GAMBOA, Jr., Anthony Martins, 1945-
RACE AND COUNSELOR CLIMATE AS SELECTED
FACTORS IN THE COUNSELOR PREFERENCE OF
DELINQUENT GIRLS.

The Ohio State University, Ph.D., 1971
Education, guidance and counseling

University Microfilms, A XEROX Company, Ann Arbor, Michigan
RACE AND COUNSELOR CLIMATE AS SELECTED FACTORS IN
THE COUNSELOR PREFERENCE OF DELINQUENT GIRLS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Anthony M. Gamboa, Jr., B.S., M.Ed.

The Ohio State University
1971

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PLEASE NOTE:

Some pages have indistinct print. Filmed as received.

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ACKNOWLEDGEMENT

Numerous people have contributed both directly and indirectly to the development and completion of this study. Dr. Anthony C. Riccio, chairman of the doctoral committee, has been a mentor, motivator, and inspiration throughout the doctoral program; Dr. Joseph J. Quaranta for his understanding, insight, and intellectual honesty; and Dr. Donald Tosi for his much needed statistical and technical assistance.

Mrs. Chiang Yil-Ahn, Mr. Howard Ball, Mr. John Boyd, and Mr. Wallace Woodard assisted in the preparation of the video tape. A special thanks is extended to them for the considerable time and effort expended and to those who assisted in the validation of the video tape.

In addition, acknowledgement is made to Mr. M. B. McLane, Superintendent of Scioto Village School for Girls, for permission to conduct this study; Mr. William E. Cook, Director of Education, for his many helpful suggestions; and those students who served as the subjects for this study.

The author wishes to extend his most sincere gratitude and appreciation to his parents who, in their wisdom, instilled those values and afforded those opportunities that have made this educational pursuit and attainment possible. And, to my loving wife Susan who has made it a reality.
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CHAPTER I
Introduction

Client preference for a counselor has of late been given some attention in the literature. Variables involved in this preference, such as religion, sex, physical attractiveness, marital status, and race, previously considered as "Taboo Topics,"\(^1\) are beginning to be explored and attempts are being made to determine "who it is" the client prefers as a counselor.

Increasingly, the question of race has pre-empted itself as a variable which the counselor should be aware of and concerned about. That black students should have black counselors is a dictum that, in some communities, has been generally accepted. Implicit in the aforementioned statement is that black students want or prefer black counselors. Would the corollary to black students preferring black counselors be that white students prefer white counselors? Research evidence supporting either of these notions has not been firmly established.

Preference is at best a tenuous phenomenon. Susceptible to change, it can be massaged in numerous directions by a number of different variables. Initial preference

toward does not preclude the possibility of later preference away from an object; yet, it is often the student's initial impression of the school counselor that will determine whether he will, or will not, avail himself of the services offered. Those factors determining student preference for a counselor, therefore, warrant investigation.

Considerable speculation has occurred over the past decade as to the effect the race of the counselor has on the counseling relationship and, in particular, on the client's attraction toward or preference for a counselor. There are those who insist that it is of no significance while others, equally adamant in their position, are convinced to the contrary. Each appears as a conviction based more on intuitive belief, than one based on empirical data.

Newcomb,² in discussing positive attraction, notes the proposition of propinquity; that other things being equal, interpersonal attraction is most likely to occur between those who are consistently in close contact with one another. He further notes that "the possession of similar characteristics predisposes individuals to be attracted to each other to the degree that those characteristics are both observable and valued by those who observe them."³ If such were true, it would appear that racial similarity, excluding other variables, would have a considerable bearing on a student's

³Ibid., p. 578.
attraction toward a particular counselor.

It is recognized that a myriad of variables are involved in the phenomenon of interpersonal attraction. They are as numerous as the unique characteristics possessed by each counselor and by each student. Any attempt to determine the effect of counselor race on student attraction toward a counselor would necessitate, therefore, an isolation of this specific variable. This study will attempt such an isolation.

A variable of considerable import to the counseling process is the warmth of the counselor. Moreover, warmth is considered essential to the establishment of a counseling relationship. It includes those counselor qualities which tend to denote sensitivity, caring, considerateness, friendliness, and understanding. It is what Rogers\(^4\) refers to as unconditional positive regard and it is the ingredient which Truax and Carkhuff\(^5\) report as effective in bringing about positive personality change. This ingredient will be considered also as a variable in student attraction toward a counselor and it will be manipulated from "warm" to "cold" while juxtaposed on the variable of counselor race. It will be referred to in this study as counselor climate.

Another aspect of student preference for a counselor


is the client variable. In studying the counselor-client dyad, Tosi\(^6\) has noted that numerous studies have examined counselor-client similarity on a number of personality variables. Such similarity has tended to contribute positively to the counseling relationship. Racial similarity and its relation to student preference for a counselor is worthy of similar examination. In order to do this, both white and black subjects will be employed in this study and equal numbers of each will be randomly assigned to the treatment groups.

Statement of the Problem

The purpose of this study is to determine in an analogue of counseling, the significance of selected conditions in student attraction toward or preference for a counselor. More specifically, this study is an attempt to determine the effect of counselor race, counselor climate and counselee race on this preference. It is to be determined whether institutionalized delinquent female youth, prefer a counselor that is of the same race or whether other factors are involved in this preference. Specifically, reference is made to counselor climate.

In that student preference for a counselor may vary, depending upon the reason for which a counselor is chosen, three criterion measures, to be analyzed separately, will be

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employed. Students will indicate counselor preference for assistance of a vocational, personal-social, and educational nature.

Stated technically, this study is an attempt to determine the degree of rejection received by each of the following null hypotheses.

1. Mean ratings from groups of subjects defined in terms of counselor race will not differ significantly.
2. Mean ratings from groups of subjects defined in terms of counselor climate will not differ significantly.
3. Mean ratings from groups of subjects defined in terms of client race will not differ significantly.
4. Mean ratings from groups of subjects defined in terms of combinations of counselor race, counselor climate and client race, or in any combination thereof, will not differ significantly from the means expected from the simple addition of the appropriate main effects.

Significance of the Problem

An examination of selected factors in client preference for a counselor is worthwhile research for a number of reasons. First and foremost is the fact that considerable speculation has occurred of late as to who it is that the student prefers, particularly the black student, as a counselor. This speculation has occurred in direct proportion to the attention that has been afforded racial alienation and in direct proportion to the development and increase of a
movement which has come to be generally assimilated under the rubric of "Black Power." Research which validates or invalidates the general belief that black students want or prefer black counselors, therefore, is warranted.

In addition, this investigation is significant for the following reasons:

1. The selection and retention of counselor candidates in counselor education programs could be examined in terms of the findings of this study.

2. The organization of school guidance programs, in terms of counselor-student assignments, could be re-examined in view of the findings of this study.

3. An examination of the counselor preference of institutionalized delinquent female youth could have implications pertaining to the employment, both professional and non-professional, of institutional staff.

4. The utilization of audio-video television tape as the medium to transmit different counselor conditions could have implications as an additional training device in practicum.

5. The interest generated as a result of this study could give impetus to further investigations pertaining to the counselor preference of students'.

Definition of Terms

Various concepts and terms used in this study need defining in order to insure maximum readability. They are as follows:
1. **Delinquent Female Youth** - A girl between the ages of twelve and eighteen who has been adjudicated delinquent by the court and has been committed to the Ohio Youth Commission for a minimum five month period of incarceration. She has been placed at Scioto Village School for Girls for the purpose of rehabilitation and is enrolled in either an academic or vocational program, grades seven through twelve. She may be described by the terms stated in Section 2151.05 of The Revised Code of Ohio which states that a delinquent is any child:

A. Who violates any law of this state, the United States, or any ordinance or regulation of a subdivision of the state;  
B. Who does not subject himself to the reasonable control of his parents, teachers, guardian, or custodian, by reason of being wayward or habitually disobedient;  
C. Who is an habitual truant from home or school;  
D. Who so departs himself as to injure or endanger the morals or health of himself or others;  
E. Who attempts to enter the marriage relationship in any state without the consent of his parents, custodian, legal guardian or other legal authority.

2. **Counselor Race** - The visual stimulus presented to the viewer via the videotape analogue of counseling, consisting solely of a white or black counselor profile.

3. **Counselor Climate** - The affectual response elicited by the counselor in the videotape analogue of counseling, characterized as either "warm" or "cold."

4. **Warm Counselor** - A condition created via the videotape which denoted counselor sensitivity, considerateness, friendliness, understanding and interest; characterized by the counselor's

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relaxed manner, soft voice tone, slow pace and low volume. In addition, this counselor used both positive nodding and movement of his body closer to the counselee to denote both understanding and interest.

5. **Cold Counselor** - A condition created via the videotape which denoted a lack of counselor sensitivity, considerateness, friendliness, understanding and interest; characterized by the counselor's unrelaxed manner, harsh voice tone, rapid pace and high volume. In addition, this counselor did not make use of positive nodding to denote understanding nor did he move his body closer to the counselee to denote interest, but rather appeared as aloof, indifferent and at times bored.

6. **Counselor Preference** - The proclivities exhibited by the sample population which tended to denote an interest in visiting a particular stimulus counselor for counseling.

7. **Selected Counselor** - The stimulus counselor for which the sample population indicated a counselor preference.

8. **Counseling Analogue** - A series of four videotaped counseling session utilizing the same interview content and voice, but with a varied climate and counselor race.

9. **Client** - This refers to those making up the sample population and will be referred to also as student, counselee, and institutionalized delinquent youth.

**Limitations of the Study**

In examining the results of this study, several limitations should be considered. Both the sample population and the treatment conditions warrant close evaluation.

The sample is insufficient to allow for any general conceptualizations regarding the counselor preference of institutionalized delinquent female youth. Such conceptualizations should only be considered in light of the similarities
existing between the sample population and such youth in other institutions, in other states. In addition, the findings may not be generalized to include either public or private secondary school youth. This sample is extremely select in that it is made up only of adjudicated delinquent female youth.

The selected factors with which this study concerns itself, race and counselor climate, have necessitated a contrived analogue of counseling presented on videotape. The attention devoted to isolating these variables has diminished, to a certain extent, the general adaptability of the findings. Although the effect of race and counselor climate on the student's counselor preference will be determined, numerous other counselor variables would exist, in any setting other than the present one, which would seriously affect this preference.

In addition, there were a number of client variables which were not isolated or considered in this study. They are as follows: (1) scholastic aptitude and its relation to the counselor preference of students was not determined, (2) academic achievement and its relation to the counselor preference of students was not determined, (3) previous counselor contact, the race of that counselor, and its relation to the counselor preference of students was not determined and (4) psychosocial adjustment and its relation to the counselor preference of students was not determined.
The limitations of this study, presented in this section, must also be considered in light of the fact that counselor preference is only the initial step in determining the effect of race, as it is related to the counseling relationship. No attempt has been made to determine the effect of counselor preference on the counseling process and its eventual outcome. The results of this study should be examined with that in mind. This study is concerned only with counselee proclivities toward a counselor, as a function of race and counselor climate.

Organization of the Remainder of the Dissertation

Chapter II will deal with a review of the related literature. Chapter III will deal with the methodology and Chapter IV will reveal the findings, along with a discussion of these findings. Chapter V will consist of a summary, conclusion and recommendations.

An Appendix, containing the instruments used in this study will follow the main body of this dissertation and a bibliography containing the references used will conclude the study.
CHAPTER II
Review of Related Literature

A review of the literature related to this study necessitated an examination of the research on client preference for a counselor, counselor and client race, and counselor climate. The findings will be reported in that order.

Counselor Preference of Clients

Research which has examined the counselor preference of clients has received some attention, but in general, a paucity of such information still exists. Rosen¹ reviewed the literature on client preferences in 1967 and noted that studying certain kinds of preferences, one of which was race, is generally considered "taboo." He further noted the potential importance of such investigation, in that preference might determine whether or not counseling was sought, and if sought, its effectiveness.

Race and its significance in the counselor preference of clients has apparently been the least examined of all

factors related to preference. Pohlman and Robinson, in making such an examination, found race to be a neutral factor among college freshman surveyed as to their counselor likes and dislikes. In a more sophisticated attempt to ascertain the significance of counselor race on client preference for a counselor, Stranges and Riccio found evidence to the contrary.

In studying counselee preferences for counselors, these authors had trainees in a Manpower Development and Training Program, view on videotape, six simulated counseling sessions. Each session was five minutes in duration and a standard script for both the counselor and counselee was written to control for the variable of counseling technique. The trainees were asked to view all six sessions, after which they were to indicate on a Counselor Selection Sheet, their preference for a counselor. Both the subjects and the stimulus counselors were identified in the study as follows: (1) black, male and female; (2) Appalachian white, male and female; (3) Northern white, male and female. The findings of this study were that black subjects overwhelmingly chose black counselors, significant at the .01 level, and


that white subjects preferred the white counselors over the black ones, significant at the .05 level. The authors conclude that: "Clearly, the trainees indicated a desire to be counseled by one of their own kind."  

Barnes replicated the study of Stranges and Riccio using a high school population for his sample. His findings indicated that black subjects chose black counselors, significant at the .001 level and rejected white counselors, also significant at the .001 level. White subjects did not indicate, however, a counselor preference along racial lines. Significant deviations from the expected choice patterns were found. The Negro male was strongly accepted by the white students which was indicative of "the personal qualities and the character he transmitted to them in delivering his segment of the videotaped interviews." Similarly, the rejection pattern of the white subjects showed a significant deviation from the expected. The Northern white male was strongly rejected which also might be indicative of the unique qualities and characteristics he transmitted via the videotaped interview. It would appear that the findings of this study were considerably affected by the personal

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4 Ibid., p. 43.
6 Ibid., p. 96.
qualities and characteristics of the Negro male and the Northern white male stimulus counselors who were presented to the subjects via the videotaped transmission.

The study by Pohlman and Robinson and the more recent report of Stranges and Riccio, followed by Barnes' replication of that study, are the only reports found by this writer which supply empirical data as to the specific significance of race as a variable in the counselor preference of counselees. Other variables have, however, been examined in terms of their significance on this preference.

Fuller studied the counselor and confidante sex preferences of clients and non-clients to determine variance by client sex, presenting problem, and client or non-client status. She also examined the extent to which these preferences were influenced as a result of counseling by both male and female counselors. She found that male clients and non-clients preferred both male counselors and male confidants for both personal and vocational problems. The same was true for the female clients and non-clients. She concluded that both male and female clients and non-clients preferred male counselors for both vocational and personal problems. It is of particular interest to note that preferences

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for male counselors was more stable than preferences for female counselors after counseling.

In an earlier study, Fuller examined the counselor sex preferences of clients in relation to client expression of feeling during counseling. She concluded that clients who were neutral with regard to counselor sex preference, tended to express more feeling during counseling. It would appear that those individuals desirous of counseling and "a counselor," were desirous of such without contingencies. This might be more indicative of the individual's desire for assistance than of his counselor preference. At the risk of evoking a wince from the reader, might I note that a drowning man, in fact, will "grab for a straw."

