SECONDARY SCHOOL COUNSELORS AND THEIR JOB IN THE UNITED STATES

by

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SECONDARY SCHOOL COUNSELORS AND THEIR JOB IN THE UNITED STATES

CHAPTER I

INTRODUCTION

Guidance services for pupils have been recognized, in most school systems, as a function of the regular teaching staff. However, the growth of these services in the high schools during the past decade has created a great demand for personnel specially trained to serve as counselors. Institutions of higher education, in an attempt to meet the growing demand for counselors, have offered many additional courses in the field of guidance (26, pp.1-45). Because of this rapid growth the counselor trainers too frequently have had few, if any qualifications for their positions, and this has resulted in the high schools employing individuals as counselors who were poorly prepared. Furthermore, many administrators had little concept of the duties and responsibilities of counselors.

In order to bring order out of a chaotic condition various professional organizations, concerned with the improvement of standardization in the preparation of counselors, have suggested basic course requirements as minimum essentials. It is evident that the professional standards of the counselor's job can be raised primarily through a systematized and formalized program of training. A logical first step will then be an analysis of the job being done as viewed by the counselors themselves.

Purpose of the Study

In order to reveal the present status of the counselor's job in the secondary schools in the United States and to clarify the major functions the counselor performs, this study aims: (1) to determine the duties secondary school counselors perform, (2) to determine the duties secondary school counselors think they should perform, (3) to examine the background and training experiences most helpful in the performance of their duties, (4) to point out further experiences and training needed by these counselors to discharge more adequately their duties.

Need for the Study

For some time now there has been a movement underway in the field of personnel work to set up programs of training in institutions of higher learning to supply an adequate number of trained counselors. During this time efforts have been made to reach common agreement as to the training needed by personnel in order to qualify as counselors in our schools. Lack of agreement regarding the work secondary school counselors are to perform has been one of the major weaknesses confronting administrators and counselor trainers who have been concerned with the development of a more effective program of guidance services.

Much of the present confusion surrounding the counselor's role in our schools will disappear if interested persons have a clear-cut understanding of the work counselors are doing. The time is now ripe for this understanding not only for school administrators who employ

counselors but for state department officials, certification agencies, institutions of higher learning, and counselors as well. There seems to be a real need for up to date research on the jobs counselors perform and the types of training and experiences which contribute to the counselor's effectiveness. Until results from such studies become available, there will invariably be a lag in the professionalization of the counselor's job.

As one might expect, early studies of the counselor's job and the professional training needed by these counselors to do an adequate job revealed a diversity of opinions. For example, Edgerton (20, pp.51-56) in 1926 in a survey of 143 city junior high, senior high, and part-time schools found that the duties of counselors varied widely. He found that counselors in these schools placed undue emphasis on a number of the common duties while very little, if any, provisions were made for others.

However, more recent studies have shown that the counselor's duties and the specification of qualifications necessary to perform the specialized functions accompanying such a position are gradually becoming clarified and stabilized. Bailey (5, p.417) in a study of the preparation, certification, and selection of personnel workers for the secondary schools of the United States, found the five major duties to be: personal advisement, planning and supervising guidance services, making community contacts, discipline, and recording data. In 1944 the War Man Power Commission (64, pp.1-77) issued a pamphlet describing the counselor's job and suggested training programs for vocational counselors. By defining the role of the vocational

counselor and the understandings, abilities, and skills needed to perform his duties a basic course of minimum essentials was recommended.

Cox (18, pp.1-246) in a study of 100 selected counselors found that the major functions they perform could be grouped under eight major headings. In this study, which was reported in 1945, the professional experiences needed in the performance of the counselor's duties were presented. A study of the counselor's job in the Minneapolis schools was conducted by Wright (72, pp.214-219) in 1945. Although the specific activities of what counselors did were itemized, they could be grouped under six main headings. A study of 299 colleges and universities conducted by LeBarre (43, pp.1-58) in 1946 analyzed the academic and experience requirements for personnel workers.

The general pattern of duties recommended for counselors in thirty-eight states which consisted of nine specialized functions was reported by Smith (57, pp.355-356) in 1947. Simmers and Davis (56, pp.476-484) surveyed the training and experience of counselors in twenty North Central States. As a result of the study various recommendations were made concerning the professional training and teaching experience deemed necessary for school counselors.

Eight professional organizations under the direction of the Division of Professional Training and Certification of the National Vocational Guidance Association presented a report (50, pp.1-37) on counselor duties and preparation in 1949.

These studies, although very significant, are limited since

they are not representative of the United States as a whole. It is felt that if we are to build a profession on an adequate foundation it is necessary to know what our practicing counselors are doing, is it what they should be doing, the training that equipped them to do it, and, in light of these findings, the additional training and skills needed to meet effectively the needs of those they serve. It is with these purposes in mind that this study is intended.

Method Used in This Study

The Sample. As a basis for this selection, Zeran and Jones (76, pp.16-17) reported that 8,229 individuals had been designated as counselors in the United States and the number from each state was listed. To attain an adequate sampling of counselors now in the field the specialist for training guidance personnel in the United States Office of Education was asked to supply an up-to-date list of counselors in the secondary schools of the United States. He referred the author to each state director of occupational information and guidance services. Prior to writing the state directors to nominate counselors to be included in this study it was necessary to determine the number of counselors to be selected from each state. After due consideration it was decided that approximately 2,000 counselors should be included in the study. In order to avoid imposing any hardships on the state directors not more than 100 counselors from any state were asked to participate in the study. The states of Arizona, Maine, Nevada, and Wyoming had only a small number of counselors according to the above study, therefore

all, or nearly all, that were listed were requested from these states.

Letters[1] were sent requesting state directors to send the names and addresses of the selected number of counselors from their respective state. In nominating counselors for purposes of this study, state directors were asked to consider individuals who help students solve their problems and are given a minimum of one period daily for this purpose. As a criteria for this selection they were asked to use personal preference as if they were staffing a school. The final number of counselors recommended by state directors to be included in this study totaled 2,002. The number of counselors selected from each state will be found in Table I.

Design of the Instrument to Gather the Information. The magnitude of the study precluded the use of anything but a questionnaire approach. In order to keep the study within reasonable limits, the questionnaire was constructed in such a way as to focus attention on four objectives in addition to the identifying data. Questions which seemed pertinent to obtaining the desired information were: What specific duties do you perform? What specific duties do you think you should perform? What is your academic background and what special skills have you mastered? If you were beginning your training, what additional academic courses and specific techniques would you want included in your program?

Since a great amount of information was needed, and, in order

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[1] Appendix A

to facilitate ease in handling the data, a checklist type questionnaire seemed appropriate. The author wanted the instrument simple yet definite, so a great deal of time and effort went into its construction. The questionnaire was carefully analysed and refined to the point that it appears in Appendix D.

Method of Handling Data. The questionnaire, accompanied by a cover letter[2], was sent to the 2,002 selected counselors throughout the United States in February, 1952. By July 31, 1952 it was felt that ample time had been given for returning the questionnaire and the receipt of questionnaires after that date were not used in the study. At that time 1,329 or 66 per cent of the total numbers of questionnaires sent out had been returned. Returns from each state along with percentage returns and usuable questionnaires will be found in Table I.

As the questionnaires were returned, the information was recorded on 5X8 index cards according to the edgemarking system developed by Thurstone (62, pp.1-10).

Limitations of the Study

Attempting to carry on a study involving research on the national level invariably leads to various limitations. This study is no exception. In the first place, the instrument used to gather the information may be considered a limitation. The scope of the

[2]Appendix B

study necessitated the normative survey approach both from a practical as well as a financial standpoint. Fully cognizant that the questionnaire approach was not the best method but certainly the most feasible one, the author attempted to construct an instrument that would compensate for this limitation. In constructing the questionnaire, the procedures and considerations recommended by Good, Barr, and Scates (29, pp.286-481), and Bixler (11, p.42) were observed.

A second factor, which may be considered a limitation, was the inability to secure names and addresses of counselors. Ten state supervisors did not comply with the request to send the names and addresses of counselors for their states. Therefore, questionnaires were sent to counselors of high schools, not knowing whether the particular high school had a counselor or not. By checking the responses from these states it was noted, however, that this method of selection did not greatly affect the percentage of returned questionnaires. The cover letters accompanying these questionnaires were somewhat different from the ones sent to counselors who were recommended by state directors. A copy of this letter may be found in Appendix C.

In a study of this nature, the representativeness of the respondents must be considered as a factor affecting the results. By checking the questionnaires as they were returned, it was felt that this study represented very adequately the population for which it was intended.

Although precautions were taken and the preliminary findings

indicated no marked effect on the results of the study, the above mentioned limitations were duly considered in the conclusions and recommendations.

TABLE I

DISTRIBUTION OF QUESTIONNAIRES BY STATES, RETURNS, PERCENTAGE RETURNS, AND USUABLE REPLIES

States	Questionnaires Sent	Returns	Percentage Returns	Usuable Replies	States	Questionnaires Sent	Returns	Percentage Returns	Usuable Replies
Alabama	20	7	35	7	Nevada	4	2	50	2
Arizona	11	8	73	8	New Hampshire	21	15	71	15
Arkansas	40	26	65	24	New Jersey	70	57	81	53
California	99	63	63	63	New Mexico	12	6	50	6
Colorado	32	22	69	20	New York	100	72	72	71
Connecticut	45	36	80	35	North Carolina	60	33	55	29
Delaware	24	15	63	15	North Dakota	25	7	28	5
Florida	49	35	71	34	Ohio	72	49	68	48
Georgia	50	39	78	39	Oklahoma	39	26	67	25
Idaho	20	16	80	14	Oregon	40	34	85	34
Illinois	85	55	65	53	Pennsylvania	83	63	76	62
Indiana	70	41	59	40	Rhode Island	37	20	54	20
Iowa	51	36	71	33	South Carolina	16	7	44	7
Kansas	39	34	87	34	South Dakota	21	15	71	15
Kentucky	35	19	54	16	Tennessee	28	12	43	8
Louisiana	20	10	50	10	Texas	60	41	68	40
Maine	10	9	90	9	Utah	30	24	80	23
Maryland	45	24	53	24	Vermont	20	15	75	15
Massachusetts	76	35	46	35	Virginia	45	21	47	19
Michigan	70	52	74	50	Washington	50	30	60	28
Minnesota	52	41	79	41	West Virginia	19	14	74	14
Mississippi	15	7	47	7	Wisconsin	41	26	63	26
Missouri	67	53	79	52	Wyoming	10	8	80	8
Montana	12	10	83	10	D. C.	20	12	60	11
Nebraska	42	26	61	25	TOTAL	2002	1329	66	1282

CHAPTER II

REVIEW OF RELATED LITERATURE

Counseling in the secondary schools of America dates back to 1909 when counselors were appointed in the Boston schools (15, pp.68-69). The major emphases of the counselor's work prior to the forties were primarily vocational in nature. However, with the changing school philosophy from that of subject matter to that of individual emphasis, the work of the counselor has broadened to the extent of including the educational, personal, social, and emotional areas of life-adjustment.

The literature in this chapter is summarized as it relates to the specific purposes of this study. They are:

1. The duties of secondary school counselors.

2. The duties secondary school counselors think they should perform.

3. The background and training experiences of secondary school counselors.

4. The additional experiences and training needed by secondary school counselors.

In each area the research studies will be reviewed, followed by a review of articles in which suggestions and recommendations have been made by writers in the field.

Duties of Secondary School Counselors

One of the earliest studies of counselor function was

conducted by Edgerton (20, pp.29-70). This investigation of the duties of counselors in junior high schools, senior high schools, and part-time schools included 124 full-time and 211 part-time counselors in 143 cities. From his questionnaire survey Edgerton (20, pp.52-55) found the major duties of counselors in these schools to be:

1. Carrying on individual interviews with pupils in which the counselor discussed educational and occupational plans.

2. Conducting group meetings with pupils where common problems such as training opportunities, occupational possibilities, and curriculum activities were discussed. Visits to local businesses and industries were found to be a responsibility of the counselor in this area.

3. Cooperating with school and other agencies. The functions of counselors in this area consisted of assisting teachers with adjustment problems of children, interpreting test results, working with parents, employment agencies, and placing students in full and part-time jobs.

4. Making provisions for research. In this area counselors conducted occupational surveys and made this information available to students. Follow-up studies of graduates and drop-outs were also conducted by counselors. The making of posters, charts, and reports on occupations were considered as functions of counselors in this area.

Bailey's study (5, p.417) of the preparation, certification, and selection of personnel workers for secondary schools was reported

in 1940. In a survey of 555 secondary counselors, he found that the five major duties were: personal advisement, planning and supervising guidance services, making community contacts, discipline, and recording data. These duties closely approximated the findings of Edgerton's study. However, in the personal advisement category it was found that in addition to educational and vocational problems counselors were confronted with emotional and social problems. In comparing these two studies it is evident that counselors are now assuming more responsibility in setting up and carrying out programs of guidance services in the secondary schools. It is possible that the changes during this twelve year interim may be accounted for in part by the establishment of the Occupational Information and Guidance Service in the United States Office of Education (57, p.65). As a result of the establishment of this office, several states started setting up specific standards which have led to the employment of trained and experienced personnel.

After using a combination of the interview and questionnaire method with 100 carefully selected counselors, Cox (18, pp.34-105) reported that counselors were concerned with the following functions: study of the individual, educational-vocational guidance, emotional-social guidance, placement, group work, follow-up, cooperative relationships, and administrative duties. She found that all of the counselors kept complete records in cumulative folders for use with individual cases. Approximately ninety eight per cent of the counselors were directly or indirectly responsible for the testing programs in their schools. Ninety seven per cent of the selected

counselors worked with pupils on educational problems, while ninety five per cent of them worked with pupils who exhibited social and emotional problems. More than half of the counselors functioned in the areas of placement and discipline problems of pupils. Follow-up of school leavers received less attention than any of the other major functions. Three fourths of the counselors sponsored clubs and other school activities, and approximately a third of them taught group guidance classes. Six of the counselors failed to use any group activities along with their guidance work. Working with parents, teachers, administrators, and community specialists was considered a direct responsibility of the majority of counselors included in this study. More than fifty per cent of the counselors worked closely with the school nurse, psychologist, remedial reading teacher, and speech correction teacher in helping with pupil adjustment problems.

From a slightly different approach Wright (72, pp.214-219), in 1945, analyzed the job of counselors in the Minneapolis schools by observing workers in action. A modification of the "Worker Analysis Technique" used by the United States Employment Service was employed in the study. Findings revealed the following duties common to guidance workers in these schools:

1. Assists pupils individually with vocational, social, and financial problems. Other duties assigned to counselors in this area included assigning new pupils to classes, assisting pupils in selecting course electives, checking credits for graduation, helping pupils obtain jobs, and counseling pupils entering the military service.

2. Conducts group meetings with pupils on common problems. Group conferences are arranged by the counselor in which resource people are brought in to discuss career opportunities and training requirements. Orientation of new pupils in school situations is an important duty of counselors in this area.

3. Cooperates with school personnel and community agencies in assisting pupils to make adjustments. Counselors supervise the testing program and assist teachers in the interpretation of these results. Conferences are held with teachers, nurses, visiting teachers, and administrators for purposes of discussing special problems.

4. Counsels potential drop-outs and attempts to assist them in making adequate adjustments. Terminal interviews are arranged by the counselor in which he discusses training possibilities and job opportunities with pupils.

5. Teaches one or two classes and may be in charge of a homeroom.

6. Does clerical work in connection with the above duties.

7. Advises in student organizations and assumes chairmanship of the scholarship committee. Other extra-class activities of counselors in these schools involve lunchroom duties and responsibility for the school movies.

Goldstein (28, pp.386-388), in analyzing the job of counselors in the Tucson Junior and Senior High Schools, found that counselors performed similar jobs to those reported by Wright.

In order to determine whether the duties of counselors were

becoming more stabilized, Smith's study (57, pp.355-356) revealed the following pattern of duties for counselors in thirty-eight states:

1. Assists with preparation of the individual inventory.
2. Provides occupational, educational, and other information.
3. Counseling.
4. Assists with follow-up and community occupational surveys.
5. Provides placement services.
6. Provides program leadership.
7. Promotes in-service training for staff members.
8. Makes case studies - leads case conferences.
9. Assists with research activities in his field.
10. Is school's referral agent - maintains contacts with necessary community agencies.

In the thirty-eight states included in this study, common agreement existed in all areas of counselor function with the exception of placement, in-service training for staff members, making case studies, and leading case conferences. Counselors from one state did not function in providing placement services, and counselors from two states did not promote an in-service training program for staff members nor conduct case studies and case conferences.

Goheen and Ohlsen (27, pp.242-247) conducted a study among Washington counselors to determine what they were actually doing. Of the seventy-seven counselors reporting it was found that the most important services they performed were counseling, testing, working with the staff, visiting homes, and working with problems of attendance. In addition to the above duties these counselors gave consideration to the following: keeping records, in-service training for teachers, job placement, parent counseling, and the handling of special cases.

Wilson (68, pp.406-409) in a study of 106 counselors in Canadian secondary schools found that the most important work of

counselors consisted of "discussing, with students, school problems, including further education, failing work, in-school behavior; interpretation of test scores; and personal problems including those of social, health, home, and emotional nature." Also very important in the work of the counselor was "talking to teachers informally about students, administering group and individual tests, holding formal conferences with teachers concerning students, ordering tests, holding terminal interviews, working with the school nurse, and doing some phases of placement work." Another significant finding in this study was that approximately three fourths of the counselors were directed by the Provincial Directors of Guidance not to act as trusnt officers and to refrain from doing other administrative jobs such as monitoring study halls, checking absentees and filling in for absent teachers. Wilson revealed that, in order to secure grants for counselors, the administration would have to agree to free the counselor of these administrative details (69, p.156).

In the United States quite a different picture was present in those states where studies have been made on the time spent on various activities by counselors. A survey of time spent by Ohio counselors and deans on various activities was made by Arnold (2, pp.391-393) in 1947. The results of this investigation revealed that more time was being given to clerical work, such as checking absentees, tardiness, and discipline than was given to counseling about educational, vocational, personal, and social problems. It was found that very heavy work on schedule-making accounted for a great amount of this time, especially near the end and beginning of

each semester. From a study of thirty-five California counselors by Martyn (16, p.294) similar results were found. The counselors were asked to keep an accurate account of time spent on clerical work during three-day periods at the beginning, middle, and end of the school term. A prepared check sheet listing ten clerical duties was given to these counselors in order that accurate records could be kept. Eighty per cent of counselor time was spent on clerical duties. Since one of the clerical duties, scheduling and registering for classes, had important implications for counseling it was tabulated separately. Even after eliminating this item, forty-three per cent of counselor time was spent on clerical work.

According to Polmantier and Clark (52, pp.492-496), group work forms a definite part of the guidance activities in the secondary school program. From a survey of 500 guidance directors and counselors they found guidance personnel using group techniques in assembly programs, advising on programs of studies, in the homeroom, courses of study, group projects and clubs, career and college days, occupational conferences and visitation days to local businesses and industries. Although the actual carrying out of these various activities were not the direct responsibility of counselors, they were instrumental in their initiation.

In addition to the research studies of counselor duties, many writers and professional organizations have made pertinent suggestions and recommendations in this area. The earlier writers dealt with the work of vocational counselors. Parsons (15, p.283) outlined six activities in which counselors should assume a major

role. They were:

1. Make an individual inventory.
2. Collect occupational information.
3. Use techniques to bring together these two sets of facts.
4. Program students for vocational education.
5. Find jobs for them.
6. Follow them up and readjust them.

In reporting on the necessity of professional training for vocational counselors, Bonser (13, p.109) in an address given in 1913 said, "Reduced to its lowest terms, the chief work of the vocational counselor is to deal with individual persons who are in need of help in choosing a life-career."

In order to give maximum aid in the area of vocational adjustment the Federal Government, through the War Man Power Commission, instituted a program of training for vocational counselors based on the duties they perform. This Commission described the work of counselors as follows (64, pp.1-6);

1. Obtains and collates information about the individual.
2. Obtains occupational, educational, and other information.
3. Weighs and interprets all secured information and evaluates the individual's potentialities in terms of probable educational and occupational adjustment.
4. Assists the counselee in making and carrying out educational and occupational plans.
5. Follows progress of counselee during training program and subsequent placement, and assists him in meeting adjustment problems.

According to Jones (36, pp.533-538), the chief responsibility of the counselor was to "stimulate, initiate, develop, and coordinate the guidance work of the entire school." It was revealed that in addition to leading the guidance activities in the school, the counselor must be the resource person to whom teachers and administrators make referrals of various problem cases. Wrenn and

Darley (71, pp.45-65) recommended similar duties for counselors. They mentioned that the function of the counselor, in counseling, was to aid students in becoming cognizant of their needs and characteristics, in solving their problems, and in developing greater self-direction.

Mathewson (47, pp.10-27), in summarizing the work of the counselor, stated that the function of the counselor "always stands between the client and society, interpreting one to the other." This interpretation involved personal communication, appraisal and understanding of the individual and the environment in light of the problem situation, evaluation and correlation of pertinent data in this situation, and the adjustment, orientation, and self-direction.

In correlating the work of the school with that of providing maximum educational opportunities for youth, trained guidance workers play a major role according to Zeran (75, pp.9-12). In playing this role the counselor's duties are similar to those outlined by the War Man Power Commission. However, in the area of follow-up, Zeran emphasized not only the assistance given former clients but the value of follow-up to school systems in improving, modifying, or changing its curriculum to meet the needs of its students. Kawin (39, pp.482-487) concurred wholeheartedly when she stated the primary responsibility of the school counselor was "to analyze systematically the facts gathered and the results obtained in the adjustment of pupils, so that the mutual adjustment of school to pupil and pupil to school may improve as a continuously evolving process." Along this same point of emphasis, Jager (32, pp.98-102)

cautioned counselors, who are concerned with the optimum growth and development of youth, that their duties must be thought of in relation to education as a whole.

Since counselors are concerned with individuals, their needs, problems, adjustments, and plans of individual, they must be adept in discovering, organizing, analyzing, and interpreting significant data in order to understand and assist the individual in making optimum adjustments. These are the duties of counselors as outlined by the National Vocational Guidance Association (50, pp.17-19). Other duties of counselors as indicated by this national organization are organizing a program of guidance services consisting of "a testing program, educational and vocational information materials, group activities, counseling services at various levels, perhaps a placement service, merit ratings, welfare activities, and like services." Dugan (19, pp.55-67) and Strang (59, pp.6-12), in attempting to clarify the major duties counselors perform, recommended similar activities and relationships as those reported by the National Vocational Guidance Association.

Meenes (49, pp.242-247), among other things, suggested that working with parents and community agencies was an important duty of the counselor. According to Bacon (4, pp.37-41), more than ninety per cent of the counselor's work is with the individual in educational-vocational-emotional relationships. He emphasized:

> The use of proper referral techniques to the remedial specialist, to the psychologist, psychiatrist, psychoanalyst, and to the clinical experts becomes a part of the counselor's job. Care must be exercised in performing this function; for mental cases can be manufactured by making errors in

referrals.

Kelley (40, pp.400-405) proposed greater teamwork between counselors and curriculum building committees. In addition to functioning in areas previously recommended by other writers, she felt that counselors are best qualified to aid curriculum workers in setting up work-study programs because of their knowledge of the community. Similar are the recommendations of Kitch (41, pp.423-426) in the article on "The Counselor's Stake in Life Adjustment Education." In pointing out the duties of counselors in this movement he stated that, "school counselors are in a position to make an essential contribution toward the success of the life adjustment education movement."

Many writers recommended working with the school staff as one of the functions of counselors. Bledsoe (12, pp.495-499) maintained that counselors should assume primary responsibility in developing the in-service training program of guidance in their schools.

Strang (58, pp.26-30) recommended that counselors definitely have a responsibility in the guidance of the gifted child. Too often these children do not develop to their optimum and frequently become confused because they are not understood. In this light, Strang suggested that counselors help teachers, administrators, and parents provide experiences that will enable them to steer clear of the dangers that threaten their personality development.

In closing this section on the duties of secondary school counselors, Williamson (66, pp.182-189) very aptly expressed the role of counselors when he said, "Counseling in a democracy is seen as one

of the many instrumentalities for aiding individual members to achieve an appropriate and relevant equality of opportunity - educational, vocational, emotional, and social."

Summary of the Duties of Secondary School Counselors

In summarizing the duties of counselors as revealed by researchers and writers in this field, one sees the work of the counselor becoming more complex and comprehensive. Although the major services of the guidance program have not changed materially in the past forty-five years, there has been a trend in the direction of counselor function to include other important aspects in the life-adjustment of the individual rather than just the vocational adjustment.

All researchers and writers in the field agree that counselors should devote ample time to aiding individuals with educational and vocational problems. The following pattern of duties was found to be common to all secondary school counselors:

1. Obtaining pertinent information about individuals from interviews, personal data forms, test results, other individuals, and observation.

2. Providing occupational and educational information through printed materials and orientation programs.

3. Helping pupils with the solution of such problems as selecting courses, remedying failing school work, developing better study habits, placing pupils in curricular and extra-class activities, checking on progress of these placements, discussing occupational

plans, analyzing personal qualifications in terms of educational and occupational goals, and assisting in part-time and full-time placement.

4. Instructing in group guidance situations. Counselors take an active responsibility in arranging for and conducting tours of businesses and industries in the local community for orientation purposes. Arranging for guest consultants to participate in career and college days is considered an important phase of the counselor's work.

5. Participating in research studies by following the progress of pupils in various situations.

6. Providing for and maintaining a set of records for use in counseling interviews is an important duty of counselors.

7. Performing related duties such as working with school personnel, community agencies, and various administrative jobs in connection with his work.

Extensive work in the area of social, personal, and emotional adjustment did not come within the range of counselor function until the late thirties and early forties of this century. Bonser (13, p.109) and Edgerton (20, pp.52-55) did not reveal any work in these areas on the part of counselors. Findings revealed differences in opinion regarding the role of counselors in school behavior problems. Approximately three fourths of the counselors included in Edgerton's study were working in this area, while approximately fifty per cent of the counselors in Cox's (18, pp.58-61) study assumed responsibility in this area. Degrees of emphasis in the area of follow-up activities were revealed in the studies reviewed. According

to Arnold (2, pp.391-393) and Martyn (16, p.294), counselors spend entirely too much time in performing routine clerical duties. Provisions for in-service programs of guidance have emerged as a definite responsibility of counselors in the past decade.

