

the future must always perfectly reflect the past? Is it, perhaps, that it requires greater courage than we possess to question the wisdom of superintendents, principals, etc.? Or is this just one more expression of a basic (though unhappy) philosophy which states: this is what they expect, therefore, this is what I must do. Or, put another way: to rebel is dangerous, to conform, divine.

Is it not just barely possible that an undergraduate major in psychology, with minors in sociology, economics, political science, etc., with no emphasis on education courses or the teaching of subject matter, would provide an adequate basis for the preparation of applicants for graduate degrees in a counselor-education program? If we must close our minds to any new approaches to the field, let's say so. Let's not open the question; call for data; then on the basis of totally inadequate and inappropriate investigation, consider the subject closed.

Just recently I received a position paper from a teacher who was taking

a basic course in guidance. In this, she attempted to identify, support, and defend her position on an issue of importance in guidance today. I don't remember the issue she selected, but I believe that her introductory sentence is destined to achieve an infamous immortality in my mind. She began: "I take this position because it is true." Forgive me, but it is distressing to discover similar attitudes and expressions finding their way into print as research results in one of our leading journals.

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<sup>1</sup>Ronald H. Frederickson and Ralph R. Pippert. "Teaching experience in the employment of school counselors," *Counselor Education and Supervision*, Fall 1964, 4, 27.

<sup>2</sup>Ruth Barry and Beverly Wolf. *An Epitaph For Vocational Guidance*. New York: Bureau of Publications, Teachers College, Columbia University, 1962. p. 227.

## Post-doctoral Research

The National Vocational Guidance Association has again authorized two annual Research Awards of \$500 each to encourage individuals who have completed a doctoral study during the year to continue their research efforts. The awards are being financed through NVGA Professional Membership dues.

Candidates for the awards must have completed an earned doctorate from an accredited institution with a dissertation in the field of vocational guidance during a one-year period ending on September 30, 1965. The written recommendation of two faculty members of the university awarding the degree will be required. One of these must be the candidate's major professor and one must be a Professional Member of NVGA. The recommendations should include an indication of the nominee's interest in vocational guidance and his ability to continue in the field and contribute to it.

Written recommendations and five copies of the dissertation abstract must be forwarded to the Chairman of the Research Awards Committee by the faculty member making the nomination on or before November 1, 1965. It is strongly recommended that the dissertation abstract be re-written if necessary to provide some detail regarding the experimental design and the statistical analysis. Preliminary evaluation will be completed by the Committee by December 20, 1965. Dissertations of finalists must be forwarded to the Committee by January 15, 1966. Recipients of Awards will be notified by March 15, 1966, and official presentation will be made at the NVGA Luncheon at the APGA Convention in Washington, D.C.

GARRY R. WALZ, Chairman  
Research Awards Committee  
School of Education  
University of Michigan  
Ann Arbor, Michigan