

AN ABSTRACT OF THE THESIS OF

CLAUDE DeVERE MORGAN for the DOCTOR OF EDUCATION
(Name) (Degree)

in Education (Guidance and Counseling) presented on January 24, 1972
(Major) (Date)

Title: A SURVEY OF OREGON ELEMENTARY SCHOOL COUNSE-
LORS: EDUCATIONAL PREPARATION AND
RESPONSIBILITIES

Abstract approved: _____

Redacted for Privacy

Anna R. Meeks

The purposes of this investigation were to: (1) assist the elementary schools of Oregon in the development and implementation of elementary school guidance programs, and (2) develop recommendations for improving programs of guidance as well as counselor preparation programs.

The investigation focused upon the personal and educational background of current counselors, their feelings about preparation programs and activities of the current guidance programs. The analysis was based upon data secured through questions and rating scales as well as personal interviews with counselors and principals. The questions and rating scales were completed and returned by 79.2 percent (usable returns) of the elementary school counselors in Oregon.

These data were divided into four main groups for the purpose of analysis. Group I and Group II represented the two largest population centers while Group III consisted of the remaining counselors in the state, and Group IV was the combined responses from the total number of elementary counselors responding.

Two subgroups were developed for use on specific questions where additional information might prove beneficial. Subgroup A consisted of three groups. Group I-A was formed by selecting full-time counselors serving only one elementary school. Those full-time counselors serving two elementary schools as well as half-time counselors serving one school formed Group II-A. Group III-A contains the counselors that are less than half-time or are serving more than two schools.

Subgroup B contains five groups. The format for establishing these groups was the four major counselor preparation institutions in Oregon and the National Defense Educational Act, Title V-B preparation institutes across the nation.

The analysis of these data using the three different groupings provides a more in-depth consideration related to counselor preparation programs as well as the allotted time given various guidance activities. The data may not provide a specific rationale for elementary school counseling nor delineate specific activities, but does reflect counselors' feelings concerning counseling and counselor preparation.

The research indicates a significant number of counselors, up to 50 percent, felt specific areas of their preparation to be inadequate. The three major areas being Organization and Administration, Early Childhood Education, and Career Education.

The data allows the assumption to be made that the amount of assigned time in an individual school does not influence the division of time between activities and/or clientele. The time allotment per building may have a diverse influence on the number of clients involved, but not the amount of time allotted to each.

A Survey of Oregon Elementary School
Counselors: Educational Preparation
and Responsibilities

by

Claude DeVere Morgan

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Doctor of Education

June 1972

APPROVED:

Redacted for Privacy

Professor of Education

in charge of major

Redacted for Privacy

Head of Department of Education

Redacted for Privacy

Dean of Graduate School

Date thesis is presented January 24, 1972

Typed by Mary Jo Stratton for Claude DeVere Morgan

ACKNOWLEDGEMENTS

Personal acknowledgements are due several persons for their part in making this study a reality. First, I wish to express appreciation to my major professor, Dr. Anna R. Meeks, School of Education, Oregon State University, for her thoughtful consideration and suggestions regarding so many aspects of this study. A warm thank you is also extended to each of my other committee members: Dr. R. Denis Baron, Dr. William P. Nagel, Dr. Ned D. Marksheffel, and Dr. Charles F. Warnath for their questions and encouragement at crucial times.

Special recognition is extended to Dr. Kenneth Hills and Dr. Elizabeth Hoyser for their personal interest and patience in exploring concepts with me in the developing stages of the study. Their acceptance of the goals made the total challenge an actualizing experience.

Encouragement and cooperation came from many sources as the study evolved, but most of all I owe a debt of gratitude for the patience and help of my wife, Nancy, in coping with many of the innumerable necessities of this endeavor.

TABLE OF CONTENTS

| | <u>Page</u> |
|------------------------------|-------------|
| I. INTRODUCTION | 1 |
| General Basis | 1 |
| The Changing Role | 4 |
| Goal Definition | 6 |
| Nature of the Study | 8 |
| Purpose of the Study | 8 |
| Statement of the Problem | 9 |
| Implications of the Study | 9 |
| Limitations of the Study | 11 |
| Definitions of Terms | 11 |
| Summary | 14 |
| II. REVIEW OF THE LITERATURE | 16 |
| National Development | 18 |
| Counseling Tasks | 20 |
| Assumptions | 30 |
| Early Development in Oregon | 31 |
| Certification | 34 |
| Influence of NDEA V-A | 37 |
| III. METHODS AND PROCEDURES | 40 |
| Sample | 40 |
| Design | 40 |
| Treatment of Data | 42 |
| IV. ANALYSIS OF DATA | 45 |
| Distribution | 46 |
| Sex | 47 |
| Age | 47 |
| Marriage Status | 47 |
| Children | 49 |
| Salary | 49 |
| Length of Contract | 50 |
| Funding | 51 |
| Teaching Experience | 51 |
| Counseling Experience | 53 |

| | <u>Page</u> |
|--|-------------|
| Degree Status of Elementary | |
| School Counselors | 56 |
| Majors | 56 |
| Certification Status | 58 |
| Preparation Programs | 59 |
| Evaluation of Preparation | 59 |
| Counseling Time | 71 |
| Counseling Activities | 72 |
| Pupil-Personnel Services | 75 |
| V. CONCLUSIONS AND RECOMMENDATIONS | 79 |
| Conclusions | 79 |
| Background | 80 |
| Age and Sex | 80 |
| Salary | 81 |
| Teaching Experience | 81 |
| Counseling Experience | 82 |
| Preparation | 83 |
| Degree Status and Preparation | 83 |
| National Defense Educational Act | 85 |
| Evaluation of Preparation | 85 |
| Role and Function | |
| Counseling Time | 90 |
| Counseling Activities | 90 |
| Pupil-Personnel Services | 91 |
| Sources of Funding | 91 |
| Recommendations | 93 |
| BIBLIOGRAPHY | 97 |
| APPENDICES | |
| Appendix A | 101 |
| Appendix B | 103 |
| Appendix C | 107 |
| Appendix D | 109 |
| Appendix E | 111 |
| Appendix F | 113 |
| Appendix G | 116 |
| Appendix H | 119 |
| Appendix I | 123 |

LIST OF TABLES

| <u>Table</u> | | <u>Page</u> |
|--------------|---|-------------|
| 1 | Functions ranked in order of relative importance as indicated by counselors and principals. | 25 |
| 2 | Functions not those of the counselor. | 26 |
| 3 | Counselor's role. | 28 |
| 4 | Development of elementary counseling in Oregon. | 39 |
| 5 | Distribution of questionnaires. | 41 |
| 6 | Various sizes of subgroup B. | 43 |
| 7 | Distribution of returns. | 46 |
| 8 | Distribution of male and female counselors. | 47 |
| 9 | Mean age bands of elementary school counselors. | 48 |
| 10 | Percent of counselors married. | 48 |
| 11 | Percent of counselors having children. | 49 |
| 12 | Mean age of children. | 49 |
| 13 | Mean salary for 1970-1971. | 49 |
| 14 | Counselors' salaries: exceptions. | 50 |
| 15 | Percent of counselors employed for various intervals. | 51 |
| 16 | Schools under ESEA, Title I. | 51 |
| 17 | Levels of teaching experience. | 52 |
| 18 | Total years of teaching experience. | 52 |

| <u>Table</u> | | <u>Page</u> |
|--------------|---|-------------|
| 19 | Position prior to employment as counselor. | 54 |
| 20 | Levels of counseling experience. | 55 |
| 21 | Years of counseling experience | 55 |
| 22 | Degree held by elementary school counselors. | 56 |
| 23 | Undergraduate major. | 57 |
| 24 | Graduate majors. | 58 |
| 25 | Type of counselor certification held. | 59 |
| 26 | Major portion of counselor preparation. | 60 |
| 27 | Counselors receiving NDEA V-B preparation. | 60 |
| 28 | Preparation - Interpersonal Communications. | 62 |
| 28-A | Preparation - Interpersonal Communications (Subgroup B). | 62 |
| 29 | Preparation - Practicum. | 63 |
| 29-A | Preparation - Practicum (Subgroup B). | 63 |
| 30 | Preparation - Counseling Techniques. | 64 |
| 30-A | Preparation - Counseling Techniques (Subgroup B). | 64 |
| 31 | Preparation - Organization and Administration. | 65 |
| 31-A | Preparation - Organization and Administration (Subgroup B). | 65 |
| 32 | Preparation - Early Childhood Education. | 66 |

| <u>Table</u> | | <u>Page</u> |
|--------------|---|-------------|
| 32-A | Preparation - Early Childhood Education (Subgroup B). | 66 |
| 33 | Preparation - Testing. | 68 |
| 33-A | Preparation - Testing (Subgroup B). | 68 |
| 34 | Preparation - Career Information. | 69 |
| 34-A | Preparation - Career Information (Subgroup B). | 69 |
| 35 | Preparation - Total Program. | 70 |
| 35-A | Preparation - Total Program (Subgroup B). | 70 |
| 36 | Assigned counseling time. | 71 |
| 37 | Number of schools served. | 72 |
| 38 | Grades receiving counseling service. | 73 |
| 39 | Counselor-pupil ratio. | 73 |
| 40 | Percent of counseling time in various activities. | 74 |
| 40-A | Percent of counseling time in various activities (Subgroup A). | 74 |
| 41 | Percent of counseling time spent with pupils, parents, and staff. | 76 |
| 41-A | Percent of time spent with pupils, parents, and staff (Subgroup A). | 76 |

LIST OF FIGURES

| <u>Figure</u> | | <u>Page</u> |
|---------------|--|-------------|
| 1 | Pupil- personnel services which were reported as being available to the schools. | 77 |

A SURVEY OF OREGON ELEMENTARY SCHOOL
COUNSELORS: EDUCATIONAL PREPARATION
AND RESPONSIBILITIES

CHAPTER I

INTRODUCTION

Guidance for all children is an essential component of educational experiences in the elementary school. . . if the elementary school is to provide the maximum opportunities for learning, enabling each child to learn effectively in terms of his own particular abilities and his own developmental process (ACES-ASCA, 1969, p. 1).

General Basis

The basic nature of guidance has had many directions and many changes since its advent as an organized movement in 1908. Its founding "father," Frank Parsons, opened the Vocational Bureau of Boston in that year, with emphasis on child placement and occupational information. In the years since then, there have been significant changes in the concept and scope of guidance. One such change in the concept has been a movement away from explicitly vocational guidance toward a wider base of concern. Aspects of this base include the development of the total self, incorporating self-understanding, self-concept, self-confidence, self-acceptance as well as worth and dignity. The decision making process and the responsibilities implied are also an intrinsic factor. Many writers are urging this change to

a more developmental and preventive type program (Blocher, 1966; Meeks, 1968).

In Oregon, elementary school guidance is accepting the preventive and developmental rationale as its basis. This investigation will explore current programs; their historical background, the various guidance activities being implemented, the current certification status of counselors and their professional preparation.

The basic preparation of elementary counselors in Oregon has until recent years been the major responsibility of two institutions of higher education. During the past four years, two additional preparing institutions received authorization for implementation of counselor preparation programs. Responses from practicing counselors, related to their preparation, will assist in an active evaluation of preparation procedures and how relevant they are to the changing needs of our children and our schools.

The increased mobility of our population, the influx of scientific discoveries, the rapid population growth, and the fact that our society today seemingly fails to meet the needs of many citizens, is without question bringing change to the role of our elementary schools. This restructuring of roles quickly outdates preparation procedures for counselors as well as changes their responsibilities and functions in the schools. Informational input from the counselors may serve as

an enhancing influence upon the current design of our counselor education programs.

Included within the design of the preparation programs are the certification requirements developed by the Oregon Board of Education (State Department of Education). The information obtained from the currently certificated counselors, as well as those preparing, will have an important impact upon evaluation and revision of the current requirements.

Any study of the role of the counselor, in relationship to the total elementary educational program, must concern itself with the needs of the school and community. An elementary guidance program should be a coordinated plan to offer direct and indirect services (Dinkmeyer, 1968) to help meet the needs of children, teachers, and parents of the selected community.

The demands placed upon the teachers and pupils in present day society make such special services as guidance imperative. Guidance services when offered during the early years of the child's school life can be both developmental and preventive. The postponement of organized guidance services until high school can result in programs of remedial, crisis-oriented activities, and fail to assist in a preventive manner.

The addition of a developmental guidance program to a school will not bring about a great change in the duties of the teachers.

Instead, the counselor will increase the services offered the individual child in the school setting. The counselor will be able to work with the school staff as a team member, toward the attainment of the optimal development of each child. The ultimate function of a developmental guidance program is to assist each child in gaining maximum development in all areas of humanistic endeavor related to the growth process. Such an encompassing program will assist the child in becoming a self-accepting and self-directing member of society.

The principals and teachers in the elementary schools in Oregon are faced with instructing larger classes, mastering expanded curriculums, developing more positive teaching techniques to assist pupils in finding some success in their school experiences, plus many other related tasks. With this varied demand on their time, it is necessary to determine if they can reasonably be expected to assume all the roles required to meet the needs of each individual child.

The Changing Role

A significant change in the defined role of guidance in the elementary school is taking place. Elementary school guidance has and is undergoing change from identification as a specialized service added to the regular school curriculum to its co-part in the total educational process. Teachers, parents, and administrators as a unified team might intra-review their effort, as it relates to the total

guidance and counseling program. Such endeavors will assist in crystallizing guidance as the personalized integral part of the school curriculum. Developmental counseling in this sense aims at helping an individual become aware of himself and the manner in which his behavior reflects the influence of his environment. The environment of the individual includes the interpersonal relationships with his peers, teachers, and parents as well as other interested members of his society or sub-culture.

There exist some differences of opinion in regard to the specific functions to be performed by persons working in a guidance or counseling capacity in the elementary schools. The various labels that are attached to persons working in this capacity might account for a major portion of this confusion. Individuals performing the assigned task in an organized guidance and counseling program are referred to as: child development consultant (Smith and Eckerson, 1966); elementary school counselor (ACES-ASCA, 1969); teacher-counselor (Good, 1959); guidance specialist (Low, 1955); guidance worker (Good, 1959; Low, 1955); child development specialist (Maples, 1969).

In addition to the confusion that has been generated by the various titles assigned individuals performing the guidance duties, consideration must be given to the rapid growth of elementary school guidance during the past 10 to 15 years. Most of the textbooks written specifically toward the subject of elementary school guidance have,

until lately, been addressed primarily to the role and function of the classroom teacher and the elementary school administrator, emphasizing their responsibilities for the guidance services.

Goal Definition

Consideration must also be given the earlier as well as the current definitions applied to elementary guidance. A wide variety of authors are currently writing toward specific aspects or attempting to encompass the entire continuum of elementary school guidance and counseling. Many of these authors are elucidating the development of modified or unique definitions of guidance in their writings, as part of a "selling" process. As an example, if the author is vocationally oriented, his biases will be reflected in the terminology employed in the development of his definition. The major emphasis of guidance might also be slanted toward careers, rather than the development of total self. In the same vein, a theorist reflects his biases in an attempt to enhance a point or concept he wishes to develop in his writings. A child development emphasis provides a different definition. Such divergence confuses efforts to define roles more precisely.

