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The Development in the Concept of Counseling of Dean Edmund Griffith Williamson from 1937 to 1969

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THE DEVELOPMENT IN THE CONCEPT OF COUNSELING
OF DEAN EDMUND GRIFFITH WILLIAMSON
FROM 1937 TO 1969

by

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CHAPTER I

E. G. WILLIAMSON, THE MAN AND HIS WORK

The Man. Edmund Griffith Williamson is a man of this century, born on August 14, 1900. He received his B.A. from the University of Illinois in 1925 and his Ph.D. from the University of Minnesota in 1931. His major subject was psychology for both those degrees, with minors in philosophy, sociology, and educational psychology. He officiated as a teaching assistant in the Department of Psychology from 1926 to 1931. He was appointed Assistant Professor and Director of the first Testing and Counseling Bureau in the University from 1931 to 1938. He acted as Coordinator of Student Personnel Services from 1938 to 1941, and was Professor of Psychology and Dean of Students from 1941 onwards until his retirement towards the middle of the year 1969.¹ During this last period as Dean, a project in Germany that studied the Nazi program of manpower utilization brought him face-to-face with the destruction of that Germanic culture. In 1956 he similarly observed the effects of World War II in Japan which, by that time, had been largely rebuilt. On the national scene he has clearly visualized the nature of the different stresses and strains that

have affected the educational system, especially at the higher levels. He has contributed the efforts of his exhuberant energy and keen intelligence to highlight the nature of the problems plaguing higher education and student campuses, and the ways of approaching them. In his writings he approaches his problems with a realistic bent of mind and attempts to base his statements and findings after careful search of the evidence and discerning discussions with his contemporaries in the field of higher education. He has always shown a preference for the psychometric approach, the scientific measurement and experimental corroboration of his positions to that of a subjective and personal assessment alone, however professionally and experientially backed up.

Of himself, he says that he is a "humanist, committed to counseling within education as one means of satisfying youth to 'grow up' into full humanness."\(^2\) He attributes the acquisition of his philosophical perspective to the influences he has received from his "mother (an elementary school teacher), from a YMCA secretary, and from his wife, a musician and fellow humanist."\(^3\) His favorite concept of education is viewing students not as bottles to be filled but as lamps to be lit. He strives "to be a lamp lighter."\(^4\)

\(^2\)E. G. Williamson, "Autobiographical Statement," (Mimeographed, n.d.)

\(^3\)Ibid.

\(^4\)Ibid.
His entrance into the field was "purely by accident." Having discovered Donald G. Paterson in Minnesota, who was interested in applying to counseling and student personnel work what he had learned in army classification work and in industrial psychology, he enrolled "as a graduate student under him, trying to carry out this mission." In several of his writings he has expressed his indebtedness to Paterson and his chief endeavor has been to follow on his mentor's lead. He has published repeatedly his attempts at counseling within the educational context, and even his work with disciplinary cases, and on various facets of the student personnel services, whether as administrator, as counselor, or theoretician. But all this prolific activity had never kept him away from human and personal contact with his colleagues and students. Darley, while stating that legend would have an administrator's office as an abode marked by efficiency and tidiness, described Dean Williamson's office as "probably the most untidy, cluttered, and chaotic repository of odds and ends of things and ideas on the campus." His humanness, which he always strove to inculcate in his students, is seen in this anecdote, even to the point of evoking a humorous chuckle. It was Darley's

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6 Ibid.
wedding day and:

... he was best man at my wedding; he forgot his cufflinks; he managed to get a flat tire trying to buy another set a short while before the ceremony; and became so engrossed in talking about student personnel problems to the minister that we were all slightly late for the wedding itself.8

Such then is the ebullient nature of the realist, Dean Williamson.

His Work. Williamson devoted himself wholeheartedly to his mission following along the path of Paterson. His work of over forty years of experience with students was thoroughly enjoyable as he tried to be of "assistance to them in growing up with some moral commitment to some aspect of the 'good life'."9 To attain this end, Williamson, together with Paterson, endeavored to improve the relationship between non-professionals and professionals, and advocated faculty advising. Thus, in the early 1920's decentralized student personnel services were organized under the direction of the dean of each college. The need of special services was recognized. In the early thirties certain faculty members were appointed as specialized advisers for different kinds of student problems, such as speech disorders, emotional difficulties financial support and the like. By the mid-thirties, Williamson and some of his associates had begun to stress the clinical phases of counseling and the importance of perfecting counseling proce-

8 Ibid.

By 1937 Williamson and Darley emphasized the need for professionalization of guidance workers who should be trained in psychology, statistics and clinical procedures. They maintained the need of the closest possible cooperation between teachers, administrators, and professionals. During the forties and fifties Williamson associated with himself clinical psychologists, social psychologists, and sociologists as staff members of the counseling bureau. He stood with them in fostering the student activities bureau. He favored the participation of students in the policy-making and the decision-making councils of the University. He advocated the process of counseling to include the purview of disciplinary cases at the same time formulating a regular procedure for the disposal of such cases. He desired freedom for the students, but not the kind that would degenerate into licence. His latest papers touch on the burning topic of students' rights and responsibilities. In all his multifarious activity as lecturer, director of advanced seminars, and administrator, he has published his insights and findings for the benefit of his colleagues and readers. The brochure printed in his honor on the occasion of his retirement cites a bibliography of his works written either individually or in collaboration with others, from the year 1926 till 1968. The citations cover twenty-nine pages and include four hundred entries. The list is not complete nor exhaustive, but quite indicative of the prodigious activity of Williamson. Darley had aptly described him in these words:
... I see ... a human being working fantastically hard and with great productivity at the demanding desk of technical writing, imaginative writing, and creative presentation of new ideas in his field. Few of my colleagues from any segment of the faculty can even approximate this record of productivity...\(^{10}\)

The whole output covers major texts on counseling, technical journal articles, monographs, and other materials touching on diverse areas of student personnel services and counseling. For the purposes of this thesis, necessarily only relevant materials have been referred to and included in the bibliography.

**His Impact.** With such a tremendous output of published materials, and as a result of his own spoken lectures and addresses, Williamson’s impact has been quite significant in educational and institutional circles. He has consistently deplored the fact that the recent thrust of counseling has been in the psychotherapeutic direction. He has always maintained that the best approach to counseling in the educational context has to be wider in scope since in this particular context the clients are necessarily adolescents and students in various stages of development and immaturity, and just the affective and therapeutic approach would not necessarily be adequate to satisfy the needs of the students attending educational institutions.

Willis E. Dugan, referring to the impact of Williamson outside the Minnesota University, quotes B. Lamar Johnson of California as saying that Dean Williamson "has been one of the truly

\(^{10}\)In Honor of Dean and Mrs. Edmund G. Williamson, p. 4.
'great influences' on student personnel services in higher education - including junior colleges."\textsuperscript{11} With regard to Jesuit colleges and institutions, Dean Williamson was the senior consultant with a group of eighty representatives of twenty-eight Jesuit colleges that came out with a blueprint for a contemporary Jesuit student personnel program. Dugan also quotes Thomas E. Emmett who, concerning Catholic colleges and universities, stated that "... without fear of historical error, ... Edmund G. Williamson did more than any other non-Catholic layman for the development of student personnel work in Catholic colleges and universities."\textsuperscript{12} His work has met with appreciation in various ways. Xavier University in Cincinnati, Ohio supported the contention that Williamson had made noteworthy contributions to Jesuit education and conferred on him the degree of Ph.D. honoris causa in June, 1968. Other universities have followed suit. All this indicates necessarily briefly the impact of the Williamsonian effort.


\textsuperscript{12}Ibid.
The picture of American education that meets the eye is a mixed and varied one. On the one hand there are the new education programs with all the modern technological advances that have made their mark within the classroom itself, as for instance, the television sets, the audio-visual equipment, programmed learning machines and devices, the highly technical language laboratories and other electronic and computer gadgets that attempt to make learning as meaningful as possible. In the realms of the curriculum there are advocated highly advanced curricula and text-books; and there are courses that are suited to meet the demands of the individuals according to their abilities, witness the development of the whole list of black studies, specially of a sociological and historical nature to meet the crying needs of the present day. But with all this remarkable influx into education of the efforts and studies of educationists and educational psychologists and other technologists there is also present another less agreeable aspect that must be noted.

At no time before as at the present year of writing has the educational scene been so filled with student dissatisfaction,
unrest and confrontation, culminating with the loss of life of some students at the hands of the custodians of law and order at Kent State University and at Jacksonville University towards the end of the past academic year. This is not the time to place the blame or assign the cause of these unhappy events, but the facts show that a real search is needed in the educational fields for the deeper motivations and undercurrents that move and play within the student body so as to enable a smoother functioning of the educational system and a greater satisfaction of the individual students. Past traditions have to be restudied in the light of present demands and needs of students in function with their meaningfulness in the context of their present life styles and future adult goals, plans and work possibilities. It is therefore a more crying need at the present time than ever before for guidance and counseling to reach every student at the various levels of education. For in any society, whatever the brand of its political system of authority and government, there is a close link between the educational institutions and the community itself. Society requires education to preserve itself and to lead it on towards greater progress and satisfactory life styles for its citizens. Its culture has to be respected, preserved, improved and perfected along desirable lines in keeping with its nature.

America has always stood for the democratic way of life with its belief in the fundamental rights of all citizens, irrespective of race or creed. Equality of opportunity in the educa-
tional and vocational fields is voiced. There is a strong attempt to remove racial segregation from the schools with legal and court pressures being brought to bear on those sections that hesitate to fall in line. But together with the increasing awareness of these rights, it is unfortunate that the individuals find it difficult to understand their responsibilities arising from these rights. There is a general rise in crime, and more attempts are witnessed of forcing the hand of the government or of the authorities through hijacking planes, or bombing edifices or kidnaping key personalities. Barclay states things quite clearly:

The entire picture is one of great confusion about the goals and values of American life. Though there are many causes for the present state of our cultural disorganization, one explanation of these national anxieties is that because of advanced technological development, a partial disintegration has taken place in our externalized control mechanisms. The toleration of multiple value systems, the emphasis on democratic processes of decision-making, despite the fact that group decisions may be wrong, the search for meaning in all the facets of advanced research, have resulted in much unrest both physical and mental, on the part of individuals and groups.  

The repercussion is a foregone conclusion in the educational field. Barclay traces some of the causes of the lack of cultural control to the high mobility of the American family, more permissive patterns of child-rearing, the increased admission of the economic value of a college education, modern political

developments and competitive achievements in the international scene and riots and demonstrations within the nation itself.\textsuperscript{14} Barclay refers then to education:

The same situation exists in education where parents wish their children to receive a well-rounded education, but in depth. They wish them to be intellectual, but still "adjusted" to group pressures and codes.\textsuperscript{15}

Thus the interplay between the social forces acting in society and those in the campuses is profound. According to reports of the F.B.I., the incidence in juvenile delinquency has increased and even high school students are quite involved in dope peddling and in the using of marijuana and other drugs. All these unhappy features of the educational scene are symptomatic of the ills that beset the whole educational system at different levels in different degrees. Whatever be the deeper philosophical bases or rising psychological tensions that may be at the root of these difficulties that plague the educational scene, it is clear that just the academic aspect of education can never produce a sufficient answer to these problems.

There has thus arisen the incentive for the introduction of guidance services to meet the needs of students at different levels. From the pioneering work of Frank Parsons who started out by helping students to face the world of work realistically to the present day attempt to help students in all their problems

\textsuperscript{14}Ibid., pp. 23-24. \textsuperscript{15}Ibid.
that beset them in their education and personal development, these attempts have resulted in the gamut of student personnel services that are now seen in a highly developed form in various campuses of colleges and universities. Added impetus has been forthcoming from the National Defense of Education Act of 1958, especially Title V, which concerned guidance in secondary schools,16 the Elementary and Secondary Education Act and Higher Education Act of 1965,17 and other private endowments, as indicated by Miller, to help students to meet the various difficulties they have to cope with in their educational and vocational development. And in the final analysis, the crucial service for students that makes all these attempts fruitful is the counseling service. It is the heart of the whole guidance program and of the student personnel services that educational institutions are obliged to offer their students in order to make the whole educational effort a successful one for the institution, and a meaningful experience for the student. The counseling service is thus at the center and core of all the other helpful services of the institution reaching students passing through its halls and thus becomes its most important feature.

The nature of the guidance or counseling service has

16Frank W. Miller, Guidance - Principles and Services, (2nd ed.; Columbus, Ohio: Charles E. Merrill Publishing Company, 1968), p. 34.

17Ibid., p. 43.
evolved from the generic vocational counseling of the Parsons' variety to a more complete and adequate help-giving attempt of the counselor to assist the student to meet his difficulties of whatever kind even beyond the strictly educational and vocational. Thus, social, emotional, and personal difficulties entered into the scope of counseling, and historically, a special thrust has made itself felt of the psychotherapeutic direction in counseling due to the writings and work of its several proponents. The educational field, however, has received a great impact from the Minnesota point of view, issuing through the work of Donald Paterson, Dean Williamson and associates. This thesis considers some aspects of the work of Dean Edmund Griffith Williamson, who has been a prolific writer on student personnel matters and counseling with a special insistence on the counseling of students and adolescents in schools and colleges. In fact, he is the protagonist of a type of counseling applicable to the field of education, which for the purposes of this thesis will be called Williamsonian. The exact scope of this thesis will be stated in the next chapter.
CHAPTER III

SCOPE OF THESIS, DEFINITION OF TERMS

The field to which this thesis directs its attention is that of education at all levels, from the lowest to the highest, but with greater insistence on the level of the college and the university. The particular area of concern is that of the student personnel services and guidance services that are made available to students, particularly at the higher levels. This thesis aims at studying the special topic of counseling but not in a general, historic view of the institutions, but through the writings of Dean E. G. Williamson. It seeks to study the development in the concept of counseling of Williamson as seen through his written works, both published and unpublished. The exact scope of the thesis is delineated through the consideration of the following definitions.

Counseling. For the purposes of this thesis the definition afforded by the Definitions of Student Personnel Terms in Higher Education is considered to be sufficient. Counseling is defined as follows:18

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A process usually involving direct contact of students with a counselor, individually or in groups, to help students better understand themselves, their position in college and society, their attitudes towards themselves and others, their particular characteristics as a person, and the opportunities or alternatives available to them.¹⁸

Guidance. The same source referred to above distinguishes between educational and vocational guidance but does not offer a generic definition of guidance. But the definition of educational guidance is included for completeness:

All activities and use of resources, such as advising, counseling, informational material, tests, visitations, films and classroom discussions, which assist students in making choices related to educational planning and objectives.¹⁹

For vocational guidance the assistance would be towards choosing, preparing for and entering appropriate occupations. From this it is clear that the terms "guidance" and "counseling" overlap, but the former is wider in scope.

Though the intention of this writer is not to enter into any discussion about the appropriateness of definitions, a reference is made here to a more psychological definition of these terms, for the sake of completeness. Thus Fr. Charles Curran considers education to be that broad area of human knowledge which the human race has received and acquired through the centuries; it has a general quality relating facts and principles in some orderly fashion. He has this to say about guidance:

¹⁹Ibid., p. 35.
Guidance is more personal ..., is somewhat information centered. It would be applied, however, to a more immediate and personal need. It is, therefore, likely to be more emotionally charged than educational material since the person receiving guidance would be much more directly concerned and involved.20

There seems to be a more impersonal involvement in education, as contrasted to a personal one in guidance. Both are, however, information centered.

