

PROBLEMS IN COUNSELING THE
DISADVANTAGED BLACK

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by

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A MASTER'S REPORT

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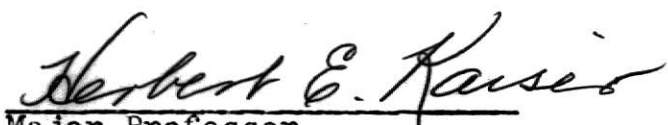
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Chapter I

INTRODUCTION

Before children are products of their culture, they are products of their families. The family is the basic social unit of American life, the crucible in which socialization is forged. The basic tenets of the culture are transmitted by families to their children. The school gives depth and dimension to the transmission but if the family has been ineffective in transmitting the basic tenets, or if they are different from the expectation of the curriculum, then the children have extreme difficulty achieving in school. In addition, many conditions of the family in the black subculture are shown in every index of a family break-down, such as divorce, desertion, separations, matriarchal families, illegitimacy and aid to dependent children.

Since many of the difficulties individuals experience are intricately meshed with their perception of themselves and the perceived expectations of those with whom they interact, social class may be plausible approach to the question of self-esteem and self-concept as they relate to the disadvantaged or deprived black. These include individuals with a slight percentage of intact families, a large number of children, poor housing, low income and little education.

Interaction with numerous combinations of these conditions would seem to significantly influence an individual's perception of himself.

The relationship which the counselor forms with the client is the most significant aspect of the counseling process. It is more important than his knowledge of tests and measurements, the adequacy of his record-keeping, the theories he holds, the accuracy with which he is able to predict future behavior, or the university in which he received his professional training. An effective, growth promoting relationship is characterized by sensitive and accurate empathy on the part of the counselor by a high degree of congruence or genuineness and by regard, respect, and appreciation for the individual.

THE PROBLEM AND DEFINITION OF TERMS

Statement of the Problem

The problem of this report centered upon a review of research on race and ethnic relations dealing with the problems encountered by white/black counselors in counseling the disadvantaged black student.

Need for the Report

To review literature of research findings which stated changes and adjustments of black/white counselors in dealing with the problems encountered in the counseling relationship with disadvantaged blacks, and to focus attention

on a period in which prejudice was the major concern to a period in which political equality is at the center of public attention.

Delimitation

This report was limited to periodicals and reports found in the Kansas State University Library.

Definition of Terms Used

Self-concept--An individual's assessment of himself.

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 multi-race enrollment.

Stigma--Visible body signs that make an individual different in physical appearance from the "normal" population.

Stereotyped--A projected image given to black people as being the same; shiftless, immoral, inferior, etc.

Ghetto Child--The child that through no fault of his own lives in the lowest socio-economic area of a city.