If the role of the school is to be one of helping children grow and mature into functioning members of our society, a properly developed guidance effort, no matter what the definition, can provide the

enrichment or manner of enhancing this undertaking. To encourage this developmental process, we must, according to Hill (1965), propose a set of "guidance learnings." He projects the following:

1. The child must mature in his understanding of himself.
2. The child must mature in his sense of responsibility for himself.
3. The child must mature in his understanding of the world of education and the world of work.
4. The child must mature in his ability to make decisions.
5. The child must mature in his ability to solve his own problems.
6. The child must mature in his understanding of human behavior, especially as regards to his relation with others.
7. The child must mature in his ability to adjust to the demands of life, especially those which involve his relations with other people.
8. The child must mature in his sense of values, the achievements of high ideals (Hill, 1965, p. 4).

Hill feels these are not only guidance learnings but are sound fundamentals of education.

The discussion of Hill's guidance learnings makes it apparent that all children will encounter concerns in the normal process of growing up. Counseling can provide assistance in developing greater self-direction in working toward a solution of these problems. Some children find it difficult to meet developmental tasks, and others present behavioral problems growing out of threats to their feelings of security and self-esteem. All children need to express themselves positively and constructively in the process of "growing up." The pupil often needs someone, other than an authority figure, to relate to, supporting the need for counseling in an area that cannot be

fulfilled by most teachers or administrators. The counselor, because of his specialized preparation and availability can be that person. Principals, teachers, and other professional staff are members of the team which may perform guidance functions related to counseling; but the counseling process should be performed only by qualified counselors. This study attempts to discover trends in the concepts of role definition.

Nature of the Study

In the rapidly expanding area of elementary school guidance in Oregon, there is a lack of pertinent background information. School districts wishing to inaugurate new programs are, in many cases, proceeding without the proper guidelines or rationale for such programs. They have limited knowledge of the professional training of elementary school counselors and, many times, less knowledge about the current functions in relationship to the total educational program being conducted in Oregon's elementary schools.

Purpose of the Study

The purpose of this study is to assist the elementary schools of Oregon in the development and implementation of their elementary school guidance programs. To accomplish this, an attempt will be made to provide information designed to assist in the development of a

better understanding of elementary school counselor preparation programs and the role of the elementary school counselor in Oregon.

Statement of the Problem

The problem studied in this survey was to compare the personal and professional characteristics as well as the responsibilities and preparation of elementary counselors in Oregon. The specific intent of the main grouping and the subgrouping was:

1. To identify characteristics of three main groups with additional data from two subgroups.
2. To identify differences between groups related to salaries, counseling load, counseling activities, and pupil personnel services.
3. To identify and evaluate the counselor preparation programs as perceived by the groups of counselors themselves.

Implications of the Study

The information compiled from practicing counselors in the schools will provide an in-depth understanding related to current developments in guidance and counseling. It will provide pertinent data regarding the counselor preparation programs in Oregon and will assist those programs in their continuous evaluation process.

The Certification Section of the Oregon Board of Education will

find factual information related to counselors currently preparing. Material will be available on those that have completed programs but have failed to obtain the counseling norm endorsement on their certification. The relevancy of specific areas now required for certification could be explored by use of the current data.

Information will be provided to school administrators concerning the graduate and undergraduate majors of practicing counselors. The type of educational experiences counselors have undertaken in the school community will be included. Various means of financial support for elementary guidance will be presented for consideration and exploration. This will assist administrators in planning for implementation of new programs as well as gaining support for ongoing guidance programs.

Counselors and guidance directors will have information relating to various activities including the amount of time allotted to these activities. The pupil personnel services available to elementary schools in Oregon and the manner of financing is incorporated for their use.

The pertinent information will assist in developing a broader understanding of guidance by both teachers and parents. This will provide assistance in developing a working definition of their roles in the total educational program. Such programs provide an opportunity for exploration of self-values as well as individual life styles for our citizenry.

Limitations of the Study

The counselors involved in this research represent only 17 of Oregon's 36 counties. The survey instrument was mailed only to those schools with an organized guidance program employing an elementary school counselor. The guidance-oriented activities at the remaining elementary schools without an organized guidance program were not evaluated or included in this study. The fact that this study was accomplished by use of a survey instrument, with limited validation of responses, may influence the specific usefulness of the results.

Definitions of Terms

The following definitions apply wherever the terms appear. The intent of the definitions is to promote clarity and consistency in the design of this research.

Anecdotal Record. Essentially a written report of observed behavior. The anecdote is a brief statement of incidents of behavior that take place in the normal course of events and that are singled out as being significant in depicting patterns of development. A single incident in itself may not have any particular value; it assumes an importance only when related to other incidents recorded over a period of time. The anecdotal record is, therefore, cumulative in nature (Peters, Shertzer and Van Hoose, 1965).

Career Information. This includes current, accurate, usable materials related to the world of work. The term "Career Information" is used in lieu of the more frequently encountered term "Occupational Information" to emphasize the fact that data concerning preparation and educational programs leading to a specific occupation is an integral part of the field rather than just the specific skills required by the occupation (Isaacson, 1966).

Counseling. (A) Counseling aims at helping an individual become aware of himself and the ways in which he is reacting to the behavioral influences of his environment (Blocher, 1966). (B) Counseling is a part of a continuous development of awareness of self as an individual, with his own patterns of behavioral characteristics (Meeks, 1968).

Practicum. Practicum includes role-playing activities, critiques of mock and actual counseling sessions, and a variety of laboratory experiences. Counseling practicum also refers to a training course in which counselor candidates conduct critiqued counseling sessions with actual clients under observed, supervised conditions (Shertzer and Stone, 1966).

Elementary School Counseling. This provides the child with an opportunity to explore his feelings, his attitudes, and his convictions. The counselor in this situation provides a relationship that is accepting, understanding and non-judgmental. It provides assistance to the

counselee for continuous clarification of his basic perception of life. This relationship enables the counselee to become increasingly self-directed so that the goal is one of enabling the counselee to deal with both the developmental tasks and the general problems of living (Dinkmeyer, 1966).

Testing Program. The total program of standardized instruments of measurement within the school, used in an organized program of total student assessment.

Intra-review. A review which takes place within a given body or group. An intra-review of a guidance program would be accomplished within the closely aligned educational community it serves.

Direct and Indirect Services. For this study, direct services relates to services provided for the individual pupil through one-to-one sessions and/or group counseling sessions as compared to indirect services as provided for teachers and parents, that may influence the total development of the child (Dinkmeyer, 1968).

Crisis-oriented Activities. Activities corrective in nature and provided after the occurrence of specific problems. Not preventive in design.

Self-concept. The pupil's evaluation of himself as a being. How he sees himself in relation to others. The degree he accepts himself and feels accepted by others.

Self-awareness. The insight one maintains in regard to his

actions and behavior. The individual is able to logically understand the why of his behavior and to see the consistency as well.

Abstract or Vicarious Experiences. Experiences such as learning through the use of printed and nonprinted materials encompassed with verbal involvement. The individual must interpret the real experience through the eyes of another.

Self-direction. The ability of an individual to act in a manner consistent with his values. These individualized values are based on past experiences and understandings and have been internalized as well as verified by present experiences.

Summary

Neither the limited studies or evaluations of specific schools nor the extensive national survey reports have been particularly helpful in determining the nature of elementary school counseling in Oregon. Guidance and counseling in the elementary school and activities of elementary school counselors are set in neither role nor function.

Little knowledge is presently available related to the professional preparation and experiences of elementary counselors in Oregon. Pertinent information encompassing designed counseling activities is also limited. As indicated in chapter one, this survey will be a starting point to bring perspective to the many facets of this growing specialization field.

The developmental rationale for counseling was discussed in regard to the changing influence on the role of the teacher in the classroom as well as the use of a unified team effort. The various labels counselors are assigned and their influence upon the role definition was presented as an important factor related to clarity.

The ultimate function of an organized guidance program, in Oregon's elementary schools, is to assist each child in gaining maximum development in all areas of humanistic endeavor. Such an encompassing program will assist the child in becoming a self-accepting and self-directing member of society.

CHAPTER II

REVIEW OF THE LITERATURE

Although little had been written explaining the functions of elementary school guidance and counseling prior to 1960, implementation attempts can be traced to the early 1900's. According to Dimick and Huff (1970), Boston Public Schools appointed a counselor-teacher for each of their elementary schools in 1909. Most guidance services developed in the early phases of the guidance movement were the responsibilities of teachers, or perhaps social workers, in an unplanned fashion.

In recent years, a somewhat common pattern has emerged in reference to a philosophical base for elementary school guidance. Stewart and Warnath (1965) present guidance as the facilitation of growth and learning by encouraging a person to know himself and to test this self-knowledge against reality in order that the individual might implement the self-concept in a form of meaningful life experiences which would benefit him in his relationship to and with society. Blocher (1966, p. 5) defines developmental counseling as ". . . an individual becoming aware of himself and the ways in which he is reacting to the behavioral influences of his environment." Dinkmeyer sees a program as being growth and adjustment oriented.

Guidance is for all children. Each child has a right to guidance services. The focus is not primarily placed on

exceptional children, but on typical children with normal, developmental problems. The elementary school guidance program is provided for all, through the teacher in the classroom and by the counselor who counsels and consults with the children, teacher, and parents.

Developmental guidance assists the child to know, understand, and accept himself cognitively and affectively. The purpose is to develop an adequate self competence to relate effectively to the work and social tasks of life (Dinkmeyer, 1968, p. 3).

He also reflects current thinking in terms of establishing a total atmosphere which will enhance the growth and development of all children.

In studying a cross section of organized elementary school guidance programs, many specific differences will be apparent. These differences are generally found in the implementation procedures and various activities rather than in goals or underlying concepts of the organized program (Meeks, 1968). As previously mentioned, there are common basic concepts to be found in the design and implementation of an organized guidance program. These concepts or premises as referred to by Meeks (1968, p. 9-11) are:

1. Guidance is an integral part of the total education process.
2. Guidance is concerned with the developmental needs of children and, therefore, it is for all children.
3. Guidance is focused on the child as a learner in the educational setting of the school.
4. Guidance is a developmental continuum.

Basic concepts for elementary counseling seem to cluster around these areas. Meeks (1968) cites more areas as necessary for a clear understanding concerning the underlying assumptions about children.

1. The child does have a measure of control or a limited aspect of his environment.
2. The child is unique in genetic and cultural factors which determine his approach to learning.
3. Basically every child is motivated toward the best possible use of his time and talent (Meeks, 1968, p. 45).

Meeks further cites two premises related to the purpose and force of guidance. These are:

1. The guidance process complements the instructional process and together they constitute the educational process in the school setting.
2. The focus of the guidance process will be on the interaction between the child and his learning environment (Meeks, 1968, p. 46).

Counseling approaches built on these basic assumptions and premises are referred to as being developmental. This guidance approach provides for guidance and counseling on a continuing scale and recognizes the need to work with youngsters at the place where they are.

National Development

In a survey of state directors of guidance, based on 1965 data, 3,337 schools were reported as having organized guidance programs. Of these, 1,159 were included as having the services of an elementary counselor. A total of 1,802 counselors were specified by 42 directors as working in elementary schools having organized guidance programs. Further investigation indicated 624 counselors worked full time with each assigned only one elementary school; 483 counselors

worked full time with each assigned to more than one elementary school; 349 worked, with a division of assigned time, between secondary and elementary schools; and 225 counselors maintained positions which included teaching part time and counseling part time (Vickers, 1966).

A 1967 study on the status of guidance and counseling in elementary schools across the nation revealed that there were 3,837 counselors working in elementary schools in 48 states (Van Hoose and Vafakas, 1968). (This study was based upon 1966-1967 school year data collected by means of a questionnaire to the state departments of education.) In a follow-up study Van Hoose and Kurtz (1968) revealed that a total of 6,041 counselors were serving the elementary schools in 50 states, the District of Columbia, and the Virgin Islands.

A comparison of the Van Hoose and Vafakas Study of 1967 and the Van Hoose and Kurtz Study of 1968 reveals that the number of elementary school counselors has increased substantially across the nation. The greatest growth has occurred in the Far West, which in the 1967 study had 528 elementary school counselors and in the 1968 study had 1,180 elementary school counselors. The "Far West, as described in both studies, encompasses California, Nevada, Oregon, Washington, Alaska, and Hawaii. The increase in the Far West is substantiated by the rapid growth of elementary school guidance in Oregon (12 counselors providing services to 13 elementary schools in

1963 to 126 counselors providing guidance services to 152 elementary schools in the 1970-71 school year).

Counseling Tasks

The elementary school counselor performs a wide variety of tasks ranging from keeping attendance records, counseling disciplinary problems, working with both small and large groups of pupils, administering the testing program, working with individual children as well as conducting in-service programs for teachers, and in some cases providing counseling services for parents. These represent only a few of the many diversified duties that come under the assigned responsibility of the elementary school counselor.

The goals and basic concepts of guidance services in the elementary schools have been somewhat agreed upon and accepted (Meeks, 1968; Hill, 1965 - revised 1968). Based on these objectives, the Iowa State Department of Public Instruction (1969) identified the following six objectives as supportive of the developmental process:

1. To develop within individuals an awareness and understanding of self.
2. To develop within individuals an acceptance of self.
3. To develop within individuals an understanding of others.
4. To develop within individuals an understanding of their environment.
5. To assist individuals in a decision-making process.
6. To develop "significant others" and awareness, understanding, and acceptance of pupils (Iowa, S. D. P. I., 1969, p. 5).

There is common agreement concerning the goals of guidance services in the elementary schools, but differences do exist in the methods and techniques by which the schools implement their guidance programs. Implementation of an organized guidance program is the responsibility and concern of the entire school staff. Programs in general are an integral and functioning part of the total educational undertaking. An effective guidance program is a process involving inter-related responsibilities of the entire school system. The roles of the teachers, counselors, administrators, pupils, and parents differ markedly and must be part of a planned, totally integrated program. Guidance, like administration and instruction, must be well organized. It must have design and purpose based upon specific goals and objectives related to the assessed needs of the individuals receiving the services.

The joint statement prepared by the Association for Counselor Education and Supervision - American School Counselors Association (ACES-ASCA, 1969), "The Elementary School Counselor," clarifies the various roles related to an elementary school guidance program. In this publication it was stated that the elementary school counselor would have three major responsibilities: counseling, consultation, and coordination.

The counselor would perform a counseling function with pupils as well as with parents and teachers.

The counselor would perform a consultant function with parents and other school and community personnel. One significant area of consultation in the schools would be as a

participant in the development of curriculum and in making decisions about the use of curriculum. The counselor's point of emphasis would be to include in the curriculum experiences that would be meaningful to the child and appropriate to his needs and level of development. The more closely the counselor can be identified with a particular school, the more effective he can become in this phase of the consultant's role.

The counselor would perform a coordinating function in helping to integrate the resources of the school and community-- ideas, things, and people--to meet the developmental needs of the individual. Many persons through many different programs are working in separate ways to affect the child's concept of himself. The counselor in the school can help to bring into a meaningful pattern the effects of these many individuals. As elementary schools change their organization and teacher procedures this integrated support for the individual student will become increasingly important (ACES-ASCA, 1969, p. 3).