Counseling and psychotherapy, by comparison, would be more person-centered and less information-centered .... Psychotherapy, then, is at the illness end of a person-centered continuum. Counseling would be at the other end of the continuum, facilitating the resolution of what might be called normal operational confusions and conflicts but where skilled help can still be necessary or advantageous.21

There seems to be assumed here that the guidance situation supposes the client to be sufficiently personally integrated so as to be able to act on the information given to him by the expert guide. The counseling situation occurs when the client does not have this adequate self-organization necessary for the inner strength to act on education, advice and guidance. The counseling method aims at the final development of the person's capacity to act. Therefore, counseling does not exclude the necessity of education and guidance. It rather implies these as a basic pre-requisite for a non-integrated person in order to act adequately on guidance. These definitions offer a more psychological slant in


21 Ibid., p. 10.
in the analysis of a person's operational ability. In the literature and usage, however, the terms "guidance" and "counseling" are used with less and less distinction, and in the educational institution, the offices of "guidance" and "counseling" reside often in the person of the same individual. A client's operational ability not only involves a certain capacity to act with a minimum of psychological tension, but also with success on his environment. This latter aspect is apparently presupposed in the psychological definitions. A particular counselor would, therefore, opt for one or other type of definition as it more adequately fits the operational activity of his counseling role. For the purposes of this thesis, however, the first definitions are accepted.

Development in the Concept. The term "counseling," when considered as a generic term, can be specified in various ways. Thus, we can have counseling technique, counseling attitude, counseling method, and other specifications. There is no attempt here to dispute the various advantages or disadvantages that would accrue from the following of a particular method or technique of counseling. There is only an attempt to study the concept of counseling in its fuller, deeper, synthetic, and concrete expression, as experienced by Williamson. Hence, the term "concept" is used to differentiate it from the more specific "technique" or "role" or any other facet. It is obvious that the expression of this concept will be made through various facets which are not, however, to be considered in an eclectic sense as if it were but
summation of all these things taken together, but as a "unifying human attitude" that shows itself externally in these different ways.

The development referred to in the title indicates the change in emphasis that may have occurred through the passage of time, the course of events on the campus and in the whole nation. It would include the gradual developing insight into the real meaning of counseling. It would include the developing understanding of techniques, experimental corroboration of procedures and such like features in a horizontal plane, as well as and more chiefly the deepening of insights into the very nature of the counseling process in a vertical plane. The thesis directs itself chiefly to the more philosophical and psychological facets of counseling and less to the experimental, measuremental and scientific parts.

Scope of the thesis. The scope of the thesis is hereby delineated. It aims at studying the "development in the concept of counseling of E. G. Williamson from 1937 to 1969." His first significant publications saw the light of day in 1937 and he retired from service as Dean of Students at the University of Minnesota in 1969. It is roughly a period of three decades while Williamson lectured, counseled and administered, all the time giving his colleagues and readers the fruit of his keen insight into the demands of the educational scene.

It will be obvious that an attempt has been made in this
chapter to steer clear of discussions over the definitions. Thus, for instance, the use of a more psychological definition for "counseling" for the one accepted above has been widely disputed and even conceded by many in the field. All this has been due to the fact that the thrust of counseling in the past years has been in the direction of psychotherapy. Somewhat similarly, the purpose of this thesis is not to enter into the merits or demerits of any particular concept of counseling as against another, but to place the Williamsonian concept in its own light. If it is proved in practice to be valid and helpful to both the counselee and the counselor, it will have stood the crucial test of life and it will not require anything more to be said in its favor. For, to say the least, it has Williamson's life experience in its support.
CHAPTER IV

REVIEW OF SOURCES AND RELATED LITERATURE

The Sources. The historical approach maintained through this thesis has necessarily demanded a search for the written works of Williamson. His earliest writings date from the year 1926. This thesis, however, limits itself to the period 1937 to 1969, roughly from the date of publication of his first significant works on counseling and student personnel services till the date of his retirement from his office as Dean of Students at the University of Minnesota in April, 1969. It has not been considered necessary to include in this thesis a complete list of all the writings of Williamson, but those relevant sources that have been referred to in the thesis have been included in the bibliography. Besides, an Appendix indicates how these individual publications appeared through the passage of the years. This list is quite suggestive of how the Williamsonian approach developed with the years as a result of the various stresses and strains that affected the educational scene in particular and the world scene at large.

The whole output of Williamson can be divided into these categories: first, and of major importance, are the printed books written either by himself alone or in conjunction with others. In 1937 Williamson and Darley published Student Personnel Work: An
Outline of Clinical Procedures. Here the authors indicate the impact of the Minnesota point of view. Guidance at the high school is closely linked with the future of the students in colleges and universities. The nature of the services, with emphasis on the clinical method is specified. Together with D. G. Paterson and G. G. Schneidler he published a sister and companion volume with greater reference to the high school and college levels. It was entitled Student Guidance Techniques: A Handbook for Counselors in High Schools and Colleges. Here is presented a survey of the approved tests available for the measurement of achievement, of aptitude and personality, and important interests inventories. Indications of how to collect data for the individual student and maintain them in proper records are made in this book so as to fit in with the demands of adequate student guidance and counseling at the college and the university levels. In 1939 Williamson issued his first famous work on counseling entitled How to Counsel Students: A Manual of Techniques for Clinical Counselors. In this work he propagates the clinical method of counseling. He uses here the model of the social worker's "case work" and the medical practitioner's "clinical approach." This work was to be revised later and completed in 1950, with the publication of Counseling Adolescents. Here he purified his clinical method and adduces several actual cases taken from the University files indicating the different categories of counseling that fall within the purview of this method. Williamson's particular administrative capacity
brought him into contact with several disciplinary cases of students who were found guilty of misdemeanor of different kinds. He brings counseling to bear on such cases in Counseling and Discipline, which he published with J. D. Foley in 1949. In 1961 he published Student Personnel Services in Colleges and Universities, indicating the further delineations of his thought on the different services and especially on the "Counseling Services."

Finally, in Vocational Counseling: Some Historical, Philosophical and Theoretical Perspectives, published in 1965, he endeavors to draw the various foundations for counseling. In this work he confesses to a certain inadequacy in historical and philosophical background but offers the fruits of his thinking and research as a means for the reader to develop his own basic philosophy which, whether he realized or not, would necessarily be at the basis of his activity as a student personnel worker or counselor.

The second category of Williamson's works are his numerous articles which he regularly published in various official journals chiefly the Journal of Applied Psychology, the Journal of Social Psychology, the Journal of Higher Education and the Personnel and Guidance Journal. He has touched on a wide variety of topics referring to guidance and counseling. Towards the fifties he concerned himself with students' problems as they presented themselves such as their religious, financial and housing problems. On and through the sixties the nature of students' academic freedom, the social implications of counseling and the special charac-
teristics of the counseling relationship become the topics which he tries to study and present for the benefit of discussion and further delineation.

The third category of his writings are his unpublished efforts issued chiefly through the Office of the Dean of Students at the University of Minnesota. These are officially called the ODS Staff Papers and have been issued from time to time by different authors and Williamson himself has contributed several of them. These are issued in mimeographic form and several have been consulted in the preparation of this thesis. Included here should be mentioned certain personal materials which Dean Williamson has graciously made available to the writer such as his "Autobiographical Statement," his "Theoretical and Philosophical Assumptions," and the like. This, then, is a brief survey of the various sources that have been used in the preparation of this thesis.

The Related Literature. E. G. Williamson has long been considered a protagonist of the "directive" type of counseling. This is generally indicated as opposed to the "non-directive" type, or as others would prefer it to be termed, the "client-centered" type of counseling, which is strongly recommended and practised by Carl Rogers and others.

Books and standard works covering the field of guidance at the grade and high school level refer briefly to this fact. Thus Miller makes a somewhat schematic reference to the Williamsonian counseling in about three printed pages. He, however, makes
a plea\textsuperscript{22} that Williamson's counseling is not as strongly directive as some have considered it to be. A more enlarged treatment of Williamson's concept is presented by Cecil H. Patterson in his book \textit{Theories of Counseling and Psychotherapy}. In Chapter 2, entitled "Williamson and the Minnesota Point of View," he presents an analytical and fairly integrated view of the position as it appeared at the time of his writing. He includes two "actual interviews" and presents his conclusions in two pages. Obviously, he has not made any attempt to observe any developmental movements in the concept over the years. That was outside the scope of his work, but that is the real scope and effort of this thesis. Because of not having taken this view into consideration, it is believed that some of his conclusions are not quite accurate.\textsuperscript{23} This thesis has also had the benefit of having recourse to several other pertinent mimeographed materials issuing from the hand of Williamson and relating directly to the topic, all issued after the publication of Patterson's work.

The representative journals present articles referring to practical results of counseling as they have occurred in various college campuses. Thus, a presentation of how a group was counseled towards making vocational choice appeared in January,

\begin{itemize}
  \item[22]Frank W. Miller, \textit{Guidance - Principles and Services} (3rd printing; Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), pp. 180-83.
\end{itemize}
At other times, more fundamental aspects of counseling such as confidentiality, role theory, and counselor attitudes, have appeared. For instance, F. R. Stiles presents his particular stance in counseling which he terms "from the right." Reference to other articles pertinent to the topic appearing in past journals are indicated in the references.

Finally, a thorough search has also been made of the doctoral dissertations on counseling and guidance over the past decade and more. For the most part, research has followed the experimental strategy with appropriate statistical analysis of the findings. Thus, we have had studies on the "influence of residence hall alcoholic beverage and study hour regulations on student behavior" by D. R. Buckner, on the "effect of two types of counseling in the vocational choice of high school boys" by Charles Seinke, on the "effectiveness of two counseling approaches with potential dropouts" by C. L. Lacy, and similar others. Further back in time, the same position holds. Thus, R. A. Cahoon studies "some counselor attitudes and characteristics related to the


27 Ibid.

28 Ibid. p. 98.
counseling relationship," in 1962, and R. R. Roberts examined "some effects of tape-recording on the counseling process" in the same year. At a philosophical level, a surprising dearth of research material was already noted by J. T. Wynne in 1966. He states: "This particular area, in the writings about counseling, seemed to have been greatly neglected, although great emphasis could be found on the scientific, psychological, educational, and social aspects of the field." In his dissertation, "A Counseling Philosophy," he examined the positions of rationalism, empiricism, idealism, and the like, and concludes that only existentialism fully meets the needs of the art of counseling.

The only somewhat direct reference to Williamson occurs in C. M. Hunt's "A Philosophical Model for Counseling Systems," wherein relationships between parameters of counseling systems and dimensions of philosophical points of view are explored in the three basic aspects of ontology, value theory, and epistemology. The author selected the counseling systems of Carl Rogers and E. G. Williamson for study. His hypothesis regarding the two systems as idealism and realism were largely disproven, but the effectiveness of the model was substantiated.

So far then, as we are concerned, no previous attempt

\[29\text{Dissertation Abstracts, (March, 1963), XXIII 3473.}\]
\[30\text{Dissertation Abstracts, (February, 1963), XXIII 2986.}\]
\[31\text{Dissertation Abstracts, (May, 1967), XXVII 3906-A.}\]
has been made to present the development of the Williamsonian concept of counseling over the period 1937 to 1969, and this is the scope of the present thesis.
CHAPTER V

COUNSELING, GUIDANCE, AND EDUCATION

While great stress is laid at the present day on the therapeutic aspects of counseling, and while the "guidance" movement has been promoted for several decades now in educational institutions, following on the work of Frank Parsons, it might be well to begin to consider the role of counseling in educational institutions from a contextual point of view. Williamson set himself to delve into the historical facts of American education and educators, and has offered the results of his findings in his recent book, Vocational Counseling, published in 1965.

Historical Origins. Williamson recognizes the close relationship between counseling and education right through the history of American education. His judgment is, therefore, that counseling should be presented "not as a completed mastery of known techniques, but like medicine, as grounded upon research in human development through education."32 He confesses to certain inadequacy as an historian or a philosopher in the preparation of this work, and presents his findings as a contribution towards further thinking and probing on the subject. Within the educa-

tional context then, he finds the originators of systems of counseling in the work of Frank Parsons, William Rainey Harper, and Lightner Witmer. Each contributed, but in a different way, towards formulating and organizing programs currently called counseling.

Parsons (about 1896?) developed techniques for helping adolescents (at the equivalent of junior high school age?) to choose a vocation for which their "diagnosed" capabilities qualified them with reasonable chances of success. Harper (1899) formulated the need of scientific study of individual students prior to instruction, and organized a program of personal services for college students, including faculty advising and personal relationships. Witmer (1896) devotes his psychological knowledge and techniques to the learning difficulties of a child, thus initiating the first professional psychological clinic.\(^3\)

Historically, Williamson identified Harper as the first one to formulate a modern concept and system of counseling that appeared in print before Parsons' work, while he admitted Parsons being the first recorded beginning of the practice of counseling.\(^3\)

Harper, best known as the founder and first president of the University of Chicago, wrote vehemently against mass education. He advocated individualization of instruction, as if every student "were the only student the institution was catering to," and drew an analogy with individualization of medical treatment of patients.\(^3\)

Harper could be classified as an "advocate of the classifying, advising and instructing of youth in terms of the evolving

\(^{33}\)Ibid., pp. 73-74.

\(^{34}\)Ibid., p. 81.
psychological diagnosis of capabilities and interest."35 Williamson notes, however, that Harper did not indicate any familiarity with psychological diagnosis through standardized testing and measurement in his writings, nor did he organize a program of professional counseling, even in the form comparable to that of Parsons. He did develop a strong tradition and program of close personal relationships between faculty and students and established a team of faculty-counselors.

Frank Parsons formulated the process of vocational counseling in seminal form in the well-known three steps.

First, a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities. Second, a knowledge of the requirements and conditions of success, advantages, and disadvantages, compensation, opportunities, and prospects in different lines of work. Third, true reasoning on the relations of these two groups of facts.36

He developed techniques for each of these steps. He seemed to be using the model of the case study, perhaps adapted from social work of his day. His system operated with the individual as the focus of attention. He collected information for use by students about occupational opportunities and courses of preparation for occupations. His techniques of "character analysis" were chiefly of the physiological type. His work was, for the most part, well appreciated, and his "three-part formulation has continued, with

35Ibid., p. 82.
some modifications until the close of the past decade, a span of almost half a century."

There is no need to dwell further on Parsons' work but to note in passing that the lack of psychological and psychometrical appraisals in Parsons was to be met by the developing industrial psychologists like Hugo Munsterberg and Witmer of the University of Pennsylvania.

Witmer did apply his knowledge of psychology to the diagnosis of learning difficulties of "exceptional children." He initiated in contrast to teaching and research, the field of clinical psychology. He, himself, seems not to have used clinical methods with adolescents and adults. He, however, encouraged Viteles to apply these clinical methods and techniques to the field of vocational guidance. Williamson states that it was Viteles who "gave to Parsons' programs and procedures new precision not possible in Parsons' day." Witmer utilized his psychological insight and clinical method to study individual cases of children suffering from the retardation of some special function like that of spelling, or some general retardation. He undertook to train them for a certain number of hours per week. Thus, he stood for the diagnostic method of teaching; and venturing on prediction, he challenged that the future after 1950 would

37E. G. Williamson, Vocational Counseling, p. 80.
38 Ibid., p. 87.
find education being geared strongly to the results of clinical research and diagnostic guidance. 39

Williamson comes to the following conclusion:

... that organized counseling has long been relevant to American education and possesses historical depth and relevancy. It is indeed the expression of those philosophical and humanitarian impulses that have long motivated American educators. 40

Later developments in guidance and counseling followed heavily in the footsteps of these originators, especially Parsons. Donald Paterson noted that not all the subsequent elaborations of such programs made full use of Parsons' three steps. He contended and Williamson believes his contention to be right, that many followers of Parsons concentrated upon the second step, related to the obtaining and disseminating of vocational information. 41 Psychologists developed new techniques in the diagnosis of abilities and interests, and began to rewrite the descriptions of vocations in terms of vocational competencies and underlying aptitudes. Thus, Viteles in his day added precision to Parsons' third step and invented the "dynamic criterion," the clinical judgment of occupational success or failure as a new criterion in evaluating the outcomes of counseling. 42 Thus, enter into the guidance

39Ibid., p. 89. 40Ibid.
movement the whole array of testing and maintaining of records of each individual student in order to help him make the best of his potentiality with the resources that are available to him.