Stefflre and Leafgreen examined the similarity of the counselor and client as a factor in counseling with the focus being on the potential client's counselor preference. Forty graduate students in guidance and counseling were administered the Miller Analogy Test, the Vocational Values Inventory, the Dogmatism Scale, and the Edwards Personnel Preference Schedule. The subjects were then asked to choose the names of four fellow students to whom they would most

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8 Frances F. Fuller, "Influences of Sex of Counselor and of Clients on Client Expressions of Feeling," Journal of Counseling Psychology, X (Spring, 1963), 34-40.

like to go for counseling. Subjects were asked to continue this sorting of students, in descending order, until out of the group of forty, they had arrived at the four names to whom they would least like to go for counseling. The investigator then examined the sorts and found eleven pairs of mutual choices, eleven pairs of mutual rejections, and eleven pairs identified as non-mutuals which were randomly selected. He concluded that:

... there is no significant tendency for pairs who made mutual choices to be more alike on the variables studied than either non-mutual pairs or those mutually rejecting each other. Neither is there a significant tendency for non-mutual pairs to be more alike than mutual rejections.10

The results of this study indicate that the similarity of personality in the counselor-client dyad does not tend to increase client preference for that counselor.

Others have attempted to ascertain the relationship between the similarity of the counselor-client personality as related to counseling and to counseling outcome. Wallen,11 in studying the influence of dogmatism on counselee decision making, found personality factors of the client to affect the client's preference for directive and non-directive counseling, with closed minded clients preferring the former

10Ibid., p. 460.
and open minded clients preferring the latter, as measured on the Dogmatism Scale.

Hebert examined, using counselor candidates enrolled in practicum and their clients, the effect of client-counselor personality need and sex similarity. Both counselors and clients completed the Edwards Personnel Preference Schedule and at the conclusion of the second interview, both completed the Interview Rating Scale. He found that male counselors were rated significantly higher by male clients than they were by female clients and that although positive correlations between the degree of personality-need similarity and the rated counseling relationship were found, they were not significant. He notes that, "same sex dyads result in better counseling effectiveness as rated by clients" and that the non-significant findings between the degree of personality need similarity and the rated counseling relationship may have resulted from the brief counselor-client contact prior to the rating.

Wurtz, et. al., in one of the few studies from

14Ibid.
which inference can be drawn regarding the effect of race on client preference for a counselor, measured the satisfaction of black students with their counselors in two junior high schools.

An eight item questionnaire was developed and administered to a total of 2,108 students. Of this number, 161 were black and it was the data from this group that was examined. The findings were that of the two variables, race and sex, sex of the counselor and student was more important in terms of student satisfaction than race. The white female counselors were not favored and this was particularly true for the black girls, but it was also found that fewer black students were as satisfied with their black counselors as were those with a white male counselor. The author concludes that, "the data would indicate that a counselor of black students does not have to be black himself."\(^{(16)}\)

The author was careful, however, in noting that there were no black female counselors included in the counselor population and that black students included in the sample might not be representative, in that neither of the schools were in the inner city area.

It should be noted that the results of this study offer more in terms of the satisfaction of those black

\(^{(16)}\)Ibid., p. 5.
students at those two junior high schools, with their school counselors, than it does, the effect of race on students' satisfaction with their counselors. The control of counselor competency, personality, physical attractiveness, etc. was not accounted for in this study.

In a study which attempted to measure the effect of student selection of advisor on rapport, Southard hypothesizes that student selection of an advisor would increase rapport. Fifteen teacher-advisors counseled four student advisees, two who had selected him as an advisor and two who had selected someone else. Advisor-advisee contact for the purpose of counseling occurred once, after which advisee assessment of the relationship was measured. The relationship was examined through the use of a sixty statement questionnaire on which the advisee indicated what actually occurred and what ideally should have occurred. The statements used to measure the relationship were those that both selecting and non-selecting students had agreed upon as ideal. The five dimensions of the relationship were: communication, status, security, emotional distance, and responsibility.

Results of the study indicated that:

... student selection of an advisor did not increase student rapport significantly at any

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dimension in the counseling relationship, and regardless of selection or non-selection, students varied significantly from adviser to adviser in their degree of satisfaction with the counseling relationships. This suggests that the adviser was a more important factor in determining rapport than was the method of selection of an adviser.\textsuperscript{18}

Southard has essentially rejected the hypothesis that student selection of an advisor will increase rapport, but it should be noted that advisor-advisee contact occurred only once and that neither counselor competency nor technique were controlled in the study. A particularly interesting aspect of this study, however, is that only slight differences occurred among students in their perceptions of what an ideal counseling relationship should be like. It can be inferred from this, that students would have particular counselor preferences in that awareness of what the counseling relationship should be like, could translate in terms of what the counselor should be like.

Banks, et al.,\textsuperscript{19} examined the effects of counselor race and training upon the counseling process and upon the client's counselor preference. Four black male and four black female clients saw an inexperienced black counselor and three white counselors with varying degrees of experience for an initial interview. The white counselors were

\textsuperscript{18}Ibid., p. 619.

selected by experienced clinicians to "match the personal attractiveness, intelligence, politeness, quietness and apparent sincerity of the Negro counselor." Following all interviews, the clients were asked to indicate which counselors they would like to see again and to rank the counselors according to their counseling effectiveness.

The results indicated that the counselors trained to attend to the facilitative conditions of the counseling relationship, i.e. empathy, positive regard, genuineness, concreteness, and client self exploration, functioned significantly higher than the white, Ph.D. counselor not trained in these conditions. All black clients expressed a desire to see the black counselor again while none of the black clients indicated that they would return to see the white Ph.D. counselor. In addition, the experienced, white, Ph.D. counselor, not trained to attend to the facilitative conditions, was ranked last by the black clients in terms of counseling effectiveness. It is of particular interest to note that:

... if the data on the Negro counselor were not considered, 16 of 24 or two-thirds of the counselees would not return to see a white counselor for a second session. In addition, even the most facilitative white counselor was rejected by three counselees, thus suggesting a possible 'hard core' of Negroes who would reject all white counselors.

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It is noteworthy that the counselees all ranked the traditionally-trained and experienced counselor (D) last. However, five of the Negro counselees ranked the relationship-trained counselor (B) first. All of the three Negro counselees who indicated that they would not return to see counselor (B) ranked him second overall, or first among the white counselors. Thus, if the Negroes would be willing to see a white counselor, they would see the counselor with the most training in attending to the conditions of the relationship.

Other investigations pertaining remotely to student preference for a counselor have focused on the personality of the counselor, client perceptions of the therapist, and prejudice as related to effective and non-effective counselors. Such studies, although meritorious, do not increase our understanding of those counselor characteristics such as race, age, sex, religion, physical attractiveness, etc., that are a significant aspect in the client's preference for a counselor.

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21 Ibid., p. 72.


Counselor and Client Race

Although research dealing specifically with the effect of race on client preference for a counselor is limited, various studies have examined the counselor-client dyad within a racial context and reports have appeared with reference to the unique characteristics of the black client.

Trueblood\(^2^6\) has cautioned the school counselor to be aware of the unique characteristics of the black counselee. He directs particular attention to vocational counseling and the importance of early vocational exploration for black students because of the limited information available within the community regarding work opportunities. He suggests that educational and vocational counseling be based on national trends, giving to the student an understanding of the possibility of mobility in later years.

Ginzberg\(^2^7\) is in agreement with Trueblood, with regard to the importance of vocational counseling, and notes that a major obstacle for the young Negro in the world of work is his lack of knowledge and experience with the values and behavior of the white population with whom frequent contact will occur.


Early suggestions and recommendations as to how the black counselee could best be counseled, prompted investigations as to whether or not whites could be effective in counseling blacks.

One of the most unpromising studies as to whether whites could effectively counsel blacks was conducted by Phillips.²⁸ He examined the counselor effectiveness of both white and black counselors in a high school comprised of 99 per cent black students. Twelve, seventeen year old black male students were assigned to white and black male counselors of equal training, all using the client-centered method. The students met with their respective counselors once a week for forty minutes over an entire semester. The results reported were that the white counselor considered themselves to be ineffective and found that they could not penetrate the social barriers which they perceived to exist. The black clients remained submissive and suspicious and the white counselors could not establish rapport at any time. The Negro counselors, however, found the students to be relaxed and willing to discuss problems. They felt rapport was established and that behavioral and attitudinal changes resulted as reported by parents and teachers. Phillips

concluded that white counselors could not fulfill the fundamental principle of counseling, to view the social or personal field as the counselee does. Because of this, Phillips indicates that whites are not able to counsel effectively with blacks or at best, would experience much difficulty in doing so.

Several factors should be examined in considering the results of this study. First, the measures of counselor success and effectiveness were extremely weak. A report from a group of counselors who gathered to exchange notes on the experience they had while counseling students is much too subjective a measure for the conclusion to be drawn that whites experience difficulty in establishing rapport with black clients or that the black clients were submissive and suspicious. The measures of effectiveness which were obtained from teachers and parents were apparently done so by word of mouth in that no mention was made of any standardized instrument used to gather such data. To conclude that blacks who were counseled by blacks improved behaviorally and attitudinally as measured by "teacher reports" and parental beliefs is technically unsound.

Secondly, no mention was made in the study as to the cultural, social or personal qualities of the white counselors, nor was mention made as to whether the white counselors in the study had previously counseled black students. The
author did briefly note, however, that the white counselors had stereotyped views of blacks and that they were authenticated by "social distance scales." Although no further explanation of this scale was made, it might be assumed that the white counselors had certain attitudes and beliefs, detrimental to their working with black clients.

In addition, if black students do as a rule mistrust whites, and if this is carried over to impede the counseling relationship, such would be an indication of the white counselor's competency or lack thereof, rather than an indication that whites cannot counsel with blacks.

That whites can overcome feelings of mistrust by blacks was discussed previous to this study by St. Clair. He found that black patients in a psychiatric ward were suspicious and submissive, but that this initial suspicion and submissiveness could be overcome by a therapist who developed a reputation for being interested and sensitive. He recommends that the counselor be patient, sincerely interested, unquestioning, and as agreeable as possible.

It is interesting to note that Phillips alluded to the article by St. Clair and intimated that it supported the belief that whites could not counsel blacks, whereas

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St. Clair is of the opinion that the problems are the same, but that they exist to a greater degree for blacks. Agreement between the two would probably exist when the focus was on short term counseling. Long term counseling, however, in a situation where the counselor begins with a positive reputation among black clients, should result in success for the white counselor. Counselor reputation can be considered quite significant to counselor success in counseling both white and black students.

English\textsuperscript{30} supports the proposition that even black counselors have difficulty in facilitating rapport with black clients. He notes a study conducted in Springfield, Massachusetts in which black group leaders attempted to lead discussions centered on the feelings of the group with regard to local instances of discrimination. It was observed that much less freedom and spontaneity existed when the topic centered on discrimination, than when other topics were discussed. It was believed that these individuals felt their minority status so deeply that they were unwilling to bare their feelings, even to each other. Considering other studies previously cited, it would be reasonable to expect that the white counselor might have even greater difficulty in bringing such feelings to the fore. It should be noted,

however, that this study was conducted in 1957 and that since that time, considerable changes regarding the discussion of discrimination may have occurred.

The suspicion that is exhibited by blacks toward whites is apparently so strong that even superficial, factual information may be falsified. Williams and Cantril,31 in a study of opinion polls, found that even on impersonal issues, black respondents gave very different answers to white interviewers than they gave to black interviewers. Although this study was conducted twenty-five years ago, Vontress32 has recently alluded to the "communications mask" which blacks will employ to prevent "outsiders" from acquiring psychological proximity.

Kincaid33 has discussed value conflicts and cultural differences as possible discrepancies between the white counselor and the black client. It is noted that blacks question the motives of white counselors, some of whom they see as counseling in order to perpetuate white supremacy and black dependence, and others for attempting to induce

the Negro to enter the mainstream of middle class life in America. Many blacks feel these goals are intolerable as they have meant compromise and emasculation of blacks by whites in the past. It is further noted that:

... the best person to suggest alternatives -- new modes of response, new vocational choices, new areas of educational pursuit -- may be the black counselor who has faced similar obstacles and discrimination to those which his client may be facing. A black counselor who has not rejected his own personal history may be most able to inspire a feeling of confidence and a sense of hope in his black clients.\(^{34}\)

Gordon\(^{35}\) presents an interesting treatise when he asserts that the white counselor is no less ineffectual than the black counselor. He suggests a de-emphasis of concern with counseling and adjustment and recommends a broad focus on areas of the environment, so that variables within it might be manipulated for the purpose of providing more meaningful learning experiences. Thus, by minimizing counseling, Gordon negates the significance of cultural, experiential, and value differences between counselor and client. The counselor, instead of counseling becomes involved in social service, community organization, and politics. He functions as an agent for change. Thus, while Gordon does not eliminate

\(^{34}\) Ibid., p. 888.

white counselors from working with Negro clients, he does eliminate many traditional counselors who would not possess the aggressive or other qualities necessary for such endeavors.

Considerable attention has been given to the unique values and perceptions of the black client. Most are in agreement that in order for a white counselor to be effective with a black client, he must have an understanding of these values, perceptions and attitudes. The counselor must also be aware of himself, and his own values and prejudices.

Vontress has posited the unique characteristics possessed by blacks and notes that even if race were not a factor, class differences between the counselor and client would tend to intrude and impede the development of counselor positive regard for the client. The interpersonal relationship, so essential to successful counseling, is the essential ingredient in all counseling, but because of racial or perhaps cultural differences, it has been suggested that such is not attainable by the white counselor when counseling with blacks. It has even been suggested that counselor genuineness may be more difficult for black counselors.

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than white counselors, in that as members of the black bourgeoisie, they have problems authenticating themselves with the client. 37

The literature is replete with numerous postulates, theories, possibilities, etc. as to those essential aspects which must be understood and recognized in order for one to counsel with blacks. In essence, the sum total of all that has been written is that if the counselor does possess those qualities of acceptance, empathy, genuineness and positive regard, then he can counsel effectively, whether he be black or white, with the black client. Social class encapsulation may impede this from occurring, 38 but if such occurs, the problem is not one of race, but rather, one of counselor encapsulation. As Lewis 39 points out, a white middle class counselor would certainly have more success in counseling a black, middle-class client, but that regardless of class or race, effective counseling can take place if the counselor is sincere and the client is able to perceive this.

Grier and Cobbs sum it up best when they note:

The American black man is unique, but he has no special psychology or exceptional

37 Ibid., p. 715.
38 Ronald Rousseve, "Reason and Reality in Counseling the Student-Client Who is Black," The School Counselor, XVII (May, 1970), 337-344.
genetic determinants. His mental mechanisms are the same as those of other men. If he undergoes emotional conflict, he will respond as neurotically as his white brother. 40

Although the material cited regarding the significance of counselor and client race does not deal specifically with the counselor preference of clients, it does lend itself to inference as to what this preference might be.

Counselor Climate

One aspect of the white counselor -- black client dyad, generally agreed upon as essential, is that the counselor, in order to establish a relationship, must possess certain qualities and characteristics that will enhance and facilitate, rather than impede, the development of a counseling relationship. These characteristics have been identified as essential to all counseling, regardless of the racial composition of the counseling dyad. If the counselor possesses the qualities of empathy, genuineness, unconditional positive regard, and acceptance that Rogers 41 has theorized as the essential facilitative conditions common to all effective human relations, and if the counselor is able to possess these qualities irrespective of the racial makeup of the person with whom he is interacting, then the significance

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of race is minimized. The counselor's ability to create a climate that is facilitative in terms of the conditions essential to the development of a counseling relationship becomes the focal point. As has been noted, it is the therapist who is "primarily responsible for the character of the therapeutic relationship."  