In a study of 150 guidance workers in Missouri, Tennyson (1958) found that guidance workers perceive the following areas as important:

1. Assistance to students, orientation and articulation, individual appraisal, welfare, counseling, occupational and educational information, placement, and follow up.
2. Assistance to teachers. The development of guidance skills as it pertains to children with problems in adapting guidance skills to classroom instruction.
3. Assistance to school administrators and the general school program.
4. Research assistance to the school.

Two of the three major responsibilities as stated in the ACES-ASCA statement (1969) were referred to by Tennyson as being

important. Coordination was not considered to be of significant value and so was not included in Tennyson's report.

McDougall and Reitan (1963) conducted a study to determine how the elementary school principal perceives the role of the elementary counselor. Using 169 principals from Oregon, Idaho, and Washington, the investigators asked each respondent to rate 23 possible areas of counselor functioning, each on a four-choice scale: very important, important, limited, and not a function of the counselor. The top five functions listed under very important, in rank order, are:

1. Counseling individual students with social and personal problems;
2. Counseling with parents concerning that child's problems;
3. Individually counseling students with educational problems;
4. Counseling students with severe discipline problems;
5. Identifying students with special talents and special problems.

Under the heading of important, the top five functions are:

1. Carrying on group guidance activities;
2. Providing and editing guidance material for staff;
3. Acting as liaison with community referral agencies;
4. Assisting in planning the school curriculum;
5. Assessing student personality through the use of projective techniques.

The elementary school principals, in this study, had some definite ideas on what was not a function of the elementary school counselor. These are:

1. Keeping attendance records;
2. Administering discipline;
3. Teaching remedial reading;
4. Helping organize student activities;
5. Providing vocational and occupational information to students.

Harter (1969) conducted a similar study using 75 counselors and 62 principals from Oregon elementary schools receiving NDEA V-A funds to assist in the development of their programs. The investigator asked each to respond on their perception of the counselor's role in the elementary school. The questionnaire contained 39 described functions to be evaluated on a five-choice scale: very important, important, neutral, limited, and not a function. The following table contains the first ten functions ranked in order of relative importance by both counselors and principals. Both lists contain nine similar functions, but in different degrees of importance. This tends to demean the assumption that elementary school principals and counselors are not providing a team effort in assisting children. Harter also points out that the counselors and principals were similar in their feelings concerning those functions not the responsibility of the counselor. The functions not those of a counselor were, in rank order, as shown in Table 2.

Table 1. Functions ranked in order of relative importance as indicated by counselors and principals.

| Rank | Item | |
|------|---|--|
| | Counselors | Principals |
| 1 | Counsel individually, students with social and personal problems | Counsel individually, students with social and personal problems |
| 2 | Conduct case conferences with teachers, administrators, and others | Identify and refer students to the school psychologist |
| 3 | Consult with parents concerning child problems | Counseling individually, student with educational problems |
| 4 | Involve children in self-appraisal so they may better know their strengths and weaknesses | Carrying on group guidance activities |
| 5 | Identifying students with special problems and talents | Consult with parents concerning child problems |
| 6 | Carrying on group guidance activities | Conduct case conferences with teachers, administrators, and others |
| 7 | Counseling individually, student with educational problems | Involve children in self-appraisal so they may know their strengths and weaknesses |
| 8 | Identify and refer students to the school psychologist | Identifying students with special problems and talents |
| 9 | Discuss referral sources and procedures with the staff | Counsel students with severe discipline problems |
| 10 | Interpreting the guidance program to the community | Interpreting the guidance program to the community |

Table 2. Functions not those of the counselor.

| Rank | Item | |
|------|--|--|
| | Counselor | Principal |
| 1 | Administering discipline | Administering discipline |
| 2 | Keeping attendance records | Teaching remedial reading |
| 3 | Teaching remedial reading | Keeping attendance records |
| 4 | Be responsible for ability grouping of students | Be responsible for ability grouping of students |
| 5 | Develop local norms for standardized tests given in the school | Develop local norms for standardized tests given in the school |

Mendelson (1968) identified the functions successfully practicing elementary school counselors were actually performing in their school settings. The following tasks were identified:

1. Counseling with children individually who are referred by their parents or teachers.
2. Consulting with teachers concerning pupils with whom they want assistance.
3. Arranging parent conferences to discuss family situations which might be affecting the child's school adjustment.
4. Conducting group counseling with students having learning and/or social problems.
5. Conducting interviews with pupils, teachers, administrators,

and parents as a means of collecting information pertinent to making a valid assessment of a child's developmental history.

6. Doing individual counseling with children who seek help on their own.
7. Conducting parent conferences to discuss the academic progress of their children.
8. Conferring with teachers on problems of motivating students in learning.
9. Identifying and counseling underachieving pupils.

The Oregon State System of Higher Education (1971) surveyed superintendents from 105 Oregon public school districts concerning supply and demand for school counselors. A great need was indicated (64 yes out of 80 respondents) for additional or expanded programs for the preparation of the elementary school counselors in the state of Oregon. In addition to various other questions, the study asked the superintendents to consider what they felt to be the important potential roles of school counselors. Table 3 indicates the results of that inquiry, based on a four-choice scale.

In a comparison of the identified tasks as stated in the studies by McDougall and Reitan (1963), Harter (1969), Mendelson (1968), and Oregon State Board of Higher Education (1971), several basic goals are identifiable.

Table 3. Counselor's role.

| Possible counselor roles | Of little or no importance | Moderately important | Of considerable importance | Of paramount importance |
|--|----------------------------|----------------------|----------------------------|-------------------------|
| A. As an administrator - manager of students | 42 | 29 | 16 | 0 |
| B. As an advocate for students with the school | 8 | 37 | 32 | 9 |
| C. As an aid in planning the student's educational program | 1 | 5 | 34 | 53 |
| D. As an aid to students in vocational planning | 1 | 4 | 31 | 51 |
| E. As an aid in solution of personal problems | 3 | 2 | 41 | 44 |

1. Guidance and counseling is a functioning process to assist each child in personal, social, educational, and vocational concerns.
2. Guidance and counseling is a resource assisting teachers and parents in developing a cohesive relationship with their children.
3. Guidance and counseling provide a resource in developing programs for the talented and gifted children with special needs.
4. Guidance and counseling provide a vehicle to enhance the communication skills of the entire population interested in the development of our children.

Even with the development of basic goals for guidance in the elementary school, specific activities designed to accomplish these goals must be tailored to the individual schools. The current needs of the pupils must be included in the format of the organized program. To determine the type of activities to meet these needs, the counselor must work closely with the educational team, parents, and others in the community. As Combs and Soper (1963) concluded: "Apparently what makes an effective professional worker is a question not of what methods he uses, but of how well he has learned to use his unique self as an instrument for working with other people" (p. 224).

Assumptions

In providing for the development of self-understanding, a positive self-concept, and the knowledge of "who am I," basic assumptions, concepts, and principles must be developed. An effective and successful elementary school guidance program should be based on sound ideas such as the following assumptions:

1. Elementary school guidance is for all pupils and recognizes that all pupils will need guidance. It therefore is not limited to selected problem children and remedial cases.
2. To assist the child, beginning the first day he enters school, guidance must be an integral part of the total educational program.
3. The organizational pattern, giving direction and purpose, should involve administration, teachers, counselors, special education, as well as other persons concerned with the total development of children, including parents.
4. Elementary school guidance, in the basic design, must be based on the needs of the individual children, as well as the needs of the school and community which it serves.
5. Guidance in the elementary school is concerned with the development of the whole child including self-understanding, self-awareness, social and emotional problems, as well as developing insight into the establishment of life's goals.

6. A preventive as well as a developmental approach is the basis for elementary school guidance. The recognition of the individual's worth and dignity is supportive of this approach.
7. Elementary school guidance should be supportive of learning through discovery; i. e., exploration and real experiences rather than abstract experiences. This design will assist in the development of self-direction, self-discipline, and self-guidance in each pupil.

To define the role of the counselor in any specific elementary school guidance program, an in-depth evaluation of the basic assumptions on which that program was developed must take place. The basic rationale for implementation of the program, as well as the specific needs of that student body, teaching staff, and community are included. Based on these considerations, each organized guidance and counseling program at the elementary school level must be tailor-made for the educational community it serves.

Early Development in Oregon

Consideration was given elementary school guidance in Oregon over a decade ago. In 1953, a 38 page pamphlet titled "A Guidance Aid for High Schools in Oregon" issued in 1948 by the State Department of Education, was revised. In the revision two pages were devoted to the

discussion of guidance services in the elementary school. This discussion brought out two main points, which were:

1. There is, however, at the present time, a trend in some parts of the nation to develop an organized guidance program at the elementary level.
2. Time will determine the extent to which an "organized" guidance program will develop at the elementary level (Oregon, S. D. E., D. V. E., 1953, p. 12).

During the 1954-55 school year, the Oregon Elementary School Principals' Association formed the State Study Committee to study the current major areas of interest in relation to elementary guidance (O. E. S. P. A., 1956). In February 1956 a publication titled "Guidance in the Elementary Schools" was submitted as a report of their efforts during the previous year. The major portion of this publication reinforced earlier assumptions that the principal and teacher could, without the assistance of specialists, develop in children a positive self-concept stable enough for them to become productive members of our society.

As was stated in Part I of the publication:

All schools have the basic ingredients of a good guidance program: the principal, teacher, and the children. A team approach to the problems under the leadership of the school principal can encourage an awareness of a planned guidance program, a knowledge of guidance resources, recognition of a course of action, and a feeling of cooperative educational endeavor (O. E. S. P. A., 1956, p. 6).

These early approaches to elementary school guidance did not include a guidance specialist, except for a number of districts having limited outside referral agencies.

In October 1959, the first meeting of a then recently formed State Advisory Committee on Guidance was held. This committee was formed to:

. . . study-program organization activities and reports from the field; evaluate the results; and make recommendations relative to the operation, expansion, and functioning of all phases of the guidance program activities from kindergarten through 12th grade (Oregon, S. D., G.S.S., 1960, p. 1).

This committee selected Dale Parnell as Chairman and Oscar C. Christensen, Jr., as secretary. During the first year of existence the committee established the following purpose of guidance programs in Oregon:

Guidance Services in Oregon schools are established as an integral part of the total school program. The purposes of these services are to facilitate each pupil's examining, evaluating, and choosing realistic personal-social-educational-vocational goals to further assist him in the realization of these goals. Such a program should be organized as to provide each pupil kindergarten through 12th grade, with the following opportunities: (a) to gain information about himself and his environment, (b) to participate in planning his activities, and (c) to develop and pursue his goals and make plans to meet them.

Basic activities designed to facilitate the specific goals are indicated in the following guidance services:

- a. Pupil Analysis
- b. Informational Service
- c. Counseling Service
- d. Placement Service
- e. Follow-up Service

(Oregon S. D., G.S.S., 1960, p. 2).

This purpose is still maintained as the main guideline in most secondary programs in the state with the exception that placement and follow-up have been combined into one service.

Certification

During the 1959-60 school year, the first steps toward legal certification of counselors were taken. This included the appointment of a committee to develop "counselor norm" requirements as part of the general certification program revision in Oregon (Oregon, S. D., G. S. S., 1960, p. 9). The committee's recommendations were submitted to the Certification Committee of the State Department of Education and were as follows:

The following recommendations are made for the Educational Specialty Guidance and Counseling Norms:

1. The norms are applicable to guidance workers from kindergarten through high school.
2. Norms are based on the principle of "programs of preparation" rather than "specific courses." For all norms, the counselor must have completed two years of successful teaching.
3. The norms recommended are at the following levels:
 - a. Standard
 - b. Professional
4. Standard Norm
 - a. This norm is designed to:
 - (1) Establish minimal qualifications for entering the field of counseling.
 - (2) Enable persons engaged in part-time counseling (teaching-counselor) to maintain such a position.
 - b. Preparation: Completion of 24 quarter-hours of professional guidance courses (upper division or graduate) in which 21 hours must have been completed in the seven areas of:
 - (1) Basic Principles of Guidance
 - (2) Educational Occupational Social Personal Information
 - (3) Counseling Techniques
 - (4) The Individual
 - (5) School Program and the Community
 - (6) Research and Measurement
 - (7) Supervised Counseling Experience

The counselor is expected to present a balanced program of preparation. The balance of the fifth year may be a teaching field or fields immediately related to the profession of counseling.

5. Professional Norm

- a. This norm is designed for persons who approach full-time counseling or serve in a capacity of director of guidance or similar leadership positions.
- b. The counselor must hold or be qualified to hold a certificate at the standard level, and must have completed a minimum of seven years counseling and/or teaching experience, three years of which must be in counseling within the past five years.
- c. Preparation: Completion of a program of professional counselor preparation. This includes a Master's Degree in Guidance with a course distribution, approximating a minimum of 45 hours, of professional guidance courses in the seven areas of preparation indicated.
- d. Recommendations: The counselor must receive a competency recommendation from a District Superintendent of Schools based upon three years of successful counseling.
- e. Endorsement: The counselor must receive an endorsement from the institution from which he received his Master's Degree (Oregon, S. D. E., G. S. S., 1961, p. 7).

The above recommendations were based on the requirements established in the voluntary counselor certification program inaugurated in 1957 by the Oregon Personnel and Guidance Association (Oregon, S. D. E., G. S. S., 1963, p. 10).

On June 12, 1962, the State Board of Education adopted a Basic Norm of 24 quarter-hours of preparation in guidance and counseling and 48 quarter-hours as the Standard Norm. This adoption was as follows:

NORMS REQUIRED OF EDUCATIONAL SPECIALISTS (All such personnel are required to hold the Standard Certificate.)

1. Basic Norm (four-year)

Twenty-four quarter hours of preparation in guidance and counseling completed in a college or university approved by the State Board of Education to prepare such personnel, this preparation to include each of the following areas: basic principles of guidance; educational, occupational, social, and personal information; counseling techniques; the individual; school programs and the community; research and measurements; and supervised counseling experience.

2. Standard Norm (five-year)

Forty-eight quarter hours of preparation in guidance and counseling completed in a college or university approved by the State Board of Education to prepare such personnel, this preparation to be distributed in each of the areas required for the Basic four-year norm (Oregon, S. D. E., C. S., 1962, p. 25).

Changes occurred in the recommendations submitted and those adopted by the State Department of Education, the first being the change in the norms from "Standard" and "Professional" to "Basic" and "Standard." The content of the Basic Norm remained the same as the recommendations but the "Standard Norm" underwent several changes. The requirements of seven years counseling and/or teaching experience was modified to read "Two years of successful counseling experience in the elementary, junior, or senior high school." The Master's degree requirement was changed to 48 hours of preparation in guidance and counseling (Oregon, S. D. E., C. S., 1967, p. 43).

This requirement of "specialty certificates" for counselors was to become mandatory July 1, 1965. The date was later changed to October 15, 1965 to permit attendance at the 1965 summer school session (Oregon, S. D. E., G. S. S., 1965, p. 5).

