

A SURVEY OF COUNSELING SERVICES IN SELECTED COLLEGES
AND UNIVERSITIES IN THE SOUTH

by

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B.S., Jackson State College, 1961

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A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

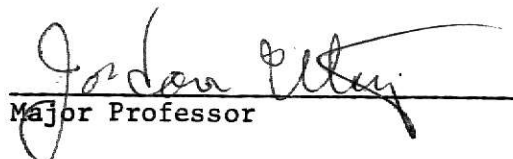
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CHAPTER I

INTRODUCTION

The Negro Almanac, 1971 lists 67 senior colleges and universities as predominantly black institutions in the 11 southern states, commonly known as the Old Confederacy. According to the listed enrollment of these institutions, about 86,000 black students are accounted for. Almost two decades after the famous desegregation decision by the United States Supreme Court, May 17, 1954, the larger portion of black students in the deep south still attend predominantly black institutions. Because of deep-rooted traditions and socio-economic conditions, these schools will probably remain predominantly black during the foreseeable future.

Much has been written about the dilemma of black colleges in recent years. These schools struggle for survival in a society that is officially desegregated. Some community leaders and laymen question the wisdom of supporting "segregated" schools in this day and time. Contributions from northern-based religious and philanthropic groups are insufficient for present needs.

This study of the counseling services in the selected predominantly black colleges and universities in the deep south was undertaken with the hope that its findings will be of interest to all persons concerned about the well-being of these institutions and the students they attempt to educate. It is hoped that these findings will in some way aid these struggling institutions in securing the human and material

resources necessary for meeting the special needs of their students, most of whom come from a background of economic and cultural deprivation. Also these findings may have some nationwide significance since at least a few students come from other regions of the country, and many graduates go to other regions for employment. And finally, other small colleges all over the country may in some way profit from these findings.

Statement of Problem

The purpose of this study was to survey the counseling services from a sampling of the 67 predominantly black colleges and universities in 11 southern states. An attempt was made to find answers to the following questions:

1. What counseling facilities are available at these institutions?
2. How are these counseling services used in aiding the students?
3. What counseling model should predominantly black institutions develop to serve their unique needs?

Procedures Used

A stratified sample consisting of 22 institutions was chosen randomly from the 67 senior predominantly black colleges and universities in 11 southern states. Separate samples were taken from the private schools and from the public schools. A random sample of 15 institutions was taken from the 45 private schools, and a random sample of 7 institutions was taken from the 22 public schools (see Appendix for list of colleges and universities).

The director of guidance services at each of the 22 institutions used in the sample was asked to respond to a questionnaire which was

mailed to him. The questionnaire was so designed as to obtain the necessary information needed in this study (see Appendix for questionnaire and cover letter).

The procedures used in choosing the sample, and in the construction and administration of the questionnaire in this study were recommended by Tuckman (1972).

A stratified sample was used in an attempt to maintain the same proportionality on stratification parameters in the sample as occurs in the population. In the population of 67 predominantly black institutions, approximately two-thirds of the institutions are private, and approximately one-third are public. The same ratio was maintained in the sample as nearly as was feasible (15 private schools, 7 public schools).

The questionnaire responses were the source of information relied upon in the attempt to answer the first two questions stated in the Statement of Problem: (1) What counseling facilities are available at these institutions? and (2) How are these counseling services used in aiding the students? In the attempt to answer the third and last question: (3) What counseling model should predominantly black institutions develop?, the writer utilized the data from the questionnaire responses and information gleaned from the review of literature. Consideration was given to the current status of counseling services in the institutions studied, theoretical models of counseling in small colleges suggested in the literature, and the historical problems which have haunted black institutions from their very inception.

Limitations

This study pertains to counseling services as they are conceived of as an integral part of the institutional program itself. It is realized, however, that some of the functions and tools of guidance discussed in this report may be questioned as to their relationship to the main counseling focus of the institutions concerned.

This study is further affected by those problems inherent in the questionnaire method of obtaining data; however, it is felt that the limitations are not so severe as to invalidate the findings.