A number of research studies have pointed to the importance of genuineness, empathy, and warmth as essential therapeutic behaviors. It has been suggested that these facilitative conditions are directly related to counseling outcome and that the personal rather than the professional qualities of the therapist are most essential in bringing about positive personality change. There is little doubt about the importance of certain essential counselor qualities, but these qualities are, in reality, "human qualities," essential to the growth and development, learning, and personality development of all individuals. The facilitative conditions are the external stimuli upon which the individual is dependent for nourishment and fruition.

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If deprived, a kind of psychic anemia results which may manifest itself in retarded growth and development, learning and personality. It is distressing that Carkhuff and Berenson in surveying the research on facilitative interpersonal functioning, found both professional and non-professional helpers functioning at levels that were "essentially oblivious to the feelings and experiences of the person before them." Perhaps even more distressing is that the public in general operates on about the same level.

Counselor warmth is a variable which has been identified as an effective therapeutic ingredient. The higher the level of warmth, the greater the constructive personality change. It is a variable which has received considerable attention in the past and one which is closely

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46 Ibid., p. 8.
related to the facilitative conditions essential to effective counseling outcome. Warmth has been characterized in various ways, but it appears to include those variables that permit the perceiver to detect qualities of friendliness, considerateness, sensitivity, and caring.

Attempts have been made to ascertain the varying degrees or levels of warmth that exist in a counseling relationship and experimental manipulation of counselor warmth has been successfully achieved. However, such efforts, out of necessity, must be subjective because warmth is a subjective quality, dependent upon "raters" and/or "observers" for its validation.

Krasner has identified warmth in counseling as behavioral cues indicative of intense, undivided attention, but certainly warmth encompasses more than such behavior. Numerous counselor intangibles are involved, but it would appear that behavioral cues are, in essence, the key to identifying and examining warmth. Such a position must be taken when attempting to differentiate between a "warm" and a "cold" analogue counselor.

Reece and Whitman\textsuperscript{53} have examined warmth as a reinforcing variable upon client verbal behavior and assessed also, a combination of warmth and verbal reinforcement as related to subject verbalization. A fifteen minute free association situation was created whereby the subjects were to say aloud, words that came to mind. All plural nouns were reinforced by the experimenter.

Sixty-nine subjects were assigned randomly to four experimental groups designated as warm-reinforced, warm-non-reinforced, cold-reinforced, and cold-non-reinforced. Based on previous research,\textsuperscript{54} warm and cold were defined by the expressive movements of the experimenter. When warm, the experimenter "leaned toward the subject, looked directly at him, smiled and kept his hands still."\textsuperscript{55} When cold, the experimenter did the opposite of that which he had done when warm.

The results indicated that the total number of words spoken by the subjects were significantly affected by warmth and verbal reinforcement, but were not significantly affected by verbal reinforcement alone. The number of


plural nouns, however, were increased significantly by verbal reinforcement, but not affected by warmth. In that warmth was present throughout a particular condition and not restricted to a subject response, it is not surprising that warmth had no affect on increasing the plural noun responses. The results of this study indicate, however, that interviewer warmth increases interviewee communication.

In an investigation of interviewer warmth and specificity on the verbal behavior of the interviewee, Pope and Siegman56 found results similar to the above study. Thirty-two female subjects were subjected to both a warm and a cold interviewer. The warm and cold manipulations were achieved through the expressive movements and voice tone of the interviewers, who were two female, clinical psychology interns. The specificity sequence (high-low) was counterbalanced, as was the warm-cold and interviewer sequence.

The findings indicated that during a warm interview, the subjects were significantly more productive, as measured by word counts, than they were during a cold interview. This was true, however, only when the warm interview was first in a series of two. In addition, low specificity was associated with high productivity and the warm-low specificity interviews were the longest, while the cold-high

specificity interviews the shortest. The authors concluded that:

Interviewer warmth appears to be a basic condition for a high level of interviewee verbalization. However, the critical importance of first impressions is an equally important finding. When the first interview was cold, rather than warm, it spread its inhibiting effect into the second interview, largely nullifying the effect of the interviewer's warmth. That interviewer coldness was experienced by the interviewee as stressful was noted in its tendency to increase the rate of interviewee speech disturbance.57

Counselor warmth has been identified and documented in numerous studies as an important counselor characteristic. Bordin58 has hypothesized that clients desirous of talking about themselves and personal problems are likely to place particular emphasis on the personal characteristics that the counselor possesses.

Grater,59 who examined this hypothesis experimentally, found that clients preferring affective counselor qualities, such as "warmth", talked significantly more about personal-social problems than those clients who preferred cognitive counselor qualities such as "knowledgeable."

57Ibid., p. 594.
Bergin and Patterson, both of whom reviewed the literature, lend credence to importance of counselor warmth as an essential counselor quality. They have each concluded that the focus of the counselor should be on the development of warmth and empathy, rather than on the development of "technique." It is warmth and empathy, not technique, that is essential to successful counseling.

Chapter III will concern itself with the methodology to be employed in this study.

CHAPTER III

Method

This chapter will concern itself with a delineation of the experimental methods and procedures utilized to test the hypotheses which have been previously outlined. The research setting, sample, design, apparatus and procedures will be discussed in that order.

Setting

Scioto Village School for Girls is an open setting institution for adjudicated delinquent female youth. It operates under the jurisdiction of the Ohio Youth Commission. All programs are educationally oriented and operate under the direct guidance of a professional staff in education, social work, psychology, medicine and the clergy. The purpose of Scioto Village School for Girls is to educate, motivate and rehabilitate all girls committed so that they may return to the community as contributing rather than consuming members of society.¹

In order to accomplish the purposes of the institution, the impact of the entire staff is essential. Milieu therapy is heavily relied upon. Each and every staff member is a

part of the rehabilitative effort at Scioto Village. Both the professional and paraprofessional staff are involved in this effort.

Girls committed to the Ohio Youth Commission by the courts are sent to either Riverview School for Girls or Scioto Village School for Girls. The former, a maximum security institution, is for the more sophisticated delinquent female while the latter is for female youth who seemingly are more receptive to rehabilitative efforts. The majority of students are committed to Scioto Village for home and school truancy and incorrigibility. Other offenses include robbery, assault, burglary, theft, grand and petty larceny, prostitution, and sexual offenses.²

The age range of students at the time of court commitment is twelve to eighteen years. The mean age of students at the institution was fifteen and one-half years at the time of this study. Students are from varied home environments and most levels of socio-economic income status. The majority of students, however, are from the upper lower and lower middle socio-economic income levels. The average length of stay is between six and eight months with seven and one-half months being the last computed mean length of stay. This was for the year 1968.³

Operating within the institution is a fully accredited Junior and Senior High School. The Senior High School is

²Ibid., p. 2.
³Ibid., p. 3.
comprehensive in nature and encompasses both an academic and vocational school program. It is from the total Senior High School population, grades nine through twelve, that the sample for this study was taken.

The total number of students in the institution at the time of this study was 319. Of this number, 25\(\frac{1}{4}\) were enrolled in the High School, in either an academic or vocational school program. A racial breakdown of this High School population shows that 60 per cent, or 15\(\frac{3}{4}\) students are white and 40 per cent, or 100 students are black.

**Sample**

The sample in this study was drawn from the white and black High School population at Scioto Village School for Girls. These two sub-populations encompassed the entire High School student body at the time of this study. The subjects employed consisted of forty white female and forty black female students, randomly selected from the High School population.

Information as to student race was obtained from the students' case folders. A total of 15\(\frac{3}{4}\) white and 100 black female students enrolled in the High School were found. Their names were placed on cards and separated into two groups according to race. Members from each group were then assigned numbers and a table of random numbers was utilized to select randomly ten white and ten black subjects for each of the four treatment groups.
This resulted in eight treatment groups with ten subjects in each group. Table 1 illustrates the results of this sampling.

TABLE 1
SAMPLE GROUP

<table>
<thead>
<tr>
<th>Treatment Groups</th>
<th>White Students</th>
<th>Black Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Cold Counselor</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>White Warm Counselor</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Black Cold Counselor</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Black Warm Counselor</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>40</td>
<td>80</td>
</tr>
</tbody>
</table>

Description of Subjects

The descriptive data to be presented in this section has been included in this study for the purpose of creating a broader base of understanding from which the results of this study can be interpreted and discussed. The descriptive data is divided into three general areas. Personal data about the student and his family, evaluative data which focuses on the student's past counseling experiences, and preference data which surveys the age, race, and sex preferences of the sample for a counselor are included. It is believed that such information will enhance the credibility of the findings of the principal investigation.
Personal Data

The family status of the sample group was considered important for a number of reasons. The foremost being that the delinquent status of the sample necessitated a close scrutiny of the family status because of the general belief that many delinquents are from broken homes.

Table 2 indicates that 34 of the 80 subjects, 42.5 per cent, lived with both natural parents prior to commitment and that 21 of the 80 subjects, 26.25 per cent, had lived with their mother only. These two categories comprise 68.75 per cent of the student sample. In addition, nine subjects had lived with their mother and stepfather, while one subject had lived with her mother and an aunt. Thus, 81.25 per cent of the subjects had lived with their mother prior to commitment, but only 42.5 per cent had lived with both their natural mother and father.

A comparison of the family status of the sample by race reveals some similarity in that 18 of the 40 white subjects, 45 per cent, and 16 of the 40 black subjects, 40 per cent, lived with both natural parents, but only six white subjects had lived with their mother only, while fifteen of the black subjects had done so prior to commitment. Thus, 37.5 per cent of the black subjects had lived with their mother only, while 15 per cent of the white subjects had done so. In addition, ten per cent of the black subjects reported having lived with their grandparents, aunts and uncles prior to commitment, while none of the white subjects had so
<table>
<thead>
<tr>
<th>Family Status</th>
<th>White No.</th>
<th>Female %</th>
<th>Black No.</th>
<th>Female %</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Natural Parents</td>
<td>18</td>
<td>45.0</td>
<td>16</td>
<td>40.0</td>
<td>34</td>
<td>42.50</td>
</tr>
<tr>
<td>Mother and Stepfather</td>
<td>7</td>
<td>17.5</td>
<td>2</td>
<td>5.0</td>
<td>9</td>
<td>11.25</td>
</tr>
<tr>
<td>Father and Stepmother</td>
<td>2</td>
<td>5.0</td>
<td>1</td>
<td>2.5</td>
<td>3</td>
<td>3.75</td>
</tr>
<tr>
<td>Mother Only</td>
<td>6</td>
<td>15.0</td>
<td>15</td>
<td>37.5</td>
<td>21</td>
<td>26.25</td>
</tr>
<tr>
<td>Mother and Aunt</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Foster Parents</td>
<td>3</td>
<td>7.5</td>
<td>1</td>
<td>2.5</td>
<td>4</td>
<td>5.00</td>
</tr>
<tr>
<td>Children's Home</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Adopted Parents</td>
<td>2</td>
<td>5.0</td>
<td>1</td>
<td>2.5</td>
<td>3</td>
<td>3.75</td>
</tr>
<tr>
<td>Grandparents</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>5.0</td>
<td>2</td>
<td>2.50</td>
</tr>
<tr>
<td>Aunt</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>2.5</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Aunt and Uncle</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>2.5</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
<td>40</td>
<td>100.0</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Table 3 reveals that the family size of the subjects is large in comparison to the national norm. The average number of brothers and sisters reported by the sample was 5.13. The black subjects reported a higher number of siblings, 245 or 59.62 per cent of the total, while the white subjects reported having 166 or 40.38 per cent of the total. The average number of siblings for the white subjects was 4.15 while the average number of siblings for the black subjects was 6.12. Thus, on the average, the black subjects each had approximately two more siblings than did the white subjects. In addition, three of the white subjects reported having no brothers or sisters, while none of the black subjects had so reported. An examination of Table 3 reveals that the age group of the siblings is rather evenly distributed. The total reveals that 46.9 per cent of the siblings are older and 53.1 per cent of the siblings are younger. The white subjects reported 43.9 per cent of the siblings as older and 56.1 per cent of the siblings as younger, while the black subjects reported having 49.8 per cent of the siblings as older and 50.2 per cent of the siblings as younger.

Table 4 reveals that instances of familial incarceration was quite common among the sample group. Over half the subjects reported that some member of their immediate family had been incarcerated for a period of five or more months. A racial breakdown of responses shows slight variance; 57.5 per cent of the white subjects and 52.5 per cent of the black
### TABLE 3
NUMBER OF SIBLINGS OF MEMBERS IN SAMPLE

<table>
<thead>
<tr>
<th>Siblings</th>
<th>White No.</th>
<th>Female %</th>
<th>Black No.</th>
<th>Female %</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Older Brothers</td>
<td>34</td>
<td>20.48</td>
<td>67</td>
<td>27.34</td>
<td>101</td>
<td>23.91</td>
</tr>
<tr>
<td>Older Sisters</td>
<td>39</td>
<td>23.46</td>
<td>55</td>
<td>22.44</td>
<td>94</td>
<td>22.95</td>
</tr>
<tr>
<td>Younger Brothers</td>
<td>43</td>
<td>25.90</td>
<td>74</td>
<td>30.20</td>
<td>117</td>
<td>28.05</td>
</tr>
<tr>
<td>Younger Sisters</td>
<td>50</td>
<td>30.12</td>
<td>49</td>
<td>20.00</td>
<td>99</td>
<td>25.06</td>
</tr>
<tr>
<td>Total</td>
<td>166</td>
<td>40.38</td>
<td>245</td>
<td>59.62</td>
<td>411</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### TABLE 4
INSTANCES OF FAMILIAL INCARCERATION OF SAMPLE

<table>
<thead>
<tr>
<th>Response</th>
<th>White No.</th>
<th>Female %</th>
<th>Black No.</th>
<th>Female %</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>57.5</td>
<td>21</td>
<td>52.5</td>
<td>44</td>
<td>55</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>42.5</td>
<td>19</td>
<td>47.5</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>40</td>
<td>100.0</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

subjects had so reported. Thus, 55 per cent of the subjects had an immediate family member who had broken the law and had been incarcerated for it.
Table 5 reveals familial incarceration by relationship. The highest percentage of incarceration was found to exist among the brothers of the subjects. This total was 40.25 per cent. Fathers were the next highest category with 25.80 per cent of those incarcerated coming from this group. Sisters made up 22.15 per cent of the total, while mothers accounted for only 7.4 per cent. The high percentage of familial incarceration reported by the subjects indicates that incarceration is a fairly familiar and a common occurrence among the subjects in this sample.

