

**A Historical Descriptive Study of
The American Personnel and Guidance Association
From April 1963 Through July 1983**

by

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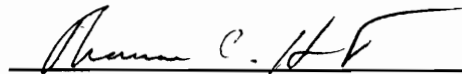
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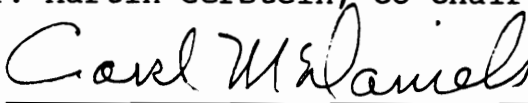
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ABSTRACT

This research provides a historical account of the American Personnel and Guidance Association and provides a continuation of McDaniels' 1964 study of the Association's first eleven years. The purpose of this study is to describe the major years of diversification and redefinition within the Association between April 1963 and July 1983. The foci of this research consist of the major trends and issues throughout the period under study and include: membership trends, governance/leadership, professional issues, legislative activities, and Associational responses to societal issues. Data for this study comes directly from Association archival records of meetings, reports, documents, and Association correspondences and interviews with Association employees and leaders. Information is collected, synthesized and presented in a straight forward manner. The process involves organization of information

followed by narration of explanations and conclusions. Data is organized chronologically. Recently renamed the American Counseling Association in July 1992, the Association remains the major national professional organization for counselors in the United States. This historical account incorporates fragmented information into one document so that a more accurate picture of the development of the Association and its role in relation to the counseling profession will be preserved.

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CHAPTER 1

THE RESEARCH PROBLEM AND THE IMPLICATIONS OF THE STUDY

The formation of the American Personnel and Guidance Association (APGA) in 1952 was a response to the growing national awareness of the need for guidance. Miller (1972) suggested that three major needs prevailed in the field of guidance. The first, an economic need, demanded more efficient use and distribution of workers in the industry. The second, an educational need, required an appropriate selection of courses by pupils. The third, a social need, demanded preservation of social values. In 1952 the confederation, APGA, evolved from the leaguings of the following organizations: The National Vocational Guidance Association (NVGA), American College Personnel Association (ACPA), the National Association of Guidance Supervisors and Counselor Trainers (NAGSCT) and the Student Personnel Association for Teacher Education (SPATE). This dissertation recounts the growth and development of the American Personnel and Guidance Association.

McDaniels' (1964) document, The History and Development of the American Personnel and Guidance Association: 1952-1963 traces the early history of APGA. This research by McDaniels covers the first 11 years of the Association's existence and includes: origin and development, membership

and branches, finances, publications, fulfillment of social and professional responsibilities, leadership, and relationship to other organizations. Emphasized in this work is the connection of the Association to the national concern for guidance and counseling.

Statement of The Research Problem

The purpose of this research is to write a historical account of the American Personnel and Guidance Association from April 1963 to July 1983. The study builds on McDaniels' research, continuing from 1963 and examining major trends of diversification and redefinition from April 1963 through July 1983. Several historical accounts dealing with the history of specific divisions within APGA such as those by Norris (1954), Allen (1962), and Roeber (1963) exist; however, none other than McDaniels' provides a detailed record of APGA as a total entity. No recorded attempt to continue a unified account of developments and major issues exists since 1963. This study contributes to the literature by providing a historical account of APGA from April 1963 through July 1983.

Need for the Study

This document addresses complicated subjects from the past and examines issues that continue through 1983. The foci of this study consist of the major trends and issues as they emerged during the period under study and include: membership, governance, professional issues, legislative activities, and leadership. The review of the literature and the suggestions of prominent leaders in APGA led to the choices of emphasis areas.

This study recounts the formation and continuation of the APGA¹. The author investigates relationships of individuals, events, and issues to present a clear picture bridging the past and the future. As APGA expanded and changed there have been many individuals, events, and societal conditions interacting to affect its development. The Association has a rich and varied past and continues to evolve in response to the needs of the counseling profession.

¹Since many of the original documents used in the development of this study refer to APGA as the Association, the terms APGA and Association are interchangeable.

Methodology

The research procedures for this study are historical and descriptive. Any historical account involves a plurality of events. As described by Shafer (1974), the key to historical research is not to establish a cause and effect line of thinking, but rather to demonstrate the logical connections that exist among a series of events occurring over a specific period of time. The explanation of events that relates the past to the present is the process of presenting evidence that links the past, the present, and the future. Historical research requires the telling of a story. A historical narrative is not a simple collection of facts, but rather a complicated process that involves combining a network of incomplete histories linked together through patterns of events (Barzun & Graff, 1985). The researcher places emphasis on certain events that are meaningful to his or her conception of the time and of the society under investigation.

The author utilizes both primary and secondary sources for this study. Public records and documents constitute the majority of primary documentation and include: minutes of meetings, convention reports, Association correspondences, and personal and divisional documentation. The emphases are on investigation, collection, and organization of information. The methods include a review of the counseling

literature, a review of pertinent documentation at the archives of the American Counseling Association (ACA)², and personal communications with current and past leaders in the Association. Other sources include periodicals, newspapers, journals, and interviews with Association employees and leaders.

Limitations of the Study

This study starts in April 1963, and proceeds through April 1983. In 1983 the Association experienced a significant redirection of purpose reflected in a name change. This major change of direction provides an appropriate stopping point. The majority of information used in this dissertation is from APGA sources because of limited outside material on the subject. In addition, much of the information consists of personal accounts written by observers and personal experiences recalled by participants. The author traced, gleaned, and synthesized records from the past. Information gathered from the archives was voluminous and the writer included only that which was essential in preserving the history of APGA.

²The American Personnel and Guidance Association changed its name to the American Association for Counseling and Development (AACD) in 1983. Then, in 1992, AACD became the American Counseling Association (ACA).

Outline of the Study

This dissertation is a chronological study that reviews trends and events from April 1963 through July 1983. Chapter 2 provides a background of APGA from the early 1900s through April 1963, the years prior to, and immediately following the founding of the Association and the completion of McDaniels' study. Chapter 3 details Association activity from April 1963 through July 1972 and examines the development, assessment and reevaluation of the Association during this time. Chapter 4 examines the diversification and redefinition of the Association during the July 1972 through July 1983 period. Common issues addressed in Chapters 3 and 4 include: membership, professional issues, legislative activities, governance and leadership. Chapter 5 is a summary of the work and projects inferences and implications of the findings.

Definition of Terms

AACD - Refers to the American Association for Counseling and Development. AACD became the official name of the Association in 1983 when it changed from APGA.

ACA - Refers to the American Counseling Association. ACA became the official name of the Association in 1992 when it changed from AACD.

ACCREDITATION - Refers to verification that an institution or program meets certain preparation standards established by a profession.

ACES - Refers to the Association of Guidance Supervisors and Counselor Trainers division (until 1961) and the Association for Counselor Education and Supervision division (after 1961), a division of ACA.

ACPA - Refers to the American College Personnel Association, a division of ACA.

ACGPA - Refers to the American Council of Guidance and Personnel Associations.

AHEAD - Refers to the Association for Humanistic Education and Development division, formerly SPATE.

AMEG - Refers to the Association for Measurement and Evaluation in Guidance, a division of ACA.

AMHCA - Refers to the American Mental Health Counselors Association, a division of ACA.

ANWC - Refers to the Association for Non-white Concerns in Personnel and Guidance (until 1985) and Association for Multicultural Counseling and Development (after 1985), a division of ACA.

APA - Refers to the American Psychological Association.

APGA - Refers to the American Personnel and Guidance Association.

ARCA - Refers to the Division of Rehabilitation Counseling (from 1957 - 1962) and the American Rehabilitation Counseling Association after 1962, a division of ACA.

ARVIC - Refers to the Association for Religious and Value Issues in Counseling , a division in ACA. Formerly the National Catholic Guidance Conference.

ASCA - Refers to the American School Counselor Association, a division in ACA.

ASGW - Refers to the Association for Specialists in Group Work, a division in ACA.

Association - Refers to the American Personnel and Guidance Association (prior to 1983). The American Association for Counseling and Development (July 1983 through July 1992) and the American Counseling Association (after July 1992).

Board Of Directors - Refers to the governing body responsible for implementing the governance structure

of ACA. There are equal numbers of members from divisions (13) and regions (13).

Branches - Refers to the chartered state or local organizations of the Association.

CACREP - Refers to the Council for Accreditation of Counseling and Related Educational Programs.

Certification - Refers to a process by which a non-governmental agency or association grants recognition to individuals who have met certain qualifications specified by that agency or association.

CGPA - Refers to the Council of Guidance and Personnel Associations.

COSPA - Refers to the Council of Student Personnel Associations in Higher Education.

Council - Refers to the Association's Executive Council which makes policy.

CRCC - Refers to the Commission on Rehabilitation Counselor Certification.

Divisions - Refers to specific incorporated groups, or professional associations representing different sets of interests, employment settings and professional functions.

Ethical Standards - Refers to the development and publication of an ethical practices policy, and procedures for processing complaints of ethical violations.

Executive Committee - Refers to the second bicameral legislative body of the Association.

GAP - Refers to the Personnel and Guidance Advancement Program

Guidepost - Refers to the newsletter of the Association.

Journals - Refers to the major periodicals associated with the Association and its divisions.

Licensure - Refers to the granting of permission by a state or federal governmental agency for individuals to actively participate in a particular profession or occupation.

NAGS - Refers to the National Association of Guidance Supervisors.

NBCC - Refers to the National Board for Certified Counselors.

NCA - Refers to the National Commission on Accreditation.

NCATE - Refers to the National Council for the Accreditation of Teacher Education.

NCCCC - Refers to the National Council for the Credentialing of Career Counseling.

NACCMHC - Refers to the National Academy of Certified Clinical Mental Health Counselors.

NEA - Refers to the National Education Association.

NECA - Refers to the National Employment Counselors Association, a division in ACA.

NOC - Refers to the National Occupational Conference
(April 1933).

NVGA - Refers to the National Vocational Guidance
Association, a division in ACA.

OIGS - Refers to the Office of Occupational Information
and Guidance Services.

POCA - Refers to the Public Offender Counselor
Association (until 1990), the International Association
of Addiction and Offender Counseling (after 1990), a
division in ACA.

Regions - Refers to the four geographic regions in the
Association created to promote leadership development
of branch, division, and regional members.

Senate - Refers to one of the bicameral legislative bodies
of the Association and includes representatives of
divisions and regions. The number of representatives
is dependent on the number of members in each division
and region. Prior to 1961 this body was called the
Delegate Assembly.

SPATE - Refers to the Student Personnel Association for
Teacher Education (until 1974) and the Association for
Humanistic Education and Development (after 1974), a
division of ACA.

CHAPTER 2

ASSOCIATION ROOTS 1900 THROUGH 1963

The American Personnel and Guidance Association as an organization expanded and influenced the counseling profession. The history of APGA however, began much earlier than the APGA founding date of July 1952. A legacy from the early 1900s reflects influences of various societal conditions, educational reforms, scholarly leaders and cooperation among professional organizations. As previously noted, the American Personnel and Guidance Association began as a result of linking several separate Associations: NVGA, ACPA, NAGSCT, and SPATE. This chapter identifies the roots of APGA in relation to the histories of the founding organizations, the changes in society during the 1900s, and the early links with the counseling profession.

Pre - APGA

The progressive reforms of the late 19th and early 20th centuries provided the foundation for APGA. The vocational guidance movement was an outgrowth of other social and educational reforms that swept the country. The concern for social and economic efficiency characterized the broader reform movement. By the late 19th century industrialization, immigration, and urbanization were

significant agents of change and of reform in the United States (Krug, 1969). This stirring of reform translated into changes particularly in the area of education. In that educational unrest one can trace the beginnings of the vocational guidance movement and NVGA.

Vocational Education Movement

The changing world of the early 20th century provided new opportunities and new responsibilities for the schools. Calls for practical reforms came from professionals in business, industry, and education. These leaders questioned the stability and appropriateness of existing school programs and argued for more practical courses of study and programs within the schools. The leaders called for the training of skilled and unskilled laborers and for the training of tradesmen.

At the turn of the century educational reformers demanded separate high schools for manual training. In 1904 a committee of the National Education Association's Department of Business Education campaigned for separate high schools of commerce but supported commercial courses in other high schools (Krug, 1969). The committee sponsored studies and reports relating to educational issues. Students leaving school before graduation (dropouts) and educational ineptness were issues of concern (Stephens, 1970). These

promptings for special high schools for manual training were evidence of the widespread deliberation of the need for industrial education. The Massachusetts Commission on Industrial and Technical Education, known as the Douglas Commission and comprised of nine leading citizens in Massachusetts, evolved from a resolution of the Massachusetts legislature. A report submitted in 1906 by the Douglas Commission illustrated the growing demand for industrial education. That report supported:

... widespread interest in its subject on the part of educators, wage earners, and manufacturers: Men and women who have been brought into intimate contact with the harder side of life as it appears among the poorer people of the cities, it declared, think they see in some form of industrial education a means of securing earlier and greater efficiency as wage earners, more self-reliance and self-respect, steadier habits of industry and frugality, and through these the opening of avenues to better industrial and social conditions (Krug, 1969, p. 219).

Educators called for schools to meet contemporary social and economic conditions. The results of the Douglas Commission's dropout report and the demand for making education more practical led to the formation of the National Society for the Promotion of Industrial Education

(NSPIE). The organization included "bankers, industrialists, labor leaders, some educators ... who wanted to bring attention to the importance of industrial education, and who desired to work for the direction of public education towards vocational goals" (Stephens, 1971, p. 57). Established in 1906, NSPIE called public attention to the importance of industrial training and provided the forum for discussion about how industrial education blended into society. NSPIE members advocated national and state vocational education legislation and sponsored industrial and educational reform surveys throughout the United States. NSPIE formulated plans for helping school systems to organize vocational education and vocational guidance programs.

In addition to the Douglas Commission and NSPIE, the National Education Association (NEA) became the national arena for discussions of, and attempts to, resolve questions about educational reforms in the secondary schools (Krug, 1969). NEA leaders proposed the formation of committees to represent colleges and secondary schools in different sections of the country. These committees had the authority to call conferences and to make final reports which included recommendations concerning educational changes within the schools (Krug, 1969). One example of this type of committee was the Committee of Ten. These committee members

concentrated on educational reforms that led to additional investigations about dropouts. The Committee's 1892 controversial recommendation for an academic high school paradigm was the subject of continued review and debate during the 1900's. Evidence of rising numbers of dropouts and unemployable young adults led to arguments against the academic high school model.

By 1908 vocational education was a popular topic among educators. Members of the NEA considered this matter a challenge. A new mood existed, "... one in which the so-called academic subjects, whether classical or modern, no longer commanded first attention" (Krug, 1969, p. 225). This vocational education movement set the stage for vocational guidance in the public schools.

Vocational Guidance Movement

Frank Parsons, a civil engineer and leading industrial reformer of the early 1900s wrote frequently about society changing from an agrarian structure to an urban structure. " He argued for the advantages of municipal ownership of utilities over private ownership, the necessity of government ownership of the railroads, and the need for a scientific approach to matching men with occupations" (Stephens, 1970, p. 8). Parsons sought industrial reform; he did not approve of the monopolistic industrial system and

the negative effects on workers within that system.

Stephens (1970) described Parsons as especially critical of the monopolists' lack of regard for the life of the worker in the factory and the dehumanizing effects of the factory environment. Parsons witnessed students coming into the labor force unequipped to handle work; he blamed an overly academic school system for workers not economically and socially prepared.

Parsons (1908) developed what he considered a scientific procedure for helping people to choose an occupation. This procedure involved using clear and accurate data and then working with a trained counselor who assisted the individual in making a vocational match. The first step was for clients to study occupational information and to learn more about the occupation. In this way clients could broaden their knowledge and identify any special capabilities, aptitudes, interests and abilities that they had not yet discovered. The next step involved interviews with the counselor. The counselor helped coordinate the information about occupations with the information about the individual, so that the individual understood enough about self to make an occupational match. As described by Stephens (1970):

Following a self-study with the help of a vocational counselor, the individual could

allegedly make a rational and free decision about the best work setting and the vocational education that would match. Such an approach, argued Parsons, would benefit both the workplace and the individual and this would aid in the improvement of society (p. 12).

Parson's approach defined counseling as a process for assisting individuals in choosing an occupation. This process provided the best match between an individual and an occupation in an attempt to improve efficiency in the work place. Parsons believed that vocational counseling benefitted workers, employers and society as a whole.

Parsons' research formed the basis for the Boston Vocation Bureau, an adjunct to the Civic Service House located in Boston. This settlement house was an outgrowth of Jane Addam's 1889 model settlement Chicago Hull House. Civic and occupational adjustments of the working class were the foci of counselors at the Civic Service House. Other accomplishments of this group included the organization of trade unions for employees in various industries and addressed the specific social needs of Jews, Italians, and Poles (Stephens, 1970). The Vocation Bureau worked with the following organizations in the Boston area: the Young Men's Christian Association, the Women's Educational and Industrial Union and the Economic Club (Stephens, 1970,

p. 25). Parsons aided young adults, many from high school, with finding success in the labor force. Although the Bureau was not an employment agency, Parsons worked to promote vocational guidance and to build cooperation between the Bureau and places of employment. Parsons also established a Vocational Direction Committee within the Boston Public Schools to work with the Vocation Bureau staff. One goal of the Bureau was to prepare people to serve as vocational counselors in the schools (Krug, 1969). Vocational guidance developed into an integral part of the social and educational developments of the time.

Development of the National Vocational Guidance Association

Vocational guidance remained a topic of discussion among leaders in NSPIE; slowly vocational guidance emerged. The first official national conference on vocational guidance took place November 1910 in Boston. Cosponsored by NSPIE and the Boston Vocation Bureau, this conference allowed reformers to give further consideration to vocational guidance changes. Planning committees formed and in 1912 held a second national conference in New York City.

As reported by Stephens (1970), NEA responded to the vocational reformers by creating two committees on vocational education and guidance. Of the committees, The Commission on the Reorganization of Secondary Education had

a goal to provide a link between NSPIE and NEA. Several of the members appointed to the Commission were members of NSPIE. Stephens (1970) stated that "... vocational reformers had moved in on the NEA. Their long-sought vocational reform proposals were to become well-laid planks in the NEA's proposals for reorganizing American education" (p. 102). Following the appointment of the joint committee on vocational education and guidance, NEA not only stressed scientific management principles for schools, but also emphasized vocational guidance. NSPIE and NEA leaders laid the foundation for the formation of a national organization. The National Vocational and Guidance Association (NVGA) began in October 1913 in Grand Rapids, Michigan, during the NSPIE meeting. By 1914 a permanent constitution existed which stressed systematic direction, distribution of information, and promotion of school involvement. Leaders viewed NVGA as a joint effort to help youth in identifying capabilities as well as affording opportunities for pupils to consider work choices based on the student's skills (Norris, 1954). NVGA members brought attention to vocational guidance reforms throughout the United States.

The members of NVGA and NEA continued to hold joint meetings, but the relationship between these two groups changed. In 1918 NEA's Commission on the Reorganization of Secondary Education gave a report to the NEA membership that

stressed the important relationship between vocational guidance and vocational education. As stated by Stephens (1970), "this explanation did not allay the long-held fears that vocational education really meant technical trade-training, and that vocational guidance really meant occupational fortune-telling and job placement" (p. 115). Although the Commission attempted to alleviate these concerns, the official response of NEA was to decline to adopt the coupling of vocational education and vocational guidance. Instead NEA was careful to differentiate between these two distinct camps. Stephens (1970) suggested that this distinction led to future struggles in NVGA. On the surface this group of vocational guidance supporters appeared to grow in number, strength, and purpose; however, an apparent break in the newly formed Association was on the horizon. By 1918 official membership was less than 100. At the convention of 1919 few NVGA national officers were in attendance (Norris, 1954). Frank Thompson, the superintendent of Boston schools and one of the planners of the 1910 Boston Convention, questioned whether NVGA still existed (Sheeley, 1968). The search to redefine the function and the purpose of vocational guidance had begun.

For vocational guidance the 1920s were a time of struggle between those who supported a cohesive approach to vocational education and guidance, and those who viewed

these approaches as separate processes. The disagreements caused by views of these two factions set the trend for future struggles that occurred throughout the histories of NVGA and APGA. Some supporters backed vocational guidance and continued to clamor for congruency between vocational guidance and education. Others advocated vocational guidance as an entirely autonomous process separate from vocational education (Stephens, 1970).

During the NVGA winter meeting held on January 6, 1920 some NVGA members proposed a new organization, Vocational Guidance Association of the United States, to replace NVGA. The original name NVGA survived; however, constitutional changes ensued (Sheeley, 1968). The leaders, pushing for cohesiveness, established a united organization for all persons engaged in or interested in vocational guidance in the United States (Norris, 1954).

NVGA leaders retained an affiliation with the NEA. Between 1920 and 1930 NEA and NVGA held six annual meetings at the same time and place. NVGA members continued to encourage NEA to adopt the old guard definitions of vocational guidance, and to accept the appropriateness of vocational guidance in education. At one point NVGA members discussed joining with NEA; however, in 1929 NVGA voted not to consider affiliation with NEA. A major reason involved the disadvantages of all NVGA members paying membership dues

to NEA when many associated with NVGA included social workers, businessmen and other professionals who had no interests nor commonalities with NEA members. While the old guard members desired a merger with the education group, the new guard preferred affiliation with professionals interested in the guidance and the welfare of others. Therefore, the Association expanded but not in a single direction. In conjunction with the NEA, NVGA agreed to adopt a spirit of cooperation rather than an affiliation. These cooperative activities included announcements of each other's meetings, consultation in planning of meetings dealing with vocational and educational guidance, and cooperation in matters having vocational and educational aspects (Norris, 1954).

Societal issues provided a impetus for a spirit of cooperation among NVGA and other organizations. During the 1930s United States citizens endured the Great Depression. Financially, people of the country struggled and guidance groups addressed the plight of the unemployed. In 1933 the leaders of the Carnegie Foundation subsidized the National Occupation Conference (NOC), an organization to aid the unemployed. NOC's primary purpose was to compile informational and occupational materials, distribute materials, and initiate and support research (Norris, 1954).

The National Vocational Guidance Association aligned with NOC in several ways. In 1933 NOC co-published Occupations (renamed the Vocational Guidance Journal in 1944), and sponsored twelve regional conferences on occupational adjustment problems. NOC grants to NVGA made possible dissemination of occupational information (Norris, 1954). Probably the greatest impact by NOC on NVGA was through funds given for delegates to meet and form the Council of Guidance and Personnel Associations in 1934. The Council was a federation of associations sharing common interests in guidance and personnel work. Once again members of groups tried to bring unity to the guidance profession, but attempts were mostly unsuccessful. The council, later named the Council of Guidance and Personnel Associations, did little to integrate the accomplishments of those groups involved. McDaniels (1964) reported that, "In concept, as stated in the Constitution, it was to bring the groups closer together; in actual practice very little of this took place other than at the conventions" (p. 17).

After only a few years of alliance, NVGA withdrew from NOC, and there was a re-emergence of the struggle for revision, redirection, and search for identity. NVGA members called for a change in name and purpose. Some members held the belief that NVGA should not only consider vocational guidance but should broaden its scope by promoting all

aspects of guidance (Norris, 1954). At the 1941 convention, a committee began to consider NVGA's name change. At the delegate meeting in 1942, the committee delegates voted to recommend a broader organizational perspective. While some NVGA members supported this change, many branches did not send representatives to the delegate meeting, and there was not enough support to implement changes. NVGA continued to operate within its original framework.

During the 1947 NVGA Convention an appointed policy committee agreed to review and to propose policy for clarification of membership criteria, to discuss issues of revision, and to review functions of the Association. The policy committee published the report in the 1949 Vocational Guidance Journal, formerly called Occupations (Norris, 1954). The main recommendations of the committee included the following: a) change the name of the NVGA to the American Personnel and Guidance Association; b) develop a statement of needs; c) establish a committee structure that cuts across divisions; d) retain 75 branches and revise the Constitution and By-Laws to effect changes in divisions; e) adopt an official organizational structure and move the headquarters to Washington, DC (NVGA Policy Committee Report, 1949). This report became a theme of the 1949 convention. Some viewed the recommendations as a way of confusing NVGA with other organizations such as the American

Association of Social Workers, but the majority favored a revised purpose and provisions for divisional structure. A disagreement about a change in name arose. NVGA leaders moved the headquarters to Washington, DC. The unification question continued to receive attention until the organizational meeting of the new American Personnel and Guidance Association (APGA), which took place at the Los Angeles Convention of 1952.

Student Personnel Association

While NVGA wrestled with its own concerns about building a strong organization, other groups that eventually formed the American Personnel and Guidance Association were also active. The present American College Personnel Association (ACPA) had its earliest beginnings in February 1923 when a group of people involved in teacher placement came together. The members of this group called themselves the National Association of Appointment Secretaries.

By 1929 this group changed the name to the National Association of Placement of Personnel Officers. Subsequently, the revised (1930) constitution said the purpose of this organization was to promote and support those working in personnel in educational institutions on the collegiate level throughout the United States (1930 ACPA Constitution). This organization emphasized cooperation,

research, and service. The group considered the idea of autonomous groups functioning under a united purpose. During the 1932 business meeting in Detroit, groups of members of ACPA promoted special activities such as vocational guidance and teacher placement (1931 ACPA Business Meeting Minutes). These groups called for a reorganization of the Constitution to give each group definite intentional and separate consideration and at the same time to actualize group centralization by means of the Executive Committee of the organization (1931 Detroit Business Meeting Minutes). As a result, the organization adopted a third constitution and formally became the American College Personnel Association (ACPA). The new constitution provided for the cooperative association of those persons engaged in college student personnel service, promotion of research, promotion of national and regional conferences, formation of professional standards and dissemination of the student personnel point of view. The new constitution provided for five vice presidents, each of whom was to serve a one year term, to chair special function divisions including: a) Educational Counseling, b) General Placement, c) Personal Counseling, d) Records/Research, e) Teacher Placement (1931 Detroit Business Meeting Minutes).

These early members of ACPA believed they could persuade other personnel professionals to form an interrelated group. Like NVGA, they were not successful in early attempts to attract people or to integrate people who performed various personnel services. Between 1931 and 1934, membership of ACPA decreased (Sheeley, 1968). When the Council of Guidance and Personnel Associations formed in 1934, ACPA became one of the Associations in the federation.

The council was not a successful vehicle for bringing groups into unification and by 1941 both NVGA and ACPA struggled with the issues of unification and redirection. In 1941 ACPA created a commission to study the possibility of unification of personnel organizations. Issues as cited in Wright (1957) included the following : a) the advantages and disadvantages of making it mandatory that all personnel workers join a national organization; b) the establishment of professional standards, a code of ethics and what this code should include; c) continuation of separate identities for the individual organizations involved; d) opportunities for individual member involvement and voice in the large organization; e) the role of publications (Wright, 1957).

American College Personnel Association

As previously noted, the American College Personnel Association (ACPA) originated in 1923 as a separate

organization concerned with uniting personnel workers on the collegiate level. Professionals working in the college setting wanted a representative body to emphasize cooperation, to foster research, and to develop service standards. Members of ACPA also discussed unification with vocational counselors, placement workers, and state supervisors of guidance under a new national organization. While ACPA leaders valued integration with other personnel workers, unification presented this matter of concern: the loss of identity as college personnel workers. This concern continued as an issue during the period from April 1963 through July 1983. Martin (1952) described this concern just after the new personnel organization (APGA) emerged.

We have spent a large portion of time developing our super organization -- APGA. There remains in the minds of many ACPA members the question of the wisdom and expediency of this affiliation. This question will remain unresolved until we are able to demonstrate that ACPA has not been relegated to a minor position in the development and promotion of college personnel programs. We are in our 13th year of operation. We should be a mature professional group with a program that fosters our ideals and achieves our stated purposes. It is time to do some professional soul -- searching

before we meet at Chicago. We must demonstrate that we are continuing our leadership in the field of college personnel work through concrete evidence for all to pursue and evaluate (p. 7).

ACPA members considered ACPA an established organization at the time of the 1952 unification. The question of the APGA affiliation remained. Some ACPA members felt justified in promoting the concerns of student personnel workers; there were clear advantages in unification. The central question plumbed the possibility of growth and development without losing identity.

Student Personnel Association for Teacher Education

Another student personnel group that was part of the APGA's heritage was the Student Personnel Association for Teacher Education (SPATE). This group organized in March 1931 as the Teachers College Personnel Association (TCPA). George Frasier, president of Colorado State College, invited student personnel workers from 20 colleges for teachers to Chicago to initiate and organize programs concentrated on tests and testing. The original purposes as outlined by Sheeley (1968) included: a) promotion of collaborative efforts and research of persons involved in personnel services; b) coordination of local and national gatherings to discuss issues concerning personnel work and to provide

new and important research findings; c) enhancement of the personnel services profession.

During the early years of TCPA the emphasis was on testing. One of the major functions of TCPA was the development, promotion and dispersement of objective tests for students in colleges of teacher education. With the onset of World War II, TCPA responded by considering an expansion of services. In 1946 TCPA expanded as an organization and that group became the personnel section of The American Association for Teachers' Colleges (AATC). No longer was the major emphasis on testing. Instead, under the new organization the former TCPA became a student personnel component of the larger organization.

For TCPA finding a home and a function within AATC did not happen automatically. By 1948 AATC phased out all testing programs. During the same year AATC officially became the American Association for Counselor and Teacher Educators (AACTE). By 1949 questions about the future status of the personnel section of AACTE were obvious. TCPA members considered regrouping as an independent, autonomous body (Allen, 1962). Some of the possibilities considered by the student personnel people included: reorganization as a separate group, affiliation with another student personnel group such as ACPA, or an arrangement to form a different

type of relationship with AACTE.

Under the leadership of Willis Dugan, a professor at the University of Minnesota and later the executive director of APGA, the personnel section of the TCPA Executive Committee decided to terminate the existing relationship with AACTE. AACTE agreed to discontinue the personnel section at the annual meeting in Atlantic City, NJ in February 1951. The final reorganization and official beginnings of SPATE occurred on March 27, 1951 in Chicago. Dugan presided and those present voted unanimously to form a new organization (Sheeley, 1968). SPATE was one of the founding divisions of APGA.

National Association for Deans of Women

The National Association for Deans of Women (NADW) is another Student Personnel Group that belongs in the history of APGA. NADW formed in 1916, three years after NVGA organized in 1913 and was a department of the NEA. Over the years NADW, NVGA, and other related associations shared members and sometimes met at conventions (McDaniels, 1964).

The relationship between NADW and the other personnel groups that eventually formed APGA continued throughout the 1940s and early into the 1950s. NADW, a federation member of the Council of Guidance and Personnel Associations, joined in the unification movement in the early 1950s.

NADW, ACPA and NVGA were the main groups studying the option of unification of personnel and guidance groups (McDaniels, 1964). Unlike ACPA and NVGA, however, NADW members did not become a part of the new organization APGA, that emerged in July 1952.

Counselor Educators/Supervisors

The final piece in the foundation of the Association includes guidance supervision and education. The Association for Counselor Education and Supervision (ACES) was the second division of the four professional groups that merged in 1952 to form APGA. The Association for Counselor Education and Supervision (ACES) began with specific actions in the early history of NVGA. As a result of recommendations made by NVGA members at the 1932 convention in Detroit, the State Departments of Education supported guidance (Sheeley, 1968). The move for guidance services within education was underway. By 1933 nine states had guidance programs in operation and in an effort to coordinate local, state, and national guidance activities, the Office of Education established the Occupational Information and Guidance Services (OIGS) in 1938. That same year, under provisions of the Smith-Hughes Act and the George Deen Act, a ruling by U.S. Commissioner of Education John Studebaker made possible the use of federal funds by

State Boards of Education for partial maintenance of the state supervision of guidance services. Those states that submitted acceptable state plans for guidance services could then appoint state guidance supervisors (Sheeley, 1986). The formal beginning of ACES occurred in 1940 when ten state supervisors of guidance met in Washington, DC. During that meeting these guidance professionals founded the National Association for Guidance Supervisors (NAGS).

The early purpose of NAGS was to promote guidance services in the schools. Legislation such as the George-Barden Act of 1946 aided the work of NAGS by initiating the appointment of supervisory personnel and strengthening the status of those supervisors (Sheeley, 1968). As NAGS continued to meet with NVGA, counselor trainers (later referred to as counselor educators) also began to attend meetings with the guidance supervisors. This alliance continued until 1952 when the name of NAGS officially changed to the National Association of Guidance Supervisors and Counselor Trainers (NAGSCT) to reflect the addition of counselor trainers into the membership. The addition of counselor trainers allowed NAGSCT to meet the 100 member requirement to become one of the founding divisions in APGA. NAGSCT retained this name until another membership expansion occurred in 1961. The expansion included the addition of county guidance supervisors and

local school districts that had at least ten full-time supervisors or this equivalent in part-time qualified school counselors. Previously the NAGSCT membership included only state guidance supervisors and counselor trainers (Sheeley, 1990). By 1962 the name changed to the Association for Counselor Education and Supervision (ACES). Counseling professionals provided the roots for APGA as they sought the cooperative promotion of guidance and personnel workers throughout the United States in the areas of: a) vocational guidance and education, b) teacher placement, c) college student personnel, and d) guidance training and supervision. Separate groups formed to define purposes, to formulate identities, and to promote the concerns of workers in specific personnel work settings; however, these groups favored unification with other personnel workers. In 1952 the already established NVGA, ACPA, NAGSCT, and SPATE gathered as divisions of one organization named APGA in an attempt to unite under the common bond of devotion to personnel service and to research.

American Personnel and Guidance Association

In July 1952 representatives from NVGA, ACPA, NAGSCT, and SPATE met in a joint convention in Los Angeles and founded APGA. The unification of these groups into one national organization marked a formal association of

previously independent groups of professionals. However, the newly created federation did not instantly meld nor unite to jointly support counseling and student development. In fact as described by McDaniels (1964), unification was "slow and uncertain" (p. 18).

Previously, when these independent groups met jointly at national conventions as part of the Council of Guidance and Personnel Associations, members frequently discussed unification. While the Council allowed coordination and cooperation of professionals dedicated to various specialties in counseling and student personnel work, individual groups retained separate research and interest commitments. Some affiliate members favored uniting under one main organizational structure. When APGA formed, some guidance and personnel professionals viewed this unification as a way to gain influence in the counseling and personnel field. Dugan, an active volunteer leader and later the APGA Executive Director, described APGA as a way to:

represent the broad field of counseling and personnel work as a totality to the society we serve. It was to exert more influence and to have more meaning to its members and others because of this emergence of a new and larger concept of professional quality and service than could be possessed by any one of its constituent parts

(Dugan, 1966, p. 669).

Some members assumed and hoped that APGA divisions would integrate, grow in unity, and function as a whole rather than remain separate entities. This integration and unification did not occur; divisional integration was not possible within the framework of a national federation such as the APGA. Throughout the history of the organization, solutions to this concern came slowly and in many different forms.

Union of Independent Associations

Prior to the formation of APGA, separate organizations such as NVGA and ACPA were active groups with long standing histories. These separate groups attempted to share information, and frequently held joint meetings of the leaders. The first action for unity came in 1933 when the National Occupational Conference (NOC) organized a meeting to consider the possibility of a federation of separate organizations. As a result, representatives of NOC wrote and presented a report which recommended the organization of a council to coordinate conventions for the various cooperative organizations such as NVGA and ACPA (McDaniels, 1964). Association representatives did not unanimously accept the idea of unity.

During the 1934 convention in Cleveland, various Association members debated the unification issue. As cited by McDaniels (1964), "There was considerable hesitation on the part of smaller organizations to move toward any amalgamation of organizations that would lead to any kind of centralized coordinating body" (p. 15). While there was not total support, there was enough to proceed with the formation of the American Council of Guidance and Personnel Associations (ACGPA) in March, 1934. The Council was, "designed to unite organizations concerned with guidance and personnel services, to assist in planning and coordinating of national and regional meetings, to publish bulletins and to perform other cooperative activities" (Sheeley, 1968, p. 64). While the Council's mission statement stressed the coordinating and planning of meetings, there was still concern over the loss of autonomy within associations involved in the council. Council leaders responded that the coordination efforts would not mean a loss of identity for any group because each organization served a specific area in personnel work and each group retained a distinct purpose. Joint efforts simply meant that tasks shared in common resulted in greater efficiency. A confederation could bring growth and strength to the individual member organizations (Sheeley, 1968).

In 1939 the American Council of Guidance and Personnel Associations (ACGPA) assumed the name the Council of Guidance and Personnel Association (CGPA). According to McDaniels (1964) the CGPA's main contribution was "to bring unity and coordination to the annual convention of the member and affiliate organizations" (p. 17). While CGPA did little to bring the separate associations closer as a group, the Council's conventions did provide a common assembly for those professionals in the field of counseling and personnel. Among the groups involved were ACPA, NADW and NVGA. Several other organizations supported the work of these associations and included: "Alliance for Guidance of Rural Youth, Eastern College Personnel Officers, Institute of Women's Professional Relations, International Association of Altrusa Clubs, the National Federation of Business and Professional Women's Clubs and the Western Personnel Service" (Dugan, 1963, p. 3).

In March 1948 CGPA, NADW, ACPA, and NVGA held a cooperative convention. During that convention, participants considered broadening the purpose of counseling and the uniting of counseling personnel to strengthen professional leadership. During the convention, however, those in attendance did not readily accept unification. Many in attendance reacted in opposition. CGPA members formed a national committee to study unification and agreed

to report the findings at the 1949 cooperative convention (Dugan, 1963). The topic of unification remained a top priority. At the 1949 convention the CGPA committee specified the pros and the cons of unification and reported again at the 1950 CGPA Convention in Atlantic City. Finally, in the fall of 1950, the membership of the three main groups (ACPG, NADW, NVGA) studying this issue received a one-page questionnaire on unification. Following a review of results, the CGPA committee completed another revision of the proposal and submitted that proposal to the boards of those three organizations studying unification. A formal vote on this proposal occurred at CGPA's national convention in 1951.