Counseling and Education. Williamson offers a rational approach to counseling which is not associated with intellectualism or essentialism in education. Counseling and education are closely interrelated. Education has, beside the goal of knowledge the broader understanding of "how to achieve and maintain 'personal' adjustments judged desirable by him (the student) and by his associates, as well as by society in general." Thus, counseling and educational instruction join hands in a new type of teamwork. Counseling reaches the student in a more personal manner while instruction reaches the large group of students en masse.

That part of modern education referred to as counseling is one of the personalized and individualized processes to aid the individual to learn school subject matter, citizenship traits, social and personal values and habits, and all other habits, skills, attitudes, and beliefs which go to make up a normally adjusting human being.  

The goals of education and counseling are the same, viz. "the optimum development of the individual as a whole person and not solely with respect to his intellectual training." Hence, Williamson calls his counseling point of view as that of "person-
alism." For counseling deals with the individual's own development and it is concerned with his desire "to achieve his own individuality and to maintain it in the midst of a society of other individuals who are also attempting to achieve and maintain their own individualities." 46

Williamson notes three stages in the development of counseling in educational institutions in practice. The first was the vocational guidance stage where insistence was placed on preparation for occupational adjustments. The next stage was the influx of psychotherapy which sought to assist the individual to gain insight, integration, and orientation of values, and which restricted itself to the emotion-feeling-evaluation aspects of behavior. The third stage was due to Kurt Lewin's theories of social interaction in personality development. In contrast with the first two stages, it seemed to Williamson in 1950, that the third approach was "a more adequate formulation for the direction and support of counseling of adolescents in school and college." 47 Counseling that restricted itself to the client's evaluations of and reactions to his own experiences was rather limited as it left out the consideration of the client's actual behavior in social situations.

For it is clear that all his (the client's) adjustments, choices, and other experiences have intellectual and factual content, that is,

46 Ibid., p. 4.
47 Ibid., p. 12.
they have to do with objectively real situations and experiences. But these situations not only exist, they also are emotional and value-toned.48 Counseling "must (therefore) deal both with the content of the adjustments and also with the individual's attitude towards and valuations of his adjustments."49 Counseling does thus form an integral part of teaching and it is incorrect to say that it has been "added to teaching, as something new which educationists, psychologists, testers and counselors have imported into education from foreign sources."50 In fact, the roles of teacher and counselor have often been identified in the same individual in certain cases. Williamson quotes Shank and associates as they refer to teachers in action: the teacher performs certain counseling functions whether he likes it or not, the teacher teaches better when he understands his students and is able to apply the subject matter to their needs, the intimate contact of teacher with students cannot be replaced by specialized personnel services and the teacher-counselor has a major contribution to make to college planning.51 In spite of the good effects of such teacher-counselors, Williamson still makes the point that their efforts alone would not be sufficient. "There would still be need, however, for clinicians with specialized and advanced training to diagnose and counsel concerning complex problems beyond the capacity of ordinary teachers."52

48Ibid., p. 20. 49Ibid. 50Ibid., p. 51. 51Ibid., pp. 53-54. 52Ibid., p. 56.
In conclusion, it can be said that Williamson sees the historical and contextual emphasis bearing on the fact that counseling has always been an integral part of education. Attempts to relegate it to merely a therapeutical character, helping students merely to re-orient themselves in their self-concepts and value-investments would only be a partial answer to their real needs, seeking meaningful ways to make the appropriate adjustment in question, and to be able to do so in the future. While he admits that the "growing edge of research in counseling is moving forward in the field of therapy," he would desire most strongly that "the old (vocational guidance and the like) should not be discarded for the new," and that "both should be incorporated in a new synthesis of methodology and techniques."53

53 Ibid., p. viii.
CHAPTER VI

COUNSELING AND THE "SERVICES"

At the present time, every institution of higher education including the junior colleges, and senior colleges, and the universities, earnestly implement a series of student personnel services and counseling is one of the more important sections of these services. Their aim is to make the whole educational enterprise more relevant and personally meaningful to the individual student. These services are the present-day results of the many counseling and guidance efforts that have had their origins described in the previous chapter. Different institutions have the set-up of these services somewhat different, but each of them have developed along the lines set down by their individual circumstances and availability of personnel and finance.

In the earlier writings of the standard authors on "guidance" such as Brewer, Jones, and Myers, the guidance program was envisaged as composed of a certain number of services, and the counseling service was considered to be one of them. The educational institution, and it seems that those authors had the lower elementary, the grade school, and the high school particularly in mind, had to offer these services and had to have a full-fledged counselor to attend to the counseling service. This office entailed the administration of standardized tests of intelligence
and aptitude, the presentation of available occupational information, and the helping of the student to arrive at any particular vocational preference or choice, or any particular choice of a higher educational direction either in keeping with that choice, or as something desirable in itself which would later help towards the making of a true vocational choice. The number of such counselors would depend on the availability of such personnel, the number of the students being catered to in that institution, and the financial resources of the institution.

Counseling: Not a Specific Service. In the writings of Williamson there is evidence that from the earliest works written with the high school in mind, and right on to the later works where he has specifically the college and the university in mind, counseling has never been considered in a specific sense as if there were just one kind of specific work attached to that office. It would not be just consisting, for instance, in the administration and the evaluation of the results of standardized tests, or if the counselor is of the therapeutic school, it would not consist in just counseling the client to bring about a more realistic appraisal of his self-concept and an orientation of value-systems for a more satisfying life. It would include the giving of help in all the various problems that would affect the student in his educational career and even thereafter. And the above two examples are just particular aspects of a more-inclusive helping assistance.
Thus, Williamson alluded to a broad-term "advising" as descriptive of the nature of counseling in high schools.

That phase of the student personnel program which involves advising students individually is called counseling. Students are assisted one by one, in contrast with the mass techniques of the group guidance and home room classes.

He identified several types of counseling functions performed by a number of school workers. Thus, there are "advisers" contributing towards the selection and registration of classes; secondly, there are "teacher-counselors" seeking the intellectual development of their students through personalized classroom instruction; thirdly, there are the "counselors" helping in problems of vocational choice, remedial instruction and personality development; fourthly, there are the specialists who are called upon to provide their professional assistance in health and severe emotional problems; and finally, there are the clinical psychologists who utilize advanced and technical methods in helping the students to meet and solve their particular problems of different types.

These last mentioned would follow the "clinical method" which was first proposed by Williamson and given a finished presentation in his work Counseling Adolescents. From this Williamson draws the conclusion that counseling does not cover a specific type of activity, nor does its nature restrict its function to a particular type of official on the campus.

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Counseling: A Generic and Basic Service. Referring to colleges and universities, Williamson entitles his Chapter 6 "Counseling Services" and opens it with these words: "Counseling, as broadly conceived and defined, is the generic service of student personnel work." Roughly all the different personnel services on the campus are qualified by some aspect of a counseling function. Thus, he states

"counseling is a basic service of student personnel work ... (It) is the most common method, technique, emphasis, and function used in a variety of different services. No other service is universally applicable to all personnel work."

He does not restrict the activity of "counseling" to the work of the clinical psychologists on campus, but identifies a counseling function in faculty academic advising, vocational guidance, mental hygiene counseling, religious counseling, group activity advising, financial advising, and the like. The personnel involved are at different administrative echelon levels and he argues the need of coordination of these different counseling efforts from an administrative point of view so that "the students may profit from the most effective utilization of available resources of the institution." Thus, an adequate definition of counseling in the context of student personnel services is seen in his 1950 work:


56Ibid., p. 183.  57Ibid., p. 211.
Counseling is that part of student personnel work in which a counselor helps the client to marshal his own resources, the resources of an institution and the community, to assist the client to achieve the optimum adjustment of which he is capable.\(^6\)

Counseling: A Continuous Service. When considering the aspect of the educational institutions offering a counseling service to its students, it must be stated that there is an obvious need that a continuity is maintained between the efforts of the lower institutions so that they dovetail into those of the later institutions. Very often the lack of continuity and the failure of maintaining adequate records to make such a continuity possible is responsible for loss of time and later unhappy decisions and choices on the part of students. Williamson gives a picture of such continuous assistance, using the problem of vocational choice as an illustration. In the junior high school the student is given vocational information. His scholastic ability is diagnosed and recorded. Similarly, his social habits, patterns of work, his interests and special abilities may be revealed, and also are recorded. In the senior high school any special aptitudes may be identified, his previous diagnosis can be rechecked, and more definite plans may be made for higher education or vocational placement. In junior college the entire program of the educational and vocational adjustment should be reviewed. There should be available from the schools adequate case records to check the

\(^{58}\)Williamson, *Counseling Adolescents*, p. 209.
validity of a shift of vocational choice, if any. More specific plans for educability and vocational preparation can be completed. In the senior college, most students begin specialized training based on the diagnosis of educational and vocational possibilities. The counselor can help students seek their best potentialities, develop a realistic motivation behind their activity, and make their choices when not made up to then. The next and final institutional step is that of placement, and Williamson remarks that a student's education does not end when he has left the institution or college.

In conclusion, Williamson proposes a generic function for counseling in the educational context. It is the result of coordinated efforts on the parts of different persons and institutions. He decried the prevailing counseling of the time when he wrote in 1950: "At best, counseling is often merely advice based upon superficial observations of personality traits and heresay evidence of aptitude." Williamson and Darley wrote that "the identification of the complex factors entering into students' choices ... are a task ... often involved and difficult for a seasoned adult ...." The use of self-analysis on the part of students also has its deficiencies. Hence, the stress in the direction of a more thorough and scientific approach in order to

59 Ibid., pp. 65-69. 60 Ibid., p. 54.
avoid this loose type of advice and subjective, fallacious, and deceptive reasonings on the part of the client was felt as an urgent need in counseling by Williamson, and this led him on to propose the clinical method of counseling which has at times been linked with his name. It has been an attempt to make the results of the coordinated efforts of personnel and institutions bear in a case-study fashion on the client at a particular time in order to give him the best possible assistance that the institution is capable of presenting in any particular situation.
CHAPTER VII

THE CLINICAL METHOD

Studying the Facts

In an article considering the different approaches to counseling in the educational field, Stuart C. Brown wrote in 1954 that there were three approaches to counseling current at that time. There was the Rogerian non-directive approach, the clinical method of which "Williamson is the leading exponent" and the eclectic approach followed by others in the field. Williamson himself summarily describes the clinical method in the following words:

Briefly stated, this clinical method is a combination of the measuremental method of the psychologist, and the case method of the social worker, with the added feature of continuity of case work.

This method with its division into six steps was repeated by Williamson in his 1939 book and again in the 1950 revision. These steps are: (1) analysis, (2) synthesis, (3) diagnosis, (4) prognosis, (5) counseling, and (6) follow-up. It is evident that Williamson is propagating an intellectual and logical framework.


63 Williamson and Darley, Student Personnel Work, p. 83.
The nature of the steps is similar to medical practice. In the 1937 work, Williamson and Darley spelled out the detailed analogy between this clinical method of counseling and the steps utilized by a medical practitioner in his work. That analogy, as Patterson remarks, does not appear in the later publications. This does not mean that the analogy has been discarded later, but that the analogy was valid as far as the similar elements alone, and that no particular goal was served in repeating the analogy again.

Before entering into an exposition of the six steps, some remarks on the method in general must be made. The method does not demand a rigid procedure to be followed by the counselor. The counselor "uses a flexible procedure rather than (keeps) adhering rigidly to a sequence of procedures." Even the sequence of the steps may not follow the exact order proposed. Later steps may come first and there may even be repetition of steps. Thus, a counselor "may be counseling a student's emotional problems at the same time he is diagnosing a vocational problem." The steps are all part of the whole method and the counseling effort would suffer insofar as any step has not been taken care of. Williamson concedes the possibility that when the counseling goal would be to lead the client to a deeper insight into and understanding of him-

64 Patterson, Theories of Counseling and Psychotherapy, p. 30.
65 Williamson, Counseling Adolescents, p. 102.
66 Ibid.
self, in such a case there may not necessarily be need for all the steps to be followed. This counseling would be more of the therapeutic type. His counseling, however, is more of an all-purpose type than just curative. There is place for both these aspects in counseling in educational institutions which can be "appropriate and effective in different types of problems and situations." His "scientific" approach assigns a learning role to both counselor and client,

... a role of collecting, sifting, evaluating, and classifying relevant facts to arrive at a description (or an approximate description) which will provide both with 'insight' or perception of the nature and circumstances of the condition concerning which the client needs counseling.

67 Ibid., p. 107.

68 Ibid., p. 109.

69 Ibid., p. 127.

(1) Analysis. - The first step is that of "analysis." It refers to the collection of data from a variety of sources to provide for an adequate understanding of the student. Thus,

before a student can be effectively counseled, the student and counselor must collect dependable, i.e., reliable, valid and relevant information, from which to diagnose aptitudes, interests, motives, physical health, emotional balance, and other characteristics which facilitate or inhibit satisfactory adjustment in school and at work.

This information is obtained through psychometric tests, teachers, parents, other counselors, specialized personnel officers, student's associates, and also but not only, through the counselor's interview. For it is possible that in such an interview the student may verbalize the "felt problem, but might be unaware or even
I conceal the major adjustment.\textsuperscript{70} The types of tools that are used for this purpose are the cumulative record, the interview, the time distribution form, the autobiography, the anecdotal records, and standardized psychological tests. The case study serves to integrate all the data and consists of a comprehensive record including family history, health history, educational history, vocational and work history, and social-recreational interests and habits. This information is filled out by the student in checklists and case history forms before appearing for the interview. Thus, the counselor is able to conduct his interview much more usefully. It is not only the impressions made on him during the interview that are valuable\textsuperscript{71} but with the filled out information before him well in advance, the counselor can "gain better understanding of the student's psychology and therefore begin his interviewing at the point of the student's own thinking."\textsuperscript{72} Actually, it is precisely in "his skill in perceiving the diagnostic significance of data which may be considered by others as having no significance ... which differentiates an effective clinician from an amateur counselor."\textsuperscript{73}

Williamson notes that behind all the objective data collected, the counselor should be keenly aware of the general attitude of the student towards making adjustments and towards counseling in particular.

\textsuperscript{70}Ibid., p. 130. \textsuperscript{71}Ibid., p. 127. \textsuperscript{72}Ibid., p. 139. \textsuperscript{73}Ibid., p. 134.
The manner in which the student approaches his problems not only reveals his life style, but also determines his reactions to the analysis and diagnosis. These attitudes of the student towards his own problems and toward ways and means of achieving optimum adjustment, constitute one of the most important of all analytical data. If the student has a cooperative attitude, then only the counseling will be of use and value. He will take genuine and active part in the counseling. If he already has preconceived ideas of the nature of the counseling he is about to receive, these ideas will determine his reactions in the counseling to follow. Thus, it is incumbent on the counselor to initiate a discussion-exposition of the student's beliefs in this regard in order to bring them in line with the principles and practices of clinical procedures. "One of the tasks of the personnel worker is to change the student's expectancy of magic into an appreciation of the complexity and clinical nature of counseling procedures." This refers to the actual nature of the counseling procedure to be entered upon. Besides this, there are other preconceived notions that have to be broken down.