**TABLE 5**

**FAMILIAL INCARCERATION OF SAMPLE BY RELATIONSHIP**

<table>
<thead>
<tr>
<th>Relationship</th>
<th>White No.</th>
<th>Female %</th>
<th>Black No.</th>
<th>Female %</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>2</td>
<td>6.7</td>
<td>3</td>
<td>8.1</td>
<td>5</td>
<td>7.40</td>
</tr>
<tr>
<td>Father</td>
<td>9</td>
<td>30.0</td>
<td>8</td>
<td>21.6</td>
<td>17</td>
<td>25.80</td>
</tr>
<tr>
<td>Sister</td>
<td>6</td>
<td>20.0</td>
<td>9</td>
<td>24.3</td>
<td>15</td>
<td>22.15</td>
</tr>
<tr>
<td>Brother</td>
<td>12</td>
<td>40.0</td>
<td>15</td>
<td>40.5</td>
<td>27</td>
<td>40.25</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3.3</td>
<td>2</td>
<td>5.5</td>
<td>3</td>
<td>4.40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>44.77</td>
<td>37</td>
<td>55.23</td>
<td>67</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Evaluative Data

This section will examine the experiences of the student sample with school counselors in the public school and their perceptions of those experiences.
Table 6 reveals that 53 of the 80 subjects had at least one contact with a school counselor, for something other than scheduling, for a period of twenty or more minutes, while in the public school. This group represents 66.25 per cent of the sample. Conversely, 27 of the 80 subjects, 33.75 per cent, had no contact with a public school counselor prior to commitment. It is interesting to note that one-third of the subjects reported having no contact with a public school counselor; yet, it is with this group that the school counselor reportedly spends the great majority of his time, in that this group represents those youth who have generally caused considerable difficulty in the public school.

| Table 6 |
|------------------|------------------|------------------|------------------|------------------|
| MEMBERS OF STUDENT SAMPLE WHO HAVE HAD CONTACT WITH A PUBLIC SCHOOL COUNSELOR |

<table>
<thead>
<tr>
<th>Counselor Contact</th>
<th>White</th>
<th>Female</th>
<th>Black</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>80</td>
<td>21</td>
<td>52.5</td>
<td>53</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>20</td>
<td>19</td>
<td>47.5</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
<td>40</td>
<td>100</td>
<td>80</td>
</tr>
</tbody>
</table>

A racial breakdown of the results reveals that 32 of the 40 white subjects or 80 per cent and 21 of the 40 black subjects or 52.5 per cent had at least one contact with a public school counselor. Conversely, 8 of the 40 white subjects or 20 per cent, and 19 of the 40 black subjects or 47.5 per
cent had never had contact with a public school counselor for counseling. It is of particular interest to note that almost half of the black subjects reported that they had never been in contact with a public school counselor for something other than scheduling.

Table 7 reveals the frequency of counselor contact for the student sample. The number of subjects who reported that they had no previous counselor contact remained the same for both the white and black student sample; 27 of the 80 or 33.75 per cent of the subjects reaffirmed their previous report. A total of 31 of the 80 or 38.75 per cent of the subjects reported that they had had between one and three contacts with a counselor for counseling. A racial breakdown of this frequency shows that 17 of the 40 white subjects or 42.5 per cent and 14 of the 40 black subjects or 35 per cent had experienced counseling between one and three times. Further examination of the frequency of counselor contact reveals that 8 of the 80 or 10 per cent of the subjects had between four and six counselor contacts and that 8 of the 80 or 10 per cent of the subjects had between seven and ten counselor contacts. It is of interest to note that 6 of the 40 or 15 per cent of the white subjects had experienced counseling eleven or more times while none of the black subjects had had such an experience.
TABLE 7
NUMBER OF PUBLIC SCHOOL COUNSELOR CONTACTS
FOR MEMBERS OF THE STUDENT SAMPLE

<table>
<thead>
<tr>
<th>Counselor Contact</th>
<th>White No.</th>
<th>White %</th>
<th>Black No.</th>
<th>Black %</th>
<th>Total No.</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>8</td>
<td>20.0</td>
<td>19</td>
<td>47.5</td>
<td>27</td>
<td>33.75</td>
</tr>
<tr>
<td>1-3</td>
<td>17</td>
<td>42.5</td>
<td>14</td>
<td>35.0</td>
<td>31</td>
<td>38.75</td>
</tr>
<tr>
<td>4-6</td>
<td>5</td>
<td>12.5</td>
<td>3</td>
<td>7.5</td>
<td>8</td>
<td>10.00</td>
</tr>
<tr>
<td>7-10</td>
<td>4</td>
<td>10.0</td>
<td>4</td>
<td>10.0</td>
<td>8</td>
<td>10.00</td>
</tr>
<tr>
<td>11 or more</td>
<td>6</td>
<td>15.0</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>7.50</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
<td>40</td>
<td>100</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The black subjects in this study, when compared to the white subjects, consistently had less exposure to counseling. A total of 7 of the 40 black subjects or 17.5 per cent, experienced counseling four or more times, while 15 of the 40 white subjects or 37.5 per cent, had had such an experience. Whether this occurred because the white subjects were more willing and eager to seek out counseling is not known.

The members of the student sample who had received counseling were asked to evaluate their experience. Table 8 reveals that while only 3 of the 32 white subjects or 9.37 per cent found counseling to be very helpful, 7 of the 21 black subjects or 19.04 per cent rated it as such. In dividing the student evaluation data of counseling into the categories of helpful and not helpful, it is discovered that
19.6 per cent of the black subjects and 25 per cent of the white subjects considered counseling as not being helpful; while 80.94 per cent of the black subjects and 75 per cent of the white subjects considered counseling to be helpful. Although a slightly higher percentage of the black student sample found counseling to be helpful, the most noticeable discrepancy between the black and the white subjects occurred over each group's perception of counseling that was "very helpful." It is possible that the white subjects expected more from counseling than was warranted or that the black subjects expecting nothing or perhaps very little, were pleasantly surprised and tended to rate their counseling experience accordingly.

TABLE 8
STUDENT SAMPLE EVALUATION OF PAST COUNSELING

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>White No.</th>
<th>Female %</th>
<th>Black No.</th>
<th>Female %</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
<td>3</td>
<td>9.37</td>
<td>7</td>
<td>33.33</td>
<td>10</td>
<td>21.35</td>
</tr>
<tr>
<td>Helpful</td>
<td>12</td>
<td>37.50</td>
<td>4</td>
<td>19.04</td>
<td>16</td>
<td>28.27</td>
</tr>
<tr>
<td>Kind of Helpful</td>
<td>9</td>
<td>28.13</td>
<td>6</td>
<td>28.57</td>
<td>15</td>
<td>28.35</td>
</tr>
<tr>
<td>Not too Helpful</td>
<td>5</td>
<td>15.63</td>
<td>2</td>
<td>9.53</td>
<td>7</td>
<td>12.58</td>
</tr>
<tr>
<td>Not Helpful at All</td>
<td>3</td>
<td>9.37</td>
<td>2</td>
<td>9.53</td>
<td>5</td>
<td>9.45</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.00</td>
<td>21</td>
<td>100.00</td>
<td>53</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Preference Data

This section will concern itself with an examination of the expressed student preferences for a counselor. Student preference for sex, age, and race of a counselor will be considered.

Table 9 reveals that the majority of subjects, 53.75 per cent, did not indicate a preference for either a male or a female counselor. They apparently felt that it made no difference whether the counselor was a male or a female. A total of 31.25 per cent of the subjects did indicate, however, a preference for a male counselor, while 15 per cent preferred a female counselor.

A racial breakdown of this data reveals results similar to the combined total. The majority of white subjects, 55 per cent, and the majority of black subjects, 52.5 per cent, indicated that if they could choose their next counselor, the sex of that counselor would be inconsequential. A total of 14 out of 40 white subjects, 35 per cent, and 11 out of 40 black subjects, 27.5 per cent, indicated a preference for a male counselor. Four out of 40 white subjects or 10 per cent, and 8 out of 40 black subjects or 20 per cent, indicated a preference for a female counselor.

It should be noted that no tendency was exhibited by the student sample to select a counselor of the same sex. The majority of both black and white subjects indicated that the sex of the counselor made no difference, while the next
highest category was preference for a male counselor. Both the black and white subjects preferred a female counselor least of all, but the black subjects outnumbered the white subjects two to one in preference for a female counselor.

**Table 9**

**EXPRESSED STUDENT PREFERENCE FOR SEX OF COUNSELOR**

<table>
<thead>
<tr>
<th>Sex</th>
<th>White No.</th>
<th>Female %</th>
<th>Black No.</th>
<th>Female %</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>35</td>
<td>11</td>
<td>27.5</td>
<td>25</td>
<td>31.25</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>10</td>
<td>8</td>
<td>20.0</td>
<td>12</td>
<td>15.00</td>
</tr>
<tr>
<td>No Difference</td>
<td>22</td>
<td>55</td>
<td>21</td>
<td>52.5</td>
<td>43</td>
<td>53.75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 10 reveals that the subjects overwhelmingly preferred a counselor who was younger rather than one who was older. A total of 26 of the 40 white subjects or 65 per cent, and 25 of the 40 black subjects or 62.5 per cent, made such a preference. Within subgroups, little to no variance was observed. Only 13.75 per cent of the student sample indicated preference for an older counselor, while 22.50 per cent indicated that it made no difference whether the counselor were younger or older. Clearly, it can be seen that the subjects preferred, if given the choice, to have a younger counselor.
TABLE 10

EXPRESSED STUDENT PREFERENCE FOR AGE OF COUNSELOR

<table>
<thead>
<tr>
<th>Age</th>
<th>White No.</th>
<th>Female %</th>
<th>Black No.</th>
<th>Female %</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger</td>
<td>26</td>
<td>65.0</td>
<td>25</td>
<td>62.5</td>
<td>51</td>
<td>63.75</td>
</tr>
<tr>
<td>Older</td>
<td>5</td>
<td>12.5</td>
<td>6</td>
<td>15.0</td>
<td>11</td>
<td>13.75</td>
</tr>
<tr>
<td>Makes no Difference</td>
<td>9</td>
<td>22.5</td>
<td>9</td>
<td>22.5</td>
<td>18</td>
<td>22.50</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>40</td>
<td>100.0</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 11 indicates that the majority of subjects, 66 of the 80 or 82.5 per cent, indicated that in choosing a counselor, the race of that counselor would make no difference. Although the majority of subjects did not prefer a counselor on the basis of their own racial background, 9 out of the 40 black subjects or 22.5 per cent, and 4 of the 40 white subjects, or 10 per cent, indicated a preference for a black counselor. Only one of the white subjects indicated a preference for a white counselor, while none of the black subjects made such a preference.

It would appear that a small group of black subjects preferred a counselor of the same racial background, but the white subjects made no such preference. Because a small percentage of white subjects preferred a black counselor, it might be interpreted that this group somehow has made an identification with the "black culture" or "experience."
Apparently, however, the black subjects have not made a similar identification with the "white culture" or "experience."

### TABLE II

**EXPRESSED STUDENT PREFERENCE FOR RACE OF COUNSELOR**

<table>
<thead>
<tr>
<th>Race</th>
<th>White</th>
<th>Female</th>
<th>Black</th>
<th>Female</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Black</td>
<td>4</td>
<td>10.0</td>
<td>9</td>
<td>22.5</td>
<td>13</td>
<td>16.25</td>
</tr>
<tr>
<td>Makes No Difference</td>
<td>35</td>
<td>87.5</td>
<td>31</td>
<td>77.5</td>
<td>66</td>
<td>82.50</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>40</td>
<td>100.0</td>
<td>80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Further consideration of the significance of race as a variable in counselor preference will be examined in the principal investigation of this study.

In summary, the descriptive student data obtained in this study indicates the following:

1. A majority of both the white and black subjects in this sample live with both natural parents.

2. The black subjects in this sample had on the average, two more siblings than did the white subjects.

3. The majority of subjects have had at least one member of their immediate family incarcerated for a period of five or more months.

4. A subject's brother was the member of the immediate family who had most often been incarcerated.
5. The majority of both white and black subjects had experienced counseling at least once, but twice as many blacks had never had this experience.

6. Twice as many whites had experienced four or more counseling sessions than blacks.

7. The majority of both the white and black subjects who had experienced counseling described it as beneficial.

8. The majority of subjects indicated that the sex of the counselor was inconsequential, but black subjects favored a female counselor two to one over the white subjects.

9. The majority of subjects overwhelmingly preferred a younger rather than an older counselor.

10. The majority of subjects indicated that counselor race was not a factor in their preference for a counselor, but almost one-fourth of the black subjects indicated a preference for a black counselor.

Design

The present study was designed to test in an analogue of counseling the relative effect of counselor race, counselor climate, and student race on the counselor preference of institutionalized delinquent female youth. This preference was examined through the use of a 2x2x2 factorial analysis of variance design with fixed effects. Counselor race (white-black), counselor climate (cold-warm), and student race (white-black) were the independent variables.

This design was employed so as to permit an examination of the separate influences of each of the three independent variables on the dependent variable with a reduced sampling
error. In addition, interaction effects could be determined; thus, the effect of counselor and subject racial similarity could be examined.

The underlying assumptions of analysis of variance, normality, homogeneity of variance, and random sampling were met, but the scale of measurement employed in this study was not interval. However, the scale of measurement in psychological inquiry seldom involves equal units; such measurement tends to lie somewhere between ordinal and interval scaling. Because such scales may be regarded as considerably better than subjective rank-ordering, the use of analysis of variance is permissible.4

Factor A which corresponds to race has two levels. They are designated as A1, corresponding to the white counselor and A2, corresponding to the black counselor. Factor B corresponds to counselor climate and its two levels can be categorized as B1, corresponding to the cold counselor and B2, corresponding to the warm counselor. Factor C corresponds to student race and its two levels can be categorized as C1, corresponding to the white subjects and C2, corresponding to the black subjects. The eight treatment groups may be seen in Table 12.

The subjects were assigned to the eight treatment groups via a table of random numbers. There were ten

---

### TABLE 12
TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Counselor Race</th>
<th>Counselor Climate</th>
<th>Student Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>$A_1B_1C_1$</td>
<td>White</td>
<td>Cold</td>
<td>White</td>
</tr>
<tr>
<td>$A_1B_1C_2$</td>
<td>White</td>
<td>Cold</td>
<td>Black</td>
</tr>
<tr>
<td>$A_1B_2C_1$</td>
<td>White</td>
<td>Warm</td>
<td>White</td>
</tr>
<tr>
<td>$A_1B_2C_2$</td>
<td>White</td>
<td>Warm</td>
<td>Black</td>
</tr>
<tr>
<td>$A_2B_1C_1$</td>
<td>Black</td>
<td>Cold</td>
<td>White</td>
</tr>
<tr>
<td>$A_2B_1C_2$</td>
<td>Black</td>
<td>Cold</td>
<td>Black</td>
</tr>
<tr>
<td>$A_2B_2C_1$</td>
<td>Black</td>
<td>Warm</td>
<td>White</td>
</tr>
<tr>
<td>$A_2B_2C_2$</td>
<td>Black</td>
<td>Warm</td>
<td>Black</td>
</tr>
</tbody>
</table>

Observations for each cell. This can be seen in Table 13.