CHAPTER II

REVIEW OF LITERATURE

A review of the literature revealed no studies on the counseling services in predominantly black colleges and universities in the 11 southern states, commonly known as the Old Confederacy. It was necessary to depend upon related materials for background information in this study. It was found that counseling in the college and university setting has been the subject of a number of recent books, articles, and studies. An attempt was made to select materials that are related to the various aspects of this study of counseling services in predominantly black colleges and universities in the deep south.

National Studies

National studies of counseling services in institutions of higher learning were made by McGrath (1965), Albert (1968), Nugent and Pareis (1968), and Oetting et al. (1970).

McGrath (1956), in his report on the general status of predominantly black colleges and universities in the United States, described 4 counseling services in these schools--testing and counseling, academic counseling, vocational counseling, and personal counseling. According to McGrath, about 60 percent of the 73 institutions employed professionally qualified staff members to perform services associated with academic counseling. Only 26 schools had full-time counselors to deal with the personal problems of students, and 8 of these 26 were deans of

men or women who of necessity bore a host of other administrative and social responsibilities. Even though 86 percent of the institutions surveyed provided some form of vocational counseling, only 5 colleges, all private, employed full-time vocational counselors, and only 16 engaged professionally prepared persons on a part-time basis. Of all 73 institutions only 14 had arrangements for direct psychiatric treatment for students who suffered emotional maladjustment or mental illness. The others handled such personal problems by sending students either to the counseling staff, chaplains, and clergymen, or to physicians and members of the health services who were not psychiatrists.

Albert (1968) reported that 71 percent of the senior colleges in the United States had counseling facilities. The median ratio was one counselor per 770 students; 18 percent of the schools made use of graduate students as assistants; 8 percent excluded certain groups of students from services. The majority of the counseling services were connected with student personnel divisions, and more than half routinely tested entering freshmen for academic aptitude or achievement, personality factors, or vocational interests. Over three-fourths offered optional testing of intelligence, personality factors, vocational and academic aptitude, and vocational interests. Over one-half of the services limited counseling to "normal" problems, and the largest specific orientation was Rogerian; most, however considered their approach "eclectic."

Nugent and Pareis (1968) found that 59 percent of the colleges in the United States had counseling centers. Forty-one percent of the colleges with centers had the often recommended counselor-student ratio of somewhere between 500 to 1 and 1000 to 1; but nearly 25 percent did not have even 1 counselor per 2,000 students. Counselors were not

involved in meting out disciplinary actions in 84 percent of the centers. An even larger percentage of counseling directors (90 percent) were convinced that counselors should not mete out discipline. Eighty percent of the counselors preferred to accept only voluntary referrals for counseling. Sixty-eight percent of the services evaluated counselees for administrative or academic departments. Forty-four percent of the counselors held theoretical orientations; almost half of that number was Rogerian (19 percent). Fifty-nine percent of the counselors reported complete confidentiality of counseling files (without students permission). The types of degrees held by counselors were, Ph. D., 35 percent; Ed. D., 14 percent; M. A./M. S., 46 percent; others, 5 percent. Sixty-seven percent of the centers administered tests for administrative or academic departments where counseling was not involved. Training of graduate students in counseling was offered by 33 percent of the centers.

Oetting et al. (1970) reported that 69 percent of the colleges and universities in the United States had counseling centers. They found that a positive relationship existed between the size of the institution and the reported existence of a counseling facility. No relationship was found between the geographic distribution of the institutions and the existence of a counseling facility.

Oetting et al. (1970) found that 93 percent of the centers provided counseling for study problems; 96 percent counseling for personal problems; less 20 percent religious counseling. Over two-thirds of the centers were responsible for freshman testing. About 20 percent of the centers used supervised trainees.

Theoretical Models

The next phase of the review of literature is concerned with theoretical models of counseling services in institutions of higher learning in the United States. It was found that the function of the counseling agency within a college may vary considerable from one school to another. Lewis (1970), McGowan and Schmidt (1962), Moser and Moser (1963), and Mosher et al. (1965) stated that some counseling services restrict their responsibilities almost exclusively to vocational and educational counseling, while others range more widely into personal counseling and psychotherapy. Hatch and Stefflre (1958) stated that colleges typically have counseling centers staffed by psychologists who deal with educational, vocational, and minor personal problems. According to Hatch and Stefflre (1958) students may be self-referred, or may present themselves for counseling at the suggestion of teachers or the administrative staff in most colleges.