Of the three main groups studying unification, only NADW did not approve the proposal. Representatives of this group voted to remain neutral and to continue to discuss and to study the issue before making a decision (McDaniels, 1964). NVGA and ACPA members voted and:

acceptance by the full membership was cleared by April 25, 1951, and was certified to by the NVGA Elections Certification Committee which declared the election final with a vote of 2985 in favor of the proposed amendment for unification and 494 against it, for a vote of 85.8 per cent in favor of unification (p. 27). Two other groups, the National Association of Guidance

Supervisors and Counselor Trainers (NAGSCT), later ACES, and the American Association of Colleges for Teacher Education (AACTE), later SPATE, did not take part in the ratification of the unification plan. Since they did not qualify for unification, members planned and executed changes in order to meet the new guidelines of the CGPA proposal so they could become part of APGA (McDaniels, 1964).

Organizational Autonomy and Responsibility

As a result of the reorganization plan, the American Personnel and Guidance Association (APGA) began in July 1952 and offered an opportunity for the separate divisions (NVGA, ACPA, NAGSCT, and SPATE) to affiliate and to unify. A major issue for APGA was to define unification. APGA members contrasted centralization of leadership, location of facilities, creation of roles, and formation of policies with the continuation of growth and stabilization of individual divisions. According to Herr (1985) "the members of groups funding the confederation were not willing to surrender the autonomy of their individual associations, yet they wanted the unified structure and collective strength to pursue those goals that were impossible for smaller, special interest groups to achieve" (p 396). The confederation provided a way for individual divisions to reorganize, to

grow stronger and to form a distinct identity within the broad field of counseling. For example NVGA historically struggled with the problems of identity and purpose. Being part of a unified structure certainly added stability and purpose for NVGA.

Some APGA leaders attempted to build APGA under the motto "unity through diversity." Under this unified structure, each division drafted its own constitution and by-laws, and was responsible for its own officers, committees and publications. In spite of disjointed activities, Dugan (1963) reflected that the task of APGA was to:

coordinate the various interests of the divisions;
stimulate activities of committees and branches;
define the role of the headquarters office;
establish APGA committees only as they are
concerned with problems of interest to more than
one division; and isolate specific divisional
problems to be faced by a committee from that
division (p. 6).

The emphasis in these statements reflected the concern for divisional activities and interests. McDaniels (1964) suggested that the Association provided collective structure and support.

The Association was authorized to speak with one voice for the interests of several previously

independent organizations. It was to publish a periodical and a newsletter that crossed the Division lines of interest as well as a placement service that listed positions and candidates in all personnel and guidance fields (p. 35).

The initial leadership positions of the APGA included: president, president-elect, treasurer, and two divisional representatives. These positions comprised the Executive Council Designate. Early leaders worked diligently to develop an organizational plan for publications, dues, periodicals and financing. These leaders wanted to make sure that they understood the intentions and the needs of the membership in the various member groups. Also, APGA leaders worked with financial contributions made from ACPA and NVGA (McDaniels, 1964).

APGA formed as a federation of divisions whose members sought a collegial relationship with other professionals in the counseling/student personnel field and sought strength in purpose and growth. The diverse and autonomous foundation of APGA provided for the growth of the organization, as well as influenced the development and changes which occurred throughout the history of the Association.

Development of APGA

In the first 11 years APGA enjoyed tremendous growth, particularly in membership. For a complete account of the development of APGA during its first 11 years see McDaniels' (1964) study entitled, The History and Development of the American Personnel and Guidance Association 1952 - 1963. Divisions that viewed unification as a way to grow stronger found strength in an increasing membership. Divisional membership growth was inevitable; there were no specific membership requirements for APGA, only membership requirements for specific divisions. When individuals joined divisions, these individuals automatically became members of APGA. APGA membership increased from "6,808 members at the end of the first year to 16,580 members by the close of 1963" (McDaniels, 1964, p. 202). The largest increase occurred between 1959 and 1963. The division that showed the most growth between 1959 and 1963 was the American School Counselor Association (ASCA). APGA accepted ASCA in 1953, shortly after the formation of the Association. As noted by McDaniels (1964), the increase in ASCA was in part a reflection of nationwide attention to secondary school counseling. The enactment of the National Defense Act of 1955 prompted this new emphasis on high school counseling. Passage of this Act gave national

attention to school counseling and provided incentive for counselor training.

With the addition of the ASCA, the Association attracted more education professionals involved with counseling and guidance in the public schools. The early orientation of APGA was predominantly educational in nature. As APGA's objectives and direction expanded over time, this became an important element in understanding some of the changes and controversies within the Association.

Another area of significant growth in APGA was the acceptance of a method of organizational representation for members. NVGA previously utilized a branch like structure. This branch structure delineated member representation into specific groups in particular sections of the country to provide equal representation for the members of the organization. The concept of branches did not originate as a new idea when the Association formed; NVGA had already used the branch structure and in fact had over 86 chartered branches. Each branch had representation and each branch was active in the work of NVGA (Norris, 1954). The question of policy for branch organizations presented a problem for APGA. Exactly how the branch structure fits into the overall structure of APGA became an issue (McDaniels, 1964).

Constitutional changes and provisions regarding branches were frequent throughout the period from 1954 through 1957. Meanwhile, the number of branches in APGA continued to grow. Finally in 1957 the APGA Delegate Assembly voted on the issue of branch representation. The following information was part of a Constitution Article drafted at the 1957 convention in Detroit:

Article V, The Assembly, Section I:

Each branch chartered by the Association will have representation in the Assembly as follows:

1. For the first 199 Branch members of APGA one representative.
2. For 200 or more Branch members of APGA one additional representative.

All currently chartered Branches of NVGA may have the same representation in the Assembly as APGA branches through the convention of 1959. After that date only chartered APGA branches shall have representation. Each member organization shall have one representative in the Assembly.

A person may represent in the Assembly only one Division or one Branch or one member organization (McDaniels, 1964, p. 64).

By 1963 there were 91 chartered branches of the Association; the majority were branches of NVGA. This

assembly action partially solved the problem of branch structure, but not completely. APGA set in motion the direction of the branch structure within the overall organization, but this structure was not solidly in place. As stated in McDaniels (1964), "It is important to note, however, that no clear direction or responsibility was given for branch development nor were funds provided to give any particular support to branch activities, nationally, or in the field" (p. 64). The development and relationship of the branches to APGA continued to present problems that needed attention.

Contributions to the Counseling Field

In the formation of APGA, two goals of the Association regarding collective strength were: a) to publish information representative of all member divisions, and b) to provide services for professional members in the counseling and student personnel field. During the first 11 years APGA instituted and achieved these goals.

Publishing and distributing professional literature was a function of APGA. The Personnel and Guidance Journal was the monthly periodical of the Association which NVGA brought to APGA under the name Occupations. As described by Dugan (1972), the Personnel and Guidance Journal related to professional problems of guidance and counseling in all

settings and at all levels by keeping professionals abreast of effective practices and demonstrating applications of research.

In 1958 the Association initiated a newsletter entitled the Guidepost that helped keep members aware of current APGA developments. "The principal function of the Guidepost has been to present in an easy, readable style short news features and informational articles that could be quickly written, printed and distributed" (McDaniels, 1964, p. 204).

Leaders in the organization produced professional research and scholarly writing. According to McDaniels (1964) between 1952 and 1963, APGA and its divisions published over 40 directories, books, monographs and pamphlets. Printing single issue publications provided cooperative ventures between the APGA divisions as well as between APGA and other professional organizations.

One of the first acts by the Association to provide support to the members was to organize employment placement services. Based on committee recommendations the Executive Council approved the first issue of the Employment Bulletin in 1954. This quarterly publication, retitled the Placement Bulletin, listed credentials of member candidates seeking positions in guidance, counseling and student personnel work (Dugan, 1972). By April 1963, the Bulletin was mailed to

2,500 subscribers, candidates and employers. As described by McDaniels (1964) "The many jobs listed in the Bulletin have been an attraction to prospective members, and an effective recruiting device" (p. 133).

APGA involvement in the formation of policy for counselor preparation standards was another major contribution to the counseling profession. The first Association statement came in 1958 and laid the groundwork for developing at least minimum standards for those planning to become counselors. The Association for Counselor Education and Supervision (ACES) continued indepth studies of counselor education standards. Meanwhile, in 1961 the APGA Executive Council authorized funds to sponsor a conference on counselor preparation, role, and function (McDaniels, 1964). While there was debate during the conference, APGA leaders resolved to continue the study and eventually to develop and adopt a policy statement.

Along with counselor preparation, APGA also considered ethical standards for the Association. However, the adoption of a set of ethical standards for membership of such diverse individuals was a difficult chore. Finally in 1961 at a convention in Denver, the APGA Delegate Assembly accepted the APGA Ethical Standards. As McDaniels (1964) remarked "these Ethical Standards were long in development, from 1956 to 1961, and represented the thinking of hundreds

of Association members throughout the country. They have subsequently been well received" (p. 164).

Reacting to and being involved in governmental legislation constituted major APGA contributions to the counseling field. On several occasions throughout this period, members of the Association were present at congressional committee hearings. As cited in McDaniels (1964) the Association prepared statements on the following bills: " the proposed Vocational Education Act; the National Defense Education Act extensions and appropriations; the General Education Bill of 1963; and other pertinent and closely related measures to the Association's general concerns, such as the Peace Corps, the Domestic Peace Corps, and the Manpower Development and Training Act" (p. 167).

The formation of APGA allowed professionals in independent founding divisions to unite under the common title of counseling. While the possibility of the unification remained unknown, APGA members during the early years created opportunities for the advancement of those people in the field of counseling. These advancements occurred through steady membership growth, increased publications, active involvement in legislative issues, persistent attention to counselor standards and constant review of governance structure. This overall organization of APGA provided the basis for the future of the Association.

CHAPTER 3

DEFINITION, DEVELOPMENT AND ASSESSMENT OF APGA FROM APRIL 1963 THROUGH JULY 1972

The formation of APGA in July 1952 provided a professional foundation for individuals in the counseling profession. Between July 1952 and April 1963 the composition of APGA developed as newly aligned members established the Association. During the 1960s the Association changed and expanded as leaders and members searched for the definition and function of the Association. Chapter three provides an examination of APGA from April 1963 through July 1972. Called the formative years, these were years of both tremendous growth and development as well as assessment of the structure and the role of the Association in relationship to the counseling profession. The definition, the development, and the assessment of APGA made possible the delineation of specific facets of the Association in the areas of membership, professional issues, legislative activities, governance structure and leadership.

APGA directly related to the changing definition of the counseling profession which through many phases changed from that of occupational placement to that of developmental counseling. Many factors and influences effected this shift toward developmental guidance and counseling. As early as

the 1920s a clinical model of counseling emerged. Attention to the individual as a person became a paramount theme. Counseling perspectives broadened from occupational information and placement to include psychological assessment. Personal counseling training became a part of professional training programs. School guidance services included personal counseling, testing, and follow-up counseling (Gysbers and Henderson, 1988).

The model of clinical services continued to evolve during the 1940s. The contributions of counselors such as Carl Rogers added new dimensions to guidance and to counseling services. In particular Counseling and Psychology (Rogers, 1942) brought an increased interest in psychotherapy and in psychotherapeutic techniques. As Gysbers and Henderson (1988) suggest:

The impact of psychotherapy on vocational guidance and the testing movement precipitated a new field, the field of counseling psychology. This in turn, had a substantial impact on the professional development of school guidance and the school counselor in the 1950s, 1960s and 1970s, particularly in terms of the training counselors received and the role models and literature available to them (p. 14).

Additional researching and new counseling models also affected counselor preparation. The passage of the National Defense Education Act in 1958 was an important influence on counselor preparation. Funds from this Act provided for the improvement of counseling programs in the public schools and in counselor preparation programs in many public universities.

As a result the roles and functions of guidance and counseling during the 1960s became broader based. The concept of pupil personnel services also emerged. Pupil personnel services combined various service components such as psychological services, health, and guidance into an interdisciplinary approach. Guidance was one aspect of pupil personnel services facilitating student growth and learning. (Stoughton, McKenna and Cook, 1969). The function of guidance was a service separate from teaching, one that provided psychological services to students. Many counselor educators saw the need for individual counselors to develop roles and functions in relationship to each counselor's specific work setting. Counselors defined their functions in accordance with their unique situations, and counseling broadened as part of the total array of services within the schools. As Gysbers and Henderson (1988) conclude, "The passage of the National Defense Education Act interacting with the pupil personnel services movement further

conceptualized and institutionalized school guidance as a collection of services related to other psychological services in the schools" (p. 16). In addition writers such as Erikson (1959), Peck and Havinghurst (1960), and May (1961) developed theories and practices that brought renewed attention to counseling and gave strength to the position of counseling as a profession.

As a result of combined influences, factors, and movements the opportunities for counselors greatly widened in the 1960s. Elementary school guidance had a separate identity from secondary school guidance. In elementary guidance the emphasis was on how individuals developed and on how the learning environment effected this learning process. As the process continued, guidance and counseling moved from dealing with a single situation or a crisis event to providing supportive relationships and comprehensive programs. In Wrenn's (1962) The Counselor In a Changing World, he suggested that the main concern of the counselor was the provision of services for the developmental needs of the students and to facilitate positive learning experiences rather than to concentrate on the crises of the individual students. This broader perspective allowed counseling to become recognized among the other behavioral sciences.

At the same time this broader perspective forced those in counseling and personnel work to consider a common

purpose: the counselor as an agent for human development and personal change. Counselors striving for a common purpose required the building of a more unified profession. Individuals involved in counseling came from varied backgrounds possessing diverse qualifications and worked in various and unique settings. What these individuals lacked were mutual goals (Aubrey, 1977). The counseling profession continued to face the arduous task of self-identification.

APGA was the existing professional organization that represented counselors and personnel workers. Formed by independent professional groups merging together, the strength of APGA had been membership and attention to issues relating to improved counseling services. The function of APGA in providing the common ground and clear direction for unification in the counseling profession was not clear. While members showed an interest in improving the profession and some interest in counselor affiliation, the unification process moved slowly. Autonomy among different counseling groups had been the foundation of the Association and although the promise of professional unification was a founding concept, the remaining question was whether APGA was "progressing slowly toward a fully functioning unification, or was drifting toward an uneasy federation of independent specialties" (Dugan, 1966, p. 669). The need to strengthen and to unify the counseling profession was

apparent; however, APGA's ability to provide the leadership and the structure was questionable.

The period from April 1963 through July 1972 was one of growth and new activity within the Association. Areas of greatest development during this period were memberships, professional issues and legislative activities. Membership increased and standards and guidelines evolved to initiate minority groups in new programs, in the elected Association offices, and in the hired staff positions. APGA lobbied for the federal legislation necessary for the improvement of professional services and publications. Many individual members gave frequent federal legislative testimony and created positive contacts with governmental agencies.

This period was also one of self-assessment and examination. As the Association membership grew that expansion built a complex and burdensome governance structure. Another concern was how the membership would continue to develop: either in divisions of special interests or as a single body seeking a common voice. The Association leaders discussed and implemented governance and structure changes.

Membership

Throughout the Association's history, APGA leaders paid special attention to membership. The Association began as a

federation of several distinct divisions; therefore, membership within each division directly affected the overall APGA membership growth. In addition, membership dues were a major source of financial income for the Association and dictated the types of member services APGA provided for members. During the period from April 1963 through July 1972, APGA headquarters staff frequently addressed the problems related to membership. In particular these professionals gave special attention to membership recruitment and to services to retain members. Specific facets of APGA member recruitment and service included: membership trends, membership guidelines and benefits, membership dues, membership categories, membership activities, the Personnel and Guidance Advancement Program (GAP), and the purchase of the APGA Headquarters.

Membership Trends

The period from 1952 through 1968 showed steady increase in APGA membership; consequently, during the mid-sixties APGA reached a milestone in terms of membership. As reported by Dugan (1967) in 1966, there were 25,147 APGA members. As of April 1968 the membership figures increased to 27,488 showing an addition of 2,341 members between 1966 and 1968 (Dugan, 1970). As of April 1969 the membership

figure was 28,546 compared to 27,488 at the end of April 1968 (Dugan, 1970).

Figures 1 and 2 show the APGA and divisional membership growth from the end of fiscal year 1952 to the end of fiscal year 1968. Some members had multiple divisional memberships; as a result, the total membership of all divisions was greater than the total APGA membership. While many divisions retained a steady membership, other divisions grew at a faster rate. As indicated in Figure 2 ASCA continued to have the most dramatic growth. The continuous rise in ASCA memberships subsequently reflected the increase of public school enrollment and school counseling needs. After the enactment of the National Defense Education Act in 1958, counseling in the secondary schools received national attention. With the

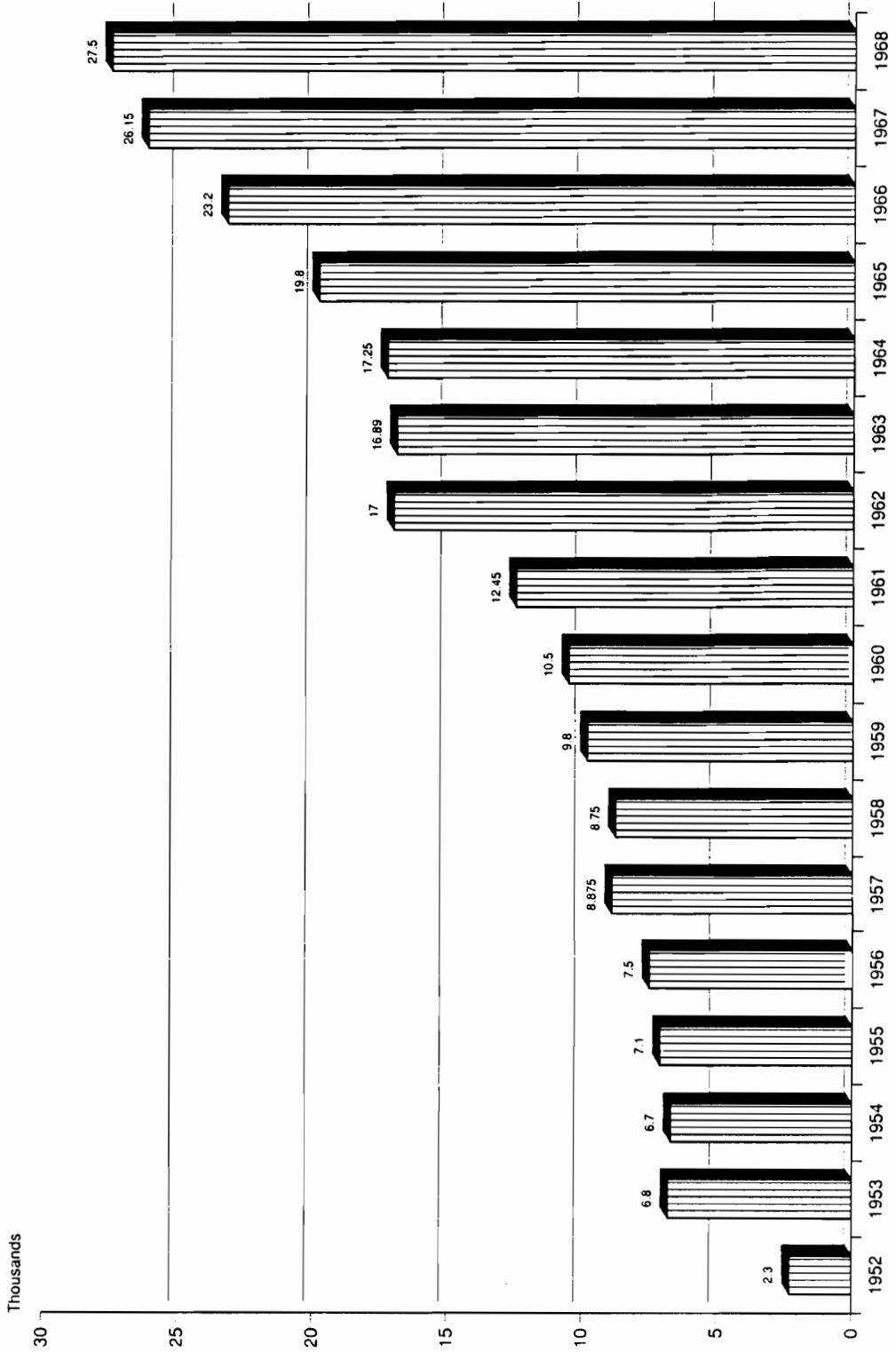


Figure 1 American Personnel and Guidance Association (APGA) Membership Growth 1952 - 1968
 Source: ACA Headquarters, Alexandria, VA

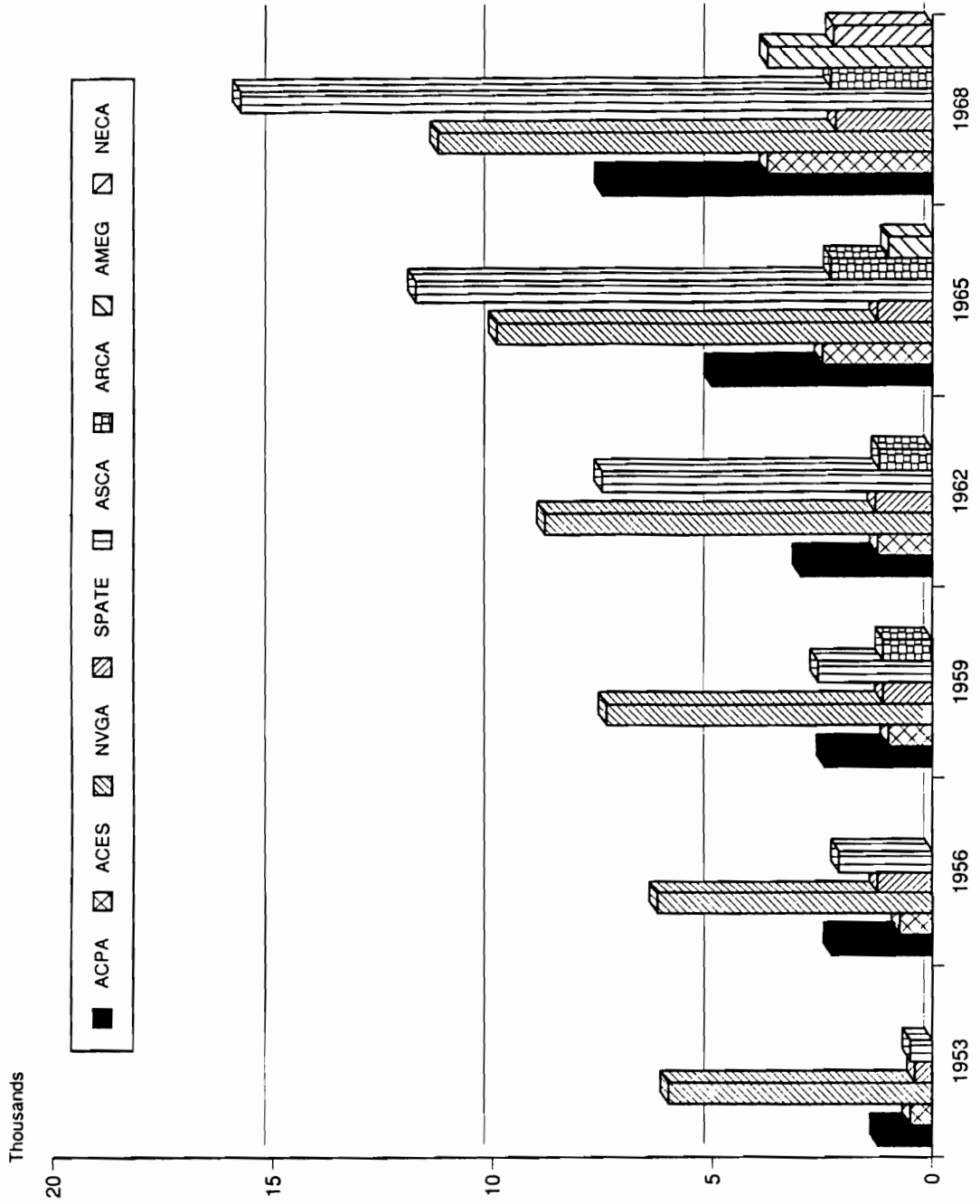


Figure 2 American Personnel and Guidance Association (APGA) Divisional Growth 1953 - 1968

Source: ACA Headquarters, Alexandria, VA

growth of public school enrollment the demand for school counselors continued. As Dugan observed in 1961:

The present ratio of counselors is roughly one to 700 in high schools providing counselors. To meet an acceptable ratio of one to 400, we would have 30,000 equivalent full time secondary school counselors, an increase of 13,000 above present members as of 1962. By 1970 if the recommended ratios of counselors to students prevails, we will need a total of 40,000 counselors at the high school level alone. (p. 2)

The divisional trends continued to show an overall increase in membership into the mid and late 1960s. The only division that did not show an increase was SPATE. This lack of increase in membership reflected a serious financial problem that SPATE and other small divisions of APGA faced. Part of the problem in SPATE could have been confusion regarding the name (Student Personnel Association for Teacher Education) and the purpose of the organization. Perspective members often linked SPATE to teacher education instead of to counseling. Four new divisions formed during the period from 1963 through 1972. In 1965 the Association for Measurement and Evaluation in Guidance (AMEG) became the seventh division of APGA and in 1966 the National Employment Counseling Association (NECA) became the eighth division of

APGA. In 1972 the Association for Non-White Concerns in Personnel and Guidance (ANWC) and the Public Offender Counselor Association (POCA) affiliated with APGA.

During the early 1970s membership growth suffered some reverses. While not evident in the overall picture of enrollment over the years, membership loss was not a new concern for the Association (McDaniels, 1964). Membership attrition is common in organizations and varies from year to year; however, the losses that occurred in APGA between 1969 and 1971 were significant and warranted special attention. The enrollment decreased from 29,105 members in 1969 to 25,224 in 1971. Figure 3 shows membership trends from 1968 through 1971.

The drop in membership reflected growing financial and divisional problems. Divisional relationships to APGA were not clear and members questioned the extent to which APGA provided opportunities for the professional involvement of members. Such questions prompted studies of membership options and of the Association's structure.

Membership Guidelines/Benefits

Prior to 1972 only an individual membership category existed in APGA. Guidelines for individual members (as outlined in the APGA Constitution, p. 318, 1961) follow:

1. An individual member in good standing is a person whose primary responsibilities or interests are in the area of guidance, counseling or personnel work and whose preparation or position is such as to qualify him for membership, as defined in the By-Laws, in one of the Divisions of the Association. To remain in good standing, an individual member must be elected to membership in one of entrance into the Association.
2. Each individual member in good standing shall be entitled to vote as a member of the Association, to attend conventions and meetings of the Association, and shall be eligible to hold office in the Association.
3. Any individual member in good standing may qualify for life membership in the Association and its Divisions.
4. A member may be dropped from membership for nonpayment of dues or for conduct which in any way tends to injure the Association or to affect adversely its reputation or which is contrary to or destructive of its objectives. No member shall be dropped except after

opportunity to be heard as provided by the
By-Laws.

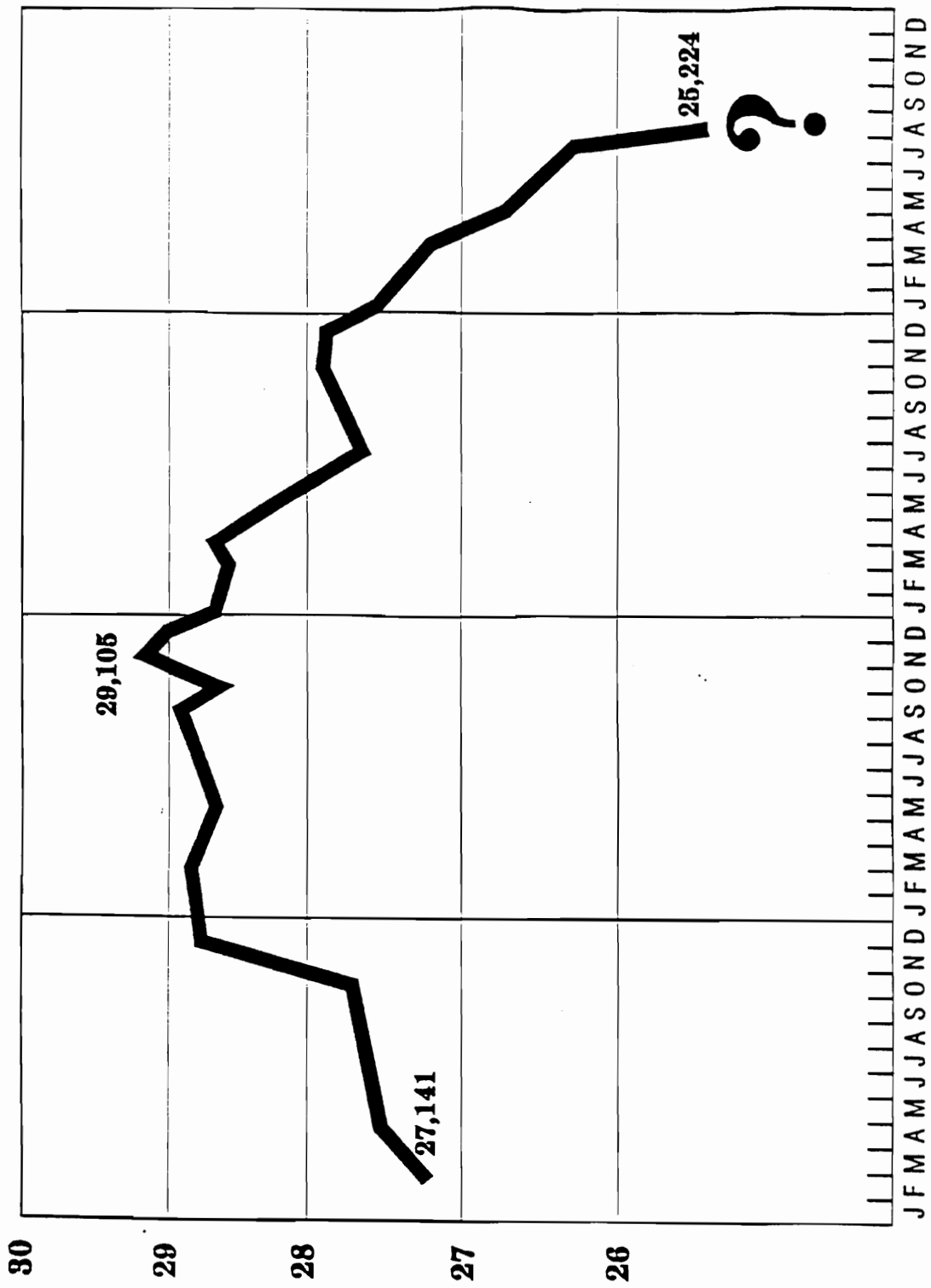


Figure 3 American Personnel and Guidance Association (APGA), Association Membership Trends 1968 - 1973
 Source: ACA Headquarters, Alexandria, VA

At the 1968 APGA Senate meetings representatives repealed the section in the APGA By-laws dealing with severance of membership and then established new guidelines. Under Article II, Section 4(a) the conditions of membership severance provided for a process of sundering those individuals who acted in a fashion that was detrimental to the Association.

Members subscribed to membership in the Association for a 12-month period and had to apply again if the membership had expired for longer than six months. Membership entitled an individual to participate in the selection of the officers who led the divisions and the Association. Membership benefits included insurance plans, publications and placement services. Opportunities for collegiality existed through gatherings at workshops and conventions. Two insurance plans were available: an income protection plan and a major medical plan. Publications represented one of the Associations major services to members. In addition to the Personnel and Guidance Journal, each division published a journal. Members also received the Placement Service Bulletin published seven times a year. Members had access to job placement information at the Placement Center during conventions.

Membership Dues

Individual members of APGA paid member dues on an annual basis at a rate established by the APGA Senate. These annual dues entitled an individual to membership in APGA and to membership in one division for which the individual professionally qualified. In 1968 a repeal of Article II, Section 3(b) of the by-laws allowed the individual member the right to designate the division to which that member would subscribe. The membership committee no longer decided divisional assignments; instead, the individual member made this choice.

The annual membership dues effective May 1, 1962 were \$15. As of May 1967, the rates increased as follows:

TABLE 1

APGA Membership Dues 1967

APGA and one division (full rate)	-	\$22.00
APGA and one division (student rate)	-	\$11.00
Each additional division	-	\$ 2.50
ACPA Special Assessment	-	\$ 2.00
(additional for ACPA Associate and Regular members only)		
NVGA Professional dues	-	\$ 1.00
(additional for approved NVGA Professional members only)		

During the 1969 APGA Convention in Las Vegas, the APGA Senate set basic dues at \$23 annually for general membership, with each division setting its own dues in addition to the \$23. Members paid the general membership dues plus any specific divisional dues.

Membership Categories

Several general membership options available to APGA members included: provisional, divisional, special and especial(non-voting). An individual interested in becoming a member of the Association submitted an application to the Membership Committee. The Committee consisted of one member to represent each division and an additional member to serve as chairperson. The President of APGA selected the representatives of the Membership Committee.

Once accepted into APGA an individual had one year from the date of acceptance to join a specific division. During this one year period the individual held a provisional membership status. Provisional membership was temporary and available only to those who had not yet completed an application to a specific division. This provisional period afforded an individual the opportunity to carefully consider a single divisional membership.

Specific divisional membership was particularly important. The growth and the financial status of APGA

depended upon the stability within individual divisions. The success of these divisions was crucial to APGA, as these divisions were the roots of the Association. Unlike other professional associations, APGA grew as an organizational entity from separate, distinct professional groups coming together under a common trust: counseling. Members had particular interests in divisional activities and this type of membership greatly influenced what the Association provided in terms of services to the professional members.

In addition to the divisional membership the APGA constitution contained a statement allowing the APGA Senate, upon recommendation of the Executive Council, to establish criteria for special membership. Examples of special memberships included: life subscriber membership, emeritus membership and student membership. The life subscriber category, created in 1957, assisted with the monetary base for the APGA building fund (McDaniels, 1964). After an individual made the initial payment of \$300 that individual earned an exemption from further divisional and APGA dues. The limit for life subscriber memberships in any division was five percent of the total membership of that division. Basically life subscriber members received the full range of services without any other additional payment. This selling of life memberships at a fractional cost of APGA services added to the financial struggles within the Association.

Thus, during the 1964 fiscal year, APGA announced a moratorium on life subscriptions to the Association.

An individual who reached the age of 65 and who had been a member of a division or its antecedent for at least 20 years gained emeritus membership. This status applied to those members recommended by individual divisions and approved by Executive Council vote. Emeritus members, while entitled to the privileges of dues-paying members, paid no further dues. In the 1972 by-laws the addition of eligibility for emeritus status for 20 year branch (local and regional) members appeared. Furthermore, the by-laws identified the APGA Board of Directors, rather than the APGA Senate as the body that established emeritus member qualifications.

Student memberships allowed those individuals enrolled more than half-time per year in graduate guidance and counseling programs and not holding a full-time job to be members of APGA. The maximum time permitted for one to hold a student membership was three years and each year a professor had to certify that student membership. In 1966 during an APGA Executive Council meeting leaders passed a motion to limit the student membership to full-time students. Until 1966 no limit had existed for full-time student members of APGA.

During the 1972 convention participants considered new membership categories and discussed changes in membership requirements. As a result the 1972 by-laws reflected several changes. A major change promoted the attractiveness of APGA to larger groups of individuals by expanding the area of interest from guidance, counseling, and student personnel to the broader field of human development. Specific changes in the by-laws were as follows: a) the qualifications for individual members went beyond guidance and student personnel to include others with similar interests and responsibilities such as community agency workers, school social workers, school psychologists and para-professionals in counseling; b) Under categories of membership two types of especial (nonvoting) memberships existed: sustaining and supporting. Sustaining membership was open to any member who contributed a minimum of 50 dollars as a single contribution. These individuals who made contributions on an annual or a regular basis received special recognition when their cumulative contribution reached between \$500 and \$1000. Members received recognition through the annual publication of a roster of the contributors and a special badge of recognition given during convention registration. Supporting membership was open to any appropriate business, industry, foundation, or individual that contributed \$100 or more, either in general

support of the organization or to support a special project. Supporting members also received recognition through an annual publication roster.

Membership Activities

Historically membership services had been costly. Each year, since the formation of APGA in April 1952, the cost of member services in the Association did not equal the income from Association dues (McDaniels, 1964). One might conclude that increased membership dues would have been the answer; however, even with increased membership dues, the financial predicament and thus the membership dilemma continued. Other aspects such as membership recruitment and professional development remained as challenges.

During the APGA Executive Council meeting held November 29 through December 1, 1967 the council members passed several recommendations concerning membership activities. One recommendation from members on the Finance Committee of the Executive Council allowed for the elimination of the annual membership card. Instead new members received a letter of welcome from the president of the Association. Sending membership cards cost in excess of \$8,000 (26 cents per individual card). A letter from the president would not only save money but also offer a concrete statement of interest by the administration towards new members. A

second recommendation made during the Executive Council meeting was to send a questionnaire to each state membership chairperson for the purpose of exploring the effectiveness of the materials used in promotional activities. In particular this study of costs involved the costs of the dispersement of membership literature.

Membership activities became a theme at APGA conventions. At the 1968 convention in Detroit recommendations for changes in the publication of the Membership Directory occurred. Some leaders supported the publication of the Directory on alternate years and recommended that the budget now reflect the cost of the Directory. Others suggested that the Directory include only listings of: members in alphabetical order, divisional memberships, and membership by states. One other major recommendation made during the Detroit convention was the consideration of an increase in dues. The major reason given for such a consideration was the relationship between a dues increase and the Association expenditures. A final suggestion was that the Association consider a one time processing fee to cover membership and publication costs.