In June of 1963, Oregon State Department of Education employed Mr. Dan Browne as a consultant to devote full time to the development of elementary school guidance. Oregon put its initial efforts, at the state level, to assist in the development of improved guidance services for the elementary schools (Oregon, S. D. E., G. S. S., 1964, p. 20).

During the 1963-64 school year, 13 elementary schools were providing organized guidance programs and five school districts provided one counselor to service all their elementary schools. This did not include districts using only outside referral agencies. Additionally, during this school year, the State Board of Education approved two Counselor Education Programs--one at Oregon State University and the other at University of Oregon. These were the only approved programs until early 1967, when Oregon College of Education received approval of their program. At the present time, Portland State University has received authorization of their counselor preparation program.

Influence of NDEA V-A

The expansion of the elementary programs continued; by the fall of 1964 there were 38 elementary schools providing guidance service. In the early spring of 1965, seven schools were selected from the 38 as pilot-demonstration schools. These schools received reimbursement for the expansion of their programs, under National Defense

Educational Act (NDEA) Title V-A (Oregon, S. D. E., 1965, p. 2).

This was an important step in the development of elementary school guidance programs in the state. The following year (1965-66) the number of elementary schools providing guidance service increased from 38 to 64, of which 44 were receiving reimbursement under NDEA Title V-A. The same pattern continued during the 1966-67 school year when 52 of the 80 elementary schools with guidance programs were reimbursed. During the school year 1967-68, 54 of the 110 elementary guidance programs applied for reimbursement. The following school year (1968-69) revealed 123 elementary schools in Oregon having guidance programs and each of nine districts employing a guidance person at the district level. Of the 123 schools, 26 were NDEA programs. During the school year 1969-1970, 128 elementary schools had developed guidance programs as well as 11 districts with personnel at district level. Only 27 elementary schools had applied for NDEA Title V-A funds which is a reduction of 27 schools from the 1967-68 school year. Though fewer schools were receiving NDEA funds, there was a marked increase in the number of elementary school guidance programs. During the 1970-71 school year, 152 elementary schools had an organized guidance program. This was also the first year of a quasi-model program at the Intermediate Education District level, bringing the personnel at district and county level to 17 (Oregon, S. D. E., G. S. S., 1965-1971).

For additional clarity and convenience, the following table, showing the rapid expansion of elementary school guidance from 1963 through 1971, was developed.

Table 4. Development of elementary counseling in Oregon.

| Year | Number of counselors* | Schools providing guidance programs | Programs under V-A |
|---------|-----------------------|-------------------------------------|--------------------|
| 1963-64 | 12 | 13 | 0 |
| 1964-65 | 28 | 38 | 7 |
| 1965-66 | 50 | 64 | 44 |
| 1966-67 | 67 | 80 | 52 |
| 1967-68 | 97 | 110 | 54 |
| 1968-69 | 102 | 123 | 26 |
| 1969-70 | 110 | 128 | 27 |
| 1970-71 | 126 | 152 | 0 |

* Counselors assigned at district level not included.

With this rapid expansion came concerns related to the type of counseling service being offered, the type of preparation programs presently operating, and the general philosophical base of elementary counseling. This study was designed to assist in alleviating these concerns.

CHAPTER III

METHODS AND PROCEDURES

Sample

The sample for this study consisted of all elementary school counselors whose names appear in the "Roster of Oregon Elementary School Counselors for the 1970-71 School Year." The sample population contained 144 counselors located geographically throughout the state. Initial contact was made through a cover letter mailed with the survey questionnaire (Appendix A).

Design

This research was designed to produce helpful and informative data which may be useful in developing and understanding the role of the elementary school counselors in Oregon. The development of current organized programs, as well as the professional qualifications of the elementary school counselors, is included. The current activities were discussed and an attempt was made to project future direction and functions of elementary school guidance and counseling.

The information related to the professional status of elementary school counselors and their functions was obtained through the use of a survey instrument (Appendix B). The questionnaire and cover letter

were mailed to the selected population March 4, 1971. A follow-up letter and a second questionnaire were mailed to those not responding to the initial mailing (Appendix C). A brief breakdown of the respondents consisted of:

Table 5. Distribution of questionnaires.

| | Number | Percent |
|--------------------------------------|--------|---------|
| 1. Sample population | 144 | 100 |
| 2. Total questionnaires returned | 115 | 79.9 |
| 3. Total questionnaires not returned | 29 | 20.1 |
| 4. Total questionnaires unusable | 1 | 0.7 |
| 5. Total questionnaires usable | 114 | 79.2 |

The survey instrument was basically divided into two main sections. The first area related to the counselors' professional preparation and personal background while the second area covered the functions of the counselors, and pupil personnel services available to their school(s). Data related to each item of the instrument are presented in tables and graphs with explanations and a summary of the data.

Based on a random sampling of respondents, a personal interview was conducted with 10 percent of the counselors. Questions on the survey instrument were discussed in an effort to avoid drawing assumptions while evaluating the results.

The personal interview guide tends to approach elementary

guidance from a slightly different direction, i. e., the discussion of problems, evaluation of resources, future programs, recent changes, and personal concepts of the counselor (Appendix D).

In addition to the survey instrument and personal interview with counselors, a personal interview with the principals of selected participating schools was conducted to determine administrative approaches to the total guidance program. The interview guide is similar in design to the interview guide for elementary school counselors (Appendix E).

Treatment of Data

The responses from the questionnaire, as well as the questions discussed during the personal interviews, were evaluated and analyzed. A tabulation of selected responses was used to satisfy the basic objectives of this research (Appendix F).

Prior to tabulation of results, the questionnaires were divided into three main groups for the purpose of analysis (Appendix G). Group I and Group II represented the counselors from the two largest population centers in the state, while Group III consisted of the remaining counselors. Group I was comprised of 36 elementary counselors serving schools in Lane County. Group II consisted of 38 elementary counselors in Multnomah, Clackamas, and Washington counties. The remaining 40 elementary counselors in the state formed

Group III. The responses from the total number of counselors in Oregon (114) was referred to as Group IV.

Two subgroups were developed for use on specific questions, where additional information was required. Subgroup A consisted of three groups (Appendix H). Group I-A (48) was formed by selecting full-time counselors serving only one elementary school. Those full-time counselors serving two elementary schools, as well as half-time counselors serving one school, form Group II-A (39). Group III-A (27) contained the counselors that are less than half time or are serving more than two schools.

Subgroup B contains five groups (Appendix I). The format for establishing these groups was the four major counselor preparation institutions in the state, and the NDEA V-B institutes across the nation. The size of the groups was based upon the number of counselors indicating they had received the major portion of their counselor preparation from the specific institution (question 14). Sizes of the groups ranged as shown in Table 6.

Table 6. Various sizes of subgroup B.

| Group | Number |
|-----------------------------------|--------|
| U of O (University of Oregon) | 29 |
| OSU (Oregon State University) | 20 |
| PSU (Portland State University) | 10 |
| OCE (Oregon College of Education) | 10 |
| NDEA (NDEA V-B Institutes) | 10 |

The total number of responses by each group to specific questions or sections of questions was tallied by use of a frequency count. From these data, the mean was computed by applying the formula:

$$\text{Mean} = \frac{\Sigma \text{ tallies}}{N}$$

For other selected questions, a percent figure for each group was found by using the formula:

$$\text{Percent} = \frac{\Sigma \text{ tallies}}{\Sigma \text{ respondents}}$$

Any observable differences between percent figures were expressed by use of tables and graphs.

CHAPTER IV

ANALYSIS OF DATA

Analysis of the data has revealed a number of observations which have some validity in drawing conclusions about elementary school guidance in Oregon. The major findings are shown in various tables and graphs. Additionally, comments concerning differences among the main groupings as well as the subgroups are presented with explanation of the items involved.

A review of the literature points to the increasing concern surrounding counseling in the elementary school during the last decade and a tacit admission that the role of the elementary school counselor is somewhat less than clear. The conclusions most commonly found reflect more differences than similarities in what elementary counselors should do and what they are actually doing. This supports the principle that every guidance program must be tailored to the educational community which it serves even though the philosophical base is similar to the majority of other programs.

Interest in what currently is being accomplished in elementary school counseling must be maintained, but it would be most unfortunate should it become the absolute criterion for the future. Consideration must be given the accepted basic principles upon which the guidance and counseling programs of today were and are being developed. This

consideration, however, cannot exclude the everlasting need for continuous change in order to meet the needs of individual children in the school setting.

Out of the many important questions which are raised in regard to elementary school counseling, one of the most informative seeks to determine the type of activities which are central in working effectively with children. Consideration of the background and professional training of elementary counselors conducting the guidance and counseling program is a vital concern as well.

The following tables reflect one effort to collect current information related to organized elementary school guidance in Oregon.

Distribution

Table 7 provides information related to the distribution of returns from the three major groups as defined in this study (Appendix G).

Table 7. Distribution of returns.

| Group | Maximum N mailing list | Total no. responses | No. unusable responses | Percent of maximum N used |
|-----------------|------------------------------|------------------------|---------------------------|---------------------------------|
| I (Lane) | 42 | 36 | | 85.7 |
| II (Metro) | 53 | 39 | 1 | 71.7 |
| III (Remaining) | 49 | 40 | | 81.6 |
| IV (Total) | 144 | 115 | 1 | 79.2 |

Sex

Table 8 shows the breakdown of counselors by sex for each group. This table shows the ratio of male counselors greater than might be expected on the basis of the number of male and female teachers at the elementary school level.

Table 8. Distribution of male and female counselors.

| Group | I | II | III | IV |
|--------|-----------------|-------|-------|-------|
| Sex | % of Counselors | | | |
| Male | 33.3 | 50.0 | 52.5 | 45.6 |
| Female | 66.7 | 50.0 | 47.5 | 54.5 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 |

Age

As a whole, elementary school counselors are a young group of professionals (Table 9). Over 40 percent of the counselors are between the ages of 30 and 40, with only 33 percent between ages 41 to over 60.

Marriage Status

In Tables 10 and 11, Groups II and III fell below the mean for the state as a whole, although in Table 10 the three groups were separated by only 3.1 percent points.

Table 9. Mean age bands of elementary school counselors.

| Group | I | II | III | IV |
|----------|-----------------|-------|-------|-------|
| Age band | % of Counselors | | | |
| 0-25 | 2.8 | - | 2.5 | 1.8 |
| 26-30 | 11.1 | 13.2 | 12.5 | 12.3 |
| 31-35 | 25.0 | 31.5 | 20.0 | 25.4 |
| 36-40 | 13.9 | 7.9 | 22.5 | 14.9 |
| 41-45 | 13.9 | 13.2 | 12.5 | 13.2 |
| 46-50 | 16.6 | 18.4 | 7.5 | 14.0 |
| 51-55 | 5.6 | 7.9 | 12.5 | 8.8 |
| 56-60 | 11.1 | 2.6 | 5.0 | 6.1 |
| Over 60 | - | 5.3 | 5.0 | 3.5 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 |

Table 10. Percent of counselors married.

| Group | I | II | III | IV |
|-------------|-----------------|-------|-------|-------|
| | % of Counselors | | | |
| Yes | 80.6 | 78.9 | 77.5 | 79.0 |
| No | 5.6 | 13.2 | 12.5 | 10.5 |
| No response | 13.8 | 7.9 | 10.0 | 10.5 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 |

Children

Group I, Lane County, as shown in Table 11 is well above the mean for the other two groups as well as the total state.

Table 11. Percent of counselors having children.

| Group | I | II | III | IV |
|-----------------|-------------|-------------|-------------|-------------|
| % of Counselors | | | | |
| Yes | 72.2 | 60.5 | 55.0 | 62.3 |
| None | 8.3 | 18.4 | 22.5 | 16.7 |
| No response | <u>19.5</u> | <u>21.1</u> | <u>22.5</u> | <u>21.0</u> |
| Total | 100.0 | 100.0 | 100.0 | 100.0 |

Table 12. Mean age of children.

| Group | I | II | III | IV |
|----------|------|------|------|------|
| Mean age | 16.7 | 14.6 | 14.8 | 15.1 |

Salary

The mean annual salary of the elementary school counselor for 1970-71 is given in Table 13.

Table 13. Mean salary for 1970-1971 (in dollars).

| Group | I | II | III | IV |
|-------------|---------|---------|---------|---------|
| Mean salary | 10, 152 | 10, 936 | 10, 220 | 10, 436 |

The difference in mean salary for the three groups must be interpreted in light of the differences in number of months employed (Table 15); years of experience (Table 18); salary exceptions (Table 14); and the degree held (Table 22).

Table 14. Counselors' salaries: exceptions.

| Group | % of Counselors | | | |
|-------|-------------------|---------------------------------|------------------------|-----------------------|
| | Extended contract | Differential resp. and training | Negotiation with board | Additional for travel |
| I | 2.5 | 5.5 | 2.8 | - |
| II | 10.5 | 5.3 | 5.3 | - |
| III | 20.0 | 22.5 | 7.5 | 5.0 |
| IV | 18.4 | 11.4 | 5.3 | 1.9 |

Special consideration was indicated by 42 (36.8%) of the 114 responding to the specific question on salary. These were due to extended contracts, set differentials ranging from 1.5 to 1.9, negotiation with the school board because of special projects, or additional responsibilities and other factors such as travel.

Length of Contract

As shown in Table 15, Group IV, 65.8 percent of elementary school counselors are employed for 9.5 months. Group I falls well above this number.

Table 15. Percent of counselors employed for various intervals.

| Group | No. of months | | | | | | |
|-----------------|---------------|------|------|------|-----|------|-----|
| | 9 | 9.5 | 10 | 10.5 | 11 | 11.5 | 12 |
| % of Counselors | | | | | | | |
| I | - | 75.0 | 22.2 | 2.8 | - | - | - |
| II | 18.4 | 60.5 | 10.5 | 7.9 | - | - | 2.7 |
| III | 10.0 | 62.5 | 17.5 | 7.5 | 2.5 | - | - |
| IV | 9.6 | 65.8 | 16.7 | 6.1 | .9 | - | .9 |

Funding

In many cases, funding under ESEA, Title I, does not encompass the total program. At the present time, the Corrections Division is interested in a preventive approach to juvenile delinquency and is assisting in funding several projects around the state. One school district is presently receiving funds to assist in an elementary guidance and counseling program.

Table 16. Schools under ESEA, Title I.

| Group | I | II | III | IV |
|-----------------|------|------|-----|-----|
| % of Counselors | 11.1 | 10.5 | 7.5 | 9.6 |

Teaching Experience

Table 17 reflects a bimodal distribution of levels of teaching experience. Group I indicates two modes, but not as definitely as Groups II and III.

A summary of counselors having teaching experience at the

Table 17. Levels of teaching experience.

| Levels | None | Elem. | Jr. High | Elem. Jr. High | Elem. Sr. High | Jr. High Sr. High | Sr. High | All | Other* |
|--------|------|-------|-------------|-------------------|-------------------|----------------------|-------------|-----|--------|
| | | | | | | | | | |
| I | - | 61.1 | 2.8 | 13.9 | 5.6 | 2.8 | 2.8 | 2.8 | 8.2 |
| II | - | 47.3 | 7.9 | 31.6 | 5.3 | 2.6 | - | 5.3 | - |
| III | - | 35.0 | 2.5 | 32.5 | 5.0 | 10.0 | 5.0 | 7.5 | 2.5 |
| IV | - | 47.3 | 4.3 | 26.3 | 5.3 | 5.3 | 2.6 | 5.3 | 3.5 |

*Two indicated high school and university teachers; one indicated college teaching only; one indicated elementary, junior high, and Job Corp experience.