The literature also indicated that the counseling orientation varied from school to school, and from counselor to counselor. Thorne (1962) stated that the most widely used counseling procedures were psychoanalytically, client-centered, and eclectic. Albert (1968), and Nugent and Pareis (1968) found that the Rogerian orientation was the most widely held specific orientation in American institutions of higher learning.

In Siegel (1968), several writers discussed the various tools and functions of counseling as they were utilized at Brooklyn College. These writers dealt with many of the same factors which were studied in the present survey.

The literature indicated that serious debate is going on concerning a suitable counseling model for the small college. Oetting et al. (1970) stated that the small college seems to offer the clearest opportunity for individual approaches; but, according to Oetting et al., the kinds of counseling centers that have been established suggest a basic conservative attitude that has influenced their development. Bixenstine (1959), Deutsch (1958), and Scott (1961) have reported on the development of their own counseling programs on small campuses. Their experience suggests that the counseling objectives must be modified to fit the institutional model. Goerzen and Strong (1962) found that counseling staffs in small colleges in the Pacific Northwest were heavily involved in duties other than guidance and spent an average of only one-quarter to one-half of their time in counseling. Ivey and Oetting (1966) and Dressel (1960) made specific recommendations for counseling services in small colleges. They suggested that counseling is the most important function of the counselor. Paar (1962) has reviewed the purpose of counseling centers. He stated that counseling personnel should have a sharply defined direction and purpose.

Black Colleges and Universities

The final phase of the review of literature deals with the overall status of predominantly black colleges and universities, the historical significance of these institutions, and the social and economic conditions under which they have had to operate. Without exception the status of black schools was described as appalling. The problems of these institutions are many and varied; they range from financial difficulties (Brazziel, 1970; McGrath, 1965; Belton, 1963) to the inability

to maintain an adequate staff of trained persons, which Poinsett (1970) described as the "Brain Drain." Jencks (1967), Wiggins (1966), and Jaffe (1968) discussed the academic inadequacies of black colleges and the ill-preparedness of the students they enroll. Bullock (1967), Holmes (1969), and LeMelle and LeMelle (1969) recounted the problems of black institutions brought on by racist policies of the past and present.

CHAPTER III

PRESENTATION AND DISCUSSION OF DATA

Nineteen of the 22 institutions used in the sample responded to the questionnaire. Of the 19 respondents, 15 indicated that they had centers designated and used for the counseling of students. Four schools (3 private, 1 public) reported no counseling centers. The data presented and discussed in this chapter pertain to the 15 institutions that claimed counseling centers and described the functions of their counseling services.

Table 1 shows the distribution of counseling services in 15 institutions. Three of the private schools reported all of the services listed on a full-time basis (personal, marriage, counseling and testing, religious, financial aid and scholarship, career, and academic). One private and 4 public schools claimed 6 of the 7 counseling services full-time. Five private and 2 public schools indicated that they provided all 7 of the counseling services either full-time or part-time. All 15 institutions reported 4 or more services either full-time or part-time.

As indicated in Table 2, all schools that reported counseling centers provided personal counseling, counseling and testing, career counseling, and academic counseling; schools with religious counseling and financial aid and scholarship were 87 percent; and other services were 27 percent.

Table 1
Distribution of Counseling Services in 15 Schools

Number of Services	Schools		Total	Percent
	Private	Public		
Seven counseling services full-time	3		3	20
Six counseling services full-time	1	4	5	33
Seven counseling services either full-time or part-time	5	2	7	47
Four or more counseling services either full-time or part-time	10	5	15	100

Table 2
Counseling Services in 15 Institutions

Services	Schools		Total	Percent
	Private	Public		
Personal Counseling	10	5	15	100
Marriage Counseling	7	3	10	67
Counseling and Testing	10	5	15	100
Religious Counseling	9	4	13	87
Financial Aid and Scholarship	8	5	13	87
Career Counseling	10	5	15	100
Academic Counseling	10	5	15	100
Others	2	2	4	27

Four institutions (2 private, 2 public) reported counseling services other than those listed on the questionnaire. They are respectively: 1 school, placement service; 1 school, group (Gestalt Therapy); 1 school, veteran and draft counseling and orientation.