For instance, Williamson notes the apparent weight given by both students and parents to "desires" and "interests" of students to undertake certain courses or to prepare for particular vocations. It is difficult for them to concede in favor of more diagnostic aptitude tests as superior evidence in that very regard.

\[74\text{Ibid., p. 146.} \quad 75\text{Ibid., pp. 147-48.}\]
Thus we see that the counselor needs to explain to the student the rules of evidence - that certain things are admissible as evidence of aptitudes, e.g., that desires for success alone are not ... 76

Hence, all the data have to be well considered within the framework of the logic of admissible evidence. If counseling is to result in appropriate and satisfying adjustment, such analytical procedures are indispensable prerequisites for the counselor and the student to arrive at a fair diagnosis of the student.

(2) Synthesis. - The step that follows "analysis" is that of "synthesis." While the first seeks to find out all possible objective data regarding the student, the second attempts to put all the pieces together into a meaningful whole. In this step, there will be an evaluation of the importance that has to be given to particular facts and an appraisal as to the inclusion of any particular data, if at all necessary and really bearing on the case or problem in question. It is evident that not all data have bearing on a particular problem. Synthesis, in general, would "refer to the summarizing and organizing of the data from analysis in such a manner as to reveal the student's assets, liabilities, adjustments and maladjustments." 77 Besides, it seems that in synthesis there is the smaller organized view of the particular group of facts that are really relevant to the student in facing the problem of the moment. It is here that the "diagnostic experience of the counselor comes into play," in weighting various

76 Ibid., p. 148 77 Ibid., p. 101.
facts, in seeing behind test scores ... to their possible causes, in setting quantitative data in its proper relation to qualitative data of the individual,"\(^{78}\) and thus preparing the way for a true diagnosis. While it is true that Williamson does not give an extended treatment to "synthesis" in any of his works, much of the work involved in this step being indirectly related to that of the proceeding, yet it does merit separate consideration, as logically the two steps involve a different mental approach on the part of the counselor.

(3) Diagnosis. - This step is the end of the diagnostic effort. It is the synthetic view of the student as it appears from all past data, describing the value of the present situation.

The making of a diagnosis is a process in logical thinking or the 'teasing out', from a mass of relevant and irrelevant facts, of a consistent pattern of meaning and an understanding of the student's assets and liabilities ...\(^{79}\)

The logical effort bears on the characteristics and causes of the problems of the students, and if it were so that a student had no problems, the goal of the effort would be that the help afforded should serve to prevent the occurrence of any problem. Thus, the goals of the counseling effort would be either rehabilitation or prevention. So the end product of diagnosis is "a terse summary of problems, their causes, and other significant ... characteris-

\(^{78}\text{Williamson and Darley, Student Personnel Work, p. 171.}\)

tics of the student, together with implications for potential adjustments and maladjustments."\(^{80}\) Williamson apparently follows a "problematical" approach and had earlier stated that it was possible for purposes of classification to subsume nearly all student problems under six broad headings as follows: financial, educational, vocational, social-emotional-personal, family, and lastly, health or physical disability.

Whatever be the particular problem, however, achieving a diagnosis is a "cooperative undertaking with the student taking the major responsibility in the understanding of himself insofar as he is intellectually able and emotionally willing to do so."\(^{81}\) Williamson considers that diagnosis involves three steps: the description of the problem, the discovery of the causes, and prognosis. While presenting the steps of the clinical method, he mentions "prognosis" as the fourth step, and hence, for the purpose of clarity, no direct reference to prognosis will be made here. Suffice it to state that at times the distinction between the cause that has brought on the present situation distinguishes very slightly from the cause that will lead the student to face special future difficulties. In this lies the distinction between "diagnosis" and "prognosis."

While discovering the causes, the counselor makes use of his experience of similar cases, experimental studies, and the

\(^{80}\) Williamson, Counseling Adolescents, p. 178.

\(^{81}\) Ibid., p. 180.
like in order to identify the particular interrelated factors. At times it can be extremely difficult to discriminate between mere association and causality. When the counselor has not much to base himself on to clearly discern the causes, then he...

... falls back upon hunches and intuition, which is another way of saying that he makes the shrewdest guess possible as to the causes and then checks himself by logic, by the student's reactions, and by a tryout of a program of action based upon the assumed diagnosis.82

While referring to the description of the problem, Williamson alludes to the diagnostic categories then presented. Thus, Bordin had proposed the following five categories: (1) dependence, (2) lack of information, (3) self-conflict, (4) choice anxiety, and (5) no problem.83 Pepinsky had alternatively proposed these five categories: (1) lack of assurance, (2) lack of information, (3) lack of skill, (4) dependence, and (5) self-conflict.84 Williamson notes that Bordin tends to "identify diagnosis with emotional maladjustment"85 only and makes the plea that even though the remediation of a reading disability may not be as

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82 Ibid., p. 187.


clinically interesting as choice anxiety, "the range of an adolescent's problems cannot be narrowed to suit the counselor's interests .... (He would therefore) extend the Bordin concept to many non-emotional and non-therapeutic problems." 86

86 Ibid., p. 203.
CHAPTER VIII

THE CLINICAL METHOD

Facing the Future

(4) Prognosis. - In contrast to "diagnosis" which looks at the present, the tendency of "prognosis" is to look forward into the future. "A prognosis, is therefore, a prediction of the probable outcome of the student's attempts to seek his desired goals." It refers to the prediction of the future development of the student's present problem, the possibility and the implication of his re-adjustment. In the case of an educational or vocational choice, the prognosis would consist of the presentation of the possibilities involved and the alternative choices that are available to the student, who, of course, has to make his own choice from among them. Such a choice becomes realistic when preceded by the first three steps of the clinical method.

Just as in the case of "analysis" and "synthesis", so also here, there is a fine line of distinction between "diagnosis" and "prognosis" for logically there is a difference and it has been noted. Both are essential, and Williamson states that even for lack of complete evidence or for lack of certainty, no coun-

87 Ibid., p. 191.
sor should fail to make a diagnosis or a prognosis. It is only by trying out hypotheses and hunches that sciences and professions progress. Thus, "every counselor should write into his case notes the specific and detailed prognoses and the conditions under which they will, in his judgment, be true."88 Each problem has its own prognosis and most students have a different status in each problem area. Differential prognoses are the mark of a professional counselor, for he considers each problem in its own right as well as its relationship to every other problem in all steps of clinical work.

(5) Counseling. - This step has also been called "treatment" within the clinical analogy. It is evident that all the six steps cover the whole of the counseling situation in which the participants are the counselor and the student, and the end result is a change in behavior or an adjustment to a situation. Williamson begins the exposition of this step with a list of the various aspects of "counseling" that come within the meaning of the term and intends to bring out the fact that the tendency of limiting the counseling effort only to the effecting of "insight" for the client as a result of catharsis would be limiting it to a therapeutic context only, and that would be against the traditional guidance movement and pattern. He argues for an all-inclusive approach rather than a partial one. The therapeutic

88 Ibid., p. 191
view restricts itself only to the emotional bind and other such problems, which are but one feature of the problems that bear on the students of the day.

Counseling is that part of personnel work in which a counselor helps the client to marshal his own resources, the resources of an institution, and of the community, to assist the client to achieve optimum adjustment .... 89

Secondly, it covers "certain kinds of re-education or relearnings which the individual desires and needs as means to his life adjustments and personal objectives." Thirdly, it helps him to apply "the principles and techniques of general semantics to his daily living." Fourthly, counseling refers to a "repertoire of techniques and relationships which are therapeutic or curative in their effects." Fifthly, "some form of re-education does follow therapeutically induced catharsis." 90 These five features indicate types of counseling that play in the lives of students. They are not mutually exclusive and there can be several types involved all at once in a particular student's situation.

"General Categories" of Counseling Techniques. Williamson's further exposition of this step of "counseling" treats of "general categories" of counseling techniques, and "procedures" in counseling. A cursory reading of the text leads to some confusion. It seems, however, that for Williamson the first refers to end products of the counseling situation while the second re-

lates to the means to be adopted in the counseling situation with particular bearing on the interview. Thus, the two parts are different though the nature of the difference is nowhere explicit, but can be understood from the whole context of the work.

Counseling techniques may be classified under five general categories: (1) forcing conformity, (2) changing the environment, (3) selecting the appropriate environment, (4) learning needed skills, and (5) changing attitudes.

Much behavioral change on the part of students takes place as they pass through the halls of an institution. Thus, that students fall in line with the majority, enroll in courses even though such courses are inappropriate to their needs and aptitudes, conform in dress and speech and other such features, are to a large extent the "modus operandi" of educational practice. Counseling following such lines assumes the appropriateness of a standard norm for every individual and goes against the doctrine of individual differences. Another way problems are faced is to tend to change the environment that causes the difficulty. For instance, a student may be advised to leave home if that is the source of an emotional problem, or change courses or teachers if his problems could be associated with the particular course or teacher. The third category stresses the need for selecting from an array of possible experiences which the environment affords. A student cannot use all the opportunities offered and has to

91 Ibid., p. 215.
restrict himself to a limited number of experiences. Thus his social, recreational, and vocational interests would prompt him to opt for some offerings only and counseling would lead him in that direction. The fourth category involves problems that originate from the fact of the student not being able to handle that particular environment well because of some defect in his own make-up. Thus, a reading difficulty, a faulty mathematical skill, or a financial problem needs to be met first before the educational experience can be useful and satisfactory. The fifth category would require a changing of attitude on the part of the student in order to facilitate a harmonious balance between his needs and the demands of the environment. It is not necessarily a conformity to the majority, but could often involve the development of a rationalizing and a compensatory attitude. Thus, for instance, a student can be helped to become desensitized to a phase of his environment that cannot be changed. These are the five categories of Williamson which he proposes as a frame of reference for discussion. Underlying them is the view that every problem has a cause and counseling has to endeavor to find out the particular cause whether it be in the student or in his environment. The removal of the cause would be the only realistic step towards ensuring an adequate adjustment. It would thus develop in the student an attitude of learning to deal with all kinds of situations he would have to face in the future and thus prepare him for the world of work he is about to enter.
It is evident from the wide nature of the problems that students are beset with in their passage through the educational institution that the counselor cannot restrict himself to the use of a particular set of techniques. He has to make himself master of a wide variety of techniques from which he would select those few that would be required in the situation that presents itself. The counselor's techniques must be adapted to the individuality of the student. There is no standard technique of advising appropriate to all students ... We cannot ignore the fact that each student's problems demand flexibility and variation in our attempts at counseling.92

"Procedures" of Counseling. These techniques utilized in the counseling situation are aimed at assisting the student to achieve optimum adjustment. They are used especially during the interview but could involve action even outside the interview. They can be classified under five headings:

(1) establishing rapport, (2) cultivating self-understanding, (3) advising or planning a program of action, (4) carrying out the plan, and (5) referring the student to another personnel worker for additional assistance.93

(1) Establishing Rapport. - Rapport is an essential requirement in any counseling interview. Williamson refers to Ruth Strang, Percival Symonds and others in his treatment and offers his own personal experiences. Briefly, he mentions the following factors as important: "the counselor's reputation for competence,

92 Williamson, How to Counsel Students, p. xvi.
93 Williamson, Counseling Adolescents, p. 224.
kindliness, respect for the student's individuality, the keeping of confidences, ... cordiality, flexibility of approach ..." 94

The counselor should be kindly but not obsequious in his manner, friendly, warm, and treat the student as an equal.

(2) Cultivating Self-understanding. - A student's self-understanding develops as he begins to understand his assets and liabilities and desires to utilize his assets and overcome his liabilities. The counselor interprets all the data in non-technical terms but in a professional way, so that the student can follow the evidence clearly. He presents relevant data from which he has inferred his diagnosis and the liabilities which rule out certain lines of action. In this manner, proceeding at the pace of the student, and treating him as an individual and not merely as a "case", the student is ready to plan a program of action. 95

(3) Advising or Planning a Program of Action. - It is in this aspect of advising and planning a program of action that Williamson gets the aura of being the protagonist of "directive" counseling. His true position bears examining. Williamson would want the counselor to start his advising at a point concurring with the student's point of view. He weighs the evidence for and against the program planned. The student, therefore, learns the


95 Ibid., pp. 227-29.
reasons for accepting that plan and for the counselor's advising it. He is, therefore, able to see the validity of the advice of the counselor. He is not to accept the plan without seeing the validity of it. If he has strong emotional attitudes that hinder him from seeing the evidence, this emotional conflict has to be cleared before any plan can be truly accepted. This would necessitate more interviews. The aim is not to "direct" the choice of the plan by the student, but to present the evidence for that choice so that the student may freely choose to accept it on the strength of the validity of the evidence brought forward. Thus, the counselor "states his point of view with definiteness, attempting through exposition to enlighten the student ... If there appear to be equally desirable actions as alternatives, the counselor ... (adopts) the attitude of working with" 96 the student in solving the problem. The counselor must not be dogmatic; neither must he be indecisive. He should observe a balance between definiteness and open-mindedness. In the ultimate analysis, therefore, in the best conditions, the student should always be free and solely responsible for the choice he has to make with the assistance of the counselor. But there is room for some persuasion, especially in the case of timid students. Williamson summarizes the different methods of advising under the headings "direct," "persuasive," and "explanatory." 97

96 Ibid., p. 230.
97 Ibid., pp. 233-36.
In "direct" advising, the counselor states his opinion regarding the most satisfactory choice, especially with the tough-minded student, at no time shifting from his role of adviser to that of dictator. With the timid he should "gently urge" the action, thus relieving them of further worry and enabling them to turn to the basic problem of emotional conflicts.

The "persuasive" method is indicated when a particular choice is clearly to be preferred over all the alternatives. The evidence is put across so that the student is able to anticipate clearly the probable outcomes of alternative actions. This is not dominating the student's choosing, nor doing the student's thinking but rather urging him to look before he leaps.

The "explanatory" method is the most complete and satisfactory of the three. Here the counselor gives more time to explaining the significance of the diagnostic data even if it would take more than one interview, and points out possible situations which will utilize the student's potentialities.

To conclude, the third method is the most genuine exposition of how the Williamson approach is realistic and non-directive at the same time. He does not hesitate to use the other two when the occasion demands. In a highly complex educational institution where a large number of students are to be catered to, there is room for the other two methods as well, when circumstances point to the use of such methods, and when the results of the choice advised are obvious. Thus, he steers in between the positions of
forcing the choice through moral pressure and that of not directing anything at all, permitting the student to work out everything for himself with the receptive and permissive assistance of the counselor. He would demand data and evidence to be carefully weighed before the choice is made freely by the student, and in the best situation the student cooperates fully in the whole process.

(4) **Carrying Out the Plan.** - Following the choice made by the student, the counselor may provide direct assistance in its implementation. This may include either remedial work or planning a program of education or training.

(5) **Referral to Other Personnel Workers.** - No counselor should consider himself competent in all matters, and therefore he will be required to make referrals to other workers when the need arises. He will find that he naturally clicks with some students and not with others; that he is well informed in certain areas and not in others. Therefore, he should be aware of other sources of assistance when dealing with those cases wherein his limitations are obvious to himself.