Table 18. Total years of teaching experience.

| Group | Total years experience bands | | | | | | | |
|-----------------|------------------------------|------|-------|-------|-------|-------|-------|-----|
| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35- |
| % of Counselors | | | | | | | | |
| I | 25.0 | 47.2 | 11.1 | 11.1 | 5.6 | - | - | - |
| II | 18.4 | 39.5 | 18.4 | 10.5 | 7.9 | - | 2.6 | 2.6 |
| III | 25.0 | 27.5 | 32.5 | 2.5 | 5.0 | 2.5 | 5.0 | - |
| IV | 22.8 | 37.7 | 21.0 | 7.9 | 6.1 | 0.9 | 2.6 | 0.9 |

elementary level or elementary and combination of other levels, reveals that 83.4 percent of Group I counselors had taught sometime at the elementary level. Group II shows 89.5 percent of the counselors had similar backgrounds, while 80.0 percent of Group III indicated elementary experience.

In Table 18, Group I and Group II reflect a somewhat different distribution than did Group III. In all groups, the years of experience bands containing a majority of counselors were less than 15 years experience.

Many counselors in Groups I and III worked outside the classroom and several outside education. Group II seemed to cluster around elementary and junior high experiences. Overall, in Group I, 61.1 percent of the counselors were reassigned from elementary teaching to counseling, and in Group II, 76.3 percent (Table 19).

Counseling Experience

Table 20 clearly shows most elementary counselors' experience (91.3%) was at the elementary school or junior high school level. Table 21 shows that 25 percent of Group I had three years counseling experience, 34.2 percent of Group II had two years, and 25 percent of Group III had only one year (most included the 1970-71 school year).

Table 19. Position prior to employment as counselor.

| Group | Assignment year before becoming counselor | | | | |
|-------|---|-------------|-------------|----------------|----------|
| | Elem.* | Jr. High | Sr. High | Spec. Ed.** | Other*** |
| | % of Counselors | | | | |
| I | 61.1 | 8.3 | 2.8 | 5.6 | 22.2 |
| II | 76.3 | 10.5 | 2.6 | 5.3 | 5.3 |
| III | 40.3 | 12.5 | 12.5 | 10.0 | 25.0 |
| IV | 58.8 | 10.5 | 6.1 | 7.0 | 17.5 |

* Elementary includes kindergarten.

** Special Education includes all remedial teaching, learning specialist, and programs for the gifted.

*** Other:

Group I

Resource Teacher - 2
 Grad. Students - 2
 Elementary Prin. - 1
 College Instructor - 1
 Employment Coun. - 1
 Play Therapist - 1

Group II

College Dean of Students - 1
 Admin. Nat. Teacher Corp. - 1

Group III

Grad. Students - 2
 Dir. of Spec. Ed. - 1
 Curriculum Dir. - 1
 Elementary Prin. - 1
 High School Prin. - 1
 Resource Teacher - 1
 Social Worker - 1
 Head Start Teacher - 1
 Self-employed - 1

Table 20. Levels of counseling experience.

| Levels | Elem. | Jr. High | Elem. Jr. High | Elem. Sr. High | Jr. High Sr. High | Sr. High | All | Other |
|--------|-----------------|----------|----------------|----------------|-------------------|----------|-----|-------|
| Group | % of Counselors | | | | | | | |
| I | 77.8 | - | 13.8 | 5.6 | - | - | 2.8 | - |
| II | 71.0 | 2.6 | 18.4 | 5.3 | - | - | 2.6 | - |
| III | 65.0 | 12.5 | 12.5 | - | 5.0 | - | 5.0 | - |
| IV | 71.1 | 5.3 | 14.9 | 3.5 | 1.7 | - | 3.5 | - |

Table 21. Years of counseling experience.

| Group | Years of experience | | | | | | | | | | | 12 & over |
|-----------------|---------------------|------|------|------|------|------|-----|-----|-----|-----|-----|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| % of Counselors | | | | | | | | | | | | |
| I | 16.7 | 8.3 | 25.0 | 16.7 | 11.1 | 11.1 | 2.8 | - | 5.5 | - | 2.8 | - |
| II | 10.5 | 34.2 | 21.1 | 7.9 | 2.6 | 10.5 | 2.6 | 2.6 | - | 5.3 | - | 2.6 |
| III | 25.0 | 7.5 | 20.0 | 10.0 | 15.0 | 2.5 | 5.0 | 5.0 | - | 2.5 | 2.5 | 5.0 |
| IV | 17.6 | 16.7 | 21.9 | 11.4 | 9.7 | 7.9 | 3.5 | 2.6 | 1.7 | 2.6 | 1.7 | 2.6 |

Degree Status of Elementary
School Counselors

A greater percentage of counselors in Group I hold master's degrees than do counselors in Groups II and III. Table 22 shows 94.4 percent of Group I having a master's degree or better as opposed to 68.4 percent and 77.5 percent for Groups II and III, respectively.

Table 22. Degree held by elementary school counselors.

| Group | Bachelor's | B.S. + 30 | Master's | M.S. + 30 |
|-------|-----------------|-----------|----------|-----------|
| | % of Counselors | | | |
| I | - | 5.6 | 50.0 | 44.4 |
| II | 2.6 | 28.9 | 42.1 | 26.3 |
| III | 2.5 | 20.0 | 55.0 | 22.5 |
| IV | 1.7 | 18.2 | 49.0 | 31.1 |

Counselors in Groups I and II live within driving distance of preparing institutions, while counselors in Group III are located at greater distances from such institutions.

Majors

Tables 23 and 24 provide a breakdown of the percentage of counselors in the three samples with various undergraduate and graduate majors. Examination of the two tables reveals differences between the three groups in their undergraduate as well as graduate majors. Table 23 indicates that Group I is well above the mean for the

Table 23. Undergraduate major.

| Group | Major | | |
|-----------------|----------------|----------------|---------|
| | Elementary Ed. | Secondary Ed.* | Other** |
| % of Counselors | | | |
| I | 72.2 | 19.4 | 8.3 |
| II | 65.8 | 28.9 | 5.3 |
| III | 55.0 | 37.5 | 7.5 |
| IV | 64.0 | 28.9 | 7.0 |

* Included:

Group I

English - 2
 Biology - 2
 Social Science - 1
 Political Science - 1
 Physical Ed. - 1

Group II

Physical Ed. - 5
 English - 3
 Social Science - 1
 Math - 1
 History - 1

Group III

History - 3
 English and Lit. - 2
 Social Science - 2
 Home Ec. - 2
 Science - 2
 Zoology - 2
 Physical Ed. - 1
 Math - 1

** Other included:

Group I

Psychology - 2
 Ministerial - 1

Group II

Psychology - 1
 Business Ed. - 1

Group III

Social Work - 1
 Ministerial - 1
 Business Ed. - 1

state in elementary education majors, while Group III falls well below it.

Table 24. Graduate majors.

| Group | Major | |
|-------|--|--------|
| | Guidance and counseling (earned or working toward) | Other* |
| | % of Counselors | |
| I | 91.7 | 8.3 |
| II | 76.3 | 23.7 |
| III | 80.0 | 20.0 |
| IV | 82.7 | 17.3 |

* Other includes:

| <u>Group I</u> | <u>Group II</u> | <u>Group III</u> |
|---------------------|------------------|------------------|
| Special Ed. - 1 | Gen. Studies - 4 | Gen. Studies - 5 |
| Curr. and Inst. - 1 | Special Ed. - 3 | Social work - 1 |
| Business Ed. - 1 | Admin. - 1 | Physical Ed. - 1 |
| | Sci. Ed. - 1 | No response - 1 |

Group I indicates a higher proportion of its counselors majoring in Guidance and Counseling than either of the other two groups. Groups II and III provide mean similar to the mean average for the state.

Certification Status

In summing the percentages of those holding certificates, Group I shows 86.1 percent of elementary school counselors with norms in counseling, while Group II shows 76.3 percent, and Group III 85.0 percent (Table 25).

Table 25. Type of counselor certification held.

| Group | Type of norm | | |
|-----------------|--------------|-------|------|
| | Standard | Basic | None |
| % of Counselors | | | |
| I | 63.8 | 22.3 | 13.9 |
| II | 31.6 | 44.7 | 23.7 |
| III | 42.5 | 42.5 | 15.0 |
| IV | 46.0 | 36.5 | 17.5 |

Preparation Programs

A significant number of elementary school counselors received their counselor preparation outside of Oregon: 25 percent of Group I, 13.1 percent of Group II, and 37.5 percent of Group III. This indicates that 25.4 percent of our elementary counselors were prepared at institutions not having close association with Oregon's educational communities (Tables 26 and 27).

Evaluation of Preparation

Tables 28 through 35-A provide a breakdown of preparation programs as evaluated by elementary school counselors. On each specific area of the preparation program, two tables are provided; the first showing the evaluation by the main grouping (Appendix G), and the second showing the evaluation by Subgroup B (Appendix I). The Subgroup-B table may have more pertinent information, as it focuses on specific institutions preparing elementary school counselors.

Table 26. Major portion of counselor preparation.

| Group | Graduate school | | | | | | |
|-------|-----------------|------|------|------|---------------------|-------------------|----------------|
| | U of O | OSU | OCE | PSU | Others in state* | Out of state** | No response |
| | % of Counselors | | | | | | |
| I | 66.6 | 5.6 | - | - | - | 25.0 | 2.8 |
| II | 7.9 | 10.5 | 21.1 | 34.2 | 7.9 | 13.1 | 5.3 |
| III | 5.0 | 35.0 | 5.0 | - | 12.5 | 37.5 | 5.0 |
| IV | 26.5 | 17.0 | 8.7 | 11.4 | 6.8 | 25.2 | 4.4 |

* Others in state included:

| <u>Group I</u> | <u>Group II</u> | <u>Group III</u> |
|----------------|-------------------------------------|---|
| - | U. of Portland-2 Lewis & Clark-1 | Div. of Cont. Ed. -4 Southern Ore. C. -1 |

** Out of state included:

| <u>Group I</u> | <u>Group II</u> | <u>Group III</u> |
|----------------------|---------------------|------------------------------|
| Cal. State C. -2 | Arizona State U. -1 | U. of Miami-2 |
| Arizona State U. -1 | Brigham Young-1 | U. of N. Colorado-2 |
| E. Wash. State C. -1 | Claremon C. -1 | Akron U. -1 |
| Mo. State C. -1 | Seattle Pac. C. -1 | Columbia U. -1 |
| N. Illinois U. -1 | U. of Rochester-1 | Drake U. -1 |
| U. of Delaware-1 | | Idaho State U. -1 |
| U. of Idaho-1 | | Ohio U. -1 |
| U. of Minn. -1 | | Rutgers State U. -1 |
| | | U. of Calif. -1 |
| | | U. of New Mexico-1 |
| | | U. of Toledo-1 |
| | | W. State C. of Colorado-1 |

Table 27. Counselors receiving NDEA V-B preparation.

| Group | Amount of preparation | | |
|-------|-----------------------|-----------|------|
| | Summer | Full year | None |
| | % of Counselors | | |
| I | 5.6 | 8.3 | 86.1 |
| II | 2.6 | 2.6 | 94.8 |
| III | 7.5 | 10.0 | 82.5 |
| IV | 5.2 | 7.0 | 87.8 |

The following rating scale forms the basis for the tables reflecting responses evaluating preparation programs.

| <u>Extremely inadequate</u> | <u>Very inadequate</u> | <u>Inadequate</u> | <u>Adequate</u> | <u>Very adequate</u> | <u>Extremely adequate</u> |
|---------------------------------|----------------------------|-------------------|-----------------|--------------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |

Table 28 indicates 22.0 percent of the counselors felt their preparation in "Interpersonal Communications" was inadequate and 31.6 percent felt it was only adequate. This should be taken into consideration when Table 28-A is evaluated as several differences are apparent between various institutions preparing counselors.

About 30 percent of the respondents in Group IV, Table 29, indicated that their "practicum" preparation was not adequate. In Subgroup B, two preparing institutions fell below the state's average while three were above it.

In the area of "Counseling Techniques," Table 30, approximately one out of every five elementary counselors felt their preparation did not meet their needs. Table 30-A reflects various feelings as related to specific graduate schools.

Table 31, summing Group IV, shows 22.0 percent indicating below adequate preparation in "Organization and Administration." In Table 31-A, a similar result is shown, except by two institutions. One falls well above this summation while the other is well below.

"Early Childhood Education," Tables 32 and 32-A, provide similar results when the one's, two's, and three's of the rating scale

Table 28. Preparation - Interpersonal Communications.

| Group | Rating scale* | | | | | | No response |
|-----------------|---------------|-----|------|------|------|------|-------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| I | - | 5.5 | 22.3 | 36.1 | 25.0 | 8.3 | 2.8 |
| II | - | 5.3 | 10.5 | 26.3 | 44.7 | 5.3 | 7.9 |
| III | - | 2.5 | 20.0 | 32.5 | 30.0 | 10.0 | 5.0 |
| IV | - | 4.4 | 17.6 | 31.6 | 33.3 | 7.9 | 5.2 |

Table 28-A. Preparation - Interpersonal Communications (Subgroup B).

| Subgroup | Rating scale* | | | | | | No response |
|-----------------|---------------|------|------|------|------|------|-------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| U of O | - | 6.9 | 27.6 | 31.0 | 27.6 | 6.9 | - |
| OSU | - | - | 30.0 | 45.0 | 15.0 | 10.0 | - |
| PSU | - | - | - | 10.0 | 80.0 | 10.0 | - |
| OCE | - | 10.0 | 10.0 | 60.0 | 20.0 | - | - |
| NDEA | - | - | 10.0 | 10.0 | 40.0 | 40.0 | - |

* Rating scale:

| | | | | | |
|----------------------|-----------------|------------|----------|---------------|--------------------|
| Extremely inadequate | Very inadequate | Inadequate | Adequate | Very adequate | Extremely adequate |
| 1 | 2 | 3 | 4 | 5 | 6 |

Table 29. Preparation - Practicum.

| Group | Rating scale* | | | | | | No response |
|-----------------|---------------|-----|------|------|------|------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| I | - | 2.8 | 30.6 | 30.6 | 25.0 | 8.3 | 2.8 |
| II | 2.6 | 7.9 | 15.8 | 26.3 | 26.3 | 13.1 | 7.9 |
| III | - | 5.0 | 25.0 | 25.0 | 27.5 | 12.5 | 5.0 |
| IV | 0.9 | 5.2 | 23.8 | 27.3 | 26.3 | 11.3 | 5.2 |

Table 29-A. Preparation - Practicum (Subgroup B).