### TABLE 13
DESIGN OF STUDY

<table>
<thead>
<tr>
<th>FACTORS AND LEVELS OF TREATMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>$A_1$</td>
</tr>
<tr>
<td>$B_1$ 10</td>
</tr>
<tr>
<td>$C_1$ 10</td>
</tr>
<tr>
<td>$C_2$ 10</td>
</tr>
</tbody>
</table>

| $A_2$                            |
| $B_1$ 10 | $B_2$ 10 |
| $C_1$ 10 | 10       |
| $C_2$ 10 | 10       |

Criteria

The criterion measure was an assessment of student
willingness or tendency toward visiting the analogue counselor for counseling. Counseling was defined to include three separate and distinct kinds of situations. These are as follows:

1. Vocational Counseling -- Assistance by the counselor in determining vocational or career possibilities, requirements for entry, and/or vocational aptitudes and interests.

2. Personal-Social Counseling -- Assistance by the counselor with a very personal problem, one that has caused some worry or concern to the student.

3. Educational Counseling -- Assistance by the counselor with a problem concerning school; such as having a schedule changed, needing information about the present number of high school credits and/or determining the accuracy of present grade placement.

Student concern about incorrect grade placement is a frequent institutional occurrence. Prior to incarceration, students will often change schools three or four times in one year, in addition to being chronically truant while enrolled in each school. The resultant condition is that the student will receive neither grades nor credit, but will perceive the time passage of one school year as an indication that grade advancement will be forthcoming. While some public schools will accommodate the student's perceptions, Scioto Village High School adheres to the Carnegie Unit concept of grade advancement, whereby four, eight, and eleven credits respectively are needed for advancement to the tenth, eleventh, and twelfth grades. Because of this, students will often perceive their actual grade placement as
incorrect and will consult with the school counselor.

In order to assess student preference for a counselor, the Counselor Preference Scale was developed. This consisted of three survey type questions which centered on the vocational, personal-social, and educational aspects of counseling. Students were asked to indicate on a seven point scale their willingness to see the analogue counselor for the three kinds of counseling outlined above. Criterion measures and directions to students may be seen in Appendix A.

Treatment of the Data

The results of this study will be examined by use of a 2x2x2 analysis of variance, using race of the counselor, counselor climate, and student race as the independent variables. Separate analysis for each of the three criterion measures and F ratios will be computed. The .05 level of significance will be used as an indication of significant findings.

Apparatus

The four treatment conditions utilized in this study were prepared through the utilization of a Wollensak tape recorder and a General Electric video tape recorder (VTR), using a Memorex video helical scan tape. Filming was conducted in the Counselor Education Practicum Room at The Ohio State University. All filming was conducted through a two way
Prior to filming, the counselor-client dialogue was taped using the Wollensak tape recorder. During the filming, this recorder was placed on the floor in the practicum room and turned on at the appropriate time prior to filming. Suspended from the ceiling in this room and out of filming view was the microphone to the VTR.

Placed on a side wall within the practicum room and also out of filming view, were cue cards which enabled the actors to pantomime the dialogue being played. Body movements to be replicated by each actor at particular times; such as movement toward or away from the client, were indicated on the cue cards, in addition to the dialogue being played. Because only a profile view of each counselor was filmed, it was most essential to synchronize the client's visual pantomime with that which was auditorily being played. When not accomplished initially, retakes were made until synchronization was achieved.

In analyzing the results of this study, an I.B.M. 360 Model 75 computer was used. Program number BMD 02V, the standard program for a 2x2x2 factorial analysis of variance (fixed effects), was employed.

Procedures

In preparing the four treatment conditions utilized in this study, two male actors of approximately the same age and body structure, one black and one white, portrayed the four
counselor conditions. One oriental female actress was also enlisted to portray a counselee in an institution similar to the one in which this study was conducted. The same actress was used to portray the counselee in all four treatment conditions while each male actor portrayed both a warm and cold black and a warm and cold white counselor.

A standard counselor-counselee script was prepared and this dialogue was used for all four treatment groups. This script is presented in its entirety in Appendix C.

The varied counselor climates (warm-cold) were portrayed through the use of both verbal and non-verbal communication. The verbal communication in both the warm and cold counselor conditions was held constant for both the black and white analogue counselors.

The audio portion of the videotape was made separately using the same actor for both the warm and cold auditory conditions. This resulted in two auditory tapes, one warm and one cold, with the counselee's voice being held constant in each. The proper effects were attained after three of four rehearsals and the taped voice conditions, two in number, were then dubbed into the video portion of the tape as it was being filmed. This enabled the auditory portion of both the white and black analogue counselors to be identical in terms of warm and cold voice conditions.

In developing the video portion of the tape, considerable effort was made to replicate all visual stimuli according
to climactic condition. Both the white and the black analogue counselor wore the same clothing during the filming and all body movements; such as movement toward or away from the client, positive head nodding or a lack of it and seat positioning were the same for each warm and each cold analogue counselor.

Counselor race was portrayed on the videotape by filming the profile of both the white and black analogue counselor. With voice tone, pitch and rate held constant for each warm and each cold condition and with the body movements and dress of each counselor also held constant in the videotaped profiles, the variable of race was isolated and controlled.

To insure that the appropriate effects were achieved, each tape was examined by twenty expert judges. Six Ph.D candidates, seven certified, practicing school counselors, and seven master's candidates enrolled in practicum were used in the validation of the audio video tape. Judges were asked to indicate both the race and the climactic conditions for each of the four analogue counselors. Prior to evaluation, each rater had the climactic conditions of warm and cold defined. Instruction to the raters and the rating procedures may be found in Appendix D.

Results of the validation data indicated overwhelming agreement on the climactic conditions of warm and cold. Significant agreement on the counselor's race, black or white, was also found. On the variable of counselor climate, 100
per cent agreement was found on both the warm and cold conditions for all four treatments. The variable of race was validated with 95 per cent agreement on counselor one, who was white; 100 per cent agreement on counselor two, who was white; 85 per cent agreement on counselor three, who was black; and 90 per cent agreement on counselor four, who was also black.

The slight variance on agreement for the factor of race cannot be accounted for. It is believed that perhaps the similarities existing in the two warm conditions and the two cold conditions was so great, that the raters did not perceive the racial differences existing.

Because of the slight variance by the judges on the race factor, it was decided to create a mental set in all subjects by giving a standard autobiographical sketch of each counselor prior to treatment. Age, marital status, educational background and race of the analogue counselor was presented to the subjects prior to viewing the videotape. This presentation was made by the examiner as part of the instructional information given to the students in the Counselor Preference Scale. See Appendix A.

The subjects employed in this study, the forty white and forty black female students, were randomly assigned to each of the four treatment groups. This resulted in eight different treatment groups with ten white subjects and ten black subjects in each.
The treatment sessions consisted of student viewing of a videotaped analogue counseling session on closed circuit television. The first treatment condition, which was the white, cold, analogue counselor was viewed by ten white and ten black students. Viewing of the session was done in groups of ten with five white and five black students being brought together for each viewing. After all the subjects had viewed the first treatment condition, those subjects assigned to the second treatment condition viewed the white, warm, analogue counselor. This was followed by the twenty subjects assigned to the third treatment condition which was viewing the black, cold, analogue counselor and by the twenty subjects assigned to the fourth treatment condition which was viewing the black, warm, analogue counselor. All viewing was done in groups of ten with five white and five black subjects from each treatment group viewing the treatment conditions.

The subjects in this study were asked in groups of ten to report to the school auditorium. Upon arriving, they were asked to view on videotape a counseling session between a student and a school counselor. In order to increase interest, subjects were told that what they were about to see was an actual counseling session that had been videotaped in an institution similar to the one in which they were presently in and that the taping was done with the knowledge and consent of the girl from the institution. Further instructions to students may be seen in Appendix A.
The videotape recording was viewed in a darkened room by the subjects and each condition to which the subjects were assigned was seen twice. It was felt that two viewings would increase the subjects' understanding and awareness of what was taking place in the counseling session. Total viewing time was four minutes for each group. After viewing, subjects were asked to refer to the Counselor Preference Scale so that they might indicate how they felt about the counselor they had just seen.

All instructions, questions and choice of answers were read aloud while the students read silently to themselves. In addition to the examiner, two assistants were used to help answer questions related to the marking procedures. This was done to insure student understanding of the correct marking procedures.

The Student Information Sheet was administered after the subjects had completed the Counselor Preference Scale. All questions and choice of answers on this questionnaire were read aloud while students read silently to themselves.

This chapter has concerned itself with a discussion of the research setting, sample, design, apparatus and procedures. Chapter IV will focus on the findings of this study and a discussion of these findings.
CHAPTER IV

Presentation of the Findings and Discussion

This chapter will concern itself with a presentation and discussion of the results of this study. The results of the principal investigation which test the four null hypotheses outlined in Chapter I will be presented. The .05 level of significance will be used as the standard by which the null hypotheses are accepted or rejected.

Results of the Principal Investigation

An attempt was made to examine, in an analogue of counseling, the effect of counselor race, counselor climate, and student race on the counselor preference of institutionalized delinquent female youth. Four groups of 20 subjects each, 10 white and 10 black, who had been randomly assigned to each group, took part in the principal investigation. After viewing one of the four stimulus counselors on videotape, the subjects were asked to complete the Counselor Preference Scale. (See Appendix A).

In essence, the subjects indicated their willingness to see the stimulus counselor for vocational, personal-social, and educational counseling. These three criterion measures will be referred to as Criterion I, Criterion II, and Criterion III and they will be examined separately in this study.
Criterion I

After viewing the stimulus counselor on videotape, the subjects were asked to indicate on a seven point scale their willingness to see the stimulus counselor for vocational counseling. The lower the rating, the less preferred was the counselor, while the higher the rating, the more positive was the subject about seeing the stimulus counselor for vocational assistance. A 2x2x2 analysis of variance with ten replications was computed, the results of which may be seen in Table 14.

The main effects of counselor race, counselor climate, and student race were not significant, nor were there any significant interactions observed. Thus, the four null hypotheses outlined in Chapter I could not be rejected. In choosing a counselor for vocational assistance, the subjects did not differentiate between counselors on the basis of either counselor race or counselor climate; nor did the subjects differ among themselves on the basis of race, in their preference for a counselor to render vocational assistance.

Table 15 shows the marginal means and standard deviations for all factors and levels of preference. As can be seen by inspection, the black counselor tended to be slightly more preferred than the white counselor for vocational assistance and the cold counselor was slightly more preferred than the warm counselor. In examining the differences between the two levels of Factor C, student race, it can be seen that the
<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Race</td>
<td>1</td>
<td>3.200</td>
<td>3.200</td>
<td>0.889</td>
</tr>
<tr>
<td>Counselor Climate</td>
<td>1</td>
<td>4.050</td>
<td>4.050</td>
<td>1.125</td>
</tr>
<tr>
<td>Student Race</td>
<td>1</td>
<td>0.800</td>
<td>0.800</td>
<td>0.222</td>
</tr>
<tr>
<td>Counselor Race and Counselor Climate</td>
<td>1</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Counselor Race and Student Race</td>
<td>1</td>
<td>1.250</td>
<td>1.250</td>
<td>0.347</td>
</tr>
<tr>
<td>Counselor Climate and Student Race</td>
<td>1</td>
<td>0.800</td>
<td>0.800</td>
<td>0.222</td>
</tr>
<tr>
<td>Counselor Race, Counselor Climate and Student Race</td>
<td>1</td>
<td>2.4498</td>
<td>2.4498</td>
<td>0.680</td>
</tr>
<tr>
<td>Error</td>
<td>72</td>
<td>258.999</td>
<td>3.597</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>271.549</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = p .10
** = p .05
black subjects tended to prefer vocational assistance from a counselor, slightly more than did the white subjects. These tendencies are not significant, however, nor do they even approach significance.

Table 15 reveals the means and standard deviations for the combinations of counselor race and counselor climate. The subjects tended to prefer a cold, black counselor for vocational counseling most, followed by a white, cold counselor. The white, warm counselor was least preferred, while the black, warm counselor received the next to lowest rating. The proclivities exhibited by the subjects, although not significant, were in the direction of a cold counselor.

Table 17 reveals the means and standard deviations for the combinations of counselor and student race. Black counselors were given an almost identical mean rating by both the
### TABLE 16

MEANS AND STANDARD DEVIATIONS FOR COUNSELOR RACE AND COUNSELOR CLIMATE

<table>
<thead>
<tr>
<th>Counselor Climate</th>
<th>Counselor Race</th>
<th>White Mean</th>
<th>Black Mean</th>
<th>Climate Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold</td>
<td>White</td>
<td>4.10</td>
<td>4.50</td>
<td>4.30</td>
<td>1.99</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm</td>
<td>White</td>
<td>3.65</td>
<td>4.05</td>
<td>3.85</td>
<td>1.76</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor Mean and S. D.</td>
<td>White</td>
<td>3.87</td>
<td>4.27</td>
<td></td>
<td>2.03</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td>1.73</td>
</tr>
</tbody>
</table>

### TABLE 17

MEANS AND STANDARD DEVIATIONS FOR COUNSELOR RACE AND STUDENT RACE

<table>
<thead>
<tr>
<th>Student Race</th>
<th>Counselor Race</th>
<th>White Mean</th>
<th>Black Mean</th>
<th>Student Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>White</td>
<td>3.65</td>
<td>4.30</td>
<td>3.975</td>
<td>1.74</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>White</td>
<td>4.10</td>
<td>4.25</td>
<td>4.175</td>
<td>2.19</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor Mean and S. D.</td>
<td>White</td>
<td>3.87</td>
<td>4.27</td>
<td></td>
<td>2.03</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td>1.73</td>
</tr>
</tbody>
</table>

white and the black subjects and tended to be more preferred by both the white and the black subjects. The white counselors received the lowest rating and were rated higher by the black subjects than by the white subjects.

Table 18 reveals that the cold counselors tended to be most preferred by the black subjects, but received the second highest mean rating from the white subjects. Both the white
and the black subjects preferred the warm counselors less than the cold counselors. However, these differences are not significant.