(6) **Follow-up.** - In his 1970 work, Williamson does not give any detailed exposition of this step. It would cover the assistance that the counselor gives to the student after or while he is following the plan of action that he has previously chosen. New problems may have arisen or old problems might re-appear in some other form. Help then would be directed to the successful
issue of the previously adopted plan or to a modification of the plan for a satisfactory adjustment.

Williamson and Darley had noted at least the following purposes for which this step of the clinical method should be included: to keep simple routine and maintenance of records, to see the effect of the "treatment" or the success obtained by the student in following the previously advised plan of action, and to check the presence of additional problems, and to evaluate counseling effectiveness.98

In conclusion, the clinical method has been Williamson's attempt to bring a scientific approach to bear on the problem of the counseling of adolescents in schools and colleges. The student of the present day is in contact with peer group and other societal forces that draw him in different directions all at once. He is in the midst of his own attitudinal and emotional involvements which come strongly to the fore at this period of his life. The need for a more realistic and scientifically objective method is all the more urgent; particularly one which aims not only at helping him solve the particular problem here and now, but one that also gives him a capacity to realistically and objectively face the problems that will come his way in the future.

98 Williamson and Darley, Student Personnel Work, p. 178.
CHAPTER IX

COUNSELING: A RELATIONSHIP WITH EXPECTANCIES

The clinical method has been a scientific approach towards helping students meet their difficulties in an educational institution. Williamson's humanistic and personal attitude in counseling, however, must not be lost sight of in the attempt to be objective and scientific. The latter strongly pervades the whole clinical method, and has been stressed in his later writings. In these he has endeavored to present the whole counseling process as a relationship between counselor and student; one in which each brings to the relationship a set of expectancies to be fulfilled. This presentation considers counseling as a whole from a more synthetic point of view. Williamson, himself, on presenting a paper on the characteristics of the counseling relationship referred to the possibility of counselors understressing the fact that counseling is a very human relationship, while they spend their energies mastering the technique aspect of the process.

The Characteristics of the Counseling Relationship. He first distinguishes the counseling relationship from a commercial one, especially in regard to the intimacy involved, the depth of feeling present, and the effects sought. He then proceeds to explain the characteristics of the counseling relationship.
"In the first place, the counseling relationship is highly individualized even when it takes place in a group process." 99 This is a feature of the American cultural heritage. Every individual is significant and his individuality is unique. Uniqueness is seen against the background of the group and group norms indicate uniqueness by means of contrast and comparison, nevertheless, our concern for group norms should not lead us to understress individual uniqueness.

"A second characteristic of the counseling relationship is that it is personalized." 100 It is possible to individualize a relationship without adding any personal note to it. This often occurs in commercial relationships. It is not an over-sentimental sympathy that is required but a real endeavor on the part of the counselor to understand the individual. "He tries to 'put' himself in the individual's place, emotionally and psychologically, so as to understand him for purposes of assisting him." 101

"A third characteristic that I wish to stress is that the counseling relationship is a helping relationship." 102 It concentrates upon the problems, difficulties, adjustments, and possibilities of the individual. It does not restrict itself to students having problems only, but even to those who have none. It is useful for "normal" students anticipating possible develop-

100 Ibid., p. 4. 101 Ibid. 102 Ibid.
mental stresses and strains. This helping relationship can be extended to include involving the student in a helping relationship with another, as for instance, with someone outside of his family. There are thus both difficulties to be solved and potentials to be realized.

"A fourth characteristic of the counseling relationship is that it has a future emphasis - a developmental thrust." The background structure for such a consideration is the generalized curve of human development. A student has to be helped to organize his thinking of himself, basing it truthfully on a realistic appraisal of his abilities and capacities, and developing those aspirations for his future so that he has a better likelihood of achieving his potential. A person's aspirations get stimulated in proportion to his knowledge of his achievement and capabilities of effort. Thus, the whole counseling process is geared to the future goal of an efficient and satisfactorily operating human being in society.

"A fifth characteristic of the counseling relationship which differentiates it from many other kinds, including some teachers' relationships with students, is that it is life-centered." The student is helped to build his life in a totality. He develops his self-concept and self-image in relation with other students and persons he comes into contact with. He

103 Ibid., p. 5.
104 Ibid., p. 6
has to develop into the rich fullness of a "human" being.

"The sixth characteristic ... is the affect dimension of the counseling relationship." In the earlier doctrines, emotions were disruptions to be eliminated in the counseling relationship and a disturbance to be quelled in the normal intellectual development of the individual. But today the emotions are recognized to be positive forces in cultivating the desire to be what the individual is capable of becoming. It is not a disturbance to be quieted down but a forward pulling thrust. Often it is the fact that the counselor is a sympathetic friend that does more to help the individual cultivate confidence in himself and desire to become himself than any other things he says or does. Being sympathetic in this emotional relationship may be to counsel most effectively. Often being sympathetic demands being silent and offering a listening ear, and in such moments being grammatically vocal would be futile.

"There is a seventh characteristic of the counseling relationship that I wish to identify ... 'the sovereignty of reason'." By this particular phrase of Gordon Watkins, Williamson re-asserts the basic assumption of Western education that man is a "thinking" animal and the goal of education is that the student should be able to think logically, consistently, and constructively about himself and his relationship to the universe. In his opinion, this sovereignty of reason has been unduly modi-

\(^\text{106} \text{Ibid., p. 7.}\)
fied by contemporary emphasis upon affect relationships. A conflict inevitably has an underlying conflict of opposing ideas. Resolving the conflict which shows itself in emotional blockings, can only be successful when the individual realizes that he has to accept the one and reject the other, and this can only be workable when he is able to apply logic to himself, the logic of understanding his motivations and his capabilities, and the planning of his life development.

"An eighth characteristic ... has to do with treating the individual with respect and dignity."107 The counselor must consider the student as being worthwhile, as being a human being with a full potentiality. The counselor needs to be conscious of a sense of history, of a sense of personal dignity and worth as a participant in the continuity of the human enterprise. Then only he can diffuse this same consciousness to his client, who will easily cultivate the aspiration to become himself, to grow beyond competence into full humanity.

Williamson ends his treatment of the characteristics of the counseling relationship by emphasizing that the proper attitude of counseling results not only in the development of the student, but that there is a simultaneous growth in humanity of the counselor. There is an experience of basic satisfaction by both student and counselor contributing to the development of both into their full statures. The counselor, however, should

107 Ibid., p. 8.
not exploit the individual for his own satisfaction alone.

Double Expectancies in the Counseling Relationship. In another paper Williamson presents counseling as consisting of sharing responsibilities.

Again I state my thesis that counseling is a sharing of responsibilities through the identification and modification of expectancies on the part of both student and counselor as the counseling relationship proceeds.¹⁰⁸

Both have expectancies of things to be done and to do, progress to be achieved, both short-term and long-range. It occurs often that the counselor's obligations go beyond the expectations of the student. The following student's expectancies are enumerated.¹⁰⁹

(1) A student expects self-development. It may not be that all students are motivated to develop themselves in a well-rounded pattern, for many often possess some limited expectation of self-development.

(2) The student expects to be treated with courtesy, frankness, dignity and respect. Exceptions may occur in the case of those who feel rejected by peers and adults.

(3) The student anticipates competence on the part of the counselor to help him, or at least to

¹⁰⁸E. G. Williamson, "Sharing Responsibilities in the Counseling Relationship," ODS Staff Papers, No. 8 (February, 1964) p. 3.

¹⁰⁹Ibid., p. 8.
strive to help him in resolving his problem or his conflict in his emotional or aspirational self.

(4) He would expect an imaginative range of appropriate things to do to help him in his needs and not a limited and standardized repertoire of suggestions that are available offhand for the majority.

(5) In some instances a student may desire the counselor "to tell me what to do to get rid of my problem." In such a case, the counselor must endeavor to get the student to change his expectancy to that of becoming master of his own fate through clarifying what he can do about it, studying the different possible things that he could do and their probable results. In this way the counselor will be needed less in future years as the student learns more mature ways of solving his own problems.

(6) Students who guard their autonomy jealously should have their expectancy of self-sufficiency changed to one of interdependence, but not of dependency.

(7) Some students who would expect an all-wise efficiency in all respects, their counselors
might be well advised to change their expectancy to include the counselor's limitation of competence.

Williamson then expounds the counselor's expectancies as defined in his code of professional ethics.

(1) He expects to treat each student with dignity because of his individual potential worth, his capability to develop into a full humane person.

(2) The counselor hopes to aid the student to understand himself in order to develop and aspire to become his full self.

(3) The counselor seeks to encourage and assist the student's search for a satisfying and mature "personal cosmology." The individual hopefully will understand himself in relation with other individuals and his cosmos. He will understand his own value system and that of other individuals, and strive to orient himself in the direction of the more humane and acceptable.

(4) The counselor expects to aid the student in discovering and choosing that optional modality of living that best permits the attainment of his

aspirations.

(5) The counselor may help the student to acquire a more mature concept of the ideal self-image in which contributing to the social good may well result from the interview. John Dewey had long before stated that the ideal meaning of democracy demanded a social return from all and that opportunity for development was afforded to all.

(6) While the student hopes to find an immediate answer to his felt problem, the counselor hopes to introduce him to a style of rational thinking and careful decision making, in a word, to a life-long self-counseling style of living. It is obvious that different students will differ in their style of decision making.

(7) "The counselor confidently expects that the student will experience some perception of the totality of a style of living ... thus broaden his conception of vocation beyond work for pay, to work as a basic mode of becoming oneself ..."111 The decision about a career becomes more significant than just choosing initially an occupational objective.

111 Ibid.
It is plain that Williamson here exposes the philosophical basis of human living and human interdependence which has its bearing in the human interplay occurring in the counseling relationship, that is geared to helping individuals to attain a more mature personal fulfillment. In fact, he ends this paper raising the ultimate questions on human nature, human development, the good life and related issues. He proposes that one's life may well be the prolonged search for formulations and tentative answers to these questions, and that the counseling interview may be a form of summa dialectica in which two human beings engage in examining various alternatives and arriving at some tentative answers to those deeper questions.
CHAPTER X

COUNSELING ASPECTS PECULIAR TO WILLIAMSON

Disciplinary Counseling

With the clinical method stressing the objective approach to counseling and the counseling relationship characteristics bringing out the humanistic and personalistic approach to it, the general features of the Williamsonian concept have been presented. In his later writings, however, there is special emphasis laid on certain aspects of counseling that are applicable to the context of the educational institution. The educational institution is a miniature city. It is part of the whole social enterprise seeking to fashion out for itself citizens worthy of the name. It functions in harmony with the particular social and political creeds that the nation accepts and follows. The chief institution of society that helps to preserve, transmit, propagate, and develop the cultural heritage of the nation is the educational institution from the lowest to the highest levels. Just as society has its own difficulties to face in its life, similar difficulties have to be faced in the educational institution. The aspect of crime in society has its counterpart in student indiscipline on the campus. The implications of the nation's constitutions, laws and mores on the citizens of the state have their counterpart in the
particular philosophy and way of life that the educational institution practises and promotes and shows itself in the decisions of the administration, and the role of faculty and staff in their dealing with the student body. Thus, the counselor in the college also has his responsibility to face in this regard. This chapter deals with the first aspect of student indiscipline, while the next will touch on the societal responsibilities of the counselor.

The Need of Disciplinary Counseling. Reading through the pages of history the particular distrust of the older generation in regard to the young children and adolescents is found to be an ever present feature of social life. At the present time the incidence of certain practices on campus which never would have been heard of in the past is high. Student riots have occurred in public places and other types of socially unacceptable behavior have been noticed, even on the campus. Therefore, it is quite obvious that disciplinary problems have to be faced by the administration and staff of educational institutions. In the interest of the particular delinquents, Williamson proposes the adoption of disciplinary counseling.

Our ... disciplinary counseling ... is rather a systematic attempt to structure an analysis and interpretation of discipline as an integral, but much neglected, part of the modern personnel movement .... 112

His Book Counseling and Discipline indicates the practice of dis-

disciplinary counseling at the University of Minnesota and is illustrated with actual quasi-judicial counseling and rehabilitational practices taken from their case reports. In his preface he does not accept the traditional administrative punishment techniques to be sufficient to achieve the modification of socially unacceptable behavior, and is

...equally unwilling to agree with those, incorrectly identifying the role of counseling with the single phase of psychotherapy, (and) feel(s) the readjustment of the affective accompaniment of behavior will inevitably and completely result in the adjustments of the whole personality. 113

It is, therefore, conceived as a constructive educational force used in the methodology of education involving both group and individual programs. It is not an isolated clinical technique but a broad-gauged pedagogical program in the institutional setting and includes the helping efforts of individual counseling to bring about the modification of unacceptable behavior.

Misbehavior Viewed as Behavior. No attempt is made here to judge the morality or otherwise of behavior, but the acceptability or not of the particular behavior of the individual. It is evident that students and others on the campus have rights and privileges, but together with these go the responsibilities to concede these rights. Behavior conflicts occur when there is a conflict of these rights, actually present or humanly judged to be present. Hence, disciplinary counseling programs are broadly

113Ibid., p. vii
designed to prevent misconduct and to provide effective means of re-education for those in need. In the educational institution and on the campus there can be a conflict arising when a student's behavior conflicts with that of another individual. It could also arise when the conflict is against the group mores of student life. It may also be that the student finds himself against society in general. But whatever be the nature of the conflict, it is essential not to be thrown this way or that in prejudging the morality of the behavior in question.

That is why Williamson makes the plea that in disciplinary counseling the student's misbehavior must be viewed as behavior. Both good and bad behavior are the result of the student's answering his needs at the present moment. The problem consists in finding out what makes the individual choose this unacceptable behavior instead of the other acceptable behavioral possibilities. The nature of the cause might be difficult to assess and there can be roots of causal factors present at different levels of the personality.

The objective then is not to punish the individual, nor solely to protect the group at the expense of the individual, but rather to achieve a balance of protection for both so that the individual may once more take his place as a constructive citizen in the community.\textsuperscript{114}

\textbf{Administration of Disciplinary Counseling.} An essentially quasi-judicial procedure dealing with disciplinary problems as

\textsuperscript{114}Ibid., p. 30.
practised at the University of Minnesota is advocated. Parallel-
ing this process is the case-study made by professionally trained
counselors of the individual involved in the offense. A schematic
outline of disciplinary counseling procedures is as follows:

(1) Identification of alleged disciplinary situations.
(2) Identification of student or students allegedly involved.
(3) Reporting of situations to the disciplinary counselor.
(4) Making of charges against the student.
(5) Case investigation made.
(6) Student interviewed for counseling purposes.
(7) Appraisal of causes of incident-behavior.
(8) Assessment of potentialities for rehabilitation.
(9) Tentative formulation of needed steps in rehabilitation.
(10) Comprehensive report to committee (or official).
(11) Review and deliberation by committee (or official).
(12) Consultation and review by committee (or official) with student in an informal face-to-face situation.
(13) Action by committee (or official).
(14) Enforcement of committee action.
(15) Rehabilitation counseling as long as necessary (or profitable).

The above fifteen items are self-explanatory and need no further
elaboration. The quasi-judicial procedure is evident. Within
this context, however, there is in Williamson's opinion, room for
counseling. This is clearly seen in steps six and fifteen. Some
counseling is also possible in the informal situation envisaged in
step twelve.