In 1969 the Association completed two major membership studies. The first survey obtained ideas and suggestions from past and present membership chairs concerning national, divisional and state membership problems and concerns. In

addition a second study specifically targeted those members leaving the Association. Conductors of the studies presented the results of these polls during the APGA convention in Las Vegas in 1969.

Based on these survey results, efforts to simplify the membership operation at the state and national levels as well as to improve communications between members became the main objectives for improving APGA membership. One change involved a provision for coordination of specific procedural guidelines for membership recruitment and the processing of information for APGA members. Also, the procedure for appointing state branch APGA and divisional chairs changed to the appointment of one APGA membership chair and a small working committee chosen by the branch president in each state. This change provided the option so that chairs could appoint their own representatives in each state.

In 1969 membership promotion was a central theme at the convention in Las Vegas. Criticism surrounding the role and function of the National Membership Committee existed. The National Membership Committee (referred to as the Promotion Committee) did little to promote membership activity. In fact the headquarters staff, the national divisional chairs, and the state branch members conducted most of the actual promotional activities. One problem was the structure of the National Membership Committee. The committee, comprised

of four or five members spread throughout the 50 states, met infrequently.

The National Membership Committee's function was to examine APGA membership activities and to work to ensure that the policies and procedures were in the best interests of members and were in line with the objectives of the Association. Part of a misunderstanding regarding the work of this committee in the area of membership promotion arose from the assumption that APGA had promotional activities at the national level. In reality no funds existed for such activities. Headquarters staff responded to requests for items such as promotional literature and displays, but the budget did not provide funds for heavy promotional campaigns. If promotional activities at the national levels were to occur, a reallocation of funds was imperative.

During the convention in Atlantic City in April 1971 concerns of APGA membership, communication, and professional involvement were topics of discussion. Following committee reports to the Senate, the committee chairs recommended: a) that the National Membership Committee and the Office of Non-White Concerns work together to attract to APGA paraprofessionals and other personnel workers in programs sponsored by the U.S. government, b) that the National Membership Committee, the headquarters staff, and the division presidents consider the creation of

a student division of APGA, c) that the National Membership Committee provide avenues for greater member involvement at the local and state levels and d) that the National Membership Committee discuss the benefits of APGA affiliation with business and industry.

A major emphasis during the later years of the 1960s and early 1970s was to continue the expansion of membership and to make APGA a more "personal" organization devoted to providing involvement and support for its members. A larger issue, however, remained: Under the current structure and leadership would such involvement and support be possible? Perhaps the Association had already begun to move in a direction that was not conducive to total professional involvement of its members. Perhaps instead of moving ahead with expansion it was time to restructure the organization. Evidence of instability and financial tensions remained a threat.

Personnel and Guidance Advancement Program (GAP)

The Personnel and Guidance Advancement Program (GAP) was a short-term fundraising campaign for the Association. As APGA leaders appraised the positive outlook for the counseling profession and APGA growth into the 1960s, they envisioned gaining an APGA Headquarters site that would house the APGA central office staff and serve as the base of

operations for membership services and activities. Daniel Feder (1961), president of APGA during the year 1961, described the need for a permanent APGA Headquarters site as "a result of the unification started nearly a decade ago and a reflection of the increased tempo of activities in personnel and guidance work. The new headquarters is a symbol of the raised sights, closer unity, and increased activity on the part of the membership" (p. 1). Raising the funds and finding a suitable location for the APGA Headquarters took APGA leaders several years, beginning in the fall of 1956. Eventually, in March 1959, through the establishment of GAP, APGA leaders purchased property at 1605 New Hampshire Avenue N.W., Washington, DC.

The approval for securing funds for the purchase of a headquarters site came during the APGA convention in Detroit in the spring of 1957. The Association urgently needed to find a new space because its landlord at that time needed the current APGA rental space and pressured the Association to relocate. Rental space was scarce and so APGA leaders decided to raise funds to purchase the Association's own building. The goal for purchasing a location was \$100,000. Through an already established APGA Building Fund, the Association had assets of \$31,513.00. Of this total, \$14,000 was in cash and the rest in pledges (Dunsmoor, 1961, p. 2).

In order to raise the additional funds APGA leaders created GAP through which they campaigned to sell life subscriptions to APGA members, and solicited to acquire monetary gifts. The goal was 400 life subscriptions at \$200 each to total \$80,000. The goal for gifts was \$20,000. This major campaign gained recognition as the GAP. As described by Dunsmoor (1961, p. 3), then Director of GAP, this designation had some advantages as a sales pitch " ... the implication being that our lack of a headquarters of our own created a big GAP in steady advancement of APGA to the position of outstanding leadership it must assume today. Our goal thus became to close or complete the GAP as soon as possible."

In 1957 the APGA Executive Council authorized a Building Commission to locate a suitable building for the new APGA Headquarters. The Commission's search resulted in GAP planners increasing their goal to sell 500 life subscriptions. The original goal of 400 totaling \$100,000 was not enough to buy suitable property. Within a few months APGA members bought the 500 Life Subscriptions. The APGA Executive Committee decided not to sell any additional life subscriptions because the Committee felt additional sales would create too much pressure on the APGA operating budget.

Purchase of the APGA Headquarters

By fall of 1958 the APGA Building Committee located an admirable piece of property. McDaniels (1964) described the property as follows:

The parcel of land in the offer had two buildings fronting on New Hampshire Ave., N.W. with an access alley one side and Corcoran Street, N.W., on the other. There was a three-story house suitable for custodian's quarters on Corcoran Street, N.W. attached to one of the buildings and ample space in the rear of other building for parking eighteen cars. This combination of buildings with one at 1607 New Hampshire Avenue, N.W. slightly larger than the house at 1605 New Hampshire Avenue, N.W., provided a very handsome looking permanent home for APGA (p. 82).

In January 1959 the APGA Building Commission and the APGA Executive Council made arrangements to purchase this property for the price of \$200,000. The purchase of these buildings gave APGA ample space and provided a permanent base of operations for the Association's activities and services to members. This purchase also greatly increased APGA's net worth. There was a substantial rise in property value throughout the 1960's. In just four years the

assessment of the property rose from \$200,000 in 1959 to between \$600,000 and \$700,000 in 1963 (McDaniels, 1964).

The GAP campaign exemplified the dedication and insight of the early APGA leaders and members. Through careful planning and persistent organizing these professionals enabled the Association to obtain and to retain ownership of a national headquarters. Most importantly this endeavor took place without the support of any outside organization. Additionally, this procurement made it possible for APGA to eventually sell this property, to build a new headquarters, and to create the APGA Foundation in the early 1980s. A closer look at these issues follows in chapter 4.

Professional Concerns

During the 1960s APGA leaders addressed professional agendas. Included was the creation of active plans for promoting opportunities for members to better understand APGA and to grow professionally as counselors. In particular efforts occurred in the areas of publications, conventions, and special projects. In the development of these three areas, consideration of member involvement and member needs were underlying themes.

Publications

The expansion of issuances of professional publications and publication sales increased during the early 1960s. APGA published new and revised resources in many different forms. Specifically these publications included journals, newspapers, fliers, monographs, microfilm, newsletters, pamphlets, books, videotapes, cassettes, records and computer programs.

The major publication of the American Personnel and Guidance Association was the Personnel and Guidance Journal (formerly Occupations). The initial issue, distributed in 1952, went to 6,246 members. By 1963 the Personnel and Guidance Journal had grown to ten issues per year, had increased to approximately 950 pages per volume, and had burgeoned to a circulation of almost 20,000 copies per issue. Dr. Buford Stefflre became the Personnel and Guidance Journal editor in 1963 and under his direction this journal grew into a major APGA publication. During the 1960s, topics of Journal coverage included "counseling, tests and test interpretation, occupational information, vocational guidance and planning, counselor training, personality and behavior, special students and academic achievement" (McDaniels, 1964, p. 100). The content favored research. Foreman (1966) suggested that during the early 1960s the Personnel and Guidance Journal published more

research oriented articles than other professional journals such as the Journal of Counseling Psychology. Approximately 70% of the Personnel and Guidance Journal's content consisted of research articles.

Additionally several other key APGA publications emerged during the 1963 through 1972 period. Some of the key works included: a) Man in a World of Work, Henry Borow, ed., (1964); b) The Origin of Interests, Anne Roe & Marvin Siegelman (October, 1964); c) APGA Statement of Policy; d) The Counselor: Professional Preparation and Role (1954); e) Counselor in a Changing World, C. Gilbert Wrenn (1962).

The APGA newsletter entitled the Guidepost, which according to McDaniels (1964) produced its first issue in December 1958, continued to inform members about APGA activities and provided a direct line of communication between APGA members and APGA leaders. The APGA Publications Committee added strong support for the APGA Executive Council publication plan. Dugan (1967) reported this new APGA plan that sustained seven new publications during the 1966 through 1967 fiscal year. These publications included: a) Guidelines for Future Research in Group Counseling in the Public School Setting, b) Advising Student Groups (new ACPA Monograph), c) New Vocational Pathways for the Mentally Retarded, d) School Counseling, 1967 A View From Within (ASCA Yearbook), e) Man in

Perspective, f) Dallas Convention Abstracts, g) Elementary School Guidance and Counseling(a quarterly journal from ASCA).

Publications remained a major service offering to members. By 1968, in addition to the Personnel and Guidance Journal, APGA divisions published journals regularly.

During the 1967-68 fiscal year, APGA published or revised the following publications:

1976-68 Membership Directory

1968 Detroit Convention Abstracts

Financial Aid For Guidance and Personnel Graduate Study

Student Group Advising in Higher Education-College Personnel Series

Standards for the Preparation of Secondary School

Counselors-1967

The Parent's Role in Career Development

Meet Your Secondary School Counselor

Counselors' Manual for "How About College Financing?"

Principals and Counselors Work Together

The Placement Service Bulletin

1967-68 Directory of Approved Counseling Agencies

Measurement and Evaluation in Guidance Journals (Dugan, 1969).

By the late 1960s APGA publications had greatly increased. The editor of the Guidepost increased the

production of this newsletter to nine issues a year and made subscriptions available for nonmembers at \$10.00 per year. Single publications, monographs and pamphlets were in high demand. APGA produced a publications list of nearly 50 titles. Some of the more popular publications were:

a) Financial Aid for Guidance and Personnel Graduate Study, 1969-70, b) 1969 Las Vegas Convention Abstracts, c) Career Decisions, d) the 1968 revision of the leaflet How About College?, e) 1969-70 Directory of Approved Counseling Agencies. APGA continued to publish the Placement Service Bulletin four times a year on a subscription basis (Dugan, 1970).

With increasing volumes of separate publications during the early 1970s the APGA publications staff needed to consider increasing the staff and reorganizing the publications policy. The Publications Policy Committee (PPC) recommended, effective July 1, 1972, a new committee structure to monitor the publications production. The following were specific recommendations:

- a) Formation of a separate accounting entity (APGA Press) to encompass all items of income and expense related to APGA and divisional publications (journals and single titles.)
- b) The structuring of a Publications Board which would replace the Publications Policy Committee.

c) A model contract for authors that would state:
After APGA recovers costs, an author would receive
15% of the first 5,000 copies and thereafter [an
additional] 2 1/2% per 5,000 up to a total 25%
royalty payment (APGA Senate Reports, Chicago
Convention, 1972, pgs. 0-1, 0-2, 0-3).

One other major goal during this time was to develop a
strategy for the production and the distribution of media
items. Additional APGA media services included:
newsletters, fliers, monographs, microfilm, newspapers,
pamphlets, books, videotapes, journals, cassettes, records
and computer programs. As a result of this variety of media
types, APGA created production and marketing procedures for
media items.

Conventions

The annual APGA conventions from 1963 through 1973
allowed APGA members to gather and to address divisional and
general APGA concerns. During this period these conventions
continued to grow in the number of participants, number of
programs and number of exhibits. Between the years 1956
through 1964, "3,000 to 5,000 members attended conventions.
By 1967, 7,000 to 8,000 members attended the annual
convention" (Dugan, 1967, p. 419). Listings of convention
attendance, 1964 through 1970, as well as convention exhibit

space and exhibitors appear in Appendix A. Both listings show the steady increase in convention participation.

Planners tentatively scheduled conventions at least five years in advance. Providing meaningful professional activities and searching for appropriate speakers required a great amount of time and effort. Beginning in 1958, a new convention format began and the concentration changed from one of separate individual divisional meetings to one primarily concerned with APGA meetings and programs. Prior to this time as stated by McDaniels (1964) "The convention merely provided an opportunity for five somewhat independent groups to come together and meet at the same time" (p. 127). After the 1958 national convention in Saint Louis, coordination and leadership efforts became crucial. Convention planners built program schedules and activities around a general APGA theme. Earlier conventions advertised specific themes; however, specific divisions often did not follow these advertised themes and thus, frequently dominated convention activity by discussing divisional concerns. After 1958 convention planning centered on a theme and programs addressed the APGA theme and unification of action. Speakers addressed collective issues and presented programs designed to consider more general APGA responses to societal and professional issues. A complete list of convention themes and locations from 1963 through

1983 is in Appendix B. Association conventions took place in major cities across the United States allowing a large and varied membership to participate.

One of the major results of the convention format was the emphasis on APGA business. Meetings of the Executive Council and the governing bodies of the various divisions were major occurrences during conventions. Even more importantly, the convention became the forum where APGA members addressed crucial and often controversial issues as well as developed and amended major policy statements. Recommendations for new or different policies were common products of convention discussions. Convention meetings served as common ground for debating and resolving concerns raised repeatedly in other organizational arenas. The convention generated new APGA policies which in turn determined the future direction of APGA.

APGA conventions also granted an opportunity for members to interact with other professionals in the counseling field. Additionally peers recognized and rewarded each other for meritorious accomplishments. Individuals traditionally received awards in two major areas: research and leadership. Individuals received recognition for outstanding publications and research. The Nancy C. Wimmer Award went to a member who exhibited exceptional leadership or creative work (McDaniels, 1964).

The issuing of awards was proof of APGA's commitment to professional growth. APGA conventions provided a temporary common ground for counselors to gather.

Special Projects

During the period April 1963 through July 1972 APGA units developed several noteworthy special projects and professional programs. During 1961 the APGA Association and Special Projects Department provided supervision for special projects. Two special projects supported by grants from the United States Office of Education (USOE) began in 1967. One project included monies for a APGA-ACES pre-convention workshop on research in guidance and counseling, and the other project included monies for a joint APGA and American Vocational Association (AVA) seminar on Counselor Preparation (Dugan, 1967).

During the 1968 - 1969 year APGA leaders made a concerted effort to examine societal issues. The APGA Senate created new commissions to develop APGA policy statements in several areas of societal and professional matters. One such commission, The Commission on Human Rights, served as the APGA voice to promote equal rights for people and to fight racist practices in any form. Members of this committee wrote a policy statement on equality and actively solicited feedback from APGA minority members

regarding issues in membership, staff positions, and committee representation. In 1969 the APGA Senate passed a resolution to create a salaried National Office of Non-White Concerns at APGA Headquarters. As described in a report by Dugan (1970), "The office will work directly with the government and staff of the Association to determine and implement policies and positions relating to non-white groups, and will assist in developing a roster of pertinent resource people and appropriate publications" (p. 392).

As part of the effort to offer APGA professional services to more members and to increase involvement of APGA members in these services, several new types of professional programs and seminars emerged during the early 1970s. Examples of professional programs included: APGA Cassette Services, APGA Field Seminars, APGA Legislative Intern, APGA National Career Information Center (NCIC); APGA Certification Survey and Analysis, and APGA Library and Information Service (McDonough, 1972).

Instituted in 1971, a program of APGA field-based seminars provided counselors an opportunity to discuss crucial professional issues. McDonough (1972) stated that the purposes of these seminars were:

1. to give members the opportunity to delineate a topic of concern to them in their local professional or work setting.

2. to bring the Association closer to the membership, stimulate membership, and promote member involvement.
3. to provide local host groups, state branches etc., 50% of any profits, at no local risk, to strengthen local organizational units (p. 3).

Not only did these seminars promote professional growth, they also fostered communication among counselors in regional areas. These APGA special programs provided opportunities for the professional growth of APGA members and were successful.

Legislative Activities

The Association has always served its members and the United States Government as a source of information and consultation in regard to a variety of federal legislative activities. During the 1960s the level of legislative involvement remained constant. Meetings and discussions between APGA leaders and governmental leaders were frequent. APGA leaders came in contact with national government officials from federal governmental offices such as: Labor, Health Education and Welfare, Office of Education and the Office of Economic Opportunity. Often government officials asked the APGA Executive Director and special committees to review legislative documents. For instance, Dugan (1967)

recalled that he, as APGA Executive Director in 1966, reviewed legislative briefings with reference to new bills and amendments presented to the 90th Congress (Dugan, 1967).

Probably the most active APGA participation in federal legislative affairs was through APGA member testimony. Examples of APGA members committed to actively endorsing legislation were numerous. During the mid 1960s APGA professionals gave testimony in support of various learning, counseling, and testing programs. Efforts to increase membership awareness and participation in legislative affairs continued. By the late 1960s the Association established a network for the dissemination of federal legislative information among APGA members. Individuals testified when congressional committees requested information from counseling professionals. APGA leaders established themselves as active and responsible speakers in federal legislative testimony. On more than one occasion APGA representatives spoke before House sub-committees about proposed Vocational Education Act amendments. Other specific examples included APGA Executive Director Dugan's testimony before the House Sub-committee on Education with reference to these special hearings on the operations of the U.S. Office of Education (Dugan, 1967), and on the Elementary and Secondary Act Amendments of 1969 (Dugan, 1970). In 1968 the Nixon Administration's recommendation

not to fund a budget for guidance, counseling and testing for fiscal year 1971 caused great concern among those in the Association. Through leadership from the APGA Federal Relations Committee, APGA leaders and members met with legislators and offered testimony regarding the importance of funding for counseling and testing. Eventually the U.S. House of Representatives voted to restore guidance funds of \$17 million for the 1970 fiscal year (Dugan, 1970 pgs. 392-393). Over the years APGA established an important and responsible relationship with legislative representatives in matters relating to counseling and personnel work.

Governance Structure

By the early 1970s the Association faced a serious crisis. The existing APGA governance structures and leadership patterns were unable to accommodate adequately the diverse needs and settings of counseling professionals. Divisiveness and frustration existed among APGA members. Many APGA leaders agreed that this problem required a reorganization and revitalization of the APGA governance structures. Various APGA committees formulated and debated different governance structure models. APGA leaders struggled to revitalize APGA as an organization devoted to member involvement.

State Branch Structure

In 1952 the autonomous organization APGA adopted the regional branch governance structure from NVGA, one of the founding divisions; these NVGA branches represented 86 specific regions throughout the United States. In the early years APGA leaders did not effectively develop the branch structure. Without a concrete paradigm the divisions of APGA (NVGA, ACPA, NAGST, SPATE, AMEG, ASCA, and NECA) could not successfully utilize the branch structure. By 1963 total Association membership was 16,580 (APGA State Branch Officers Handbook, 1972-73). While the total APGA membership grew rapidly, the number of branches increased slowly. This slow branch growth caused the problem of unequal APGA member representation in the work of the Association.

By 1963 a renewed program of branch organization began. As a first step the APGA Senate created a Long Range Advisory Committee. This Committee studied the existing branch structure of APGA and made recommendations at the Boston Convention in 1963. As expected, the Committee concluded that the existing branch structure lacked organization and the Committee concluded that the current APGA governance structure did not provide a strong vehicle for total membership involvement. This Long Range Advisory Committee encouraged each state to designate an APGA branch

with provisions for the formation of local APGA branch chapters within the state branches. A final recommendation from this committee was that representation in the APGA Senate should come from elected officers of the state branches (APGA, May, 1965, Guidelines for the reorganization of branches, state divisions, and chapters).

This study of the development of branch chapters within state branches continued throughout 1963 and into 1964. In 1963 APGA leaders authorized a committee on branch organization to study considerations made by the Long Range Advisory Committee. A great deal of action took place concerning the plan. The subject of branch organization became the topic of committee meetings throughout the Association. The result of these activities culminated in a working paper and a resolution passed during the APGA national convention in San Francisco, 1964. The proposed plan for branch organization included the following plans:

1. The formation of one, and only one, APGA state-wide branch within each state.
2. Provision for the opportunity for formation of state divisions within each state if the divisional members of that state want such divisions.
3. Provision for formation of local APGA chapters within a state, the decision on the

number of such chapters and their location is to be decided by the State Branch.

4. Provision for the governing of each state APGA branch through an Executive Council composed of three kinds of representatives:
Elected officers of the state- wide branch
One representative of each division
One representative from each local APGA chapter
(APGA, May 1965, Guidelines for the reorganization of branches, state divisions and chapters, pp. 3, 4).

The APGA Senate considered these plans and on March 24, 1964 passed a new branch organizational program that read as follows:

Recognizing the importance of a state-wide APGA Branch structure as a coordinating body for personnel and guidance activities within a state, the Committee recommends the formation of such a group in every state as rapidly as possible. The State-wide APGA Branch may be preceded, followed or accompanied by the development of State Divisions in those cases where such formation is deemed desirable by the Divisional members within that state. APGA membership for all members of the State APGA Branch is encouraged but is not specifically required. By state action a State Branch may require

that all of its members be members of APGA. (APGA, May 1965. Guidelines for the reorganization of branches, state divisions, and chapters, p. 5).

Many APGA members viewed the new organization of the branch structure as the opportunity for individual members to take an active role in their professional organization and APGA constituents expected improved member services. Ken Hoyt, APGA President 1966-1967, saw this reorganization of the branch structure as a major goal of his tenure. "The most important reason why I chose to run for the office of APGA President was to make an attempt to change the governance structure so that APGA State Branches could have a voice in APGA governance" (K. Hoyt, personal communication, March, 1991).

While the acceptance of the new branch program provided the basis for more membership involvement, this program was only the beginning of a long series of debate, development and reorganization of the APGA governance structure. This new branch organizational structure led the way for unsatisfied APGA members to actively pursue the systematizing of other APGA governance structures. Some members questioned the function of the existing APGA Senate and other members talked of having a revised APGA constitution by 1967. The roles of the Executive Council and Senate as part of APGA were unclear. APGA leaders

questioned the degree of power the Executive Council or the Senate should have in decisions involving major Association issues. Some APGA participants criticized the APGA Senate for being unwieldy, therefore, ineffective in serving the membership. During a discussion of the APGA Executive Committee on Senate Development (May 24, 1966), leaders proposed the implementation of a bicameral structure that would include the Executive Council and the Senate, with the Senate having veto power over the Executive Council. These Committee workers also suggested that: a) the Senate have fewer members who served longer terms, b) the Senate meet more than once a year, and c) the Senate be a policy making body dealing with major issues which affect the membership. Another subject investigated by the APGA Executive Committee on Senate Development was the appropriate ratio between branch and divisional representation. Representation in the Senate was crucial. An imbalance developed between larger and smaller divisions and control of the Senate was at stake. The Executive Committee (May 14, 1966) discussed having representation on the Senate split evenly three ways: one third of the delegates from APGA branches, one third of the delegates from APGA divisions, and one third of the delegates as APGA members-at-large. Selection of at-large members remained a problem. This selection process needed further study before the Executive Committee recommended a

permanent selection procedure. The Executive Committee and APGA leaders studied, addressed and debated the APGA Senate structure; as a result basic governmental structural modifications took the form of new by-laws adopted in June 1967. The operational date for the new by-laws was May 1, 1968. Dugan (1969, p. 614) presented the following provisions as they appeared in the new by-laws:

1. The APGA Senate was reduced in size from approximately 400 members to 160 members. Each state branch would have two senators for overlapping two-year terms. However, up to five state senators were possible since state membership increased beyond the bases established by Article V, Section I in the By-laws.
Each division had five senate representatives, its president, and four others to be selected by the division. All elected APGA officers were also senate members.
2. A new Board of Directors replaced the Executive Council and was comprised of 17 members. Each division was allowed one member: its president, or one of its senators. The Senate elected four of its state branch members to serve two-year overlapping terms on the Board. APGA-elected

officers, the treasurer, and the executive director served on the Board.

3. The Executive Committee was comprised of seven members, the president, past-president, president-elect and two additional members selected by the Board of Directors. The treasurer and executive director were ex-officio members.
4. A new Senate committee on committees was established to assist the president in determining membership on the official APGA standing committees.

APGA Commission on Purposes, Functions, and Operations

Attention to APGA governance and the concern for relationships among APGA divisions and APGA state branches continued into the late 1960's and early 1970s. The Las Vegas APGA convention in March 1969 provided a site for the analysis of governance issues. Many of these discussions centered on the discontentment of some APGA leaders with what they considered a lack of common purposes and objectives in APGA. Similar interests existed for creating positive working relationships between APGA staff officers, division and branch leaders, and members. A few leaders sensed a lack of harmony among the various APGA

constituents. In 1967 the APGA Executive Council instituted a task force to advise APGA leaders on the various Association pursuits and services. Insufficient funds prevented the task force members from acquiring adequate information and the Executive Council discontinued this task force. As a result of the interest expressed during the convention in Las Vegas the APGA Senate established a new APGA commission entitled The Commission on Purposes, Functions and Operations. This commission, chaired by Glenn Fear, proved to be one of the most influential forces in the history of the Association.

As stated in the APGA Senate meeting minutes of April 2, 1969 the main goals of the Commission on Purposes, Functions and Operations were: a) a careful review of the APGA internal organization and management, b) a comprehensive review of the governmental structure of the Association, c) a comparative review of other associations, and d) a current analysis of the services provided for members by APGA national divisions, state branches and state divisions. The APGA Senate requested that the Commission make specific recommendations to the APGA Senate for improving APGA structure, functions, and services during the scheduled APGA Senate meeting in New Orleans in 1970.

The APGA Senate carefully organized the Commission on Purposes, Functions and Operations. The Senate designated

specific guidelines for selecting members to serve on the Commission and set procedures for implementing the work of the Commission. For the selection of commission members the Senate named an ad hoc committee to formulate a plan. As found in the APGA Senate Meeting Minutes April 2, 1969, Senate members wrote the following criteria for nominating possible candidates to the Commission: a) genuine interest in affairs of the Association, b) professional commitment, c) sense of objectivity, ability to recognize issues, to analyze points in question and to recognize the impact of decisions on the development of the Association; d) willingness to devote required time and e) non-biased objectivity and the freedom to endorse what is best for the Association. Many of the nominations for this Commission's members came from the current and past presidents of APGA, the division presidents and from the branch presidents. Those individuals nominated provided the APGA Board of Directors with a short biographical sketch including professional experience in the Association and specific activities in division and branch affiliations. The APGA Board of Directors ranked all nominations and selected the top 15 nominees to serve on the Commission.

The APGA president assembled the Commission on Purposes, Functions and Operations and chaired the first meeting. At the first meeting the Commission members

elected Glenn Fear as the chairperson. One of the first actions of the Commission was the design and distribution of a survey to a representative sample of the APGA membership. The purpose of the survey was to obtain members' opinions about APGA services and the effectiveness of these services. Copies of the cover letter and complete survey are in Appendix C.

Throughout 1969 and 1970 the Commission on Purposes, Functions and Operations developed recommendations relating to new governance structure and direction of the Association. By September 1970 this Commission presented a preliminary governmental structure design in the September 1970 issue of the Guidepost. This model recommended representation for individual members through stronger local units. Specifically, Fear (1970) stated that:

At the point where services are delivered to the client-will be transmitted from local units to state branches and from there to clusters of state branches organized on a regional basis. The State Branch Assembly which had been created in 1970 by the Senate, would remain as the coordinating body and from that Assembly, 16 representatives would be elected to serve staggered 3-year terms on the State Branch council. Voting for council members

would be on a regional basis with four representatives elected from each region (p. 2).

The new model proposed the development of a new national body known as the Council for Human Development Services (CHDS). According to Fear (September 1970) CHDS rendered services that current APGA state branches and APGA national divisions could not effectively yield. These services included the development of counselor preparation standards and legislative support.

The Council for Human Development Services (CHDS) would not have individual members, but would have committees, commissions, and study groups dealing with very specific issues. This Council would inform APGA members of its work through publications and workshops. CHDS would have a headquarters staff that would implement the policies and the programs. The APGA national divisions and APGA state branches would finance CHDS and in turn CHDS would report to the state branches and to the national divisions (Fear, September 1970).

One other major recommendation made by the Commission dealt with the national divisions of APGA. The Commission suggested that the national divisions have complete autonomy in the operations of their governance and programming. To increase communications among divisions, two members of each division served on a Divisional Council. These were the

same members who were representatives on the new CHDS (Fear, Sept. 1970).

This new model offered by the Commission on Purposes, Functions and Operations attracted much attention. While the suggested model impressed many APGA members, strong reactions resulted. Some members on the NVGA Board of Directors, for example, spoke against the complexity of the new model. In the words of an APGA Board of Directors member:

There is no assurance that the proposed complex model works better than the existing simple one... we urge that the present model be reexamined with the attention to the development of procedures designed to make the existing structure meet more effectively the expressed needs of individual members, state branch and of national divisions (NVGA Board of Directors Meeting, Nov. 6, 1970).

Strong resistance came from members of NVGA. Many leaders from NVGA had worked in the state branches and the existing state branches structure was a carry over from the founding NVGA division. Resistance came from leaders such as Willis Dugan, Executive Director of APGA during this time. Dugan objected to quick solutions to governmental problems. This Executive Director had been a strong supporter of a centralized Association and objected to

additional complications in the governance structure. Dugan (1969) expressed this criticism: "Less of our time, effort and budget should be devoted to the overlapping details of governance for nine associations, and more of it should be devoted to policy and action developments on matters of national professional and societal issues" (Dugan, 1969, p. 2).

On October 6, 1970 Ralph Berdie (President of APGA 1970-71), Garry Walz (President of APGA 1971-72), Willis Dugan (APGA Executive Director 1966-1971), and Glenn Fear (Chairman of the Commission on Purposes, Functions and Operations), met and discussed the members' resistance to the APGA governance structure changes. Following the meeting several APGA members prepared a total of three models of governance structure and submitted these models to the APGA Board of Directors in Atlantic City, December 6-8, 1970 (Meeting Minutes, Nov. 6, 1970).

APGA Organizational Structure Models

The APGA Board of Directors considered the three models of governmental structure in December 1970 and then sent these three models to the APGA Senate for study. Each model included a rationale for the proposal, a description of the model, and specified advantages and disadvantages.

Figures 4, 5, and 6 provide visual representations of the proposed models. The first model outlined the recommendations made by the Commission on Purposes, Functions and Operations. A condensed summary of the Commission Proposal (Guidepost, January 1971 pp. 1-3) follows:

Purpose: This model states that members or potential members of APGA share a number of common goals. The most crucial of these goals focus on the task which justifies the profession: enhancing human development in ways which both satisfy the individual and contribute to a harmonious society. The purpose is based on facilitating this task.

Assumptions: The model is based on seven assumptions in the pursuit of its stated purpose. The assumptions fall into three categories: professional development, professional welfare, societal commitment. The model stresses branch and divisional autonomy and creates three new deliberative-governing bodies: (a) a Council on Human Development Services, (b) a Division Council, and (c) a State Branch Council. The headquarters staff operation would depend on the commitment of member groups to support it. The

proposal does not yet fully specify administrative or financial relationships.

The second model proposed by the State Branch Council developed from the existing structure of APGA. A condensed summary of the State Branch Council Proposal (Guidepost, January 1971, pp. 1-3) follows:

Purposes: This model as currently reported focuses upon the importance of the individual member of APGA. Such importance will increase in the future as the projected growth of the profession becomes a reality. The purpose of this model is to provide for greater accountability, visibility, and relevance for all members at all organizational levels while providing flexibility as needed in the future.

Assumptions: The proposal makes five assumptions about the pursuit of this model's stated purpose. These assumptions emphasize member involvement by amalgamating the commonality of interests comprising guidance and counseling through a structure unified from the member to the Board of Directors. Model 2 replaces the Senate with the State Branch Assembly and creates a series of Commissions to deal as special task forces with critical professional issues and areas of specialization as represented by our membership. The headquarters staff operation would be supported through

a unified national, state, and local dues structure. This model does not fully specify administrative and financial relationships.

The third model presented the existing APGA governmental structure. A condensed summary of the Existing Organization of APGA Proposal (Guidepost, January 1971, pp. 1-3) follows:

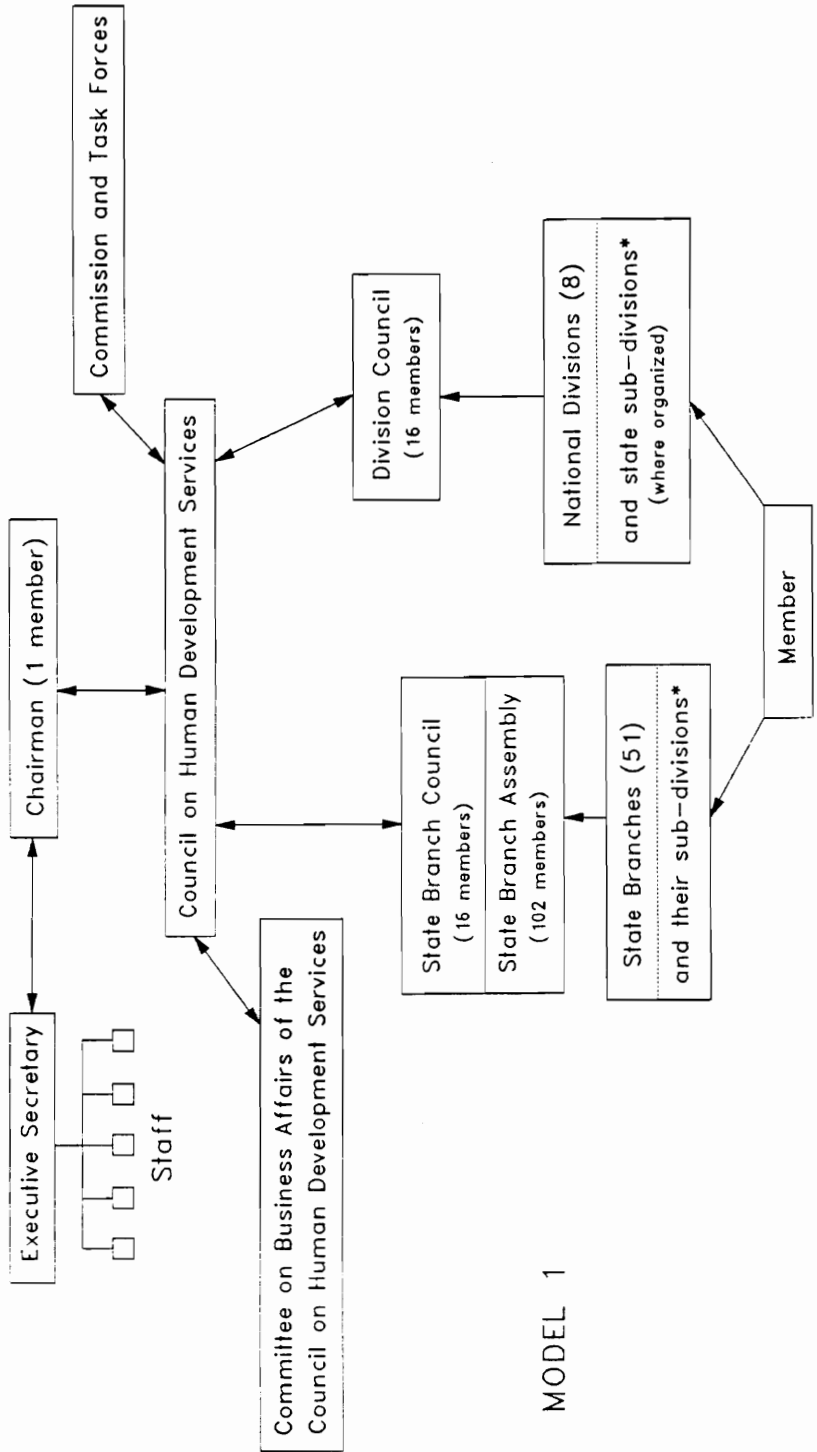
Purposes: The stated purposes of the American Personnel and Guidance Association are to advance the scientific discipline of guidance, counseling, and personnel work; to conduct and foster programs of education in the field of guidance, counseling, and personnel; and to promote sound guidance, counseling, and personnel practices in the interests of society by stimulating, promoting, and conducting programs of scientific research and of education in the field of guidance, counseling, and personnel work; publishing scientific, educational, and professional literature; advancing high standards of professional conduct; and conducting scientific, educational, and professional meetings and conferences.

Assumptions: The American Personnel and Guidance Association is a mix of counselors from a multitude of work settings and widely diverse geographic locations. Branches and Divisions are autonomous in the conduct of

their affairs. The financial structure of headquarters operation is derived directly from membership support and related professional-business activities. This model proposes that the present structure of APGA can readily be improved upon through such means as (a) reducing existing overlap of functions between divisions and APGA, thus effecting economies that would release monies for use in other critical areas; (b) redefining the relationships of divisions to APGA (exploring possibilities for affiliation with other groups, for example); (c) developing emerging state branch structure which offers effective channels for grassroots participation on local and national concerns; (d) changing election procedures and means of representation in the Senate and Board of Directors to insure equitable representation of the membership in Association government.