Two private schools claimed on-campus provisions for emotionally and mentally disturbed students. One of these schools indicated that referrals were made to the director of the counseling center who is a licensed psychologist. The other school claimed a mental health clinic on the campus. Thirteen schools (8 private, 5 public) indicated that disturbed students were referred to nearby public or private facilities off campus. Three private schools simply answered "none" to question no. 3 on the questionnaire. One public institution listed "student health insurance" as provision for emotionally or mentally disturbed students (see Table 3).

Table 3
Provisions for Emotionally and Mentally Disturbed
Students in 19 Institutions

Provisions	Schools		Total	Percent
	Private	Public		
On-campus facilities	2		2	11
Referrals off-campus	8	5	13	68
"None"	3	1	4	21
TOTAL	13	6	19	100

As indicated in Table 4, 9 schools reported the use of all 5 tests listed on the questionnaire (aptitude, achievement, personality, vocational interest, and intelligence). Thirteen schools reported the

use of 3 or more of the tests; 1 school reported the use of 2 tests; 1 school reported the use of vocational interests inventories only. The highest number of tests used was 8 by 1 public school.

Table 4
Distribution of Tests Used in 15 Institutions

Number of Tests Used	Schools		Total	Percent
	Private	Public		
Five of listed tests	7	2	9	60
Three or more tests	10	3	13	87
Two tests used		1	1	7
One test used		1	1	7
One to three additional test	1	2	1	20

Table 5 shows the percent of usage of the 5 tests on the questionnaire and the percent of usage of additional tests as reported by 15 schools. The usage of the listed tests ranged from 67 percent for intelligence tests to 92 percent for aptitude tests, with a median of 87. One private and 2 public schools reported the use of 6 tests other than those listed on the questionnaire. They were respectively: 1 school, ACT and GRE; 1 school, Cornell Index; 1 school, Survey Inventories, Attitudes Inventories, and Self Concept Scale. The highest number of tests claimed by any school was 8 which included Survey Inventories, Attitude Inventories, and Self Concept Scale, by 1 public school.

All of the institutions that reported counseling centers indicated that the counseling services were connected with student personnel divisions.

Table 5
Tests Used in 15 Institutions

Tests	Schools		Total	Percent
	Private	Public		
Aptitude	10	4	14	92
Achievement	9	3	12	80
Personality	10	3	13	87
Vocational interest	10	3	13	87
Intelligence	7	3	10	67
(Others)	1	2	3	20

Five private and 5 public schools reported the use of student assistant counselors. The duties of these assistants were described as "peer counseling," "dormitory counseling assistants," and "supervision of testing."

Fourteen institutions indicated that the master's degree was required for counselors. One public school indicated that the "master's plus" was required for counselors, and that the director of its center had an earned doctorate, and that two counselors in the center had master's degrees.

As shown in Table 6, 11 schools indicated that their counseling orientation was "eclectic"; 2 schools chose "Rogerian"; and 2 schools did not indicate a preference.

All schools reported that all students had free access to all of the counseling services. The indicated counselor-student ratio ranged from 1-100 to 1-900, with a median of 1-225. The reported student usage

Table 6
Counseling Orientations in 15 Institutions

Counseling Orientation	Schools		Total	Percent
	Private	Public		
Eclectic	6	5	11	73.3
Rogerian	2		2	13.3
(Not Indicated)	1	1	2	13.3
TOTAL	9	6	15	100

of counseling facilities ranged from 15 percent to 85 percent, with a median of 50 percent.

Comments were made relative to the counseling services by 12 centers. All commentaries described plans for the expansion and improvement of the existing facilities.