It is remarked in general, that the administrative struc-
ture utilizes the services of one or more psychologically trained
counselors. The counselor "receives the complaints, investigates

115 Ibid., p. 61.
and adjudicates them."116 The offense is considered as symptomatic of maladjustment. The causes of the maladjustment are sought even to the point of resulting in the recommendation of psychiatric treatment rather than punishment. In any case, "punishment is not doled out to fit the crime, rather, treatment fits the offender. Part of the treatment consists in motivating the student to acquire insight and understanding of his behavior."117 There is the faculty disciplinary committee which could include some students when such a modification can be satisfactorily worked out. This committee is an integral part of the program. It reviews all disciplinary cases and meets personally with a small proportion of the students involved in serious difficulties. At such an interview, the complainant is never present. The student is dealt with in an informal manner and asked to present his account of the situation. Various factors are carefully evaluated and different points of view and opinions are discussed in an effort to plan a rehabilitation program for the individual.

Counseling in this Disciplinary Situation. An initial reaction to this whole matter is that no genuine counseling can ever take place in this situation. But Williamson is consequent on his general rational approach. He insists that "emphasis must be placed upon the necessity of exhausting all sources of information."118 The counseling possibilities are sought from the very beginning.

116Ibid., p. 57. 117Ibid., p. 58. 118Ibid., p. 67.
The first contact with the student charged with disciplinary misbehavior not only provides an opportunity to ameliorate a particular crisis, but also may serve to set the stage for the counseling process. The cardinal point to remember in this interview is that the handling of the disciplinary charge is not the only objective of this interview.\textsuperscript{119}

Rehabilitation counseling usually does begin early in the initial interview. If problem is not resolved in the initial contact, the counselor plans and discusses with the student some of the possible future developments. Actions are explained in terms of their purposes and values. This proceeds until the student apparently understands and is willing to participate in the program. From this point on, the student, through the disciplinary limitations imposed, begins to enter the rehabilitation process and to attempt a modification of his unacceptable behavior into more socially acceptable channels. In the final analysis, this is the end result of effective counseling.

Social and Psychological Investigation. The nature of the investigation is brought to bear chiefly on these four areas. The first is the complaint, its urgency and nature, and the complainant, whether he is open-minded or otherwise. The second is the student's present status, his residential-home environment, his educational and vocational spheres of activity, his extracurricular activities, and his personality traits. The third is the student's potentiality for rehabilitation. The fourth is the

\textsuperscript{119}Ibid., p. 68.
determination of the steps and procedures for rehabilitation. The
social worker's case study approach and the psychologist's personality appraisal studies go together in seeking to help the student involved in the unacceptable behavior.

... disciplinary counseling is not restricted to dealing narrowly with the disciplinary charges alone. Rather does the counselor deal with all aspects of the student's life adjustments, many of which are significantly related to the misbehavior. If the related adjustments are alleviated or cleared up, then in most cases, the misbehavior clears up.120

The investigation follows in a similar manner the clinical method referred to earlier in this thesis. While that proposed the general manner of counseling, the present disciplinary process is affected by the quasi-judicial procedure that accompanies it.

Thorne's Criticism of Counseling and Discipline. Frederick C. Thorne remarked in 1957 that the term "management" would be a more realistic term to describe disciplinary counseling as envisaged by the authors, rather than "counseling." His contention is that the authoritarian and judgmental framework hardly can be perceived as anything else by the students. Within this context it is not possible to have a frank discussion of a student's problems in a completely calm atmosphere. He believes that the authors are aware of the classically therapeutic basic role of personality counseling, and that the present process is nothing more than re-education and rehabilitation through "management."

120 Ibid., p. 161.
He, however, admits the possibility of counseling taking place. This is not to imply that counseling cannot be carried on within disciplinary or administrative auspices, where the healing motive is primary and disposition is secondary. We would prefer to base all counseling on the postulate that all misbehavior reflects immaturity, personality deviation or personality reactions to situations, reflecting various degrees of lack of control, and arising etiologically in the domain of psychopathology.121

Thorne evidently assumes a psychopathological basis for counseling and his conclusion is quite apropos to his premise.

... there is little evidence either that the primary emphasis is therapeutic or that modern counseling methods have been used under maximally effective conditions to secure deep personality changes.122

In answer to this, Williamson had stated at the outset that he was unwilling to concede the fact that the whole of counseling be identified to the single phase of psychotherapy. In disciplinary situations the counseling process does help the student towards gaining insight and understanding the motivations behind his conflict, and thus

... assists him in acquiring personal growth and integration which facilitates the development of a more socially satisfactory and personally satisfying personality and is, in its own right, a rehabilitation process. Within its inherent dimensions, disciplinary counseling is rehabilitation.123


122 Ibid., p. 242.

123 Williamson and Foley, Counseling and Discipline, p. 206
Thus, it is seen that disciplinary counseling is a legitimate area of counseling in the educational situation in spite of the feature of non-permissiveness.

Non-permissiveness and Counseling. Williamson would be the last to suggest that disciplinary counseling is the ideal situation. It may prove to be less effective than other types of counseling. There are necessary coercive conditions under which it takes place. He would not agree to the assertion that "no degree of effectiveness of counseling is possible in disciplinary situations." 124 By virtue of his own personal experience in dealing with such cases he insists that effective disciplinary counseling is possible under non-permissive conditions. When the cause of the delinquent behavior is rooted in emotional pathology, then the answer is not to be found in any administrative punishments but in clinical psychology and psychiatry. If the origin was not in the individual or pathological, an appropriate counseling-teaching program is advised. If the origin is in the social environment, environmental manipulation has to be considered. Thus, whatever be the cause and origin, an appropriate disciplinary counseling effort to bring about rehabilitation is the need of the moment and the educational institution is responsible to offer such help. The formation and reformation of personality and character can be helped by preaching and exhortation. Even threats may serve some limited purpose. But insofar as

delinquent behavior is the student's way to satisfy basic needs and to reduce tension systems, the only way to meet the situation is to help the individual to find appropriate substitute activities and to know how to utilize them in modifying his behavior in both the personally and the socially acceptable manner.
CHAPTER XI

COUNSELING ASPECTS PECULIAR TO WILLIAMSON

Counselor's Societal Responsibilities

Much of Williamson's later thinking has been directed to considering the role of the counselor in the educational institution as regards his particular responsibility he bears to society and to his student clientele. Society expects the school to aid and mold the development of the student body to become happy and efficient citizens of the future.

School Counselor Vested with "Authority". The school counselor shares in the authority of the school administration.

I hold that counselors and all student personnel workers are public officials assigned certain specialized functions within the general mission of the school in American culture. And such an assigned mission requires the exercise of power (authority) in order to achieve certain specified, implied, and desired forms of human development in pupils and students.125

Power and freedom are concepts that some hold to be antithetical and antagonistic. This smacks of the dictum that "power corrupts," and implies that the use of authority necessarily degrades the individual (both the giver and the receiver) and deprives him (the receiver) of liberty and pursuit of becoming one's self. William-

son acknowledges that while some uses of power do degrade the individual, it would be a hasty over-generalization that "all" power degrades an individual student. He insists that there is a beneficent use of power, when it is perceived and experienced as benign, helpful, and caring for the emerging person. The development of internalized restraint in the student is a complex process beginning early in life and necessitating continual and active participation in the formulation of external restraints and in their enforcement and application. On the other hand, maintaining the concept of a truly "neutral" counselor would only "prolong infantile concepts of freedom, that freedom is free without restraint, absolutistically." When a student joins the human race, it is a fact that has to be faced, he acquires obligations, restraints, and restrictions on his absolute freedom.

**Power of School Counselor as Perceived by Students.** While it is historically true that severe regimentation in the use of power did bring about corruption of individuality, it is also true that unrestricted use of freedom also produced equally disastrous results of the same sort. The significant thing is not the absence or possession of authority and power, but rather the perceived manner in which it is used and the purposes for which it is used. It is this perception which enhances the individual's striving for self-enforced internal restraint, with a minimum of

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126 Ibid., p. 4.
external guidelines. It draws the student to the counselor because he sees a person who can really help him in his felt need. The counselor can maintain this image of being always ready to help. Besides availability, the aspect of professional competence is essential. Students can be brought to understand the effectiveness of the counselor's power in bringing about environmental changes, so that he can achieve his individuality rather than be continually thwarted by it. Power, therefore, rather than being relegated and denied, should be utilized to help students attain to their full potentiality.

Williamson suggests the following criteria for the good uses of power. The first is the effect of stimulating progress toward self-management as contrasted with the leading to increased dependency. The second is the enhancement of the individual's dignity and worth as contrasted with a sense of alienation. The third criterion is the measure to which it helps an individual come to feel and express compassion for others. The fourth is the development and cultivation of thoughtfulness as a way of life as opposed to the blind contemporary cult of pleasure. This would be in harmony with the mission of higher learning and of all western education.127

Finally, Williamson finds no more convincing argument to be made for the desirable use of power and authority as part of the counseling relationship, than is to be found in his personal

127 Ibid., p. 10.
dealing with disciplinary cases. An entire chapter has been devoted to Williamson's concept of disciplinary counseling, and no further reference is made here.

Counselor's Responsibility to Society. Williamson considers the school counselor as having to exercise a responsible role toward his agency, the school. The function of the school is to mold character and he has the responsibility to contribute toward the fulfillment of that function. The school's mission is not to mold character in any arbitrary fashion, but according to the mores and expectations of society. These constitute the external criteria of the good life. The counselor is, therefore, one of the agents of society to help individuals "to become what they ought to want to become - their full potentiality."

Secondly, the schools have their responsibility to their national culture. In the present American situation, this is a western culture with a heritage coming from the Hebrews, Greeks, Romans, and throughout England and other continental countries. One special feature of this is the development of citizenship obligation. Students will have to learn to participate in societal decision making. Vocational proficiency is necessary but not enough if the student would be blind to his responsibility to carry his part in meeting and dealing with societal problems.


129 Ibid., pp. 4-7.
Counselor's Responsibility to the Counselee. The student considered in himself also has certain rights to be conceded. "There is a justifiable, ethical responsibility to the student, as a client, ... because he is entitled to become himself - as long as it is the 'right' self." The right kind of self is so according to internal criteria, which have to be continually developed in the long process of growth and education towards a mature concept of humane living. These internal criteria have to develop simultaneously with the impinging of the external criteria and the student becomes aware of the ethical alternatives available, and sees the worthwhileness of choosing the better option. In the final analysis there is a gradual understanding of the reasonableness of the external criteria and the accepting of internal criteria in harmony with the other. It is a serious conclusion that the counselor's role in this particular regard is a very crucial one that can have telling repercussions on the whole subsequent life of the student.

Exercise of Counselor's Responsibility to Counselee Dependent on Counselor's Philosophy of Life and of Human Development

The particular aspects of counselor's responsibilities to society and to the counselee rest heavily on the particular philosophy that the counselor accepts in practice. In western culture there are two opposing views of the human child. One stems from Rosseau

\[130^\text{E. G. Williamson, "The Counselor's Responsibility to Society and to the Counselee," ODS Staff Papers, No. 25 (February, 1968), p. 3.}\]
advocating that the child is essentially good and it is society that corrupts him. Right development and maturity, in this hypothesis, can be obtained by reducing the effects of society and other human beings on the child, and by allowing the child to develop along its own lines. In another form, the situation is analogous to that of a bud which should be allowed to unfold since it has within itself all that is necessary for its beautiful development. On the other hand, are the pessimistic views which profess that human nature is essentially bad and corrupt. Williamson considers Freud among these when he proposes the tremendous influence of the "id" and the instinct of "libido" as the most fundamental principle in man, moving him towards his end in life.

Williamson rejects both these views and adheres to the position that the human child has a potentiality for growth, both good and bad, and that it is necessary that, by the use of his self forces of determination, the human student move in the direction of his potentiality for good and not in the opposite direction. He fulfills himself the more satisfactorily when he chooses in the direction of the better and the more excellent. There are external criteria pointing out the way, and internal criteria showing him the reasonableness of his choice. Williamson, by now, exposes some features of his own philosophy of life. The human student is not essentially good nor essentially bad, but potentially capable of becoming and growing in the direction of good or bad. It is not just growth and human self-determination that is
required, but that the growth be in the right direction. The human being is essentially a social being and his development is dependent upon social and interpersonal influences. Society does not necessarily corrupt him, but it is capable of either corrupting or enhancing and fulfilling him. A human being becomes more excellent insofar as he experiences the interpenetration of selves of the other humans around him. As a social being, he is bound to seek his own excellence and to contribute to the solution of the societal problems that are around him in general and that affect particular individuals with whom he comes into contact. He has to exercise his citizenship responsibility. With this philosophical background, although partially exposed above, Williamson does not hesitate to assert that a counselor has to influence his client, but not in the "directivist" sense. It is at this precise point that all non-directivists array themselves against him and he explains himself.

Counselor Influence and Client Self-determination. An educational institution stands for a certain philosophy of life, for a certain value-invested manner of living. The counselor working in such an institution has his responsibilities both toward the institution and toward the counselee. The counselor further has his own philosophy of life and values that he has invested in. He just cannot be neutral to these. Even though he refrain from exposing them to the counselee, he is nevertheless expected to have them.
To me, more and more, the counseling relationship is a seminar on the nature of the good life. If I can induce students to begin to examine the nature of their value-commitments, then I am carrying out Socrates' admonition that the unexamined life is not worth living .... We are not imposing in the sense of directiveness. We are trying to help students to be thoughtful in examining alternative value commitments. Then it is their moral duty and right to choose or not to choose. 131

Thus, Williamson does not consider himself to be a "directivist," though he would not mind whatever label is attached to himself. That has been his approach and he has found it most satisfactory, both to himself and in the results obtained with his students.

131Ibid., pp. 4-5.
CHAPTER XII

BASIC ASSUMPTIONS OF WILLIAMSONIAN COUNSELING

An attempt is made here to bring out into clearer perspective the basic foundations and assumptions on which the Williamsonian concept of counseling rests. In his book, Vocational Counseling, Williamson does some theorizing on counseling and proposes some basic assumptions that, in his view, have to undergird any counseling practice. Some of these are proposed as questions not to indicate that they are part of an accurately thought out concept, but that they should be indicative of the manner of theorizing a counselor should undergo in order to come out with his own theory and philosophy of counseling. In this case also, as in the whole mysterious business called life, there is room for differences and divergences of approach, and no single counselor is bound to adhere to any particular view.