All three models of governmental structure had advantages. The Commission Model and State Branch Council Model had less complicated structures than The Existing Organization of APGA Model and offered new provisions for greater member involvement and additional conditions for attention to professional issues. The Commission Model retained the national divisions and state branches but allowed greater autonomy among divisions and branches

through the creation of the three decision-making governing bodies: a) Council on Human Development Services, b) Division Council, and c) State Branch Council. These autonomous bodies provided broader avenues for members to address professional issues. For example the Council on Human Development Services discussed solutions for problems and concerns not adequately addressed by the State Branch Council or the Divisional Council. The State Branch Council Model excluded the existing structure of APGA national divisions and substituted special commissions for the numerous committees in the existing APGA structure. This model stressed the involvement of members at the state and branch levels. The elimination of many APGA committees allowed for more efficient and less costly attention to particular professional endeavors. The attractiveness of this model lay in the emphasis on promoting the counseling profession as a united one by establishing provisions for professionals in varied environments to meet frequently and easily.

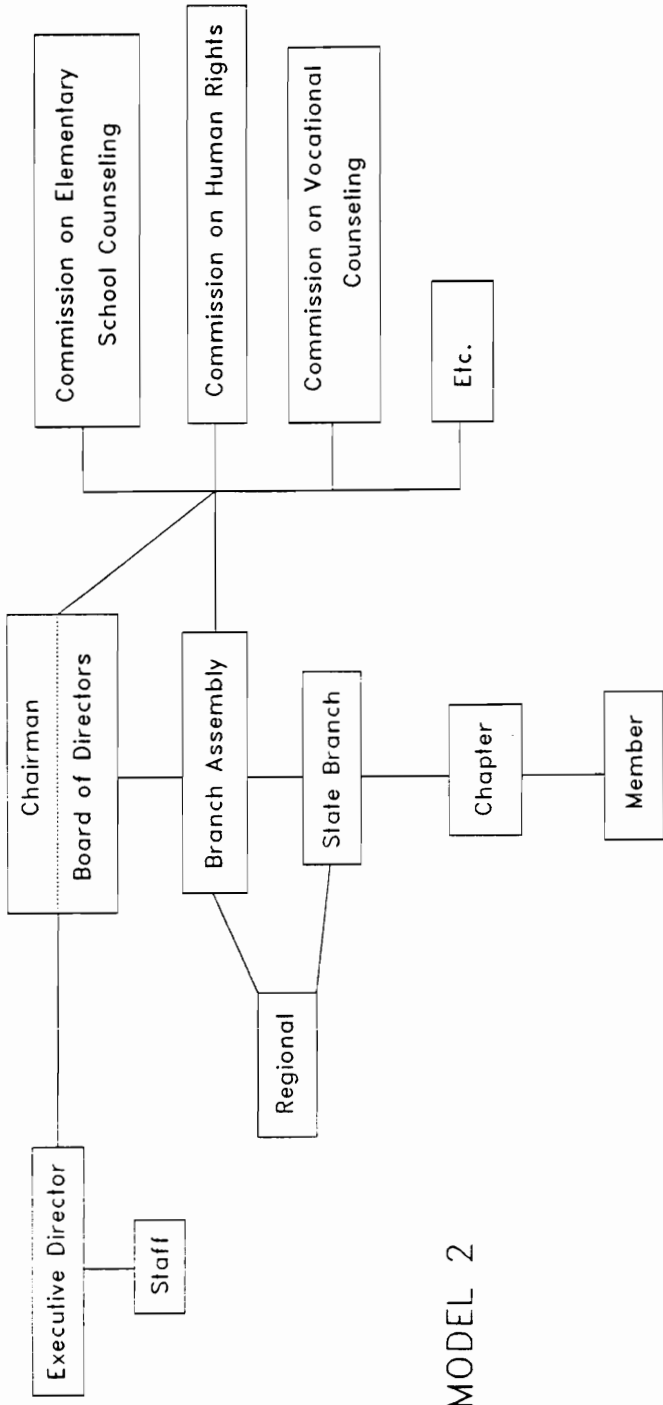


MODEL 1

*e.g. Chapters, State Divisions, and Local Units.

Figure 4 The Commission Proposal

Source: The Guidepost, January 1971, pp. 1-3.



MODEL 2

Figure 5 The State Branch Council Proposal
 Source: The Guidepost, January 1971, pp. 1-3.

MODEL 3

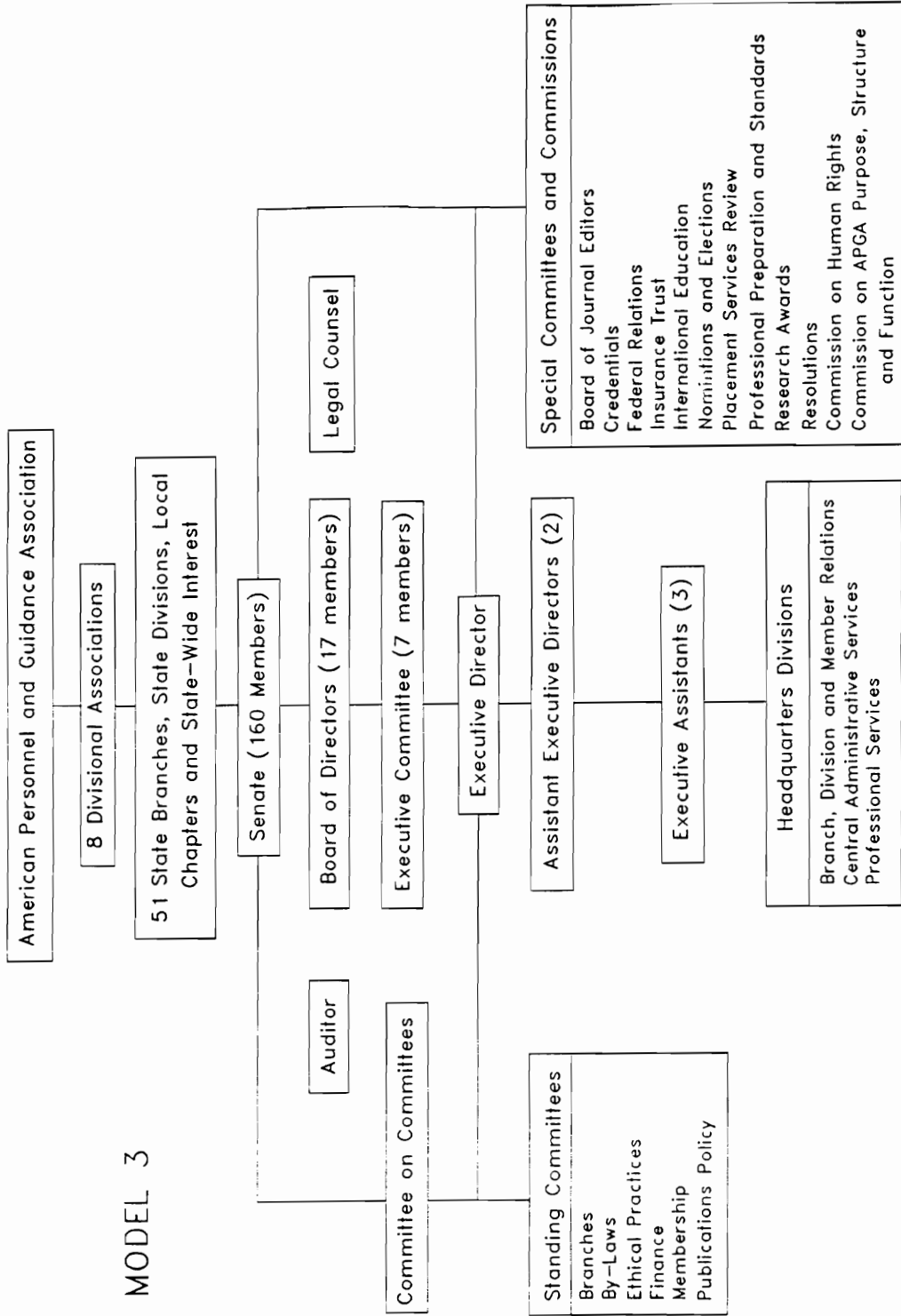


Figure 6 The Existing APGA Organizational Proposal
Source: The Guidepost, January 1971, pp. 1-3.

The Existing APGA Organization Model was a presentation for reworking the existing governance structure of APGA. This restructuring process involved: a) redefining the responsibilities and relationships among APGA divisions and state branch structures, b) promoting greater member involvement and representation and c) assessing current committee functions. These changes occurred without the introduction of new governmental bodies. Since the structures were already in place, Association leaders could begin this restructuring without first needing to plan replacement structures.

The Commission on Purposes, Functions and Operations struggled to develop and to present acceptable governance structure models. This Commission, renamed the Fear Commission in the summer of 1971, worked with a reorganized APGA by-laws committee to formulate another governance structure model and to present this model to the Board of Directors during their December 1971 meeting. Many APGA leaders criticized the Commission's work and the model presented at the September Board Meeting sparked continued debate. Opinions differed about APGA purpose and direction. At the Board of Directors meeting on June 23-26, 1971 the APGA Board Of Directors members discussed the issue of governance structure at length. Several board members expressed frustration at the lack of progress made by the

Commission. Dugan, for instance, criticized the Commission for not presenting a model that was less complex than the current APGA structure. Other leaders feared that governance structure changes would cause APGA to evolve into a different kind of organization. Walz suggested that:

with reorganization we can say that things will change and our organization will change. What we need is a reorganization to make us more viable and better able to make an impact (on who it is that can do counseling). [I] believe reorganization will account for a little of the variety but the people in the Association are so vital in its function (APGA Board of Directors Meeting Minutes September, 1971, p. 17).

Agreement among the APGA Board of Directors suggested that some type of reorganization was a positive step; however, reservations about the proposed restructuring model still lingered. One major problem was the lack of clearly defined relationships among divisions. Under the new Fear Commission Model divisions could set up their own state branches and become autonomous. In addition to increasing membership, each division could grow in strength. While some APGA Board of Directors members viewed the increase of members in each division as giving greater strength to APGA as a whole, other directors viewed this increase as the

beginning of divisional separation and a segmented Association.

Another problem was the lack of a transitional plan for the implementation of changes. While the Fear Commission Model provided a framework for goals, this model did not specify procedures for obtaining these goals. The Board of Directors supported a detailed plan of action and worried that implementation of a hastily developed model would fail. A pervasive current of dissention about type and direction of governance change remained. A transformation of policy and by-laws did not automatically guarantee a transformation into a different organization.

Modified Fear Commission Model

At the convention in Atlantic City in 1971 the APGA Senate accepted the Fear Model instructing The Task Force on Reorganization and The By-laws Committee to develop collectively by-laws that reflected the intent of this model. As these committees rewrote the by-laws, the Task Force continued to revise the Fear Commission Model. Eventually the Task Force on Reorganization drafted a modified Fear Commission Model. As described by McDonough, acting APGA Executive Director in 1972, the Modified Fear Commission Model emphasized the following:

(a) Representativeness - through the recognition of the unique contributions of both State Branches and National Divisions, and appropriate participation of each on the Board of Directors; (b) Unity and Solidarity - through a unified dues structure and unity of membership; (c) Logistical and Technical Support - through a paid central office staff and predictable income for budget; (d) Professional Focus through a more appropriate definition of Association Purposes and a professional body (APGA Professional Council of Representatives) to identify issues and establish professional priorities; and (e) Refined Governance - through redirection of energies of State Branch and National Division organizations to problems and topics which fall either within some particular geographic area on the one hand or special professional interest on the other (McDonough, 1972, p. 2).

The APGA constituents displayed mixed reactions to these changes in the Fear Model. Some APGA divisions strongly resisted this change in the governance structure. In particular NVGA and ACPA did not support the modified Fear Commission Model. This is not surprising since the original branch structure developed from the branches within the NVGA division. This new model reassigned more state branches' power to the local levels. In spite of initial

opposition the APGA accepted the model by a large majority. When Walz took over as APGA President in April of 1971, he stressed his commitment to implementing the new model. The new Fear Model for APGA promised much in enhanced effectiveness and Walz intended to help move the model forward toward full implementation (G. Walz, Personal Communication, 1971).

Fear's report to the APGA Board of Directors on the Commission on Purposes, Functions and Operations (Dec. 15, 1970) cited five distinct implementation steps for the new structure. These implementation stages did not affect the state branches or the state divisions. The five steps were as follows:

Step 1

The formation of an implementing committee that would be composed of some members of the present commission on purposes, functions and operations and should also include some members of the Board of Directors. The task of the committee would be to direct and coordinate the process of change and make recommendations to the various branches, divisions, councils, commissions and committees for needed action to bring about transition.

Step 2

A by-laws committee needs to be formed to bring the by-laws into agreement with the new model. This committee

will report to a joint [State Board Council] S.B.C. and Division Council meeting, chaired by the Chairman of the Council on Human Development Services. The [State Board Association] S.B.A. would need to elect, in 1972, the 16 regional representatives, four from each region, to the S.B.C. S.B.C. then elects eight representatives, 2 from each of 4 regions, to Council of Human Development Services (C.H.D.S.) - staggered three year terms.

The Divisional Governing Boards would need to immediately begin to plan structures, operation, and programs that would allow the divisions to assume the responsibility for their own affairs. The Divisional Council of two representatives per division needs to be formed in 1972 and begin to function by assuming responsibility for coordinating the combined divisional efforts. A procedure for weighted voting is recommended to insure equity in proportion to division size. The Division Council then selects 8 representatives, 1 from each division to the C.H.D.S. for a three year staggered term. S.B.C. & Division Council representatives to C.H.D.S. should be well informed but need not necessarily be on Council.

Step 3

The Council of Human Development Services composed of 8 branch representatives and eight divisional representatives needs to meet in January 1973 for the primary purpose of organizing and planning the work of the organization. The 1973-74 President of APGA shall serve as Chairman of the Council for the remainder of his term, thereafter the Council shall select its own chairman.

A time line of January 1972 shall be set for phasing out the present election procedure for APGA Officers.

Step 4

The changes in the staff must be initiated in 1972 so that present job functions can be phased out and the new staff functions established. The executive Secretary needs to assume the responsibility for implementing new staff operations.

The job description and function of the paid staff should be given high priority by the Council. The new lines of responsibility should be established. A cost analysis of the new headquarters operation should be made and the most economical use of staff personnel made based on this analysis consistent with the new structure.

Step 5

By 1974, the new model should be in operation.

Regional leadership workshops need to be conducted to inform the leadership of the purposes, functions and operations. A leadership manual will be developed defining roles, relationships and channels of communication.

This manual will be developed by the C.H.D.S. prior to 1974. Consultative help could be available from the implementing committee (pp. 12, 13).

The Modified Fear Commission Model contributed to additional debate, reorganization, and change within the APGA governance structure.

APGA Regional Structure

In order to strengthen membership and to put into position the new governance structure, APGA's Executive Board worked to equalize representation from branches and divisions into a regional system. During the Board meeting on June 23-26, 1971 this Executive Board appointed and directed the task force ROOTS (Regional Office Organization to Serve) to prepare proposals delineated the organization objectives, and costs of establishing regional offices (Guidepost, Sept. 1971). At the time each state could not have direct representation in APGA since representation was

not economically feasible. The regional structure allowed for the development of equal representation for all APGA members (C. Lewis, personal correspondence, May 1992). Mary Maples (Personal correspondence, May 1992) described the regional design as a way to develop state leaders who then might choose to become regional leaders. No status, prestige, or recognition accrued to regional leaders since the mundane and onerous chores of regional administration consumed most of the regional leaders' time and energy.

The nature of regional leadership work may become clearer by examining parts of the "Philosophy of the Regional Office Statement" written at the Branch Council Meeting in May, 1971. The regional director publicized APGA to individual members and disseminated information for branch members within regions. Specific duties of the regional director included organizing regional leadership workshops and acting as the APGA liaison worker for the region. As described in the philosophy statement:

The regional director shall be the official representative of APGA and its divisions for the area to which he is assigned. He shall assist individual branches develop programs that unite counselors from various settings and insure participation of state divisions in the state branch governance. In addition he shall act as a liaison between branches and state

divisions to facilitate improvement in the state convention, membership involvement, and professional development.

A significant portion of his time should be spent in assisting branches in the development of their human rights programs and helping them survey and understand the needs of the communities in which they are working (Philosophy of the Regional Office Statement, Branch Council Meeting, May 1971).

At the Board of Directors meeting on June 26, 1971 APGA leaders approved the report of the ROOTS task force. The APGA Board of Directors accepted the following motions as drafted in the APGA Board of Directors Meeting Minutes on June 26, 1971. These decisions encompassed:

A. To deliver more services to more members; emphasizing:

(1) Membership promotion, relations, and services.

(2) Professional Development, through Branches and Divisions, via workshops, conferences, (triennial) conventions, etc. The (Regional) Assistant Executive Director would act as a catalyst, coordinator, and resource.

- (3) Leadership and liaison activities in areas of non-white concerns, human rights.
- (4) Legislative influence in areas of social issues affecting clients, counselor certification, confidentiality, counselor employment, etc.
- (5) Working toward regional fiscal self-sufficiency.
- (6) Assisting regional leadership in the development and operation of (biennial) regional conferences and of (annual) state branch and/or division meetings.

B. Location of Regional Offices will depend in part on staff selections. Approximate locations are for the:

West - San Francisco

South - Atlanta

Midwest - Chicago

Northeast - Philadelphia

C. Style of the offices would also be set by the situation and life style of each of the Assistant Executive Directors (AED). Home and/or mobile offices are definite possibilities since the

availability and mobility of the AED's is paramount in our projections of services.

- D. Functions continuing in the central office, so long as that is preferable, would include at least:

Legislative Relations

Accounting

Data Processing

Publications Sales, Stocking, Circulation

Convention Assistance

Membership Processing

Reference Library and Research and Inquiries

Legal Consultation

- E. Each Assistant Executive Director would report to and be solely responsible to the Executive Director of the Association. The Director would select, supervise, coordinate, and provide professional leadership to the Regional Assistants.

F. Timetable for Planning and Action:

Date	Activity
06/26/71	Initial Meeting of Task Force
06/27/71 - 09/01/71	Informal Communication and Planning
09/02/71 - 11/01/71	Writing of Tentative Proposal
11/02/71 - 12/01/71	Review and Feedback by Regional Workshops and Others
12/01/71 - 12/26/71	Completion of Final Proposal
12/28/71 - 12/30/71	Board Review and Action
01/01/72 - 06/30/72	Staff and Open Offices

The ROOTS Task Force planned to make a final report to the APGA Executive Board in December 1971 and Board members expected implementation of the plan from January through June of 1972 (Guidepost, Sept. 1971). APGA members proposed that individuals serve as regional representatives and suggested program ideas. The APGA Board committed to implementing ROOTS in 1972.

Amended APGA By-laws

The APGA Senate adopted new by-laws in August 1972. For a complete copy of the 1972 APGA By-laws see Appendix F. The new by-laws showed several significant changes from the previously adopted versions of April 1968, April 1969, and April 1971. The major points of differences as profiled by

McDonough (Personal Communication, September 25, 1972) were as follows:

-The purposes of the Association have been expanded to emphasize individual human development and our commitment to the general public, with the help of other related organizations to remove societal barriers preventing maximum human fulfillment.

-Throughout the new By-Laws, an attempt was made to build in more accountability. Reports, voluntary-involuntary dissolution provisions, and revised functions as specified by and for Officers, Board of Directors, Divisions, Branches, Senate, Committees, and the Executive Director, reflect the effort to make each more accountable to each other and the general membership.

-There is a distinct de-emphasis of the role of the Senate, throughout the new By-Laws, as related to functions, powers, activities, policy determination and final approval. In its place, the Board of Directors assumes a more responsible role.

-The move to achieve equity in the Board of Directors between Divisions and Branches is self-evident, but also self-evident is the effort to achieve balance between experience and new life by building in continuity through 3-year terms in staggered cycles.

-Status was given to the grass roots by creating a separate By-Laws Article for the State Branch Council, as well as equalizing for State Branches those powers and functions formerly reserved for Divisions.

-The Senate was reduced to a more functional size, yet provisions exist for divisional and geographic state branch representation with the same mixture of experience and new ideas built in, as found in the Board of Directors, through the Senatorial requirement for three-year terms in staggered cycles.

Additionally, APGA groups outside the United States are given the opportunity to be represented in the Senate.

-The relationship of the Executive Committee, Officers, Board of Directors as part of the Senate needs clarification. Some key officers, notably President-Elect and Past President, do not have consistent roles throughout the Association governance structure.

-The powers and functions of the Board of Directors and Senate, need clarification. In some instances there are direct conflicts and duplication of effort.

-It is apparent that additions and changes in the nominations and elections procedures may be needed, based on recent Board and Senate actions (e.g. Election Review Committee; candidates on

election ballot; Senatorial elections for branches and divisions; and a proposed new manual of election procedures).

-The opening up of opportunity for all members of APGA to be its president is an improvement through the elimination of financial burden by the compensation of President or President's employer provision in new By-Laws.

The changes in the APGA By-laws demonstrated a commitment to developmental issues and the opportunity for increased member involvement. The actual transmission and implementation of these changes depended on future transactions and modifications.

Leadership

As stated by McDaniels (1964), " Leadership in an association is most evident in two areas, policy and people" (p. 154). From April 1963 through July 1972 APGA sustained a dynamic commitment to policy development and to the recruiting and to the retaining of members which resulted in increased membership. APGA leaders participated vigorously in advancing federal legislative issues and policy while counseling professionals demanded an ever increasing concentration on professional issues and services. The leadership of policy building which shaped the future of the

Association and its relationship to the counseling profession flourished.

The period April 1963 through July 1972 marked the emergence of a new type of leader in the Association. APGA's early leaders established themselves as "scholars, authors, and experienced leaders in educational systems and institutions" (C. Lewis, Personal Communication, March, 1991). Many of the earlier leaders made significant contributions to the counseling field and had held membership in APGA for long periods not just in leadership positions, but as members pursuing APGA offices and staff positions. By the mid-1960s a new breed of leader had emerged. Individuals who were members in the APGA for only a short time gained leadership roles. As a result of branch development, a branch had its own staff and this staff functioned independently from APGA. Individuals became involved in leadership at the divisional level. Leadership became more of a short term activity rather than a long term endeavor. Individuals moved in and out of leadership positions much more rapidly. Slowly leadership in APGA evolved toward managerial functions. Changes such as the conversion to a business format at conventions, the need for addressing significant professional issues, and the broadening of member involvement required the Association

leaders to function as coordinating administrators rather than as scholarly educators.

CHAPTER 4
DIVERSIFICATION AND REDEFINITION OF APGA
FROM JULY 1972 THROUGH JULY 1983

This chapter, *Diversification and Redefinition*, documents the trends and activities of the Association from July 1972 through July 1983. Throughout these years the Association chose to respond to longstanding issues such as membership and governance structure; in addition, APGA leaders envisioned counseling as a distinct and respected profession. This attention to the counseling profession required APGA leaders to consider professional issues such as counselor education standards, counseling credentials, and counseling licensure. This chapter not only reveals the continuing struggles with issues such as governance and membership, but also traces the evolution of professional standards in the counseling field.

By 1972 growth of membership within the Association had declined. Dr. Charles Lewis, APGA Executive Director in 1972, recalled feeling that he was taking the office at a low point in APGA history (personal correspondence, May 5, 1992). Prior growth of a larger, more diversified APGA membership resulted in a need for more attention to serving member needs. APGA members searched for a sense of professional identity and had interests relating to their

own specific divisional matters. In the 1960s APGA leaders and members agreed with one another about the need for pursuing professional issues and legislative activities; however, little action occurred in regard to professional improvements. As Charles Lewis remarked, "It was time to pick up the pace" in regard to professional issues (personal correspondence, May 5, 1992).

Economic stability and member unity remained problems. The impact of APGA governance structure changes of the late 1960s upon the Association remained unforeseen. Even with the new structure, uneasiness about governance structure and member representation remained.

In addition to struggles within the Association, larger societal issues demanded the attention of professional organizations related to human services. Gender and minority equity directly affected APGA policy and activity from July 1972 through July 1983. APGA leaders noted that other professionals and professional organizations established credibility by instituting credentialing policies and licensure laws. An example of this type of action was the credentialing work of psychologists in the American Psychological Association (APA). By the mid 1970s the federal government provided funds for research and training opportunities in the areas of human services (T. Sweeney, personal correspondence, April 29, 1992).

These actions by other professional organizations and the monetary support of the federal government propelled APGA into active professional pursuits.

Association leaders turned their attentions to meeting the needs of APGA members and providing opportunities for more member involvement and leadership. Opportunities existed for leadership development at the state branch and at the divisional level. APGA membership diversified through increased international ties and through cultural exchanges. In response to national movements for gender and minority equity, APGA's steps to raise public consciousness and to enhance human rights included: the creation of APGA policy statements against discrimination, the allocation of funds for workshops on diversity and educational literature, the pursuit of committee work to encourage fair and equal rights, and the support of the emergence of women as leaders.

Counselors began to claim their places among other professionals. APGA made a daring and unique decision to move forward with counselor education standards, accreditation, registry and licensure concurrently. APGA pacesetters reviewed standards, designed model legislation for licensure and planned a national registry.

Membership

During the 1970s a major goal of APGA's Membership Committee was to maintain the existing number of APGA members and still manage to cope with increased financial burdens. The evidence of membership loss in the early 1970s prompted the Membership Committee and APGA leaders to initiate a campaign to: a) bring lapsed members back into the Association, b) increase membership services, c) recruit new members from state branches and divisions, and d) improve membership publicity with more efficient distribution of membership information.

Membership Trends

Across the decade the data indicated general stability in membership growth; however numbers tend to mislead and depict inaccurate conclusions about membership trends if not closely examined. By July 1972 APGA membership had declined. Amid the early 1970s the bulk of membership growth resulted from a large membership in three major APGA divisions: ACPA, NVGA and ASCA. These well established divisions had many inveterate members and maintained stable membership even during periods of decline in new memberships. Unfortunately the smaller and newer divisions of APGA relied heavily on new memberships for stability. In the smaller divisions budget expenses exceeded income from

membership dues. To address this difficulty the newly established APGA divisions decided to systematically place more emphasis on membership recruitment. For a complete list of new APGA divisions and dates of affiliation between April 1963 and July 1983 see Appendix H. These smaller divisions needed to monitor carefully budget expenditures. In 1974 one of the divisions, SPATE, reorganized as the Association for Humanistic Education and Development (AHEAD). The newly established emphasis was on humanistic educational practices and AHEAD leaders hoped to attract more professionals devoted to developmental education. Also in 1974 the National Catholic Guidance Conference (NCGC) affiliated with APGA.

By 1977 a different trend emerged. NCGC became the Association for Religious and Values in Counseling (ARVIC). Significant increases in membership occurred in the Association for Religious and Value Issues in Counseling (ARVIC), and the Association for Specialists in Group Work (ASGW). The older divisions, ASCA, NVGA, and ACPA experienced a decline in membership. The growth in the new specialized divisions, ARVIC, and ASGW maintained the overall stability in APGA membership. By 1981 three divisions NVGA, ASCA and ACES suffered significant membership attrition. According to Peer (May 1982), "an APGA membership report of September 3, 1981 revealed that

ASCA had 999 fewer members than reported the same time the year before, NVGA 885 fewer and ACES 325 fewer" (p. 517). During the first year that the American Mental Health Counselors Association (AMHCA affiliated with APGA there was a significant membership increase). In fact, AMHCA grew from 400 members in 1977 to 2,285 members in 1979 (1979 APGA Annual Membership Report). This increase reflected the nation's attention to mental health services during the late 1970s. Table 2 depicts the APGA and the APGA divisional growth, 1963 through 1983.

Other membership trends of the late 1970s and early 1980s reflected: a) more diversity in state membership, b) significant member increases directly related to APGA convention sites, and c) substantial loss of first-year members. Membership tended to increase when the APGA conventions met in large metropolitan areas; for example, in 1977 during the APGA convention in Washington, DC there was an increase in new membership in the Washington, DC area. Loss of first-year members was a major problem. In fact during 1981 APGA lost almost half of its first year members (Peer, 1982).

Membership Guidelines /Benefits

Questions concerning membership guidelines and benefits correlated directly with the direction taken by APGA into

the 1980s. Peer (1982) postulated that traditional APGA membership benefits such as publications, workshops, conventions and collegiality may have lost value among members during the 1970s. He suggested that: "Services seen as meaningful by early APGA members may be seen less positively today and less relative to the needs of current members" (Peer, 1982, p. 518). In light of rising dues, members wanted more value from their dues dollars and expected more services for their money. Members questioned the value of their membership in this professional organization. Perhaps an allegiance to the counseling profession no longer sufficed as the sole motivation for APGA members to retain APGA membership. Some members challenged APGA's abiding commitment to research and accomplishment in the counseling field; they sought a new direction toward protection of individual member needs and job security for counseling professionals.

Membership Dues

Significant increases in dues transpired in the Association particularly between the mid 1970s and early 1980s. Table 3 indicates the annual membership dues changes in APGA and in APGA divisions between 1976 and 1983. As Table 3 indicates, increases in dues were greatest for APGA members while dues for already established divisions

did not increase as dramatically.

The newest APGA division, AMHCA, began in 1978 and charged membership dues of \$20, a rate much higher than any other division. Yet, in spite of higher dues, AMHCA

TABLE 2

American Personnel and Guidance Association (APGA) Divisional Membership Growth 1953 - 1979

	APGA	ACPA	ACES	NVGA	AHEAD	ASCA	ARCA	AMEG	NECA	ANWC	ARVIC	ASGW	POCA	AMHCA
1953	6,086	1,303	300	5,620	250	312								
1954	6,325	1,428	331	5,243	300	870								
1955	6,886	1,695	375	5,405	414	1,299								
1956	7,583	1,802	375	5,771	471	1,619								
1957	8,673	2,044	441	6,490	583	2,317								
1958	8,841	1,818	302	6,377	511	2,140	226							
1959	10,009	2,125	391	6,811	641	2,933	633							
1960	13,030	2,519	501	7,755	710	4,681	693							
1961	15,077	2,883	725	8,258	710	6,050	779							
1962	16,604	3,151	912	8,504	738	7,379	805							
1963	17,234	3,353	1,216	8,304	703	9,038	936							
1964	18,860	4,267	1,747	8,994	777	10,416	1,136							
1965	21,365	4,996	2,212	9,785	812	11,962	1,278	777						
1966	22,440	5,626	2,448	10,003	809	12,389	1,373	2,168	309					
1967	26,676	6,788	3,076	10,666	913	14,736	1,618	2,891	936					
1968	28,730	7,741	3,505	10,808	956	15,743	1,852	3,249	1,207					
1969	28,994	7,692	3,711	10,016	865	15,506	1,899	3,106	1,237					
1970	27,750	7,194	3,507	8,617	636	13,775	1,672	2,459	1,067					
1971	26,607	6,832	3,338	7,721	525	12,007	1,516	1,955	1,001					
1972	27,729	6,914	3,478	9,275	528	12,019	1,489	1,881	1,035	314				
1973	32,037	7,777	3,793	9,408	488	12,637	1,799	1,955	1,083	901				
1974	34,869	8,204	4,020	9,608	452	13,315	2,108	1,944	1,070	1,283	475	242	108	
1975	40,641	9,166	4,432	9,788	881	14,583	3,015	2,146	1,180	1,721	997	1,260	253	
1976	40,904	9,384	4,729	8,745	1,571	13,236	3,098	2,062	1,258	1,926	1,030	2,090	468	
1977	39,767	8,978	4,377	8,210	1,909	12,212	3,194	1,905	1,334	1,852	1,089	2,796	550	
1978	39,948	8,256	4,031	7,834	2,200	11,392	3,476	1,825	1,521	1,924	1,142	3,025	613	958
1979	40,076	7,660	3,846	7,514	2,101	10,986	3,512	1,796	1,591	1,889	1,316	3,052	578	2,285

TABLE 3**APGA MEMBERSHIP DUES-A COMPARISON BETWEEN 1976 AND 1983**

	1976	1983
American Personnel & Guidance Association	\$31.00	\$47.00
American College Personnel Association	\$ 8.00	\$11.00
Association for Counselor Education and Supervision	\$16.50	\$16.50
National Vocational Guidance Association	\$ 8.00	\$10.00
Association for Humanistic Education and Development	\$ 9.00	\$ 9.00
American School Counselor Association	\$16.00	\$16.00
American Rehabilitation Counseling Association	\$ 7.00	\$10.00
Association for Measurement and Evaluation in Guidance	\$10.00	\$10.00
National Employment Counselors Association	\$ 7.00	\$ 9.00
Association for Non-White Concerns in Personnel and Guidance	\$10.00	\$15.00
National Catholic Guidance Conference	\$10.00	
In 1979 Became the Association for Religious and Value Issues in Counseling		\$10.00
Association for Specialists in Group Work	\$10.00	\$10.00
Public Offender Counselors Association		\$ 7.00
American Mental Health Counselors Association		\$20.00

membership grew at a higher rate than any other APGA division. From 1976 through 1981 the student rate was \$20 for APGA membership and one half the published cost for specific divisional membership. Retired APGA members paid a total fee of \$20 for any desired memberships.

Membership Categories

APGA had an interest in increasing the diversity and "fencing people in, not out of the organization" (Charles Lewis, personal correspondence, May 5, 1982). Hence APGA leaders moved to bring additional specialist groups into the Association. Between 1972 and 1976 four new divisions affiliated with APGA: The Association for Non-White Concerns in Personnel and Guidance (ANWC), the National Catholic Guidance Conference (NCGA), The Association for Specialists in Group Work (ASGW), and the Public Offender Counselor Association Division (POCA). In 1974 SPATE became the Association for Humanistic Education and Development (AHEAD) and in 1977 NCGA became the Association for Religious and Values Issues in Counseling (ARVIC). During 1978 the American Mental Health Counselors Association (AMHCA) division affiliated with APGA. These new divisions added variety to the APGA membership categories.

During the mid 1970s APGA conducted a major review of the provisional membership. Provisional members had one

year to affiliate with a specific APGA division. Leaders in several divisions advocated the elimination of the provisional status. These members supported a divisional affiliation with the initial membership. Those APGA headquarters staff and members who were against the required divisional affiliation argued that some provisional members would not renew their membership when required to affiliate with a division. Provisional memberships remained an issue for review.

Membership Activities

Throughout the late 1970s APGA increased efforts to improve membership publications and materials as well as increased distribution of information and materials. APGA presidents and leaders spent time traveling to promote the Association. The APGA Membership Committee quickly responded to all requests for membership materials and promptly distributed membership packets at branch meetings. State branches and divisions increased recruiting efforts. At APGA conventions, leaders offered informational sessions on member involvement for branch and division members. Additionally, leadership workshops for potential leaders became important aspects at these conventions. The APGA Membership Committee started a campaign to bring former APGA members back into the Association. These staff members sent

special mailings to 18,000 persons who had allowed their memberships to lapse between 1971 and 1977 (Granum, 1977). To increase membership renewals the APGA Membership Committee sent notices to members several months prior to their membership expiration date. This Committee also sent reminders to members on their membership expiration date and again one month after the expiration date.

In 1979 APGA planned and implemented several specific membership recruitment activities. Rosenbaum (1979) reported the following promotional steps: a) a new student brochure designed to appeal to graduate students cost less than previous graduate student promotional materials and therefore reached more students, b) newly designed NVGA and AMHCA brochures inspired other divisions to consider new brochures, c) specific surveys sent to APGA members requested feedback concerning APGA services and requested names of prospective APGA members, d) mailings went to members who did not renew memberships and e) special programs promoted membership within specific APGA divisions.

APGA leaders and the APGA Membership Committee led several successful membership projects between July 1973 and July 1983. The Association Headquarters staff expanded the diversity of membership, initiated efforts to reinstate dropped members, traveled to promote APGA, and improved

membership services. As a result of these efforts APGA maintained stability in membership and membership needs remained a top priority in the Association.

Professional Concerns

From July 1972 through July 1983 Association members not only conducted a series of membership drives, but these members also brought attention to the need for the improvement of professional opportunities among APGA counselors. Part of these professional opportunities included the enhancement of professional services for APGA participants. APGA leaders responded to professional issues in different ways. The expansion of APGA efforts which had begun in the period April 1963 through July 1972 in the areas of publications, conventions, special projects, and legislative activities continued with the addition of some new ventures. More importantly APGA moved ahead with counselor accreditation.

Publications

During the 1970s, the Personnel and Guidance Journal and the Guidepost remained the major publications of the Association. In 1969 Leo Goldman became editor of the Personnel and Guidance Journal and remained in that position until 1975. During the course of those six years as editor,

Goldman shifted the content in the Journal. By 1975 the content shifted toward counseling practice. This new emphasis appealed to the practicing counselor and provided information to those people functioning as counselors. Goldman summarized his efforts by stating, "I sought out the best that writers could offer and always asked the question: 'Is this likely to be helpful in some way to our readers, who are mostly practitioners?'" (Anderson, 1985, p. 1). During Goldman's editorship special features and special issues appeared in the Journal. Table 4 shows the Table of Contents of the April, 1971 issue of the Journal. This issue promoted group counseling and provided information about group counseling theory, models and practice. During the early 1970s APGA made a strong commitment to support societal reforms which included gender issues, and equity among minority and handicapped individuals. Special issues of the Journal featured the status of women, ethnic minorities and cultural diversity reflected APGA support.

Derald Wing Sue took over as editor of the Journal in 1975 and made additional changes. Thelma Daley, APGA President, 1975 (personal correspondence, May 20, 1992) recalled that Sue changed the image of the Journal by changing the design and making the periodical more attractive and appealing. His desire to make the Journal more readable as described by Goodyear (1984) was an attempt

to "capture readers' interest through means such as illustrations, designs, graphics, colors, photographs of authors, and the use of the more informal three-column printed page" (p. 4). Sue also added an Associate Editor's position.

James Barclay, editor from 1978-1984, combined the efforts of the past editors to create his own direction for the Journal. Barclay maintained the interest in making the Journal attractive and readable, and attempted to appeal to the practicing counselor while soliciting more research articles (Goodyear, 1984). Table 5 illustrates the contents of an April 1981 issue and the move to incorporate research with practice. Over the years the Journal changed in response to major shifts in direction and emphasis within the Association. The growing diversity within APGA forced editors to reconsider format and content. As APGA efforts toward professionalism and social reforms developed the Journal responded by reflecting contemporary social and political issues.