**TABLE 18**

**MEANS AND STANDARD DEVIATIONS FOR COUNSELOR CLIMATE AND STUDENT RACE**

<table>
<thead>
<tr>
<th>Student Race</th>
<th>Counselor Climate</th>
<th>Student Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cold</td>
<td>Warm</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>4.10</td>
<td>3.85</td>
<td>3.97</td>
</tr>
<tr>
<td>Black</td>
<td>4.50</td>
<td>3.85</td>
<td>4.17</td>
</tr>
<tr>
<td>Climate Mean and S. D.</td>
<td>4.30</td>
<td>3.85</td>
<td>1.99</td>
</tr>
</tbody>
</table>

Although no significant differences were found regarding student preference for a counselor to render vocational assistance, it is interesting to note, as revealed in Table 19, that the white, cold counselor was rated highest by the black subjects and the black, cold counselor was rated highest by the white subjects. In addition, the white, warm counselor was least preferred by the black subjects, while the white subjects indicated that they least preferred the white cold counselor.
TABLE 19
MEANS AND STANDARD DEVIATIONS FOR ALL COMBINATIONS AND LEVELS OF COUNSELOR RACE, COUNSELOR CLIMATE AND STUDENT RACE

<table>
<thead>
<tr>
<th>Counselor Race</th>
<th>Counselor Climate</th>
<th>Student Race</th>
<th>Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Cold</td>
<td>White</td>
<td>3.6</td>
<td>1.46</td>
</tr>
<tr>
<td>White</td>
<td>Cold</td>
<td>Black</td>
<td>4.6</td>
<td>2.85</td>
</tr>
<tr>
<td>White</td>
<td>Warm</td>
<td>White</td>
<td>3.7</td>
<td>1.68</td>
</tr>
<tr>
<td>White</td>
<td>Warm</td>
<td>Black</td>
<td>3.6</td>
<td>2.13</td>
</tr>
<tr>
<td>Black</td>
<td>Cold</td>
<td>White</td>
<td>4.6</td>
<td>1.49</td>
</tr>
<tr>
<td>Black</td>
<td>Cold</td>
<td>Black</td>
<td>4.4</td>
<td>2.19</td>
</tr>
<tr>
<td>Black</td>
<td>Warm</td>
<td>White</td>
<td>4.0</td>
<td>1.61</td>
</tr>
<tr>
<td>Black</td>
<td>Warm</td>
<td>Black</td>
<td>4.1</td>
<td>1.61</td>
</tr>
</tbody>
</table>

Criterion II

The proclivities exhibited by the subjects to visit the stimulus counselor for assistance with a personal-social problem will be examined in this section. The results of the analysis of variance which may be seen in Table 20, revealed that the main effect of student race was significant \((F= 4.527, p = .05)\), and that the main effect of counselor race, although not significant, approached significance \((F= 3.144, p = .10)\). Thus, hypothesis three was rejected, while hypothesis one, although not rejected, will be examined closely. No significant interactions were observed.
### TABLE 20

ANALYSIS OF VARIANCE ON THE SUBJECTS PREFERENCE
FOR A COUNSELOR TO RENDER PERSONAL-SOCIAL ASSISTANCE

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Race</td>
<td>1</td>
<td>11.25</td>
<td>11.250</td>
<td>3.144*</td>
</tr>
<tr>
<td>Counselor Climate</td>
<td>1</td>
<td>1.25</td>
<td>1.25</td>
<td>.349</td>
</tr>
<tr>
<td>Student Race</td>
<td>1</td>
<td>16.20</td>
<td>16.20</td>
<td>4.527**</td>
</tr>
<tr>
<td>Counselor Race and Counselor Climate</td>
<td>1</td>
<td>8.449</td>
<td>8.449</td>
<td>2.361</td>
</tr>
<tr>
<td>Counselor Race and Student Race</td>
<td>1</td>
<td>0.800</td>
<td>0.800</td>
<td>0.223</td>
</tr>
<tr>
<td>Counselor Climate and Student Race</td>
<td>1</td>
<td>1.800</td>
<td>1.800</td>
<td>0.503</td>
</tr>
<tr>
<td>Counselor Race, Counselor Climate and Student Race</td>
<td>1</td>
<td>0.198</td>
<td>0.198</td>
<td>0.055</td>
</tr>
<tr>
<td>Error</td>
<td>72</td>
<td>257.599</td>
<td>3.578</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>297.548</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = p .10  
** = p .05
In choosing a counselor to render personal-social assistance, the subjects differed significantly among themselves. As can be seen in Table 21, the white subjects were more willing to see a school counselor for personal-social counseling.

### TABLE 21

**MARGINAL MEANS AND STANDARD DEVIATIONS FOR ALL FACTORS AND LEVELS OF PREFERENCE**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Level</th>
<th>Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Race</td>
<td>White</td>
<td>3.30</td>
<td>1.51</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>4.05</td>
<td>1.92</td>
</tr>
<tr>
<td>Counselor Climate</td>
<td>Cold</td>
<td>3.55</td>
<td>1.79</td>
</tr>
<tr>
<td></td>
<td>Warm</td>
<td>3.80</td>
<td>1.63</td>
</tr>
<tr>
<td>Student Race</td>
<td>White</td>
<td>4.12</td>
<td>1.52</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>3.22</td>
<td>1.91</td>
</tr>
</tbody>
</table>

The main effect of counselor race, although not significant, approached significance and the subjects tended to prefer a black counselor over a white counselor; irrespective of both counselor climate and student race. As can be seen in Table 22, the subjects tended to prefer the black, cold counselor most and the white, cold counselor least, while the black, warm counselor received the second highest rating and the white, warm counselor was preferred next to least.
### TABLE 22
MEANS AND STANDARD DEVIATIONS FOR COUNSELOR RACE AND COUNSELOR CLIMATE

<table>
<thead>
<tr>
<th>Counselor Climate</th>
<th>Counselor Race</th>
<th>Climate Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold</td>
<td>White</td>
<td>2.85</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.55</td>
<td>1.79</td>
</tr>
<tr>
<td>Warm</td>
<td>White</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>3.85</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.80</td>
<td>1.63</td>
</tr>
<tr>
<td>Counselor Race Mean and S. D.</td>
<td>White</td>
<td>3.30</td>
<td>4.05</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>1.51</td>
<td>1.92</td>
</tr>
</tbody>
</table>

Table 23 reveals that the black counselor received the highest preference rating from the white subjects and the second highest preference rating from the black subjects. The lowest ratings were given to the white counselor by the black subjects, while the next to lowest preference rating was given to the white counselor by the white subjects.

### TABLE 23
MEANS AND STANDARD DEVIATIONS FOR COUNSELOR RACE AND STUDENT RACE

<table>
<thead>
<tr>
<th>Student Race</th>
<th>Counselor Race</th>
<th>White</th>
<th>Black</th>
<th>Student Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>White</td>
<td>3.65</td>
<td>4.60</td>
<td>4.12</td>
<td>1.52</td>
</tr>
<tr>
<td>Black</td>
<td>White</td>
<td>2.95</td>
<td>3.50</td>
<td>3.22</td>
<td>1.91</td>
</tr>
<tr>
<td></td>
<td>Counselor Mean and S. D.</td>
<td>3.30</td>
<td>4.05</td>
<td>1.51</td>
<td>1.92</td>
</tr>
</tbody>
</table>
Although no significant differences were found to exist for counselor climate, it is interesting to note that there was a tendency for the white subjects to prefer a warm counselor and a very slight tendency for the black subjects to prefer a cold counselor. Table 24 reveals that the white subjects most preferred a warm counselor, while the warm counselor was least preferred by the black subjects. However, when the variable of race was added, the white subjects tended to give the highest preference rating to the black, cold counselor and the second highest preference rating to the black, warm counselor. As can be seen in Table 25, both the black and the white subjects tended to give their highest preference rating to the black, cold counselor.

**TABLE 24**

**MEANS AND STANDARD DEVIATIONS FOR COUNSELOR CLIMATE AND STUDENT RACE**

<table>
<thead>
<tr>
<th>Student Race</th>
<th>Counselor Climate</th>
<th>Student Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cold</td>
<td>Warm</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3.85</td>
<td>4.40</td>
<td>4.12</td>
</tr>
<tr>
<td>Black</td>
<td>3.25</td>
<td>3.20</td>
<td>3.22</td>
</tr>
<tr>
<td>Climate Mean</td>
<td>3.55</td>
<td>3.80</td>
<td>1.79</td>
</tr>
</tbody>
</table>
### TABLE 25

**MEANS AND STANDARD DEVIATIONS FOR ALL COMBINATIONS AND LEVELS OF COUNSELOR RACE, COUNSELOR CLIMATE AND STUDENT RACE**

<table>
<thead>
<tr>
<th>Counselor Race</th>
<th>Counselor Climate</th>
<th>Student Race</th>
<th>Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Cold</td>
<td>White</td>
<td>3.0</td>
<td>1.54</td>
</tr>
<tr>
<td>White</td>
<td>Cold</td>
<td>Black</td>
<td>2.7</td>
<td>1.61</td>
</tr>
<tr>
<td>White</td>
<td>Warm</td>
<td>White</td>
<td>4.3</td>
<td>1.32</td>
</tr>
<tr>
<td>White</td>
<td>Warm</td>
<td>Black</td>
<td>3.2</td>
<td>1.58</td>
</tr>
<tr>
<td>Black</td>
<td>Cold</td>
<td>White</td>
<td>4.7</td>
<td>1.96</td>
</tr>
<tr>
<td>Black</td>
<td>Cold</td>
<td>Black</td>
<td>3.8</td>
<td>2.07</td>
</tr>
<tr>
<td>Black</td>
<td>Warm</td>
<td>White</td>
<td>4.5</td>
<td>1.26</td>
</tr>
<tr>
<td>Black</td>
<td>Warm</td>
<td>Black</td>
<td>3.2</td>
<td>2.39</td>
</tr>
</tbody>
</table>

It should be noted, however, that the only finding statistically significant at the .05 level was that of student race. Apparently black students have significantly less preference for personal-social counseling than do white students.

**Criterion III**

This section will examine the tendencies exhibited by the subjects to visit the stimulus counselor for educational counseling. The results of the analysis of variance, which may be seen in Table 26, revealed that the main effect of student race was significant ($F = 4.547, p = .05$). The main
### TABLE 26

ANALYSIS OF VARIANCE ON THE SUBJECTS PREFERENCE FOR A COUNSELOR TO RENDER EDUCATIONAL ASSISTANCE

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Race</td>
<td>1</td>
<td>3.612</td>
<td>3.612</td>
<td>1.562</td>
</tr>
<tr>
<td>Counselor Climate</td>
<td>1</td>
<td>2.112</td>
<td>2.112</td>
<td>.913</td>
</tr>
<tr>
<td>Student Race</td>
<td>1</td>
<td>10.51</td>
<td>10.513</td>
<td>4.547**</td>
</tr>
<tr>
<td>Counselor Race and Counselor Climate</td>
<td>1</td>
<td>1.51</td>
<td>1.513</td>
<td>.654</td>
</tr>
<tr>
<td>Counselor Race and Student Race</td>
<td>1</td>
<td>.312</td>
<td>.313</td>
<td>.135</td>
</tr>
<tr>
<td>Counselor Climate and Student Race</td>
<td>1</td>
<td>.612</td>
<td>.613</td>
<td>.265</td>
</tr>
<tr>
<td>Counselor Race, Counselor Climate, and Student Race</td>
<td>1</td>
<td>2.813</td>
<td>2.813</td>
<td>1.216</td>
</tr>
<tr>
<td>Error</td>
<td>72</td>
<td>166.499</td>
<td>2.312</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>187.987</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = p .10

** = p .05
effects of counselor race and counselor climate were not significant, however, nor were there any significant interactions observed. Thus, hypothesis three was rejected, while hypotheses one, two, and four were all accepted.

The subjects differed significantly on their willingness to see, or preference for, a counselor to render assistance of an educational nature. Table 27 reveals that the white subjects had a significantly higher mean preference rating to see a counselor for educational counseling than did the black subjects, although the mean ratings for both sub-groups indicated that each group was positive about seeing a counselor for such assistance. Table 27 also reveals that there was a slight tendency for the subjects to prefer a counselor who was black, and a counselor climate that was warm, although neither of these findings are significant.

TABLE 27
MARGINAL MEANS AND STANDARD DEVIATIONS FOR ALL FACTORS AND LEVELS OF PREFERENCE

<table>
<thead>
<tr>
<th>Factor</th>
<th>Level</th>
<th>Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Race</td>
<td>White</td>
<td>5.30</td>
<td>1.48</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>5.72</td>
<td>1.84</td>
</tr>
<tr>
<td>Counselor Climate</td>
<td>Cold</td>
<td>5.35</td>
<td>1.88</td>
</tr>
<tr>
<td></td>
<td>Warm</td>
<td>5.68</td>
<td>1.44</td>
</tr>
<tr>
<td>Student Race</td>
<td>White</td>
<td>5.88</td>
<td>1.86</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>5.15</td>
<td>1.46</td>
</tr>
</tbody>
</table>
Table 28 reveals that the subjects tended to prefer the black, warm counselor most and the white, cold counselor least. By inspection, it can be seen in Table 28 that the black counselor was slightly more preferred than the white counselor, regardless of the climate.

**TABLE 28**

MEANS AND STANDARD DEVIATIONS FOR COUNSELOR RACE AND COUNSELOR CLIMATE

<table>
<thead>
<tr>
<th>Counselor Climate</th>
<th>Counselor Race</th>
<th>Climate Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold</td>
<td>White</td>
<td>5.00</td>
<td>5.35</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>5.70</td>
<td></td>
</tr>
<tr>
<td>Warm</td>
<td>White</td>
<td>5.60</td>
<td>5.68</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>5.75</td>
<td></td>
</tr>
<tr>
<td>Counselor Mean and S. D.</td>
<td>5.30</td>
<td>5.72</td>
<td>1.48</td>
</tr>
</tbody>
</table>

The black counselor received the highest preference rating from the white subjects and the white counselor received the second highest preference rating from the same subjects. Black subjects tended to prefer a black counselor slightly more than a white counselor, but this was not significant. Both white and black subjects tended to prefer a black counselor, as can be seen in Table 29, but the white subjects tended to rate both the black and the white counselors higher than did the black subjects.
TABLE 29
MEANS AND STANDARD DEVIATIONS FOR COUNSELOR RACE AND STUDENT RACE

<table>
<thead>
<tr>
<th>Student Race</th>
<th>Counselor Race</th>
<th>Student Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>Black</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>5.60</td>
<td>6.15</td>
<td>5.88</td>
</tr>
<tr>
<td>Black</td>
<td>5.00</td>
<td>5.30</td>
<td>5.15</td>
</tr>
<tr>
<td>Counselor Mean and S. D.</td>
<td>5.30</td>
<td>5.72</td>
<td>1.48</td>
</tr>
</tbody>
</table>

In choosing a stimulus counselor for educational counseling, the subjects exhibited a very slight tendency toward visiting a warm, rather than a cold counselor. Table 30 reveals that both the white and the black subjects exhibited this tendency. The warm counselor was rated highest by the white subjects while the cold counselor was rated lowest by the black subjects. As can be seen in Table 30, the cold counselor was rated higher by the white subjects than was the warm counselor by the black subjects.

Table 31 reveals that the black, cold counselor received the highest preference rating from the white subjects, while the white, cold counselor received the lowest preference from the black subjects. The counselor most preferred by the black subjects was the black, warm counselor, while the counselor least preferred by the white subjects was the white, cold counselor.
### TABLE 30
MEANS AND STANDARD DEVIATIONS FOR COUNSELOR CLIMATE AND STUDENT RACE

<table>
<thead>
<tr>
<th>Student Race</th>
<th>Counselor Climate</th>
<th>Student Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Cold</td>
<td>5.80</td>
<td>1.86</td>
</tr>
<tr>
<td></td>
<td>Warm</td>
<td>5.95</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td>4.90</td>
<td>1.46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.40</td>
<td></td>
</tr>
<tr>
<td>Climate Mean and S. D.</td>
<td></td>
<td>5.35</td>
<td>1.88</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.68</td>
<td>1.44</td>
</tr>
</tbody>
</table>

### TABLE 31
MEANS AND STANDARD DEVIATIONS FOR ALL COMBINATIONS AND LEVELS OF COUNSELOR RACE, COUNSELOR CLIMATE AND STUDENT RACE

<table>
<thead>
<tr>
<th>Counselor Race</th>
<th>Counselor Climate</th>
<th>Student Race</th>
<th>Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Cold</td>
<td>White</td>
<td>5.2</td>
<td>1.34</td>
</tr>
<tr>
<td>White</td>
<td>Cold</td>
<td>Black</td>
<td>4.8</td>
<td>2.41</td>
</tr>
<tr>
<td>White</td>
<td>Warm</td>
<td>White</td>
<td>6.0</td>
<td>1.04</td>
</tr>
<tr>
<td>White</td>
<td>Warm</td>
<td>Black</td>
<td>5.2</td>
<td>1.16</td>
</tr>
<tr>
<td>Black</td>
<td>Cold</td>
<td>White</td>
<td>6.4</td>
<td>2.54</td>
</tr>
<tr>
<td>Black</td>
<td>Cold</td>
<td>Black</td>
<td>5.0</td>
<td>1.26</td>
</tr>
<tr>
<td>Black</td>
<td>Warm</td>
<td>White</td>
<td>5.9</td>
<td>2.54</td>
</tr>
<tr>
<td>Black</td>
<td>Warm</td>
<td>Black</td>
<td>5.6</td>
<td>1.03</td>
</tr>
</tbody>
</table>

The results of the principal investigation have been presented and discussed in this chapter. Chapter V will
summarize and draw conclusions from the data contained in Chapter IV. In addition, recommendations and implications for further research will be included in the final chapter of this study.
CHAPTER V

Summary, Conclusions, and Implications

This chapter will present an integration of the entire study and will be divided into four sections: an overview of the study, conclusions from the principal investigation, implications of the study for school guidance programs, and recommendations for further research will be examined separately in this chapter.