... no one should believe that a (any particular) form, or a procedure, or a technique is all sufficient. We should learn to philosophize continuously, and to help our students to begin the life-long inquiry about the meaning and value of life.\footnote{E. G. Williamson, "Counseling Theory and Philosophy," ODS Staff Papers, No. 36 (August, 1968), p. 8.}

Ideological Focal Points for Assumptions. Williamson enters upon this discussion by considering certain essential
features of the counseling situation. He raises several questions. The first of these is: What is the nature of man? After the reference to the optimistic and the pessimistic views, as exemplified by Rousseau and Freud, he offers this answer. "Perhaps that is the true meaning of existence - that man continues to strive to become himself." 133 The second question of life: What is the nature of human development? After rejecting Rousseauian autonomy he accepts Herberg's statement that the human self has no real existence apart from society, and concludes that "the interpenetration of selves would seem to be a more basic and adequate formulation of the development of our complex society." 134 The third question has puzzled philosophers and ethicists for centuries. It is: What is the nature of the "good life" and the "good"? Attaining self-actualization does not necessarily include the actualizing of the "best possible" or the "good" potentiality of human nature. A genuine ethical viewpoint has to go beyond the demands of mere expediency. The answer to this question is not always easily available. Those who prefer to adhere to an absolutist form of truth would be uneasy if confronted with an open-ended answer. The counselor has, therefore, to face the issue that he has to carry on the quest for the answer in his own private intellectual search and personal seminar. Williamson finds one dimension of the "good" well-formulated in the ancient Greek con-

133Williamson, Vocational Counseling, p. 183.
134Ibid., p. 184.
cept of "excellence" or "arete." The counselor should strive for excellence in all things, and as such, he can serve as an optional role-model for his student clientele. The fourth question that should be ever present before the counselor is: What is the nature of the determination of the "good" life? A child first finds the determination through the demands and reprimands of his parents, and grows to obey his teachers and school authorities. But a continuous "dictation" by authority can often generate a negativism and those who could be fair role-models may have caused a general disregard of the "good" life and a disinclination even for the search for it. It may be true in a deeper analysis that "the search itself may prove to be the good life." The last question that Williamson raises is: What is the nature of the universe, and what is man's relationship to that universe? The counselor has to develop his own "personal cosmology," this term being borrowed by Williamson from Nicholas Hobbs, and his own conception of the universe in which he lives; and the meaning of life and social inter-relationships will be determinative of the manner in which he counsels the client and helps towards the outcome of the human enterprise. Williamson does not raise any further question, these being basic towards forming a fair philosophy of counseling. But other questions can also be raised which could serve to clarify one's position further. Thus: What is the

135 Ibid., p. 187. 136 Ibid., p. 189. 137 Ibid.
nature of society? of authority? What is the personal fulfillment obtained through inter-personal relationships? What is the relationship of a human being with the society of which he forms a part? One easily sees the repercussion of related sciences like sociology and psychology on one's counseling practice as he faces the answers to these and other similar questions. Williamson's assumptions are his answers, when he can find them, to his five questions mentioned above.

Williamson's Assumptions. The presentation of the following assumptions are not necessarily in the order nor in the manner in which Williamson gives them.

1. Man, a rational being. - Williamson postulates that "man is a rational being, capable of using intellectual thought, and capable of scientific discovery of cause and effect, in furthering both his own development and the progress of the human enterprise."138 His strong prejudice is in favor of man's rational processes rather than any other intuitive capacities he might possess.

2. Man, a communicative being. - Man basically communicates with his fellow-man through cognitive and conceptual language. Affective communication of a more direct nature can only be trusted after they have been interpreted and judged by reason.139

3. Man, an ethical being. - Man is born with a potential

138 Ibid., p. 201.
for both good and evil. He finds the meaning of his existence in seeking good and rejecting or controlling evil. He has to develop an enlightened self-control and to use it in the direction of full humanity. 140

4. Man, a teleological being. - Man's activities are goal-centered. He strives in pursuit of happiness which results through the fulfillment of his tendencies and interests, and in his satisfactory fulfillment of the role that society has for him. 141

5. Man, a social being. - Man is born, grows up, lives and dies in society. His individuality is dependent on interpersonal relationships extending further and further from the family circle to the wider circle of his peers, comrades at work, and the nation to which he belongs, and could extend over the whole world. 142

6. Man, a philosophical being. - Man continually seeks a fuller and deeper meaning of his life, his purpose in the world, and his place in society. He develops his own personal philosophy of life, his hierarchy of values, his personal cosmology and seeks that particular harmony with the universe resulting through his search for and participation of the Platonic ideas of "truth," "goodness," "beauty," "virtue," and human "excellence." 143

7. Man's potentiality capable of measurement. - Man's

140 Ibid., p. 185.  
141 Ibid., p. 191.  
142 Ibid., pp. 205-06.  
143 Ibid., p. 13.
personal equipment of his potentiality is capable of being measured to the extent of it being almost free from any subjective bias. In this matter, he accepts the theories of the Galton and Cattell schools of thought, and the resulting trait-factor theory of personality measurement.\textsuperscript{144} In other words, human aptitudes, capabilities, and interests are identifiable, measurable, and trainable. A knowledge of these factors obtained with the least human subjective prejudice or bias is useful for one's self-determination and choice of future alternative goals.

8. Man, a developing being. - From childhood onwards man develops from an attitude of total dependence to one of relative interdependence as a result of various influences of home, school and society. It is during this period that counseling has a special function, not only in a "crisis" situation, but also in the normal development of the normal human being, where the accent would be the prevention of such "crisis" situations and the development of the better or even the best possible potentiality.\textsuperscript{145}

In my opinion, the above assumptions are basic to Williamson's concept, and are the essential foundations of any counseling theory and philosophy. There will be a slight difference in another counselor's specification of the philosophical, the measuremental, and the affective aspects, depending on the particular philosophy accepted by society and the counselor, and his particu-

\textsuperscript{144}Ibid., pp. 203-05.

\textsuperscript{145}Ibid., pp. 205ff.
lar perceptions of the importance of the psychometrical and the affective in human life. Proceeding to the more specific aspects of the counseling process, the following Williamsonian assumptions are explicitated. It is obvious that these are based primarily on the Williamsonian experience and perception of the counseling process as seen through his forty years of being counselor and administrator at the University of Minnesota.

(1) The significant role of counseling is to enable each individual to understand his own capabilities and then to exercise his freedom of choice. He has to determine and choose from the different options that are available to him. In the ultimate analysis he has to choose in the direction of his best possible self.\textsuperscript{146}

(2) The counselee's freedom is not absolutistic and has to be considered within the societal context. Uniqueness of individuality is not atomistic and autonomous but has to be seen within the context of relationships with other individuals.\textsuperscript{147}

(3) As long as no pressure is brought on the counselee to choose any particular one from several optional choices, his freedom of choice remains inviolate. A counselor can rightfully indicate possible options

\textsuperscript{146}Ibid., p. 10.

\textsuperscript{147}Ibid., pp. 205-06.
that are available though unknown to the counselee. He can influence him, within the human caring relationship of counseling, to choose one or other option. He may even "nudge" him along during the counseling process. He must, however, leave the choosing entirely to the counselee, who is alone responsible to choose this option or not, or not to choose at all. With such a position, the ethical responsibilities of the counselor are rightfully fulfilled. 148

(4) Within the educational context, it is not verified that the counselee has within himself all the forces required for his self-development along the best possible lines. In fact, the whole machinery of educational institutions is built up as an answer to that need. The more common experience is that the student counselee has a biased perception of his abilities and himself, is unaware of possible options open to him, is ignorant of the rationale behind the different options, has an insufficiently developed hierarchy of values, and a defective system of value commitments developed during his life.

Thus, the helping assistance of the counselor to

get the counselee to make up for his particular deficiencies is the only reasonable viewpoint for counseling.\(^{149}\)

(5) Achieving insight and emotional catharsis are just partial aspects of counseling which should ultimately lead to the counselee being able to deal successfully with his environmental world of things and persons. Counseling has to deal with the "totality" of human development.\(^{150}\)

(6) It seems that the assumption "that the client should voluntarily come for counseling is a necessary or at least a desirable condition for counseling" is a generalization that has been drawn from certain specific cases only. "... my own counseling experience leads me to believe that much effective counseling can be achieved even with reluctant or non-voluntary clients."\(^{151}\)

(7) It seems that the assumption "that the counselor should remain neutral" is not a valid one. The counselor remains committed to his own system of values, even if he does not assert it. He has to care for

\(^{149}\)Ibid., p. 2.

\(^{150}\)Williamson, Vocational Counseling, pp. 209-10.

\(^{151}\)Ibid., pp. 206-07.
the outcome of the counseling process and cannot be indifferent to it. Interpersonal influence is known to take place even at the unconscious level. At the conscious level interpersonal communication is difficult if not impossible without some influencing taking place, either positively or negatively, in regard to the system of values which the counselor actually holds or is perceived to represent.\textsuperscript{152}

(8) It seems that the requirement of "unconditional acceptance" is a valid psychotherapeutic assumption that aims at the bringing about of a "fully functioning person," but falls short of the goal wherein the counselee should be able to deal successfully with his environment of things and persons. For this result to be obtained it seems that a more humanly rational approach is required.\textsuperscript{153}

(9) It seems that the assumption "that the counselor must not sit in judgment of the counselee" is invalid. Every cognition and perception involves at least an implicit judgment. In interpersonal communication it is humanly impossible that no judgmental stances are present. While it is conceded

\textsuperscript{152}\textit{Ibid.}, p. 208.

\textsuperscript{153}\textit{Ibid.}
that the counselor should not prejudge the counselee nor judge the morality or immorality of his past action, having a judgmental stance of the advisability of an option or the preferability of a particular choice does not vitiate the counseling effort on the grounds of its being an unethical or unproductive interpersonal relationship. 154

While Williamson has explicitated a few more assumptions, they have either been incorporated above or have been considered to pertain purely to the "vocational" aspect of counseling and have not been included here.

CHAPTER XIII

DEVELOPMENT, APPRAISAL, CONCLUSION

The main facets of the Williamsonian concept of counseling have been presented as they have appeared through the passage of time and the stress of circumstances over the period 1937 to 1969. This thesis attempts to trace the development in the concept. It is to be expected that no radical changes would have occurred, nor any reversals of counselor attitude, technique, or stance would be present. Rather, it is to be expected that there would be a gradual change of emphasis and a clearer visualization of the real meaning of counseling as it has developed in the context of the educational institution. This visualization is according to the Williamsonian perception and, therefore, will have the particular Williamsonian mode and intellectual bent that is the product of his own intellectual and personal development and personal philosophy. In the preparation of this chapter this writer has been fortunate to have had the benefit of Williamson's own present views and explications of certain facets of his position, obtained through a long and delightful personal interview. The development will be indicated on the basis of Williamson's own words in his works which have been detailed in the course of this thesis. The insistence will be on his verbal expression. It is
evident that this expression is not enough to make a full appraisal since that has to be considered in the context of the whole work and life experience. This is why the appraisal is considered the more important feature and more explicative of Williamson's position. It is for this reason that Cecil Patterson's critique of Williamson and the Minnesota point of view have been considered somewhat partial and not wholly accurate.

Development in the Williamsonian Concept. A glance through the topics of counseling covered by Williamson during these years is enlightening. The reader's attention is drawn to the list of topics which are presented chronologically in the appendix.155 In 1937 his writings indicate a clinical model approach with a heavy insistence on tests and measurements. In later years he studies the attitudinal and valuational aspects of counseling and the characteristics of the human counseling relationship. In the last years he has delved into the philosophical foundations, the concepts of client freedom, and counselor responsibility to society and to his client. This shows why he terms his counseling concept "personalism."

There seems to be a gradual decrease in manipulatory attitudes of the counselor. His earliest definition of counseling included the words: "... in which the counselor marshals the resources of the institution." Later the counselor marshals the re-

155Appendix, pp. 124.
sources of "the client and the institution." Finally, the counselor "assists the client to develop" his own hierarchy of values through a "delightful seminar." His latest writings, including some awaiting publication, utilize the word "nudge" as indicative of the counselor's attitude, especially in the case of nonchalant clients. This attitude presupposes the human caring interpersonal relationship context.

There seems to be a continued stress on the use of tests and measuremental features in counseling, but in the direction of better standardization, reliability, and validity. These are postulated on the grounds that the objective, non-biased results so obtained are better able to correct human (client's) subjective fallacies and illusions than another human being's mere perceptions. These objective data are not to be considered impersonally in themselves but have to be personalized by the counselor to be really meaningful to the client. In the absence of such data the counselor has to rely on his own experience and hunches. In this case, however, this criterion is not wholly subjective as Patterson seems to suggest, for the counselor's experience includes objective and realistic features in his past. 156

There seems to be a continuing importance and greater recognition given to the affective and emotional aspects of counseling. Williamson's later writings deal, to a large extent, with

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156 C. H. Patterson, *Theories of Counseling and Psychotherapy*, pp. 54-55.
value options, commitments, and the students' academic freedoms. A student has to be met in the calm, cool, and reassuring atmosphere of the caring counseling relationship. It is in such an atmosphere that reason can be expected to prevail. Human reason alone, unclouded by emotional distortions, can indicate adequate solutions and reasons for value commitments and their legitimacy. However, human reason does not operate without an accompanying affective mode. This mode does not nullify the "sovereignty of human reason," but accompanies it in a balanced and mature humane operation. Parenthetically, while older guidance manuals considered emotional problems under the topic of "personal-social-emotional" guidance, Williamson, from the outset, maintained counseling to be a generic feature of all kinds of guidance. It is only the highly complicated cases that are to be referred for psychiatric treatment. The normal cases are considered to come within the scope of general counseling. The emotional problem is always bearing on a particular situation and, therefore, Williamson would require the whole situation to be considered for an adequate solution.

There seems to be a greater insistence on the "whole person" approach in counseling. The first books apparently propagated a kind of "fragmentation" as the client was tested and classified. The resultant profile was just an "indication" of the client. It never gives the "whole" picture. The later works are attempts to reinstate this wholeness of personality in opera-
tion with its environment of persons and things. The accent is less on test and technique as on the person-to-person approach in a relationship that develops on the basis of expectancies, needs, interests, and value commitments. Thus, there is no particular technique applicable to all cases, but a genuine human relationship that would indicate the choice of technique or test or other feature that would be relevant. His first books were probably an attempt to express this wholeness in concepts and terms understandable at the time. The attempt to describe a whole in terms of its parts has an inherent built-in difficulty. In the absence of adequate terminology, the result would be necessarily incomplete. The "whole total personality" is the theme of his present concept of counseling.

While his older publications stressed the techniques, Williamson at present advocates the necessity for the counselor to develop his own personal philosophy and cosmology within the context of which his human counseling relationship has meaning and purpose. He would question the following of a particular technique blindly as a means to an end with all clients. While different philosophical positions are current at the moment, he would wish the counselor to develop his counseling theory and practice in harmony with his particular philosophy. Hence his philosophical assumptions are full of open-ended questions. A counselor seeking a particular counseling skill as an answer to his vocational need would find Williamson's position unsatisfactory. In
the context of the total human personality relationship and the differing philosophical systems current in today's world, his position is not unreasonable nor inconsistent.

Appraisal of the Williamsonian Concept. The present writer has his own personal philosophy of life and approach to counseling. He considers an appraisal of a concept to be fair when it is made on the basis of the assumptions inherent in it. It would, therefore, be unfair to criticize Williamson's concept on the basis of assumptions drawn from another counseling approach.

Some Other Assumptions. Considering Williamson's assumptions, as indicated in the previous chapter, the fact stands out that he clearly is in line with the philosophic trend of realism and with the positivistic attempts of science to further progress in all sections of knowledge. Present day philosophic trends, however, stress existentialism and a phenomenonism coming down from Kant. The first defines man as an "existential being" in the continual process of becoming. He has to make his choices in the existential situation based on his awareness of knowledge at the existential moment. His life is a continual attempt to find meaning in a difficult, mysterious world full of tensions and anxieties. Some counseling theoreticians have found existentialism the best philosophical foundation for its support. The second distinguishes between the "noumenon" and the "phenomenon" in reality. The Kantian distinction was made in his famous Critique of Pure Reason in an attempt to vindicate the validity of reason
in its philosophical pursuit. The "noumenon" is "reality in itself" which can never be attained to by reason but always approached in a continual approximation. The "phenomenon" is "reality as perceived" which is the only data that reason can ever attain. This has given rise to the phenomenological approach to human cognitions. The more important and vital part of cognition is the human perception as he perceives it. It is not so much the reality as it exists outside the human cognizing being that is important, but how it is perceived by the cognizing being. While these assumptions have a great deal of truth in them, they seem to have some distinct difficulties. For existentialism, the human being seems to become the ultimate norm for making the choice in the existential situation; for phenomenonism, the human mind seems to enter into a specie of relativism or subjectivism without any realistic or objective foundation. According to the degree of objectivity admitted, the human mind would more or less be closed in its phenomenological field and human communication becomes a mere interchange of perceptions without any direct reference to reality in itself. These two assumptions seem, therefore, not to harmonize too well with the existence of a Supreme Being and the admission of the capacity of human reason to attain to truth, which is the human being's deepest tendency and the basis of the deeper happiness and fulfillment that the human being is capable of. While these assumptions have these difficulties to face and explain, the Williamsonian assumptions have their share of diffi-
culties to face. In any analysis, however, all are attempts to explain the great mystery of "man" and the "universe."