The Guidepost continued to provide a different type of information to APGA members and served as a means of communicating specific activities and events within the organization. Unlike the Journal that reported on the

TABLE 4

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Table 5

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MARYANNE GALVIN AND ALLEN E. IVEY

research literature, the Guidepost provided information specific to APGA. The Guidepost reported about the various APGA headquarters staff members and divisional and branch activities. This publication also provided a way for APGA leaders and APGA members to communicate with each other. Throughout the 1970s the Guidepost continued to grow in popularity among AGPA members.

Special Projects

Throughout the 1970s the Association initiated several projects that provided special services to APGA members and promoted professional involvement. Major projects included the Counselor Legal Defense Fund, Sex Equality in Guidance Opportunities, Special Training Project on Counseling the Aging and the APGA Foundation.

Counselor Legal Defense Fund

The APGA Board of Directors initiated the Counselor Legal Defense Fund in 1977. These leaders designed this fund to assist APGA members in fighting discrimination or unfair practices in employment situations. Specific examples of disputes for which members could request financial assistance included: age, sex, religion, race discrimination, employment practices such as promotion and tenure, and rights to set up a private practice. The APGA

Board of Directors approved the guidelines and applications for the Legal Defense Fund during their December 1977 meeting. These guidelines entitled APGA members involved in a job-related dispute to apply for financial assistance for legal fees. The APGA applicant and that member's attorney signed the applications for this fund. An APGA Review Panel reviewed the applications. If the Review Panel approved an application, the APGA recipient paid the initial legal fees up to \$250 and then received additional legal fees not to exceed \$500. The member's attorney received the assistance check directly from APGA.

Sex Equality in Guidance Opportunities (SEGO)

The SEGO project was an APGA response to Title IX of the 1972 Education Amendments against discrimination on the basis of sex in educational institutions. The project provided assistance for the education of elementary and secondary school counselors in sex fair guidance practices and attitudes. SEGO also provided guides for counselors in the selection of bias free materials and resources and outlined specific counseling aids. Funding for this project came from a contract agreement between the U.S. Office of Education and APGA. Counselors serving as state trainers held workshops for counselors across the country on sex fair guidance. These trainers also gathered information

and published resource lists from a variety of sources including: federal and state government agencies, women's projects and women's bureaus within these governmental agencies, feminist papers printed and sponsored by teachers associations and teacher labor unions.

The SEGO project staff updated resource lists for distribution among APGA members. As outlined in the SEGO project information guide at the AACD Headquarters, the listings included the major categories: bibliographies, counseling, curriculum, girls and women, boys and men, sports, and the law. Listed under each of these main categories were specific references including: items of local importance, plans and programs of international scope, art and drama, literature and philosophy, articles on the interrelationship of sexism and racism, "how-to" curriculum and counseling guides, addresses for organizations, publishers, and reports which provided helpful information and materials in regard to sex equality as well as some basic information on sources of educational financial aid for women. SEGO was an example of APGA's efforts to promote membership services in response to societal demands.

Special Training Project on Counseling and Aging

This project began in 1977 and provided assistance to counselor educators in developing or expanding curricula on

counseling older adults. A follow-up to this project began in 1979 and resulted in a two year cooperative project with the U. S. Administration on Aging. Again, the emphasis was on developing educational programs geared toward gerontological counseling. Initially APGA held regional workshops, and by the late 1970s APGA developed training programs and training guidelines for working with elderly clients (Herr, 1985).

APGA Foundation

Mary Maples (personal correspondence, May 13, 1992) described the Foundation as a "brainstorm" that began in 1977. At that time APGA leaders considered selling the APGA headquarter's property on New Hampshire Avenue in Washington, DC with the intention of relocating the headquarters elsewhere. The structures in Washington became too costly to maintain and these properties could no longer provide the necessary space for APGA operations and storage. Betty Knox (personal correspondence, June 19, 1992) recalled that purchasing an existing facility for the new APGA headquarters was not realistic within a limited time, so in May 1979 APGA leased a building in Falls Church, Virginia as a temporary home. In addition APGA leased another facility primarily for the storage of publication inventory (B. Knox, personal correspondence, June 1992). APGA leaders debated

the best way to manage the funds from the sale of the Washington property until they bought or built a new permanent APGA Headquarters. After reviewing several options, the Board of Directors decided to create an independent, not-for-profit foundation to oversee property and professional services. The APGA Board of Directors incorporated the APGA Foundation on June 27, 1979. The Foundation established a Board of Trustees separate from APGA but formed a partnership with the Association. The APGA Executive Director served as the Secretary/Treasurer for the Foundation. This Foundation allowed APGA leaders to place the profit from the Washington property into escrow while raising additional funds for the future purchase of a new headquarters facility (B. Knox, personal correspondence, June 1992).

Overseeing the property funds was not the only purpose of the Foundation. According to Mary Maples (personal correspondence, May 13, 1992) the Foundation benefitted the total APGA membership by providing a center for learning and scholarship. This not-for-profit organization not only invested money into structures, it also provided programmatic support for APGA members. The Foundation successfully initiated a program of grants and awards for scholarly research and writing.

By 1981 the Foundation purchased land for the building

of a new permanent APGA Headquarters. According to APGA Affiliates-APGF the price of this 54,758 square-foot property was \$548,000. APGA leaders planned the construction of a four-story headquarters in Alexandria, Virginia at an estimated cost of \$2,850,000 (APGA Affiliates-APGF, pg. a). APGA leaders considered this site near Washington, DC a good location.

The establishment of the Foundation enabled the Association to accrue a substantial financial base from the purchase of the initial Washington Headquarters. By carefully managing investments, the Foundation allowed APGA to build and own its headquarters; a feat unmatched by other professional organizations. In addition the Foundation created a stable and long standing commitment to APGA scholarly research.

Conventions

Throughout the 1970s the APGA National Conventions continued to provide a forum for important APGA business. By the early 1970s an average of 12,000 people attended the convention each year (C. Lewis, personal correspondence, May 5, 1992). Although many members attended these conventions, some convention planners felt the need to have more than an annual convention so that more APGA members would have access to the programs, information, and interaction of the

National Convention. As a result the regional convention format emerged. Also during the 1970s APGA took a stand for human rights.

Regional Conventions

APGA developed the regional structure design to deliver more services to members and to promote leadership development. Under this new regional structure APGA established four regions: West Region, South Region, Midwest Region, and Northeast Region. Convention planners proposed holding conventions easily accessible to members in these four regions. The intention behind regional conventions was to make it easier for regional members to attend conferences of national caliber. In 1973 the APGA Board approved regional conventions. Instead of the one APGA National Convention, the Board planned three conventions: The national convention in San Diego, and regional conventions in St. Louis, and in Atlanta.

Unfortunately the Regional Convention Plan proved to be disastrous. Attendance at the regional conventions was meager; exhibitors and presenters could not afford to attend both the national convention and the regional conventions. Exhibitors found it expensive to set up programs and displays and travel to the various convention locations was difficult for presenters. The regional conventions were

costly for APGA. Charles Lewis, APGA Executive Director during this time, explained that APGA took a total loss of approximately \$45,000 on these three regional conventions (personal correspondence, May 5, 1992). Because of the Regional Convention Plan's lack of success in 1974, APGA returned to one National Convention.

While the idea for separate regional conventions did not last, the idea for separate conventions of national merit did last. Some APGA divisions planned conventions to supplement the APGA National Convention. For example, beginning in 1973 ACPA elected to have its own convention. In the final analysis the Regional Convention Plan faltered and the responsibility for regional membership involvement and for professional growth were prominent topics of the APGA National Convention.

Atlantic City Convention Controversy

The original scheduled site for the 1975 annual APGA National Convention was Atlantic City, New Jersey. APGA held the 1971 convention in Atlantic City and had planned to return in 1975 until APGA's 1971 Human Rights Commission and the Atlantic County Fair Housing Group lead a boycott against the city. These groups charged Atlantic City with injustices in regard to human rights. APGA's Human Rights Commission accused Atlantic City of underpaying its hotel

employees (Maron, 1971). Ironically the 1971 APGA convention theme was "Human Rights: Our Concerns for Change." In an official vote the APGA Senate resolved not to return to Atlantic City in 1975 unless the resort proved its concern for human rights and opportunities (Maron, 1971). Although not all APGA Senators agreed with the decision, this resolution delivered a message that APGA took a strong position on the side of human rights. APGA President Berdie and APGA President Elect Walz agreed that the action set a precedent. Neither of these leaders could recall any similar action against a city by the APGA (Maron, 1971). Many leaders remained hopeful that APGA leaders and Atlantic city leaders could resolve the dispute. These leaders did not reach an agreement and as a result the APGA leaders relocated the 1975 APGA National Convention to New York City.

Counselor Accreditation

In order to have a clearer understanding of accreditation, licensure and registry during the 1970s and 1980s, investigation of the historical foundations of accreditation within the context of counselor education is important. The first efforts in regard to accreditation standards for counselors began during the 1960s with school counseling. Following the passage of the National Defense

Education Act (NDEA) in 1958 counselor education programs grew rapidly. Dugan (1961) reported that between 1958 and 1961 the number of counselor education programs expanded from 175 to 475. The emergence of these new counselor education programs also brought to issue questions about the qualifications of the people directing these programs. Ken Hoyt shared his recollection of Harold McCully (Deputy to Ralph Bedell, Director, Counseling and Guidance Institutes Program - Title VB) stating that most of the persons listed as 'Director' of one of these 300 new programs had never been a counselor (K. Hoyt, personal correspondence, February 1, 1992). Another important factor sustaining the accreditation emphasis was the funds directly available from The Counseling and Guidance Institutes Program. This federal program provided financial support to counselor education programs. Many programs applied for these funds but a problem existed in that there were no set standards to determine which counselor education programs should receive funding. A specific group of counselor educators chose which programs received subsidies. Ken Hoyt, one of these counselor educators, commented: "I was a member of that small group of 'judges' and can attest to the fact that we often wished we had some standards for use in evaluating proposals" (personal correspondence, February 1, 1991).

The ACES division of APGA took the lead in developing accreditation standards for counselors. In 1960 when the National Association of Guidance Supervisors and Counselor Trainers (NAGSCT) became the Association for Counselor Education and Supervision (ACES), ACES leaders conducted a study to investigate counselor education programs and produced a report designed to help upgrade counselor education programs. The study entitled the Cooperative Study of Counselor Education Standards was a "major grass roots study involving over 700 counselor educators, supervisors and practicing counselors in 50 states working on 150 local committees" (Stripling and Dugan, 1961, p. 75). The committee members working on this study proposed counselor education standards at a 1964 ACES meeting in San Francisco. ACES leaders approved the recommendations to implement Counselor Education Standards (Miller, 1964). ACES adopted these standards as tentative plans and called for a review after a three year period. These guidelines entitled Standards for Counselor Education in the Preparation of Secondary School Counselors conveyed a message for the strengthening of counselor education programs.

While ACES moved ahead with counselor standards, APGA leaders approached accreditation cautiously. As pointed out by Hoyt (personal correspondence, February 1, 1991), while

members of APGA agreed that standards were necessary, some of these members raised questions regarding certain specific standards recommendations. The major argument against the 1964 standards was the time requirement for those enrolled in school counselor education programs. Some counselor educators feared that by increasing the masters' level program to a full two years, many smaller programs would suffer. This two year requirement gave an advantage to those programs offering doctoral degrees. Also some APGA members argued that those school counselors required to complete a full two year program would feel pressured to specialize as counseling professionals requiring licensure (McCully, 1961). Many school counselors viewed accreditation as a shift toward the creation of counselor practitioners and anticipated an altering or diminishing of the school counseling function. Many school counselors questioned the need for licensure in the school setting.

As accreditation standards developed in the 1960s APGA leaders met with leaders of NCATE (The National Council for Teacher Education), the main accrediting body for teacher education programs. These leaders raised questions about responsibility for accreditation of counselor education programs. APGA leaders did not necessarily desire to act as an accrediting body, but they wanted to ensure that some provisions existed to review counselor education programs

along with other aspects of higher education (H. Cottingham and A. Hitchcock, 1963). During the meetings with NCATE, APGA leaders learned about the NCATE policy to assist certain organizations like APGA in making educational improvement programs in special areas. APGA leaders suggested that APGA might work with NCATE to assist NCATE in more effectively accrediting specialized counselor graduate programs by providing guidelines or standards for counselor education programs in higher education institutions (H. Cottingham and A. Hitchcock, 1963). While APGA and NCATE reached no final agreement, these two groups did schedule future deliberations regarding accreditation.

The action taken by ACES in 1964 to plan recommendations toward accreditation was an indication that accreditation of counselor education programs was definitely in the future of the Association. Between 1964 and 1967 leaders from ACES and APGA continued discussions about actions APGA should take in regard to accreditation efforts. While there was agreement that this issue needed additional study and deliberation, there was also a realization that delaying action might have adverse consequences. At the APGA Executive Council meeting on November 16, 1966 APGA leaders decided to appoint a small committee representing various points of view to initiate meetings with representatives from the National Commission on

Accreditation (NCA). This Commission served as a holding corporation for any association dealing with matters of accreditation in higher education. The APGA Executive Council members decided that the newly formed APGA committee should contact other associations to gather and share information (Executive Council Meeting Minutes, 1966).

Conference on Accreditation

On February 18 and 19, 1967 APGA held a conference on accreditation at the APGA Headquarters in Washington, DC. According to Dugan and Vermilye the purpose of the conference was to explore some of the concerns in the accrediting of graduate training programs in counseling and student personnel work (Conference on Accreditation Notes, 1967). Those attending the conference included APGA divisional representatives and representatives of the separate organizations which comprised the Council of Student Personnel Associations in Higher Education (COSPA). See Appendix E for a copy of the Accreditation Conference Roster. As explained in a memorandum from Dugan and Vermilye to the Accreditation Conference members in the conference notes (February 24, 1967) the conference ended with a consensus regarding six major points:

1. In the personnel and guidance field, the only preparation program now ready for accreditation is

school counseling. Neither college student personnel work, employment counseling, or rehabilitation counseling is ready.

2. There should be established a Council on Graduate Education in Personnel and Guidance, composed of institutional members, independent of any association, with an executive committee being represented geographically, by level of preparation, and by type of specialty in personnel and guidance.
3. Professors on the Council shall be teaching in accredited graduate programs of personnel and guidance.
4. Any time accreditation of a new specialty in personnel and guidance is proposed, the individuals or reorganizations recommending accreditation standards shall also recommend a list of professors in that specialty field from which at least four (exact number to be determined) shall be chosen to serve on the Council for the purpose of studying the standards that are proposed and deciding on those standards.
5. In consideration of the different degrees of readiness within the personnel and guidance field, APGA should move immediately to negotiate with NCA

on the improvement of accreditation programs for the preparation of school counselors. These and future accreditation efforts will take two forms: (a) the establishment of improved standards of accrediting in school counseling, and (b) the establishment of an approved list of visitors who are qualified in school counselor participation, and from which list the accreditation visitors will be selected through the auspices of the Council.

6. The immediate task of seeking improved accreditation in school counseling is separate from, but related to and not binding upon, the long range effort to establish a comprehensive plan for implementing many varieties of accreditation programs in personnel and guidance (pp. 1-2)

The Conference participants proposed specific steps to carry out task number six. To accomplish this task conference representatives planned several meetings with other organizations involved with accreditation. While these meetings resulted in communication with other organizations and discussions about accreditation, these gatherings also lessened the debate over the specific accreditation standards and allowed APGA to broaden the

scope of counselor accreditation. By 1968 APGA approved the Standards for the Preparation of Secondary School Counselors and the Standards for the Preparation of Elementary School Counselors. In 1969 a joint committee of APGA members, members from several APGA divisions (ACPA, SPATE, ACES) and members of the Council of Student Personnel Associations in Higher Education (COSPA) completed the Guidelines for Graduate Programs in the Preparation of Student Personnel Workers in Higher Education.

ACES Standards

By the 1970s national standards for the preparation of counselors was a crucial issue in the southern region of ACES. Individuals such as Bob Stripling from the University of Florida and George Hill from Ohio worked on national standards and national accreditation (T. Sweeney, personal correspondence April 29, 1992). The ACES accreditation standards passed during the late 1960s were guidelines for accreditation but were repetitive in several sets of statements and lacked specific strong statements for standards. Since ACES leaders expected to combine the earlier accreditation statements into one set of standards emphasizing common core areas for all counselors or personnel service specialists, these ACES representatives made provisions for counselor accreditation standards in

various work settings (ACES Accreditation Draft Report, 1973). In 1973 ACES adopted these new standards for the preparation of counselors and other personnel service specialists. With these standards established, ACES developed a plan for the implementation of these standards. In 1976 ACES appointed a Commission on Standards Implementation to develop a rationale and a procedure for implementing accreditation standards. In 1977 this ACES committee presented the following ACES Draft Report:

1. We recommend that ACES move forthwith to implement the 1973 standards.
2. It is recommended that ACES seek the endorsement of APGA and other accrediting associations in this activity. However, ACES action on standards implementation should not be delayed by activities of any of the above groups.
3. We recommend and solicit additional suggestions from ACES members on the approval process.
4. As a preliminary step toward eventual program accreditation by ACES, we recommend a voluntary institutional self-study based upon the 1973 standards.
5. We recommend that the ACES identify certain exemplary counselor education programs, which meet or exceed the standards, to serve as a source of

information in developing final accreditation procedures.

6. In the process of developing final accreditation policies and procedures, the commission suggests that state ACES division guidelines, state department of education standards, and guidelines of related professional associations be utilized as resource materials.
7. We recommend that ACES Members alert administrators of plans to begin program accreditation.
8. The Commission recommends that an accreditation manual be developed. ACES should disseminate this manual to its membership, to administrators in institutions of higher education, state departments of education, and other accrediting agencies.
9. It is recommended that as step number two of the accreditation process begins, careful attention be given to the composition of visiting teams which will be required. It is particularly important that visiting team members be familiar with the types of programs being evaluated.
10. It is recommended that the first directory of ACES accredited counselor education programs be issued

by January 31, 1979. Initially, it will be necessary that the existence of this directory be widely publicized and that it be easily available

11. Continuous review of the standards and accreditation procedures are recommended.
12. Continuous communication between ACES, APGA, and state and regional divisions will be necessary during all phases of the accreditation process. We recommend that state and regional ACES groups schedule discussion groups and exchange suggestions and experiences on program accreditation activities.
13. We recommend the appointment of a permanent ACES Commission on Standards Implementation.
14. We recommend adequate funding for the activities necessary to implement the standards (ACES Draft Report, Dallas, 1977, pgs. 3-5).

The committee also suggested the following schedule of activities:

Step 1

- a. Additional suggestions from membership - April 10, 1977
- b. Final Draft of Commission Report - May 1, 1977
- c. Voluntary Self-Study - July 1 November 30, 1977
- d. Publication of Registry: Status Report of Self

Studies - January 30, 1978

Step 2 January 31, 1978-January 31, 1979

a. ACES accreditation process refined

(1) Review of Procedures

(2) Development of Manual

b. Publication of Directory of Accredited

Programs - January 31, 1979

(ACES Draft Report, Dallas, 1977, pgs. 2-6)

Especially in the early 1970s APGA leaders re-emphasized the importance of accreditation efforts for counselors. Although this issue was not a new one for APGA participants, earlier discussions and debate did not result in the formation and implementation of specific standards. During the 1970s the APGA division ACES presented and promoted accreditation resulting in APGA's adoption of professional guidelines for preparing counselors. ACES leaders and members worked tirelessly with other APGA leaders and members to further the professional enhancement of counselors and student personnel workers.

ACES Accreditation Actions

In July 1978 the APGA Board of Directors charged ACES with refining the new guidelines and the procedures for the accreditation of counselor education programs based on the previously established APGA standards. ACES responded by

appointing a permanent committee on accreditation and by creating an accreditation procedures manual. This new Committee on Accreditation consisted of eight members including five regional representatives and three members at-large. The ACES president, in consultation with ACES regional presidents, selected representatives and the APGA Executive Council gave final approval for the selection of representatives. Members appointed during 1978 served until June 30, 1979; beginning July 1, 1979 members earned appointments of staggered terms for one, two, or three years. Two of the at-large members, including the chair, functioned as part of this committee for three year terms. Sometimes members served one additional three year term, but no members remained on the committee for more than six consecutive years.

The ACES Committee on Accreditation adopted the, Accreditation Procedures Manual in August 1978. As documented in the Manual the accrediting process involved three major procedures: (a) a self study by the institution seeking program approval; (b) evaluation of the institution's program by an appointed accreditation team to determine if the institution met the accreditation standards and guidelines; (c) a systematic review of accredited programs to determine whether these programs continued to meet the standards and guidelines (Accreditation Procedures

Manual for Counselor Education, 1978).

The first step in the accreditation process allowed institutions to assess programs and make changes before applying for accreditation. Step two involved an on-site visit by three individuals from outside the ACES region and from outside the home state of the institution seeking accreditation. Following the visit the on-site team compiled a report for the institution. The accreditation team rendered one of the following decisions: a) full approval lasting seven years, b) provisional approval lasting two years, or c) denial. In the event of denial the institution had the right to appeal. The fee for the accreditation process was \$400 and the institution provided travel expenses for the visiting team (ACES Manual for Counselor Education, 1978).

In 1979-1980 ACES conducted a pilot study to review several counselor education programs. This study provided the data needed for ACES to revise the accreditation procedures. Based on the experiences of those institutions involved in the pilot study, the ACES Committee on Accreditation updated the Accreditation Procedures Manual; furthermore, in 1977 the ACES membership approved the Guidelines for Doctoral Preparation in Counselor Education. As stated in these guidelines the purpose of doctoral programs in counselor education is: "to prepare leaders for

all areas of counseling, guidance, and student services as well as counselor educators" (ACES, 1978, p.163). The guidelines stressed the importance of supervised experiences for potential counselors. Also important was the need for developing professional competencies in core areas such as individual counseling, group counseling, consulting and researching. The guidelines stated that practicum experiences must total a minimum of 60 clock hours of contact for one academic year plus a minimum of one term of a full-time post-practicum internship. The internship in a semester program involved a total of 780 clock hours.

Independent Accreditation Council

As ACES moved ahead with accreditation efforts, APGA struggled with making the transition of coordinating the accreditation process that ACES had begun. APGA expanded the accreditation process to include others besides counselor educators. Sweeney (personal correspondence, April 29, 1992) made the point that counselor educators should not have sole control of the national standards for accreditation because such control was self-serving; other counseling practitioners should have access to this process.

APGA leaders debated over which outside accrediting groups to involve in the accreditation of counselor education programs. One likely candidate was NCATE. This was not the

first time APGA leaders had raised this question. Early in the 1960s APGA representatives and NCATE representatives met to discuss accreditation procedures. During the 1970s the APGA Governing Council voted to have APGA representatives attend NCATE meetings to negotiate APGA accreditation. In 1979 APGA became even more actively involved with NCATE, serving as an associate member of this body (Steinhauser and Bradley, 1983). Since NCATE already accredited the school counseling programs housed under education departments within many colleges and universities, many APGA members viewed NCATE as the appropriate choice for handling accreditation for the Association. Sometimes institutions with counseling programs used ACES Standards and sometimes they did not. In some cases NCATE accredited those institutions not able to meet ACES Standards. APGA and ACES had other involvements with NCATE. ACES site visitors trained in conjunction with NCATE site visitors (T. Sweeney, Personal Correspondence, April 29, 1992). These already established connections between APGA and NCATE did not constitute a ready made or workable partnership for counselor accreditation. One major problem with APGA linkage with NCATE was that NCATE had no policies set for accrediting specialty areas in counseling. The guidelines for counselors preparing for work in the school setting were not always appropriate for other counselors. By the 1970s

counseling work included areas such as mental health, corrections, family service agencies and substance abuse (Van Hoose, 1981). These specialty areas required preparation standards and guidelines.

ACES and APGA moved ahead on accreditation issues while the American Rehabilitation Counseling Association (ARCA) also considered accreditation. In 1971 the Council on Rehabilitation Education (CORE) formed as a specialized accrediting body for rehabilitation counseling. In conjunction with the support of CORE, ARCA set standards and program accreditation policies for those individuals planning to work in a rehabilitation setting.

In light of the variety of specialized counseling programs, some APGA members recognized that NCATE was not an effective accreditation group for APGA. Leaders in the Association proposed the establishment of an independent incorporated accreditation body. This organization, offering voluntary accreditation services, could review and could provide support for all types of programs designated within the counseling field. This accreditation body functioned under the Council for Post Secondary Accreditation (COPA). COPA, an already respected accreditation group, created by university presidents, published recognition criteria acted as the monitor for accrediting groups visiting university campuses. COPA's

recognition of the new APGA accreditation body was important to strengthen APGA attempts to establish an acceptable accrediting group. APGA leaders worked to gain COPA's support.

By 1981 the APGA Committee on Accreditation proposed the incorporation of an independent accreditation body called the Accreditation Council for Counseling Professions and Personnel Services (ACCPPS). The APGA leaders carefully defined this accreditation effort as an opportunity to collaborate with NCATE, CORE and other accrediting organizations and not as an attempt to work against these groups. In the APGA Committee Report on Accreditation, VanHoose (1981) remarked that the ACCPPS staff's "... attempt to meet needs of the professions and society through collaborative and clustering arrangements with existing accrediting agencies to the extent this is possible and there is and will continue to be sustained efforts designed to facilitate collaboration" (p. 7). APGA moved ahead with the formulation of ACCPPS.

Creation of CACREP

In 1981 as an outgrowth of the ACCPPS proposal, APGA formally incorporated the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This

name accurately reflected a more specific concentration on standards for educational programs associated with the counseling profession. While functioning as an independent body CACREP received financial support from APGA and APGA divisions. Members on this Council included seven representatives from APGA divisions (one per division), one at-large member from APGA, and one member from the public. Tom Sweeney acted as the first chairperson and Joe Whitmer served as CACREP's first Executive Director (Steinhauser and Bradley, 1983). These leaders sought merger possibilities with other accrediting bodies such as COPA. CACREP visitation teams made joint accreditation visits with CORE visitation teams. APGA and CACREP leaders hoped to gain acceptance from COPA. Initially CACREP adopted the existing ACES accreditation guidelines and planned to work with APGA divisions to adopt specialty standards. Also CACREP leaders began development of a CACREP Accreditation Procedures Manual.

Ethical Standards

The concern over standards for professionals in counseling had existed since the formation of APGA in 1952. In those early years APGA leaders such as Donald Super encouraged the adoption of some type of ethical standards and spoke of ethical standards as being an absolute

necessity for any professional organization (Super, 1953). Various APGA committees studied ethical issues and prepared statements on ethics. APGA representatives proposed the first working draft of a code of ethics in December 1950 and APGA published a Code of Ethics in 1959. This code appeared in the Personnel and Guidance Journal (October 1959, p. 1685). APGA published several ethical standards revisions, with the latest revision completed in 1981. For a review of the 1981 APGA Ethical Standards, see Appendix F. APGA published the Ethics Casebook in the mid 1960s which consisted of at least four brief incidents related to each of the principles found in the ethical standards and cited examples of behavior both in accordance and not in accordance with the principles. The Casebook provided practical applications of the ethical standards and outlined ethical implications in counseling situations.

National Registry

At the same time APGA explored accreditation options, the Association began an effort to create a national registry. The state of affairs in regard to credentialing activities warranted a counseling registry. State Licensure laws passed in many states; however, some state legislators did not pass licensure laws quickly, if ever. For working professional counselors in states without licensure laws a

national registry could at least provide a type of credentialing base. In addition a national registry provided health insurance companies with a listing of certified professionals, deemed qualified to provide clinical counseling services. Professionals in other human service professions such as psychology had already established a national registry.

The first APGA Registry Committee formed in 1978. Betty Knox, then president of APGA (1978-1979), appointed several APGA members to define registry and to study the registry effort. The committee's definition of registry was:

Registry is a published document which lists by name and other pertinent information, those individuals who have been certified by a professional certification board. Such a document is offered to the public to assist them in their ability to choose certified practitioners. It should be noted that the key to this definition is the word certified.

A registry is more than a mere listing of persons in the field. It indicates those listed have met certain criteria to be included (Stone, 1981 p. 28).

In 1979 Dr. Lloyd Stone assumed the chair of the APGA Registry Committee. After a review of this committee's previous work from 1978, Stone directed the committee in the

preparation of three registry models to present to APGA leaders in 1980. The Registry Committee proposed the three models to APGA leaders. The favored registry model included listings of counseling professionals categorized in several work settings. This approved model also provided for a central administrative staff in charge of registry publication.

At the time of the formation of the APGA Registry Committee, two counselor registries already existed. One, a registry for rehabilitation counselors, was the Commission on Rehabilitation Counselor Certification (CRCC); the other registry, the National Academy of Certified Clinical Mental Health Counselors (NACCMHC), was for mental health counselors. As chair of the APGA Registry Committee, Stone contacted both NACCMHC and CRCC to determine if either group wanted to develop a proposal to implement the approved APGA Registry Model. The Academy (NACCMHC) agreed to prepare and to present a proposal during the APGA board meeting in March 1980. APGA leaders took no formal action, but directed the Registry Committee to continue researching the issue (Stone, 1981). Sweeney (personal correspondence, April 26, 1992) remembered that the Committee on Registry almost dissolved on several occasions. Many of those on this committee became discouraged. When Sweeney assumed the APGA Presidency in 1980 he encouraged the Registry Committee to

develop a survey for determining the need for an APGA registry and to "analyze the results of the needs assessment instrument and to make recommendations to the APGA board as to the feasibility and desirability of establishing an APGA registry" (Stone, 1981, p. 31). Committee members sent the survey to a total sample of 4,062 individuals. With one follow-up mailing, approximately 55% of the participants returned the completed survey. According to Sweeney (personal correspondence, April 26, 1992) this was one of the largest responses in the history of the Association. Survey responses indicated a strong support among APGA members for national certification for counselors and a published registry for counselors. Based on survey results, the Committee on Registry arrived at the following conclusions:

1. A 54.9 percent return is high enough to warrant conclusions.
2. The random sample was representative of the APGA membership and divisional representation.
3. Projecting the survey results to the membership, there are approximately 26,240 APGA members who are interested in becoming a part of an APGA registry for counselors.
4. While they would not all participate, 83.5 percent favor APGA establishing an APGA registry.

5. The persons in the random sample who returned the questionnaire feel knowledgeable about the purposes and the pros and cons of counselor registry.
6. The largest work setting who are interested in a registry are school counselors.
7. College or university counselors indicate enough interest and number to consider a registry for their area, as do counselor educators and mental health counselors.
8. A sufficient number of the membership is willing to pay \$150-200 to become certified and registered that a registry, in time, could become financially self-sufficient.
9. Those who would become a part of a registry are willing to pay a reasonable renewal fee and go through a reasonable process to renew.
10. The renewal process should include CEU's recommendations, and self-assessment (Stone, 1981 pp. 13-14).

The outcome of all the work on registry was the creation of the National Board for Certified Counselors (NBCC) in 1982. The Board utilized CACREP requirements to set training standards; additionally, this Board developed a national examination for counselor certification.

Counselor Licensure

A combination of forces and events inspired APGA efforts in counselor licensure. APGA discussed the need for credentialing. These counselors, concerned about professional identity, wanted to maintain strong APGA membership. The initiation of state legislation by psychologists prompted some APGA members to follow this movement closely. These members informed counselors that psychology licensing laws might affect counselors. Tom Sweeney was one individual who saw the need for collegiality and education among students preparing to work in areas that involved requirements similar to those of psychology. Sweeney felt strongly that counselors needed to be knowledgeable about current actions and the repercussions of those actions in regard to licensure laws (T. Sweeney, personal correspondence, April 29, 1992). New proposed state licensing legislation defined the practice of psychology as "the application of principles pertaining to learning, interpersonal relationships, interviewing, education and vocational counseling, prevention of adjustment problems, planning for effective work situations, and the resolution of interpersonal and social conflicts" (APA Committee Legislation, 1967, p. 1099). The activities described in this definition were exactly the types of functions already performed by counselors in various

settings. Without their own licensing standards, the future of counselors working independently was at stake. Specific examples of individuals accused of breaking the law by practicing as counselors were numerous. An example in Virginia 1972 was the case Weldon versus the Board of Psychologist Examiners. As summarized in Warner, Brooks and Thompson (1980):

... A Virginia court recognized counseling as a profession separate from psychology but stated that because counseling used the tools of psychology and there was no statutory regulation of the profession of counseling, the plaintiff, John I. Weldon, was enjoined from practicing as a counselor (p.1).

In many states questions arose regarding the right of school counselors to practice. In Ohio special commissions on public school personnel scrutinized the preparation of professionals in guidance and counseling; also, challenged by Ohio was the expertise of counselors in the handling of personal counseling situations (Sweeney and Sturdevant, 1974). APGA and counseling professionals addressed licensure issues to ensure fair and equal employment opportunities for counselors.

At the 1973 Southern ACES meeting, Ken Little, Executive Director of APA, and Charles Lewis, APGA Executive

Director, spoke about and listened to ideas regarding licensure. ACES established a committee on licensure and made a financial commitment to fund licensure efforts. ACES designated \$600 for use in these initial licensure activities. Sweeney served as the first chair of the ACES Committee on Licensure. Meanwhile, in the spring of 1974 by request of APGA leaders, several members of the Association prepared position statements on a variety of topics including licensure. The topics selected centered on professional issues and created the basis for APGA's action plan in the professional area. Sweeney wrote a position paper entitled "Licensure in the Helping Professions." In July 1974 the APGA adopted this position statement for counselor licensure legislation in every state. Charles Lewis (Personal Correspondence, May 5, 1992) stated that he had known the credentialing process would not be "an overnight venture" but rather a lengthy process; he was correct. The licensure movement proceeded slowly. The initial step following the adoption of formal position on licensure was the formation of a licensure committee.

APGA Commission on Licensure

By March 1975 APGA affirmed Sweeney's position paper on licensure and accepted the following APGA Licensure Committee objectives:

1. To formulate and disseminate model legislation on licensure for counselors.
2. To establish procedures for state and regional leadership workshops on licensure.
3. To help initiate and maintain liaison and dialogue with associations in the counseling related professions (e.g., psychology, psychiatry, social work, marriage and family).
4. To testify on federal legislation having implications for professionals trained in counselor education programs.
5. To identify for the membership nonlegislative activities having implications for the counseling profession (e.g. importance of liaison with related state professional groups in psychology and social work and with mental health insurance companies, when appropriate.
6. To consider other alternatives or avenues to earning recognition for counseling as a profession (e.g., academy of diplomates and/or national registry of persons qualified to offer specialized counseling services to the public for a fee).
7. To encourage cooperative efforts between the various divisions, state branches, affiliates, and subgroups of APGA in the area licensure.

8. To encourage research and innovations on traditional methods of licensure including possible use of more performance-based criteria and unified administrative boards for all counseling-related professions.
9. To identify test cases where evidence of discrimination against qualified members takes place by boards of related professions. (Warner, Brooks, Thompson, 1980, p. 2).

Acceptance by the APGA Governing Council formally established the Licensure Commission and stipulated objectives and steps necessary to "move toward responsible, vigorous action to establish licensure for counselors in various states" (T. Sweeney, personal correspondence, April 29, 1992).

Sweeney served as the first chairperson of this group. He created networks with counseling professionals throughout the country to better understand the types of pressures that counselors faced. These networks helped to educate counselors about how licensure efforts could assist in their professional roles. Sweeney pointed out that concerns went beyond licensing laws, and instead dealt with the rules about who could practice as a counselor. Counselors needed to lobby for equal opportunity for counselors in the professional job marketplace. Sweeney believed the hiring

of counselors should be based on competence and not because of some, "artificial decision by some governing body that says individuals can or can't be hired because they are not licensed" (Sweeney, personal correspondence, April 29, 1992). The Licensure Commission realized that clients needed assurances that professional counselors had credentials and subscribed to an established code of ethics. The APGA Commission on Counselor Licensure assumed the responsibility of assisting in the regulation of the practice of counseling throughout the country.

The affirmation by the APGA Governing Council of the APGA Licensure Commission and the Commission's objectives allowed APGA to move forward in an active effort to bring about change. In January 1976 Carl Swanson took over as chair of the APGA Licensure Commission and developed a state counselor licensure law model (Cottingham and Warner, 1980). April 1976 was the date that the Governor of Virginia signed into law the first state counselor licensure bill. This law passed after "prolonged educational and lobbying efforts by the Virginia Personnel and Guidance Association" (Warner et al, 1980, p. 3).

During 1977 Harold Cottingham chaired the APGA Licensure Commission and continued the formulation of policy for licensure. Entitled the "APGA Licensure Commission Action Packet," the contents of the Packet included

guidelines and suggested legislative language for state counselor licensure laws. One important aspect was a revision to the proposed educational standard for licensure. This new packet designated the master's degree with appropriate supervised experience, rather than the doctorate, as the minimum recommended academic standard for counselor licensure (Warner et al, 1980).

Other licensure actions included workshops, educational opportunities, and networking throughout the country. In November 1977 when Richard Warner took over as chair of the Licensure Commission he worked in conjunction with licensure consultants to conduct licensure workshops in the four regional APGA branch assembly sessions held during the year. Also state licensure representatives became involved in the formation of a nationwide licensure network. More and more states formulated licensure bills. By 1978, 42 states established licensure committees, 18 states introduced state licensure bills by July 26, 1979, and by 1979 Virginia, Arkansas, and Alabama achieved counselor licensure (Warner et al, 1980).