Overview

This study examined, in an analogue of counseling, the significance of counselor race, counselor climate, and student race on student preference for a counselor. In attempting to ascertain the significance of the selected conditions mentioned above, the following four null hypotheses were developed.

1. Mean ratings from groups of subjects defined in terms of counselor race will not differ significantly.

2. Mean ratings from groups of subjects defined in terms of counselor climate will not differ significantly.

3. Mean ratings from groups of subjects defined in terms of student race will not differ significantly.

4. Mean ratings from groups of subjects defined in terms of counselor race, counselor climate, and student race,
or in any combination thereof, will not differ significantly from the means expected from the simple addition of the appropriate main effects.

Considerable speculation, but surprisingly little empirical data was reported in the literature with regard to the counselor preference of black students. There are those who insist that counselor race is an insignificant factor in working with black students; yet, there are those who insist that the black student should be counseled by a black counselor. A few studies have dealt specifically with the counselor preferences of black students, but the results have been contradictory. No studies were reviewed where the race of the counselor was isolated and controlled.

The counselor preferences of students has generally been a neglected area of research. Certain counselor characteristics such as age, physical attractiveness, sex, race, and marital status have been particularly neglected, leading some writers to refer to such topics as "taboo." The importance and significance of investigations to determine the counselor preferences of students has been postulated, however, in the literature.

This investigation examined the counselor preferences of adjudicated delinquent female youth. A total of 80 students, 40 white and 40 black, were selected randomly and assigned to one of the four treatment groups. Each treatment was a simulated counseling session between a counselor and a student. The student was an oriental female who portrayed
the role of an institutionalized delinquent female having adjustment problems within the institution. She interacted, in an analogue of counseling, with a white cold counselor, a white warm counselor, a black cold counselor, and a black warm counselor.

A standard script was used by both the analogue counselor and the analogue client. The videotaping of the simulated counseling session was conducted in a manner that permitted only a profile view of the counselor. The cold and warm voice conditions were pre-recorded by the same male counselor while interacting with the female analogue client and each voice condition was dubbed into the video portion of the audio-video taping. All counselor body movements by the white, cold, analogue counselor were replicated by the black, cold, analogue counselor. Similarly, all body movements of the white, warm, analogue counselor were replicated by the black, warm, analogue counselor.

Each simulated counseling session was viewed by twenty expert judges for validation of the race and climactic conditions. Both the cold and the warm climactic conditions were validated by the judges with 100 per cent agreement on each of the conditions. On the variable of counselor race, it was revealed that 95 per cent agreement was obtained for counselor one, who was white; 100 per cent agreement for counselor two, who was white; 85 per cent agreement for counselor three, who was black; and 90 per cent agreement for counselor four,
who was black. Because of the slight variance by the judges on the factor of race, it was decided to create a mental set in all subjects prior to their viewing the videotape. Thus, the race of the counselor was presented to the subjects in a brief autobiographical sketch prior to their viewing the analogue counseling session.

Each subject completed a Counselor Preference Scale and a Student Information Sheet. The information obtained from the Student Information Sheet was tabulated and presented in the form of percentages. The information obtained from the Counselor Preference Scale permitted an examination of the student preferences for a counselor within a vocational, personal-social, and educational counseling context. This information was examined by the use of a 2x2x2 analysis of variance, using race of the counselor, counselor climate, and student race as the independent variables. Separate analyses for each of the three criterion measures were computed.

The results of the descriptive student data revealed the following:

1. The majority of subjects, 42.5 per cent, lived with both natural parents, while 38.75 per cent lived with their natural mother, but not with their natural father.

2. The black subjects had on the average, 6.12 brothers and sisters, while the white subjects averaged 4.15 siblings.
3. The majority of subjects, 55 per cent, have had at least one member of their immediate family incarcerated for a period of five or more months.

4. A total of 40.25 per cent of the subjects' brothers had at one time been incarcerated. Brothers were the most frequently incarcerated member of the subjects' family.

5. The majority of subjects, 66.25 per cent, had experienced counseling at least once, but twice as many blacks as whites, 47.5 per cent, had never had this experience.

6. The black subjects, when compared to the white subjects, consistently had less exposure to counseling. A total of 37.5 per cent of the white subjects had experienced counseling four or more times, while only 17.5 per cent of the black subjects had had such an experience.

7. The majority of subjects, 80.94 per cent of the black subjects and 75 per cent of the white subjects, who had received counseling found it to be beneficial.

8. The majority of subjects, 53.75 per cent, indicated that the sex of the counselor made no difference in their preference for a counselor. A male counselor was preferred more, however, than a female counselor.

9. The majority of subjects, 63.75 per cent, indicated a preference for a younger, rather than an older counselor.

10. The majority of subjects, 77.5 per cent,
indicated that the counselor's race was not a factor in their expressed preference for a counselor. However, 22.5 per cent of the black subjects and 10 per cent of the white subjects indicated a preference for a black counselor. The white counselor was preferred only by 2.5 per cent of the white subjects and not at all by the black subjects.

The results of the principal investigation tested the four null hypotheses outlined previously. Three criterion measures were employed and the students' preference for a counselor to render vocational, personal-social, and educational counseling was examined. These criterion measures have been referred to in this study as Criterion I, preference for vocational counseling; Criterion II, preference for personal-social counseling; and Criterion III, preference for educational counseling.

**Criterion I**

A 2x2x2 analysis of variance was computed and it was revealed that the main effects of counselor race, counselor climate, and student race were not significant; nor were there any significant interactions observed. Thus, none of the four null hypotheses were rejected. In choosing a counselor to render vocational counseling, the students did not differentiate between counselors on the basis of either counselor race or counselor climate; nor did the students differ among themselves on the basis of race, in their preference for a counselor to render vocational assistance.
Criterion II

A 2x2x2 analysis of variance was computed and it was revealed that the main effect of student race was significant \( (F = 4.527, p = .05) \), and that the main effect of counselor race, although not significant, approached significance \( (F = 3.144, p = .10) \). No significant interactions were observed, thus, hypothesis three was rejected. Hypothesis one was so close to being significant that this writer has considered it as such and will draw conclusions from it accordingly. Hypotheses two and four were accepted.

In choosing a counselor to render personal-social assistance, the students differed significantly among themselves. White students were more willing to see a school counselor for assistance of a personal-social nature, than were black students. In addition, the factor of counselor race was significant in that the black counselor was more preferred than the white counselor and this was irrespective of both counselor climate and student race.

Criterion III

A 2x2x2 analysis of variance was computed and it was revealed that the main effect of student race was significant \( (F = 4.547, p = .05) \). The main effect of counselor race and counselor climate was not significant, however, nor were there any significant interactions observed. Thus, hypothesis three was rejected, while hypotheses one, two and four were accepted.
The students differed significantly among themselves in their willingness to see a school counselor for educational counseling. The white students were significantly more willing to see a school counselor for educational counseling than were the black students. Both subgroups were positive, however, about seeing a school counselor for such assistance.

Conclusions

This section will confine itself to conclusions which have been drawn from the results of the principal investigation. Before so doing, however, a brief discussion of the conclusions drawn from the descriptive data will be undertaken.

Descriptive Student Data

Less than half of the students lived with both natural parents prior to commitment, a fact which is not astounding by today's standards, but one which is never the less indicative of family instability existing within the student group. Black students not living with both natural parents, lived most often in a home where a female was the only adult role model figure. A total of 40 per cent of the black students lived in such a home, a fact which lends some credence to the belief that a matriarchal society is prevalent within the black community. It is interesting to note that 10 per cent of the black students reported that they lived with relatives, while none of the white students had so reported. It would appear that the extended family concept is more prevalent
among the black students than it is among the white students.

The fact that both the white and the black students are from large families is worthy of mention. The average number of brothers and sisters for the white and the black students was approximately four and six siblings respectively; a factor which is probably more indicative of the social-class status and culture of the sample than it is of its delinquent status.

The majority of the students had had at least one member of their immediate family incarcerated, it would appear that the youth offender is not atypical within his family setting. In fact, it is possible that the student's delinquent status may have been at least partially caused by the identification that has been made with certain family members within the home.

Over one-third of the students reported that they had never had contact with a public school counselor for something other than scheduling. Whether this occurred because counselors were not available in the schools that these students attended is not known, nor is it known whether the students purposely avoided such contact. What is known is that one out of three of the delinquent students in this sample were never assisted by a school counselor. In addition, twice as many blacks as whites or 47.5 per cent of the black students had never received such assistance.

In lieu of the finding that almost 81 per cent of the black students found counseling to be beneficial, it would
appear that the black students' lack of contact with a school counselor was not by choice. Perhaps the best public relations man a school counselor can have is other students. Because such a high percentage of the black students found counseling to be beneficial, it is believed that these student perceptions would be spread throughout the student body, thereby prompting other students to seek out such assistance. Therefore, it is concluded that black students had less contact with a school counselor because of counselor shortage or counselor non-existence in certain schools.

Student expressed preference for a counselor indicated that a younger rather than an older counselor was preferred, but counselor race and counselor sex were not considered as being significant for a majority of the students. A small group of students did prefer, however, a male counselor, a female counselor, and a black counselor. The male counselor was preferred more by both white and black students, but the female counselor was preferred by twice as many black as white students. It is possible that because the black students had greater familiarity with females within the home, as indicated earlier, they tended to identify more readily with a female help giver.

Although the majority of both the black and the white subjects indicated that counselor race was not a factor in their preference for a counselor, one of the 40 white students or 2.5 per cent and 9 of the 40 black students or 22.5
per cent, indicated a preference for a counselor of the same race. This might be indicative of the ethnocentrism existing among a small, but significant group of students.

**Principal Investigation**

Numerous conclusions can be drawn from the results of the principal investigation. In examining the data for all three criterion measures, it can be seen that the students in this study did not have strong preferences to interact with a counselor for either vocational, personal-social, or educational counseling.

Students had the strongest preferences to interact with a counselor when educational counseling was the reason for the interaction. Educational counseling was defined in this study in a way that permitted the subjects to perceive the counselor as a dispenser of information, a schedule changer, and as a person capable of correcting a wrong, such as an incorrect grade placement. The overall mean ratings from both the white and the black subjects indicated that both subgroups preferred to see a counselor for such an interaction. However, the mean ratings from both subgroups were lower than expected. The white subjects had a mean rating of 5.88, while the black subjects had a mean rating of 5.15. In that a score of five corresponded to the student reply of "I think so," when asked if they would see the stimulus counselor and a score of six corresponded to a student reply of "yes," both subgroup ratings are lower than was expected and
this is particularly true for the black subjects.

It is interesting to note that the black subjects had significantly lower mean preference ratings for educational counseling than did the white subjects. The black subjects were closer to a reply of "I think so," than they were to a reply of "yes," when asked if they would see the stimulus counselor for educational counseling. Even though educational counseling was defined in a way that depicted the counselor as a dispenser of information, a schedule changer, and as a person capable of correcting a wrong, such as an incorrect grade placement, the black subjects were still guarded in their preference ratings. They thought they would see ("I think so"), but were not sure about seeing ("yes"), the school counselor for educational counseling and as indicated earlier, this preference rating was irrespective of both counselor climate and counselor race. It can be concluded, therefore, that even a non-personal, non-threatening interaction with a counselor was less appealing to the black subjects in this sample than it was to the white subjects. The black subjects thought they would see, but were not sure about seeing a counselor for such an interaction.

In examining the student preference ratings for a counselor to render vocational and personal-social assistance, it can be seen that neither of the subgroups indicated a willingness to see a counselor for either vocational or personal-social counseling. The white subjects had a mean
preference rating of 4.13 when asked if they would see the stimulus counselor for personal-social counseling. They were apparently uncertain as to whether they would or would not see a counselor for such an interaction, in that a score of four corresponded to a student reply of "I don't know." The black subjects had a mean preference rating of 3.23 which corresponded to a reply of "I don't think so." Thus, while the white subjects were not sure if they would see the stimulus counselor for personal-social counseling, the black subjects were negative about involving themselves in such an interaction. The mean preference ratings between the two groups were significant.

Although the mean preference ratings between the two subgroups were not significant when vocational counseling was the criterion measure, black subjects did tend to be more inclined toward interacting with a counselor for vocational counseling than the white subjects. The mean preference ratings for the white subjects was 3.98, while the black subjects had a mean preference rating of 4.18. Although these mean ratings did not differ significantly, it is interesting to note that vocational counseling was the only kind of interaction that black students preferred more than white subjects. Neither group, however, was positive about the prospect of interacting with a counselor for the purpose of vocational counseling.

The low mean preference ratings obtained in this study
for vocational, personal-social, and educational counseling could be indicative of the sample's inability to relate to the stimulus counselor, but it is believed that the ratings are, in part, a result of the sample's lack of enthusiasm for counseling, school counselors, and adults in general. The strong preferences exhibited by the sample for a younger counselor is perhaps indicative of their lack of willingness to interact with adult authority figures.

Perhaps the most surprising and interesting finding of this study is that the subjects did not significantly differentiate between cold and warm counselors. The main effect of counselor climate was not significant for either vocational, personal-social, or educational counseling. Two distinct possibilities exist as to why this might have occurred.

First, there is the possibility that a significant number of subjects in this study have not reached a perceptual level whereby they are able to differentiate between people. If this were true, it would follow that counselor coldness and counselor warmth would not be detected or perceived. Therefore, preference for either one or the other would not occur.

The institution in which this study took place is presently in the process of classifying and homogeneously grouping students on the basis of their interpersonal process maturity level. This system of classification is based primarily on the individual's ability to differentiate
between people. The major divide in this system occurs between those who are able to differentiate between people and those who are not able to make this differentiation, i.e., they see all people as being the same. Based on information from other institutions, it is believed that when the grouping of students is finally completed, 70 per cent or more of the students will be in classification indicative of their inability to differentiate between people. If this expectation is fulfilled, it could be concluded that a similar percentage of subjects in this study were not able to make this differentiation, thus explaining the lack of significant preference for a warm counselor, as was expected.