The trend in the counselor's work, which now involves dealing with more complex problems in the adjustment of a dynamic individual in a dynamic society as well as his educational and vocational adjustment, will inevitably make greater demands on the counselor in time and professional efficiency. From a practical point of view it becomes increasingly evident that counselors will have to become more selective in the duties they perform in light of the time, school policy, professional qualifications, and available facilities. It is with this question that the following section is concerned.

Duties Secondary School Counselors Think They Should Perform

With all the concern about counselor duties in the secondary schools, very little was found in the literature which related specifically to the duties counselors think they should perform. However, two studies, one by Cox and the other by Wilson, did reveal significant information as to how the counselors investigated rated particular jobs they were doing.

Cox (18, pp.34-105), by interviewing counselors personally, found the following functions to be a very important part of their work: (1) gathering background information about pupils; (2) administering tests and interpreting the results; (3) helping pupils with educational problems; (4) assisting with social and

emotional problems; (5) aiding with selecting vocations and securing jobs; (6) supervising homerooms; (7) working with parents, school personnel, psychologists, psychiatrists, and employers in the community; (8) speaking to groups; and (9) taking part in extra-class activities.

Approximately thirty-five per cent of the counselors had responsibility for teaching group guidance classes; however, a much larger number felt this to be an important phase of the counselors' work. There were differences of opinion as to whether administrative work is important for counselors. Some, who had administrative duties thrust upon them attempted to turn them into guidance activities. The majority of the counselors felt that discipline was not a guidance function.

Wilson's study of Canadian counselors yielded more extensive findings in this area. Counselors were asked to rate their various activities. On the basis of their experiences they were asked to classify these activities as being very important, important, routine, thwarting, needed, or not counseling at all. (69, pp.111-200) It was found that working with pupils on home and social problems, planning courses of study, occupational plans, failing grades, behavior problems, further education, job placement, administering tests and interpreting tests results, working closely with parents, teachers, and specialists on student problems were considered very important duties.

Such duties as dealing with emotional and health problems, making notes of interviews, conducting terminal interviews, and

public relations work were classified as being important duties.

Working on the school time-table, registers, annual report, entering test scores on permanent records, checking absentees, substituting for absent teachers, checking corridors and washrooms, and acting as truant officers were considered as "thwarting and not counseling" by this group.

The activities which these counselors felt should be done but which they did not have time to do were: home visitation, follow-up of graduates and drop-outs, and follow-up of in-school recommendations.

Actually, the role of the counselor varies from one school situation to the next, and various factors prevent counselors from performing the jobs which they and the entire staff think they should perform. Lack of time is the reason given by the majority of counselors for not functioning in certain important areas. Could it be that counselors are at least partly to blame for this notion? By not utilizing the available resources in the school and community, counselors may not be taking full advantage of their available time. Arbuckle (1, pp.140-142) maintains that "probably no greater disservice has been done the cause of guidance than that accomplished by guidance experts who maintain that guidance in the schools is the sole job of professionals." A changed attitude on the part of counselors falling into this category, coupled with the development of a properly worked out in-service training program, would help in freeing the counselor from many activities and would at the same time strengthen the entire guidance program.

Inadequate training of counselors plays a major role in

hindering them from participating in important activities and rendering services they feel necessary. Both Cox and Wilson found that counselors rated social and emotional problems as very important areas in which they should work. Nevertheless, a great majority of these counselors do not feel adequately trained to undertake serious work in these areas.

Lack of funds and inadequate facilities often block counselors from performing the duties they feel necessary. To overcome these weaknesses calls for a person who is adaptable, creative, and can utilize available facilities to the maximum.

Frequently the guidance point of view held by the school administration is not in harmony with that held by the counselor. Most school administrators are eager to receive help in developing an adequate educational program. If counselors would demonstrate in a convincing manner the ways in which the guidance program may complement the total educational program, counselors would more than likely be freed of many former menial tasks, thus enabling them to operate in more productive endeavors.

Summary of the Duties Secondary School Counselors Think They Should Perform

Counselors feel that working with pupils on educational, vocational, personal, social, and emotional problems is a very important function in their work. In addition to helping pupils resolve problems in these areas, counselors also rate working with teachers, parents, and specialists as a very important phase of their

work.

Lack of time, lack of in-service training, inadequately trained personnel, lack of funds, inadequate facilities, and poor concepts of counselor function on the part of the administrator as well as the counselor are factors preventing counselors from functioning as they would like.

Training and Background Experiences of Secondary School Counselors

The investigation of the duties and training of counselors by Edgerton (20, pp.183-184) yielded the first extensive findings in this area. Although the training of counselors at that time was varied, it was revealed that the pattern of preparation included training in the psychological, sociological, industrial, economical, educational, vocational, and occupational areas. Specialized courses in counseling geared to the needs of vocational counselors and courses dealing with special guidance problems were included in the counselor training program. He found that teaching, social work, nursing, and working with employment agencies was valuable experience as background training for these counselors. The length of time spent in these experiences and the scope of the training differed from counselor to counselor. As a result of this study, Edgerton recommended the development of comprehensive training programs to adequately prepare counselors for the important job they are to perform in the public schools.

Bailey (5, pp.415-423) found that the majority of counselors included in his study had received training in the following

professional courses: sociology, principles of education, principles of guidance, tests and measurements, economics, and adolescent psychology. Experiences in teaching, public relations, youth activities outside the school, and internship were found to be highly desirable in preparing these counselors to be more effective in their jobs.

In the area of professional training Cox stated (18, p.170):

> The counselors appear to be well-grounded in two areas of professional training. Those areas are the field of Education, including administration, supervision, principles of education, educational psychology and methods, and the more narrowly specialized field of Guidance and Personnel. Guidance courses include those devoted to principles and techniques of guidance and the organization and administration of the program, diagnosis, counseling techniques, vocational guidance, interviewing, and related courses.

In addition she (18, pp.171-172) found that approximately half of the counselors studied had taken courses in general psychology and mental hygiene, while only twenty per cent had received training in adolescent psychology. Professional preparation for dealing with personality adjustment problems was included in the training programs of a very small number of the counselors in this study. Although ninety-eight per cent of the counselors reported the use of tests and measurements in their work, it was found that only sixty-eight per cent of the counselors had received training in this area of preparation. Fifty-eight per cent of the counselors reported having had one or more courses in educational guidance and occupational information.

Cox (18, p.148) found that teaching experience, social work, and experience in business and industry contributed appreciably to

the counselor's competence. These experiences were considered very desirable in preparation for the work of counseling.

Jones (38, pp.205-213), in reviewing a study by Graver which was primarily concerned with the academic and professional preparation of 214 counselors, reported that practically all these counselors recommended an undergraduate major in either psychology or sociology. In addition to the psychology courses previously mentioned, techniques of counseling, statistics, and clinical training were the most frequently mentioned courses in the professional programs of these counselors.

In the professional preparation of counselors, Benson and Froehlich (9, pp.19-22) are of the opinion that training in broad areas was preferred to the listing of specific courses. From a survey of forty-six states in 1947, they found that considerable confusion existed in the training programs of counselors. Of the sixteen states issuing counselor certificates at that time, eight required no training in principles of counseling and five specified no requirements in the area of occupational information.

A more recent study of counselor certification in the United States was reported by Kremen (42, pp.584-586) in 1951. He found that of the twenty-three states issuing certificates at that time the following background experiences and training were required:

1. A teaching certificate.
2. Teaching experience, usually two years.
3. Work experience other than teaching and counseling.
4. Nearly every state required philosophy and principles of

guidance, understanding the individual, occupational and educational information, and organization and administration of guidance programs.

The results of an investigation by Yeo (73, pp.112-114), of counselor certification of 121 large city school systems in forty-three states, closely resembled the requirements reported by Kremen (42, pp.584-586). A variety of psychology courses were listed as standard requirements in addition to those professional courses outlined by Kremen.

Atkins' (3, pp.4) extensive inquiry into the training of counselors throughout the United States yielded similar results as found by others previously reported in this chapter. However, this study revealed that the training of counselors was integrated, realistic, and functional. This was evidenced by the flexibility and scope of training programs, internship opportunities, and laboratory experiences afforded in the program of training. As a result of these findings he recommended a training program that was broad in content, flexible, and based on the needs and abilities of each potential counselor. Three broad areas were recommended to make up the comprehensive training program for counselors. They were: (1) area of understanding, consisting of eighteen informational courses; (2) organizational procedures, consisting of nine professional courses; (3) tools essential to the training process, consisting of three technical courses.

A study conducted by Simmers and Davis (56, pp.476-484), of twenty states in the area supervised by the North Central Association of Secondary Schools, was reported in 1949. A total of 406 counselors

participated in this study which was concerned with their training and background experiences. From a checklist which listed courses in four major areas, counselors were asked to check those courses in which they had received training. The major areas were: (1) guidance and counseling, (2) social problems, (3) psychology, and (4) research. It was found that more than fifty per cent of the counselors had had the following courses in each of the following areas:

<u>Courses in guidance and counseling</u>

1. Educational guidance
2. Vocational guidance
3. Techniques of counseling

<u>Courses in social problems</u>

1. Sociology

<u>Courses in psychology</u>

1. Adolescent psychology
2. Child psychology

<u>Courses in research</u>

1. Testing

A large number of courses were taken in each of the areas, but not in sufficient number and varied to the extent that no patterns of training were evident. Three hundred and fourty-four of the 406 counselors recommended teaching as a prerequisite for counseling.

Two studies on the state level yielded comparable results in the area of counselor preparation as the study previously reported.

They were Goheen and Ohlsen's (27, pp.242-247) study in Washington and Larson's (44, pp.203-205) study in California.

In 1948 the Occupational Information and Guidance Service in cooperation with the Division of Higher Education of the Office of Education met with state supervisors and counselor trainers to study the problem, "What should be the preparation of counselors?" The recommendations of this group concerning educational and experience background was as follows (22, pp.3-4):

A. Education

1. General

A counselor must have a bachelor's degree from an accredited institution and must meet fully the regular State educational requirements for a teacher's certificate valid for the grade level in which the counselor is employed.

2. Professional

A counselor must have at least the equivalent of a master's degree with major emphasis in the essential areas of the guidance program. A basic course in "Principles and Practices of the Guidance Program" should be a prerequisite to this training. The essential areas in each of which some training is required are:

a. Core areas of training
   (1) The counseling process
   (2) Understanding the individual
   (3) Educational and occupational information
   (4) Administrative relationships of the guidance program
   (5) Research and evaluation procedures for counselors

b. Training supplementary to the core areas

In addition to the above required core areas of training, counselors shall have had or shall secure training in psychology, economics, and sociology.

B. Experience

A practicing counselor must have had at least 2 years of successful teaching or counseling experience, at least 1 year of cumulative work experience in a field or fields other than school work, 3 to 6 months of supervised counseling experience or internship, and sufficient experience in activities of social significance, such as volunteer work in the community, to reveal interest in working with others and to indicate leadership ability.

The National Vocational Guidance Association in cooperation with seven additional associations presented this comprehensive report (50, pp.1-37) in 1949. Probably more planning went into the report "Counselor Preparation" than any other similar report in the field. Concerning the training that counselors should have, they recommended "a broad liberal education with necessary basic training in such fields as labor economics, psychology, sociology, and statistics" as a background for entry into the professional counselor training program. However, these associations did not recommend specific courses in the professional preparation of counselors. Instead, they listed seven broad areas in which adequate preparation should be received. They are:

1. Philosophy and principles
2. Growth and development of the individual
3. The study of the individual
4. Collecting, evaluating, and using occupational, educational, and related information
5. Administrative and community relationships
6. Techniques used in counseling
7. Supervised experience in counseling

The National Vocational Guidance Association felt that additional areas of training were essential in preparing counselors and as a result recommended the following areas:

1. Group methods in guidance

2. Placement
3. Follow-up techniques and uses
4. Methods of research and evaluation

In each of the eleven areas they suggested that counselor training institutions select courses and organize them around these areas in such a way that the training of counselors would be adequate.

Polmantier (53, pp.33-34) and Dugan (19, pp.55-67) agreed completely with the recommendations of the training for counselors as revealed by the National Vocational Guidance Association. Dugan further recommended experiences other than in teaching or counseling as desirable in the preparation of the work of the counselor.

A comprehensive report on the education and experience of counselors was submitted by the Study Commission of the Council of Guidance and Personnel Associations in 1951 (60, p.5). This Commission recommended a master's degree in education, psychology, or personnel administration with emphasis on counseling and guidance. Courses suggested as desirable for this work included statistics; tests and measurements; educational and vocational guidance; clinical, abnormal, and applied psychology; personnel administration; and mental hygiene. From one to three years of teaching experience or experience related to guidance work was highly recommended as experience requirements.

According to LeBarre (43, pp.1-58), the training of counselors must be built on solid foundations. With this in mind she recommended training that would make provisions for:

(1) basic information relative to understanding the make-up and behavior of the individual and his relation to society;
(2) the history and the development of the profession and the principles of personnel work as they apply today;

(3) the study of specialized tools and techniques which are peculiar to the profession.

She further emphasized the necessity of practical experience in training which would enable the prospective counselor to try out the principles and techniques in real situations.

The counselor, according to Mathewson (46, pp.335-339) "should be both psychologically and sociologically oriented." He strongly emphasized the first recommendation made by LeBarre. He felt that, as a result of this knowledge, a counselor will be able to gain insight into the influence of the culture on the personality development of the individual which is very important in the work of the counselor.

Jones (37, pp.589-594) recommended the bachelor's degree as the very minimum in academic preparation of counselors. He further suggested that counselors should present evidence of adequate preparation in the following areas:

1. Biology, physiology, psychology of individual differences, psychology of social relationships, personality development, and physical and mental hygiene.
2. Tests and measurements, clinical techniques, general methods of evaluation.
3. Guidance, personnel work, social case work, counseling techniques.
4. The educational program of the school.
5. Internship experience. It should involve observation and practice in situations like those which will later be met.
6. Techniques of investigating occupations, occupational trends, and qualifications of workers in different types of occupations.
7. Specialized techniques in vocational placement and follow-up.
8. Advanced work in the construction and interpretation of tests.
9. Diagrams and remedial work in reading.
10. Social case work.

Hahn (30, pp.250-262) concurred with the recommendations of Jones, but would add at least six graduate credit hours in non-directive counseling.

In order to be effective in his work, the counselor, according to Bell (8, pp.461-467), must master certain tools in addition to the professional courses previously mentioned in this chapter. The counselor's effectiveness is greatly enhanced if he is proficient in interviewing, administering and interpreting tests, using various therapeutic techniques, and knowing when and where to refer students for services he is unable to supply himself. Bell maintained that prospective counselors must be provided with ample opportunity to perfect these skills in actual practice along with course training.

In the training of counselors, Rogers (55, pp.256-257) is of the opinion that the following course of training would prove satisfactory:

1. Basic work which leads to a fundamental understanding of human relationships. Courses in sociology, social psychology, and anthropology would help to meet this need. Experience in group work or teaching or in the field of industrial relationships is also valuable in this connection.

2. Basic courses leading to an understanding of the psychological development and adjustment of the individual. A considerable portion of the training period should be devoted to such work. Courses in the biological development of the individual are of some importance here, but special emphasis should be given to work in genetic and developmental psychology, child, adolescent, and adult psychology. Courses in the dynamics of human adjustment problems - family and marital adjustments, vocational adjustments, the adjustments of deviates such as the abnormal, the subnormal, the delinquent, and other groups.

3. Training in research methods, in order that the counselor may have adequate techniques for evaluating his own work and that of others, and thus a sound basis for progress.

4. Courses in the techniques of counseling, in which the individual can become acquainted with various viewpoints toward counseling and psychotherapy.

5. Supervised experience, in which counseling is carried on with ample opportunity for detailed criticism and evaluation by a qualified supervisory individual.

Williamson (67, pp.58-59) recommended a similar program of training for high school counselors.

Summary of the Training and Background Experiences of Secondary School Counselors

The literature reveals considerable progress in the development of adequate training programs for counselors. This developmental progress has taken place as a result of trial and error, empirical, and scientific methods. More and more counselor training institutions are basing their programs of training for counselors on an analysis of the duties he is to perform in the guidance program of the school. This is evidenced by the fact that approximately half of the states now have certification requirements for counselors and an additional number of states are at present in the process of setting up specific requirements.

The course training of counselors, as seen from the literature, has been diversified in both scope and emphasis. These courses seem to fit into broad areas of training in which counselors and specialists in the field deem necessary. In summary, the courses that have been included in the training program of counselors as they

relate to these broad areas as follows:

1. Background or basic courses. Courses fitting into this category are general psychology, sociology, biology, economics, principles and practices of guidance services, curriculum, and principles of education.

2. Courses basic to understanding the individual. A number of psychology courses are included in this area. Educational, adolescent, child, and clinical psychology along with mental hygiene were predominant in the psychological background of counselors.

3. Organisational courses. Personnel administration, administration of guidance services, and courses basic to the understanding of the total school program were mentioned most frequently.

4. Technical courses in guidance and counseling. Counseling techniques, non-directive counseling, analysis of the individual, educational guidance, occupational information, group methods in guidance, and vocational guidance were courses taken in this area.

5. Courses in research. Tests and measurements, methods of research, statistics, techniques of follow-up, and evaluation were the significant areas in which counselors had received training.

The background experience of the majority of counselors as revealed by a review of the literature was primarily in the area of teaching. Many of the counselors worked with social agencies, employment agencies, and had experiences in fields other than teaching and counseling. There is definitely a trend emerging in the training program of counselors to devote a larger segment of

the training period to supervised practice.

Additional Experiences and Training Needed by Secondary School Counselors

Since the inception of the guidance movement, the training of counselors has corresponded with the jobs they are called upon to perform. These duties and the attendant training of counselors have been in a process of change, particularly since about 1940. As was mentioned earlier, more courses are now being offered in a larger number of counselor training institutions based upon the needs and interests of counselors. Through experimental research new techniques and methods are constantly being developed, which, if mastered by counselors, would be very useful in their daily work. This is particularly significant for prospective counselors now in training since they will receive the benefits of these new methods and techniques in their training programs. However, a large number of counselors now in the field received their professional training prior to this period of rapid change and therefore are in need of additional training.

One of these developments which holds significant implications for counselors, in their dealing more effectively with personal problems of pupils, is the use of improved techniques in the appraisal of personal qualities and the treatment of maladjustments. (63, pp.14-23). According to Cox (18, p.207), more than half of the counselors included in her study felt a need for increased skills and insights in the handling of personality adjustment problems.

Although specialists were utilized in a large number of cases to work cooperatively with these counselors in bringing about more wholesome adjustment, they felt that more training in this area was necessary. Wilson (68, pp.406-409) also found this to be true among a majority of the Canadian counselors he studied.

As a result of the study of 406 counselors in twenty North Central States, Simmers and Davis (56, pp.476-484) recommended that "Training for all guidance workers must include general emphasis on attitudes, personality, social skills, and philosophy of life, plus specific emphasis in the fields for which the student is training." They found that in addition to adolescent and child psychology, courses in which more than fifty per cent of these counselors had received training, mental hygiene, dynamics of human adjustment, abnormal, social, and adult psychology were courses recommended for other counselors in light of the experiences of the 406 counselors studied.

Another significant development in the past decade has been the use of improved objective measures in guidance. According to Wesman (65, pp.10-14), "The wisdom of the counselor in knowing what to look for in a test, how to interpret the results, and how to employ tests to the best advantage for the individual student and the community at large, has increased in giant strides." A considerable number of the counselors, studied by Cox (18, p.207), expressed a desire for more training in this area. This would be particularly true in the area of individual testing since a majority of these instruments have been perfected more recently.

Concerning the additional experiences that counselors need, Cox (18, p.207) found that approximately fifty per cent of the counselors in her study expressed a need for more experience in business and industry. Some of those who had had limited experience in this work before going into high school counseling desired further experience in this area. Evidently this experience has proven valuable since MacKay (45, pp.240-242), Kremen (42, pp.584-586), and Bailey (6, pp.94-98) found that all states having counselor certification standards required from one to three years experience in employment other than teaching.

Summary of the Additional Experiences and Training Needed by Secondary School Counselors

It is an accepted fact that training for counselors must be grounded in the science of psychology. The counselor needs professional knowledge and technical skills that are primarily related to an understanding of the individual with which he deals. Since high school counselors work closely with large numbers of individuals with varying problems, a training program broad in scope with as much depth as possible is a prime prerequisite if they are to perform adequately the job expected of them.

From the limited available data relating to this particular part of the study the additional training and experiences needed by counselors may be summarized as follows:

1. More training in the area of personality and emotional problems was expressed by counselors in order to help pupils reach

wholesome adjustments.

2. More training and supervised work in the area of group and individual testing was a need of many counselors.

3. More background experience in business and industry to give counselors insights and understandings in socio-economic areas.

CHAPTER III

COUNSELORS AND THEIR WORK

At the end of Chapter I, Table I indicated the number of counselors who returned questionnaires from each state. The purpose of this chapter is to examine the setting in which these counselors work, the duties they are now performing, and the duties they believe they should perform in order to carry out more adequately their jobs as counselors.

COUNSELORS AND THEIR SCHOOLS

We shall first consider the findings relative to the size of the school in which these counselors work, the sex of the counselors, the degrees they hold, the type of school in which they are employed, the number and length of counseling periods per day, the number of additional counselors in their school, the counselee load, the types of counseling they do, and the teaching assignments they have if they are not full-time counselors.

Table II has been devised to indicate the distribution of the 1282 counselors according to size of school. The largest number of counselors included in this study came from schools having an enrollment between 500 and 900 pupils. Eighty-four per cent of the 1282 counselors are working in schools ranging in size from 250 to 1999 pupil enrollment.

TABLE II

DISTRIBUTION OF 1282 COUNSELORS BY SIZE OF SCHOOL

Enrollment of School	Number of Counselors	Percentage of Counselors Reporting
Less than 100	11	1
100 - 249	93	7
250 - 499	261	21
500 - 999	427	33
1000-1999	385	30
2000-plus	105	8

Sex of Counselors in the Study

Of the 1282 usuable questionnaires, 667 or fifty-two per cent of the counselors were men and 615 or forty-eight per cent were women. When comparing the distribution of male and female counselors in this study with other similar studies, it is found that a more even distribution is evident in the present study. For example, Zeran and Jones (76, pp.16-17), in their study of guidance and pupil personnel services in the United States, found a distribution of forty-three per cent men and fifty-seven per cent women among 8229 counselors in 1946. Cox (18, p.24) found that seventy-seven per cent of the counselors in her study were women. The possible reason for the high percentage of women counselors in Cox's study may be explained in part by the fact that this study was made in the early forties. At this time the United States was engaged in a world conflict and a large number of the men were in the armed services. Too, these counselors were highly selected on the basis of at least three years of successful experience as counselors in their schools,

and also in a selected area. Wilson (69, p.105), in his study of Canadian counselors, found that seventy-three per cent were men. This high percentage of men, according to Wilson, is probably due to the methods of staffing secondary schools in Canada.

Degrees Held by Counselors

A summary of degrees held by these 1282 counselors will aid in forming an estimate of the amount of formal education these counselors have had. Sixteen hold the doctor of philosophy degree, twelve the doctor of education degree, and one the doctor of jurisprudence degree. Nine hundred and forty-six hold the master's degree, two hundred and ninety-one the bachelor's degree, while sixteen hold no degree. However, of the sixteen who do not hold a degree, one man and four women are working toward a bachelor's degree. Of the 291 holding the bachelor's degree, it is found that ninety-three men and eighty-two women are presently working for the master's degree; and 177 men and eighty-four women, of the 946 holding the master's degree, are working for the doctor's degree. Table III indicates the distribution of degrees held by sex as well as the percentage holding each degree.

TABLE III

DISTRIBUTION OF 1282 COUNSELORS BY SEX AND DEGREES HELD

Degree	Male	Female	Total	Percentage of Counselors
No Degree	3	13	16	1
Bachelor's Degree	142	149	291	23
Master's Degree	504	442	946	74
Doctor's Degree	18	11	29	2

Type of School in Which Counselors Work

Table IV indicates the distribution of the counselors in the different type schools by number and percentage as well as the number of schools from which the counselors came. From Table IV it is seen that the 1282 counselors included in this study came from 1255 different schools. The breakdown of the schools by type of organization reveals that 119 counselors or nine per cent are employed in 118 junior high schools, 432 or thirty-four per cent are working in 428 junior-senior high schools, and 731 or fifty-seven per cent are working in 709 senior high schools.

TABLE IV

DISTRIBUTION OF 1282 COUNSELORS BY TYPE OF SCHOOL

Type School	Number of Schools	Number of Counselors	Percentage of Counselors Reporting
Junior High School	118	119	9
Junior-Senior High School	428	432	34
Senior High School	709	731	57

Periods per Day Exclusively for Counseling

As a basis for selecting counselors to participate in this study, it was stipulated that only those who spend a minimum of one period daily in counseling be recommended. From Table V it is noted that eighty-four did not have any periods assigned exclusively for counseling. This group stated on the questionnaire that they were not assigned special periods for counseling, but they were available at all times during the school day for this purpose. As a result, this group was included in the findings of the study.

Of the 1282 counselors, 480 indicated they were devoting full time to personnel work. The percentage of full-time counselors in this study, thirty-seven per cent, compares very closely with the findings in Bailey's study (5, p.416) in 1939. He found that thirty-five per cent of the 555 counselors were devoting full time to personnel work.

Table V indicates the periods per day that are assigned exclusively for counseling as reported by the 1282 counselors in this study. An average of four periods exclusively for counseling is

found by using the entire group.

TABLE V

DISTRIBUTION OF 1282 COUNSELORS BY NUMBER OF PERIODS

ASSIGNED DAILY FOR COUNSELING

Periods	Number of Counselors with Assigned Periods	Percentage of Counselors Assigned to Each Period
0	84	6
1	139	11
2	184	14
3	189	15
4	147	11
5	110	9
6	226	18
7	103	8
8	100	8

Length of Counseling Period

Of the 1084 counselors who replied to this question, it is found that the length of the counseling period ranged from thirty minutes to sixty-five minutes with an average length of fifty-three minutes per period. The number and percentage of counselors by length of counseling period are shown in Table VI.