By the early 1980s APGA combined the credentialing thrust of counselor accreditation standards, counselor licensure and national counselor registry. These were major steps in maintaining counseling as a credible profession. As pointed out by Sweeney and Witmer (1980), there were

several legislative factors at the state level affecting counseling. These factors included:

a) psychologists' licensing boards and their professional associations' opposition in some states to counselor licensure, b) counselors lack of unity organizationally or operationally, c) the concern of nonacademically trained community workers who use the title "counselor" and d) the need for financial resources to sustain legislative efforts (p. 43).

In addition nonlegislative factors such as third party payments, national credentialing and state and federal classification systems continued to be factors in credentialing. (Sweeney and Witmer, 1980). In spite of these barriers, APGA made advances in counselor accreditation. To continue in this positive direction the Association needed a vision and a commitment.

Legislative Activities

Throughout the 1970s APGA continued to support federal legislation. APGA involvement in legislative activity is well documented. Ed Herr (1985) described APGA supported legislation that included: the Elementary Guidance and Counseling Bill, Older Americans Comprehensive Counseling Act, Mental Health Service Providers Bill Amendments to the

Higher Education Act of 1965, Title IX and the Math/Science Educating Bill. There were countless others. The APGA Headquarters in Washington, DC allowed APGA leaders proximity to the hub of legislators activities. In spite of APGA's success in introducing laws and drawing attention to important counseling legislation, APGA was not very effective in assuring these laws passed. Ken Hoyt (personal correspondence, February 1, 1991) suggested that the reasons APGA remained ineffective in getting guidance legislation passed included:

Our failure to recognize that the guidance movement operates, for the most part as a component in much broader entities. We are justified, in the eyes of the Congress, primarily because our expertise and services are needed in order to make something else work. You can't get legislation passed because "people need guidance" - but only by saying "people need guidance for (X) or (Y, or Z, etc.)", (b) We are too small in numbers to be able to find and keep the kind of Congressional "angels" required to introduce, enact, and appropriate funds for a specific law dealing only with guidance and counseling. Yet we keep getting such legislation introduced. It's bound to fail.

A major problem was the funding necessary to lobby for laws. As Mary Maples (personal correspondence, May 13,

1992) pointed out there were two sides to a legislative issue: worrying about the issue and then worrying about how APGA would pay for it. The Association did not have money to do the expensive lobbying necessary to pass laws on Capitol Hill. Fortunately, many APGA members remained active speaking in support of counseling programs and legislative actions. Although many specific legislative bills did not pass, APGA made gains by supporting programs as titles under existing laws. The federal government earmarked funding for education (e.g., more financial aid), vocational education and counseling. Betty Knox, APGA President 1978 through 1979, recalled her involvement in preparing and introducing the Elementary Guidance and Counseling Act as well as plans for the assessment of government relations needs, collaborative initiatives with other organizations and licensure networks of state committees (B. Knox, personal correspondence, June, 1992).

One area of increased APGA political involvement during the 1970s was in government relations activity. APGA leaders renewed The Government Relations Committee with great emphasis and this committee began to train and educate individuals about how politics worked. Committee planners helped APGA members understand the political process by holding workshops, publishing guidebooks, and coordinating political networking at APGA conventions and at regional

meetings. Committee members made plans to update and expand government relations.

By the mid seventies APGA actively pursued consciousness raising efforts regarding human rights. In particular the Association attended to gender issues and attempts to strengthen and promote international ties. An initial gesture was the addition of a statement on sexual orientation in the APGA mission statement. Also APGA committees such as the Human Rights Committee actively responded to societal influences of the time. The feminist movement had begun and organizations such as the National Organization for Women emerged. Women leaders in APGA such as Thelma Daley took steps to educate members, "to be alert to policies that were discriminatory and to be vigilant in terms of equities" (Thelma Daley, personal correspondence, May 20, 1992). In addition to human rights advocacy APGA leaders held discussions about how to strengthen international ties and promote exchanges with culturally diverse nations.

Governance Structure

Throughout the 1970s APGA implemented several governance structure changes and expanded member representation. There was a national move to make the APGA governance structure smaller and more efficient, yet at the

same time the Association promoted member involvement at the grass-roots level. The new governance changes reflected in the 1972 APGA By-Laws took approximately 18 months to activate. These structural changes improved the unmanageable size of the government structure and improved representation, however what effect these changes had on the total operation of the Association remained unclear. The ongoing debate regarding reorganization continued and the work that the Fear Commission began did not end. Throughout the 1970's APGA leaders reviewed, evaluated, and discussed the new governance structure.

Regional Structure Concerns

While many APGA members agreed on the importance of member representation to the Association, the newly established regional structure caused some problems. It was a very costly structure. Mary Maples recalled that as treasurer of APGA she realized one of the weaknesses of the regional structure was that there was "no expended accountability for the amount of money APGA was extending to the regional structure "(personal correspondence, May 1992). APGA provided money to the regions yet APGA had little input into how regional leaders spent the money. Another problem that resulted from the regional plan was that eventually the same individuals cycled through different leadership positions. This negated the original purpose which was for

the regions to develop more leaders from the expanding APGA membership.

This grass-roots movement did not happen. (Mary Maples, personal correspondence, May 13, 1992). As one might expect many divisional leaders resented the Association support given to regions, particularly when APGA did not control regional spending. Many APGA members viewed the regional plan as a costly major mistake.

Bingham Position Paper

During the December 1974 board meeting the APGA Board of Directors planned an evaluation and critique of the new governance structure adopted in 1972. At that meeting William Bingham presented a paper entitled "Position Paper on the Reorganization of APGA" (Janike and Lewis, 1981). Bingham pointed out that the changes made in 1972 improved some of the previous problems. For example, the smaller senate size made it possible to conduct business more efficiently and the equal division of representation on the Board of Directors between divisions and regions gave APGA broader representation of members (Bingham, 1974). However, the operating costs of regions were a problem. APGA regions looked to APGA headquarters for financial support of their operations whereas APGA division constituents primarily funded division activities. Bingham (1974) described the

budget concern in the following way:

One effect of the present arrangement is to create almost a dual citizenship kind of representation in which half of the representatives are funded primarily by their own constituents through their own budgets, and the other half are funded substantially through the central budget and only minimally otherwise. Obviously, it was necessary to subsidize Regions in order to get their operations underway. But the long-range effects of this arrangement need to be very carefully considered for two basic reasons: (1) the APGA budget simply cannot absorb the costs of operating Regional activities on a continuing basis; and (2) the continuation of grossly different funding bases for different segments of the same representative body is inevitably going to prove divisive and self-defeating (p. 3).

Bingham did not call for further structural changes through amendment of the APGA By-Laws, but rather suggested the reorganization of APGA operating procedures. Within these procedures Bingham concluded that three major areas should be addressed: professional content, delivery of services, and management of associational activities. He pointed out that divisional structure was unable to meet the

professional content represented by the Association's membership. Following is an outline of some of the proposed changes reflected in Bingham's 1974 position paper:

Professional Content Formal Publications:

1. Divisions have own journals; APGA has its own journal and also engages in publication of materials related to subject matter content--these efforts should be viewed as supplemental--ought to avoid direct competition with Divisions Produce what divisions cannot or choose not to produce.
2. Newsletters - publish only ones that are supported by Divisional on Regional income seen as vital.
3. APGA should adopt a series of policy guidelines which have to be met by any component proposing a publication what would tap into APGA funds (pp. 6-7).

Committee Structure:

1. Pool Divisional efforts on many committees. APGA withdraw from direct sponsorship of committees that treat professional content, and assign responsibility for those concerns to Divisions.
2. APGA redirect staff and membership effort that currently goes into committee work in such a fashion as to coordinate Divisional efforts to deal with professional content. Facilitate joint

efforts among Divisions identify concerns, order priorities, muster personnel and pool budgets.

3. Establish a body (subject matter advisory committee) to coordinate #2 (allowing divisions to pursue their own interests independently (p. 8).

Position Papers:

By and large responsibility for being responsible to public requests for legislative opportunities falls on Headquarters Staff --Yet basic responsibility should lie with Divisions.

1. Divisional - ready made printed position statements (Divisions have committees prepare statements).
2. APGA should when necessary take a position, apart from Divisions. A troublesome difficulty, however, with position papers that represent a complex organization is the tendency for the central "administration" to want to present a unified position. Unity is desirable, of course. But so is diversity. If APGA is to have a legitimate impact both within the profession and on the public, then its diversity needs to be prominently displayed.

"Unity and unanimity different--makes sense for APGA to endorse a wide range of Divisional

positions, even when they are far from unanimous"
(p. 10).

Another way to make APGA's diversity very visible--give broader attention and recognition to Divisional and Regional accomplishments in the Guidepost (p. 10).

Delivery of Services:

Delivery of professional services is precisely relevant to the existence of Regions. Regions were created, pretty much by popular demand, in an effort to meet a need that was not already being met. If that were not the case, if Regions were designed simply to accomplish what was already being done, then they would have no reason to exist (p. 10).

Nature of Services to provide: training sessions, leadership conferences, professional meetings.

Regional reps also funnel input into Headquarters/Board of Directors - need more systematic way to elicit input.

Future greater demands--demand more resources (personnel/financial) need long range plan to handle such demands (p. 11).

Management of Associational Activities:

Management includes more than administrative detail. In an organization like APGA, it includes coordination of the many interactions among Divisions and Regions.

It also includes coordination of all of the detail work on governance--the nominations and elections, the Board and Senate minutes, the very important record keeping. While the temptation to initiate rather than coordinate, and to bypass the coordination for an apparently more efficient method, must be great at times, it takes much patience to let the process happen as it is supposed to. Staff are to be congratulated for possessing this kind of patience in addition to their hard work (p. 11).

Staff may need reminding that their major function is management -- may need a reminder to enter into other endeavors only when that will not interfere with the execution of management responsibilities (p. 11).

Implementing Changes:

1. Ideally, APGA's world would be quite simple if functions could be executed in a mutually exclusive fashion--if Divisions could take care of all of the content matters, Regions take care of all of the delivery matters, and Headquarters take care of all of the management. But it would be naive to really expect the division of labor to be that clean. Inevitably, there will be overlap, perhaps considerable overlap. That fact makes it even more important to make careful decisions

about who does what, to minimize the overlap as much as is humanly possible, and to reduce competition and increase collaboration among Divisions and Regions (p. 11).

2. Careful consideration should be given to some type of advisory council (without changing by-laws) to help accomplish suggestions above. Careful attention should be given to the value of separating the advisory function from governance i.e. governing boards already in existence. The advisory council would help anticipate professional needs and point the way for mustering personnel to help get the job done (p. 12).

Bingham's call for change required a willingness of APGA leaders to reconsider long established positions and a great deal of compromise. While these leaders made no immediate changes they created a Board Committee on Structure, Function and Relationships of APGA Board of Directors and Senate in 1976. One impact of Bingham's paper was the implementation of the rotation system for the APGA committee structure. According to George Gazda (personal correspondence, February 1991) the rotation system allowed APGA's president, past-president, and president-elect to choose members of various committees. Committee members appointed by the President-Elect became committee chairs

when the president-elect became president. This gave continuity and experience to the position of chair. This system allowed APGA committee members to serve three year terms and the extended service time lowered operational costs in the APGA governance.

Between 1977 and 1981 the Committee on Structure, Functions and Relationships of the Board of Directors and Senate, along with the Long Range Planning Committee, held many meetings and submitted proposals suggesting alternatives with respect to governance restructure and matters of representation. At one point this Committee moved that the Senate be abolished, but then tabled the motion (Janike and Lewis, 1981).

Subcommittees of the Board of Directors also studied restructuring and representation. In a memo dated July 11, 1980 John Bailey presented the following governmental changes:

The Senate

1. Regional Representatives: Two per Region, twenty total. When the transition period is fully rotated, all Senators will serve three year terms. Only APGA members within the Regions will have the vote, and the processes will be within the regular APGA election procedures.

2. Divisional Representatives: One member per Division (13), plus one additional member for Divisions having 4,000 to 7,000 members on January 1 of each year (5 at this time), plus one additional member per Division having more than 7,000 members (3 at this time): 21 members total.
3. The three APGA Presidents (Elect, Current, Past).
4. Non-voting members: APGA Executive Vice President, APGA Treasurer, APGA Treasurer Nominee and Parliamentarian.
5. This would be 45 voting members, plus 4 non-voting member's.
6. The Senate would meet at the national convention; each member's round-trip, tourist airfare would be provided by APGA, plus three days' per diem.
7. The Senate would elect the Regional and Divisional Representatives to the Board of Directors as shown below (D-3).

The Board of Directors

1. The new Board of Directors would replace the need for an Executive Committee from the Board and the Financial Affairs Committee.
2. The Board would meet four times per year: July, October, January and Convention. The non-Convention meetings would be fully-APGA

funded; the Convention meeting would be funded identically as the Senate.

3. Membership:

a) Regional: one each from Senators representing Regions 1, 2, 3, 4 (called "Eastern"), Regions 5, 6, 7 (called "Central") and Regions 8, 9, 10 (called "Western").

b) Divisional: one each from the following consortia: (1) ACPA and ASCA (2) ACES, ARCA, NECA, NVGA, POCA (3) AHEAD, AMEG, AMHCA, ANWC, ARVIC, ASGW.

c) The three APGA Presidents (Elect, Current, Past).

d) Non-voting members identical with the Senate's non-voting members. Treasurer Nominee could serve as Parliamentarian.

e) There would be nine voting members.

Related Information

1) We currently have about 47,000 members of Divisions and 40,000 members of APGA. The 40,000 members, in their Region, will have the Regional franchise to vote; each voting member of Divisions will have in their Divisions, the franchise to vote. The Senate, then, will be directly elected.

The Board will be indirectly elected by voting Senators.

- 2) Convention meetings of the Senate will be APGA-funded.

Transition Planning

- 1) Full transition by July 1, 1985.
- 2) New Regional structure in place by July 1, 1984.
- 3) By-Law changes approved by July 1, 1983 for future implementation.
- 4) Board elected by 1984-85 Senate with two Divisional persons and two Regional persons elected for one-year terms, two each for two-year terms and two each for three-year terms.
- 5) The new Regions elect Senators during 1983-84 election period; those elected take office during the 1985 Convention.
- 6) For the current structure, the January, 1982 elections would be the last one for three-year terms; the January, 1983 elections would be for two-year terms and the 1984 elections for a one-year term.
- 7) Beginning with the January, 1986 elections for openings, all terms on the Senate and the Board will be for three years.

- 8) Regions with one-year Senate terms could be: 1, 3, 5, 7, 9, 10 (six persons); two-year terms for Regions 2, 3, 4, 6, 7, 8, 10 (seven persons); three-year terms for Regions 1, 2, 4, 5, 6, 8, 9 (seven persons).
- 9) One could anticipate that Board members will tend to be chosen from those assigned to the one or the two-year terms on the initial restructure of the Senate; Senate replacement elections for those who move to the Board will be for the remainder of that Senator's term of office in order to maintain the continuity of the rotation.
- 10) The By-Laws Committee would be directed to keep the functions of the Senate and the Board as they now exist, eliminate the provision for the Executive Committee of the Board and the Financial Affairs Committee and assign those functions to the Board.

By 1982 APGA addressed various proposals submitted to alter the governance structure. In summarizing these proposals Edwin Herr (1982) concluded that three structures were of major interest: (1) Retain the Senate and Board of Directors as now constituted; (2) establish a single governing body; and (3) Retain but change both the Senate

and the Board of Directors (p. C). APGA structural changes and not APGA operational procedures changes were of primary concern. In spite of no clear master organizational plan, the regional and branch structure within APGA continued to develop. By 1983 53 APGA state branches existed. For a complete list of APGA State Branches and membership figures (1983) see Appendix I. APGA continued to struggle with the question of what constituted a meaningful functioning organizational structure.

Leadership

Leadership is defined in many ways; outstanding service and contribution are certainly two measures of leadership. From 1973-1983 countless individuals served as leaders in the numerous activities and efforts of APGA. While a review of the literature revealed information about many effective leaders, this section examines leadership roles and trends rather than specific individuals.

Executive Director and Presidential Role

The role of the Executive Director required working behind the scenes in the Association. This type of leadership often meant dealing with extreme difficulties such as financial strains and inadequate staffing. It was the Executive Director's responsibility to procure funds for

projects as well as maintain funds and resources necessary for the daily operation of the Association. In addition, the Executive Director served as the representative of APGA in collaborative efforts with other professional groups and organizations. Between April 1963 through July 1983 4 individuals served as APGA Executive Director. See Appendix J for the names of these Executive Directors and years of tenure.

In the early years of the Association the role of president carried direct influence on the implementation of goals and changes within APGA. During the early 1970s the roles and influence of those holding these positions slowly changed. In an interview with Leo Goldman (1972, p. 460), Garry Walz, APGA President 1971-1972, commented that he viewed the APGA presidential role as sometimes more like acting as a "spectator rather than a leader of events." With the growth occurring within the Association, it was harder for those in executive positions to have access and maintain communication with members. Ralph Berdie (APGA President 1970-1971) commented about the frustration, "you get ideas and when you think that there are problems that should be called to the attention of some 27,000 members; but there is no established means of communication between the president and the members" (Goldman, 1972, p. 461).

Another factor influencing presidential involvement was

the extent to which the APGA presidency directly implemented changes. Garry Walz reflected that change "comes about through utilization of resources to effect the change" (Goldman, 1972, p. 461). Waltz pointed out that "the amount of discretionary resources available in any given year are really very limited because we have long term commitments--staff commitments, overlapping committees, budgetary commitments" (Goldman, 1972, p. 461). Even when the APGA president set a specific goal, putting it into action was not an automatic process. Leaders faced this dilemma in situations reflected throughout this study. Although there was constant discussion, debate, and planning among APGA participants, the implementation of action plans often proved to be a long tough process. The nature of the complicated structure and size of the organization made it difficult to achieve consistency in achieving goals.

During the 1970s the attention given to areas of professional issues such as credentialing and membership services mandated that APGA leaders concentrate efforts in these directions and work harder to ensure that the Association was providing something for its members. This required a different type of leadership; one unlike the scholar/educator of the 1950s who wrote about collegiality and building a quality association. More APGA members wanted to speak about issues and wanted to be heard.

Leadership promotion among the regions addressed the need for members to become involved. Steps were taken to promote leaders among the membership. As a result there was an expansion of the number of people involved in governance. Charles Lewis (personal correspondence May 5, 1992) recalled that when he first became involved in leadership there were 30 people on staff and ten on the APGA Board of Directors. By the time he left the staff had increased to over 80 and there were 40 members on the Board. As the Association diversified and became much more complex it became increasingly more difficult to know and identify with the leaders. When speaking of the Association in the 1950s specific names of leaders came to mind; the Executive Director and the President came easily to mind. When speaking of the Association in the 1980s the mention of a specific leader's name is not likely.

Women Leaders

Between 1952 and 1975 two women served as president of APGA. Mary (Carre) Foster served 1955-1956, and Donna Chiles served 1972-73. The "Roster of Presidents" appears in Appendix G. Between 1975 and 1983 five APGA presidents were women. During the mid 1970s the opportunities for leadership positions for women greatly expanded. Thelma Daley, one of the first women to move from the presidency of a APGA division to the APGA presidency, stated that "The leadership within the Association as a whole was dominated by males, yet women were moving into positions and at the same time were creating dialogues about women and started addressing some of the women's issue" (personnel correspondence, May 20, 1992). Daley recalls making a point of never letting gender or race be a factor in her leadership style. "I kept looking at the issues on the table and insisting that it doesn't matter who holds the chair as long as this person is competent at holding the chair" (personal correspondence, May 29, 1992). She saw the presidency as a way to unlock the door for other divisional presidents who were women and also for minorities to move into leadership positions. Accountability in the office was an important goal among the women who had the opportunity to hold the office of president. Betty Knox was the fourth woman to become president of APGA (1978-1979). While she

encountered what she referred to as "overt and covert behaviors and attitudes" such as exclusion from business conversations and discussions, she considered these actions challenges and found them to be similar to barriers encountered in other leadership roles. " There was so much that needed to be done, that the issue of being one of the few women presidents was overridden by a determination to complete the tasks at hand. I felt, as I do in other roles, that I was a role model for other women and that I must be an exceptionally strong performer" (personal communication, June, 1992). Accountability was a top priority.

Mary Maples, who became APGA president in 1979 felt that her long involvement in various APGA roles added to her positive acceptance as President. When she became APGA treasurer in 1972 she was the first woman to hold the position. She also had been a member on the Board of Directors in 1972 and had long been involved in the development of the regional structure (personal correspondence, May 13, 1992). Having had the opportunity to be part of the Association in various roles helped her make the transition into the presidency.

In a study of early APGA women president's (1921-1975) completed by Johnson and O'Brien (1976) the authors summary of data indicated some commonalities among these APGA women leaders in personal background, educational background and

professional background. One finding was that women who were recognized leaders in professional associations also actively participated in other organizations and in community affairs. Many served as presidents of other groups (Johnson and O'Brien, 1976). This trend continued with the women leaders of the 1970s and 1980s. Most held offices in APGA divisions prior to the APGA presidency. The following listing shows the pattern of involvement of women leaders (1975-83):

- 1975-76 Thelma Daley
President ASCA 1971-72
President Maryland School Counselor
Association
President Baltimore Area of Maryland PGA
- 1978-79 Betty E. Knox
President ASCA 1974-75
President NCPGA 1974-75
President North Carolina School Counselor
Association
1970- 1971
Secretary NCVGA 1967-68
- 1979-80 Mary Maples
President Western ACES 1976-77
ASCA Chair of State Divisions 1975-76
Chair, APGA Western Region 1973-75

President Oregon PGA 1972-73
President ARVIC 1983-84
1981-82 Louise B. Forsyth
President ASCA 1977-78
President Massachusetts School Counselor
Association
1967-68
Executive Secretary Massachusetts SCA 1969-73
1982-83 Helen Washburn
President ASCA 1978-79

The typical pattern of educational-vocational activity for those women prior to 1975, "was employment as a secondary school teacher following completion of a bachelor's degree, the possible combination of teaching-counseling services following completion of the master's degree, and employment at the college and university level following completion of the doctorate" (Johnson and O'Brian, 1972, p. 171).

Throughout the 1970s involvement in school counseling remained the trend. All five women who acted as APGA leaders following 1975 held membership in the American School Counseling Association. Four of them served as president of the American School Counseling Association. At least two of the women leaders pursued work at the college and university level following completion of the doctorate.

As a whole, the women leaders in APGA were active and involved members of the Association.

CHAPTER 5

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

This document, A Historical Descriptive Study of the American Personnel and Guidance Association From April 1963 Through July 1983, provides a history of the national professional organization for counselors. This study includes significant people, dates, events, plans, projects and issues. The writer gathered bits and pieces of historical information into one document, so that an accurate picture of APGA's development and of APGA's role in relation to the counseling profession will not disappear.

During the 1960s more individuals chose counseling as a profession. Counseling opportunities for professional counselors expanded into school and community settings. The enrollment in counselor education programs increased. The growth in the field of counseling motivated APGA leaders to begin a more careful examination of the Association's role in relation to counseling. These leaders closely reviewed APGA's goals as well as carefully planned APGA's future. In particular Association participants reconstructed the APGA governance structure and implemented new APGA By-laws. The 1960s was a period of growth, evaluation, and change.

In the 1970s the Association leaders turned their attention to the needs and the concerns of APGA members in their professional roles as counselors. The great influx of counselors slowed; nagging financial tensions plagued APGA. These concerns caused APGA leaders to address issues such as counselor education standards, counseling accreditation, and licensure. The 1970s was a period of meeting the needs of APGA members and strengthening the position of counseling in the professional world.

By the early 1980s APGA took successful steps to diversify the APGA membership and to pursue professional standards. By 1983 the Association leaders purchased land and planned the construction of a new headquarters. Also, discussions among APGA members to change the Association's name began. In the period between April 1963 and July 1983 several subjects repeatedly required the attention of APGA leaders and members. These areas included: membership, professional issues, legislative activities, governance structure, and leadership. The following information summarizes the major activities and events associated with each of these categories from April 1963 through July 1983.

The overall picture of membership through the twenty year time span depicted steady growth; however, the trends in membership reflected periods of increases and decreases in APGA divisions. For example, in the early and mid-1960s

the American School Counselor Association (ASCA) division had an increase in new members while the Student Personnel Association for Teacher Education (SPATE) experienced losses. New divisions such as the Association for Measurement and Evaluation in Guidance (AMEG) and the National Employment Counseling Association (NECA) formed and attracted members. The smaller, newer divisions struggled yet the larger, well established divisions such as ACPA and NVGA retained the majority of memberships. Even during difficult financial times the older divisions were large enough to maintain stability.

By the mid 1970s a different trend emerged. Significant increases in new membership grew within newly established divisions such as the American Mental Health Counselors Association (AMHCA). The swings in membership reflected the persistent financial struggles, the expansion of counseling into new and diverse settings and the responses to societal forces.

Membership benefits included group insurance, publications, and placement services. Areas of greatest concern included the loss of first-year members and the loss of long-term members who did not renew their memberships. APGA leaders assessed membership activities using evaluation methods which included: surveys and mailings, the formation of a national membership committee, and the

launching of special membership promotional campaigns. This approach provided a universal and a personal membership appeal. Throughout the 1970s APGA showed a decrease in the numbers of non-renewed members, displayed greater retention of long-term members, and revealed improved communication between the Association and the general membership.

Membership dues continued to increase. Between 1967 and 1981 the basic APGA dues more than doubled. In addition each division assessed a separate membership fee. APGA made successful attempts to increase the attractiveness of APGA to a more diverse group of professionals. Between 1972 and 1976 APGA gained four new divisions: the Association for Non-White Concerns in Personnel and Guidance (ANWC), the National Catholic Guidance Conference (NCGA), the Association for Specialists in Group Work (ASGW) and the Public Offender Counselor Association Division (POCA). Many APGA divisions advocated the requirement of initial divisional affiliation. In general APGA gave more attention to various types of membership services.

The two major publications of the Association are the Personnel and Guidance Journal and the Guidepost. During the 1960s APGA implemented active plans for additional publications. As a result APGA added new publications, revised existing publications, and published divisional journals. By 1970 the Guidepost expanded to nine issues a

year and non-periodic publications were in high demand. This plethora of publications required a reorganization of publications policy and dictated increased staffing for monitoring the numerous volumes. The Association also expanded media services.

The focus of the Personnel and Guidance Journal changed in the mid 1970s. The research emphasis of the 1960s gave way to an emphasis on the practice of counseling. Supplying applicable information for the counselor practitioner became a major goal. In addition the APGA Journal editors published special issues featuring societal concerns such as women's rights and racial equality. The trend to offer better service to members became obvious as the altered design of the Journal appeared more attractive through the use of graphics, colors and illustrations. The Guidepost printed an inside view of Associational activities and events. Unlike the Journal, the Guidepost's content presented information in an informal style. This publication furnished a vehicle which allowed leaders and members to establish and to maintain communication with each other.

Special projects and special services were major forces in Associational ties with societal issues, legislative agendas, and professional developments. Policy statements and special commissions in support of equality and against

discrimination provided evidence of APGA's commitment to human rights. APGA leaders implemented professional seminars and field-based programs. The APGA Foundation, incorporated in 1979, was one of the most successful projects during this period (1963-1983). The purpose of the Foundation was two fold: a) to invest funds to purchase a new headquarters building; and b) to develop educational and research opportunities. Eventually the Foundation became successful in fundraising efforts as well as providing support for a variety of research and study programs.

The annual APGA national convention afforded opportunities for members to address both divisional and general Associational issues through debate and discussion. In 1973 APGA leaders planned multiple regional APGA conventions. This plan proved too costly; therefore, the leaders discontinued regional conventions.

During the 1970s the Association took unique steps in the professional arena. These steps included: credentialing efforts, counselor education standards, state licensure efforts, and the development of a national registry. Several Association leaders concerned about professional identity informed counselors of the situation which existed in counselor accreditation, urging counselors to protect their equal opportunity to practice counseling. Credentialing efforts moved slowly. While there was general

agreement about the need to address credentialing, the specific steps necessary were not clear. For example, many members of the school counseling division questioned the need for licensure laws. Many states manifested efforts to stop licensure laws from passing. In Virginia, following intense and prolonged lobbying efforts, the first state counselor licensure bill passed; thus by the early 1980s the credentialing movement had begun. APGA established a strong united front for credentialing, licensure and registry, building a solid foundation for counselor accreditation.

The Association lobbied for federal legislation favorable to the counseling profession. APGA members reviewed legislative documents, offered testimony in support of educational funding, and on occasion secured funding for guidance and educational programs. The commitment to legislative and political affairs reemerged during the 1970s. In keeping with the overall plan for improved member services, APGA leaders emphasized the importance of members learning about the political arena. In addition these leaders developed plans to update and expand government relations.

Unfortunately the APGA membership lacked both political clout and funds; consequently, few of the laws for which the organization lobbied came to fruition. Still, APGA members

showed a willingness to work hard allowing them to stay involved in federal legislative activities.

In 1963 a renewed program for governance restructuring began and by 1964 a new state branch structure was in place. Debate of the governmental structure of APGA continued throughout the 1960s and 1970s. Financial concerns, membership declines, and divisional tensions contributed to APGA Senate changes which resulted in the enactment of new by-laws in 1968. The passage of these laws meant fewer APGA Senators and a new APGA Board of Directors to replace the existing APGA Executive Council. During the 1970s APGA members demanded greater member representation in governmental units within the Association. APGA leaders discussed various state branch model proposals. Once again in 1972 the APGA By-laws changed. Reflected in these new by-laws was a de-emphasis on the role of the APGA Senate, a re-emphasis on accountability, and expanded opportunities for leadership roles. APGA also created a regional structure of four major areas named West, South, Midwest and Northeast which existed to provide equal representation among members, as well as to secure a way to develop leaders within various parts of the country.

While the changes within the 1972 by-laws took a considerable amount of time to implement, the effects remained unclear. One immediate criticism of the regional

structure pertained to the high operating costs. Regions looked to the APGA headquarters for financial support while divisions depended on their constituents for support. The concern for the unmanageable size of the APGA governance structure continued.

Great leaders and scholars distinguished the early years of the Association's history. Long standing contributions and service to the Association had been prerequisites for leadership but by the early 1970s a new type of leader had emerged. Individuals new to the Association entered leadership roles; additional opportunities for leadership opened at the divisional, regional and local levels. Leaders served a shorter tenure. Growing attention towards professional issues, member services, as well as an increasingly complex governance structure forced leaders to function as managers and administrators rather than as scholars. The roles and responsibilities of those holding leadership positions slowly changed. Direct communication between APGA leaders and APGA members became difficult. Driving goals into action was no longer an easy process; the resources necessary for implementing change were no longer readily available.

During the mid 1970s women frequently served as APGA presidents. Men continued to dominate the leadership roles;

however, between 1975 and 1983 five APGA presidents were women. Serving as role models, these APGA women paved the way for future women leaders.

Conclusions

The growth and development of the American Personnel and Guidance Association during the 1960s and 1970s was phenomenal. The following conclusions represent a synthesis of the data and information collected for this study from a variety of sources. Based on the evidence from this study the conclusions are:

- 1) The American Personnel and Guidance Association successfully developed effective diversification of its membership. Through concentrated recruitment efforts the expansion to include new specialists and the addition of new divisions created a strong, diverse, professional base of members.
- 2) The American Personnel and Guidance Association moved toward professionalization. The combined accreditation, licensure and registry efforts transpired concurrently. The Association represented counseling as a distinct and credible profession.
- 3) Financial struggles within the Association

continued. Many divisional tensions, the regional structure, an inadequate dues structure, and other financial difficulties plagued the organization. Through sound leadership and fund raising vehicles such as the creation of the APGA Foundation the Association remained solvent and continued to operate.

- 4) The American Personnel and Guidance Association struggled to fully define the "unity in diversity" concept among APGA constituents. The unification concept was a point of contention between divisional leaders and APGA leaders. Leaders approached policy matters with a strong unified voice and large membership base, but from time to time divisions moved to create separate divisional identities outside the parent organization.
- 5) The American Personnel and Guidance Association remained committed to legislative policy matters. Without the resources necessary to guarantee passage of laws, Association members lobbied for legislation.
- 6) The American Personnel and Guidance Association was an organization in pursuit of a strong professional identity. Clarifying the role and defining the position of counseling among other

professions was difficult. The Association defined the role of counseling and educated both members and the public.

- 7) The American Personnel and Guidance Association expanded the services provided to members and encouraged member involvement through leadership opportunities.
- 8) The American Personnel and Guidance Association governance remained in constant flux. A trend to reduce the size of the APGA governing council, strengthen APGA branches, and change APGA committee structure frequently surfaced.
- 9) The American Personnel and Guidance Association experienced a new type of leadership. Leaders served shorter terms. The continuing growth of the Association made it difficult for those in executive positions to communicate directly with members and to implement goals. As the Association became more complex the leadership responsibilities required the utilization of an administrative style.
- 10) The American Personnel and Guidance Association's efforts to promote interest in and acceptance of counseling in the United States needs a long term strategic plan and vision.

Suggestions For Future Study

As this writer reflects on the history of the American Personnel and Guidance Association, the common assumption that history repeats itself comes to mind. In a 1992 edition of the Guidepost the headline read "A New Name, A New President, A New Direction: Richmond to Stress Diversity, Development, Dignity." Those same words appeared frequently in documentation reviewed throughout the 20 year span of this study, and here these words were again.

The article featured the Association's new name, the American Counseling Association (ACA), as a way to promote unity among APGA members and as a sign of the movement toward professionalization. This article also mentioned the new governance structure and the strategic plan for the Association. This author, after researching all of these same subjects, realized the great importance of following and of documenting the repetition of these common themes. Repeatedly the same issues emerge but each time these same issues surface within a unique set of circumstances. Twice since the period of time recorded by this study the name of the Association changed. In 1983 the American Personnel and Guidance Association became the American Association For Counseling and Development (AACD) and in July 1992 the Association became American Counseling Association (ACA). Obviously, the name changes alone do not constitute the need

to research the Association beyond 1983; however, the network of common issues that bind past and present together constitute the rationale for this study to continue. This writer hopes that this study will contribute to the understanding of the Association and will provide a basis for future study so that the APGA story can be told.

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APPENDICES

Appendix A

CONVENTION ATTENDANCE

1964-1970

YEARS IN WHICH EXHIBITIONS OCCURRED	PAID REGISTRATION					NON-PAID REGISTRATION					TOTAL PAID AND NON-PAID COMBINED
	EXHIBITOR PERSONNEL	ASSOCIATION MEMBERS IF APPLICABLE	OTHER REGISTRANTS IN MARKET SERVED	ALL OTHERS	TOTAL PAID REGISTRATION	EXHIBITOR PERSONNEL	ASSOCIATION MEMBERS IF APPLICABLE	OTHER REGISTRANTS IN MARKET SERVED	ALL OTHERS	TOTAL NONPAID REGISTRATION	
1970 ¹	50	5,907	2,575		8,532	353		481		834	9,366
1969	27	6,536	2,693		9,256	472		500		972	10,228
1968											9,041
1967											7,960
1966											8,700
1965											6,086
1964											4,945

¹ Because of the lack of available sleeping rooms in New Orleans, the American College Personnel Association did not meet with the national convention in 1970 but met the week prior at the Chase Park Plaza Hotel in St. Louis, Mo., with a registration of 2,375.

Conventions, Dates, Locations, and Themes

April 8-11, 1963	Boston, MA	Guidance: Retrospect and Prospect
March 23-26, 1964	San Francisco, CA	Human Involvement: Gateway to the Future
April 12-15, 1965	Minneapolis, MN	The Individual: Discovery, Renewal, Emergence
April 4-7, 1966	Washington, DC	Man in the World Society: Heritage, Status, Promise
March 20-23, 1967	Dallas, TX	Guidance... The Big Frontier
April 7-11, 1968	Detroit, MI	Total Awareness, Total Commitment
March 30 - April 3, 1969	Las Vegas, NV	Commitment to Action
March 22-26, 1970	New Orleans, LA	Focus on the Future
April 4-8, 1971	Atlantic City, NJ	Human Rights: Our Concerns for Change
March 26-30, 1972	Chicago, IL	Involvement for Human Development
Feb. 9-12, 1973*	San Diego, CA	Proactivity: The Now Imperative
April 15-19, 1973*	St. Louis, MO	Proactivity: The Now

		Imperative
May 23-27, 1973*	Atlanta, GA	Proactivity: The Now Imperative
April 8-11, 1974	New Orleans, LA	Beyond Identity - Initiative and Integrity
March 23-26, 1975	New York, NY	Agenda for Action: Challenging, Confronting, Changing
April 11-14, 1976	Chicago, IL	Counseling for a New Era - Unity through Diversity
March 6-9, 1977	Dallas, TX	Advocates for Human Ecology- 25 Years of Commitment
March 19-23, 1978	Washington, DC	APGA - Fulfilling Human Services Commitments
April 2-5, 1979	Las Vegas, NV	Counseling in the 1980's - New Roles, New Constituencies, New Strategies
March 26-29, 1980	Atlanta, GA	Focus on the Family: Present Challenge and Future Promise
April 12-15, 1981	St. Louis, MO	Serving Others: Focus on the Community
March 17-20, 1982	Detroit, MI	A Renaissance of Responsibility and Responsiveness: Strategies for the Helping Profession
March 20-23, 1983	Washington, DC	Counselors Help American Work

Fear Letter & Survey

November 14, 1969

Dear APGA Member:

As you probably know, the APGA Senate in Las Vegas took action establishing an independent commission to examine all aspects of the Association with a view to improving its effectiveness and usefulness to members. As part of its inquiry, the Commission needs to obtain the views and experiences of a representative sample of its members. A 10-percent random sample of members has been drawn and your name was on the resulting list.

Please answer the questions on this survey as thoughtfully and honestly as you can. It is important for the Commission to know both what your opinions are and what issues you have not really considered.