The second possibility, although not as likely as the first, is that the subjects did not prefer a warm counselor because of their unwillingness to experience an interaction that might result in their disclosure of information about self. If the subjects perceived the warm counselor as being more likely to elicit information and emotion, and if the subjects were initially resistant to such a possibility, then it is possible that a cold counselor was chosen intentionally by some of the subjects so as to prevent this from occurring.

The main effect of counselor race approached significance only when the subjects indicated counselor preference within a personal-social context. Because the main effect of counselor race was so close to being statistically significant at the .05 level ($F = 3.144$, $p < .10$, $p > .05$), it will be
examined as a significant finding and conclusions will be
drawn accordingly.

The black counselor was preferred over the white
counselor by the subjects and the white subjects had a higher
mean preference rating than the black subjects. As indicated
by the ratings earlier, white subjects were less resistant to
the idea of personal-social counseling than were black
subjects.

Although the black subjects in this sample were not
amenable to talking over a personal problem with either a
black or a white counselor, as indicated by a mean preference
rating of 3.3 which corresponds to "I don't think so," they
tended to prefer a black counselor slightly more than a white
counselor. The white subjects, however, gave a significantly
higher mean preference rating to the black counselor than
they did to the white counselor. Thus, the race of the
counselor combined additively with the race of subjects in
terms of the effect of the variable upon the criterion which
was student preference.

A number of inferences can be drawn as to why the
black counselor was more preferred than the white counselor
by both the white and the black subjects. The preference ex-
hibited by the white subjects must be analyzed within an
institutional setting. Because "blackness" represents a cer-
tain amount of status within the institution in which this
study was conducted, it is believed that the white subjects,
recognizing this fact, reflected this in their preference for a counselor. In addition, many of the white subjects date black men, a factor which undoubtedly carried over and contributed to their preference for a black counselor. It is also possible that many of the white subjects look upon themselves as the innocent victims of an unjust society that has discriminated against the black man. Such being the case, it is plausible that the white subjects would identify more readily with the black stimulus counselor.

Many of the white subjects included in this study have grown up and lived with blacks, both in the community and in institutions. Therefore, it is not too surprising that they would prefer a black counselor over a white counselor. What is surprising, however, is that counselor race was significant only when preferences involved a counselor who was to render personal-social assistance.

It is possible that many of the white subject perceive their own experience as being more like that of a "black experience" than a "white experience." If such were true, the white subjects would perceive the social class status of the black stimulus counselor as being more like their own, thereby making that counselor more desirable for personal-social counseling.

The perceived social class status of the black stimulus counselor is perhaps the reason for his being more preferred than the white counselor for personal-social counseling. It
would appear that both the white and the black subjects, not knowing the social class background of the stimulus counselors, preferred a counselor that they felt would be more likely to have had experiences similar to their own. Because counselor race was not a significant preference factor when educational and vocational counseling were the criteria, it is believed that the subjects perceived as essential, the counselor having a frame of reference similar to their own in order to assist them with personal problems.

Implications for Guidance and Counseling

An examination of the results and inferences drawn from this study reveals some applicability to guidance and counseling as practiced in the public schools. The implications from this study are more applicable, however, to guidance and counseling as practiced in the inner city schools. It is to these schools that the majority of the students in this study will be returning and it is the school counselor in these schools who can best assist the students in the new adjustment which must be made. Therefore, the findings of this study are most applicable to counselors in such schools.

A most outstanding characteristic of the students in this sample is that they generally are from large families. It behooves the school counselor to be cognizant of this and the implications it might have in terms of assisting the student to meet certain material needs through part-time employ-
ment. The adolescent girl is not likely to consider education and/or school before certain minimal possessions, such as presentable clothing. It is important that the counselor recognize this and assist the student to realize the possibility of acquiring such possessions through part-time employment, rather than by illegal acts.

The student sample indicated a positive preference for educational counseling. It is this area that often causes the student difficulty, in that chronic truancy and high family mobility often results in a student loss of credit and/or grade placement. The counselor in the public school can best build rapport with these students by discussing with them their most immediate concern, their educational status. Through this vehicle rapport can be built and vocational and personal-social counseling can follow with the counselor being aware of the lack of willingness on the part of many students to involve themselves in such a dialogue.

Perhaps the most significant finding of this study was that the student subjects did not differentiate between a warm and a cold counselor. If this occurred because the majority of students were not able to differentiate between people, a possibility that has been found to be true for a majority of delinquents in other institutions, then the counselor should be aware of this and assist the student to develop a repertoire of behaviors that will enable co-existence. The individual who is not able to differentiate between people must, out of necessity, interact and treat all people the
same. Thus, the counselor should help the student to understand that a variety of behaviors are needed in order to meet with success in school and in life.

The students' preference for a black counselor to render personal-social counseling has been interpreted as a preference for a counselor that is understanding of the student's world. It is understanding on the part of the school counselor that is most needed. If the student is able to realize that the counselor is understanding and willing to view the world from the client's frame of reference, his race and social class will be negated.

Further implications for guidance and counseling which may be drawn from this study include the following:

1. School counselors and guidance programs in general need to improve their image among delinquent youth. The lack of willingness on the part of the student subjects to see a school counselor, as manifested by the low mean preference ratings of the student subjects, points clearly to the low esteem in which counselors and school guidance programs are apparently held.

2. The strong preference exhibited by the student subjects for a younger counselor is perhaps indicative of the students belief that a younger counselor is generally more understanding. School counselors who are older should not retire to the home for aged counselors, but rather should concentrate on their own beliefs, attitudes, and characteristics
which serve to promote and enhance this erroneous student belief.

3. School guidance programs should be structured in a way that enables students to choose the counselor they most prefer to interact with.

4. Research in local schools should be conducted to determine what the unique counselor preferences of the students are and an attempt should be made to meet those legitimate counselor preferences.

Recommendations for Further Research

This investigation has prompted numerous queries in the mind of the author. It is believed that a number of new questions need to be answered as a result of this investigation. The following recommendations are made for further research:

1. The counselor preferences of both male and female delinquent youth needs to be examined in terms of counselor sex, counselor age, and counselor attractiveness.

2. An examination of the counselor preferences of youth should be undertaken at all educational levels to determine the level at which students begin to differentiate between counselors on the basis of age, race, sex, and personal attractiveness.

3. Student preference for a counselor needs to be examined in a manner which permits an evaluation of counseling outcome as a result of students being assigned to preferred
and non-preferred counselors.

4. The ability of delinquent youth to differentiate between varying degrees of affect needs to be examined in a manner that enables the investigator to control for youth classified as able and not able to differentiate between people.

5. This investigation should be replicated in the same setting with a control for the interpersonal process maturity level of the subjects.
APPENDIX A
COUNSELOR PREFERENCE SCALE

You are about to see on T.V. a two minute counseling session between a student and a school counselor. It takes place in a school much like Scioto Village. The girl's name is Mary and she has come to the school counselor for help with a problem. This filming was done with the knowledge and consent of the student.

After watching the counseling session on T.V., you will be asked to answer some questions. The questions are to find out how you felt about the school counselor.

You will now be given some information about the student and the counselor.

Instead of going back to the cottage for lunch, Mary decided to stop in the counselor's office. After a few minutes, the counselor reminds Mary of this and they arrange to meet after lunch, which they do.

The student is a fifteen year old female. She came to the United States at the age of eleven from Korea. She has been in the institution for six months.

The counselor is a twenty-seven year old, white (black) male. He is married and has one child. He has been a school counselor for three years.
I will now put on the T.V., for you to watch the school counselor I have just talked about.

You are now asked to answer three questions about the school counselor you have just seen. I will read each question and the choice of answers aloud while you read silently to yourselves.

**Question 1**

If you wanted some help finding out about the kinds of jobs available, what is needed to enter them, and/or the kinds of jobs you might best be suited for, would you go to this counselor?

Place an "X" after the sentence that best describes how you feel about the counselor you have just seen.

1. Definitely Not _____
2. No _____
3. I don't think so _____
4. I don't know _____
5. I think so _____
6. Yes _____
7. Definitely Yes _____

**Question 2**

If you had a very personal problem that had been bothering you for a long time and if you had decided that it was time for you to talk to a school counselor about it, would you go to this counselor for such a talk?
Place an "X" after the sentence that best describes how you feel about the counselor you have just seen.

1. Definitely Not ______
2. No ______
3. I don't think so ______
4. I don't know ______
5. I think so ______
6. Yes ______
7. Definitely Yes ______

Question 3

If you wanted help with a problem about school, such as wanting a schedule change, wanting to know how many high school credits you presently have, or if you thought that you were put in the wrong grade, would you go to this counselor?

Place an "X" after the sentence that best describes how you feel about the counselor you have just seen.

1. Definitely Not ______
2. No ______
3. I don't think so ______
4. I don't know ______
5. I think so ______
6. Yes ______
7. Definitely Yes ______
APPENDIX B

STUDENT INFORMATION SHEET

1. Name ________________________________
2. Date of Birth __________________________
3. Present Grade ________________________
4. Race ________________ (Please Indicate)
5. In what city or town have you lived most of your life?
   __________________________, ________________
   City  State
6. With whom did you live most of your life? (Check One)
   a. Both Natural Parents  j. My Grandmother
   b. My Mother Only       k. My Grandfather
   c. My Father Only       l. My Uncle + Aunt
   d. My Mother + Stepfather m. My Uncle
   e. My Father + Stepmother n. My Aunt
   f. My Stepmother        o. With Foster Parents
   g. My Stepfather        p. My Brother
   h. My Grandparents      q. My Sister
   i. A Children's Home    r. Other

7. Number of older brothers _______
   Number of older sisters _______
   Number of younger brothers _______
   Number of younger sisters _______
8. Have either of your parents and/or brothers and sisters ever been sent to an institution for breaking the law?
   Check One:  Yes_____  No_____

9. Please tell which members of your family have been sent to an institution for breaking the law by making a check after the word or words which apply:
   Mother _____  Father _____  Sister _____  Brother ___
   Other _____   (Please Indicate) ____________________________

10. While in the public school, have you ever talked to a school counselor for twenty or more minutes, about something other than scheduling?
     (Please check one)  Yes _____  No _____

11. About how many times have you talked to a school counselor, for twenty or more minutes, about something other than scheduling while in the public school?
    (Please check one)  a. Never _____
                        b. 1 - 3 times _____
                        c. 4 - 6 times _____
                        d. 7 - 10 times _____
                        e. 11 or more times _____

12. If you have talked to a school counselor for twenty or more minutes, while in the public school, about something other than scheduling, how would you rate your experience?
    (Please check one)  a. Very Helpful _____
                        b. Helpful ______
                        c. Kind of Helpful _____
d. Not too Helpful ______
e. Not Helpful at all ______

13. If you could decide who your next school counselor would be, would you choose a: (Check One)
   a. Male Counselor ______
   b. Female Counselor ______
   c. It would make no difference ______

14. If you could decide who your next school counselor would be, would you choose a: (Check One)
   a. Younger Counselor ______
   b. Older Counselor ______
   c. It would make no difference ______

15. If you could decide who your next school counselor would be, would you choose a: (Check One)
   a. White Counselor ______
   b. Black Counselor ______
   c. It would make no difference ______
APPENDIX C
Standard Script

Co.  Good morning --- May I help you?
Cl.  Are you the counselor for Cuyahoga cottage?
Co.  Yes I am --- come in and have a seat --- you wanted to speak to me about something?
Cl.  Yea --- I have this problem that I wanted to talk to you about. Actually there are a few things that've been bothering me.
Co.  Yes
Cl.  Well, one's this school. I'm just not making it in this school. These teachers are always on my back and well --- you know --- it's this whole place.
Co.  Uh-uh.
Cl.  My cottage parents have been on me for messing up in the cottage and --- well, I just don't think I'm ever going to get to leave here.
Co.  Do you feel that you've been doing the kinds of things you should in school and in the cottage?
Cl.  No --- I haven't been --- I've been messing up --- In both places.
Co.  And because of that you're starting to worry that maybe you'll be staying here longer than you had originally

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figured on, is that it?

Cl. Yea, that's it, that's it exactly. But you know ---
these people just don't know what it's like. They
don't know what it's like being locked up. It's the
pressure --- the cottage, the school --- just this whole
place.

Co. You kind of have the feeling that no one really under­
stands the pressure you're under here.

Cl. Right, and more than that, they just expect you to act
perfect all the time and like I just can't be that way.

Co. Well, perhaps we can figure out a way for you to act
that will make things less difficult for you while you
are here.

Cl. That sounds O.K. --- Especially if it will keep these
people off my back.

Co. I think we can work something out that'll help you in
this area.

Cl. If that can be done, I'm all for it.

Co. I'll tell you what, since it's lunch time and since
you'll have to be getting back to the cottage for lunch ---
Why don't we continue this --- oh --- let's say 5th
period. How's that sound?

Cl. That sounds good --- Should I just come in here at the
beginning of the 5th period?
Co. Yes, that'll be fine. I'll be here 5th period to see you.

Cl. O.K. then --- I'll see you 5th period.

Co. Right --- See you then.
APPENDIX D

Instruction to Raters

You are about to view four videotaped analogue counseling sessions. Each is approximately two minutes in length. The interview content and voice is the same for each, but the counselor climate (warm - cold) and race are varied.

You are asked to determine what the counselor race and climate is for each of the four videotaped analogue counseling sessions.

The warm counselor has been defined as one who is sensitive, considerate, friendly, understanding and interested. This is characterized by the counselor's relaxed manner, soft voice tone, slow pace and low volume. In addition, this counselor makes use of both positive nodding and movement of his body closer to the counselee to denote both understanding and interest.

The cold counselor has been defined as one who is not sensitive, considerate, friendly, understanding and interested. This is characterized by the counselor's unrelaxed manner, harsh voice tone, rapid pace and high volume. In addition, this counselor did not make use of positive nodding to denote understanding nor did he move his body closer to
the counselee to denote interest, but rather appeared as aloof, indifferent and at times bored.

The interview takes place in an institution for adjudicated delinquent female youth. The student was to report back to the cottage for lunch, but instead has entered the counselor's office. Toward the end of the interview, the counselor reminds the student of this and they arrange to meet after lunch, which they do. The interview with Counselor 1 is as follows:

Please indicate both the race (white-black) and climate (warm-cold) of Counselor 1.

Place an "X" after the word which best applies:

Race: White _____ Black _____
Climate: Warm _____ Cold _____

The interview with Counselor 2 is as follows:

Please indicate both the race (white-black) and climate (warm-cold) of Counselor 2.

Place an "X" after the word which best applies:

Race: White _____ Black _____
Climate: Warm _____ Cold _____

The interview with Counselor 3 is as follows:

Please indicate both the race (white-black) and climate (warm-cold) of Counselor 3.

Place an "X" after the word which best applies:

Race: White _____ Black _____
Climate: Warm _____ Cold _____
The interview with Counselor 4 is as follows:

Please indicate both the race (white-black) and climate (warm-cold) of Counselor 4.

Place an "X" after the word which best applies:

<table>
<thead>
<tr>
<th>Race:</th>
<th>White</th>
<th>Black</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Climate:</th>
<th>Warm</th>
<th>Cold</th>
</tr>
</thead>
</table>
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