TABLE VI

DISTRIBUTION OF 1084 COUNSELORS BY LENGTH OF PERIOD

Length of Periods in Minutes	30	40	45	50	55	60	65
Number of Counselors Reporting for Each Period	1	89	194	195	292	308	5
Percentage of Counselors Reporting for Each Period	0	8	18	18	27	28	1

Number of Other Counselors

The number of counselors, in any one of the schools from which the 1282 counselors in this study came, ranged from one to thirteen. It is found, however, in the schools having additional counselors, that a majority of the schools have from one to three counselors. It is noted from Table VII that schools ranging in size of pupil population from 250 upward had the greater number of counselors.

In comparing the total number of counselors in this study with the United States as a whole, it is significant to note that the number of counselors per school have increased from approximately two to approximately three counselors per school in the past six years. Zeran and Jones (76, pp.16-17) found a total of 8229 counselors in 4168 schools while, in the present study, a total of 3441 counselors were found in 1255 schools.

TABLE VII

DISTRIBUTION OF OTHER COUNSELORS BY SIZE OF SCHOOL

Number of Other Counselors	Enrollment of School: Less than 100	100 249	250 499	500 999	1000 1999	2000 Plus
1	2	10	56	117	111	16
2		4	15	48	58	17
3	1	2	10	26	47	13
4			6	20	30	6
5			2	11	30	12
6			1	9	7	9
7				4	14	6
8				2	10	7
9		1	1	1	7	3
10				1	1	3
11				1		
12						2
13					1	4

Number of Counselees Assigned Counselors

Table VIII indicates the number of counselees (in intervals) assigned each counselor and the percentage distribution of counselors for each interval. The number of counselees assigned each counselor ranged from none to four thousand with an average counselee load of 376 per counselor. However, in this study, it is found that the majority of the counselors had a counselee load of less than 525 counselees. The counselee load is slightly lower in this study than in the study by Zeran and Jones (76, pp.16-17). They found the average load per counselor to be 398 counselees.

TABLE VIII

DISTRIBUTION OF 1106 COUNSELORS BY NUMBER OF ASSIGNED COUNSELEES

Number of Counselees	Number of Counselors Reporting	Percentage of Counselors Reporting
0 - 74	201	18
75 - 149	70	6
150 - 224	127	11
225 - 299	115	10
300 - 374	111	10
375 - 449	109	10
450 - 524	101	9
525 - 599	39	4
600 - 674	57	5
675 - 749	18	2
750 - 824	78	7
825 - 899	8	1
900 - 974	15	2
975 - Plus	57	5

Type of Counseling

The heterogeneity of the school population requires that the counselor be prepared to deal with a wide variety of problems. Of the 1282 counselors, 1131 or eighty-eight per cent are engaged in general counseling. That is, they are helping pupils with solution of all types of adjustment problems. In addition to the general counseling, approximately one half of the counselors are working in one or more of the specialized areas of counseling such as educational, vocational, personal, and social counseling. The majority of those working only on specialized problems came from the schools where more than one counselor was engaged in personnel work. Table IX indicates the number and percentage of counselors who are engaged in the various areas of counseling.

TABLE IX

DISTRIBUTION OF 1282 COUNSELORS BY TYPE OF COUNSELING

Type Counseling	Number of Counselors Reporting	Percentage of Counselors Reporting
General	1131	88
Specific	623	49
Vocational	566	44
Educational	568	44
Personal	534	42
Social	433	34
Health	237	18
Family	3	
Placement	2	

Teaching Assignment

Four hundred and eighty counselors included in this study were employed full time as counselors. Of the 802 part-time counselors who were engaged in teaching, 215 or twenty-seven per cent taught in the social science field. One hundred and fifty-four or nineteen per cent taught language arts or foreign language, and 114 or fourteen per cent taught mathematics. It is found that ninety-nine or twelve per cent of the counselors assumed administrative duties while, in the case of the remaining courses, less than ten per cent of the counselors were engaged in teaching any one single course. A number of the counselors taught in more than one of the subject matter areas. The distribution of the 802 part-time counselors according to their teaching assignments is indicated in Table X.

TABLE X

DISTRIBUTION OF 802 COUNSELORS BY TEACHING ASSIGNMENT

Teaching Assignment	Number of Counselors	Percentage of Counselors
Art	7	1
Biological Sciences	36	4
Business Subjects	60	7
Effective Living or Life Adjustment	66	8
Health and Physical Education	35	4
Homemaking	15	2
Industrial and Vocational Arts	32	4
Language Arts and Foreign Language	154	19
Music	5	1
Mathematics	114	14
Physical Sciences	54	7
Psychology	60	7
Remedial Reading	32	4
Social Sciences	215	27
Administration	82	10
Group Guidance	18	2
Driver Training	12	1
Coaching	16	2
Teaching Occupations	17	2
Distributive Education	6	1
Supervision	17	2

DUTIES OF COUNSELORS

One section of the questionnaire deals specifically with the duties of counselors. The counselors were asked to check those duties they now perform, as well as those duties they believe they should perform, in order to carry out their jobs more adequately as counselors. In addition to the duties listed on the questionnaire, spaces were left for the counselors to write in those additional duties which they were performing. If these additional duties are not performed by at least ten counselors, they are not included in the separate tables; however, they are mentioned as duties that a

number of counselors are performing. For brevity and clarity, the following tabular forms will be utilized for all tables used throughout this section of the study:

Column 1. Duties as they were listed on the questionnaire.

Column 2. Total number of counselors checking each duty - this includes those counselors who now perform the duty, those who believe they should but are not now performing the duty, and those who believe they should and are performing the duty.

Column 3. Percentage of counselors checking the item indicating they now are performing this duty.

Column 4. Percentage of counselors checking the item indicating they are performing the duty and believe they should not perform it.

Column 5. Percentage of counselors checking the item indicating they are performing the duty and believe they should perform it.

Column 6. Percentage of counselors checking the item indicating they are not now performing the duty but believe they should perform it.

Column 7. Percentage of counselors checking the item indicating those who are, and those who are not, performing the duty but who believe they should perform it.

For example, in Table XI, Column 1 is a listing of the duties as indicated on the questionnaire. In Column 2 opposite Checking Absentees, the figure 472 indicates the total number of counselors who checked the item showing that they are now performing this duty, those who believe they should perform this duty, and those who are now performing and believe they should perform this duty. In Column 3, the figure 89 indicates the percentage of the 472 counselors who are now performing this duty. The figure 56 in Column 4 indicates the percentage of the 472 counselors who are now performing this duty,

but who believe they should not be performing it. In Column 5, the figure 33 indicates the percentage of the 472 counselors who are now and who believe they should perform the duty. The figure 11 in Column 6 indicates the percentage of the 472 counselors who are not now performing the duty, but who believe they should perform it. In Column 7, the figure 44 indicates the percentage of the 472 counselors who are, and also those who are not, performing the duty but who believe they should perform the duty.

ADMINISTRATIVE DUTIES

The returns indicate that a substantial number of the counselors are now performing administrative duties. However, upon further study, it is noted that some of the counselors believe that a number of these duties should not come within the realm of their responsibility. By analyzing each duty separately, it is possible to ascertain the counselor's reaction to these administrative functions. Table XI indicates those administrative duties checked by the counselor. The last three duties listed in this table are additional duties, not included on the questionnaire, written in by counselors.

TABLE XI

ADMINISTRATIVE DUTIES OF 1282 COUNSELORS

1	2	3	4	5	6	7
Checking Absentees	472	89	56	33	11	44
Checking the Halls	337	95	82	13	5	18
Checking the Washrooms	239	95	79	16	5	21
Monitor on Busses	40	93	73	20	7	27
Filling out Reports and Registers	443	97	64	33	3	36
Substituting for Absent Teachers	305	97	86	11	3	14
Acting as Truant Officer or Visiting Teacher	159	79	54	25	21	46
Supervising Student Council	369	72	42	30	28	58
Supervising Other Clubs	475	92	65	27	8	35
Cafeteria Duty	31	100	84	16	0	16
Audio-Visual Aids Director	13	100	100	0	0	0
Registering Students	41	95	54	41	5	46

Checking Absentees

From the 472 counselors who checked this item, it is found that eighty-nine per cent are performing this duty. Of those counselors who are now performing this duty, fifty-six per cent do not believe checking absentees is a counseling function. Eleven per cent of the counselors are not now performing this duty, but believe they should function in this activity. From Columns 5 and 6 of Table XI it is found that forty-four per cent of the counselors, who are and are not performing this duty, believe that checking absentees is a duty counselors should perform.

Checking the Halls

Ninety-five per cent of the 337 counselors checking this

item are performing this duty; however, eighty-two per cent of those counselors now performing in this capacity think that checking the halls should not be their responsibility. Five per cent of the 337 counselors who are not performing this duty think that it comes within the realm of the counselor's function. Along with the thirteen per cent now performing this duty, a total of eighteen per cent of the counselors checking this item believe that checking the halls is an activity in which counselors should participate.

Checking the Washrooms

Of the 239 counselors checking this item ninety-five per cent are now checking the washrooms. Seventy-nine per cent of these counselors believe they should not be called upon to perform this duty. It is found that only five per cent of the counselors, not presently checking the washrooms, feel that it should be their responsibility. A total of twenty-one per cent of the 239 counselors who are and who are not performing this duty, believe that checking the washrooms is a duty counselors should perform.

Monitor on Busses

Ninety-three per cent of the forty counselors responding to this item are now engaged in this duty. However, only twenty per cent of them feel it is their responsibility, leaving seventy-three per cent who believe this is not their responsibility. Seven per cent of the counselors checked this duty as one they should perform, but are not performing it. Of the forty respondents to

this item, only twenty-seven per cent think it is definitely a counselor's duty.

Filling out Reports and Registers

Four hundred and forty-three counselors checked this duty. It is found that ninety-seven per cent are functioning in this capacity. Of the ninety-seven per cent performing this function, sixty-four per cent believe they should not be filling out reports and registers. Only three per cent of the counselors who are not presently engaged in this capacity believe it their function. From Columns 5 and 6, it is seen that a total of thirty-six per cent of the 443 counselors believe they should be performing this duty.

Substituting for Absent Teachers

Ninety-seven per cent of the 305 counselors checking this item are serving in this capacity. Eighty-six per cent of the counselors feel that substituting for absent teachers is not their responsibility. Only three per cent of the counselors not presently working in this capacity believe it to be their responsibility. Fourteen per cent of the 305 counselors believe that substituting for absent teachers should come within the realm of the counselor's function.

Acting as Truant Officer or Visiting Teacher

Of the 159 counselors checking this item seventy-nine per cent are now acting as truant officer or visiting teacher. Fifty-four

per cent of this group do not consider this duty a counselor's function. Twenty-one per cent of the counselors who are not performing this duty at the present believe that this is a duty in which they should serve. Those who believe this duty is a counselor function comprise forty-six per cent of the 159 counselors who checked this item.

Supervising Student Council

Seventy-two per cent of the 369 counselors are performing this duty. Forty-two per cent of the counselors believe it is not their responsibility to supervise student councils. With the twenty-eight per cent who are not performing this duty but believing they should, a total of fifty-eight per cent of the 369 counselors are in favor of listing this as a duty they should perform.

Supervising Other Clubs

From the 475 counselors who checked this item, it is found that ninety-two per cent are at present engaged in this capacity. Of those counselors who are now performing this duty, sixty-five per cent do not believe supervising clubs is a counselor's responsibility. Only eight per cent of the counselors who are not performing this duty believe they should engage in this activity. From Columns 5 and 6 it is found that thirty-five per cent of counselors think that supervising clubs is a duty in which they should participate.

Cafeteria Duty

Cafeteria duty is one of the duties added by a number of counselors. Of the thirty-one counselors writing in this duty, all are at present performing it. However, eighty-four per cent feel this is not a duty in which they should perform. Since there were no counselors checking this duty as one they should perform and were not performing it, it is found that only sixteen per cent believe cafeteria duty is a counselor's responsibility.

Audio-Visual Aids Director

Only thirteen counselors are acting as director of audio-visual aids. Of the thirteen checking this duty, not a single counselor feels he should be called upon to act in this capacity.

Registering Students

Ninety-five per cent of the forty-one counselors adding this duty are now serving in this capacity. Fifty-four per cent of these counselors are of the belief that registering students is not a duty of the counselor. Only five per cent of the counselors not presently executing this duty think that registering students is a counseling function. Those believing this to be a duty of the counselor comprise forty-six per cent of the counselors checking this item.

Summary

Less than half of the counselors, included in the study,

responded to any one of the items dealing with the administrative duties. From the findings it is seen that, of the counselors checking these duties, a majority are now performing each duty as listed on the questionnaire; however, it is significant to note the negative attitude of the counselors regarding each of these duties. In every item a majority of the counselors now carrying out these duties and responsibilities, believe that they should not be called upon to function in these areas.

In addition to pointing out the negative attitude of the counselors as revealed by those who are now performing these duties; it is also significant to note the positive feeling of the counselors regarding these duties, although they are not currently performing them. On giving consideration to their viewpoint, it is seen that a number of the administrative duties now takes on added significance for counselors. For example, considering both the counselors who are now engaged in checking absentees and the counselors who are not, but believe that they should be engaged in checking absentees; it is found that approximately one half of the counselors checking this item agree that counselors should check absentees in order to carry out their jobs more adequately as counselors. Acting as truant officers or visiting teacher, supervising student council, and registering students are the other administrative duties to which this applies.

The only duty in which more than fifty per cent of the counselors believe they should perform was supervising student councils. While the fifty-eight per cent is the highest total, it

is significant to note that approximately half of these counselors are not currently engaged in performing this function. This is also true of the duty, acting as truant officer or visiting teacher.

Other administrative duties considered to be of some significance to a substantial number of the counselors are filling out reports and registers, and supervising other clubs. Since approximately one third of the counselors, now performing these two duties, feel that they should act in this capacity in order to carry out their jobs more adequately as counselors; it appears that they are taking advantage of these duties by turning them into guidance activities. If this is the case, it seems that other counselors should consider very carefully the implications of these duties before completely ignoring them.

WORKING WITH INDIVIDUAL PUPILS

Counseling in the secondary schools came about through the realization that help was needed in order that schools might more nearly approach their aim of assisting each pupil to develop to the maximum of his ability, not only educationally, but personally and socially as well. The nucleus of an effective guidance program in secondary schools, and the growth and success of this program stems from the ability of the counselor to work effectively with pupils as individuals. This section of the study is concerned with the counselors' duties as they are related to individual pupils. Table XII indicates these duties and the 1282 counselors' thinking toward the importance of these duties in their daily work. It is

seen that a majority of the counselors included in this study participated in this section, with the exception of the last two duties which were written in by a small number of counselors. The only other duty written in by three counselors was "assisting physically handicapped pupils."

TABLE XII

WORKING WITH INDIVIDUAL PUPILS

1	2	3	4	5	6	7
Helping Pupils Adjust to School	1235	95	39	56	5	61
Assisting Pupils Who Are Failing School Work	1083	91	41	50	9	59
Assisting Pupils Who Are Emotionally Maladjusted	1199	91	38	53	9	62
Assisting Pupils Who Are Socially Maladjusted	1175	90	38	52	10	62
Assisting Pupils with Course Planning	1228	94	40	54	6	60
Assisting Pupils with Occupational Plans	1213	95	40	55	5	60
Assisting Pupils with Moral and Religious Problems	935	85	33	52	15	67
Assisting Pupils Who Are Juvenile Delinquents	922	82	34	48	18	66
Referring Pupils in Need of Specialized Help	1243	89	33	56	11	67
Gathering Information about Pupils	1195	94	40	54	6	60
Making Notes of Interviews	1127	90	37	53	10	63
Helping Pupils Appraise Strengths and Weaknesses (Educ. & Voc.)	1172	92	38	54	8	62
Disciplining Pupils Referred by Teachers	19	95	84	11	5	16
Assisting Pupils to Obtain Educational Scholarships	16	100	44	56	0	56

Helping Pupils Adjust to School

From the 1235 counselors checking this item, ninety-five per cent are helping pupils in their school adjustment. It is interesting to note that of this group, thirty-nine per cent believe they should not perform this duty. Five per cent who are at present not performing this function, think they should be helping pupils adjust to school. A total of sixty-one per cent of the counselors checking this item definitely feel that it is a duty in which they should engage.

Assisting Pupils Who Are Failing Course Work

Ninety-one per cent of the 1083 counselors checking this item are now working at this job. In this group it is found that forty-one per cent feel this duty is not their responsibility. With the nine per cent not presently engaged in assisting pupils who are failing course work, but think they should; fifty-nine per cent of the counselors are of the opinion that this duty comes within the realm of their responsibility.

Assisting Pupils Who Are Emotionally Maladjusted

Eleven hundred and ninety-nine counselors checked this duty. Those presently engaged in this work make up ninety-one per cent of the group. Thirty-eight per cent do not think this is their job. Along with the nine per cent not presently performing this duty, but feel they should; it is found that sixty-two per cent feel they

should serve individuals who are emotionally upset.

Assisting Pupils Who Are Socially Maladjusted

Of the 1175 counselors checking this duty, ninety per cent are discharging this responsibility. Thirty-eight per cent believe that working with socially maladjusted pupils is not their duty to perform. Ten per cent not presently engaged in performing this duty think they should deal with problems of social adjustment. From Columns 5 and 6 it is seen that sixty-two per cent of the counselors believe that this duty is a responsibility of school counselors.

Assisting Pupils with Course Planning

From the 1228 counselors checking this duty, ninety-four per cent are working at this job. Forty per cent of this group now performing this duty believe this is not their responsibility. The counselors not presently working at this activity but believing they should, total six per cent of the 1228 counselors. Sixty per cent of the counselors think this is a counselor's duty.

Assisting Pupils with Occupational Plans

Helping pupils with their occupational plans is an activity engaged in by ninety-five per cent of 1213 counselors checking this item. Of the group now dealing with this problem, forty per cent do not feel this is a duty they should perform. Five per cent of the counselors believe they should be performing this duty, but are not doing it. From Columns 5 and 6 it is found that sixty per cent are

of the opinion that counselors should participate actively in the performance of this duty.

Assisting Pupils with Moral and Religious Problems

From the 935 counselors checking this item, eighty-five per cent are now dealing with this problem. Of this group, thirty-three per cent believe this is a duty they should not discharge. Fifteen per cent not presently working in this area believe they should devote time to helping pupils with those problems. Sixty-seven per cent of the 935 counselors definitely think they should be assisting pupils with this problem.

Assisting Pupils Who Are Juvenile Delinquents

Assisting pupils who come under this category is practiced by eighty-two per cent of the 922 counselors checking this item. Thirty-four per cent now engaged in this duty believe they should not deal with this problem. Along with the eighteen per cent who feel they should help with this problem, but are not presently doing it; a total of sixty-six per cent of the counselors checking this item are of the opinion that this is a duty in which they should engage.

Referring Pupils in Need of Specialized Help

Eighty-nine per cent of 1243 counselors are using referral sources in their work. From among those using these sources, thirty-three per cent feel they should not utilize these sources. Eleven per cent not presently seeking help from other sources believe

they should be. From Columns 5 and 6 it is seen that sixty-seven per cent believe that counselors should seek help from community resources.

Gathering Information about Pupils

This duty is executed by ninety-four per cent of the 1195 counselors checking this item. Of those performing this duty, forty per cent believe they should not. With the six per cent not performing this duty at the present time, but feel they should; sixty per cent of the 1195 counselors think that gathering information about pupils is their duty.

Making Notes of Interviews

A total of 1127 counselors checked this item. Of this group, ninety per cent are presently performing this function. Thirty-seven per cent believe they should not perform this function. Ten per cent of the counselors who are not performing this function now, believe they should do it. With this ten per cent, a total of sixty-three per cent feel that making notes of interviews should be done by the counselor.

Helping Pupils Appraise Strengths and Weaknesses (Educationally and Vocationally)

Of the 1172 counselors checking this item, ninety-two per cent are now performing this duty. Thirty-eight per cent feel it is a job that they should not do. Along with the eight per cent who are not

now performing this duty, it is found that sixty-two per cent of the counselors are of the belief that this duty should come within the realm of their responsibility.

Disciplining Pupils Referred by Teachers

Since this was not an item on the questionnaire, only nineteen of the 1282 counselors added it as a duty they are performing. Ninety-five per cent of these, however, are now dealing with this problem. Eighty-four per cent of the counselors believe they should not perform as a disciplinarian. This is in keeping with current thinking in the field of guidance services. With the five per cent not presently disciplining pupils, but believing they should; only sixteen per cent believe this to be their duty.

Assisting Pupils to Obtain Educational Scholarships

Sixteen counselors wrote in this item and all are now performing this activity. Of the sixteen, forty-four per cent feel they should not help pupils with this problem.

Summary

The majority of counselors, included in the study, responded to all of the duties pertaining to the work of the counselor with individual pupils with the exception of the last two duties in the table. A small number of the counselors added these duties in the spaces provided on the questionnaire.

It is found that a majority of the counselors are now performing

each duty as listed on the questionnaire. With the exception of disciplining pupils referred by teachers, it is also found that of those who are now performing these duties, a majority of the counselors believe they should work with pupils individually in each of these items. Although only nineteen counselors added the problem of disciplining pupils, it is significant to note that practically all of them are of the opinion that counselors should not deal with discipline problems referred to them by teachers. The percentage difference in those counselors who believe they should not and should assist pupils who are failing course work is not too great, although a slight majority do feel that they should help pupils with this problem.

On the whole, excepting the disciplining of pupils, it is found that the majority are now working and are doing what they believe to be the job of counselors as it relates to working with individual pupils.

One of the significant evidences derived from Table XII is the large number of counselors who do not believe they should assist individual pupils with their problems.

WORKING WITH GROUPS OF PUPILS

An important part of counselors' work in present day guidance programs is a series of planned group activities designed to help pupils work out solutions to their problems. Working with groups is not a new technique in the field of guidance, but the purposes for which these activities are designed have changed somewhat. Problems

of a personal and social nature are now being dealt with in group situations as well as educational and vocational problems.

The economical aspects of working with groups should prove to be very appealing for guidance workers. With the average counselee load for the counselors in this study at 376, working with groups of pupils is almost a necessity if the counselor expects to serve the entire group. With a well-planned series of group activities counselors could be helping more pupils with a variety of problems, as well as laying the foundation for individual counseling.

This section of the study deals with a number of activities which counselors may use in their work with groups of pupils. These activities and the counselors' reactions to these activities are found in Table XIII. A small number of counselors listed three additional duties which they were dealing with in group situations. They were: discussing marital problems, discussing educational plans, and an orientation for military service.

These duties were checked by two, seven, and two counselors respectively; as a result, these three items are not included in the table.

TABLE XIII

WORKING WITH PUPILS IN GROUPS

1	2	3	4	5	6	7
Leading Group Orientation Classes	825	67	28	39	33	72
Discussing Personal Problems with Groups	824	71	30	41	29	70
Discussing Social Problems with Groups	796	70	30	40	30	70
Discussing Vocational Problems with Groups	1026	81	35	46	19	65
Utilizing Films on Etiquette, Occupations, Etc.	1048	79	25	54	21	75
Teaching Life Adjustment Classes	476	42	20	22	58	80

Leading Group Orientation Classes

Of the 825 counselors checking this item, sixty-seven per cent are now performing this duty. Twenty-eight per cent of this group feel they should not perform this function. Thirty-three per cent think they should be serving in this capacity, but are not now engaged in it. Seventy per cent of the group believe this is a function counselors should perform.

Discussing Personal Problems with Groups

Seventy-one per cent of the 824 counselors checking this item are performing this duty. Of those now performing this duty, thirty per cent believe this is not their duty. Twenty-nine per cent are not now performing this duty, but think that they should be discussing personal problems with groups. A total of seventy per cent of the 824 counselors believe that working with groups on

personal problems should be a duty in which counselors function.

Discussing Social Problems with Groups

Seven hundred and ninety-six counselors checked this item. It is found that seventy per cent are presently engaged in discussing social problems with groups of pupils. In this group, thirty per cent believe this is not a function in which they should engage. With the thirty per cent not presently functioning in this capacity, but believing they should; a total of seventy per cent of the 796 counselors are of the opinion that this duty should come within the realm of the counselors' responsibility.

Discussing Vocational Problems with Groups

From the 1026 counselors responding to this item it is found that eighty-one per cent of them are working in this activity. Thirty-five per cent of this group do not think this is their responsibility. Those counselors who are not currently performing this duty, but feel that they should; total nineteen per cent of the 1026 counselors. From Columns 5 and 6 it is seen that a total of sixty-five per cent of the counselors checking this item believe that they should discuss vocational problems with groups of pupils.

Utilizing Films on Etiquette, Occupations, Etc.

Of the 1048 counselors checking this item seventy-nine per cent are now utilizing films on etiquette and occupations. Those believing they should not perform this duty make up twentyfive per

cent of the group. An additional twenty-one per cent of the counselors believe they should be using these films but are not at the present. This makes a total of seventy-five per cent who believe that counselors should utilize these films in their work.

Teaching Life Adjustment Classes

Only 476 counselors checked this item. Of this group forty-two per cent are now engaged in teaching these classes. Twenty per cent of them do not believe they should be called upon to perform this duty. Fifty-eight per cent not presently teaching life adjustment classes think that this is a duty that should be performed by counselors. From Columns 5 and 6 it is seen that eighty per cent of the 476 counselors believe that teaching these classes is a function they should perform.

Summary

From the returns it is indicated that counselors checking these items are placing a great deal of emphasis on group activities in their work. More than half of the counselors, included in the study, responded to all the group activities with the exception of teaching life adjustment classes. With the exception of this activity, it is found that a majority of the respondents are now utilizing all these group activities in their work.

It is significant to note, however, that of those now performing the activities, the percentages are quite even when comparing the counselors who do not believe they should function in

these activities with those who believe that they should. Utilizing films on etiquette and occupations is the only group activity in which the percentage of counselors, now performing and think they should perform this activity, exceeds those who think they should not function in this activity by more than fifteen.