This survey will be of real value to the Association only if responses are received from nearly all of those we contact. To help you avoid the stigma of being a "non-respondant," a postage free envelope has been provided for your reply.

Your cooperation is appreciated.

Sincerely,

Glenn Fear
Chairman

P.S. Research shows that people tend to mislay survey forms unless they answer them immediately. Why not take a few minutes right now to do your part?

1. Identifying information. Check () the appropriate blanks.

(1-9) To which APGA division(s) do you belong?

- (1) ACPA
- (2) MVGA
- (3) ACES
- (4) SPATE
- (5) ASCA
- (6) ARCA
- (7) AMEC
- (8) NECA

Total no. of divisions _____
(9)

(10) Write in the number (1-8) of the division in which you are most interested.

(10)

(11) How many years have you been an APGA member?

- 1. 0 or 1
- 2. 2-4
- 3. 5 or more

(12) Sex

- 1. Male
- 2. Female

(13) Highest degree earned

- 1. No college degree
- 2. Bachelor's
- 3. Master's
- 4. Specialist (Ed.S.)
- 5. Professional (e.g., M.D., L.L.B.)
- 6. Doctoral (Ph.D., Ed.D.)

(14) Primary work setting

- 1. Elementary school
- 2. Junior or senior high school
- 3. College or university
- 4. Governmental agency
- 5. Other non-profit organiz.
- 6. Business or industry
- 7. Other

(15-19) Your major responsibilities

(check as many as apply)

- (15) Counseling (indiv or grp)
- (16) Other pers-guid. function (e.g., financial aid, job placement, consulting with teachers, etc.)
- (17) Administration-supervision
- (18) Teaching
- (19) Research

(20) Years experience in pers-guid.

- work
- 1. 0-1
- 2. 2-4
- 3. 5 or more

(21) How many APGA Conventions have you attended in the past five years (Las Vegas, Detroit, Dallas, Washington, Minneapolis)?

(21)

(22) Have you ever been a member of the governing board of a national division or the chairman of a divisional committee, commission, or task force? 1. Yes 2. No

(23) Have you ever been a member of the governing board of a state branch or the chairman of a state branch committee, commission, or task force? 1. Yes 2. No

(24) Have you ever served on a national APGA committee, commission, or task force? 1. Yes 2. No

(25) Which of the following do you feel best represents your professional interests?

- 1. APGA
- 2. My primary division in APGA
- 3. The APGA Branch in my state
- 4. Some other national association (e.g., NEA, AFT, NASPA, AVA)
- 5. Some other local, state, or regional association.

(26) From which of these do you feel you gain the most?

- 1. APGA
- 2. My primary division in APGA
- 3. The APGA Branch in my state
- 4. Some other national association (e.g., NEA, AFT, NASPA, AVA)
- 5. Some other local, state, or regional association.

(27) In which of the following regions do you work?

- 1. New England (Conn., Me., Mass., N.H., R.I., Vt.)
- 2. Midwest (Del., D.C., Md., N.J., N.Y., Pa.)
- 3. Great Lakes (Ill., Ind., Mich., Ohio, Wis.)
- 4. Plains (Ia., Kans., Minn., Mo., Nebr., N.D., S.D.)
- 5. Southeast (Ala., Ark., Fla., Ga., Ky., La., Miss., N.C., S.C., Tenn., VA., W.Va.)
- 6. Southwest (Ariz., N.M., Okla., Texas)
- 7. Rocky Mtn. (Colo., Idaho, Mont., Utah, Wyo.)
- 8. Far West (Alaska, Calif., Hawaii, Nev., Ore., Wash.)

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11. The statements which follow represent perceptions, opinions or experiences of some APGA members. Indicate your reaction to each by checking () the appropriate column. Note:

A = Tend to agree
 I = In between
 D = Tend to disagree
 NO = No opinion

	1	2	3	4
	A	I	D	NO
(28) APGA should exert pressure on graduate educators to offer more realistic, relevant, programs of preparation.....				
(29) APGA's national convention should be held bi-annually, with regional conferences conducted in alternate years.....				
(30) Most APGA convention programs I have attended have provided enough stimulation or information to make them worthwhile.....				
(31) I object to the high costs for Convention registration and luncheons/banquet.....				
(32) The recent changes in the Personal and Guidance Journal will probably make it more valuable to me.....				
(33) Guideposts have been a useful source of information to me.....				
(34) Most APGA tasks should be accomplished by a paid staff rather than by committees, task forces, or commissions whose members are employed elsewhere.....				
(35) APGA divisions should consider reorganizing along functional lines (vocational guidance, measurement, administration, etc.) rather than by work-setting (colleges, rehabilitation agencies, schools, etc.).....				
(36) APGA wastes its time when it tries to influence Congressional legislation.....				
(37) I have had poor experiences in trying to communication with APGA headquarters (letters answered late or unanswered, address changes not made, membership application not sent, errors in billing, orders not filled promptly).....				
(38) If APGA expenses could be significantly reduced by locating in some city other than Washington, I believe the association should move.....				
(39) I believe APGA should explore merger with a larger association such as the National Education Association or the American Federation of Teachers.....				
(40) APGA is too dominated by a few professors who have inadequate understanding and/or concern for the ordinary counselor or personnel worker.....				
(41) APGA's effectiveness should be judged more by its impact on the status and professionalism of guidance and personnel work than by its services to individual members.....				
(42) One of the strengths of APGA is the provision for grassroots communication through the state branches.....				
(43) I would be happier if a greater share of my dues went to my division(s) rather than to APGA.....				
(44) APGA leaders have lost touch with the typical member-membership needs and desires are either not understood or ignored.....				
(45) APGA by-laws should be changed to provide for representation more nearly proportional to the size of a division's or branch's membership.....				
(46) My primary division in ADGA might serve me better if it withdrew from APGA and either operated independently or merged with another association.....				

If there were one major concern you could put before the officers of the Association, what would it be? _____

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111. Professional associations often engage in activities like those in the following list. In Column A indicate the priority you feel APGA should give to each. In Column B, indicate the role you believe the APGA national association should play with respect to activities you rated as Major in Column A. Use the following keys:

- Column A-Priority**
- 1 = Unrealistic. I don't believe the association could obtain the resources necessary to accomplish this task.
 - 2 = Major. The activity merits substantial effort and, if necessary financial support.
 - 3 = Minor. While worthwhile, the activity should be deemphasized or postponed until more important ones are adequately performed.
 - 4 = No opinion.

- Column B-Role of National APGA**
(Fill in this column only if Column A is rated "2")
- 1 = Prime responsibility.
 - 2 = Consultant to national divisions (ASCA, ACPA, etc. which should assume prime responsibility.
 - 3 = Consultant to state branches which should assume responsibility.
 - 4 = Coordinate activities of several national division and/or state branches which should assume primary responsibility jointly.
 - 5 = No opinion

	Col. A Priority	Col. B Role
a. Proposing and influencing Congressional legislation (e.g., NDEA Title V-A, student financial aid, manpower development legislation).....	(47)	(48)
b. Proposing and influencing legislation in your state (e.g., state scholarship program, required school guidance services, mental health legislation).....	(49)	(50)
c. Establishing professional standards (e.g., issuing statements identifying minimum preparation and training standards; minimal facilities for providing professional services).....	(51)	(52)
d. Evaluating and certifying the professional quality of guidance and counseling agencies.	(53)	(54)
e. Promoting social changes to guarantee equal rights and opportunities for all individuals	(55)	(56)
f. Gaining understanding and support for guidance services from the public (employers, parents, taxpayers, etc.).....	(57)	(58)
g. Consulting with officials in related professional associations and coordinating efforts with them.....	(59)	(60)
h. Seeking grants to conduct research or training programs.....	(61)	(62)
i. Disseminate scientific information about guidance and counseling (reports of research findings; theoretical treatises).....	(63)	(64)
j. Developing and enforcing standards of professional ethics.....	(65)	(66)
k. Dissemination of information about innovative or model programs and services.....	(67)	(68)
l. Stimulating thought and inquiry about philosophical issues and assumptions (example, nature of man, goals of counseling).....	(69)	(70)
m. Informing members about Association activities and accomplishments.....	(71)	(72)
n. Establishing guidelines for matters related to working conditions (as a means of influencing negotiations with employers).....	(73)	(74)
o. Encouraging the international development of guidance services and activities.....	(75)	(76)
p. Assisting members to make contacts with prospective employers.....	(77)	(78)
q. Providing legal assistance to members whose individual employment rights appear to have been violated.....	(79)	(80)

What is the single most important function for the National Association to perform? _____

BYLAWS

Appendix D

OF THE

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

(Adopted by the APGA Senate, August 1972)

(As Amended by the Senate through 1981)

ARTICLE I Name and Purposes

Section 1. Name. The name of this Association shall be the AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION.

Section 2. Purposes. The purposes of the American Personnel and Guidance Association are to enhance individual human development by seeking to advance the scientific discipline of guidance, counseling and personnel work by conducting and fostering programs of education in the field of guidance, counseling and personnel; by promoting sound guidance, counseling and personnel practices in the interests of society and the individual; by stimulating, promoting and conducting programs of scientific research and education in the field of guidance, counseling, and personnel work by publishing scientific, educational, and professional literature; by advancing high standards of professional conduct, by conducting scientific, educational and professional meetings and conferences; by informing and educating the general public about the human development profession; by establishing contacts with various organizations for scientific and educational pursuits; and by examining conditions which create barriers to individual development and working to remove them.

ARTICLE II Membership

Section 1. Types of Membership.

(a) Voting membership shall be of one type—individual member.

(b) Individual Membership.

(1) **Eligibility.** Any person whose primary work-related responsibilities or interests are in the area of human services—specifically guidance, counseling, or personnel work and others with similar interests and responsibilities such as community agency workers, school social workers, school psychologists, paraprofessionals in counseling, shall be eligible for membership.

(2) **Procedure.** Any person desiring to become a member of the Association shall make application and shall become a member of the Association upon approval of the application and the payment of dues.

(3) **Obligations and Privileges.** A member must pay annual dues, must join at least one (1) of the Association's Divisions within one (1) year after initial membership in the Association, and must maintain at least one (1) divisional membership status. Additionally, all divisional members must maintain Association membership. A member in good standing shall be entitled to vote, to attend meetings of the Association, and shall be eligible to hold office in the Association.

(c) **Special Members.** The Board of Directors may prescribe and establish criteria for special memberships in the Association, consistent with the Bylaws of the Association provided, however, that no person shall be deprived of any privileges heretofore granted.

(d) **Retired Members.** Members in retirement shall be entitled to reduced annual dues and shall maintain all the privileges of individual membership.

(e) **Student Members.** Any student at the college level having interests in the area of human services shall be eligible to become a student member of the Association with all the privileges of individual membership for a period not to exceed three (3) years.

Section 2. Dues.

(a) Annual Association dues for members shall be established by action of the Board of Directors.

(b) Divisional or Branch dues shall be established by the Division or Branch.

Section 3. Severance of Membership.

(a) A member may be dropped from membership for any conduct that tends to injure the Association or to affect adversely its reputation, or that is contrary to or obstructive of its objectives according to the Bylaws and Code of Ethics of the Association. Any member charged with engaging in any such conduct shall be given notice of the precise nature of the charge, shall be given the opportunity to present evidence through witnesses or otherwise, shall be given the opportunity to confront witnesses, and shall have the right to a hearing before the Ethics Committee. The Ethics Committee shall consider any charges made over the signature of two (2) members in good standing and shall have the power to determine whether the charges shall be dropped, whether the accused member shall be permitted to resign, or whether the accused member shall be recommended, placed on probation, or expelled or suspended from membership. An accused member or an accuser may appeal a final decision of the Ethics Committee to a review committee. The review committee shall be com-

posed of the Executive Vice President of the APGA, the president of the APGA division with which the accused member is most closely identified, and the immediate past president of the APGA.

(b) A member shall be dropped from membership for the nonpayment of dues.

ARTICLE III National Divisions

Section 1. Organization of Divisions

(a) The Association shall include Divisions representing specialized areas of interest in human services, guidance, counseling, or personnel work.

(b) A new Division shall initially consist of at least four hundred (400) members, a minimum of two hundred (200) of whom shall have been non-APGA members for at least two (2) years prior to Division formation, and within five years of its chartering and in each subsequent year, the Division shall, absent of extenuating circumstances as may be determined by the Board of Directors, consist of at least one thousand (1,000) members in good standing.

Section 2. Formation of Divisions.

(a) The Board of Directors shall have the power to grant charters to Divisions in accordance with standing rules established by the Board of Directors relative to the formation of new Divisions.

(b) Prior to its chartering as a Division, an organization shall demonstrate the following to the satisfaction of the Board of Directors:

(1) It is organized in accordance with the Bylaws of the Association.

(2) It is identified in its governing instruments, letterhead, and similar written materials as "A Division of the American Personnel and Guidance Association".

(3) Its statement of purposes in its governing instruments is in accord with that of the Association.

(4) Its governing instruments require each of its officers to be a member of the Association.

Section 3. Autonomy of Divisions.

(a) A division of the Association shall be free to conduct its own affairs, but shall do so only in compliance with the Bylaws of the Association. The Board of Directors shall develop such policy and procedure guides for Division operation necessary to insure responsible fiscal operation.

(b) A Division of the Association may adopt its own name, subject to the approval of the Board of Directors.

(c) During the first five (5) years of its operation, an organization shall have provisional status as a Division and during such period shall submit to the Board of Directors, prior to each Annual Convention meeting, financial and other information as described in the standing rules established by the Board of Directors.

Section 4. Filing of Budget and Audit. Each Division shall file a proposed annual budget and annual audit with the Association.

Section 5. Amendments to Basic Documents. Amendments to any Division's Bylaws or other basic document shall be reported in writing to the President of the Association for approval by the Board of Directors at least thirty (30) days prior to the effective date of their adoption.

Section 6. Reports. Each Division shall transmit to the President of the Association the names of its officers forthwith upon their election or appointment. Each Division shall transmit an annual written report to the President of the Association who shall report salient developments to the Board of Directors and Senate.

Section 7. Involuntary Revocation of a Charter. The Board of Directors shall have the power to revoke the charter of a Division when it is deemed in the best interest of the Association to do so.

(a) Before final action may be taken with respect to the revocation of the charter of a division, a notice of intent to revoke must first be passed by a majority of the Board of Directors members present and voting and the Division in question advised in writing of the reasons for the proposed action. The Division shall have until the next national meeting of the Association (but in no case less than nine (9) months) to effect remedial measures.

(b) A two-thirds vote of the Board of Directors shall be necessary to revoke the charter of a Division.

(c) A Division agrees that at the end of each year during the period of provisional status, the Board of Directors of the Association shall have the right to revoke the provisional charter by a two-thirds (2/3) vote of the Board of Directors members.

Section 8. Voluntary Withdrawal of a Division. A Division may be withdrawn from the Association only in compliance with standing rules adopted by the Board of Directors.

ARTICLE IV Branches and Affiliated Groups

Section 1. Organization of Branches.

(a) The Association shall include one (1) or more Branches, each of which shall consist of at least fifty (50) members in good standing in the Association, and each of whom are residents of such geographical subdivisions. For the purposes of these Bylaws, the District of Columbia, the Commonwealth of Puerto Rico, U. S. Territories, Foreign Countries, and such other geographical subdivisions, when chartered by the Board of Directors, shall be considered to be Branches.

(b) No Branch shall be organized or operated except in accordance with the Bylaws of the Association.

(c) The purposes of a Branch shall be in accord with those of the Association.

Section 2. Formation of Branches. The Board of Directors shall have the power to charter Branches, but only one Branch may be chartered in any state in the continental United States, or in Alaska, Hawaii, the District of Columbia, and the Commonwealth of Puerto Rico.

Section 3. Autonomy of Branches.

(a) A Branch of the Association shall be free to conduct its affairs at the state level but shall do so only in compliance with the Bylaws of the Association. The Board of Directors shall develop such policy and procedure guides for Branch operation necessary to insure responsible fiscal operation.

(b) A Branch shall include on its Executive Body a representative from each chartered State Division in the state.

(c) All elected officers of a Branch shall be members of the Association.

(d) A Branch may adopt its own name, but in all instances shall identify itself as "A Branch of the American Personnel and Guidance Association".

Section 4. State Divisions, Chapters and Interest Sections.

(a) A State Division shall consist of persons who organize on a statewide basis in accordance with the purposes and Bylaws of a National Division and consistent with the Bylaws of the Association and Branch.

(b) All officers of a State Division shall be members in good standing of the Association and the Branch and corresponding National Division.

(c) A State Chapter shall consist of persons who organize on the basis of a local geographic unit within the state in accordance with the Bylaws and policies of the Branch.

(d) A State Interest Section shall consist of persons who organize on either a statewide or local basis in accordance with the Bylaws and policies of the Branch to promote a professional interest not otherwise provided for in the Divisional structure.

(e) Each Branch shall provide for the organization and affiliation with the Branch of such State Divisions, Chapters, and Interest Sections as may be established in accordance with the policies and procedures adopted by the Board of Directors.

Section 5. Amendments to Basic Documents. Amendments to any Branch's Bylaws or other basic document shall be reported in writing to the President of the Association for approval by the Board of Directors, at least thirty (30) days prior to the effective date of their adoption.

Section 6. Reports. Each Branch shall transmit to the President of the Association the names of its officers forthwith upon their election or appointment. Each Branch shall transmit a written annual report to the President of the Association who shall report salient developments to the Board of Directors and Senate.

Section 7. Voluntary Revocation of a Charter. The Board of Directors shall have the power to revoke the Charter of a Branch when it is deemed in the best interests of the Association to do so.

(a) Before final action may be taken with respect to the revocation of the charter of a Branch, a notice of intent to revoke must first be passed by a majority of the members of the Board of Directors present and voting and the Branch in question advised in writing of the reasons for the proposed action. The Branch shall have until the next national meeting of the Association (but in no case less than (9) months) to effect remedial measures or otherwise bring itself into compliance with the Bylaws of the Association.

(b) A two-thirds (2/3) vote of the members of the Board of Directors shall be necessary to revoke the charter of a Branch.

Section 8. Withdrawal of a Branch. A Branch may be withdrawn from the Association only in compliance with the standing rules adopted by the Board of Directors.

Section 9. Corporate Affiliates.

(a) The Association may include one (1) or more Corporate Affiliates duly incorporated under the laws of a State or the District of Columbia, which are not qualified to become a Division or Branch of the Association.

(b) The purposes and activities of a Corporate Affiliate shall be generally in accord with, or supportive of, the Bylaws of the Association.

(c) The Board of Directors shall have the power to grant and revoke

charters for Corporate Affiliates pursuant to standing rules adopted for that purpose.

(d) A Corporate Affiliate shall be free to conduct its affairs but shall do so in compliance with the Bylaws of the Association. No Corporate Affiliate shall be competitive with the Association, its Divisions or Branches for individual memberships, or otherwise, during the time it is a Corporate Affiliate.

(e) A Corporate Affiliate may adopt its own name but in governing instruments, letterhead, and similar written materials shall identify itself as "A Corporate Affiliate of the American Personnel and Guidance Association".

Section 10. Other Groups. The Board of Directors shall establish procedures for the granting or withholding of certification of affiliated groups of Association members residing outside the United States.

ARTICLE V Board of Directors

Section 1. Composition.

(a) The Board of Directors shall be composed as follows:

(1) The Officers of the Association.

(2) From Divisions: One (1) member shall be elected by each Division.

(3) From Regions: A number of members equal to those elected for Divisions shall be elected from the Regions, divided equally among the four Regions, except that as the number of Divisional members is not divisible by four, the additional member(s) shall be selected by Regions in an established order as follows: Western, North Atlantic, Midwest, Southern.

(b) Term of office for each member of the Board of Directors shall be limited to a maximum of three (3) years in any five (5) year period except that:

(1) Individuals elected or appointed as officers of the Association as specified in Article VIII and serving under (a)(1) above, shall be exempt from this requirement.

(2) Individuals elected as Regional or Divisional representatives, who are ineligible under this provision, but required by Divisional or Regional written policy or bylaws to serve, may be exempted from this provision to serve one additional year, or part thereof, by action of the Board of Directors.

(3) Individuals elected as Regional or Divisional representatives, who are ineligible under this provision, but are believed to be needed for rotational or continuity reasons, may be exempted from this provision to serve one (1) additional year, or part thereof, by action of the Board of Directors.

(c) No member of the Association may concurrently represent more than one Division or Region.

(d) No member of the Board of Directors shall hold a concurrent term on the Senate, except as required by the Association Bylaws.

Section 2. Powers and Functions of the Board of Directors.

(a) To propose Association policies and recommend such policies to the Senate for its consideration and action.

(b) To formulate operational policies appropriate for executive action and direct the execution thereof subject to review by the Senate.

(c) To grant and revoke Division, Branch, and Corporate Affiliate charters

(d) To perform such other duties as may be delegated to it by the Senate.

(e) The Board of Directors shall be responsible for identifying issues and establishing priorities for professional trust relating to problems of human development pertinent to the Association.

(f) To exercise such other powers and functions as may be in the best interests of the Association, not in conflict with the Bylaws.

Section 3. Meetings of the Board of Directors.

(a) The Board of Directors shall convene at and during national meetings of the Association. Additional meetings of the Board of Directors may be called by a majority vote or petition of the members of the Board of Directors and/or upon the call of the President. The time and place of such additional meetings shall be fixed by the President. Notice thereof shall be given to all members of the Board of Directors at least thirty (30) days prior to any such additional meeting.

(b) The President of the Association shall preside at meetings of the Board of Directors and, in the President's absence, the President-Elect shall preside.

(c) Each member of the Board of Directors shall have one (1) vote, except the Treasurer and Executive Vice President shall be *ex officio* members without vote. A majority of the voting members of the Board of Directors shall constitute a quorum.

(d) At each national meeting, and at any other time when so requested in writing, each Division, Region, officer of the Association, and the Executive Vice President of the Association and each standing ad hoc committee as specified in the Bylaws of the Association shall make a written report to the President of the Association who shall report salient developments to the Board of Directors and Senate.

Section 4. Executive Committee. The Executive Committee of the Board of Directors shall consist of the President, President-Elect, Immediate Past President, and two additional members elected by the Board of Directors. The Treasurer and the Executive Vice President shall be *ex officio* members

without vote. The Executive Vice President shall serve as Secretary of the Executive Committee. The two (2) members elected by the Board of Directors shall consist of a Divisional representative and a Regional representative. The Executive Committee shall act for the Board of Directors but within the limits of such written policies as may be established by the Board of Directors.

ARTICLE VI The Senate

Section 1. Composition.

(a) The Senate shall be composed of the officers of the Association and Association members elected from the Divisions and the Regions. Those Association members residing outside the United States shall also be represented. The number of Senators shall be based upon the number of Association members in good standing who reside in the States of the Regions and who belong to the Divisions as of January 1 immediately preceding the election:

Membership	Number of Senate Members
1,999 and below	1
2,000 to 3,999	2
4,000 to 5,999	3
6,000 to 7,999	4
8,000 to 9,999	5
10,000 to 11,999	6
12,000 to 13,999	7
14,000 or more	8

(b) Term of office for each member of the Senate shall be three (3) years and may not be extended within any five (5) year period except that:

(1) Individuals elected or appointed as officers of the Association as specified in Article VIII and serving under (a)(1) above, shall be exempt from this requirement.

(2) Individuals elected as Regional or Divisional representatives, who are ineligible under this provision, but required by Divisional or Regional written policy or bylaws to serve, may be exempted from this provision to serve one (1) additional year, or part thereof, by action of the Senate.

(3) Individuals elected as Regional or Divisional representatives, who are ineligible under this provision but are believed to be needed for rotational or continuity reasons, may be exempted from this provision to serve one additional year, or part thereof, by action of the Senate.

(c) No member of the Senate may represent more than one (1) Division or Region.

(d) No member of the Senate shall hold a concurrent term on the Board of Directors, except as required by the Association Bylaws.

Section 2. Powers and Functions.

(a) To establish policies to govern the affairs of the Association.

(b) To act on recommendations from the Board of Directors.

(c) To act on the reports of the Board of Directors, Divisions, Regions, Branches, Standing Committees, and such special committees as are responsible to the Senate.

(d) To adopt and to amend Bylaws.

(e) To exercise such other powers and functions as may be necessary or desirable in the best interests of the Association, not in conflict with the Bylaws.

(f) To establish broad, long-term professional directions for the Association.

(g) To act upon issue recommendations from the Board of Directors.

Section 3. Meetings of the Senate.

(a) The Senate shall convene at and during national meetings of the Association. Additional meetings of the Senate may be called by a majority vote or petition of the members of the Senate or by the Board of Directors, and the time and place of such additional meetings shall be fixed by the Board of Directors. Notice thereof shall be given to all members of the Senate at least thirty (30) days prior to any such additional meetings.

(b) The President of the Association shall preside at meetings of the Senate and, in the President's absence, the President-Elect shall preside.

(c) Each member of the Senate shall have one (1) vote, and a majority of the members of the Senate shall constitute a quorum.

(d) At each national meeting, and at any other time when so requested in writing, the Association, and each Division, Region, Standing Committee, and Special Committee, through the President, shall make a written report to the Senate regarding the state of its affairs, its activities and its responsibilities. This report shall be presented to Senators so that it will be received not less than ten (10) days prior to the first session of the Senate at the national meeting. It shall be accompanied by a tentative agenda of business to be conducted.

(e) Any Senator may present business for Senate consideration.

ARTICLE VII Regions

Section 1. Composition.

(a) Geographical Regions shall be established by the Senate.

(b) Regional meetings shall be held annually to conduct the business of the Region and to elect its officers.

(c) Representatives to the Board of Directors and Senate from the Regions shall be elected during the annual Regional meeting.

Section 2. Function.

(a) The regions will promote leadership development of Branch, Division, and Regional members. Leadership development shall include, but not be limited to, an annual leadership workshop.

(b) Coordinating the annual leadership workshop shall be the responsibility of the principal elected officer of the Region in which the annual convention is to be held; organizing and conducting the workshop shall be the joint responsibility of the four Regional Chairpersons.

Section 3. Reports. Each Region will report on its activities to the Board of Directors according to Plan of Action requirements.

ARTICLE VIII Officers of The Association

Section 1. Officers and Terms of Office.

(a) The officers of the Association shall be the President, the President-Elect, the immediate Past President, the Treasurer, and the Executive Vice President.

(b) All officers of the Association, except the Executive Vice President and Treasurer, shall be elected at large from among the individual members of the Association and shall serve for one (1) year terms or until their successors are elected.

(c) The Treasurer shall be appointed by the Board of Directors upon recommendation of the President, and shall be serving the second year of a three-year term on the Financial Affairs Committee.

(d) The Executive Vice President shall be the Secretary of the Corporation, shall be appointed by the Board of Directors, and shall serve at its pleasure.

(e) The term of office of any elected officer of the Association, Division, or Region, shall begin on July 1, and shall be for a period of one (1) year or until a successor takes office.

Section 2. Duties of Officers.

(a) The President shall preside at all meetings of the Association and shall be Chairperson of and preside at meetings of the Board of Directors. The President shall be an *ex officio* member without vote on all committees. The President shall delegate tasks to the Executive Vice President of the Association as directed by the Board of Directors. The President shall perform the duties customary to that office and such additional duties as directed by the Board of Directors.

(b) The President-Elect shall perform the duties of the President in the absence or incapacity of the President as determined by the Board of Directors. The President-Elect shall assume the Presidency of the Association upon the death or resignation of the President. The President-Elect, subject to confirmation by the Board of Directors, shall appoint the members of all committees in accordance with and except as otherwise specified in these Bylaws.

(c) The immediate Past President shall serve as Chairperson of the Nominations and Elections Committee.

(d) The Treasurer shall represent the Association in assuring the receipt and expenditures of funds in accordance with the directives established by the Board of Directors, and shall be under such bond as may be determined by the Board of Directors. The Treasurer shall perform the duties customary to the office and such additional duties as may be directed by the Board of Directors.

(e) The Executive Vice President shall serve as the executive officer of the Association and each of the Divisions, and shall serve as the legally designated Secretary of the Corporation. The Executive Vice President shall perform such duties as may be delegated by the Board of Directors, and shall be under bond for such amount as may be determined by the Board of Directors. The Executive Vice President shall be empowered to affix the seal and execute official documents of the Association as Secretary of the Corporation.

Section 3. Nomination and Election of Officers.

(a) The Nominations and Elections Committee shall conduct the election of officers by ballot, mailed to the individual members of the Association.

(b) Each Division shall have the right to submit to the Nominations and Elections Committee the name of no more than one (1) candidate to be placed on the ballot for President-Elect.

(c) Each Region shall have the right to submit to the Nominations and Elections Committee the name of no more than one (1) candidate to be placed on the ballot for President-Elect.

(d) The nomination, selection and announcement of the candidates of the Regions and Divisions for the nomination's election for President-Elect of APGA shall occur only at the annual convention of the Association.

Section 4. Compensation and Expenses of Officers.

(a) None of the elected officers of the Association shall receive any compensation for their services as such to the Association, with the exception that the Board of Directors can approve compensation for the Association President and President-Elect, not to exceed \$20,000.00 and \$10,000.00 respectively.

(b) The Executive Vice President shall be paid such compensation from the funds of the Association as may be fixed from time to time by the Board of Directors. The necessary expenses of the Executive Vice President

shall be paid from the funds of the Association under the policies established for such payments.

ARTICLE IX Meetings of The Membership

Section 1. National Meetings. The Association shall hold national meetings at a time and place fixed by the Board of Directors which shall give written notice thereof to the membership no less than six (6) months prior to the time so fixed.

Section 2. Regional Meetings. The Association may hold regional meetings at a time and place fixed by the Board of Directors, which shall give written reasonable notice thereof to the membership.

ARTICLE X Business Affairs of The Association

Section 1. Severable or Transferable Interest. No member shall have any severable or transferable interest in the property of the Association.

Section 2. Control and Management. All property of the Association shall be subject to the control and management of the Board of Directors. Any accumulation or disposal of real property, except upon dissolution of the Association, must be approved in advance by the Board of Directors.

Section 3. Disposal Upon Dissolution. Upon dissolution of the Association, none of its property shall be distributed to any of the members and all of such property shall be transferred to such other organization or organizations as the Board of Directors shall determine to have purposes and activities most nearly consonant with those of the Association, provided that such organizations shall be exempt under Section 501(c)(3) of the Internal Revenue Code or corresponding provision of the Internal Revenue laws.

Section 4. Appropriation of Association Funds.

(a) No appropriations of Association funds shall be made except pursuant to the authority of the Board of Directors.

(b) The Board of Directors shall adopt an annual budget subject to review by the Senate.

Section 5. Association Year. The fiscal year and the governance year of the Association shall be July 1-June 30.

Section 6. Reports. Members of the Board of Directors shall be sent quarterly income and expense reports from the Executive Vice President showing the financial state of the Association. Members of the Board of Directors shall also be sent the auditors' report each year.

ARTICLE XI Media

Section 1. APGA Media Committee.

(a) The Media Committee shall make recommendations to the Board of Directors and the Executive Vice President on such matters as media policy and procedures, planning and development.

(b) The Media Committee shall consist of five (5) members, including the Chairperson; in addition, the Editor of the *Personnel and Guidance Journal* shall serve as *ex officio* without vote. Three (3) members, one (1) appointed each year by the President-Elect, shall serve three (3) year terms. The fourth member shall be the immediate Past President of the Association. The fifth member shall be the Chairperson of the Council of Journal Editors, unless that person is the Editor of the *Personnel and Guidance Journal*. In that event, the Council of Journal Editors shall elect another of their members to a one (1) year term.

(c) The Chairperson of the Media Committee shall be appointed by the President-Elect, subject to confirmation by the Board of Directors, and shall serve a one (1) year term.

Section 2. Council of Journal Editors.

(a) The Council of Journal Editors shall coordinate the publication of Divisional journals and shall make recommendations to the Media Committee.

(b) The Council of Journal Editors shall consist of the Editor of the *Personnel and Guidance Journal*, the editors of each Division journal, and the Chairperson of the Media Committee.

(c) The Council of Journal Editors shall elect its own Chairperson.

Section 3. Policy. The Board of Directors, acting on the recommendations of the Media Committee shall determine and direct the basic media policy and program of the Association, and shall have the authority to hire, discharge and fix the compensation of the persons serving as editors of the publications and other media of the Association.

Section 4. Official Journal. The *Personnel and Guidance Journal* shall be the official journal of the Association and shall be distributed without additional charge to all members in good standing of the Association.

(a) The Editor.

(1) The chief officer of the *Personnel and Guidance Journal* shall be the Editor, who shall be appointed by the Board of Directors upon the recommendation of the Media Committee, and shall serve for a three (3) year term, and may be reappointed for not more than one (1) additional consecutive term.

(2) The Editor, through the Media Committee and under the direction of the Board of Directors, shall be responsible for editorial policy and content, appropriate editing and timely preparation of each issue of the

Personnel and Guidance Journal, and for the preparation of an annual report and budget statement.

(b) The Consulting Editors.

(1) The Editor shall be assisted by Consulting Editors.

(2) The Consulting Editors shall consist of at least twelve (12) persons with one-third (1/3) of these persons to be appointed each year for a term of three (3) years, subject to periodic review, and may be reappointed for not more than one (1) additional term. Upon recommendation of the Editor, the Consulting Editors shall be appointed by the President-Elect subject to confirmation by the Board of Directors. In the event of a vacancy, the Editor shall recommend and the President shall appoint a successor to complete the unexpired term.

Section 5. Board Authority. The Media Committee and the Council of Journal Editors shall operate in accordance with the standard operating policies and functions adopted by the Board of Directors.

Section 6. Copyright. The Association shall own the copyright for the original and any renewal term for any writing that is published by the Association. The author of any such writing shall have the right to make a non-profit or non-commercial use of the work provided that there be affixed to each copy the copyright notice used by the Association when the writing was first published. The author shall have the right to make or authorize the profit or commercial use of any such writing only after first obtaining the written consent of the Association.

Section 7. Nothing in this Article shall be interpreted as limiting the freedom of any Division or Branch to select and copyright publications of its choice.

ARTICLE XII Committees

Section 1. Standing Committees. The Standing Committees of the Association shall be: Awards Committee, Bylaws Committee, Ethics Committee, Financial Affairs Committee, Government Relations Committee, Human Rights Committee, International Relations Committee, Long Range Planning Committee, Media Committee, Nominations and Elections Committee, and Professional Preparation and Standards Committee.

(a) Appointment of Standing Committees. Unless otherwise specified, the President-Elect shall appoint, subject to confirmation by the Board of Directors, one-third (1/3) of the members of each Standing Committee for a three (3) year term. Any vacancy occurring shall be filled by the President, in the same manner, and the person appointed shall serve for the unexpired term. Committee members may be reappointed to not more than one (1) additional consecutive term.

(b) Appointment of Chairpersons. Chairpersons for a fiscal year are to be appointed by the incumbent President-Elect, subject to confirmation by the Board of Directors. A Chairperson may be reappointed to one (1) additional term during any three (3) year period.

(c) Whenever deemed appropriate by the President, President-Elect, or a vote of a Standing Committee, a subcommittee will be assigned to an appropriate Standing Committee in lieu of the appointment of an independent Special Committee (Article XII, Section 3) with budget recommended to the Board by the Standing Committee upon specific recommendation of the chairperson of the subcommittee, with final approval resting with the Board of Directors. Further, the chairpersons of such subcommittees will be jointly appointed by the chairperson of the Standing Committee to which said subcommittee has been assigned and the President in consultation with the President-Elect, and shall serve as a voting member of the Standing Committee, in addition to those described in Article XII, Section 2.

Section 2. Composition and Function of Standing Committees.

(a) Awards Committee.

(1) The Awards Committee shall review for possible continuation any previous awards, solicit and consider new awards, and prepare and revise, when appropriate, guidelines for each award, consider the nature of each award, and submit this information to the Board of Directors for their action. In accordance with the guidelines established for each award, the Awards Committee shall solicit nominees, collate supporting materials concerning nominees, and solicit recipients.

(2) The Awards Committee shall consist of fifteen (15) members, including the Chairperson. An attempt should be made to select members who represent a cross section of the Association.

(b) Bylaws Committee.

(1) The Bylaws Committee shall receive proposals for amending the Bylaws, and shall present proposed amendments to the Senate.

(2) The Bylaws Committee shall consist of three (3) members, including the Chairperson.

(c) Ethics Committee.

(1) The Ethics Committee shall be responsible for educating the membership concerning the Ethical Standards, monitoring and periodically upgrading the documents and procedures pertinent to Ethical Standards, and receiving and processing complaints of alleged violations of the Ethical Standards of the Association.

(2) The Ethics Committee shall consist of six (6) appointed members including the Chairperson. The Editor of the Ethical Standards Casebook shall serve as an *ex officio* member of this Committee, without vote.

(d) Financial Affairs Committee.

(1) The Financial Affairs Committee shall advise the Board of Directors and Executive Vice President on such matters as budget planning and development and financial management.

(2) The Financial Affairs Committee shall consist of three (3) appointed members, including the Chairperson. In the second year of the three-year term, the member shall serve jointly as APGA Treasurer and Chairperson of the Financial Affairs Committee.

(e) Government Relations Committee.

(1) The Government Relations Committee shall be concerned with matters of government activities at all levels.

(2) Membership on the Government Relations Committee shall be open to all Regions and Divisions of the Association.

(3) Each Region and Division (or coalition of Divisions) interested in a seat on the Committee shall submit application to the President-Elect of the Association. The application must address the criteria included in this section.

(4) The President-Elect shall present recommendations for Committee membership to the Association Board of Directors for approval at the Convention Board meeting.

(5) APGA will fund eight members of the Government Relations Committee. At least four seats on the Committee will be reserved for representatives from each of the four Regions.

(6) An additional funded seat will be for the Chairperson of the Committee who shall be appointed by the President-Elect. The Chairperson must meet the additional criteria of having served as a member of the Committee.

