENDIX C

## Interview List of Questions

1. How many years of experience as counselor have you had?
2. What is the racial make-up of your school?
3. Describe the socio-economic make-up of your school?
4. Explain your daily schedule of activities on any given day.
5. Why did you become a counselor?
6. Where did you receive your training?
7. Have you had or encountered any difficulties in counseling the white child?
8. You seem to have a very adequate physical facilities and equipment. Please explain your procedure for securing equipment?
9. Do your black students participate in extra-curricula activities?
10. What correlational study have you done pertaining to achievement of the black and white child?
11. Do you feel that you are actually helping students in your position?
12. Do you like counseling?
13. Did you have better facilities than you now have at the all black school?
14. What suggestions or recommendations do you have for future black counselors in the State of Louisiana?
15. Do you have a good faculty-counselor relation?
16. Do you have an in-service guidance program at your school?

AN INVESTIGATION INTO THE PROBLEMS  
AND DUTIES OF BLACK COUNSELORS  
IN A UNITARY SCHOOL SYSTEM

by

BETTYE JEAN ANDERS

B. S., Grambling College, 1967

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1973

The purpose of this study was to investigate the adjustment of the black counselor in a unitary school system and correlate duties and responsibilities with those in the previous all black school. Further, it was the purpose to find the effect the unitary system has on the black students and the black teachers as well as other administrators and counselors.

The hypothesis was that in spite of better physical facilities and equipment the counselor has more problems concerning students in an integrated school than he did in an all black school.

The subjects for this investigation involved black counselors in Lincoln, Jackson, Bienville, Morehouse, Quachita (Parish and City), Webster, Franklin, East Carrol, West Carrol, Madison and Catahoula parishes. These were the basic parishes in this research. However, questionnaires were sent to counselors in other parishes of the state. The other parishes were: East Baton Rouge, St. Mary, Lafourche, Orleans, Caddo and West Baton Rouge. The parishes that had the largest school populations in the State were chosen with hopes of obtaining a truer response. The researcher did not randomize the sampling in the middle section of Louisiana because most of the systems employed only one or two counselors. These were eliminated and only schools with multiple counselor staffs were retained.

Two black counselors were interviewed from Lincoln Parish. They were experienced counselors in the all black school as well as in a unitary system.

Findings from the questionnaire indicated that there were better facilities in the unitary system than in the all black schools. The unitary system had adequate staff of teachers, administrators and counselors. Seventy-three per cent of counselors agreed that their program was meeting the needs of students. Seven per cent of the counselors who responded counseled only black students. The study gave evidence that 20 out of 30 did not have equal information on black when compared to white students.

The interviews indicated that there was a good faculty-counselor relationship. Confidentiality was the key to success. The socio-economic make-up of the schools was that of wide range. The daily schedule of activities was centered around counseling. There were less blacks participating in extracurricular activities in the unitary systems than in the all black school.

In conclusion, the counselor was getting more and better facilities in the unitary schools. There was evidence that problems were slightly more severe in the unitary organization than in the all black schools. Problems had always existed in some areas, yet the counselor, client and staff eventually worked them out.