A fairly large percentage of the counselors checking these items are not currently engaged in carrying out these activities, but believe that they should be in order to perform their jobs more adequately as counselors. By combining this group of counselors with those who are now serving groups of pupils in these activities, and feel that they should; it is found that a significant majority of the counselors agree that they should definitely include these group activities in their work with groups.

TESTING WORK

Probably the most widely used instrument in diagnosing pupils' problems are psychological tests. Counselors use tests in the guidance program to secure information about pupils and to supplement the information he already has concerning these pupils. To adequately use these psychological techniques, counselors need to know how to administer, score, and interpret tests. This section of the study deals with the counselor's duties as they relate to administering, scoring, recording, and interpreting tests. Table XIV indicates the percentage of those who believe and do not believe these duties should be done by the counselor. Interpreting test results to parents, administering scholarship tests, and teaching

teachers to administer tests were written in by six, three, and five counselors respectively.

TABLE XIV

WORKING WITH TESTS

1	2	3	4	5	6	7
Administering Group Tests	1051	94	45	49	6	55
Scoring Group Tests	758	95	67	28	5	33
Recording Results of Group Tests	799	94	63	31	6	37
Administering Individual Tests	998	85	38	47	15	62
Scoring Individual Tests	884	89	46	43	11	54
Interpreting Test Results to Pupils Individually	1158	92	38	54	8	62
Administering Socio-metric Tests	454	40	17	23	60	83
Constructing Sociograms	411	36	17	19	64	83

Administering Group Tests

Ninety-four per cent of the 1051 counselors checking this item are presently engaged in administering group tests; however, forty-five per cent indicated they did not believe they should be performing this duty. Along with the six per cent not now serving in this capacity, a total of fifty-five per cent of the 1051 counselors think that administering group tests is a duty in which they should function.

Scoring Group Tests

In this activity ninety-five per cent of the counselors are now performing this duty. Sixty-seven per cent of them do not feel they should be scoring group tests. Five per cent of the 758

counselors think they should be, but are not, functioning in this duty. Only thirty-three per cent of all the counselors checking this item believe that scoring group tests is their duty.

Recording Results of Group Tests

Seven hundred and ninety-nine counselors responded to this duty. Ninety-four per cent are discharging this responsibility, however, sixty-three per cent of the counselors do not think that recording test results is the counselor's responsibility. Those who are not functioning in this activity, but who feel that they should; total six per cent of the 799 counselors. From Columns 5 and 6 it is seen that only thirty-seven per cent of the counselors checking this item believe that they should record test results.

Administering Individual Tests

From the 998 counselors responding to this item, it is found that eighty-five per cent are administering these tests. Of these, thirty-eight per cent feel it is not their duty. Fifteen per cent of the counselors are not administering individual tests, but feel that they should in order to carry out their jobs more adequately as counselors. Of the 998 counselors, sixty-two per cent of them feel that it is their duty to perform.

Scoring Individual Tests

Of the 884 counselors checking this duty, eighty-nine per cent of them are scoring these tests. Forty-six per cent do not

believe they should perform in this function. With the eleven per cent not presently engaging in this activity, but believing that they should; a total of fifty-four per cent of the 884 counselors are of the opinion that scoring individual tests is an activity in which they should engage.

Interpreting Test Results to Pupils Individually

Ninety-two per cent of the 1158 counselors checking this item are performing this duty. Of this group, thirty-eight per cent believe that this is not their duty. Eight per cent of the 1158 counselors are not performing this function, but feel that they should be doing it. With this group, it is seen that a total of sixty-two per cent believe they should be dealing with this duty.

Administering Socio-Metric Tests

Only 454 counselors responded to this item. Of this group, forty per cent are now administering socio-metric tests. Seventeen per cent do not believe they should perform this function; however, sixty per cent who are not presently executing this responsibility, believe they should be performing this duty. From Columns 5 and 6 it is found that a total of eighty-three per cent of the 454 counselors think they should be administering socio-metric tests as a part of their work.

Constructing Sociograms

Only thirty-six per cent of the 411 counselors answering this

item are performing this function. A total of seventeen per cent feel that constructing sociograms is not a function they should perform. With the sixty-four per cent not performing this function, but believing that they should; a total of eighty-three per cent are of the opinion that this duty should come within the realm of the counselor's function.

Summary

From the findings, it is seen that a majority of the counselors included in this study checked all the items in Table XIV except the two dealing with socio-metric tests. Excepting these two items, it is also found that a majority of the counselors are at present engaged in performing the duties which accompany the utilization of these testing techniques.

It is significant to note, however, the reactions of some of the counselors in regard to performing these duties in testing. In two of the activities listed on the questionnaire, scoring group tests and recording results, the counselors who are now doing these are very emphatically opposed to performing these duties. Of the remaining duties in which the counselors are currently participating, a fairly even negative-positive attitude exists with the exception of the work involved in interpreting test results to pupils individually. For example, practically the same percentage of counselors believe they should engage in these activities as those who believe that they should not. Those duties coming in this category include administering group and individual tests, scoring

individual tests, administering socio-metric tests, and constructing sociograms. The duty, interpreting test results to individual pupils, is believed by counselors to be their responsibility and they should carry this out as a part of their work.

A very small percentage of the counselors checking these items are not presently engaged in performing them, with the exception of the two dealing with socio-metric techniques. All of these counselors, however, are of the opinion that they should function in these duties. Therefore, by taking the counselors now performing these duties and believe they should along with the counselors who are not performing the duties, but believe that they should; it is found that a majority of the counselors consider all these duties their responsibility except scoring group tests and recording group test results.

WORKING WITH TEACHERS

Approximately two thirds of the counselors in this study are devoting part of their time to teaching, therefore, they are members of the teaching staff and are cognizant of the problems which regular teachers are facing. Knowing this helps the counselor immeasurably in winning the confidence and trust of these teachers with whom he works. To adequately carry out the duties and responsibilities entrusted to counselors, they must be able to work cooperatively with teachers.

A majority of the counselors reported on all of the duties as listed in Table XV. The additional duties, written in by two and

four counselors respectively, are helping teachers with their personal problems and assisting teachers in units on occupations. In this section of the study, a number of the professional counselor-teacher working relationships are indicated. In Table XV, the duties are listed along with the percentage of counselors who are carrying out these duties and those who believe that they should and should not function in these counselor-teacher relationships.

TABLE XV

WORKING WITH TEACHERS

1	2	3	4	5	6	7
Conducting In-service Training Program	757	55	20	35	45	80
Interpreting Test Results to Teachers	1090	82	33	49	18	67
Assisting Teachers with Pupils' Problems	1210	91	37	54	9	63
Assisting Teachers with In-School Placement of Pupils	1035	84	35	49	16	65
Conducting Case Conference with Teachers and Specialists	1052	67	27	40	33	73

Conducting In-Service Training Programs

Of the 757 counselors checking this item, fifty-five per cent are now working with teachers in in-service guidance training programs. Twenty per cent feel they should not be called upon to serve in this capacity. Those counselors not presently performing this function, but who believe that they should, total forty-five per cent of the 757 counselors answering this item. Eighty per cent of the counselors believe they should be conducting in-service

guidance training programs for teachers.

Interpreting Test Results to Teachers

Eighty-two per cent of the 1090 counselors reporting on this duty are currently accepting responsibility for this function. However, thirty-three per cent of these counselors believe that interpreting tests to teachers is a duty they should not be called upon to perform. Along with the eighteen per cent who do not discharge this responsibility, but who feel that they should; a total of sixty-seven per cent of the 1090 counselors are of the opinion that this is definitely a duty they should discharge.

Assisting Teachers with Pupils' Problems

Twelve hundred and ten counselors responded to this item, of which ninety-one per cent are currently asisting teachers with pupils' problems. Thirty-seven per cent of these counselors believe this is not a duty they should perform. Only nine per cent of the counselors are not functioning in this capacity, but they feel they should be helping teachers in this endeavor. Therefore, a total of sixty-three per cent of the 1210 counselors think they should be discharging this responsibility.

Assisting Teachers with In-School Placement of Pupils

Eighty-four per cent of the 1035 counselors answering this item are presently accepting responsibility for helping teachers with school placement for pupils. Counselors believing they should

not accept this role account for thirty-five per cent of the counselors responding to this duty. Sixteen per cent of them feel they should be helping teachers with this task, nevertheless, they are not doing it now. Of the 1035 counselors, a total of sixty-five per cent are of the opinion that they should include assisting teachers with in-school placement among their duties.

Conducting Case Conference with Teachers and Specialists

Of the sixty-seven per cent of the 1052 counselors now working in this capacity, twenty-seven per cent of them think this is not their function. Thirty-three per cent of the counselors, not presently discharging this duty, feel they should be serving in this role. The total percentage of counselors who feel they should conduct case conferences with teachers and specialists, whether now performing it or not, account for seventy-three per cent of the group checking this item.

Summary

From the findings it is seen that a majority of the counselors in the study checked all of the items in this area. Of the counselors responding, more than half of the counselors are now working with teachers on all of the activities listed in this area.

A greater number of the counselors, who are now engaged in these activities, feel that they should work closely with teachers on these problems in order to carry out their responsibilities as counselors. However, it is significant to note the very large

percentage of counselors who, while performing duties connected with working with teachers, do not believe they should function in that manner.

It is also significant to note that a large percentage of the counselors are now helping teachers by interpreting test results, assisting with pupils' problems, and assisting with in-school placement of pupils. However, of these counselors, a large number feel that these functions should not come within the realm of their responsibility. After considering these counselors who are not currently engaged in these activities, but believe that they should; it is found that approximately two thirds of the counselors checking these items feel that these are activities in which they should engage.

A large percentage of the counselors are of the opinion that they should be conducting in-service guidance training programs, and conducting case conferences with teachers and specialists. However, it is noted that forty-five per cent of these counselors responding are not conducting in-service programs, and a third of the counselors are not conducting case conferences at the present time.

WORKING WITH OTHER COUNSELORS

The success of the guidance services in secondary schools is greatly enhanced through a close cooperative relationship among the several counselors. Table XVI indicates a number of cooperative working relationships in which counselors may participate to

strengthen the program of guidance services in the secondary schools. Of the counselors participating in the study, it is found that a majority responded to each item.

TABLE XVI

WORKING WITH OTHER COUNSELORS

1	2	3	4	5	6	7
Planning the School's Guidance Program	1106	87	37	50	13	63
Assisting in the In-Service Training Program	781	60	24	36	40	76
Assisting Other Counselors with Serious Problem Cases	868	76	33	43	24	67
Sharing Experiences with Other Counselors	995	82	34	48	18	66
Sitting in on Case Conferences with Other Counselors	779	64	29	35	36	71
Acting as Referral Agent for Other Counselors	693	72	33	39	28	67
Referring Cases to Other Counselors	718	75	33	42	25	67
Coordinating Services at Secondary Level with Services at the Elementary, College, Trade School, and Industry	867	67	29	38	33	71

Planning the School's Guidance Program

Eleven hundred and six counselors checked this item. Of this group, eighty-seven per cent are currently functioning in planning the guidance program in their schools. Thirty-seven per cent, however, believe they should not work with other counselors in this activity. Only thirteen per cent of the 1106 counselors are not participating in this function and all of them believe they should be. Sixty-three per cent of the counselors feel they should engage

in this duty.

Assisting in the In-Service Training Program

Assisting with the in-service training program is a duty in which sixty per cent of the 781 counselors answering this item are now engaged. Twenty-four per cent of this group are of the opinion that this is not a duty in which they should serve. It is seen that forty per cent of the 781 counselors are not performing this function, but believe that it is a duty in which they should engage. Thus, a total of seventy-six per cent of the counselors responding to this activity think they should serve in this capacity.

Assisting Other Counselors with Serious Problem Cases

Cooperatively working with other counselors on problem cases is a responsibility in which seventy-six per cent of the counselors checking this item are dealing. Of the 886 counselors responding, thirty-three per cent believe this is not a duty in which they should work. Along with the twenty-four per cent not presently engaged in this task, it is found that sixty-seven per cent of the 886 counselors are confident that working with other counselors on serious problem cases should come within the realm of their duties.

Sharing Experiences with Other Counselors

Eighty-two per cent of the counselors responding to this item are currently engaged in carrying out this activity. Of this group, thirty-four per cent of the counselors are of the opinion that

sharing experiences with other counselors is one thing they should not do. Only eighteen per cent of 995 counselors are not functioning in this activity, and all of them believe that it is an activity in which they should engage. From Columns 5 and 6 it is seen that sixty-six per cent of the 995 counselors agree that they should share experiences with other counselors.

Sitting in on Case Conferences with Other Counselors

Of the 779 counselors responding to this item, it is found that sixty-four per cent of them are now engaging in this activity. Twenty-nine per cent of these counselors feel that this is not an activity in which they should engage. Although thirty-six per cent of the 779 counselors are not presently functioning in this capacity, they all believe they should. Along with this group, it is seen that seventy-one per cent of the counselors checking this item are of the opinion that sitting in on case conferences with other counselors is an activity in which they should serve.

Acting as Referral Agents for Other Counselors

Acting as referral agents for other counselors is practiced by seventy-two per cent of the 693 reporting counselors. Thirty-three per cent of this group believe that they should be free of this responsibility. Along with the twenty-eight per cent of the counselors who are not acting as referral agents at the present time, it is seen that sixty-seven per cent of the 693 counselors are in accord that this is a service they should render.

Referring Cases to Other Counselors

Those counselors now engaged in using other counselors in their work as referral sources account for three fourths of the 718 counselors checking this item. Of this group, thirty-three per cent do not feel they should seek the help of other counselors. One fourth of the counselors are not utilizing the help of other counselors, but all of them feel they should. From Columns 5 and 6 it is seen that sixty-seven per cent of the 718 counselors believe they should use other counselors as referral agents.

Coordinating Services at Secondary Level with Services at the Elementary, College, Trade School, and Industry

Articulation of the secondary school guidance services with the services at other school levels is an activity in which sixty-seven per cent of the 867 counselors, checking this item, are currently engaging. Those counselors in this group who believe this is not a counselor function account for twenty-nine per cent of the 867 counselors. However, with the thirty-three per cent not actively engaged in this function, it is found that seventy-one per cent of the counselors believe they should coordinate their services with the services in other schools and industry.

Summary

Of the counselors responding to the items in this area, it is found that a majority of them are now performing in each duty.

However, the opinions of the counselors now performing these duties appear to be quite evenly divided, even though the percentage of counselors believing they should function in these activities are slightly greater than those who feel they should not engage in these activities. Of those counselors now performing these activities, a counselor percentage of ten or more in favor of those counselors who believe they should perform the duties is found in regard to planning the school's guidance program, assisting in the in-service training program, assisting other counselors with serious problem cases, and sharing experiences with other counselors. This difference for the remaining four duties is somewhat lower than ten per cent of the counselors, however, still in favor of those counselors who believe they should perform the duties.

The percentage of counselors not currently functioning in the duties in this area ranges from thirteen per cent of 1106 counselors in planning the school's guidance program, to forty per cent of 781 counselors in assisting in the in-service training program. However, all of these counselors feel that they should cooperate with other counselors in these activities. On the whole, taking all the counselors who feel they should discharge these duties, whether presently engaged or not; it is found that a great majority are of the opinion that they should definitely function in all these counselor-counselor relationships.

However, a disturbing element is the large per cent of counselors who, while performing duties which call for working with other counselors, do not feel that it is part of their job.

WORKING WITH ADMINISTRATIVE OFFICERS

Unless administrators have an interest in the guidance services and an understanding of the activities being carried out, the program will not function to its maximum potential. By keeping administrators informed of the guidance activities and consulting with them in regard to school policy, counselors are able to build up harmonious relationships with administrative officials. In Table XVII some duties and responsibilities of counselors as they relate to working with administrative officers are indicated along with the percentage of counselors who are, and who are not, performing them and their reactions to these items.

TABLE XVII

WORKING WITH ADMINISTRATIVE OFFICERS

1	2	3	4	5	6	7
Planning Guidance Activities with Administrative Officials	1205	89	37	52	11	63
Utilizing Competencies of Research in Helping Administrators Collect, Tabulate, and Interpret Significant Information	875	71	31	40	29	69
Supplying Pertinent Information of Pupils to Curriculum Research Committees	854	61	27	34	39	73
Serving on Curriculum Planning Committees	959	64	29	35	36	71
Serving on Research Committees	723	56	26	30	44	74

Planning Guidance Activities with Administrative Officials

Of the eighty-nine per cent of the 1205 counselors taking part

in this activity, thirty-seven per cent of them are of the opinion that planning guidance activities with the administrative staff is not a function they should perform. However, with the eleven per cent who are not now participating in this activity, a total of sixty-three per cent of the counselors in this group feel this is the counselor's duty.

Utilizing Competencies of Research in Helping Administrators Collect, Tabulate, and Interpret Significant Information

This is a duty in which seventy-one per cent of 875 counselors are serving. Thirty-one per cent of this group feel, however, that it is not a duty in which they should serve. A total of twenty-nine per cent of the 875 counselors believe this is a responsibility they should assume but, at the present, are not assuming it. Those counselors who feel that they should be helping out in this function account for sixty-nine per cent of the 875 counselors responding to this item.

Supplying Pertinent Information of Pupils to Curriculum Research Committees

Sixty-one per cent of the 854 counselors are supplying information about pupils to curriculum research committees. Of this group, twenty-seven per cent of the counselors do not feel that this is an activity in which they should function. Along with the thirty-nine per cent of the 854 counselors who are not currently discharging this responsibility, it is seen that seventy-three per

cent agree that counselors should cooperate with research committees by supplying information about pupils.

Serving on Curriculum Planning Committees

Nine hundred and fifty-nine counselors responded to this item. Sixty-four per cent of this group are serving on curriculum planning committees. Those counselors believing that they should not serve in this capacity total twenty-nine per cent of the 959 counselors. Thirty-six per cent of the counselors believe they should be serving on curriculum planning committees; however, at the present time, they are not functioning in this capacity. A total of seventy-one per cent of the 959 counselors checking this item are of the opinion that they should serve on curriculum committees.

Serving on Research Committees

Of the 723 counselors checking this item fifty-six per cent of them are currently serving on research committees. Twenty-six per cent of these counselors do not believe they should serve in this capacity. Along with the forty-four per cent of the counselors who are not serving on research committees, it is seen that seventy-four per cent of the 723 counselors are of the opinion that this is an activity in which counselors should engage.

Summary

In this area it is seen that a great majority of the counselors, participating in the study, checked the items dealing

with their work with administrative officials. Of those counselors responding to items in this area, it is found that a majority of them are now carrying out these duties and responsibilities.

From the counselors' reactions it is found that a significant majority think they should work with administrative officials in planning the guidance activities in the school. Although a majority of the counselors feel that they should participate in them, quite a different picture is seen for the remaining four activities. Only a slight majority of the counselors think they should function in these duties. It is only by taking into consideration the counselors who are not engaged in these functions at the present time, but think they should, and combining them with those who are now performing and think that they should function in these activities; is it found that counselors are of the opinion that they should work closely with administrative officers on these duties.

WORKING WITH PARENTS

Mutual understanding of counselors and parents in regard to pupils' problems facilitates wholesome adjustment. If counselors are to help pupils with their problems, the cooperation and help received from the home is invaluable. A number of items are listed in Table XVIII for purposes of determining the extent to which counselors are utilising parents in the solution of pupils' problems, as well as their reactions to working cooperatively with parents on these problems. Three additional items were added by counselors in the area of working with parents. One appears in

Table XVIII and the others, written in by four and two counselors respectively, were referring parents to community agencies and working with parents on pupil health problems.

TABLE XVIII

WORKING WITH PARENTS

1	2	3	4	5	6	7
Visiting Pupils' Homes	828	62	27	35	38	73
Counseling Parents of Failing Pupils	1094	80	34	46	20	66
Counseling Parents concerning Family Problems	564	66	30	36	34	70
Counseling Parents concerning Pupil Behavior	1062	80	34	46	20	66
Counseling Parents concerning Vocational Problems of Pupils	1064	81	34	47	19	66
Working with Parents concerning Pupil's Choice of College	13	92	38	54	8	62

Visiting Pupils' Homes

Visiting pupils' homes is an activity engaged in by sixty-two per cent of 828 counselors. Twenty-seven per cent of the counselors checking this item think that they should not be called upon to perform this function. Those counselors who are not now participating in this activity, but feel that they should; account for thirty-eight per cent of the 828 counselors. A total of seventy-three per cent of these counselors believe they should visit the homes of their pupils as a part of their duty.

Counseling Parents of Failing Pupils

This is an activity in which eighty per cent of the 1094

counselors responding to this item are functioning. Of this group, thirty-four per cent are of the opinion that performing this function is not an activity in which they should serve. Twenty per cent not currently counseling parents of failing pupils believe they should accept responsibility for this activity. From Columns 5 and 6 it is found that sixty-six per cent of the 1094 counselors agree that counseling parents about failing grades of their children is their duty.

Counseling Parents concerning Family Problems

Only 564 counselors responded to this item. Of this group, sixty-six per cent are now engaged in this activity as part of their work. Thirty per cent of them do not believe they should carry out this function, however, thirty-four per cent believe they should but are not currently doing it. It is found that seventy per cent of the 564 counselors who are, and those who are not, performing this duty believe that it should be included as a counselor's responsibility.

Counseling Parents concerning Pupil Behavior

Eighty per cent of 1062 counselors are currently counseling parents concerning the behavior of their children, however, thirty-four per cent of them are of the opinion that this is not their responsibility. Along with the twenty per cent who feel that they should function in this capacity, but are not doing so at the present time; it is seen that a total of sixty-six per cent of the counselors

feel this is a duty in which they should function.

Counseling Parents concerning Vocational Problems of Pupils

Of the 1064 counselors checking this item, it is found that eighty-one per cent of them are now dealing with this activity. Thirty-four per cent of this group do not think they should work with parents on this problem. Although not currently engaging in this function, twenty per cent of the counselors feel they should be dealing with this problem. From Columns 5 and 6 it is seen that sixty-six per cent of the 1064 counselors agree that this duty should come within the realm of the counselor's function.

Working with Parents concerning Pupil's Choice of College

Ninety-two per cent of the thirteen counselors adding this duty are now performing this function, however, thirty-eight per cent of them do not think they should work with parents on this problem. Only eight per cent of those counselors who are not presently engaged in this activity believe that they should function in this capacity. A total of sixty-two per cent of the thirteen counselors are of the opinion that this is a service they should render.

Summary

A majority of the counselors checked all the items in this area, with the exception of working with parents concerning family problems and pupil's choice of college. Of the counselors

responding, the majority are now working with parents on all the activities included in this area.

It is found that a greater percentage of the counselors, now cooperating with parents in all the activities, believe they should than should not function in these activities. However, this percentage difference is quite small in the item dealing with counseling parents concerning family problems and visiting pupils' homes. A greater percentage difference is found in the remaining four activities in this area.

With the exception of working with parents concerning pupils' choice of college, it is significant to note that from one fifth to one third of the counselors are not presently engaged in carrying out these functions. All of them, however, believe that they should serve in carrying out these activities. By considering this group along with those counselors who are now engaged in these activities; it is seen that, of the counselors responding in this area, they definitely agree that they should work closely with parents on these various problems.

OCCUPATIONAL AND EDUCATIONAL INFORMATION

In many secondary schools counselors are primarily responsible for maintaining occupational and educational information for pupils' use. However, in many of these schools, this is a cooperative enterprise with the school's librarian. No matter which system is used, counselors have a responsibility, directly or indirectly, for keeping an adequate supply of up-to-date material.

In order for high school pupils to receive the maximum benefits from these materials, they should be organized and filed in such a way as to be easily accessible for these pupils. There are other means of keeping high school pupils informed of the occupational and educational possibilities, other than through printed information which counselors have at their disposal. Table XIX indicates the number of counselors utilizing these techniques and performing the duties accompanying this phase of this work. The reactions of the counselors who are, and who are not, functioning in these activities is also indicated.

TABLE XIX

COUNSELORS' DUTIES IN OCCUPATIONAL AND EDUCATIONAL INFORMATION

1	2	3	4	5	6	7
Teaching Occupational Exploration Courses	463	52	23	29	48	77
Conducting Community Occupational Surveys	581	39	18	21	61	82
Securing Occupational and Educational Information	1041	90	37	53	10	63
Filing Occupational and Educational Information	918	91	45	46	9	55
Organizing Career and College Days	891	75	32	43	25	68
Utilizing Films on Occupations	888	71	29	42	29	71
Teaching Job Application Techniques	610	58	28	30	42	72
Conducting Tours of Businesses and Industries	620	49	20	29	51	80

Teaching Occupational Exploration Courses

It is found that fifty-two per cent of the 463 counselors answering this item are now teaching occupational exploration

courses. However, twenty-three per cent of these counselors feel that they should not be working in this capacity. Forty-eight per cent of the 463 counselors are not currently serving in this capacity, nevertheless, they feel that it is a duty they should perform. In all, there are seventy-seven per cent of the counselors checking this duty who believe they should be discharging this responsibility as part of their job.

Conducting Community Occupational Surveys

Only thirty-nine per cent of the 581 counselors, responding to this item, are now conducting community occupational surveys. Of this group, eighteen per cent believe that they should not be called upon to perform this service. Those counselors who are not performing this duty, but who believe that they should; total sixty-one per cent of the 581 counselors. Therefore, eighty-two per cent of the counselors, whether they are now serving in this capacity or not, are of the opinion that conducting community occupational surveys is a duty in which counselors should function.

Securing Occupational and Educational Information

Of the 1041 counselors checking this item, ninety per cent are presently engaged in this activity; however, thirty-seven per cent of them feel that this is not their responsibility. Along with the ten per cent not currently securing this information, a total of sixty-three per cent agree that securing occupational and educational information is the counselor's duty.

Filing Occupational and Educational Information

Ninety-one per cent of the 918 counselors responding to this item are now dealing with this activity. Those believing that this is not the counselor's responsibility account for forty-five per cent of the counselors checking this duty. The counselors who are not engaged in this activity, but who believe that they should be; total nine per cent of the 918 counselors checking this item. It is seen that fifty-five per cent of them concur that they should be filing this information.

Organizing Career and College Days

Three fourths of the 891 counselors checking this item are now organizing these days as part of their work. Of this group, however, thirty-two per cent agree that they should not be called upon to perform this function. A fourth of the counselors are not currently working at this activity, but all of them believe that they should include this as one of their duties. In all, a total of sixty-eight per cent of the 891 feel that they should organize career and college days.