CHAPTER IV

SUMMARY, CONCLUSION, RECOMMENDATIONS

The purpose of this study was to survey the counseling services from a sampling of the 67 predominantly black senior colleges and universities in 11 southern states. Eighty-six percent of the 22 sample institutions responded to the questionnaire. Seventy-nine percent of the respondents indicated that they had centers designated and used for the counseling of students. This figure is higher than any found in the literature. In national studies of college counseling facilities in the United States, Albert (1968), Nugent and Pareis (1968), and Oetting et al. (1970) found that 71, 59, and 69 percent, respectively, of the colleges and universities had counseling centers. Oetting et al. (1970) stated that many other schools indicated that they were in the process of establishing counseling centers at the time of the survey which was conducted in 1966. From the above data it might be assumed that the higher percent of counseling centers found in this study represents a general increase in college counseling centers, or at least an increase in the number of centers in predominantly black institutions of higher learning in 11 southern states, over the past few years.

The data obtained in this study indicate a positive relationship between the size of the institution and the reported existence of a counseling center. Seventy-seven percent of the private schools used in the sample reported counseling centers, while 83 percent of the

public schools reported centers, for an overall average of 79 percent. The enrollment of the private schools used in the sample ranged from 216 to 940, with a median of 522. For the public schools the enrollment ranged from 1045 to 6328, with a median of 3898. It should be noted, however, that the lone public school that reported no counseling center is one of the largest predominantly black institutions in the United States.

It was found that much variety existed in the patterns of service rendered in the institutions. No 2 schools had identical patterns, however, it was found that a majority of the institutions provided most of the usual counseling services and made use of the usual evaluative instruments. All of the counseling services were connected with student personnel divisions; two-thirds of the centers used student assistant counselors; in 93 percent of the schools the master's degree is required for counselors; and all students had free access to all of the services.

Seventy-three percent of the institutions chose "eclectic" counseling orientation; while 13 percent chose "Rogerian"; and another 13 percent could not be labeled. The median counselor-student ratio was 1 counselor per 225 students. The median percent of student usage of counseling facilities was 50 percent.

The results of this study indicated that the counseling center was seen as the basic resource for aiding college and university students in solving a variety of problems and for providing certain traditional services. No effort was made to assess the effectiveness of the counseling services; this was beyond the scope of the study. The writer felt it appropriate, however, to make some recommendations based upon data received from the survey and data gleaned from the review of

literature. Since the institutions in this study varied widely as to size, level of education, controlling body, and other characteristics, it would be fool hearty to suggest a counseling model common to all of them (see Tables 7, 8, and 9 in Appendix).

Several experienced counselors have suggested that many small college centers are involved in too many non-counseling activities which prevent the counselors from performing effectively their main function--the counseling of students (Paar, 1962; Ivey and Oetting, 1966; Goertzen and Strong, 1962; Dressel, 1960). Dressel (1960) stated that the small college which attempts to meet all student needs by direct attention to each will meet none of them very well. Ivey and Oetting (1966) reported that some small colleges assumed student personnel functions performed by other agencies on larger campuses.

Since more than 80 percent of the 67 institutions had enrollments below 2000, the findings pertaining to other small colleges may have some relevance for them. Any attempt to formulate a suitable counseling model for the black college should be based primarily upon the prevailing social climate of the community at large. LeMelle and LeMelle (1969, p.22) stated:

No other American institution suffers more unjustly from a negative image than the traditional Negro college. Apart from any other consideration, this negativeness stems from basic assumptions and attitudes common to American culture about the quality of everything that is Negro.

Perhaps the counselor in the black college could make his most valuable contribution in the area of evaluation. Much has been written about the ineffectiveness of standardized tests in evaluating the culturally deprived (Black, 1963; Karon, 1958; Zach, 1972). There is need

for new guidelines for the administration of tests and the use of tests results, or perhaps the formulation of new evaluative instruments. These and other problems must be dealt with effectively if the black college is to fulfill its destiny of educating tens of thousands of young blacks.