(7) Regions/Divisions not selected for one of the funded positions can elect to send representatives at the sending group's expense and may vote and participate so long as:

/a/ There is no more than one vote per Region or Division.

/b/ Each member of the Committee shall have only one vote.

/c/ The same criteria are met as for funded positions.

Such Region/Division representatives may be accepted by a vote of the Government Relations Committee.

(8) Terms of office for the members of the Committee shall be three years with provision for one term reappointment. The Chairperson will be appointed for a one year term (with provision for one year reappointment).

(9) Criteria for Appointment to the Government Relations Committee:

/a/ Equality of access of Regions and Divisions is necessary.

/b/ Criteria for membership from Divisions and Regions should be equally applied.

/c/ Membership on the Government Relations Committee requires:

/1/ APGA membership; Regional and/or Divisional membership.

/2/ Filed Government Relations Plan and Budget from sending group at intervals not to exceed every three years.

/3/ Individuals nominated must be willing to serve fully a three year term. They must have qualified by experience in Government Relations in State, Region, National or Divisional activities.

/4/ Nominees must be available for Board consideration in Spring meeting.

/d/ Members and/or Divisions and Regions may be suspended from service for lack of performance by vote of the Board of Directors.

(f) Human Rights Committee.

(1) The Human Rights Committee shall have the following responsibilities:

/a/ Coordinate the human rights concerns of the Association including special committees in the area of human rights.

/b/ Direct attention of the Association membership to emerging issues.

/c/ Recommend to the Association President and Board of Directors special committees to:

/1/ Deal with special concerns in the area of human rights.

/2/ Develop educational programs to overcome those discriminatory behaviors and activities that infringe upon individual rights.

/3/ Monitor and periodically upgrade Association documents and procedures pertinent to human rights.

/4/ Develop position papers appropriate to human rights.

(2) The Human Rights Committee shall consist of nine (9) members, including the Chairperson.

(g) International Relations Committee.

(1) The International Relations Committee shall promote professional relations between the APGA membership and foreign guidance personnel.

(2) The International Relations Committee shall consist of twelve (12) members, including the Chairperson.

(h) Long Range Planning Committee.

(1) The Long Range Planning Committee will gather the data necessary to provide recommendations to the Senate and Board of Directors for future activity for the Association in at least the following four directions:

/a/ Services to the membership.

/b/ Association direction with particular attention to professional issues and governance structure.

/c/ Sound fiscal planning based on priorities established by the Senate and Board of Directors.

/d/ Optimum utilization and management of physical facilities.

(2) The Long Range Planning Committee shall consist of six (6) members, including the Chairperson.

(i) Nominations and Elections Committee.

(1) The Nominations and Elections Committee shall conduct the nominations and elections of the Association, and review and recommend procedures for carrying out the annual election in accordance with the nominations and elections policies as adopted by the Board of Directors.

(2) The Nominations and Elections Committee shall consist of six (6) members, including the Chairperson.

(3) The immediate Past President of the Association shall serve as Chairperson. The other members shall be a Past President appointed by the President and subject to confirmation by the Board of Directors, one (1) member elected by the Regional representatives to the Board of Directors, one (1) member elected by the Divisional representatives to the Board of Directors, one (1) member elected by the Regional representatives to the Senate and one (1) member elected by the Divisional representatives to the Senate. The Regional and Divisional Board members are to be elected at the first meeting of the Board of Directors in that fiscal year. The Regional and Divisional Senate members are to be elected at the annual meeting of the Senate and will serve during the following fiscal year.

(4) The term of office for members of the Nominations and Elections Committee is one (1) year. Members may not serve consecutive terms, nor may any member be a candidate for President-Elect of the Association while a member of the Nominations and Elections Committee.

(j) Professional Preparation and Standards Committee.

(1) The Professional Preparation and Standards Committee shall have the following responsibilities:

/a/ Coordinate the development and implementation of the professional preparation and standards of the Association.

/b/ Educate the membership concerning professional preparation and standards.

/c/ Review, recommend, and monitor actions and activities of the Association concerning professional preparation and standards.

(2) The Professional Preparation and Standards Committee shall consist of six (6) members, including the Chairperson.

Section 3. Special Committees.

(a) The President, Senate and/or Board of Directors may propose special committees as necessary, for a term of one (1) year. If a Special Committee is reappointed, one-half (1/2) of the membership of that committee is to be retained through the following year. Any vacancy occurring shall be filled by the President and the person appointed shall serve for the unexpired term.

(b) Prior to the inauguration of a Special Committee, the President, President-Elect or the Board of Directors shall examine the existing Standing Committees. In cases where the purposes of an existing Standing Committee are in agreement with those of the proposed Special Committee, the task or objective at hand shall be assigned as a subcommittee of the appropriate Standing Committee, in accordance with Bylaws, Article XII, Section 1(c). The accomplishment of purpose, and thereby termination, of the subcommittee shall be determined by a consensus of the President, President-Elect, Chairperson of the Standing Committee and reported to the Board of Directors.

Section 4. Reports. Each committee shall transmit an annual written report to the President of the Association who shall report salient developments to the Board of Directors and Senate.

ARTICLE XIII
Indemnification

Section 1. The Association shall indemnify each member of its Board of Directors, as described in Article V, and each of its officers, as described in Article VII, for the defense of civil or criminal actions or proceedings as hereinafter provided and, notwithstanding any provision in these Bylaws, in a manner and to the extent permitted by applicable law.

Section 2. The Association shall indemnify each of its directors and officers, as aforesaid, from and against any and all judgments, fines, amounts paid in settlement, and reasonable expenses, including attorneys' fees, actually and necessarily incurred or imposed as a result of such action or proceedings, or any appeal thereon, imposed upon or asserted against him or her by reason of being or having been such a director or officer and acting within the scope of his or her official duties, but only when the determination shall have been made judicially or in the manner hereinafter provided that he or she acted in good faith for the purpose which he or she reasonably believed to be in the best interests of the Association and, in the case of a criminal action or proceeding, in addition had no reasonable cause to believe that his or her conduct was unlawful. This indemnification shall be made only if the Association shall be advised by its Board of Directors acting (1) by quorum consisting of Directors who are not parties to such action or proceedings upon a finding that, or (2) if a quorum under (1) is not obtainable with due diligence, upon the opinion in writing of independent legal counsel that, the

director or officer has met the foregoing applicable standard of conduct. If the foregoing determination is to be made by the Board of Directors, it may rely, as to all questions of law, on the advice of independent legal counsel.

Section 3. Every reference herein to a member of the Board of Directors or officer of the Association shall include every director and officer thereof or former director and officer thereof. This indemnification shall apply to all the judgments, fines, amounts in settlement, and reasonable expenses described above whenever arising allowable as above-stated. The right of indemnification herein provided shall be in addition to any and all rights to which any director or officer of the Association might otherwise be entitled and the provisions hereof shall neither impair nor adversely affect such rights.

ARTICLE XIV
Nondiscrimination

Section 1. There shall be no discrimination against any individual on the basis of ethnic group, color, creed, sex, affectional or sexual orientation, age, and/or handicapping condition.

ARTICLE XV
Bylaws

Section 1. Amendment. These Bylaws may be amended by a two-thirds (2/3) majority of the Senators voting by either of the two following methods:

(a) Proposed amendments may be presented to the Senate by the Board of Directors, the Executive Body of a National Division, the Executive Body of a Branch, a Region, or by an individual member, provided that in the case of an individual member the proposed amendment shall be presented over the signatures of at least fifty (50) members in good standing. All such proposed amendments must be submitted in writing to the Bylaws Committee at least ninety (90) days prior to a national meeting of the Senate. Said Committee shall transmit to the Senate for its consideration all such proposed amendments with or without a recommendation regarding each, at least thirty (30) days prior to the Senate meeting.

(b) Amendments may originate at a meeting of the Senate. If approved for mail ballot, such proposed amendments shall be sent no less than sixty (60) days, nor more than ninety (90) days, following the date of presentation for a vote by the Senate members before whom the amendment was originated. Such proposed amendments shall be referred forthwith to the Bylaws Committee whose written recommendation shall accompany any such mail ballot.

ARTICLE XVI
Rules of Order

Section 1. Robert's Rules of Order, Newly Revised, 1971 Edition, (by Henry Martin Robert), as from time to time amended, shall govern the proceedings of all bodies of the Association except where otherwise specified in these Bylaws.

Accreditation Conference Roster

February 18-19, 1967

The following is an alphabetical listing of those who attended the Accreditation Conferences sessions. After each name is indicated the organization(s) which each represented:

Furman Bridgers University of Maryland (Saturday session only)	NAFSA	Henry Isaksen Florida State University (Saturday session only)	APGA-ASCA
Robert Callis University of Missouri	APGA	George Jones Ball State University	ACURA
Doug Conner Executive Secretary	AACRAO	Paul Munger Indiana University	APGA-ACES
Ted Cooper Executive Secretary	ACAC	Robert L. Page Purdue University	ACUHO
Kathryn Cook Arlington County, VA Public Schools	ASCA	Ivan Putman State University of New York	COSPA
Willis E. Dugan Executive Director	APGA	Edwin O. Siggelkow University of Minnesota Duluth	ACU-I
Raymond Ehrle University of Maryland	APGA-NECA	Wray Strowig University of Wisconsin	APGA
Tom Emmet University of Detroit	NASPA	Patricia Tautfest University of Wisconsin	NAWDC
Betty Greenleaf Indiana University	APGA-ACPA	Dyckman Vermilye Director of Professional Services	APGA
Kenneth Hoyt University of Iowa (Sunday session only)	APGA	E. G. Williamson University of Minnesota	APGA

It was not possible for any representative of the College Placement Council to come to the meetings.

DWV:sc

Ethical Standards

American Association for Counseling and Development

(Approved by Executive Committee upon referral of the Board of Directors, January 17, 1981).

PREAMBLE

The Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and thus to the service of society.

The Association recognizes that the role definitions and work settings of its members include a wide variety of academic disciplines, levels of academic preparation and agency services. This diversity reflects the breadth of the Association's interest and influence. It also poses challenging complexities in efforts to set standards for the performance of members, desired requisite preparation or practice, and supporting social, legal, and ethical controls.

The specification of ethical standards enables the Association to clarify to present and future members and to those served by members, the nature of ethical responsibilities held in common by its members.

The existence of such standards serves to stimulate greater concern by members for their own professional functioning and for the conduct of fellow professionals such as counselors, guidance and student personnel workers, and others in the helping professions. As the ethical code of the Association, this document establishes principles that define the ethical behavior of Association members.

Section A:

General

1. The member influences the development of the profession by

continuous efforts to improve professional practices, teaching, services, and research. Professional growth is continuous throughout the member's career and is exemplified by the development of a philosophy that explains why and how a member functions in the helping relationship. Members must gather data on their effectiveness and be guided by the findings.

2. The member has a responsibility both to the individual who is served and to the institution within which the service is performed to maintain high standards of professional conduct. The member strives to maintain the highest levels of professional services offered to the individuals to be served. The member also strives to assist the agency, organization, or institution in providing the highest caliber of professional services. The acceptance of employment in an institution implies that the member is in agreement with the general policies and principles of the institution. Therefore the professional activities of the member are also in accord with the objectives of the institution. If, despite concerted efforts, the member cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy conducive to the positive growth and development of clients, then terminating the affiliation should be seriously considered.

3. Ethical behavior among professional associates, both members and nonmembers, must be expected at all times. When information is possessed that raises doubt as to the ethical behavior of professional colleagues, whether Association members or not, the member must take action to attempt to rectify such a condition. Such action shall use the institution's channels first and then use procedures established by the state Branch, Division, or Association.

4. The member neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.

5. In establishing fees for professional counseling services, members must consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, assistance must be provided in finding comparable services of ac-

ceptable cost.

6. When members provide information to the public or to subordinates, peers or supervisors, they have a responsibility to ensure that the content is general, unidentified client information that is accurate, unbiased, and consists of objective, factual data.

7. With regard to the delivery of professional services, members should accept only those positions for which they are professionally qualified.

8. In the counseling relationship the counselor is aware of the intimacy of the relationship and maintains respect for the client and avoids engaging in activities that seek to meet the counselor's personal needs at the expense of that client. Through awareness of the negative impact of both racial and sexual stereotyping and discrimination, the counselor guards the individual rights and personal dignity of the client in the counseling relationship.

Section B: Counseling Relationship

This section refers to practices and procedures of individual and/or group counseling relationships.

The member must recognize the need for client freedom of choice. Under those circumstances where this is not possible, the member must apprise clients of restrictions that may limit their freedom of choice.

1. The member's primary obligation is to respect the integrity and promote the welfare of the client(s), whether the client(s) is (are) assisted individually or in a group relationship. In a group setting, the member is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interaction within the group.

2. The counseling relationship and information resulting therefrom be kept confidential, consistent with the obligations of the member as a professional person. In a group counseling setting, the counselor must set a norm of confidentiality regarding all group participants' disclosures.

3. If an individual is already in a counseling relationship with another professional person, the member does not enter into a counseling relationship without first contacting and receiving the approval of that other professional. If the member discovers that the client is in another counseling relationship after the counseling relationship begins, the member must gain the consent of the other professional or terminate the relationship, unless the client elects to terminate the other relationship.

4. When the client's condition indicates that there is clear and imminent danger to the client or others, the member must take reasonable personal action or inform responsible authorities. Consultation with other professionals must be used where possible. The assumption of responsibility for the client(s) behavior must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.

5. Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings, and other documents, are to be considered professional information for use in counseling and they should not be considered a part of the records of the institution or agency in which the counselor is employed unless specified by state statute or regulation. Revelation to others of counseling material must occur only upon the expressed consent of the client.

6. Use of data derived from a counseling relationship for purposes of counselor training or research shall be confined to content that can be disguised to ensure full protection of the identity of the subject client.

7. The member must inform the client of the purposes, goals, techniques, rules of procedure and limitations that may affect the relationship, at or before the time that the counseling relationship is entered.

8. The member must screen prospective group participants, especially when the emphasis is on self-understanding and growth through disclosure. The member must maintain an awareness of the group participants' compatibility throughout the life of the group.

9. The member may choose to consult with any other professionally competent

person about a client. In choosing a consultant, the member must avoid placing the consultant in a conflict of interest situation that would preclude the consultant's being a proper party to the member's efforts to help the client.

10. If the member determines an inability to be of professional assistance to the client, the member must either avoid initiating the counseling relationship or immediately terminate that relationship. In either event, the member must suggest appropriate alternatives. (The member must be knowledgeable about referral resources so that a satisfactory referral can be initiated). In the event the client declines the suggested referral, the member is not obligated to continue the relationship.

11. When the member has other relationships, particularly of an administrative, supervisory and/or evaluative nature with an individual seeking counseling services, the member must not serve as the counselor but should refer the individual to another professional. Only in instances where such an alternative is unavailable and where the individual's situation warrants counseling intervention should the member enter into and/or maintain a counseling relationship. Dual relationships with clients that might impair the member's objectivity and professional judgment (e.g., as with close friends or relatives, sexual intimacies with any client) must be avoided and/or the counseling relationship terminated through referral to another competent professional.

12. All experimental methods of treatment must be clearly indicated to prospective recipients and safety precautions are to be adhered to by the member.

13. When the member is engaged in short-term group treatment/training programs (e.g., marathons and other encounter-type or growth groups), the member ensures that there is professional assistance available during and following the group experience.

14. Should the member be engaged in a work setting that calls for any variation from the above statements, the member is obligated to consult with other professionals whenever possible to consider justifiable alternatives.

Section C: Measurement and Evaluation

The primary purpose of educational and psychological testing is to provide descriptive measures that are objective and interpretable in either comparative or absolute terms. The member must recognize the need to interpret the

statements that follow as applying to the whole range of appraisal techniques including test and non-test data. Test results constitute only one of a variety of pertinent sources of information for personnel, guidance, and counseling decisions.

1. The member must provide specific orientation or information to the examinee(s) prior to and following the test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, the member must recognize the effects of socioeconomic, ethnic and cultural factors on test scores. It is the member's professional responsibility to use additional unvalidated information carefully in modifying interpretation of the test results.

2. In selecting tests for use in a given situation or with a particular client, the member must consider carefully the specific validity, reliability, and appropriateness of the test(s). General validity, reliability and the like may be questioned legally as well as ethically when tests are used for vocational and educational selection, placement, or counseling.

3. When making any statements to the public about tests and testing, the member must give accurate information and avoid false claims or misconceptions. Special efforts are often required to avoid unwarranted connotations of such terms as *IQ* and *grade equivalent scores*.

4. Different tests demand different levels of competence for administration, scoring, and interpretation. Members must recognize the limits of their competence and perform only those functions for which they are prepared.

5. Tests must be administered under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions must be noted and the results designated as invalid or of questionable validity. Unsupervised or inadequately supervised test-taking, such as the use of tests through the mails, is considered unethical. On the other hand, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as interest inventories, is to be encouraged.

6. The meaningfulness of test results used in personnel, guidance, and counseling functions generally depends on the examinee's unfamiliarity with the specific items on the test. Any prior coaching or dissemination of the test materials can invalidate test results. Therefore, test security is one of the professional obligations of the member. Conditions that produce most favorable test results must be made known to the examinee.

7. The purpose of testing and the explicit use of the results must be made known to the examinee prior to testing. The counselor must ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent client stereotyping.

8. The examinee's welfare and explicit prior understanding must be the criteria for determining the recipients of the test results. The member must see that specific interpretation accompanies any release of individual or group test data. The interpretation of test data must be related to the examinee's particular concerns.

9. The member must be cautious when interpreting the results of research instruments possessing insufficient technical data. The specific purposes for the use of such instruments must be stated explicitly to examinees.

10. The member must proceed with caution when attempting to evaluate and interpret the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

11. The member must guard against the appropriation, reproduction, or modifications of published tests or parts thereof without acknowledgment and permission from the previous publisher.

12. Regarding the preparation, publication and distribution of tests, reference should be made to:

- a. *Standards for Educational and Psychological Tests and Manuals*, revised edition, 1974, published by the American Psychological Association on behalf of itself, the American Educational Research Association and the National Council on Measurement in Education.
- b. The responsible use of tests: A position paper of AMEG, APGA, and NCME. *Measurement and Evaluation in Guidance*, 1972, 5, 385-388.
- c. "Responsibilities of Users of Standardized Tests," APGA, *Guidepost*, October 5, 1978, pp. 5-8.

Section D: Research and Publication

1. Guidelines on research with human subjects shall be adhered to, such as:

- a. *Ethical Principles in the Conduct of Research with Human Participants*, Washington, D.C.: American Psychological Association, Inc., 1973.
- b. Code of Federal Regulations, Title 45, Subtitle A, Part 46, as currently issued.

2. In planning any research activity dealing with human subjects, the member must be aware of and responsive to all pertinent ethical principles and ensure that the research problem, design, and execution are in full compliance with them.

3. Responsibility for ethical research practice lies with the principal researcher, while others involved in the research activities share ethical obligation and full responsibility for their own actions.

4. In research with human subjects, researchers are responsible for the subjects' welfare throughout the experiment and they must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.

5. All research subjects must be informed of the purpose of the study except when withholding information or providing misinformation to them is essential to the investigation. In such research the member must be responsible for corrective action as soon as possible following completion of the research.

6. Participation in research must be voluntary. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

7. When reporting research results, explicit mention must be made of all variables and conditions known to the investigator that might affect the outcome of the investigation or the interpretation of the data.

8. The member must be responsible for conducting and reporting investigations in a manner that minimizes the possibility that results will be misleading.

9. The member has an obligation to make available sufficient original research data to qualified others who may wish to replicate the study.

10. When supplying data, aiding in the research of another person, reporting research results, or in making original data available, due care must be taken to disguise the identity of the subjects in the absence of specific authorization from such subjects to do otherwise.

11. When conducting and reporting research, the member must be familiar with, and give recognition to, previous work on the topic, as well as to observe all copyright laws and follow the principles of giving full credit to all to whom credit is due.

12. The member must give due credit through joint authorship, acknowledgment, footnote statements,

or other appropriate means to those who have contributed significantly to the research and/or publication, in accordance with such contributions.

13. The member must communicate to other members the results of any research judged to be of professional or scientific value. Results reflecting unfavorably on institutions, programs, services, or vested interests must not be withheld for such reasons.

14. If members agree to cooperate with another individual in research and/or publication, they incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information required.

15. Ethical practice requires that authors not submit the same manuscript or one essentially similar in content, for simultaneous publication consideration by two or more journals. In addition, manuscripts published in whole or in substantial part, in another journal or published work should not be submitted for publication without acknowledgment and permission from the previous publication.

Section E: Consulting

Consultation refers to a voluntary relationship between a professional helper and help-needing individual, group or social unit in which the consultant is providing help to the client(s) in defining and solving a work-related problem or potential problem with a client or client system. (This definition is adapted from Kurpius, DeWayne. *Consultation theory and process: An integrated model. Personnel and Guidance Journal*, 1978, 56.

1. The member acting as consultant must have a high degree of self-awareness of his/her own values, knowledge, skills, limitations, and needs in entering a helping relationship that involves human and/or organizational change and that the focus of the relationship be on the issues to be resolved and not on the person(s) presenting the problem.

2. There must be understanding and agreement between member and client for the problem definition, change goals, and predicted consequences of interventions selected.

3. The member must be reasonably certain that she/he or the organization represented has the necessary com-

petencies and resources for giving the kind of help that is needed now or may develop later and that appropriate referral resources are available to the consultant.

4. The consulting relationship must be one in which client adaptability and growth toward self-direction are encouraged and cultivated. The member must maintain this role consistently and not become a decision maker for the client or create a future dependency on the consultant.

5. When announcing consultant availability for services, the member conscientiously adheres to the Association's *Ethical Standards*.

6. The member must refuse a private fee or other remuneration for consultation with persons who are entitled to these services through the member's employing institution or agency. The policies of a particular agency may make explicit provisions for private practice with agency clients by members of its staff. In such instances, the clients must be apprised of other options open to them should they seek private counseling services.

Section F: Private Practice

1. The member should assist the profession by facilitating the availability of counseling services in private as well as public settings.

2. In advertising services as a private practitioner, the member must advertise the services in such a manner so as to accurately inform the public as to services, expertise, profession, and techniques of counseling in a professional manner. A member who assumes an executive leadership role in the organization shall not permit his/her name to be used in professional notices during periods when not actively engaged in the private practice of counseling.

The member may list the following: highest relevant degree, type and level of certification or license, type and/or description of services, and other relevant information. Such information must not contain false, inaccurate, misleading, partial, out-of-context, or deceptive material or statements.

3. Members may join in partnership/corporation with other members and/or other professionals provided that each member of the partnership or corporation makes clear the separate specialties by name in compliance with the regulations of the locality.

4. A member has an obligation to withdraw from a counseling relationship if it is believed that employment will result in violation of the *Ethical Standards*. If the mental or physical condition of the member renders it difficult to carry out an effective professional relationship or if the member is discharged by the client because the counseling relationship is no longer productive for the client, then the member is obligated to terminate the counseling relationship.

5. A member must adhere to the regulations for private practice of the locality where the services are offered.

6. It is unethical to use one's institutional affiliation to recruit clients for one's private practice.

Section G: Personnel Administration

It is recognized that most members are employed in public or quasi-public institutions. The functioning of a member within an institution must contribute to the goals of the institution and vice versa if either is to accomplish their respective goals or objectives. It is therefore essential that the member and the institution function in ways to (a) make the institution's goals explicit and public; (b) make the member's contribution to institutional goals specific; and (c) foster mutual accountability for goal achievement.

To accomplish these objectives, it is recognized that the member and the employer must share responsibilities in the formulation and implementation of personnel policies.

1. Members must define and describe the parameters and levels of their professional competency.

2. Members must establish interpersonal relations and working agreements with supervisors and subordinates regarding counseling or clinical relationships, confidentiality, distinction between public and private material, maintenance, and dissemination of recorded information, work load and accountability. Working agreements in each instance must be specified and made known to those concerned.

3. Members must alert their employers to conditions that may be potentially disruptive or damaging.

4. Members must inform employers of conditions that may limit their effectiveness.

5. Members must submit regularly to professional review and evaluation.

6. Members must be responsible for in-service development of self and/or staff.

7. Members must inform their staff of goals and programs.

8. Members must provide personnel practices that guarantee and enhance the rights and welfare of each recipient of their service.

9. Members must select competent persons and assign responsibilities compatible with their skills and experiences.

Section H: Preparation Standards

Members who are responsible for training others must be guided by the preparation standards of the Association and relevant Division(s). The member who functions in the capacity of trainer assumes unique ethical responsibilities that frequently go beyond that of the member who does not function in a training capacity. These ethical responsibilities are outlined as follows:

1. Members must orient students to program expectations, basic skills development, and employment prospects prior to admission to the program.

2. Members in charge of learning experiences must establish programs that integrate academic study and supervised practice.

3. Members must establish a program directed toward developing students' skills, knowledge, and self-understanding, stated whenever possible in competency or performance terms.

4. Members must identify the levels of competencies of their students in compliance with relevant Division standards. These competencies must accommodate the para-professional as well as the professional.

5. Members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. The instructor must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.

6. Members must provide a program that includes training in research commensurate with levels of role functioning. Para-professional and technician-level personnel must be trained as consumers of research. In addition, these personnel must learn how to evaluate their own and their

program's effectiveness. Graduate training, especially at the doctoral level, would include preparation for original research by the member.

7. Members must make students aware of the ethical responsibilities and standards of the profession.

8. Preparatory programs must encourage students to value the ideals of service to individuals and to society. In this regard, direct financial

remuneration or lack thereof must not influence the quality of service rendered. Monetary considerations must not be allowed to overshadow professional and humanitarian needs.

9. Members responsible for educational programs must be skilled as teachers and practitioners.

10. Members must present thoroughly varied theoretical positions so that students may make comparisons and have the opportunity to select a position.

11. Members must develop clear policies within their educational institutions regarding field placement and the roles of the student and the instructor in such placements.

12. Members must ensure that forms of learning focusing on self-understanding or growth are voluntary, or if required as part of the education program, are made known to prospective students prior to entering the program. When the education

program offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, the member must have no administrative, supervisory, or evaluating authority regarding the participant.

13. Members must conduct an educational program in keeping with the current relevant guidelines of the Association and its Divisions.



For Further Information Write:

AMERICAN ASSOCIATION FOR COUNSELING AND DEVELOPMENT
5999 Stevenson Avenue, Alexandria, VA 22304
*FORMERLY AMERICAN PERSONNEL & GUIDANCE ASSOCIATION

AMERICAN ASSOCIATION FOR COUNSELING AND DEVELOPMENT
AND
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

Roster of Presidents

This listing covers the period from the 1952-53 fiscal year, when APGA was first incorporated, through the 1986-87 fiscal year of AACD. Mailing addresses are current as of April 1985.

- 1952-53 Dr. Robert H. Shaffer, 2606 East Second Street, Unit F.,
Bloomington, Indiana 47401
- 1953-54 Dr. Donald E. Super, 23 Mulberry Bluff, Savannah, Georgia
31406
- 1954-55 Dr. Donald E. Kitch (deceased)
- 1955-56 Mrs. Mary (Corre) Foster (deceased)
- 1956-57 Dr. Clifford P. Froehlich (deceased)
- 1957-58 Dr. Frank M. Fletcher, 185 Ceramic Drive, Columbus, Ohio
43214
- 1958-59 Dr. Walter F. Johnson, 4480 Copperhill Drive, Okemos,
Michigan 48864
- 1959-60 Dr. Dugald S. Arbuckle, 273 Commonwealth Avenue, Boston,
Massachusetts 02116
- 1960-61 Dr. Daniel D. Feder (deceased)
- 1961-62 Dr. Edward C. Roeber (deceased)
- 1962-63 Dr. C. C. Dunsmoor (deceased)
- 1963-64 Dr. Willis E. Dugan, 535 North Fourth Street, Saul
Centre, Minnesota 56378
- 1964-65 Dr. Harold F. Cottingham (deceased)
- 1965-66 Dr. C. Winfield Scott, 31 Patton Drive, East Brunswick,
New Jersey 08816
- 1966-67 Dr. Kenneth B. Hoyt, College of Education, Bluemont Hall,
Kansas State University, Manhattan, Kansas 66506
- 1967-68 Dr. Edmund G. Williamson (deceased)

- 1968-69 Dr. Gail F. Farwell, 1667 Capital Avenue, Apt. 22,
Madison, Wisconsin 53705
- 1969-70 Dr. Merle M. Ohlsen, 1114 West Kirby Avenue, Champaign,
Illinois 61821
- 1970-71 Dr. Ralph F. Berdie (deceased)
- 1971-72 Dr. Garry R. Walz, 1718 Arbordale, Ann Arbor, Michigan
48103
- 1972-73 Miss Donna R. Chiles, #2 Dawes Place, Bloomington,
Illinois 61701
- 1973-74 Dr. Bruce Shertzer, Counseling and Personnel Services
Department, School of Education, Purdue University, West
Lafayette, Indiana 47907
- 1974-75 Dr. S. Norman Feingold, 9707 Singleton Drive, Bethesda,
Maryland 20817
- 1975-76 Mrs. Thelma T. Daley, 4417 Edleron Avenue, Baltimore,
Maryland 21215
- 1976-77 Dr. George M. Gazda, 408 Aderhold Hall, University of
Georgia, Athens, Georgia 30602
- 1977-78 Dr. Norman C. Gysbers, 1701 Kathy Drive, Columbia,
Missouri 65201
- 1978-79 Dr. Betty E. Knox, 5100 Sandelewood Drive, Raleigh, North
Carolina 27609
- 1979-80 Dr. Mary F. Maples, Professor of Education, College of
Education, Room 213, University of Nevada, Reno, Nevada
89557
- 1980-81 Dr. Thomas J. Sweeney, 40 Morris Avenue, Athens, Ohio
45701
- 1981-82 Miss Louise B. Forsyth, 75 Monroe Road, Quincy,
Massachusetts 02169
- 1982-83 Dr. Helen R. Washburn, 1412 North 13th Street, Boise,
Idaho 83702

Appendix H

New APGA Divisions and Dates of Affiliation
April 1963 through July 1983

Name	Date of Affiliation
Association for Measurement and Evaluation in Guidance (AMEG)	1965
National Employment Counselors Association (NECA)	1966
Association for Non-White Concerns in Personnel and Guidance (ANWC)	1972
Public Offender Counselor Association (POCA)	1972
Association for Specialists in Group Work (ASGW)	1973
Association for Humanistic Education and Development (AHEAD), formerly Student Personnel Association for Teacher Education (SPATE)	1974
National Catholic Guidance Conference (NCGC), became the Association for Religious and Value Issues in Counseling (ARVIC)	1974 1977
American Mental Health Counselors Association (AMHCA)	1978

Appendix I

**APGA State Branches and
Membership Figures (1983)**

Alabama Personnel and Guidance Association	1023
Alaska Personnel and Guidance Association	
Arizona Personnel and Guidance Association	540
Arkansas Personnel and Guidance Association	334
California Personnel and Guidance Association	2800
Colorado Personnel and Guidance Association	
Connecticut Personnel and Guidance Association	422
Delaware Personnel and Guidance Association	220
National Capital Personnel and Guidance Association	108
Florida Personnel and Guidance Association	1466
Georgia Personnel and Guidance Association	1000
Hawaii Personnel and Guidance Association	250
Idaho Personnel and Guidance Association	
Illinois Personnel and Guidance Association	1200
Indiana Personnel and Guidance Association	640
Iowa Personnel and Guidance Association	480
Kansas Personnel and Guidance Association	450
Kentucky Personnel and Guidance Association	
Louisiana Personnel and Guidance Association	495
Maine Personnel and Guidance Association	
Maryland Personnel and Guidance Association	700
Massachusetts Personnel and Guidance Association	
Michigan Personnel and Guidance Association	1279
Minnesota Personnel and Guidance Association	969
Missouri Personnel and Guidance Association	220
Montana Personnel and Guidance Association	152
Nebraska Personnel and Guidance Association	600
Nevada Personnel and Guidance Association	128
New Hampshire Personnel and Guidance Association	316
New Jersey Personnel and Guidance Association	600
New Mexico Personnel and Guidance Association	185
New York State Counseling Association	1350
North Carolina Personnel and Guidance Association	1801
North Dakota Personnel and Guidance Association	252
Ohio Personnel and Guidance Association	500
Oklahoma Personnel and Guidance Association	600
Oregon Personnel and Guidance Association	550
Pennsylvania Personnel and Guidance Association	817
Puerto Rico Personnel and Guidance Association	243
Rhode Island Personnel and Guidance Association	
South Carolina Personnel and Guidance Association	
South Dakota Personnel and Guidance Association	300
Tennessee Personnel and Guidance Association	750
Texas Personnel and Guidance Association	2981

Utah Personnel and Guidance Association	90
Vermont Personnel and Guidance Association	200
Virginia Counselors Association	1200
Washington State Personnel and Guidance Association	400
West Virginia Personnel and Guidance Association	
Wisconsin Personnel and Guidance Association	700
Wyoming Personnel and Guidance Association	210
Virgin Islands Personnel and Guidance Association	49

European Branch - APGA

Appendix J

APGA Executive Directors and Years of Tenure
April 1963 through July 1983

Arthur Hitchcock	1955-1966
Willis Dugan	1966-1971
Charles Lewis (used the title of Executive Vice President)	1971-1983
Patrick J. McDonough	1983-1990

CURRICULUM VITAE

Brenda H. Newcombe
P.O. Box 2216
Ferrum, Virginia 24088

(703) 365-4263 (Office)
(703) 365-7157 (Home)

EDUCATION

B.A.	Sociology Shippensburg University Shippensburg, PA 17222	December	1978
M.Ed.	Counseling Shippensburg University Shippensburg, PA 17222	May	1981
Ed.D.	Counseling and Student Personnel Services Virginia Polytechnic Institute and State University	May	1993

Dissertation Topic: A Historical Descriptive Study of the
American Personnel and Guidance
Association from April 1963 through
July 1983

PROFESSIONAL EXPERIENCE

Administrative Responsibilities

Administration of Ferrum's Academic Resources Center

Specific duties include:

- Supervising a professional staff of academic counselors/instructors
- coordinating specific academic support services such as: academic counseling, tutorial services, academic support for students with learning disabilities, college skills classes, and the support program for students on academic probation
- Directing summer transitional programs for incoming first-year students
- Maintaining records of student's use of support services
- Evaluating the academic support services

Administration of Ferrum's Academic Advising Program

Specific duties include:

- Planning and coordinating the advising of first year and upper- class students
- Providing advisers with necessary advising resources and information
- Conducting ongoing evaluation of advising services upper- class students
- Providing advisers with necessary advising resources and information
- Conducting ongoing evaluation of advising services

Teaching Responsibilities: Teach two courses per semester.
Classes include: College Success Strategies, General Psychology, Human Growth and Development, Abnormal Psychology, Topics in Psychology
Serve as academic adviser for 30 students

Campus Responsibilities

New Student Orientation

Coordinate academic orientation of first year students.
Serve as member of the Orientation Planning Team and assist Director of Orientation.

Sexual Harassment/Sexual Assault Counselor - work directly with students who have been victims of sexual harassment or sexual counseling with and advising students regarding the seriousness of the charge, and assisting students in determining the appropriate course of action.

Campus Committee Assignments

Curriculum Committee
Academic Standards
Health and Fitness

Aerobics Instructor: Faculty/Staff Fitness Program
Teach on-campus aerobics classes 4 times/week

Instructor/Tutoring Academic Resources Center
Center Director Ferrum College August 1986-90
Ferrum, VA 24088

- Taught Communications 101 (Reading and Study Skills) for academic challenge freshmen
- Responsible for coordination of tutorial services; tutor selection and training, tutor scheduling, and implementation of academic workshops
- Involved in selection and training of mentors for new student orientation
- Identified and planned academic strategies for individual students
- Advised and counseled learning disabled students

Young Adult Coordinator/ October 1983
Group Counselor/Trainer June 1986

Economic Opportunity Program
381 Madison Avenue
Elmira, NY 14901

Directly responsible for developing, planning, and facilitating group process designed to provide opportunities for goal-setting and career planning (for young adults age 17-23). Emphasis on increasing self-awareness and building self-esteem.

- Responsible for outreach and referral process for possible program participants
- Involved in one-to-one counseling and follow up with

participants to assist in pursuit of vocational, educational and life goals

- Other duties included: implementing youth enrichment activities outside group process and advocating for youth services within the community; participated as team member in case management and evaluation of overall program effectiveness.

Counselor/Instructor

August 1982 - August 1983

Special Programs/Learning Resource Center
Mansfield University
Mansfield, PA

- Full time interim faculty position as counselor/instructor
- Facilitated academic, vocational and personal counseling for students within the college environment
- Assisted students in academic/career planning, scheduling and decision-making
- Through individual and group sessions administered and interpreted interest and developmental inventories to identify students need and to aid individual in identifying strengths, weaknesses and interest areas:
- Coordinated peer counseling program and developed training program designed to aid students in the adjustment to the college environment.

Professional Memberships

American Counseling Association
Association for Counselor Education and Supervision
National Academic Advising Association

Publications and Presentations

Presenter - The Academic Resource Center: Effective Support Programming

Freshman Year Program Workshop
Central Methodist College, St. Louis, Missouri March, 1991

Co-Author - Learning Strategies Journal. Copley Publishing Group
Acton, Massachusetts. 1990

Co-Author - Outside the Mainstream - A Group Approach to Self Development: Young Parent Training Curriculum
Elmira, New York 1986

Presenter - Youth/Young Adult Self Development - A Group Counseling Approach
Teen Pregnancy Task Force
Elmira, NY 1986

Presenter - Effective Youth Employment Programs
State of New York Council on Children and Families
Albany, New York

Brandt H. Newcomb

April 5, 1993