Utilizing Films on Occupations

Eight hundred and eighty-eight counselors responded to this item. Seventy-one per cent of them are now using occupational films, however, twenty-nine per cent think that this is not one of the counselor's responsibilities. Along with the twenty-nine per

cent who are not now using these films, a total of seventy-one per cent feel that counselors should take advantage of this teaching aid in their work.

Teaching Job Application Techniques

Of the 610 counselors responding to this duty, it is found that fifty-eight per cent of them are currently engaged in carrying out this responsibility. Twenty-eight per cent of this group believe that teaching this unit is not their function. Those counselors who believe this is an activity in which they should engage, but are not acting in this capacity at the present; account for forty-two per cent of the 610 counselors. Seventy-two per cent of this group definitely feel that they should be teaching job application techniques as one of their duties.

Conducting Tours of Businesses and Industries

Of the forty-nine per cent of the 620 counselors now carrying out this function, twenty per cent are of the opinion that conducting these tours should not come within the realm of their responsibility. Fifty-one per cent of the 620 counselors feel that they should include this as one of their duties but, at the present time, are not doing so. From Columns 5 and 6 it is seen that a total of eighty per cent of the counselors agree that conducting tours of businesses and industries is their function to perform as counselors.

Summary

Of the 1282 counselors included in the study, it is seen that less than half of them responded to four of the activities included in this area. In all of the activities it is noted that a majority of the counselors are now engaged in carrying out the duties involved, with the exception of conducting community occupational surveys and conducting tours of businesses and industries.

Of those who are currently engaged in these activities, a greater percentage of the counselors believe they should perform all these functions. However, it is significant to note that the percentage difference is only one between those counselors who believe they should, and those who believe they should not file occupational and educational information; only two for teaching job application techniques; and only three for conducting community occupational surveys. A slightly greater percentage difference is noted for the remaining five activities.

With the exception of securing and filing occupational and educational information, it is seen that quite a number of the counselors are not currently engaged in carrying out the duties pertaining to occupational and educational information. The percentage of counselors who think that they should be carrying out these duties, but are not at the present time; range from twenty-five in organizing career and college days, to sixty-one in conducting community occupational surveys. However, when combining those counselors who are now performing these duties with those who are not

performing them, it is found that the counselors responding in this area think that they should carry out the duties involved in providing informational services as part of their work.

PLACEMENT

Assisting pupils to become situated and to make satisfactory adjustments is a guidance service performed by all schools. Whether this service is the primary responsibility of the counselors depends on the school situation in which the counselor is employed. Counselors will, at some time, become involved in some phase of placement whether educational, vocational, social, or health. A number of the activities in which counselors function in assisting pupils to be placed adequately, along with the number of counselors participating in these activities and their reactions to performing these placement duties, is indicated in Table XX. Cooperating with employment agencies was an additional duty written in by one counselor.

TABLE XX

PLACEMENT DUTIES OF COUNSELORS

1	2	3	4	5	6	7
Assisting Pupils with In-Service Placement	992	87	38	49	13	62
Securing Part-Time Jobs for Pupils	923	81	39	42	19	61
Contacting Potential Employers	760	71	33	38	29	67
Assisting School-Leavers with Next Steps (i. e. College, Trade School, Job, Etc.)	1215	84	44	40	16	56
Assisting Pupils with Leisure Time Placement	714	62	27	35	38	73

Assisting Pupils with In-School Placement

Assisting pupils in this regard is being practiced by eighty-seven per cent of the 992 counselors reporting, however, thirty-eight per cent of this group believe that this is not a part of their job. Those counselors who feel they should be devoting some of their time to this function, but at the present time are not doing so; total thirteen per cent of the group. In all, sixty-two per cent of the 992 counselors agree that they should assist in placing pupils in school activities.

Securing Part-Time Jobs for Pupils

Of the thirty-one per cent of the 923 counselors performing this duty, thirty-nine per cent of them are of the opinion that they should not be helping pupils to secure part-time jobs. Along with the nineteen per cent who are not currently acting in this capacity, it is seen that sixty-one per cent of the 923 counselors think they should make a practice of helping pupils in securing these jobs while they are still in school.

Contacting Potential Employers

Seven hundred and sixty counselors checked this item. Although seventy-one per cent of those counselors reporting are engaged in making contacts with employers, it is found that thirty-three per cent feel that this is not their duty to perform. Twenty-nine per cent believe they should assume this responsibility,

but are not doing so at the present time. From Columns 5 and 6 it is seen that sixty-seven per cent agree that they should assume the responsibility of contacting potential employers.

Assisting School-Leavers with Next Steps (i. e. College, Trade School, Job, Etc.

Eighty-four per cent of the 1215 counselors are currently assisting school-leavers with these next steps. From this group it is found that forty-four per cent do not think of this function as their duty. Those counselors who realize a responsibility in this function, yet, are not carrying it out total sixteen per cent of the entire group. A total of fifty-six per cent of the 1215 counselors believe that assisting school-leavers with next steps is definitely a placement responsibility they should discharge.

Assisting Pupils with Leisure Time Placement

Of the 714 counselors responding to this item, it is found that sixty-two per cent of them are currently dealing with this duty in their work. Twenty-seven per cent of them, however, do not feel that they should help pupils along these lines. It is seen that thirty-eight per cent of these 714 counselors feel that they should be, but are not, performing this duty. In all, a total of seventy-three per cent of the counselors reporting on this item agree that they should assist pupils in leisure-time placement.

Summary

From the findings it is seen that a majority of the counselors, included in this study, checked all the items in this area. Of those counselors responding, it is found that a majority are presently engaged in carrying out these placement functions.

A greater percentage of the counselors who are now engaged in these activities believe they should perform these duties as part of their work, with the exception of the duty assisting school-leavers with next steps. In this duty forty-four per cent of the counselors do not feel that they should help school-leavers, while forty per cent of the counselors believe they should. Although a greater percentage of the counselors believe they should secure part-time jobs for pupils and contact potential employers, the percentage difference is only three and five respectively for the two duties when compared with those counselors who feel they should not perform these functions.

The percentage of counselors not currently functioning in these placement duties ranges from thirteen per cent of 992 counselors in assisting pupils with in-school placement, to thirty-eight per cent of 714 counselors in assisting pupils with leisure time placement. All of these counselors, however, believe that they should be assisting pupils by carrying out these placement activities. By considering all of the counselors who feel that they should perform these duties, whether currently engaged in them or not, it is found that a majority of the counselors are of the opinion that they should definitely serve in these placement activities in order to carry out their jobs

more adequately as counselors.

FOLLOW-UP OF GRADUATES AND DROP-OUTS

Previous studies have found that less attention is being paid to this phase of the guidance program than to any other. However, in Wilson's study (69, p.177) a majority of the counselors felt they should be doing more in this area.

A number of the duties of counselors as they relate to follow-up of graduates and drop-outs is found in Table XXI along with the number of counselors who are carrying out these duties, as well as their reactions to performing or not performing these duties.

TABLE XXI

FOLLOW-UP OF GRADUATES AND DROP-OUTS

1	2	3	4	5	6	7
Conducting Follow-up Studies of School-Leavers	892	50	23	27	50	77
Conducting Follow-up of In-School Placement	662	41	17	24	59	83
Organizing Follow-up Studies	747	46	20	26	54	80
Preparing Follow-up Materials	691	48	24	24	52	76
Tabulating Follow-up Information	662	54	29	25	46	71
Interpreting Follow-up Results	777	47	20	27	53	80

Conducting Follow-up Studies of School-Leavers

Eight hundred and ninety-two counselors reported on this item. One half of these counselors are engaged in carrying out this duty, nevertheless, twenty-three per cent of them do not think that this is a duty they should perform. It is also found that one half of the

counselors believe they should conduct follow-up studies of school-leavers, but are not doing so at the present time. Along with this group, it is seen that seventy-seven per cent of the 892 counselors regard this as an activity in which they should function.

Conducting Follow-up Studies of In-School Placement

Conducting follow-up of studies of in-school placement is being practiced by forty-one per cent of the 662 counselors answering this item. Of this group seventeen per cent think that it is a duty in which they should not participate. Fifty-nine per cent of the counselors are not functioning in this duty at the present time, but they feel that it is one in which they should serve. A total of eighty-three per cent of the 662 counselors are of the opinion that they should make a concerted effort to follow-up more closely the in-school placements they make.

Organizing Follow-up Studies

Of the 747 counselors responding to this item, it is seen that forty-six per cent of them are presently engaged in this duty. However, twenty per cent of them do not think that they should take part in this activity. Along with the fifty-four per cent of the counselors who are not now organizing follow-up studies, it is seen that eighty per cent of them are of the opinion that this duty should come within the realm of the counselor's function.

Preparing Follow-up Materials

Forty-eight per cent of the 691 counselors are preparing these materials at the present time, however, one half of them think that this is not their responsibility. Those counselors who are not now preparing follow-up materials, but who believe that they should; total fifty-two per cent of the entire group. Along with this group, it is found that seventy-six per cent of the 691 counselors checking this item are of the opinion that preparing follow-up materials is a duty in which they should participate.

Tabulating Follow-up Information

Assuming responsibility in this activity is practiced by fifty-four per cent of the counselors responding to this item. However, twenty-nine per cent of them believe they should not be called on to serve in this capacity. Forty-six per cent of the 662 counselors think that they should tabulate follow-up information, but are not doing so at the present time. From Columns 5 and 6 it is seen that seventy-one per cent of the counselors agree that they should accept responsibility in this activity.

Interpreting Follow-up Results

Of the 777 counselors responding to this duty, it is found that forty-seven per cent are currently engaged in carrying out this activity. Twenty per cent of this group feel that interpreting follow-up information is not their responsibility. Along with the

fifty-three per cent not presently interpreting these results, it is seen that a total of eighty per cent of the 777 counselors agree that they should function in this capacity.

Summary

It is seen that a majority of the counselors included in the study responded to all the items in this area dealing with the counselors' responsibilities in follow-up services of graduates and drop-outs. Of the counselors reporting, it is found that tabulating follow-up information is the only duty now being performed by a majority of the counselors. Conducting follow-up studies of school-leavers is being carried out by one half of the counselors responding to that duty.

In all items, with the exception of preparing follow-up materials and tabulating follow-up information, a slightly greater percentage of the counselors who are now performing these duties believe that they should. Of the forty-eight per cent of the counselors now preparing follow-up materials, twenty-four per cent of them believe they should and the same believe that they should not perform in this activity. For the fifty-four per cent now tabulating follow-up information, twenty-five per cent of them believe they should do this while twenty-nine per cent of them believe they should not function in this activity.

Approximately one half of the counselors are not currently functioning in any of the duties in this area, however, all of them believe that they should. By combining the counselors who are now

functioning in these duties and think they should with the counselors who are not, but believe that they should function in these follow-up duties; it is found that approximately three-fourths of the counselors responding feel that they should engage in these follow-up duties.

PUBLIC RELATIONS

A systematic and carefully planned system of keeping the school staff as well as the school patrons informed about guidance services is being stressed by associations to which counselors and administrators are affiliated. There are many ways in which counselors may keep the school and the public informed on what is being done. A number of public relations mediums which counselors may utilize are indicated in Table XXII. Two additional mediums, which counselors may utilize in keeping the public informed, were written in by four and two counselors respectively. They are serving on Parent-Teachers' Association committees and organizing community agencies.

TABLE XXII

PUBLIC RELATIONS OF COUNSELORS

1	2	3	4	5	6	7
Giving Talks	1048	85	38	47	15	62
Preparing News Articles	757	72	34	38	28	66
Cooperating with Civic Organizations	1050	82	35	47	18	65
Cooperating with Other Community Agencies	963	80	33	47	20	67
Preparing Handbook on Guidance Services	753	47	21	26	53	79
Preparing News Letter on Guidance Services for Faculty Distribution	631	40	17	23	60	83
Participating on Panels	924	79	37	42	21	63

Giving Talks

Giving talks is an activity in which eighty-five per cent of the counselors, responding to this item, are participating. Nevertheless, thirty-eight per cent of this group are of the opinion that they should not be called upon to take part in this activity. Only fifteen per cent of the group are not now giving these talks, and all of them believe that it is a duty in which they, as counselors, should participate. Along with this group, a total of sixty-two per cent of the 1048 counselors think that giving talks is an activity in which they should serve.

Preparing News Articles

It is found that seventy-two per cent of the 757 counselors checking this item are now performing this function. Thirty-four

per cent of these counselors believe that they should not be doing this as part of their work. Those counselors who are not involved in this activity at the present, but who believe that they should take an active part; total twenty-eight per cent of the 757 counselors. Sixty-six per cent of the counselors who are, and who are not, preparing news articles definitely feel that they, as counselors, should carry out this duty.

Cooperating with Civic Organizations

This cooperative activity is being put into practice by eighty-two per cent of the 1050 counselors reporting, however, thirty-five per cent of them believe that this is not their responsibility. Along with the eighteen per cent who are not currently engaged in this function, it is seen that sixty-five per cent of the 1050 counselors feel that cooperating with civic organizations is a part of their work.

Cooperating with Other Community Agencies

Working with community agencies is an activity in which eighty per cent of the counselors, answering this item, are functioning. Thirty-three per cent of the counselors, however, feel that this is not their obligation. Twenty per cent are not engaged in this cooperative endeavor, but all of them feel that it is an activity in which they should take part. A total of sixty-seven per cent of the 963 counselors agree that they should work closely with community organizations in order to perform their jobs as counselors more

adequately.

Preparing Handbook on Guidance Services

Of the 753 counselors checking this item forty-seven per cent of them are now performing this function. Twenty-one per cent of them are of the opinion that this is not their duty. It is found that fifty-three per cent of the counselors are not now dealing with the preparation of guidance handbooks, but this is a job in which they feel they should perform. From Columns 5 and 6 it is seen that seventy-nine per cent of the 753 counselors agree that counselors should include this as one of their duties.

Preparing News Letter on Guidance Services for Faculty Distribution

Forty per cent of the counselors responding to this activity are making a practice of keeping the faculty informed of the guidance services; however, in this group, seventeen per cent definitely feel that they should not be expected to discharge this duty. Along with the sixty per cent not currently engaged in preparing news letters, a total of eighty-three per cent of the 631 counselors think that this is a duty they should shoulder.

Participating on Panels

A total of seventy-nine per cent of the 924 counselors, answering this item, are serving in this capacity. In this group it is found that thirty-seven per cent of them think that they should not be called upon to perform this function. Only twenty-one per

cent of the counselors are not functioning in this capacity, while all of them feel it is an activity in which they should engage. Those counselors who believe that they should be available for such service, whether currently serving in this capacity or not, total sixty-three per cent of the reporting counselors.

Summary

From the returns it is noted that a majority of the counselors reported on all the items in this section with the exception of preparing news letters on guidance services for faculty distribution. With the exception of preparing handbooks on guidance services and news letters for faculty distribution, it is found that a majority of the counselors reporting in this area are now participating in all of the public relations mediums.

It is also significant to note that a greater percentage of the counselors who are now performing these activities believe that they should function in all of these activities. The positive attitude of these counselors is greatest in cooperating with other community agencies, where the percentage difference was fourteen. The least is found to be in preparing news articles, where the counselor percentage difference is four in favor of those counselors who believe they should prepare news articles.

The percentage of counselors not presently utilizing these public relations mediums ranges from fifteen per cent of 1048 counselors for giving talks, to sixty per cent of 631 counselors for preparing news letters on guidance services for faculty distribution.

Along with these counselors and those who are now utilizing these mediums, and feel that they should; it is found that a significant majority believe they should use these mediums for keeping the people informed about the school's guidance services.

WORKING WITH OTHER YOUTH SERVING WORKERS AND AGENCIES

There are many youth serving workers and agencies in the community who are intensely interested in the welfare of its young people. The schools, with their teachers and counselors, make up only one of these agencies. Although young people are under the jurisdiction of the schools for longer periods of time than any of the other youth serving agencies, it does not relieve the school counselor of the responsibility of working closely with these individuals and agencies. A number of these workers and agencies are indicated in Table XXIII. Along with these are the percentage of counselors working with them, as well as the counselors' feelings in regard to this work. The additional duties, which were written in by counselors and not appearing in Table XXIII, are working with vocational rehabilitation commissions and mental health clinics. These were written in by nine and six counselors respectively.

TABLE XXIII

WORKING WITH OTHER YOUTH SERVING WORKERS AND AGENCIES

1	2	3	4	5	6	7
Church Organizations	826	76	34	42	24	66
Civic Organizations	916	77	34	43	23	66
Juvenile Courts	754	64	26	38	36	74
Probation Officer	775	70	31	39	30	69
Psychiatrists	756	62	26	36	38	74
Psychologists	767	66	29	37	34	71
Remedial Reading Teacher	806	67	30	37	33	70
Service Club Committees	624	71	32	39	29	68
School Nurse	1047	87	39	48	13	61
Speech Correction Teacher	748	69	30	39	31	70
Visiting Teacher	904	77	21	56	23	79
Y.M.C.A or Y.W.C.A.	525	68	30	38	32	70
Public Welfare	27	100	56	44	0	44
State Employment Agency	33	97	58	39	3	42
Family Service Advisory Council	11	100	27	73	0	73
Scouts	11	91	64	27	9	36

Working with Church Organizations

Of the 826 counselors responding to this item, it is found that seventy-six per cent of them are working with this organization. Nevertheless, thirty-four per cent of this group are of the opinion that they should not work cooperatively with churches. Among the 826 counselors checking this item, twenty-four per cent of them are not presently working with churches, but all of them believe that they should. Along with this group it is found that sixty-six per cent of the total group checking this item are of the opinion that they should work closely with church organizations.

Civic Organisations

Seventy-seven per cent of the 916 counselors answering this

item are now working with this youth serving organization. Of this group thirty-four per cent feel that it is not their duty as counselors to cooperatively work with civic organizations. Along with the twenty-three per cent of the 916 counselors who believe they should cooperate with civic organizations. Along with the twenty-three per cent of the 916 counselors who believe they should cooperate with civic organizations, but are not; it is seen that sixty-six per cent of the counselors are in agreement concerning this function.

Juvenile Courts

Seven hundred and fifty-four counselors responded to this item. Sixty-four per cent of this group are now working with the courts in helping youngsters, however, twenty-six per cent of them do not believe that this is their responsibility. Those counselors responding to this item who feel that they should work with juvenile courts, but who are not doing so at the present time; account for thirty-six per cent of the 754 counselors. A total of seventy-four per cent of the entire group agree that time should be devoted to working with this group.

Probation Officer

Of the 775 counselors reporting on this item, seventy per cent of them are presently engaged in working cooperatively with these officers. Nevertheless, thirty-one per cent of these counselors do not feel that this comes within their realm of activity.

It is found that thirty per cent of the 775 counselors are not now working with probation officers, however, all of them believe they should. By combining this group with those who are engaged in this cooperative endeavor, and those who believe they should; it is noted then that sixty-nine per cent of the total group think that they should work closely with probation officers.

Psychiatrists

Sixty-two per cent of the 756 counselors responding are now working with psychiatrists on pupils' problems. Of this group it is seen that twenty-six per cent are of the opinion that they should not work with this individual. Those counselors who believe that they should be cooperating with psychiatrists, but at present are not; account for thirty-eight per cent of the 756 counselors responding to this item. In all, a total of seventy-four per cent of the counselors agree that they should work closely with psychiatrists, whether now doing it or not.

Psychologists

From the returns it is found that sixty-six per cent of the 767 counselors, checking this item, are now working with psychologists. However, twenty-nine per cent of this group feel that this is not their responsibility. Nevertheless, along with the thirty-four per cent of the 767 counselors who are not currently cooperating with psychologists, but who feel that they should; it is found that seventy-one per cent of the total group are of the opinion that they

should function in the cooperative endeavor.

Remedial Reading Teacher

Of the counselors included in this study 806 responded to this item. Sixty-seven per cent of them are presently working with remedial reading teachers, yet, thirty per cent of the counselors do not feel they should do this. However, with the thirty-three per cent of the 806 counselors who are not presently engaged in this activity, but who believe that they should cooperate; a total of seventy per cent of them are in agreement that they should work cooperatively with remedial reading teachers.

Service Club Committees

Only 624 of the counselors included in the study checked this item. Of those, seventy-one per cent are now working with these committees. Thirty-two per cent of these counselors do not think they should work with this organization. Since twenty-nine per cent of the 624 counselors are not currently working with these committees, but feel they should work with them; it is found that sixty-eight per cent of them believe that they should work cooperatively with the committees.

School Nurse

In this item it is noted that eighty-seven per cent of 1047 counselors are now working with the school nurse. However, thirty-nine per cent of this group are of the opinion that they should not

work closely with school nurses. Along with the thirteen per cent of the total group who are not currently cooperating with school nurses, but who believe that they should cooperate with them; it is found that sixty-one per cent of the 1047 counselors are in favor of carrying out this cooperative working relationship.

Speech Correction Teacher

Sixty-nine per cent of the 748 counselors answering this item are now working with these specialists. Thirty per cent of them, however, believe that they should not work with speech correction teachers. Nevertheless, thirty-one per cent of the 748 counselors believe they should work with speech correction teachers, but are not working with these specialists at the present time. When this group is considered, it is found that seventy per cent of the counselors checking this item feel that they should definitely work closely with speech correction teachers.

Visiting Teacher

Of the 904 counselors responding to this item, seventy-seven per cent of them are currently working with this person. Only twenty-one per cent of the group are not in favor of carrying on this working relationship. Along with the twenty-three per cent of the 904 counselors who are not working with visiting teachers at the present time, but who believe that they should; it is noted that seventy-nine per cent of them feel that they should work with visiting teachers as a part of their work.

Y.M.C.A. or Y.W.C.A.

Only 525 counselors included in this study responded to this item. Sixty-eight per cent of them are currently working with these organizations, however, thirty per cent of these counselors are of the opinion that they should not work with these organisations. By combining the thirty-two per cent of the entire group not currently working with these two organisations, but who believe they should work with them; it is found that seventy per cent of the counselors agree that this working relationship should be carried on in order to discharge their duties more adequately.

Public Welfare

All of the twenty-seven counselors writing in this item are now cooperatively working with this agency. However, fifty-six per cent of them believe that working with this agency does not come within the realm of their responsibility. This leaves a total of forty-four per cent of the counselors who believe they should work closely with public welfare agencies.

State Employment Agency

Ninety-seven per cent of the thirty-three counselors writing in this item are currently working with these agencies. Of this group, fifty-eight per cent of them do not feel this is their duty. Only three per cent of the thirty-three counselors are not currently working with this youth serving agency, and all of them feel that they

should be. Therefore, a total of forty-two per cent of the counselors writing in this think that they should cooperate with state employment agencies.

Family Service Advisory Council

Only eleven counselors wrote in this item and all of them are now engaged in work with this agency. Twenty-seven per cent of the counselors do not believe they should work with family service advisory councils, while seventy-three per cent of them feel they should.

Scouts

Ninety-one per cent of the eleven counselors writing in this item are now working with scouts. Sixty-four per cent of them feel, however, that they should not work closely with this organization. Along with the nine per cent who are not working with scout organizations, but who feel that they should; it is found that thirty-six per cent of the eleven counselors answering this item are of the opinion that they should work with this organization.

Summary

It is noted that a majority of the counselors responded to every item in this area with the exception of working with service club committees, Y.M.C.A. or Y.W.C.A., and the additional items written in by a small number of counselors. A majority of the counselors are now working with all these youth serving workers and

agencies.

It is significant to note that a greater percentage of the counselors who are currently engaged in working with those youth serving workers and agencies believe that they should work closely with every worker and agency listed on the questionnaire. However, a different attitude is noted in three or four items written in by counselors. The only item in which a majority of these counselors believe they should work is with family service advisory councils. Working with public welfare agencies, state employment agencies, and scouts are organizations in which a majority of the counselors believe they should not work closely.

The percentage of counselors not currently functioning in this area ranges from three per cent of thirty-three counselors in working with state employment agencies, to thirty-eight per cent of 756 counselors in working with psychiatrists. All of these counselors, however, feel that they should work with these youth serving workers and agencies.

It is noted that working with public welfare agencies, state employment agencies, and scouts are the only items in which a greater percentage of counselors feel they should not work, even after considering the counselors who are not now working with these organizations. Taking all the remaining counselors who feel that they should be working with these workers and agencies, whether presently engaged in them or not, it is found that approximately two thirds of the counselors believe that this work is their responsibility.

CHAPTER IV

COUNSELORS AND THEIR TRAINING

In Chapter II, the literature indicated a diversity of opinions regarding the professional training counselors should have, as well as the technical skills they should possess. Although a wide variety of courses were found to be prevalent in the training of counselors, it is possible to group them roughly into: background courses, courses dealing with the understanding of human behavior, courses dealing with the understanding of relationships in the total school program, courses dealing with the duties and competencies of the counseling process, and courses dealing with research and evaluation.

The purpose of this chapter is to determine the courses that were taken by the 1282 counselors in preparation for their jobs as counselors, the courses most helpful in the performance of their duties, and the additional training these counselors feel they need in order to do a more efficient job of counseling. It is also the purpose of this chapter to examine the counselors' understanding of certain techniques, and to determine whether or not these counselors would insist on receiving training in these techniques if they were just starting their professional preparation. In addition, the problem areas in which these counselors feel confident as well as those problem areas in which they feel least able to handle is pointed out.

PROFESSIONAL TRAINING OF COUNSELORS

A section of the questionnaire deals with the professional training and technical skills in which the counselors have had training. The courses were listed in five broad areas. The counselors were asked to check the courses that were taken in preparation for their job as a counselor, the courses that were most helpful in the performance of their duties as a counselor on the basis of their experience, and the courses they feel they need in order to do a more effective job of counseling. Spaces were provided on the questionnaire for counselors to write in additional courses. If these additional courses were not written in by at least ten counselors they are not included in separate tables, but are mentioned as courses that a number of counselors have taken in their training program. The following tabular forms will be utilized for all tables in this section of the study:

Column 1. Courses as they were listed on the questionnaire.

Column 2. Total number of counselors checking each course - this includes those counselors who have taken the course and those counselors who feel they need the course in order to do a more efficient job of counseling.