| Subgroup | Rating scale* | | | | | | No response |
|-----------------|---------------|------|------|------|------|------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| U of O | - | 3.5 | 34.5 | 24.1 | 27.6 | 10.3 | - |
| OSU | - | 15.0 | 35.0 | 30.0 | 20.0 | - | - |
| PSU | - | - | 10.0 | 40.0 | 30.0 | 20.0 | - |
| OCE | - | - | 20.0 | 30.0 | 40.0 | 10.0 | - |
| NDEA | - | - | - | 20.0 | 40.0 | 40.0 | - |

* Rating scale:

| | | | | | |
|-------------------------|--------------------|------------|----------|------------------|-----------------------|
| Extremely inadequate | Very inadequate | Inadequate | Adequate | Very adequate | Extremely adequate |
| 1 | 2 | 3 | 4 | 5 | 6 |

Table 30. Preparation - Counseling Techniques.

| Group | Rating scale* | | | | | | No response |
|-----------------|---------------|-----|------|------|------|-----|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| I | - | 8.3 | 19.4 | 38.9 | 25.0 | 5.6 | 2.8 |
| II | - | 5.3 | 7.9 | 50.0 | 23.6 | 5.3 | 7.9 |
| III | - | 5.0 | 12.5 | 32.5 | 42.5 | 2.5 | 5.0 |
| IV | - | 6.2 | 13.3 | 40.5 | 30.4 | 4.4 | 5.2 |

Table 30-A. Preparation - Counseling Techniques (Subgroup B).

| Subgroup | Rating scale* | | | | | | No response |
|-----------------|---------------|------|------|------|------|------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| U of O | - | 6.9 | 31.0 | 24.1 | 31.0 | 6.9 | - |
| OSU | - | 10.0 | 10.0 | 40.0 | 40.0 | - | - |
| PSU | - | - | - | 50.0 | 40.0 | 10.0 | - |
| OCE | - | - | 10.0 | 90.0 | - | - | - |
| NDEA | - | - | - | 50.0 | 30.0 | 20.0 | - |

* Rating scale:

| | | | | | |
|-------------------------|--------------------|------------|----------|------------------|-----------------------|
| Extremely inadequate | Very inadequate | Inadequate | Adequate | Very adequate | Extremely adequate |
| 1 | 2 | 3 | 4 | 5 | 6 |

Table 31. Preparation - Organization and Administration.

| Group | Rating scale* | | | | | | No response |
|-------|-----------------|-----|------|------|------|-----|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| | % of Counselors | | | | | | |
| I | - | 5.6 | 19.4 | 55.5 | 13.9 | 2.8 | 2.8 |
| II | - | 5.3 | 10.5 | 57.9 | 13.1 | 5.3 | 7.9 |
| III | - | 2.5 | 22.5 | 42.5 | 22.5 | 5.0 | 5.0 |
| IV | - | 4.5 | 17.5 | 51.9 | 16.5 | 4.4 | 5.2 |

Table 31-A. Preparation - Organization and Administration
(Subgroup B).

| Subgroup | Rating scale* | | | | | | No response |
|----------|-----------------|------|------|------|------|------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| | % of Counselors | | | | | | |
| U of O | - | 3.5 | 17.2 | 65.5 | 13.8 | - | - |
| OSU | - | - | 15.0 | 55.0 | 20.0 | 10.0 | - |
| PSU | - | 10.0 | 10.0 | 60.0 | 20.0 | - | - |
| OCE | - | - | 40.0 | 40.0 | 10.0 | 10.0 | - |
| NDEA | - | - | 10.0 | 70.0 | 20.0 | - | - |

* Rating scale:

| | | | | | |
|-------------------------|--------------------|------------|----------|------------------|-----------------------|
| Extremely inadequate | Very inadequate | Inadequate | Adequate | Very adequate | Extremely adequate |
| 1 | 2 | 3 | 4 | 5 | 6 |

Table 32. Preparation - Early Childhood Education.

| Group | Rating scale* | | | | | | No response |
|-----------------|---------------|------|------|------|------|-----|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| I | 5.5 | 11.1 | 13.9 | 44.4 | 13.9 | 8.3 | 2.8 |
| II | - | 7.9 | 18.4 | 31.6 | 31.6 | 2.6 | 7.9 |
| III | 2.5 | 5.0 | 17.5 | 32.5 | 35.0 | 2.5 | 5.0 |
| IV | 2.7 | 8.0 | 16.6 | 36.2 | 26.8 | 4.5 | 5.2 |

Table 32-A. Preparation - Early Childhood Education (Subgroup B).

| Subgroup | Rating scale* | | | | | | No response |
|-----------------|---------------|------|------|------|------|------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| U of O | 3.5 | 10.3 | 13.8 | 48.3 | 17.2 | 6.8 | - |
| OSU | - | 5.0 | 25.0 | 45.0 | 25.0 | - | - |
| PSU | - | - | 20.0 | 30.0 | 40.0 | 10.0 | - |
| OCE | 10.0 | 10.0 | 20.0 | 50.0 | 10.0 | - | - |
| NDEA | - | - | 10.0 | 20.0 | 70.0 | - | - |

* Rating scale:

| | | | | | |
|-------------------------|--------------------|------------|----------|------------------|-----------------------|
| Extremely inadequate | Very inadequate | Inadequate | Adequate | Very adequate | Extremely adequate |
| 1 | 2 | 3 | 4 | 5 | 6 |

are totaled, except for two groups in Table 32-A (OCE and NDEA). Again, as in Table 31-A, one falls well above the state's average, while the other falls well below.

In Table 33, only 1.4 percent separate the four groups when the ratings of one, two, and three are grouped. Table 33-A provides more definite separation. A 30-point separation is shown when the same ratings are totaled.

Both Tables 34 and 34-A indicate a high percentage of the elementary school counselors feel their preparation programs were weak in the "Career Information" areas. Table 34-A, Subgroup B, shows 50 percent of two separate groups evaluated their preparation with a rating of one, two, or three.

Tables 35 and 35-A provide a quick evaluation of the total counselor preparation program. In the main grouping, there was little difference in the mean, except for Group III. In Table 26 it was indicated that 37.5 percent of the counselors in Group III received their preparation outside the state of Oregon, which could influence Table 35.

Subgroup B, Table 35-A, does provide an indication of stronger feeling from counselors receiving the major portion of their preparation from NDEA institutes. All preparing institutions evaluated were adequate or above as reported by the majority of respondents.

The "Total Program," Table 35, reveals adequate or better

Table 33. Preparation - Testing.

| Group | Rating scale* | | | | | | No response |
|-----------------|---------------|-----|------|------|------|-----|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| I | - | 5.5 | 19.4 | 30.7 | 36.1 | 5.5 | 2.8 |
| II | - | 2.6 | 21.1 | 44.7 | 18.4 | 5.3 | 7.9 |
| III | 2.5 | 2.5 | 17.5 | 52.5 | 17.5 | 2.5 | 5.0 |
| IV | 0.8 | 3.5 | 19.3 | 42.8 | 24.0 | 4.4 | 5.2 |

Table 33-A. Preparation - Testing (Subgroup B).

| Subgroup | Rating scale* | | | | | | No response |
|-----------------|---------------|-----|------|------|------|------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| U of O | - | 3.5 | 20.6 | 37.9 | 34.5 | 3.5 | - |
| OSU | - | - | 20.0 | 50.0 | 20.0 | 10.0 | - |
| PSU | - | - | 30.0 | 50.0 | 20.0 | - | - |
| OCE | - | - | 30.0 | 60.0 | 10.0 | - | - |
| NDEA | - | - | - | 70.0 | 30.0 | - | - |

* Rating scale:

| | | | | | |
|-------------------------|--------------------|------------|----------|------------------|-----------------------|
| Extremely inadequate | Very inadequate | Inadequate | Adequate | Very adequate | Extremely adequate |
| 1 | 2 | 3 | 4 | 5 | 6 |

Table 34. Preparation - Career Information.

| Group | Rating scale* | | | | | | No response |
|-----------------|---------------|------|------|------|------|-----|-------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| I | 2.8 | 19.4 | 19.4 | 47.2 | 8.4 | - | 2.8 |
| II | 2.6 | 5.3 | 26.3 | 44.7 | 13.2 | - | 7.9 |
| III | 2.5 | 5.0 | 22.5 | 40.0 | 22.5 | 2.5 | 5.0 |
| IV | 2.6 | 9.9 | 22.7 | 44.0 | 14.8 | .8 | 5.2 |

Table 34-A. Preparation - Career Information (Subgroup B).

| Group | Rating scale* | | | | | | No response |
|-----------------|---------------|------|------|------|------|-----|-------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| % of Counselors | | | | | | | |
| U of O | 3.5 | 13.8 | 24.1 | 51.7 | 6.9 | - | - |
| OSU | - | 5.0 | 30.0 | 30.0 | 30.0 | 5.0 | - |
| PSU | 10.0 | 10.0 | 30.0 | 40.0 | 10.0 | - | - |
| OCE | - | - | 20.0 | 80.0 | - | - | - |
| NDEA | - | 20.0 | 30.0 | 50.0 | - | - | - |

* Rating scale:

| | | | | | |
|----------------------|-----------------|------------|----------|---------------|--------------------|
| Extremely inadequate | Very inadequate | Inadequate | Adequate | Very adequate | Extremely adequate |
| 1 | 2 | 3 | 4 | 5 | 6 |

Table 35. Preparation - Total Program.

| Group | Rating scale* | | | | | | No response |
|-------|-----------------|-----|------|------|------|-----|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| | % of Counselors | | | | | | |
| I | - | - | 22.2 | 52.8 | 19.4 | 2.7 | 2.7 |
| II | 2.6 | 2.6 | 15.8 | 42.1 | 26.3 | 2.6 | 7.9 |
| III | - | - | 15.0 | 42.5 | 35.0 | 2.5 | 5.0 |
| IV | 0.9 | 0.9 | 17.7 | 45.8 | 26.9 | 2.6 | 5.2 |

Table 35-A. Preparation - Total Program (Subgroup B).

| Subgroup | Rating scale* | | | | | | No response |
|----------|-----------------|---|------|------|------|------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| | % of Counselors | | | | | | |
| U of O | - | - | 24.1 | 55.2 | 17.2 | 3.5 | - |
| OSU | - | - | 15.0 | 65.0 | 20.0 | - | - |
| PSU | - | - | 10.0 | 60.0 | 30.0 | - | - |
| OCE | - | - | 10.0 | 70.0 | 20.0 | - | - |
| NDEA | - | - | - | 20.0 | 70.0 | 10.0 | - |

* Rating scale:

| | | | | | |
|-------------------------|--------------------|------------|----------|------------------|-----------------------|
| Extremely inadequate | Very inadequate | Inadequate | Adequate | Very adequate | Extremely adequate |
| 1 | 2 | 3 | 4 | 5 | 6 |

preparation programs based upon counselors' evaluation. Tables 31, 32, and 34 do, however, indicate areas deserving attention. These three areas, Organization and Administration, Early Childhood Education, and Career Information, received the lowest ratings from both the main grouping and Subgroup B.

Counseling Time

As shown in Table 36, using Group IV, 91.5 percent of the respondents are assigned counseling responsibilities, at least half-time. It also shows 68.8 percent are full-time counselors.

Table 36. Assigned counseling time*.

| Group | % of Assigned time | | | | |
|-------|--------------------|-------|-------|-------|--------------|
| | 100 | 75-99 | 50-74 | 24-49 | Less than 24 |
| | % of Counselors | | | | |
| I | 77.8 | - | 19.5 | 2.7 | - |
| II | 73.7 | - | 23.7 | 2.6 | - |
| III | 55.0 | 5.0 | 25.0 | 5.0 | 10.0 |
| IV | 68.8 | 1.7 | 22.7 | 3.4 | 3.3 |

* Responsibilities other than counseling indicated by those less than full-time counselors.

Group I

Classroom - 2
 Special Ed. - 2
 Part-time position - 2
 College staff - 1
 Admin. and Curr. - 1

Group II

Classroom - 7
 Admin. Res. - 3

Group III

Classroom - 8
 Secondary Coun. - 4
 Part-time position - 3
 Special Ed. - 1
 Pupil-personnel Dir. - 1
 Librarian - 1

Group I, as shown in Table 37, is well above Group IV (entire state) in counselors serving one school. Group III, as indicated, is well below the percent indicated for the entire state. In combining counselors serving one school and counselors serving two schools, Groups I and II both fall well above 94 percent (97.1 and 94.6).

Table 37. Number of schools served.

| Group | Number of schools | | | | | | |
|-------|-------------------|------|------|------|-----|---------|---------------|
| | 1 | 2 | 3 | 4* | 5* | Over 5* | No. nonpublic |
| | % of Counselors | | | | | | |
| I | 83.3 | 13.8 | - | 2.7 | - | - | - |
| II | 73.6 | 21.0 | - | 2.6 | 2.6 | - | 1 |
| III | 55.0 | 12.5 | 12.5 | 10.0 | 7.5 | 2.5 | 1 |
| IV | 70.6 | 15.8 | 4.2 | 5.2 | 3.4 | 0.8 | 2 |

* All but two counselors serving four, five, or more than five schools are employed at district level. The two who are not, serve four schools each.

Tables 38 and 39 provide a summary of specific grades receiving counseling services as well as the counselor-pupil ratio as indicated by the responding counselors.

Counseling Activities

The following two tables (Tables 40 and 40-A) present the mean percent of time reported as being spent in selected activities by both the main grouping and Subgroup A. Counselors in Group II indicated they spend somewhat more time in "Individual Counseling" than

Table 38. Grades receiving counseling services.

| Group | Grade level | | | | | | |
|-------|-----------------|------|------|-----|-----|------|------|
| | 1-3 | 1-6* | 1-8* | 4-8 | 5-8 | 6-8 | 7-8 |
| | % of Counselors | | | | | | |
| I | 2.8 | 97.2 | - | - | - | - | - |
| II | - | 26.3 | 55.3 | 2.6 | 2.6 | - | 13.1 |
| III | - | 47.5 | 22.5 | 5.0 | 7.5 | 10.0 | 7.5 |
| IV | .9 | 57.0 | 26.0 | 2.5 | 3.4 | 3.3 | 6.9 |

* This grade span contains three schools with kindergarten.

** This grade span contains eight schools with kindergarten.

Table 39. Counselor-pupil ratio.

| | I* | II** | III** | IV |
|--------------|-------|-------|-------|-------|
| Mean average | 510.6 | 869.6 | 987.4 | 789.2 |

* Ranged from 1:200 to 1:1000

** Ranged from 1:360 to 1:2154

*** Ranged from 1:247 to 1:4200

These ratios are based on "full-time equivalency" of counselor time. Increase the number of pupils in equal proportion to the increase necessary to equal one full-time person; i. e., a counselor assigned .5 FTE (half-time) serving 500 pupils would equal a ratio of 1:1000 pupils (.5 x 2 = 1; 500 x 2 = 1000).