A Series of Dualities. The human mind, in the presence of the great mystery of man and the universe, has sought to explain it either by postulating a single principle, as in pantheism, or a double principle, as in the Hegelian "thesis" and "anti-thesis." Perhaps the Williamsonian concept can best be appraised through the consideration of several dualities that suggest themselves.

1. Objective-subjective. - Williamson speaking on the different counseling theories prevalent in this country says: "... we have got into a dilemma, the so-called 'objective' versus the so-called 'subjective.' It is unnecessary and unproductive. The truth is never an 'either-or.' It may rather be a 'both-and.'"\(^{157}\) The subjective appeals because it seems to be more human and the objective, test data for example, appears cold and dehumanized. The latter are called into question as to their dependability. As a result, some counselors tend to place all their insistence on the subjective data, the client's own perceptions, and the counselor's perceptions of the client. Here the presence of human bias is always a possibility. Williamson would want the counselor to use test data only when dependable and only after he has personalized them. In this way he tries to solve this duality. Historically, the use of objective data has

\(^{157}\) E. G. Williamson, Private interview in Mr. Williamson's home, Minneapolis, Minnesota, March 9, 1971.
appeared to correct human error. Those preferring subjective data have opted to reject test data on the grounds of their lack of reliability. Williamson would opt for an improvement of such objective tests so as to increase their reliability and validity. In this case the new counselor has an option. He would have to make it knowing the assumptions and foundations underlying the psychometrical tests and the reliability of his own perceptions and judgments in person-to-person counseling. His own personal preference and bent might also indicate the option he might choose.

2. Abstract-concrete. - In the human being's cognitive approach to reality, the mind cognizes its object through data afforded by it through the senses. The first, complete, existential cognition is rich with a large number of details that make that particular cognition unique. The mind has the capacity to recall similar past cognitions or visualize possible future ones. It can operate on the same data at various levels of abstraction. In the highest level of abstraction the concrete features are absent and the human mind can reason out at this level. Here we have the realm of mathematics and metaphysics. Science develops through hypothesis and experimental validation at a given level of abstraction. Metaphysics develops through the logical processes of deduction and induction at the highest level of abstraction. But their results cannot contradict reality, with all its concrete details. Their validity rests on the fact that their conclusions
truly fit reality and describe it adequately. Here again the new counselor has an option. He can choose either one or the other, or attempt a fusion of both. Thus, Father Curran would have man considered "not... in some ideally rational view - a sort of abstract philosophical man - but in the disordered, confused, conflicting struggle of his daily reality. Our model of the person then is not ideal but real; ...."158 This abstract rationalizing process originated with the Cartesian and Kantian dichotomies. They have led to human beings moving away from one another, to a continual "figuring out" of the other, and to the use of "scientifically objective" but "neutral" language for communication.159 This conclusion has resulted probably through several other factors as well, and not necessarily through abstraction alone. On the other hand, it seems to me, that being taken up in one's existential moment can also carry with it the danger of isolation from others. It seems that the basic requirement for both abstractionists and existentialists to be involved with others, is to have a true caring attitude. This would bring both the existentialist and the abstractionist in a realistic communication with the client. The existentialist will grasp the several concrete details, the abstractionist will look for these same details and find their meaning in a form that has already been meaningful in

158Curran, Counseling and Psychotherapy, p. 35.

159Ibid., pp. 57-58.
the past. Thus, both are seeking a realistic communication with the other, and this can only be realized in the real, concrete, human situation.

3. Reason-sentiment. - This duality appears very sharp in the counseling process, especially in cases where the client's emotions and values have been so worked up and distorted that reason cannot prevail. Counseling seeks to reduce the painful tension and bring about a harmony. The first philosophical studies dating back from Thomas Acquinas indicate that the sentiment follows on the intellectual cognition, develops into a value of desirability, and the human self begins to invest itself in that valued object. Recently an opinion has established itself that one's sentiment can also directly fasten itself on an object without the intervention of the intellectual cognition, but with sensory data alone. The above statements are not to be understood in the separate faculty psychology sense, but as an attempt at describing actual situations. Yet even in the second opinion, sentimental cognitions stand to be corrected by intellectual reasoning, when required. Here is the purpose of counseling, to have the human being's affect harmonize with his intellectual cognitions and result in a mature self-invested person.

To initiate the counseling process, Father Curran states that the counselor should listen to the client's "language of affect" and respond in his "language of cognition." In this manner the client is able to "penetrate their meaning and value
for him" and thus get a "greater cognition of himself." Once this fundamental point of "understanding at a basic emotional level" is obtained, the client develops towards insight and choice until he understands himself and he no longer is in need of counseling. The ultimate result then is that the client gets a realistic and objective - not abstract - understanding of himself. Williamson seeks the same result with his rational approach in a human interpersonal relationship. Patterson argues that "if there is anything we have learned in psychology, it is that such techniques are not effective against emotionalized attitudes and thinking." It seems to me that behind Patterson's argument is the assumption that the rational approach has no concomitant affective mode. If this were true, his argument is valid. But in a human caring relationship, this assumption is not true. Another possible assumption behind Patterson's argument is that the rational approach is necessarily abstract. If it were restricted to abstract concepts, the argument would hold. But if it were couched in concrete concepts, after being subjectivized and personalized, the assumption is not true. In fairness, however, Williamson acknowledges the strongly rationalistic tone of his first books and the resulting rationalistic aura that has remained around his concept. He says about this matter:

161Patterson, Theories of Counseling and Psychotherapy, p. 53.
Where I made my mistake from the very beginning is writing about the rational process and forgetting to mention the emotional. So I got myself misunderstood and I blame myself for it. 162

It seems to me that all are seeking the same end. The client-centered counselor has to respond with a language that corresponds to the client's language of affect. Williamson does not demand that much, but a fair affective mode to accompany his counseling that is afforded in the context of any honestly caring relationship. From this writer's limited personal experience, a deeply empathetic attitude of the counselor is desirable for the client to obtain a release from his emotional and psychological tension, after which a more rational approach may be fruitfully used.

3. Growth-discipline. - These two facets appear very clearly in the educational institution. The student grows within an atmosphere of external restrictions which are all intended for his best growth. In life, as an adult, the student will have to face a society with its laws and statutes for the maintenance of order and the preservation of the common good.

In the counseling situation, the client-centered counselors assume that the client has all the internal forces for his growth. Williamson's perception is just the contrary, in the case of students. It seems, therefore, that it is just one person's perception against another's. Patterson argues that Williamson's

162E. G. Williamson, Private interview.
perception could occur for the following reasons: (a) the individual's self-actualization may result in a selfish or anti-social self rather than the best self, and (b) the educational system produces and encourages dependence in the student. Regarding the first, it seems that the psychological concept of self-actualization has no reference to any morality or ethics. It, therefore, has to be shown that every self-actualization process is morally good, socially acceptable or philosophically sound. In the absence of this proof being furnished, the first reason is quite valid when seen in the context of the numerous occasions where students have actually indulged in anti-social behavior, arson, and riots. Regarding the second, there seems to be much truth in asserting that authoritarian attitudes are adopted by most schools. Hence, Williamson has advised the accepting of students into the decision-making procedures and the permitting of students exercising their responsibility, even to the extent of entering the disciplinary processes of the institution. Thus, they can internalize the need of discipline and contribute towards their best personal development. A counselor can play a role in discipline, but circumstances may not be necessarily the ideal for the best counseling. It seems that Williamson's position in this duality is realistic and sound in today's educational context and that difficulties against his concept in this regard are adequately addressed.

163 Patterson, Theories of Counseling and Psychotherapy, p. 52.
164 Ibid.
4. Determinism-free choice. - All counseling is so directed that the client should be able to make a personal, responsible, free choice and decision in regard to the situation or problem with which he is faced. If he is emotionally involved, the counseling effort is geared to relieving the mental tension so that reason might prevail and the resulting choice might be a reasonable one. Freedom is accepted by almost all thinkers to be a fundamental attribute of the human being. There is a philosophic school of thought that the human being is so determined by his own perceptions and values that his choice is determined by all these antecedent perceptions. This view presents a mechanical cause and effect theory relating all that the human being experiences before the choice to the making of the choice as an inevitable consequence. This is the view of "determinism." The phenomenological view of human perception gets involved in a specie of determinism. Combs and Snygg do not hesitate to say that all human behavior is completely determined by, and pertinent to, the perceptual field of the behaving organism. Thus, the self influences the phenomenal field but is itself determined by it. Rogers recognizes the dilemma and attempts to resolve it by stating that the most complete freedom is experienced by the fully functioning person. Patterson does not find it convincing to deny free and effective choices in the case of not fully functioning persons and concludes "that the situation is not necessarily
an either-or dilemma. Freedom could not exist without determinism and vice versa.\textsuperscript{165} In any analysis the human being recognizes his capability of making free choices and of his actually having done so; counseling seeks this for the client.

Now it is common experience that the world of today is filled with the everyday influences seeping through our perceptions by various mass communication media - the radio, television, and other propaganda and advertisements. The human being may or may not recognize the influence but often behaves as if he were influenced. In any case, he still recognizes his freedom. The sanctity of human freedom has to be maintained. No one contends that the bearing of all these influencing media necessarily vitiates his freedom as long as he recognizes it at the moment of choice and action. In a similar way, it seems to me that given the caring relationship, the Williamsonian "nudge" should not be construed as tantamount to violating the client's freedom. It may be necessary in a particular situation that the client be treated with such an attitude that even a nudge might be detrimental. In such a case it could be demanded that there should be no influencing at all. Whether such a condition of neutrality is ever possible in regard to influence in an existential situation is difficult to imagine. But it can be approached in the interests of the client. It seems that the hostile reaction to a positive influence

\textsuperscript{165}Patterson, \textit{Theories of Counseling and Psychotherapy}, p. 434.
would occur if the client was very emotionally involved in his own personal point of view or if he did not recognize in the counselor the positive attitude of caring. While Rogers describes this as an "unconditional positive regard," and Williamson asserts that it has to do with the "expertise and competence" of the counselor, it seems to me that the deeper feature underlying both is the truly personal and human trust that the client has in the counselor which increases his own ability to understand himself and determine himself in the exercise of his free choice in the face of the various options that are open to him. This is corroborated by the recent trend in medical circles to recognize this human trust in the doctor as an important factor in the effecting of a cure of the patient. In this respect it is necessary for the trusted counselor to recognize the sanctity of the client's free choice and not to intentionally manipulate or even nudge if he would think it would vitiate the freedom of choice of the client.

Conclusion. The above appraisal has been offered of the Williamsonian concept, assuming its own assumptions and highlighting its deficiencies. In the Williamsonian perception, psychotherapy and counseling greatly overlap. Patterson wrongly considers that Williamson refers emotional difficulties to psychotherapy and the rationalistic problem-solving attitude to counseling. The really deep-seated emotional binds and other irrational

166 Ibid., p. 53.
behavior are relegated to psychotherapy, but not the rest. His concept is open-ended in a sense. It leaves room for different personalities of counselors, differing ideologies and philosophies of both counselor and client to meet in a fruitful relationship. It raises more questions than perhaps provides answers. It has its bearings in his own perceptions and observations of reality. It seeks to point out the deeper and more fundamental aspects of the results of the counseling process. It aims at presenting a complete picture of the developing human being in the totality of his reality, essentially related with his human counterparts in the world around him. It is presented with a particular reference to the field of the educational institutions, from the lowest to the highest. It aims at helping the developing human being to attain and achieve his highest possible self, and to enjoy the happiness that results from the satisfactory fulfillment of his potentialities and capacities, all functioning in a profound harmony. In the presence of the mystery of "man in his universe", his counseling concept is his own attempt to probe it and help others to enter into the fullness of that mystery. His contribution may not be remarkable for its originality, nor for the psychological profundity of its insight, nor for its wide breadth of perception. If, with all its deficiencies, his concept will have helped to engender thought and provoke a discussion towards a further delineation and a clearer understanding of the fundamental features involved in the human art of counseling, he
would consider the purpose of his life's work sufficiently fulfilled.
APPENDIX

List of written materials either by Williamson alone or together with others on topics relevant to this thesis in chronological order of appearance.

Items underlined are published books. Items in quotes are articles published in regular journals. Items not in quotes nor underlined are unpublished materials generally in mimeograph form.

1937  Student Personnel Work: An Outline of Clinical Procedures

1938  Student Guidance Techniques: A Handbook for Counselors in High Schools and Colleges

1939  How to Counsel Students: A Manual of Techniques for Clinical Counselors

1940  Introduction to High School Counseling

1946  "Counseling as a Fundamental Process in Education"

1949  "An Approach to Counseling"

Counseling and Discipline

1950  Counseling Adolescents

"A Concept of Counseling"

"Responsible Academic Freedom for Students"

1955  "Counseling from the Perspective of a Dean of Students"

1956  "Changing Emphases in Counseling"

1958  "Value Orientation in Counseling"

1959  "The Meaning of Communication in Counseling"

"Some Issues Underlying Counseling Theory and Practice"
1961
"A Concept of Counseling"
"Characteristics of the Counseling Relationship"
"Uses of the Counseling Interview"
"Value Commitments and Counseling"

1962
Characteristics of the Counseling Relationship
"The Counselor as Technique"

1963
"The Societal Responsibilities of Counselors"
"Students' Academic Freedom"

1964
Counseling and the Influence of Social Forces on Education
"Counseling as Preparation for Self-directed Change"
Sharing Responsibilities in the Counseling Relationship

1965
The Berkeley Phenomenon: Reports, Observations and Some Basic Papers
Some Alternative Roles of Students in the College
Some Unsolved Problems of Academic Freedom for Students

Vocational Counseling: Some Historical, Philosophical and Theoretical Perspectives
"Vocational Counseling: Trait-Factor Theory"

1966
"But the Counselor Does Sit in Judgment"
"The Criterion: Excellence"
"Value Options and the Counseling Relationship"

1967
The Counselor's Dilemma: 'Non-Directive' Versus (What)?
The Counselor's Responsibility to Society and the Counselee
The School Counselor in a Changing Society
1968 Counseling for Changing Alternative Ways of Life
"Power, Authority and the Counseling Relationship"
Student Rights, Freedoms and Responsibilities
Counseling Theory and Philosophy
Student Unrest on the Campus

The following materials are undated:
Autobiographical Statement
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"Value Orientation in Counseling",
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Note: A fairly complete bibliography of the works of Dean Williamson can be found in the brochure issued by the University of Minnesota on the occasion of his retirement: In Honor of Dean and Mrs. Edmund G. Williamson, April 9 and 10, 1969. This has been referred to above.
APPROVAL SHEET

The thesis submitted by Herbert J. Farias, S.J. has been read and approved by the director of the thesis. Furthermore, the final copies have been examined by the director and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

13 May 1971

Date

[Signature of Adviser]