Column 3. Percentage of counselors checking the item indicating they have taken the course in preparation for the job of counseling.

Column 4. Percentage of counselors checking the item indicating that, in light of their counseling experiences, the course was helpful in the performance of their duties as counselors.

Column 5. Percentage of counselors checking the item indicating they have taken the course but, in light of their experience, do not consider the course

helpful in the performance of their duties as counselors.

Column 6. Percentage of counselors checking the item indicating those who feel that the course is needed to do a more efficient job of counseling, and who would insist on taking the course if they were now beginning their training.

For example, in Table XXIV, Column 1 is a listing of the courses as indicated on the questionnaire. In Column 2 opposite Anthropology, the figure 314 indicates the total number of counselors who checked the item showing that they have taken the course, as well as those who feel they need the course in order to do a more efficient job of counseling. In Column 3, the figure 50 indicates the percentage of the 314 counselors who have taken Anthropology in preparation for the job of counseling. In Column 4, the figure 16 indicates the percentage of counselors who, in light of their experiences in counseling, consider Anthropology helpful in the performance of their duties as counselors. In Column 5, the figure 34 indicates the percentage of counselors who have taken Anthropology but, in light of their counseling experiences, do not consider the course helpful to them in the performance of their duties as counselors. The figure 61 in Column 6 indicates the percentage of the 314 counselors who feel that Anthropology is needed to do a more efficient job of counseling, and would insist on taking it if they were now beginning their training. This group includes those who have not had Anthropology, as well as some of the counselors who had taken the course and had found it valuable.

BACKGROUND COURSES

In order for potential counselors to receive the greatest benefits from advanced training, counselor trainers and other leaders in the field are convinced that they need an adequate foundation in basic related or background courses. The extent of the basic understanding gained by counselor-trainees in these background courses largely determines the breadth, as well as the depth that may be achieved in their advanced work.

This section deals with the background training of the 1282 counselors included in this study. Table XXIV indicates a number of these courses; the percentage of counselors who have taken these courses; their reactions as to its value in relationship to their jobs; and the percentage of counselors, responding to each course, who would insist on receiving training in each course in order to do a more efficient job of counseling. Physiology and history of religion were written in by six counselors; zoology, history of vocational education, and genetics by three; and human anatomy by two counselors.

TABLE XXIV

BACKGROUND COURSES

1	2	3	4	5	6
Anthropology	314	50	16	34	61
Biology	738	84	34	50	37
Economics	848	85	37	48	38
History of Guidance	884	79	37	42	44
History of Education	997	90	23	67	24
Philosophy	803	72	39	33	45
Philosophy of Education	1004	85	48	37	40
Principles and Procedures of Guidance Services	1186	82	76	6	56
Psychology (General)	1240	86	81	5	55
Sociology	1102	77	61	16	54

Anthropology

Fifty per cent of the 314 counselors checking this item took this course in preparation for their jobs. In light of their experiences, only sixteen per cent of these counselors found this course helpful. However, sixty-one per cent of the 314 counselors feel the need of this course to perform more adequately their jobs as counselors, and would take this course if they were beginning their training.

Biology

It is found that eighty-four per cent of the 738 counselors responding to this item had taken biology in their counselor training program. Thirty-four per cent of this group who took this course found it helpful. Those counselors who would insist on taking this course if they were now beginning their training account for

thirty-seven per cent of the 738 answering this item.

Economics

Economics is a course which eighty-five per cent of the 848 counselors had in preparation for their job. In this group it is found that thirty-seven per cent of the counselors felt this course was most helpful in the performance of their jobs as counselors. Thirty-eight per cent of the 848 counselors would insist on taking economics if they were beginning their training now.

History of Guidance

Eight hundred and eighty-four counselors responded to this item. Of this group seventy-nine per cent have taken this course in their training program. From their experience in counseling, thirty-seven per cent of the counselors who have had the course rate it most helpful. It is found that forty-four per cent of them would take this course again if they were beginning their training.

History of Education

From the ninety per cent of the 997 counselors taking this course, twenty-three per cent of them feel that history of education was valuable to them in their work as counselors. Twenty-four per cent of the 997 counselors would insist on including this course in their program if they were now beginning their professional preparation.

Philosophy

Of the 803 counselors checking this item, it is found that seventy-two per cent of them have taken work in philosophy. Thirty-nine per cent of this group feel that the work has helped them in the performance of their duties. From the 803 counselors answering this item, a total of forty-five per cent of them would insist on taking philosophy if they were now beginning their training.

Philosophy of Education

Eighty-five per cent of the 1004 counselors responding to this item took this course in preparation for their job as counselors. In this group forty-eight per cent definitely feel that the course has been helpful in the performance of their duties as a counselor. It is found that forty per cent of the 1004 counselors feel a need for this course in their work and would, if beginning their training, insist on having it included in their professional training program.

Principles and Practices of Guidance Services

Eleven hundred and eighty-six counselors responded to this item, of which eighty-two per cent have had this course. From their experiences in the work of the counselor, a total of seventy-six per cent of this group rate the course as helpful. However, fifty-six per cent of the 1186 counselors would take the course if they were now beginning their professional training.

Psychology (General)

General psychology has been taken by eighty-six per cent of the 1240 counselors answering this item, and eighty-one per cent of them consider it most helpful in performing their jobs as counselors. Nevertheless, if they were beginning their training now, only fifty-five per cent of the 1240 counselors would have general psychology included among their courses.

Sociology

Of the 1102 counselors checking this item, it is found that seventy-seven per cent of them have taken sociology in preparation for their work as counselors. In this group a total of sixty-one per cent rated the course as helpful in light of their experiences. Fifty-four per cent of the 1102 counselors would insist that they be allowed to take sociology, providing they were now starting their program of professional preparation.

Summary

More than fifty per cent of the counselors included in the study responded to all of the background courses, with the exception of anthropology. In preparing for the job of counseling, it is interesting to note that a majority of the counselors who responded have received training in all the background courses listed except anthropology, in which exactly one half of the counselors had received training.

Of the ten background courses listed, it is significant to note that more than half of the counselors who have taken these courses consider only five of them helpful in the performance of their duties. In light of their experiences in the field, the counselors have found that the training received in philosophy, philosophy of education, principles and practices of guidance services, general psychology, and sociology courses to be most helpful in their work. Although a majority of the counselors considered the courses helpful, a very small percentage majority is noted in both philosophy and philosophy of education. However, in principles and practices of guidance services, general psychology, and sociology, practically all of the counselors who have had the courses consider them helpful.

The courses which a majority of the counselors feel they need in order to do a more efficient job of counseling are anthropology, principles and practices of guidance services, general psychology, and sociology. It is significant to note that of the fifty per cent of the counselors who have taken anthropology, only sixteen per cent of them felt that the training was helpful. Nevertheless, sixty-one per cent of the 314 counselors checking the item feel a need for the course in order to perform their jobs more efficiently. An opposite reaction is noted in principles and practices of guidance services, general psychology, and sociology. In these courses it is found that from approximately two thirds to four fifths of the counselors who have taken the courses considered the training most helpful. However, it is noted that only approximately one half of the counselors responding to these courses feel a need for the training received from

these courses in order to do a more effective job of counseling.

UNDERSTANDING HUMAN BEHAVIOR

Ideally, a counselor should have a basic knowledge of all the basic and applied courses relating to the human organism, as well as practical clinical experience. To apply the techniques, tools, and methods of counseling; it is essential for the counselor to have the necessary understanding of human behavior in order to deal intelligently with the needs and problems of the individual.

Since the various psychology courses are geared to providing counselors with the necessary understandings of human behavior, this section of the study deals specifically with the counselors' training in these courses. In Table XXV a number of these courses are listed, the number of counselors checking each course, the percentage of these counselors who took these courses in preparation for their job, the evaluation of these courses by the counselors in relation to their duties, and the percentage of counselors who feel a need for training in these courses to perform more efficiently their jobs as counselors. Five counselors added group dynamics and social case work; four counselors added criminology; two counselors added psychoanalysis, projective techniques, and clinical psychiatry; and one counselor added evaluation of pupil growth, adult psychology, and retarded children as courses they have taken.

TABLE XXV

UNDERSTANDING HUMAN BEHAVIOR

1	2	3	4	5	6
Abnormal Psychology	865	52	43	9	72
Adolescent Psychology	1153	66	66	0	65
Child Psychology	973	67	61	6	62
Educational Psychology	1128	88	60	28	43
Psychology of Learning	857	65	49	16	62
Clinical Psychology	632	34	34	0	79
Psychology of Individual Differences	899	42	42	0	75
Mental Hygiene	1075	64	63	1	65
Individual Testing	1127	65	57	8	63
Group Testing	965	72	63	9	59
Personality and Social Adjustment	870	45	44	1	72
Human Growth and Development	641	53	49	4	70
Exceptional Children	627	31	28	3	83
Human Relations	12	83	83	0	42
Home and Family Living	11	100	91	9	73
Social Psychology	12	83	67	16	42

Abnormal Psychology

Fifty-two per cent of the 865 counselors checking this item have taken this course. Of these counselors who have had this course, forty-three per cent consider abnormal psychology helpful in the performance of their jobs as counselors. From the 865 counselors it is noted that seventy-two per cent of them feel a need for the training received in this course in the work they are doing.

Adolescent Psychology

Of the sixty-six per cent of the 1153 counselors taking this course, it is found that all of them rate the course as helpful in

performing their duties as counselors. Sixty-five per cent of the 1153 counselors would, if beginning their training now, take adolescent psychology.

Child Psychology

Nine hundred and seventy-three counselors checked this item. Sixty-seven per cent of them took child psychology in their counselor training program. Of this group it is noted that sixty-one per cent consider the course very valuable in their work. From the 973 counselors checking this item, a total of sixty-two per cent would insist that they be allowed to include this course in their program of studies because they feel a definite need for it in the work they do.

Educational Psychology

Of the eighty-eight per cent of the 1128 counselors who have taken educational psychology, it is found that sixty per cent of the counselors consider it important in their professional preparation. However, forty-three per cent of the total group checking this item would insist on taking this course if they were now starting out in this field.

Psychology of Learning

Sixty-five per cent of the 857 counselors responding to this item took this course in preparation for their jobs as counselors. Of this group forty-nine per cent feel the training received in this

course was most helpful. Those counselors who feel a need for this course training in the duties they discharge account for sixty-two per cent of the 857 counselors.

Clinical Psychology

From the thirty-four per cent of the 632 counselors responding to this item, it is found that all agree that clinical psychology was important in their professional training. A total of seventy-nine per cent of the entire group checking this item would insist on taking clinical psychology, in order to do a more efficient job of counseling, if they were beginning their training at the present time.

Psychology of Individual Differences

This course was taken in preparation for the job of counseling by forty-two per cent of the 889 counselors responding to this item. In light of their experiences, every single one of the counselors felt the course was most helpful in the performance of their duties. Those counselors who consider this course essential, and feel they need it to adequately function in their work; total seventy-five per cent of the 889 counselors.

Mental Hygiene

Of the sixty-four per cent of the 1075 counselors who have taken this course, it is noted that sixty-three per cent of them rate mental hygiene as a helpful course. From the counselors checking this item, it is found that sixty-five per cent of them

believe they need this course to do a more efficient job of counseling.

Individual Testing

Sixty-five per cent of the counselors responding to this item have had individual testing in their professional training program. Fifty-seven per cent of these counselors consider that the training received has helped them in their job as counselors. It is found that sixty-three per cent of the 1127 counselors would seek training in individual testing if they were beginning to train for the work of counseling.

Group Testing

Of the seventy-two per cent of the counselors who took group testing, sixty-three per cent of them consider the training received most helpful. A total of fifty-nine per cent of the 965 counselors agree that they would need the training in this course to carry out their duties as counselors in an effective manner.

Personality and Social Adjustment

Eight hundred and seventy counselors responded to this item. From the forty-five per cent of the counselors who have taken this course, it is noted that forty-four per cent of them consider it most helpful in preparing them to carry out more adequately their jobs as counselors. Seventy-two per cent of the 870 counselors feel that they would take this course again if they were now starting in

the field.

Human Growth and Development

Of those counselors checking this item, it is found that fifty-three per cent of them received training in this course. Forty-nine per cent of these counselors felt that the training they received has helped them in the performance of their duties as a counselor. In order to discharge their duties as a counselor more adequately, it is found that seventy per cent of the 641 counselors would take this course if they were now beginning their training.

Exceptional Children

Only thirty-one per cent of the 627 counselors checking this item have received training in this course. However, twenty-eight per cent of them felt the course was helpful. Of the 627 counselors it is noted that a total of eighty-three per cent of them would insist on receiving training in this course in order to carry out more adequately their jobs as counselors.

Human Relations

Only twelve counselors added this course, however, all of the eighty-three per cent of them who have had this course in their preparation for counseling considers it most helpful in their work. Nevertheless, forty-two per cent of the twelve would persist in taking this course because of the positive relationships it has to their duties as counselors.

Home and Family Life

Of the eleven counselors who had this course in their training program, it is found that ninety-one per cent of them felt that it contributed to their work of counseling. However, if beginning their professional training a total of seventy-three per cent would like to take home and family life.

Social Psychology

Eighty-three per cent of the twelve counselors answering this item took social psychology as a course in their program of training. Sixty-seven per cent of these found that the training they received was valuable to them as counselors; however, forty-two per cent of the twelve counselors feel a definite need for this training in their work, and would insist on taking the course in preparation for their jobs.

Summary

With the exception of clinical psychology, exceptional children, human growth and development, and the three courses which were written in, it is noted that a majority of the counselors checked all the courses dealing with the understanding of human behavior. In all but clinical psychology, psychology of individual differences, personality and social adjustment, and exceptional children, it is noted that more than half of the respondents have had course training. Of these four it is found that slightly less than half of

the counselors reported that they had taken psychology of individual differences and personality and social adjustment, while approximately a third had had courses in clinical psychology and exceptional children.

It is significant to note that, in every course, the majority of the counselors who had received training in these courses consider it most helpful in the work they are called upon to perform. Every counselor who had taken adolescent psychology, clinical psychology, psychology of individual differences, and human relations reported that the training received from these courses most helpful in their work.

Educational psychology is the only course, that was listed on the questionnaire, for which less than half of the counselors feel a need in order to do a more efficient job of counseling. However, of those who took this course in preparation for their job as counselors, approximately two thirds of the counselors found it helpful in the performance of their duties. Since educational psychology is a usual requirement for teacher certification it may be that the value of the course to the counselors was in becoming certified. It is noted that practically the same percentage of counselors had the same reaction to human relations and social psychology as they did for educational psychology. In the remaining courses it is significant to note that more than half of the counselors feel a need for these courses in their work, and would insist on taking them if they were now beginning their training.

From the findings in this area of professional preparation of

counselors it appears that counselor trainers, as well as counselors, feel a definite need for and recognize the values received from taking these courses. This is evidenced by the number of courses in which a majority of the counselors have received training, and their positive reactions to this training in relationship to the work they are doing.

UNDERSTANDING RELATIONSHIPS IN THE TOTAL SCHOOL PROGRAM

To be able to help pupils with the solution of educational as well as vocational problems, counselors should have an understanding of the total school program. An awareness of the various organizational and administrative patterns in the school as well as an understanding of the community, such as socio-economic and occupational trends, aids counselors in assisting pupils with these problems. The courses in this area are primarily designed to bring an understanding of these relationships.

In Table XXVI, the courses dealing with the understanding of relationships in the total school program are listed. The number of counselors responding to each item, the percentage of counselors who have taken the courses, the percentage of counselors who have found these courses helpful in their work, and the percentage of counselors who feel a need for these courses in their work and would insist on receiving training in them is also found in Table XXVI. Two counselors wrote in industrial economics and one counselor added human problems in industry.

TABLE XXVI

UNDERSTANDING RELATIONSHIPS IN THE TOTAL SCHOOL PROGRAM

1	2	3	4	5	6
Curriculum Planning	795	62	42	20	59
Fundamentals of the Curriculum	656	58	35	23	57
Organization and Administration of Guidance Services	1081	73	65	8	61
Adult Education	348	39	19	20	66
Educational Planning and Development	459	45	35	10	68
Community Organization	394	41	26	15	66
Social Change	490	31	26	5	77
Social Control	356	27	24	3	79
Labor Movement	366	42	23	19	67
Labor Market Analysis and Trends	414	27	23	4	81
Labor Problems	568	47	27	20	63
Industrial Psychology	410	26	20	6	83
Personnel Administration in Business and Industry	533	33	27	6	75

Curriculum Planning

Seven hundred and ninety-five counselors responded to this item. Sixty-two per cent of these counselors have had curriculum planning in their training program. Of those who have had the course, forty-two per cent of them consider it important and helpful in the performance of their duties. Feeling a need for training in curriculum planning in order to do a more efficient job of counseling accounts for fifty-nine per cent of the 795 counselors.

Fundamentals of the Curriculum

Of the 656 counselors checking this item fifty-eight per cent took this course in preparation for their job as counselors. In light of their experiences, it is found that thirty-five per cent of

this group rate this course as helpful. A total of fifty-seven per cent of the 646 counselors would insist on having this course if they were now beginning their training.

Organization and Administration of Guidance Services

Seventy-three per cent of the 1081 counselors answering this item have taken this course in preparation for their job, and sixty-five per cent of them consider that the training received from this course has helped them in discharging their responsibilities as counselors. Those who would insist on taking the course, if they were just starting in the field, total sixty-one per cent of the 1081 counselors answering the item.

Adult Education

From the 348 counselors responding to this item, it is noted that thirty-nine per cent have taken adult education; however, only nineteen per cent feel that this course was helpful in aiding them to perform their duties as counselors. Nevertheless, sixty-six per cent of the 348 counselors would insist on having adult education included in their program of studies if they were now beginning their professional training.

Educational Planning and Development

Of the 459 counselors answering this item, forty-five per cent had course training in educational planning and development. Thirty-five per cent of these counselors evaluate the training

received from this course as helpful in the performance of their duties. In order to do a more efficient job of counseling, sixty-eight per cent of the 459 counselors would insist on having this course if now entering a counselor training program.

Community Organization

Three hundred and ninety-four counselors checked this item. Of these forty-one per cent have taken this course in their counselor training program. Twenty-six per cent of these counselors who have taken this course consider the training received from participation in this course as most helpful in the duties they are called upon to perform. It is found that a total of sixty-six per cent of the 394 counselors would like to have this course if they were beginning their training at the present time.

Social Change

Social change is a course in which thirty-one per cent of the 490 counselors answering this item have received training. Twenty-six per cent of this group, in light of their experiences in this field, have rated this course as helpful in relationship to the duties they are performing. Seventy-seven per cent of the 490 counselors would insist on receiving training in this course if currently beginning their work in this field.

Social Control

Of the 356 counselors who answered this item, it is found that

twenty-seven per cent have received training in this course in preparation for their job of counseling. Twenty-four per cent of these counselors felt that the training received from having participated in this course was helpful in the duties they are called upon to perform. In light of their experiences in counseling work, it is noted that seventy-nine per cent of the 356 counselors would insist that this course be included in their program of studies if they were just beginning their training.

Labor Movement

From the 366 counselors responding to this item, it is noted that forty-two per cent of them have taken this course in their professional training program. However, a total of twenty-three per cent of those who have had this course consider it valuable. Nevertheless, of the 366 counselors, sixty-seven per cent would like to have this course if they were now entering this field.

Labor Market Analysis and Trends

Four hundred and fourteen counselors checked this item. Twenty-seven per cent of them received course training in it while preparing for the job of counselor. Twenty-three per cent of them rate this course as helpful, based on their experiences in counseling. A total of eighty-one per cent of the 414 counselors would insist on taking labor market analysis and trends if starting out in the field.

Labor Problems

Labor problems is a course in which forty-seven per cent of 568 counselors have had training. Twenty-seven per cent of these counselors consider the training received in this course most helpful in fitting them for the duties they are performing. If the counselors responding to this item were just beginning their professional training in the field, it is found that sixty-three per cent of the 568 counselors would take this course.

Industrial Psychology

Of the 410 counselors who checked this item, only twenty-six per cent have taken industrial psychology; however, twenty per cent of them have indicated that the training received from this course has been helpful in the duties they perform as counselors. Eighty-three per cent of the 410 counselors would insist on taking industrial psychology as part of their training if they were now starting in this field.

Personnel Administration in Business and Industry

A third of the 533 counselors responding to this item have had course training in personnel administration. Twenty-seven per cent of them consider this a worthwhile course for counselors since it has been helpful to them in their work. In order to do a more efficient job of counseling, it is found that seventy-five per cent of the 533 counselors would take this course in preparation for their

jobs if they were beginners in the field.

Summary

Of the counselors included in this study, a majority checked only three courses in this area. They are: curriculum planning, fundamentals of the curriculum, and organization and administration of guidance services. These three are also the only courses in which more than half of the counselors reporting have received training in preparation for their jobs as counselors. However, it is found that approximately one half of the counselors received training in educational planning and development, and labor problems. In the remaining courses it is noted that approximately a third of the counselors received training in them in preparation for their jobs.

In light of their experiences in the field of counseling, counselors consider the training that they received in curriculum planning, fundamentals of the curriculum, organization and administration of guidance services, educational planning and development, community organization, social change, social control, labor market analysis and trends, industrial psychology, and personnel administration in business and industry to be the most helpful courses in relationship to the duties they perform as counselors. However, approximately one third of the counselors who took curriculum planning, fundamentals of the curriculum, and community organization did not consider the training they received from these courses to be very helpful. About as many counselors did

not consider labor movement and labor problems helpful in their work as considered them helpful, while slightly more than half of the counselors who took adult education did not consider the training valuable in their work. This discrepancy may be accounted for by the fact that counselors more and more are following up school-leavers, taking part in placement activities, assisting in the development of extended school classes, and meeting counseling demands of the adults in the community.

Of the counselors responding to this section of the questionnaire, it is significant to note that in every single case a majority feel a need for these courses in carrying out their duties as counselors.

On the whole, it is noted that counselor training institutions are not emphasizing this area of development in their counselor training programs. This is evidenced by the percentage of counselors who have not taken these courses in preparation for their jobs as counselors. However, the reactions of the counselors, as a whole, are quite different. From the findings it is evident that the counselors place a great deal of emphasis in the training they would receive from these courses in relationship to their responsibilities as counselors.

UNDERSTANDING DUTIES OF AND DEVELOPING COMPETENCIES IN THE WORK OF THE COUNSELOR

Making up the heart of the professional training program are specific courses which develop understandings and competencies

necessary for counselors to possess. The specific purposes of the courses in this area are to assist prospective counselors in gaining an overall picture of guidance services, to form a definite philosophy or point of view of guidance, to develop the techniques and abilities for carrying out the responsibilities of the job, and to learn through practical experience the application of these techniques and abilities in specific cases.

Table XXVII indicates a number of the courses which are designed to bring about these understandings in the professional development of counselors. The number of counselors checking each course, the percentage of those counselors who have taken each course in preparation for their jobs as counselors, an evaluation of the course in terms of the counselors' experiences in the field, and the percentage of counselors who feel a need for this training are also indicated in Table XXVII.

TABLE XXVII

UNDERSTANDING DUTIES OF AND DEVELOPING COMPETENCIES IN THE WORK OF THE COUNSELOR

1	2	3	4	5	6
Fundamentals of a Guidance Program	947	76	66	10	60
Counseling Techniques	1184	75	74	1	63
Supervised Counseling	637	39	36	3	77
Analysis of the Individual	776	47	46	1	76
Group Techniques	824	51	44	7	71
Supervised Counseling Practices	493	34	32	2	79
Educational and Occupational Information	952	71	65	6	63
Vocational Guidance	955	66	57	9	62
Placement Theory and Techniques	433	25	22	3	83
Interview Techniques	958	59	55	4	53
Remedial Reading Techniques	596	32	24	8	76
Speech Correction Techniques	349	15	15	0	86
Case Study	819	51	46	5	74
Psychotherapy	469	26	25	1	84

Fundamentals of a Guidance Program

Seventy-six per cent of the 947 counselors took this course in preparation for their job of counseling. Of these counselors sixty-six per cent of them feel that the course was helpful in their work. Sixty per cent of the 947 counselors feel they need the course to do a more efficient job of counseling.

Counseling Techniques

Of the 1184 counselors responding to this item, it is found that seventy-five per cent of them have taken counseling techniques in preparation for their jobs as counselors. Based on their

experiences in the field, it is noted that seventy-four per cent of the counselors rate this course highly as being helpful in the duties they perform. From the 1184 counselors checking this item, a total of sixty-three per cent of them would insist on taking this course if they were now beginning their training.

Supervised Counseling

Six hundred and thirty-seven counselors checked this course. Only thirty-nine per cent of them have had this practical experience in preparation for their work; however, thirty-six per cent of these counselors feel that the training received from this course was most helpful. Those counselors who feel a need for, and would insist on, taking supervised counseling if they were just beginning their professional preparation account for seventy-seven per cent of the 637 counselors responding to this item.

Analysis of the Individual

From the forty-seven per cent of 776 counselors who took this course, it is found that forty-six per cent of them agree that this course was helpful in contributing to the job of counseling. A total of seventy-six per cent of the 776 counselors feel the need for this course in their work, and they would insist that it be included in their program of studies if they were currently starting their training.

Group Techniques

Of the 824 counselors checking this item, fifty-one per cent of them have taken group techniques in preparation for their job as counselors. It is found that forty-four per cent of these counselors consider the training received from this course most helpful in their work. Those counselors who feel a need for this training in their work, and would like to have it included in their program if they were now beginning in the field; account for seventy-one per cent of the 824 counselors checking this item.

Supervised Counseling Practices

Of the 493 counselors checking this item, thirty-four per cent had received training in this course which deals with class room demonstrations of various counseling techniques. In light of their experience as counselors, thirty-two per cent of these counselors consider this training was valuable. Those counselors who would insist on receiving this training in order to discharge more effectively their duties, total seventy-nine per cent of the 493 responding to this item.

Educational and Occupational Information

Seventy-one per cent of the 952 counselors reporting on this item have taken this course. Based on the duties they perform in their work, sixty-five per cent of them agree that this training was helpful. However, of the 952 counselors, sixty-three per cent

feel a definite need for this training if they were now beginning their work in this field.