Table 40. Percent of counseling time in various activities.

| Group | Activities* | | | | | |
|----------------------|-------------|-------|------|--------|-------|----------|
| | Indiv. | Group | Test | Admin. | Other | Clerical |
| % of Counseling time | | | | | | |
| I | 36.3 | 26.3 | 6.1 | 7.8 | 17.8 | 5.5 |
| II | 47.9 | 18.7 | 5.9 | 11.2 | 10.0 | 6.2 |
| III | 36.5 | 22.5 | 9.2 | 10.3 | 15.3 | 6.1 |
| IV | 40.2 | 22.5 | 7.2 | 9.8 | 14.4 | 5.9 |

Table 40-A. Percent of counseling time in various activities (Subgroup A).

| Group | Activities* | | | | | |
|----------------------|-------------|-------|------|--------|-------|----------|
| | Indiv. | Group | Test | Admin. | Other | Clerical |
| % of Counseling time | | | | | | |
| Group I-A | 42.6 | 22.3 | 7.0 | 7.8 | 13.2 | 7.1 |
| Group II-A | 40.2 | 24.2 | 5.3 | 10.5 | 15.4 | 4.4 |
| Group III-A | 37.8 | 21.0 | 9.4 | 11.1 | 14.6 | 6.1 |
| Group IV | 40.2 | 22.5 | 7.2 | 9.8 | 14.4 | 5.9 |

* See the questionnaire in Appendix B for a description of these activities.

Groups I and III. A difference is also reflected in "Group Work" as well as "Other Counseling Related Activities."

Under "Administration," Groups II and III both indicated a greater amount of time than Group I.

The only major differences in the activities of Subgroup A indicate a greater portion of counseling time is given to "Testing" and "Administration" and less time to "Individual" as well as "Group Work" in relationship to the number of schools.

Group I in Table 41 spends less time with pupils than the other compared groups. This tendency is evident in Table 41-A, Group I-A.

Group I-A is composed of full-time counselors serving one school. Table 36 (page 71) indicates 77.7 percent of Group I are full-time counselors and Table 37 also indicates 83.3 percent of Group I serves only one school. This should be considered when evaluating the similarities of Group I and Group I-A in Tables 41 and 41-A.

Pupil-Personnel Services

Figure 1 illustrates the range of pupil-personnel services available, as reported by counselors, to the schools included in this survey. The percent figure located at the top of the bars indicates the percent of schools receiving the service. The percent figure located at various levels and indicated by a dotted line shows the percent of these services received from county or IED offices. The remaining

Table 41. Percent of counseling time spent with pupils, parents, and staff.

| Group | Recipient | | |
|-------|----------------------|---------|-------|
| | Pupils | Parents | Staff |
| | % of Counseling time | | |
| I | 53.8 | 15.3 | 39.0 |
| II | 61.5 | 13.5 | 25.0 |
| III | 61.2 | 14.0 | 24.7 |
| IV | 58.8 | 14.3 | 26.9 |

Table 41-A. Percent of time spent with pupils, parents, and staff (Subgroup A).

| Group | Recipient | | |
|-------------|----------------------|---------|-------|
| | Pupils | Parents | Staff |
| | % of Counseling time | | |
| Group I-A | 55.1 | 16.2 | 28.7 |
| Group II-A | 61.1 | 12.1 | 26.8 |
| Group III-A | 60.3 | 14.5 | 25.2 |
| Group IV | 58.8 | 14.3 | 26.9 |

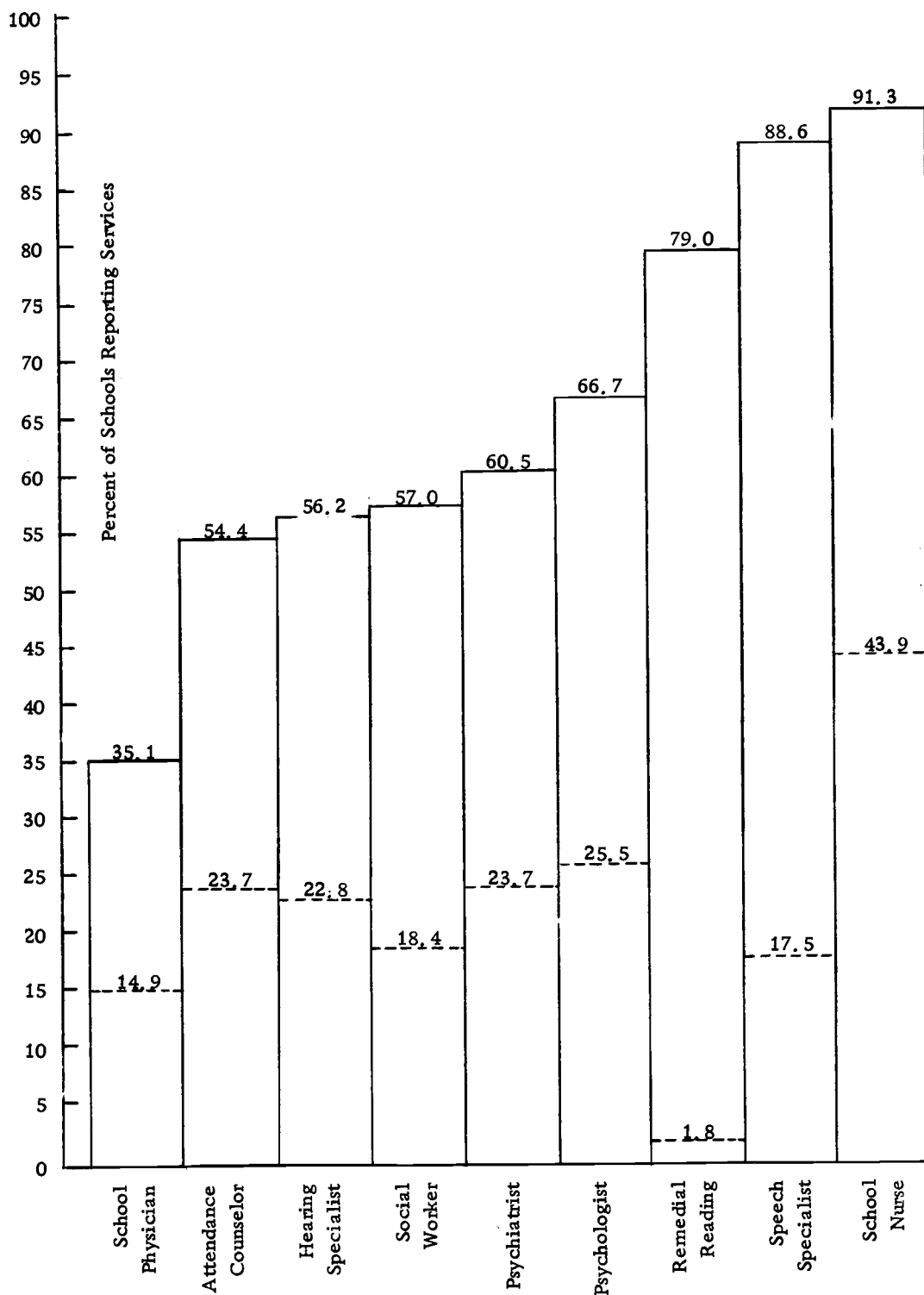


Figure 1. Pupil-personnel services which were reported as being available to the schools.

percent is provided by local school districts; i. e., "School Physician":
 $35.1 - 14.9 = 20.2$; 20.2 percent of the schools receiving this service do so through district funds.

Variations in schools, district needs, needs of children, individual preparation, specific role definitions and numerous other factors prevent accurate delineation of reported differences. The information may not provide a specific rationale for elementary school counseling, nor delineate specific activities, but does reflect counselors' feelings concerning counseling. It also provides some insight into possible development of improved guidance programs as well as a closer view of the counselor preparation programs. Chapter V will consider the emphasis given these areas.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The study of elementary school guidance programs in operation today was designed to assist in the development and implementation of organized guidance programs at the primary and intermediate levels of public education. The study involved an analysis of the responses to questions and rating scales contained in the survey instrument (Appendix B).

Two subgroups were developed for use on specific questions, where additional information was required. Subgroup A consisted of three groups (Appendix H). Group I-A (48) was formed by selecting full-time counselors serving only one elementary school. Those full-time counselors serving two elementary schools, as well as half-time counselors serving one school, form Group II-A (39). Group III-A (27) contained the counselors that are less than half-time or are serving more than two schools.

Subgroup B contains five groups (Appendix I). The format for these groups was the four major counselor training institutions in the state, and the NDEA V-B institutes across the nation. The size of the groups was based upon the number of counselors indicating they had

received the major portion of their counselor preparation from the specific institution (question 14).

Additional information was collected through personal interviews with counselors and principals. These procedures did not involve evaluation, but rather explored the personal and educational background of counselors, the counselors' feelings about preparation programs at the educational institutions attended, and the activities of their current guidance programs. Using the data gathered, the investigator has drawn the following conclusions concerning three areas: background, preparation programs, and role and function.

Background

Age and Sex. Male and female counselors are generally evenly distributed statewide. The distribution ranged from an exact 50-50 division to a two-to-one ratio in favor of female counselors at the lower elementary level.

The information indicated a greater percentage of female counselors will be found providing guidance services in schools containing grades one through six, rather than those having grades one through eight. It would seem the assignment of counselors tends to follow that of teachers, the lower the grade level, the greater the number of female personnel involved.

In general, the age of the elementary school counselors ranged

from 26 through 50 years. One-fifth of the counselors fell outside this range. The mode was located at the 31-35 age band with a somewhat even distribution on either side of this band.

Salary. The mean salary for elementary counselors ranged between \$10,152 and \$10,936, with the mode being \$10,436. Several variables affected the average salary. These include length of contract, years of teaching experience and various exceptions to basic salary schedules. The fact that over one-third of the respondents have special consideration in establishing their contractual salaries provides significant impact for consideration on all future salary schedules. These considerations encompass extended contracts, set differentials, additional responsibilities, and negotiations with the local school boards due to salary structure under federally funded programs.

Teaching Experience. The levels of teaching experience expressed by the respondents gives positive indication that the majority of elementary counselors in Oregon (in excess of four-fifths) have had teaching experience at the elementary school level. This teaching experience ranged from two years experience to over 30 years.

There is a bimodal profile with the greatest concentration in the "elementary teaching only" section and the second mode at the combination "junior high and elementary" experience.

The majority of elementary counselors have less than 15 years teaching experience. Over one-third of the counselors are in the 5-9 year experience band with about one-fifth falling on either side of this mode.

Counseling Experience. Over two-thirds of the elementary school counselors in Oregon have had counseling experience at the elementary school level only. An additional one-fifth have had elementary experience in combination with experience at another level.

The levels of counseling experience do not follow the pattern established in teaching experiences. About one-half of the respondents indicated elementary teaching experience only, while over two-thirds counseled at the elementary level only. The newness of elementary school counseling in Oregon must be considered as a possible factor in this discrepancy.

In view of the newness of elementary school counseling, the years of counseling experience indicated by the respondents provide informative data. Over three-fourths of the elementary counselors have five years or less counseling experience, with the mode being three years.

Other supportive data are given when the mode for each group in the study is considered. These data show one-fourth of the Group I counselors having three years experience, one-third of Group II having two years experience, and one-fourth of Group III having one year of experience. Most counselors included the 1970-71 school year in their total number of years.

In summarizing the background data, it may be concluded that on the average an elementary counselor in Oregon may be either male or female around the age of 33. The average counselor is married and has children averaging 15 years of age. His salary would be \$10,436, based on a nine and a half month contract. The teaching experience is basically elementary with seven years experience. Counseling experience is three years, possibly in the elementary school only. Four out of every five counselors hold the counseling norm issued by the Oregon Board of Education.

Preparation

Degree Status and Preparation. Based upon additional preparation and degrees, elementary school counselors have maintained a high level of educational preparation. Over 80 percent of the elementary counselors have a master's degree and of these, better than two-thirds have a master's plus 30 hours.

The educational and professional demands elementary school counselors place upon themselves are also evident in the certification area. Better than 80 percent of the elementary counselors hold either the Basic or Standard Norm in counseling. Additional support is given concerning the professional demand when the graduate majors are viewed. The graduate majors show better than three-fourths of the elementary counselors have earned or are working toward a master's degree in Guidance and Counseling.

It is evident that more members of Group I have earned or are

working toward a degree than the remainder of counselors in the state. Such a condition may be due to Group I's close proximity to the University of Oregon, one of the first counselor preparation institutions approved by the State Board of Higher Education for counselor preparation in Oregon. A productive and cooperative counselor preparation internship program was developed and operated between local school districts and the University of Oregon.

The undergraduate majors as indicated by elementary counselors provides other data. There is some overlapping of majors between elementary and secondary education. This overlapping tends to support the assumption that many secondary trained teachers, specializing in guidance, developed an awareness that such specialized services should begin at the elementary school level. Over one-fourth of the elementary counselors earned an undergraduate major in secondary education.

A general concern expressed by teachers and counselor trainees relates to the availability of positions for well-trained and qualified elementary school counselors upon completion of their preparation program. The reluctance to enter counselor preparation due to this concern has created a shortage of qualified personnel in Oregon. Information provided by the respondents of this study indicates that one out of every four counselors received the major portion of his preparation outside of Oregon. It may be concluded that school

districts are hiring counseling personnel from outside Oregon because a sufficient number of qualified elementary counselors is not available in Oregon. This investigator found administrators and school boards concerned about the availability of trained counselors. In some instances districts postponed implementation of elementary guidance programs because qualified elementary school counselors were not available.

National Defense Educational Act. The special NDEA Title V-B preparation programs must also be considered as a factor in preparing outside Oregon. About 12 percent of the elementary counselors received either summer or full-year preparation sessions under this act. In a closer observation two factors are evident; (1) only 1.8 percent received preparation in Oregon, leaving 10.4 percent prepared elsewhere, and (2) most counselors prepared under this act returned to the school district where they were employed the previous year.

Evaluation of Preparation. The counselor preparation institutions, the Oregon Board of Education, administrators, and counselors have expressed concerns related to the quality of preparation and the relevance of required courses at both university and state levels. This investigator approached the matter of evaluation using two groupings. The first was the established groups for the study and the second was based upon the preparing institutions at which the major portion of

preparation took place (Appendix I). The counselors evaluated their individual preparation programs as a total sequence as well as dividing it into seven specific areas. Each of the seven areas were then individually evaluated and analyzed for a more precise understanding.

Viewing the responses for the total preparation program, the evaluations are generally on the positive or adequate side. However, a significant number of counselors, from 0 to 50 percent, felt specific areas of their preparation to be inadequate. These feelings of inadequacy range from 13.2 percent to 41.6 percent of the respondents in the basic study groups and from 0.0 percent to 50.0 percent in Subgroup B.

A brief summation of the counselors' feelings related to their entire preparation sequence shows that one of every five elementary counselors in Oregon feels inadequately prepared. The responses in Subgroup B to some extent tend to support this feeling, as shown in Table 35-A.

This investigator recommends considering the possibility that many of the respondents had been practicing counselors in the field for several years and have not had the opportunity or have not taken the opportunity to participate in the recent changes taking place in the counselor preparation programs in Oregon.

The three areas or competencies that received the greatest percentage of responses indicating inadequacy were Organization and

and Administration, Early Childhood Education, and Career Education. Data reported in Tables 31-A, 32-A, and 34-A support this conclusion as is indicated by the responses.