APPENDIX

Table 7
 Size of 67 Predominantly Black Colleges and
 Universities in the 11 Southern States

Size	Schools		Total	Percent
	Private	Public		
0-1000	39.	1	40	60
1001-1999	5	9	14	21
2000-2999	1	5	6	9
3000-3999	0	4	4	6
4000-4999	0	2	2	3
5000-5999	0	0	0	0
6000-6999	0	1	1	2
TOTAL	45	22	67	100

Table 8
 Highest Degrees in 67 Predominantly Black Colleges
 and Universities in the South

Degrees	Schools		Total
	Private	Public	
Doctoral	1	1	2
Master's	4	12	16
Bachelor's	40	9	49
TOTAL	45	22	67

Table 9
Controlling Bodies of 67 Schools in 11 Southern States

Controlling Bodies	No. of Schools	Percent of Total
Religious groups	36	53.73
Private corporation	9	13.43
State	22	32.83
TOTAL	67	100

Table 10

Southern Regional Education Board, Fact Book on Higher Education in the South, 1970, Atlanta, Georgia, 30313, June, 1970, p. 42.

Negro Undergraduate Enrollment, by Control and Traditional Classification of Traditional Negro Institutions

	Public	Private	Total
Alabama	4,711	6,075	10,786
Arkansas	3,245	1,244	4,489
Florida	3,355	2,697	6,052
Georgia	5,473	6,096	11,569
Louisiana	12,977	2,178	15,155
Mississippi	10,147	2,484	12,631
North Carolina	9,832	5,888	15,720
South Carolina	1,602	3,701	5,303
Tennessee	4,367	4,558	8,925
Texas	7,225	5,126	12,351
Virginia	6,129	3,991	10,120
TOTALS	69,063	44,038	113,101

Source: U. S. Office for Civil Rights, Undergraduate Enrollment by Ethnic Groups in Federally Funded Institution of Higher Education, Fall, 1968.

Questionnaire on Counseling Services at Selected Colleges and Universities in the South

Directions: Please answer the following questions frankly and honestly.

1. Is there a center designated and used for the Counseling of students at your school? yes ___ no ___.
2. If "yes," which of the following services are available to students? (Please check the appropriate spaces.)

___ personal counseling	full-time ___	part-time ___
___ marriage counseling	full-time ___	part-time ___
___ counseling and testing	full-time ___	part-time ___
___ religious counseling	full-time ___	part-time ___
___ financial aid and scholarships	full-time ___	part-time ___
___ career counseling	full-time ___	part-time ___
___ academic counseling	full-time ___	part-time ___
___ others	full-time ___	part-time ___

3. What provision is made for students who may be emotionally or mentally disturbed? _____

4. What type of tests are administered to students at the counseling center?

- ___ aptitude
 - ___ achievement
 - ___ personality
 - ___ vocational interest
 - ___ intelligence
 - ___ others
- _____
- _____

5. Are any of the Counseling services connected with student personnel division? yes ___ no ___.

6. Are students used as assistants Counselors? yes ___ no ___. If yes, please explain. _____

7. What degree is required for counselors? Bachelor's ___, Master's ___, Ph. D. ___.

8. What is the Counseling orientation? Rogerian ___, eclectic ___, other ___.

9. Do all students have free access to all of the Counseling services? yes ___ no ___. If no, please explain. _____

10. Approximately what percent of the students made use of the Counseling services last year (1970-1972)? _____
11. What is the Counselor-student ratio? _____ .
12. Give comments relative to your Counseling services. _____

Please complete this questionnaire immediately and mail in the enclosed stamped self-addressed envelope to:

Walter Shelton
Drew Hall, Room 715
Box 1044
Grambling College
Grambling, La. 71245

October 23, 1972

Drew Hall, Room 715
Box 1044
Grambling College
Grambling, La. 71245

Dear Director of Guidance Services:

I am a graduate student in guidance at Grambling College under the auspices of Kansas State University, Manhattan, Kansas. This is a survey of the Counseling services in the 67 predominantly black colleges and universities in the 11 southern states as listed in the Negro Almanac, 1971. This study was undertaken with the hope that its findings will be useful to all persons concerned about the well-being of predominantly black institutions, and about higher education in general.

Your school has been chosen as a representative in a random sample of the 67 schools. Your answers to the questions on the enclosed questionnaire are vitally important to this study. Won't you please take a few minutes to complete the questionnaire, put it in the stamped self-addressed envelope and mail immediately.

Thank you for your cooperation. Please be assured that all information received in this survey will be held in strict confidence, and none of the data will be connected with the institution from which it is received. The results of this study will be submitted as a master's report.

Yours truly,

Walter Shelton

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Enclosures