Vocational Guidance

Of the 955 counselors responding to this item, it is found that sixty-six per cent of them took this course in preparation for their jobs. Fifty-seven per cent of this group found this training helpful in relationship to the duties they are called upon to perform. It is noted that sixty-two per cent of the 955 counselors feel a need for this training, and would insist on taking this course if they were presently receiving their training.

Placement Theory and Techniques

One fourth of the 433 counselors had this course in their program of training. Twenty-two per cent of these counselors agree that the training they received has been useful in their work. Of the 433 counselors responding to this item, it is found that eighty-three per cent feel a need for this course in their work.

Interview Techniques

Nine hundred and fifty-eight counselors checked this item. Of those, fifty-nine per cent received training in this course in their training program, and fifty-five per cent of these counselors felt that the training was valuable. Nevertheless, of the 958 counselors, fifty-three per cent definitely feel a need for interview techniques if they were beginning their program of studies at the

present time.

Remedial Reading Techniques

Five hundred and ninety-six counselors checked this item and, of these, thirty-two per cent had received training in this technique. It is noted that twenty-four per cent of these counselors found this training useful in their work. Seventy-six per cent of the 596 counselors would insist on receiving training in this technique in order to perform more adequately their jobs.

Speech Correction Techniques

From the fifteen per cent of the 349 counselors who took this course, it is found that all of them agree that the training contributed much to the duties they perform as counselors. Of the 349 counselors who checked this item, eighty-six per cent would insist on receiving training in this technique if they were currently starting out in this field of work.

Case Study

Fifty-one per cent of the 819 counselors checking this item had this course in preparation for their jobs. In light of their counseling experiences, forty-six per cent of these counselors consider this training most helpful. It is noted that seventy-four per cent of the 819 counselors feel they need this training to do a more efficient job of counseling.

Psychotheraphy

Of the 469 counselors checking this item, it is found that twenty-six per cent of them received training in this technique. Based on their experiences in counseling, twenty-five per cent of these counselors agree that this training was most valuable. From the 469 counselors responding to this item, a total of eighty-four per cent feel a need for this training in order to carry out more adequately their responsibilities as counselors.

Summary

It is found that a majority of the counselors responded to eight of the fourteen courses in this area of their professional development. The courses which less than half of the counselors checked are supervised counseling, supervised counseling practices, placement theory and techniques, remedial reading techniques, speech correction techniques, and psychotherapy. Excepting these six courses and the analysis of the individual course, it is noted that a majority of the counselors have received training in all the courses.

Of the counselors who have taken these courses, it is significant to note the positive reactions of the value of these courses in relation to their work. In every single course a significant majority of the counselors have, in light of their experiences in the field, rated them most helpful.

The value of these courses in the professional preparation of counselors is further substantiated, since a majority of them feel

a need for the training in order to do a more efficient job of counseling. More than half of the counselors checking the items would insist on taking every course if they were now beginning their training in this field.

INTERPRETING AND DOING RESEARCH

In order to carry on a functional program of guidance, counselors need fundamental skills in the understanding and use of research. Evaluation of the program of guidance services in the school should be a continuing process. Counselors are enabled through various studies and surveys to evaluate progress, to measure effectiveness of practices, and to change or modify in light of these findings. In addition to developing skills and techniques in the application of research methods, training in this area should aim to develop the ability to review and make use of the results of research.

A number of the courses which are included in counselor training programs are indicated in Table XXVIII. Also indicated are the number of counselors checking each course, the percentage of these counselors who have taken these courses in preparation for their job of counseling, an evaluation of each course as it applies to the duties counselors perform, and the percentage of counselors who would insist on taking these courses if they were presently beginning in this field. An additional course, job analysis, was written in by two counselors.

TABLE XXVIII

INTERPRETING AND DOING RESEARCH

1	2	3	4	5	6
Statistics	792	72	50	22	59
Educational Tests and Measurements	1132	81	71	10	57
Curriculum	360	48	32	16	66
Methods and Application of Educational Research	399	62	35	27	55
Thesis and Dissertation Writing	514	82	32	50	29
Follow-up Techniques	643	29	27	2	83
Educational Evaluation	432	31	25	6	78
Educational Research	396	61	36	25	56

Statistics

Seventy-two per cent of the 792 counselors answering this item took statistics in their counselor training program. It is found that fifty per cent of these counselors consider this training most helpful in the work they are called upon to do. Of the 792 counselors, a total of fifty-nine per cent feel a need for this course in order to carry out more adequately their jobs as counselors.

Educational Tests and Measurements

Eleven hundred and thirty-two counselors responded to this item. Eighty-one per cent of these counselors had this course in preparation for their jobs as counselors. Seventy-one per cent of these counselors rate the results obtained from having had this course as most helpful in performing their duties. However, fifty-seven per cent of the 1132 counselors would insist on taking this course if they were just starting out in this field.

Curriculum Research

Of the 360 counselors responding to this item, it is found that forty-eight per cent of them have taken curriculum research in preparation for their jobs as counselors. Based on their experiences in the field, it is noted that thirty-two per cent of the counselors rate this course as being helpful in the duties they perform. From the 360 counselors checking this item, a total of sixty-six per cent of them feel they need this training to do a more efficient job of counseling.

Methods and Application of Educational Research

From the sixty-two per cent of 399 counselors taking this course, it is found that thirty-five per cent of them agree that this course was helpful in contributing to the job of counseling. A total of fifty-five per cent of the 399 counselors feel a need for this training in their work, and would insist that it be included in their program of studies if they were currently in a counselor training program.

Thesis and Dissertation Writing

Of the 514 counselors checking this item, eighty-two per cent had received training in this course. In light of their experiences in this field, it is noted that thirty-two per cent of them consider this training helpful. However, only twenty-nine per cent of the 514 counselors feel they need this training in order to perform more adequately their job as counselors.

Follow-up Techniques

Follow-up techniques is a course in which twenty-nine per cent of the 643 counselors responding to this item have received training. Twenty-seven per cent of this group, in light of their experiences in this field, have rated this course helpful in relationship to the duties they are performing. Eighty-three per cent of the 643 counselors would insist on receiving training in this course if they were beginning their work in this field.

Educational Evaluation

From the 432 counselors checking this item, it is noted that thirty-one per cent of them have taken this course in their professional training program. Of this group of counselors twenty-five per cent consider this training helpful. Seventy-eight per cent of the 432 counselors would like to have this course if they were now entering the field, in order to carry out more effectively their duties as counselors.

Educational Research

Educational research is a course in which sixty-one per cent of 396 counselors have had training. Thirty-six per cent of these counselors consider the training received in this course helpful in fitting them for their job. Of the 396 counselors responding to this item, it is found that fifty-six per cent of them feel a need for this course in their work.

Summary

A majority of the counselors, included in this study, responded to only three of the eight courses in this area of professional development. It is found that, in preparation for the job of counseling, more than fifty per cent of the counselors had received training in all but three of the courses. Less than half of the counselors had not taken curriculum research, follow-up techniques, and educational evaluation.

The research courses considered most helpful in the work of these counselors are educational tests and measurements, follow-up techniques, and educational evaluation. In all of these courses it is found that a very significant majority of the counselors found them most helpful. Approximately a third of the counselors who took statistics and curriculum research did not find the training they received of much help in the duties they perform. Slightly more than forty per cent did not receive help, in relationship to their work, from methods and application of educational research and educational research courses. Approximately sixty per cent of the counselors who had taken thesis and dissertation writing did not consider the training in this course valuable in their work.

Of the counselors who checked the items in this area of professional preparation, a majority feel a need for all the courses with the exception of thesis and dissertation writing. Only twenty-nine per cent of 514 counselors would insist on taking this course if they were now beginning their professional preparation in the

field. It is evident from the findings in this area that counselor training institutions are not requiring counselors to take these courses in their training program. Although a small number of counselors who took these courses did not value the training in relationship to their jobs; it is significant to note that more than half of the counselors, who checked these items, feel a need for these courses in their work.

TRAINING OF COUNSELORS IN TECHNICAL SKILLS

In their work with individuals and groups, counselors utilize a variety of instruments and techniques. Through the use of these tools, counselors obtain significant information about pupils that is helpful in locating, diagnosing, and treating various adjustment problems. Unless counselors understand and are able to utilize a number of these tools, they are definitely limited in helping pupils make needed adjustments. The counselor's understanding and competence in the use of these tools should be sufficient to enable him to locate the immediate problem, to make diagnoses in his own field, and to recognize the need for referral to other specialists.

In Table XXIX the instruments and techniques are listed as they were on the questionnaire. The counselors were asked to check those instruments and techniques which they thoroughly understood and could use adequately, and the ones in which they would insist on receiving training in if they were beginning their training. The latter decision was to be made on the basis of their past experiences in the use of these tools in their work. The tabular form which will

be used for Table XXIX, only, is as follows:

Column 1. Instruments and techniques as they were listed on the questionnaire.

Column 2. Total number of counselors checking each item - this includes those counselors who thoroughly understand and can use adequately the various instruments and techniques; and those counselors who, on the basis of their past experiences, would insist on receiving training in these tools if they were now beginning their professional training.

Column 3. Percentage of counselors checking the item indicating they thoroughly understand and can use the instruments and techniques adequately.

Column 4. Percentage of counselors checking the item indicating those who, on the basis of past experiences, would insist on receiving training in these instruments and techniques if they were now beginning their professional training.

For example, in Table XXIX, Column 1 is a listing of the instruments and techniques as indicated on the questionnaire. In Column 2 opposite Achievement Tests, the figure 1228 indicates the total number of counselors who checked the item showing that they thoroughly understand and can use achievement tests adequately; and those who would insist that training in achievement tests be included in their program of studies if they were currently starting out in their training program. In Column 3, the figure 93 indicates the percentage of the 1228 counselors who feel they thoroughly understand and can use achievement tests efficiently in their work. In Column 4, the figure 70 indicates the percentage of the 1228 counselors who, on the basis of their past experiences in counseling, would insist that training in achievement tests be included in their counselor training program.

TABLE XXIX

INSTRUMENTS AND TECHNIQUES USED BY COUNSELORS

1	2	3	4
Achievement Tests	1228	93	70
Aptitude Tests	1207	86	74
Intelligence Tests (Group)	1244	95	71
Interest Inventories	1194	91	71
Personality Inventories (Group)	1111	75	75
Socio-Metric Tests	704	35	86
Arthur Point Performance Scale	242	36	84
Revised Stanford-Binet Scale	926	61	78
Rorschach Projective Techniques	457	16	92
Thematic Apperception Test	323	23	90
Wechsler-Bellevue Intelligence Scale	385	84	68
Reading Readiness Tests	755	57	75
Telebinocular	272	38	79
Reading Accelerator	408	31	82
Tachistoscope	228	39	77
Remedial Reading Techniques	690	28	90
Directive Counseling	902	73	72
Non-Directive Counseling	884	70	76
Psychodrama	353	30	82
Sociodrama	393	33	85
Play Therapy	362	27	89

The instruments and techniques are used by counselors for a variety of reasons but, for purposes of this study, they are to be grouped into two divisions. First, we shall consider the techniques which are used by counselors for identifying pupil capacities and needs. These instruments and techniques are objective in nature. Achievement and aptitude tests, individual and group intelligence tests, interest and personality inventories, and the reading instruments and tests are included in this group. We will then consider the techniques which are used by counselors for discovering the developmental needs of pupils. Socio-metric tests, projective techniques, directive and non-directive counseling, psychodrama and

sociodrama, and play therapy are included in this group. These instruments and techniques are observational, semi-structured or non-structured in nature.

Techniques for Identifying Pupil Capacities and Needs

Of the counselors in the study, it is found that a majority checked all the techniques in this area except the Arthur Point Performance Scale, Wechsler-Bellevue Intelligence Scale, telebinocular, reading accelerator, and tachistoscope. Of these counselors more than fifty per cent feel that they thoroughly understand and can use adequately all the instruments except the Arthur Point Performance Scale, telebinocular, reading accelerator, and tachistoscope. It is significant to note that, in every instrument in this area, more than half of the counselors would insist on receiving training in them if they were now beginning their training in this field.

It is noted; however, that a large percentage of the counselors checking achievement tests, aptitude tests, group intelligence tests, interest inventories, and the Wechsler-Bellevue Intelligence Scale feel they thoroughly understand and can use adequately these instruments. However, on these same instruments a lower percentage of the counselors would not insist on receiving training in them if they were now beginning their professional training in this field. This may be accounted for by reason that more stress in the past has been placed on the administration rather than on interpretation of test results.

On the other hand, it is found that a small percentage of the counselors checking the Arthur Point Performance Scale, Revised Stanford-Binet Scale, reading readiness tests, telebinocular, reading accelerator, tachistoscope, and remedial reading techniques feel they understand and can use effectively these instruments. Whereas, on these same instruments, a larger percentage of the counselors would insist on receiving instruction in these if they were starting out in this field. However, a majority of the counselors responding do feel that they understand and can use the Stanford-Binet Intelligence Scale and reading readiness tests.

It is significant to note that the percentage of counselors who understand and can use adequately personality inventories is the same as the percentage who would insist on receiving instruction in this instrument if they were now beginning their training. Exactly seventy-five per cent of the 1111 counselors checked in each category. One explanation for this significant finding is the increased emphasis that is being placed in the area of personality development in all school levels at the present time.

Techniques for Discovering Developmental Needs of Pupils

It is found that a majority of the counselors included in the study responded to only three of the eight techniques in this group. More than fifty per cent checked socio-metric tests, directive, and non-directive counseling. However, in only two of these techniques is it noted that a majority of the counselors feel they thoroughly understand and can use them adequately; these being directive and

non-directive counseling. In all the remaining techniques less than half of the counselors indicated that their understanding of them is not too great. A need for better understanding in all of the techniques used in this area is evident, since a significant majority of the counselors indicated they would insist on receiving instruction in them.

It is significant to note that a very large percentage of the counselors checking socio-metric tests, the Rorschach and Thematic projective techniques, psychodrama, sociodrama, and play therapy indicating they would insist on receiving instruction in these techniques. It is possible that the explanation for this lies in the stress that is now being placed in the literature and educational programs on the utilization of socio-metrics and other group procedures, such as, psychodrama, sociodrama, and play therapy.

In directive and non-directive counseling techniques, the percentage of counselors who understand and can use adequately is practically the same as the percentage who would insist on training in these techniques if they were beginning their work. This would seem to indicate the continued importance of these techniques in the work counselors do, as well as the skills for utilizing these techniques.

Summary

On the whole, the response of the counselors regarding the importance of receiving training in all of the techniques is significant. In every case a significant majority indicated a need

for all the instruments and techniques in their work. On the other hand, in only ten of the twenty-one is it seen that a majority of the counselors feel they thoroughly understand and can use adequately the instruments and techniques. Of these ten, all are objective in nature with the exception of directive and non-directive counseling. This indicates that there is a need for providing opportunities in the counselor training program for developing competence in the administration, as well as the utilization of these techniques. From the findings it is also indicated that additional emphasis be placed on those techniques in the program of training in which these counselors feel a need for, but do not thoroughly understand.

COMPETENCE OF COUNSELORS IN DEALING WITH PUPIL PROBLEMS

The counselor deals with large numbers of pupils who are concerned with a variety of problems. He should be prepared to handle most situations, but must realise his limitations and make referrals when problems are detected which are beyond his ability. The competence with which counselors are able to handle problem situations is the purpose of this section of the study. It is through the counselors' opinions of their competency in handling various problem situations that throws light on where emphasis must be placed in their training program.

In light of these facts, a part of the questionnaire was devoted specifically to the types of problem areas in which counselors frequently find themselves concerned. Ten problem areas were listed which, from investigation of the literature, were found to be the

types of problems pupils bring to the counseling situation. In order to aid the counselors in making decisions concerning the problem areas, a brief description of the types of problems were included in each area. The counselors were asked to check those problem areas in which they felt they were able to handle with the greatest degree of confidence, and those areas in which they felt they were least able to handle.

Table XXX indicates the findings relative to the instructions that were given the counselors. The tabular form which will be used for Table XXX, only, is as follows:

Column 1. Problem areas as they were listed on the questionnaire less the brief description in each area.

Column 2. Total number of counselors checking each item - this includes those counselors who feel they can handle the problems with the greatest degree of confidence, and those who feel these are problem areas which they are least able to handle.

Column 3. Percentage of counselors checking the item indicating they can handle the problem with the greatest degree of confidence.

Column 4. Percentage of counselors checking the item indicating those who feel these are problem areas which they are least able to handle.

For example, in Table XXX, Column 1 is a listing of the problem. In Column 2 opposite Academic Problem, the figure 1213 indicates the total number of counselors who checked the item showing that they feel confident in handling academic problems; and those who feel that academic problems are problems which they are least able to handle. In Column 3, the figure 96 indicates the percentage of the 1213 counselors who feel they can handle problems with the greatest

degree of confidence. In Column 4, the figure 4 indicates the percentage of the 1213 counselors who feel that academic problems are problems which they are least able to handle.

TABLE XXX

TYPES OF PUPIL PROBLEMS

1	2	3	4
Academic Problems	1213	96	4
Personality Problems	1173	54	46
Social Problems	1138	75	25
Vocational Problems	1192	85	15
Educational Problems	1202	96	4
Economic Problems	1055	49	51
Home and Family Problems	1134	41	59
Moral and Ethical Problems	1095	53	47
Health Problems	1094	38	62
Recreational Problems	1096	75	25

Academic and educational are problem areas in which nearly all of the counselors feel they can handle with confidence. In both the academic and educational areas, only four per cent of the counselors feel they are least confident in dealing with problems of this nature. Eighty-five per cent of the 1192 counselors feel competent in dealing with vocational problems, while fifteen per cent of the counselors feel they are least able to handle problems in this area. In the social and recreational areas, three fourths of the counselors feel that they can handle problems of this nature with confidence. Fifty-four per cent of 1173 counselors are of the opinion that dealing with personality problems is an area which they are competent. In the moral and ethical area, fifty-three per cent of the 1095 counselors

feel confident when pupils bring problems of this nature to the counseling situation. Of the 1055 counselors checking the area dealing with economic problems, it is found that practically the same number of counselors feel that they can deal adequately with problems in this area as those who feel they can not. Forty-nine per cent of the counselors feel confident, as compared to fifty-one per cent who do not feel confident, in handling problems in this area.

The areas of health, home and family, and economical problems are the areas in which the counselors feel least competent to handle. This is an understandable situation, yet, these three areas are vital to the behavior patterns of the pupils.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to investigate the duties secondary school counselors are now performing, the duties they think they should perform, their academic preparation, the value of this training in relationship to their work, and to identify the kinds of training needed in order to carry out more effectively the job of counseling.

A checklist type questionnaire was used. The questionnaires were sent to 2002 counselors throughout the United States. A total of 1329 or sixty-six per cent of the total number of questionnaires were returned. Forty-seven of the questionnaires were eliminated because of inadequacies, leaving 1282 questionnaires representing 1255 schools throughout the United States which were included in the findings. Nine per cent of the counselors came from junior high schools, thirty-four per cent from junior-senior high schools, and fifty-seven per cent from senior high schools.

The major findings of this study may be summarized as follows:

A. Counselors and Their Schools

1. Of the 1282 counselors, 667 or fifty-two per cent are men and 615 or forty-eight per cent are women. This is a distinct change since Zeran and Jones, in 1946, found a distribution of

forty-three per cent men and fifty-seven per cent women among 8229 counselors.

2. Although a majority of the counselors in the study now hold the master's degree, a large number of counselors are working for the master's and doctor's degrees. Sixty per cent of the 291 holding the bachelor's degree are working for the master's degree, and twenty-eight per cent of the 946 holding the master's degree are working for the doctor's degree.

3. On the average, counselors spend four periods per day in counseling activities. However, it is significant to note that 480 or thirty-seven per cent of the counselors in the study are employed full time in counseling activities.

4. The average counseling load is 376. Zeran and Jones found the average load per counselor to be 398 counselees.

5. Eighty-eight per cent of the counselors are doing general counseling. In addition, approximately one half of the counselors are working in one or more of the specialized areas such as educational, vocational, and personal counseling.

6. Counselors with social science backgrounds are the most numerous with twenty-seven per cent of the 802 part-time counselors teaching in this area. Nineteen per cent of the counselors teach language arts and fourteen per cent teach mathematics, while twelve per cent of the counselors assume administrative responsibilities.

B. Counselors and Their Duties

1. While a large percentage of the counselors are now performing administrative duties, a majority of the counselors do not think they should function in these activities.

2. Although a majority of the respondents are now working with pupils individually on a variety of problems, it is significant that such a large percentage of counselors do not believe they should work with pupils on these problems. Of the duties to which a majority of the counselors responded, the percentage of counselors who feel they should not help pupils individually ranges from thirty-three per cent in assisting pupils with moral and religious problems and referring pupils in need of specialized help, to forty-one per cent in assisting pupils who are failing course work.

3. With the exception of teaching life adjustment classes, a majority of the counselors responding are now working with groups of pupils on a number of common problems. Again, the unusually large percentage who feel that they should not function in these pupil problems causes one to wonder what these counselors believe are their functions. The percentage of counselors who do not believe they should carry out these duties ranges from twenty per cent in teaching life adjustment classes, to thirty-five per cent in discussing vocational problems with groups.

4. While a majority of the counselors are now working with tests, duties such as scoring and recording test results are not looked on with favor. On the other hand, the counselors' attitude

toward interpreting test results to pupils and to other teachers forces one to wonder whatever happens to test data. For example, thirty-eight per cent of the counselors now working with tests feel that interpretation of test results is not their responsibility.

5. A very large percentage of counselors who are not now using socio-metric techniques feel they should be using them.

6. Working with teachers on various guidance activities is a function in which a majority of the counselors are participating. However, a large number of the counselors do not believe they should be working in this capacity. For instance, thirty-three per cent do not feel they should interpret test results to teachers, thirty-five per cent do not feel they should assist teachers with in-school placement of pupils, and thirty-seven per cent do not feel they should assist teachers with pupils' problems.

7. Although a majority of the respondents are now working cooperatively with other counselors, there is a large percentage who feel these activities are not their function. In this latter category twenty-four per cent do not feel they should assist in the in-service guidance programs and thirty-seven per cent do not feel they should help in the planning of the school's guidance program.

8. While the majority of counselors are currently working closely with administrative officers, a large percentage are of the opinion that they should not serve in this capacity. From twenty-six to thirty-seven per cent of the respondents believe that they should not cooperate with administrative officers in the school guidance activities.

9. The majority of counselors are working with parents. Nevertheless, twenty-seven per cent do not feel that visiting pupils' homes should be expected of them. Thirty-four per cent do not feel they should counsel with parents concerning the pupils' vocational problems, while thirty-eight per cent do not feel they should work with parents concerning the pupils' choice of a college.

10. With the exception of conducting community occupational surveys and conducting tours of businesses and industries, a majority of the counselors are carrying out the duties involved in the area of occupational and educational information. Again, however, large percentages of counselors feel they should not be expected to secure or file occupational and educational information, organize career or college days, or teach occupational classes.

11. Although a majority of the respondents are performing placement duties, from twenty-seven to forty-four per cent of them believe they should not engage in these activities. Of the eighty-four per cent of the counselors who are assisting school-leavers with next steps, over half of them feel that this is not their duty.

12. The majority of counselors indicate that follow-up services need their attention, yet, tabulating follow-up information and conducting follow-up studies of school-leavers are the only two duties in which half of the counselors are functioning. The majority of counselors do not feel they should perform the duties involving clerical activities.

13. With the exception of preparing handbooks on guidance services and news letters on guidance services for faculty

distribution, a majority of the respondents are carrying out all the public relations activities listed on the questionnaire. While a large percentage of these counselors feel they should not perform these functions, an equally large number believe they should but are not doing so at the present. On the whole, the counselors feel this is an area which warrants their attention.

14. While a large percentage of the respondents are working with other youth serving workers and agencies, a large number of these counselors believe that they should not cooperate with these workers. This is particularly true in working with public welfare agencies, state employment agencies, and scouts.

C. Counselors and Their Training

1. The background courses of philosophy, philosophy of education, principles and practices of guidance services, general psychology, and sociology are found to be valuable in the job of counseling. Biology, economics, and history of guidance are not adjudged to be valuable.

2. With the exception of clinical psychology, psychology of individual differences, personality and social adjustment, and exceptional children, a majority of the respondents have received training in all the courses listed on the questionnaire which deals with the understanding of human behavior. Every course was rated as most helpful in relationship to the counselors' work. All the courses were recommended as essential in the preparation of counselors except human relations and social psychology. However, only a small number

of counselors wrote in these two courses.

3. The counselors in this study feel a need for more understanding of the relationships in the total school program. Only three courses, curriculum planning, fundamentals of the curriculum, and organization and administration of guidance services were taken by a majority of the respondents. It is possible that the insufficient training in this area may explain the counselors' reactions to working closely with teachers, other counselors, administrators, parents, and other agencies. It is evident that counselors want and need more training in this area since a majority of them would take all the courses if they were now beginning their training. An interesting comparison can be made between courses in economics and labor. While a very small percentage of the counselors feel that economics is essential as a background course to counseling, yet a very large percentage of the counselors would take the labor courses if they were now beginning their training in the field.

4. The lack of training in the area of understanding the duties of and developing competencies in the work of the counselor may account in part for the reactions of the counselors to the duties of working with individual pupils, groups of pupils, placement, and the entire basic philosophy underlying the work of counselors. Two thirds of the respondents had had course training in only four of the fourteen courses listed in this area. These courses are fundamentals of a guidance program, counseling techniques, educational and occupational information, and vocational guidance. A very small number of the counselors received training in supervised counseling,

supervised counseling practices, placement theory and techniques, remedial reading techniques, speech correction techniques, and psychotherapy. The training received in all the courses in this area was considered most helpful and a definite need was expressed by counselors for training in all these courses.

5. The training of counselors in the area of implementation and interpretation of research has been meager. This may be reflected by the counselors' negative reactions concerning follow-up services of graduates and drop-outs. Although over half of the respondents in this area had received training in these courses, it accounts for a very small number of counselors since so few counselors responded to any of the courses with the exception of statistics, educational tests and measurements, and follow-up techniques. However, only twenty-nine per cent of 643 counselors had follow-up techniques in their training program.

