

Without any formality we welcome you to our conference this morning. We turn the floor over to you.

**STATEMENT OF DR. DUGALD S. ARBUCKLE, PROFESSOR OF
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Dr. ARBUCKLE. Without any formalities I will just go ahead with this brief presentation, which is centered on the activities of the Division of Educational Personnel Training of the U.S. Office of Education. It is equally applicable, however, to any Federal office which has moneys available for education. Let me simply ask a few questions, then try to answer them:

1. Who determines the policies and the procedures in the professional implementation of NDEA, title V-B? The obvious answer, I would think, would be those individuals who are considered by their colleagues to be the most professionally competent in the particular area. An equally obvious point is that these individuals are not usually the different officials at the various levels in the U.S. Office. Mr. Gardner, I assume, would be the first to admit that he knows next to nothing about the functions and the education of the person known as the school counselor. The evidence would tend to at least imply, however, that policies and procedures are being determined counter to professional advice. For example:

A. The July 1966 "Manual for the Preparation of Proposals" indicates an increase in the number of short-term institutes, a decrease in the number of full-time institutes. This is counter to the recommendation of the American Personnel & Guidance Association, and at the last APGA convention a recommendation in this direction was unanimously defeated.

B. The manual indicates that institutes might be awarded to institutions with no graduate programs in counselor education. This is completely destructive of the efforts, over the years, of many individuals in guidance and counseling to develop competent professional programs for the education of counselors.

C. The manual indicates that there is no longer any need to submit an inventory of institutional resources, but it is surely obvious to any professional individual in the field that the quality of a proposal must be related to the quality of the program of which it should be a part. A program, for example, which has been experimenting for several years with a 2-year minimal program of counselor education should be able to utilize the taxpayer's dollar more effectively, for the purpose for which it was intended; namely, the education of counselors, than can an institution which has no graduate program, but refers to a few courses as its offering.

2. What is the source, and what are the specific criteria used in determining the institutions which are to be offered contracts for NDEA institutes?

A. Position papers, describing in some detail the makeup of an effective program of counselor education have been available for several years from both the American Personnel & Guidance Association and the Association for Counselor Education & Supervision. Since institutional inventories are no longer needed, it would appear