6. The counseling instruments and techniques which counselors have been trained to use most competently are achievement tests, aptitude tests, group and individual intelligence tests, interest inventories, group personality inventories, reading readiness tests, directive and non-directive counseling. In addition to these instruments and skills, the counselors responding in this area would insist on receiving training in all the remaining instruments and techniques listed on the questionnaire.

7. The types of problems counselors feel they can handle with the greatest degree of confidence are academic, educational, vocational, social, recreational, personality, and moral and ethical.

The pupil problems counselors feel they can handle with the least degree of confidence are economic, home and family, and health.

RECOMMENDATIONS

1. That in-service training programs dealing with the basic philosophy underlying the job of counseling be set up for counselors now on the job.

2. That administrators be included in an in-service training program stressing the basic philosophy as well as the organization and administration of guidance services in order that they may understand specifically the role of counselors in secondary schools.

3. That administrators take the following courses in their pre-service training program: principles and procedures of guidance services, organization and administration of guidance services, counseling techniques, psychological tests and testing, and psychology of individual differences.

4. That counselor trainers and state supervisors of guidance be informed regarding the duties that counselors in this study think they should and should not perform in order that:

   a. Counselors on the job may be assisted in changing their point of view, and

   b. Potential counselors may be selected on the basis of a sound philosophy of guidance.

5. That counselor trainers emphasize the guidance point of view and counselor duties in the training program.

6. That potential counselors be selected by administrators

on the basis of their guidance point of view in addition to their other qualifications.

7. That a higher relationship exist between the training of counselors and the duties they should be expected to perform.

8. That planned supervisory experiences or counseling internships be set up in counselor training institutions to supplement the required course training in guidance.

9. That state departments of education be encouraged to set up certification standards for counselors. This recommendation is predicated upon counselor trainers meeting the standards as set forth by the United States Office of Education and state boards of vocational education.

10. That the training program for counselors leading to the master's degree follow the following patterns:

A. General Requirements

1. Valid state teacher's certificate
2. Bachelor's degree
3. Two years of successful teaching experience at the level at which the counselor will work
4. Necessary basic training in background courses
5. One year of wage-earning experience other than teaching or counseling

B. Academic Requirements

1. A minimum of twenty-one term hours in professional

guidance study

a. Basic Core (twelve term hours required)

(1) Principles and procedures of guidance services

(2) Analysis of the individual

(3) Counseling techniques

(4) Educational and occupational information

b. Electives (nine term hours from the following courses)

(1) Organization and administration of guidance services

(2) Group techniques

(3) Supervised counseling

(4) Placement and follow-up techniques

(5) Principles and practices of vocational education

2. A minimum of fifteen term hours in supporting courses in psychology

a. Suggested Courses

(1) Adolescent psychology

(2) Psychology of individual differences

(3) Testing (group and individual)

(4) Mental hygiene

(5) Human growth and development

(6) Personality and social adjustment

(7) Clinical methods in individual analysis

3. A minimum of nine term hours in courses dealing with the understandings in the total school program as well as other institutions and agencies in the society

   a. Suggested Courses

      (1) Fundamentals of the curriculum

      (2) Philosophy of education

      (3) History of education

      (4) Industrial psychology

      (5) Labor economics and problems

      (6) Sociology (community organization or sociology of the family)

      (7) Anthropology

11. That the training program for counselors leading to the doctor's degree follow the following patterns:

A. <u>General Requirements</u>

1. Valid state teacher's certificate
2. Master's degree
3. Two years of successful teaching experiences at the level at which the counselor will work
4. Two years of successful counseling experiences
5. One year of wage-earning experience other than teaching or counseling
6. A minor in psychology
7. A minor outside of education and psychology, e.g.

social sciences

B. Academic Requirements

1. A minimum of sixty term hours in professional guidance study
   a. Basic core of professional guidance courses required of master's candidates
   b. Suggested Electives (in addition to those listed in the master's program)
      (1) Statistics
      (2) Case study
      (3) Interview techniques
      (4) Remedial reading and speech techniques
      (5) The counselor's role in the school and community
      (6) Seminars and practices in special problems
      (7) Special training in the uses of instruments and techniques
2. A minimum of thirty term hours in psychology (minor)
   a. Suggested Courses (in addition to those listed in the master's program)
      (1) Abnormal psychology
      (2) Clinical psychology
      (3) Projective techniques
      (4) Psychology of exceptional children

(5) Advanced work in psychological test construction and interpretation

3. Supporting courses in education dealing with the understandings in the total school program as well as other institutions and agencies in the society

a. Suggested Courses (in addition to those listed in the master's program)

(1) Adult education

(2) Advanced educational psychology

(3) Recent educational trends and problems

(4) Curriculum planning and construction

(5) Audio-visual aids

(6) Construction and use of objective examinations

4. A minimum of twenty-five graduate term hours in the second minor to be set up by the candidate's graduate committee in light of the candidate's needs and interests

12. It is recommended that further research be undertaken:

a. to develop a functional supervisory program to be used at both the master's and doctor's level in connection with the training of counselors.

b. to inaugurate qualitative studies of college and university programs of counselor training.

c. to investigate the counselor's concepts of his role

in the program of guidance services in relation to the amount of his professional preparation and the philosophy, background, and training of the counselor trainers under whom the work was taken.

d. to investigate school administrator's concepts regarding the duties of counselors.

e. to discover valid criteria for selecting potential counselors to participate in counselor training programs.

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APPENDICES

APPENDIX A

As a doctoral dissertation I am making a study of secondary school counselors and their job throughout the United States. The purpose of this study is to determine the duties they perform, the duties they think they should perform, the training and experiences they have had, and the further training they feel they need in order to do a better job of counseling. For purposes of this study a counselor is considered to be a person who helps students solve their problems and is given a minimum of one period daily for this purpose.

Will you please send me the names and addresses of _____ persons who are engaged in this work throughout your state. As a criterion, for selecting these people, will you use personal preference as if you were staffing a school. In writing to these counselors I would like your permission to say that you had selected them as being very capable in this work.

I realize that requests such as this add to a previously heavy load, but I hope that the study will repay the efforts of many people by making available to them the present status of the secondary school counselor and his job in the United States and by pointing out areas in this field in need of improvement. I will be glad to send you an abstract of the study when it is completed.

Thanking you very much, I am,

Sincerely,

William L. Hitchcock
Counselor

APPENDIX B

With the growth and development of guidance services in the past decade has come the need for greater understanding concerning the duties of counselors at the secondary level. The instability of the counselor's duties has been one of the weaknesses heretofore, but from various local studies it has been found that these duties are becoming more and more stabilized. Some agreement concerning the competencies needed by counselors has been reached, but still a large number of states have no uniform requirements in the preparation of their counselors.

Under the direction of Dr. Franklin R. Zeran, Dean of the School of Education, Oregon State College, I am making a study of the job of secondary school counselors throughout the United States. The findings of this study should be very valuable not only for you as a counselor, but for teacher training institutions and certification departments as well.

Your state supervisor has pointed out that you are one of the counselors in your state who is doing a creditable job of counseling and suggested that you be included in this study. Your cooperation in this study will be greatly appreciated.

Please check the enclosed questionnaire and return at your earliest convenience. May I thank you in advance for the time and effort expended in this endeavor.

Yours sincerely,

WLH/jt

W. L. Hitchcock

APPENDIX C

With the growth and development of guidance services in the past decade has come the need for greater understanding concerning the duties of counselors at the secondary level. The instability of the counselor's duties has been one of the weaknesses heretofore, but from various local studies it has been found that these duties are becoming more and more stabilized. Some agreement concerning the competencies needed by counselors has been reached, but still a large number of states have no uniform requirements in the preparation of their counselors.

Under the direction of Dr. Franklin R. Zeran, Dean of the School of Education, Oregon State College, I am making a study of the job of secondary school counselors throughout the United States. The findings of this study should be very valuable not only for you as a counselor, but for teacher training institutions and certification departments as well.

You have been selected as one of the counselors to be included in this study. Your cooperation will be greatly appreciated. Please check the enclosed questionnaire and return at your earliest convenience.

Thanking you very much for the time and effort expended in this endeavor, I am,

Yours sincerely,

WLH/jt

W. L. Hitchcock

APPENDIX D

Secondary School Counselors and Their Job in the United States

The following questionnaire, distributed to secondary school counselors throughout the United States, is planned to discover the types of duties secondary school counselors perform, the types of duties they think they should perform, the types of training most helpful in the performance of those duties, and the types of additional training counselors feel they need in order to discharge their duties more adequately.

Your cooperation will be greatly appreciated for it is possible only through your frank and honest reactions that adequate training programs can be set up to meet the needs of counselors now being trained. Please complete the questionnaire and return at your earliest convenience to W. L. Hitchcock, School of Education, Oregon State College, Corvallis, Oregon. *You may omit your name if you wish.* Please fill out school and city.

A. NAME ..... SCHOOL ..... CITY .....

B. Sex: ***Please check.***

1. ☐ Male
2. ☐ Female

C. Degree you hold: ***Please check.***

1. ☐ No Degree
2. ☐ Bachelor's Degree
3. ☐ Master's Degree
4. ☐ Doctor's Degree (a. ..... Ph.D. b. ..... Ed.D.)
5. ☐ Working on advanced degree

D. Type of school in which you are employed: ***Please check.***

1. ☐ Junior High School
2. ☐ Senior High School
3. ☐ Junior-Senior High School

E. Size of your school: ***Please check.***

1. ☐ Less than 100 pupils
2. ☐ 100-249 pupils
3. ☐ 250-499 pupils
4. ☐ 500-999 pupils
5. ☐ 1000-1999 pupils
6. ☐ 2000 pupils and over

F. Number of periods per day for which you are scheduled exclusively for counseling.

1. ——— Periods per day
2. ——— Length of period

G. Number of other counselors, with assigned time, besides yourself.

1. ——— Number

H. Number of counselees assigned you.

1. ——— Number

I. Types of counseling you do: ***Please check.***

1. ☐ General counseling (All kinds)
2. ☐ Specific counseling
   - a. ☐ Vocational
   - b. ☐ Educational
   - c. ☐ Personal
   - d. ☐ Social
   - e. ☐ Health
   - f. ☐ Other

J. If you are not a full-time counselor will you check the following area or areas in which you work.

1. ☐ Art
2. ☐ Biological Sciences
3. ☐ Business Subjects
4. ☐ Effective Living or Life Adjustment
5. ☐ Health and Physical Education
6. ☐ Homemaking
7. ☐ Industrial and Vocational Arts
8. ☐ Language Arts and Foreign Language
9. ☐ Music
10. ☐ Mathematics
11. ☐ Physical Sciences
12. ☐ Psychology
13. ☐ Remedial Teaching
14. ☐ Social Sciences
15. ☐ Other (Please list)
16. ☐
17. ☐

K. Listed in the following sections are a number of duties counselors perform. In column *A* please check those duties you NOW perform. (*Check column A only*)

L. In column *B* please check only those duties you think you should perform to carry out your job more adequately as a counselor. Consider such things as available time, skills to perform duties, philosophy of school, etc. (*Check column B only*)

ADMINISTRATIVE:

	A	B	
1.	☐	☐	Checking absentees
2.	☐	☐	Checking the halls
3.	☐	☐	Checking the washrooms
4.	☐	☐	Monitor on busses
5.	☐	☐	Filling out reports and registers
6.	☐	☐	Substituting for absent teachers
7.	☐	☐	Acting as truant officer or visiting teacher
8.	☐	☐	Supervising Student Council
9.	☐	☐	Supervising other clubs
10.	☐	☐	Other (Please list)
11.	☐	☐	
12.	☐	☐	

APPENDIX D (Continued)

WORKING WITH INDIVIDUAL PUPILS:

A B

13. ☐ ☐ Helping pupils adjust to school
14. ☐ ☐ Assisting pupils who are failing course work
15. ☐ ☐ Assisting pupils who are emotionally maladjusted
16. ☐ ☐ Assisting pupils who are socially maladjusted
17. ☐ ☐ Assisting pupils with course planning
18. ☐ ☐ Assisting pupils with occupational plans
19. ☐ ☐ Assisting pupils with moral and religious problems
20. ☐ ☐ Assisting pupils who are juvenile delinquents
21. ☐ ☐ Referring pupils in need of specialized help
22. ☐ ☐ Gathering information about pupils
23. ☐ ☐ Making notes of interviews
24. ☐ ☐ Helping pupils appraise strengths and weaknesses (educationally and vocationally)
25. ☐ ☐ Other (Please list)
25a. ☐ ☐
25b. ☐ ☐

WORKING WITH GROUPS OF PUPILS:

26. ☐ ☐ Leading group orientation classes
27. ☐ ☐ Discussing personal problems with groups
28. ☐ ☐ Discussing social problems with groups
29. ☐ ☐ Discussing vocational problems with groups
30. ☐ ☐ Utilizing films on etiquette, occupation, etc.
31. ☐ ☐ Teaching life adjustment classes
32. ☐ ☐ Other (Please list)
33. ☐ ☐
34. ☐ ☐

TESTING WORK:

35. ☐ ☐ Administering group tests
36. ☐ ☐ Scoring group tests
37. ☐ ☐ Recording results of group tests
38. ☐ ☐ Administering individual tests
39. ☐ ☐ Scoring individual tests
40. ☐ ☐ Interpreting test results to pupils individually
41. ☐ ☐ Administering socio-metric tests
42. ☐ ☐ Constructing socio-grams
43. ☐ ☐ Other (Please list)
44. ☐ ☐
45. ☐ ☐

WORKING WITH TEACHERS:

46. ☐ ☐ Conducting in-service training programs
47. ☐ ☐ Interpreting test results to teachers
48. ☐ ☐ Assisting teachers with pupils' problems
49. ☐ ☐ Assisting teachers with in-school placement of pupils
50. ☐ ☐ Conducting case conferences with teachers and specialists
51. ☐ ☐ Other (Please list)
52. ☐ ☐
53. ☐ ☐

WORKING WITH OTHER COUNSELORS:

A B

54. ☐ ☐ Planning the school's guidance program
55. ☐ ☐ Assisting in the in-service training program
56. ☐ ☐ Assisting other counselors with serious problem cases
57. ☐ ☐ Sharing experiences with other counselors
58. ☐ ☐ Sitting in on case conferences with other counselors
59. ☐ ☐ Acting as referral agent for other counselors
60. ☐ ☐ Referring cases to other counselors
61. ☐ ☐ Coordinating services at secondary level with services at the elementary, college, trade school, and industry
62. ☐ ☐ Other (Please list)
63. ☐ ☐
64. ☐ ☐

WORKING WITH ADMINISTRATIVE OFFICERS:

65. ☐ ☐ Planning guidance activities with administrative officials
66. ☐ ☐ Utilizing competencies of research in helping administrators collect, tabulate, and interpret significant information
67. ☐ ☐ Supplying pertinent information of pupils to curriculum research committees
68. ☐ ☐ Serving on curriculum planning committees
69. ☐ ☐ Serving on research committees
70. ☐ ☐ Other (Please list)
71. ☐ ☐
72. ☐ ☐

WORKING WITH PARENTS:

73. ☐ ☐ Visiting pupils' homes
74. ☐ ☐ Counseling parents of failing pupils
75. ☐ ☐ Counseling parents concerning family problems
76. ☐ ☐ Counseling parents concerning pupil behavior
77. ☐ ☐ Counseling parents concerning vocational problems of pupils
78. ☐ ☐ Other (Please list)
79. ☐ ☐
80. ☐ ☐

OCCUPATIONAL AND EDUCATIONAL INFORMATION:

81. ☐ ☐ Teaching occupational exploration courses
82. ☐ ☐ Conducting community occupational surveys
83. ☐ ☐ Securing occupational and educational information
84. ☐ ☐ Filing occupational and educational information
85. ☐ ☐ Organizing career and college days
86. ☐ ☐ Utilizing films on occupations
87. ☐ ☐ Teaching job application techniques
88. ☐ ☐ Conducting tours of businesses and industries
89. ☐ ☐ Other (Please list)
90. ☐ ☐
91. ☐ ☐

APPENDIX D (Continued)

PLACEMENT:

A B

92. ☐ ☐ Assisting pupils with in-school placement
93. ☐ ☐ Securing part-time jobs for pupils
94. ☐ ☐ Contacting potential employers
95. ☐ ☐ Assisting school-leavers with next steps (i.e. college, trade school, jobs, etc.)
96. ☐ ☐ Assisting pupils with leisure time placement
97. ☐ ☐ Other (*Please list*)
98. ☐ ☐
99. ☐ ☐

FOLLOW-UP OF GRADUATES AND DROP-OUTS:

100. ☐ ☐ Conducting follow-up studies of school-leavers
101. ☐ ☐ Conducting follow-up studies of in-school placement
102. ☐ ☐ Organizing follow-up studies
103. ☐ ☐ Preparing follow-up materials
104. ☐ ☐ Tabulating follow-up information
105. ☐ ☐ Interpreting follow-up results
106. ☐ ☐ Other (*Please list*)
107. ☐ ☐
108. ☐ ☐

PUBLIC RELATIONS:

109. ☐ ☐ Giving talks
110. ☐ ☐ Preparing news articles
111. ☐ ☐ Cooperating with civic organizations
112. ☐ ☐ Cooperating with other community agencies
113. ☐ ☐ Preparing handbook on guidance services
114. ☐ ☐ Preparing news letter on guidance services for faculty distribution
115. ☐ ☐ Participating on panels
116. ☐ ☐ Other (*Please list*)
117. ☐ ☐
118. ☐ ☐

WORKING WITH OTHER YOUTH SERVING WORKERS AND AGENCIES:

119. ☐ ☐ Church organizations
120. ☐ ☐ Civic organizations
121. ☐ ☐ Juvenile courts
122. ☐ ☐ Probation officer
123. ☐ ☐ Psychiatrists
124. ☐ ☐ Psychologists
125. ☐ ☐ Remedial reading teacher
126. ☐ ☐ Service club committees
127. ☐ ☐ School nurse
128. ☐ ☐ Speech correction teacher
129. ☐ ☐ Visiting teacher
130. ☐ ☐ Y.M.C.A. or Y.W.C.A.
131. ☐ ☐ Other (*Please list*)
132. ☐ ☐
133. ☐ ☐

M. The following list of courses are accepted as being desirable in the preparation of counselors. In column *A* please check the courses that were taken in preparation for your job as a counselor. (*Check column* A *only*)

N. In light of your experiences in this field, please check in column *B* the courses that were most helpful in the performance of your duties as a counselor. (*Check column* B *only*)

O. If you were beginning your training over again what courses listed below would you insist on taking to discharge your duties as a counselor more adequately. Check in column *C* the courses you feel you need in order to do a more efficient job of counseling. (*Check column* C *only*)

BACKGROUND COURSES:

A B C

1. ☐ ☐ ☐ Anthropology
2. ☐ ☐ ☐ Biology
3. ☐ ☐ ☐ Economics
4. ☐ ☐ ☐ History of Guidance
5. ☐ ☐ ☐ History of Education
6. ☐ ☐ ☐ Philosophy
7. ☐ ☐ ☐ Philosophy of Education
8. ☐ ☐ ☐ Principles and Practices of Guidance Services
9. ☐ ☐ ☐ Psychology (General)
10. ☐ ☐ ☐ Sociology
11. ☐ ☐ ☐ Other (*Please list*)
12. ☐ ☐ ☐
13. ☐ ☐ ☐

UNDERSTANDING HUMAN BEHAVIOR:

14. ☐ ☐ ☐ Abnormal Psychology
15. ☐ ☐ ☐ Adolescent Psychology
16. ☐ ☐ ☐ Child Psychology
17. ☐ ☐ ☐ Educational Psychology
18. ☐ ☐ ☐ Psychology of Learning
19. ☐ ☐ ☐ Clinical Psychology
20. ☐ ☐ ☐ Psychology of Individual Differences
21. ☐ ☐ ☐ Mental Hygiene
22. ☐ ☐ ☐ Individual Testing
23. ☐ ☐ ☐ Group Testing
24. ☐ ☐ ☐ Personality and Social Adjustment
25. ☐ ☐ ☐ Human Growth and Development
26. ☐ ☐ ☐ Exceptional Children
27. ☐ ☐ ☐ Other (*Please list*)
28. ☐ ☐ ☐
29. ☐ ☐ ☐

UNDERSTANDING RELATIONSHIPS IN THE TOTAL SCHOOL PROGRAM:

30. ☐ ☐ ☐ Curriculum Planning
31. ☐ ☐ ☐ Fundamentals of the Curriculum
32. ☐ ☐ ☐ Organization and Administration of Guidance Services
33. ☐ ☐ ☐ Adult Education
34. ☐ ☐ ☐ Educational Planning and Development
35. ☐ ☐ ☐ Community Organization
36. ☐ ☐ ☐ Social Change
37. ☐ ☐ ☐ Social Control
38. ☐ ☐ ☐ Labor Movement
39. ☐ ☐ ☐ Labor Market Analysis and Trends
40. ☐ ☐ ☐ Labor Problems

APPENDIX D (Continued)

A B C

41. ☐ ☐ ☐ Industrial Psychology
42. ☐ ☐ ☐ Personnel Administration in Business and Industry
43. ☐ ☐ ☐ Other (*Please list*)
44. ☐ ☐ ☐
45. ☐ ☐ ☐

UNDERSTANDING DUTIES OF AND DEVELOPING COMPETENCIES IN THE IN THE WORK OF THE COUNSELOR:

46. ☐ ☐ ☐ Fundamentals of a Guidance Program
47. ☐ ☐ ☐ Counseling Techniques
48. ☐ ☐ ☐ Supervised Counseling
49. ☐ ☐ ☐ Analysis of the Individual
50. ☐ ☐ ☐ Group Techniques
51. ☐ ☐ ☐ Supervised Counseling Practices
52. ☐ ☐ ☐ Educational and Occupational Information
53. ☐ ☐ ☐ Vocational Guidance
54. ☐ ☐ ☐ Placement Theory and Techniques
55. ☐ ☐ ☐ Interview Techniques
56. ☐ ☐ ☐ Remedial Reading Techniques
57. ☐ ☐ ☐ Speech Correction Techniques
58. ☐ ☐ ☐ Case Study
59. ☐ ☐ ☐ Psychotherapy
60. ☐ ☐ ☐ Other (*Please list*)
61. ☐ ☐ ☐
62. ☐ ☐ ☐

INTERPRETING AND DOING RESEARCH:

63. ☐ ☐ ☐ Statistics
64. ☐ ☐ ☐ Educational Tests and Measurements
65. ☐ ☐ ☐ Curriculum Research
66. ☐ ☐ ☐ Methods and Application of Educational Research
67. ☐ ☐ ☐ Thesis and Dissertation Writing
68. ☐ ☐ ☐ Follow-Up Techniques
69. ☐ ☐ ☐ Educational Evaluation
70. ☐ ☐ ☐ Educational Research
71. ☐ ☐ ☐ Other (*Please list*)
72. ☐ ☐ ☐
73. ☐ ☐ ☐

P. The following list of instruments and techniques are used frequently by counselors. In column *A* please check the ones you NOW feel you thoroughly understand and can use adequately. (*Check column* A *only*)

Q. On the basis of your past experiences check in column *B* those instruments and techniques in which you would insist on receiving training if you were now beginning your training in this field. (*Check column* B *only*)

A B

1. ☐ ☐ Achievement Tests
2. ☐ ☐ Aptitude Tests
3. ☐ ☐ Intelligence Tests (Group)
4. ☐ ☐ Interest Inventories
5. ☐ ☐ Personality Inventories (Group)
6. ☐ ☐ Sociometric Tests
7. ☐ ☐ Arthur Point Performance Scale

A B

8. ☐ ☐ Revised Stanford-Binet Scale
9. ☐ ☐ Rorschach Projective Technique
10. ☐ ☐ Thematic Apperception Test
11. ☐ ☐ Wechsler-Bellevue Intelligence Scale
12. ☐ ☐ Reading Readiness Tests
13. ☐ ☐ Telebinocular
14. ☐ ☐ Reading Accelerator
15. ☐ ☐ Tachistoscope
16. ☐ ☐ Remedial Reading Techniques
17. ☐ ☐ Directive Counseling
18. ☐ ☐ Non-directive Counseling
19. ☐ ☐ Psychodrama
20. ☐ ☐ Sociodrama
21. ☐ ☐ Play Therapy
22. ☐ ☐ Other (*Please list*)
23. ☐ ☐
24. ☐ ☐

R. Below are listed a group of problems that high school pupils are constantly striving to solve. Frequently they seek help from counselors in the solution of these problems. In column *A* please check the problem areas in which you feel you are able to handle with the greatest degree of confidence. (*Check column* A *only*)

S. Check in column *B* those problem areas in which you feel you are least able to handle. (*Check column* B *only*)

A B

1. ☐ ☐ ACADEMIC PROBLEMS
   Consider such things as: adjustment to school, study problems, weaknesses in reading and other subject matter areas, conflicts with teachers, failing work, etc.
2. ☐ ☐ PERSONALITY PROBLEMS
   Consider such things as: emotional maladjustments, inferior feelings, fear, guilt feelings, behavior problems, etc.
3. ☐ ☐ SOCIAL PROBLEMS
   Consider such things as: not belonging, boy-girl relationships, dating, etiquette, personal appearance, conversational ability, etc.
4. ☐ ☐ VOCATIONAL PROBLEMS
   Consider such things as: choosing an occupation, job placement, part-time work experience, disseminating occupational information, etc.
5. ☐ ☐ EDUCATIONAL PROBLEMS
   Consider such things as: course planning, selection of college, selection of trade school, etc.
6. ☐ ☐ ECONOMIC PROBLEMS
   Consider such things as: allowances, finances, saving money, budgeting wisely, etc.
7. ☐ ☐ HOME AND FAMILY PROBLEMS
   Consider such things as: relationship with siblings, family differences, parents who do not understand, etc.
8. ☐ ☐ MORAL AND ETHICAL PROBLEMS
   Consider such things as: religious beliefs, ideals, profanity, drinking smoking, dishonesty, etc.
9. ☐ ☐ HEALTH PROBLEMS
   Consider such things as: auditory defects, visual defects, complexion, over-weight, under-weight, etc.
10. ☐ ☐ RECREATIONAL PROBLEMS
    Consider such things as: hobbies, extra-curricular activities, etc.