In the area of Organization and Administration, 22 percent or better than one-fifth of our elementary counselors are not satisfied with their preparation. Subgroup B counselors provided data showing a varied distribution ranging from 10.0 percent to 40.0 percent of the responses indicating inadequate preparation.

A fairly new thrust or focal point in counselor preparation programs is in the area of Early Childhood Education. As more guidance programs are implemented and evaluated, the need for earlier parent and child involvement becomes apparent. Data analyzed from the survey instrument show a need for concern in this area. Over 25 percent of the respondents indicated their preparation program was inadequate. With the increased awareness of need in the Early Childhood Education area, education cannot afford to have one out of every four counselors inadequately prepared to offer services to parents, teachers, and children in this and related areas. Data concerning the individual preparation programs again support the major grouping with a range of responses from 10.0 percent to 50.0 percent indicating inadequate preparation.

With the major emphasis toward career awareness, career orientation and career choice evident in Oregon's educational design at

the present time, the study provides some serious concerns in this area. Group IV counselors provide data that indicated 35.2 percent felt their preparation to be inadequate. This same pattern was shown in Subgroup B where the counselors' responses ranged from 20.0 percent to 50.0 percent inadequate preparation. Such data indicate that in some cases one out of every two counselors graduating feels he is not adequately prepared to assist young people in the area of careers. It also indicates the counselors are not prepared to be resource persons to parents and teachers in career-related areas.

Another major concern is interpersonal communications. As counselors receive requests to assist in total staff development, parent discussion groups, and the development of better lines of communications, they require a sophisticated program to prepare them for these tasks. Over one-fourth of the counselors in Oregon indicated inadequate preparation programs in this area. The responses from Subgroup B (Table 38-A) indicate inadequate preparation programs ranging from 0.0 percent to 34.5 percent, showing that in some cases over one-third of the counselors do not consider themselves well enough prepared to operate as productive counselors in the field.

In most counselor preparation programs today, the practicum experiences are being expanded and upgraded. The need for improvements is evident when one-third of the counselors feel their practicum sessions were not adequate in preparing them as counselors. The

individual preparing institutions had responses ranging from 0.0 percent to 50.0 percent inadequacy, as shown in Table 34-A.

Group IV, with regard to preparation in Counseling Techniques, had only 18.5 percent of the counselors indicating their preparation to be inadequate. This positive indication is supported by most counselors in Subgroup B, with responses ranging from 0.0 percent to 10.0 percent except for two institutions which had 20.0 percent and 37.7 percent negative responses. Such data indicate a need for an in-depth evaluation and upgrading endeavor if all programs in the state are to have strength in this area.

The area of testing in current preparation programs is receiving less emphasis than a few years ago. This, in many instances, might present a problem for counselors as many individual counseling programs around Oregon include this as part of the counselor's job description. In some districts individual testing as well as coordinating testing at the district level is included in the description. There may be a need to determine what testing is relevant to the role and function of an elementary school counselor.

The responses from counselors indicate about one-fourth inadequately prepared in testing. This number could increase in future years as more counselors are prepared with less emphasis in testing. The evaluation of individual preparation programs provided data indicating from 0.0 to 30.0 percent inadequacy.

Role and Function

Counseling Time. The majority of Oregon's elementary school counselors are assigned half-time or more, serving one but not more than two schools in their district. Table 36 reveals better than two-thirds of the counselors are full-time and Table 37 provides data indicating over 70.0 percent serving only one school. This supports the conclusion that Oregon Elementary Schools and their faculties, in designing an organized elementary school guidance program, see value in providing ample assigned time to the counselor as well as concentrating the counselor's efforts as a member of the staff in one or two schools.

Even with this concentration of the counselors' efforts, the counselor-pupil ratio ranges from 1:200 at school level to 1:4200. These data show a ratio in Oregon of one counselor to 789 pupils in districts and schools providing organized guidance programs.

Counseling Activities. The investigator developed a second grouping (Subgroup A) for the various counseling activities. The study provides an analysis of the responses using the original groups as well as the second grouping which is based upon the amount of assigned time in individual schools (Appendix H).

In viewing the amount of time assigned to each activity by both of the above groups, the investigator found no significant differences between the two groupings. The greatest amount of time spent is in

the area of individual counseling with group work next in order. This division was true in Subgroup A as well as the original groups.

The amount of time involved in working with pupils, parents, and staff again provided no significant differences between the two groupings. These data allow the assumption to be made that the amount of assigned time in an individual school does not influence the division of time between activities and/or clientele. The time allotment may have a diverse influence on the number of clients involved, but not the amount of time allotted to each.

Pupil-personnel Services. The pupil-personnel services available to schools maintaining organized guidance programs are significant in number. The respondents indicated that over half of the schools provide all but one specialist related to personnel services. The school physician is a specialist which only one-third of the schools maintained as a resource. The total range was from 35.1 percent to 91.3 percent of the schools responding having the supportive services.

Sources of Funding. At the present time, the funding possibilities for elementary school guidance are somewhat limited. Programs now funded under the Elementary and Secondary Education Act (ESEA) Title I are few in number as local school districts use these funds in many educational areas. The respondents indicated about 10.0 percent of the present programs receive some funds from this source. It must be remembered that funding does not always maintain the program in total.

Another source for partial funding might be the Oregon State Correction Council. This group is interested in the preventive measures being developed in the elementary school guidance programs and is presently assisting several guidance programs around the state.

The Mental Health Division could be called upon to assist in a cooperative effort with the local school district. Presently, no programs are operating under this cooperative effort, but plans are being developed for submission of proposals to one or more agencies.

ESEA Title III is an excellent source for funding at the present time. There are several projects being funded in the state that have a guidance related function, but these generally are at the secondary level. A well planned innovative program at the elementary school level could be developed and submitted as a Title III proposal.

The Vocational Act of 1963, amended 1968, has provided several school districts with partial funding in the career awareness area of elementary school guidance and counseling. These funds do limit somewhat the design of the program, but do provide the motivational thrust for total development of an organized program.

Any of the mentioned sources could provide assistance to a school district in implementing a guidance program, but without extreme effort on the part of the administration, staff, and patrons, success could not be guaranteed by funding alone.

Recommendations

As a result of the findings in this study, the investigator recommends that:

1. The counselor preparation institutions with the assistance of the Oregon Board of Education explore the criteria that are established to determine when a counselor is sufficiently prepared to work directly with pupils, teachers, and parents.
2. With the shortage of guidance personnel, the Oregon Board of Education and the counselor preparation institutions study and closely evaluate the two-year teaching requirement presently included in the "counselors Norm" guidelines to determine if there are other alternatives which are equally valuable for counselor selection. Specific areas to be included might be: (a) an internship experience designed with flexibility to focus on the needs of the individual. This internship to be accepted as part of the state's two-year teaching requirement. (b) The selection of candidates from professions dealing in applied human behavior areas. Such candidates with degrees in psychology, sociology, and nursing to be allowed to enter the field as certificated counselors after completion of a two-year counselor preparation program. (c) Counselor candidates be selected at the junior or senior levels, much as teacher candidates

are selected, and that a program be designed to prepare these candidates for certification; this to include an internship year with supervised work experience with all phases of the school program.

3. The Certification Section of the Oregon Board of Education focus attention, through evaluation and research, on the general lack of required study for the renewal of certification, including the specialists norms, once the "Standard or Five-Year" certificate is obtained.
4. The counselor preparation institutions in Oregon develop a comprehensive follow-up program to assist them in the continuous evaluation and upgrading of the counselor preparation sequence; this follow-up to be designed for use during the latter part of the first year after graduation with a second phase during the third year. Such follow-up would give continuous feedback from practicing counselors concerning the relevance of the program to the reality of current problems.
5. The school administrators in Oregon, counselor preparation institutions, the practicing school counselors, and the Oregon Board of Education work together to formulate a basic rationale for elementary school guidance in this state. This would not exclude the individual program objectives based

upon the assessed needs of the pupils, school, and community.

6. The school administrators explore the feasibility of 12-month continuous guidance and counseling services for the pupils and patrons of their school district. It seems logical to assume that the counselees, both pupil and parent, need this assistance during the summer as well as the school year. Such an approach allows for a follow-up of pupils as well as providing part of the orientation program for new pupils to the school and district.
7. The Oregon Personnel and Guidance Association in cooperation with the Oregon School Counselors Association and the Counselor preparation institutions investigate the rationale by which the majority of primary level elementary school counselors and teachers in Oregon are females. Also consider selection and preparation procedures needed to bring a better balance of male and female counselors in preschool and primary grades.
8. The Oregon Personnel and Guidance Association, in conjunction with the Oregon School Counselors Association, design and implement a "Guidance In-service Series" to be presented over Oregon Educational Television for the upgrading of counselors in Oregon. An in-service series of

this nature should maintain a high level of involvement for school counselors with little, if any, expenditure at district or school level. This upgrading could also include continuous developmental workshops coordinated under the auspices of the OPGA Executive Board in cooperation with the Student Services Section of the Oregon Board of Education.

BIBLIOGRAPHY

- ACES-ASCA. 1969. Committee on the elementary school counselor. The elementary school counselor in today's society. Washington, D. C.: American Personnel and Guidance Association. 3 p.
- Blocher, Donald H. 1966. Developmental counseling. New York, Ronald Press. 250 p.
- Combs, A. and D. Soper. 1963. Perspectual organization of effective counselors. *Journal of Counseling Psychology* 10:222-225.
- Dimick, Kenneth M. and Vaughn E. Huff. 1970. Child counseling. New York, Brown. 254 p.
- Dinkmeyer, Don. 1966. Developmental counseling in the elementary school. *Personnel and Guidance Journal* 44:262-266.
- Dinkmeyer, Don C. 1968. Guidance and counseling in the elementary school: readings in theory and practice. New York, Holt, Rinehart and Winston. 285 p.
- Good, Carter V. (ed.). 1959. Dictionary of education. New York, McGraw-Hill. 495 p.
- Harter, James. 1969. The role of the counselor in N. D. E. A. Title V-A elementary schools: as perceived by the counselor and principal. Master's thesis. Monmouth, Oregon College of Education. 43 numb. leaves.
- Hill, George E. 1965. The guidance of elementary school children. Address to the directors and supervisors of guidance services. Rochester, New York.
- Isaacson, Lee E. 1966. Career information in counseling and teaching. Boston, Allyn-Bacon. 430 p.
- Low, Camilla M. 1955. Guidance in the curriculum. Washington, D. C., Association of Supervision and Curriculum Development. Yearbook. p. 12-25.
- Maples, Mary L. 1970. Child development specialist program. Linn-Benton Intermediate Education District, Albany, Oregon. 6 p. (Mimeographed)

- McDougall, W. P. and Henry M. Reitan. 1963. The elementary counselor as perceived by elementary principal. *Personnel and Guidance Journal* 42:348-354.
- Meeks, Anna R. 1961. Scope of elementary guidance in the 1961-1970 decade. Presented to the American Personnel and Guidance Association, 1961 Convention. Denver, Colorado.
- _____ 1968. *Guidance in elementary education*. New York, Ronald Press. 237 p.
- Mendelson, R. 1968. Responsibilities of an elementary school counselor. Presentation given to the Elementary Administrators' Workshop for Elementary School Guidance, University of Northern Iowa.
- Oregon Elementary School Principals Association. 1956. *Guidance in the elementary school*. Salem, Oregon, February. 38 p. (Mimeographed)
- Oregon. State Department of Education. 1962. Certification Section. *Oregon regulations governing the certification of teachers and administrators*. Salem, Oregon. 44 p.
- _____ 1967. Certification Section. *Oregon regulations governing the certification of teachers and administrators*. Salem, Oregon. 54 p.
- _____ 1953. Division of Vocational Education. *Guidance service booklet for Oregon*. Salem, Oregon. 12 p.
- _____ 1960. Guidance Service Section. *Oregon annual narrative report: submitted to the Department of Health, Education, and Welfare*. Salem, Oregon.
- _____ 1961. Guidance Service Section. *Oregon annual narrative report: submitted to the Department of Health, Education, and Welfare*. Salem, Oregon.
- _____ 1963. Guidance Service Section. *Oregon annual narrative report: submitted to the Department of Health, Education, and Welfare*. Salem, Oregon.
- _____ 1964. Guidance Service Section. *Oregon annual narrative report: submitted to the Department of Health, Education, and Welfare*. Salem, Oregon.

Oregon. State Department of Education. 1965. Guidance Service Section. Oregon annual narrative report: submitted to the Department of Health, Education, and Welfare. Salem, Oregon.

_____ 1965-1971. Guidance Service Section. Roster of Oregon elementary school counselors. Salem, Oregon.

_____ 1965. Minutes of State Advisory Committee on Guidance. Salem, Oregon, December 14.

Oregon State System of Higher Education. 1971. Counselor supply and demand in public schools of Oregon. Office of Academic Affairs, Eugene, Oregon.

Peters, Herman J., Bruce Shertzer and William Van Hoose. 1965. Guidance in elementary schools. Chicago, Rand-McNally. 278 p.

Shertzer, Bruce and Shelley C. Stone. 1966. Fundamentals of guidance. Boston, Houghton-Mifflin. 526 p.

Smith, Hyrum M. and Louise O. Eckerson. 1966. Guidance services in elementary schools: a national survey. 145 p. (U.S. Department of Health, Education, and Welfare)

State of Iowa. Department of Public Instruction. 1969. Elementary guidance in Iowa: a guide. Des Moines, Iowa, State Department of Public Instruction.

Stewart, L. H. and Charles F. Warnath. 1965. The counselor and society: a cultural approach. Boston, Houghton-Mifflin. 400 p.

Tennyson, W. W. 1958. Time: a counselor's dilemma. Personnel and Guidance Journal 37:129-135.

Van Hoose, W. H. and Catherine M. Vasakas. 1968. Status of guidance and counseling in the elementary school. Personnel and guidance journal 46:536-539.

Van Hoose, William H. and Sister Marie Kurtz. 1967. Status of guidance and counseling in the elementary schools. Wayne State University. 67 p. (Microfiche)

Vickers, Maxine Coffey. 1966. A study of the status and trends of elementary school guidance, according to state guidance

directors in 50 states, 1965-1966. Doctoral dissertation.
Tulsa, Oklahoma, The University of Tulsa. 246 numb. leaves.

APPENDICES

APPENDIX A

LETTER TO COUNSELORS REQUESTING
PARTICIPATION IN STUDY

March 4, 1971

Dear School Counselor:

Your help is needed for planning and implementation of guidance programs in Oregon. As a member of the Student Services Section of the Oregon Board of Education, I am attempting to gather information about you as a school counselor, your present responsibilities, your training and experiences, and your perceptions regarding preparation programs.

It is my desire to summarize the information obtained from the survey to assist in providing better coordination of guidance services as well as projecting the potential growth of elementary school guidance in Oregon.

The information which you provide will be held in the strictest confidence, and your responses will only be seen by personnel involved in the school counselor study. It is hoped that you will share openly your feelings and ideas as well as factual background information in order that an in-depth perspective of the school counselor may be obtained.

Your cooperation and assistance is much appreciated.

Sincerely,

Claude D. Morgan
Specialist
Counseling and Guidance

APPENDIX B

OREGON SCHOOL COUNSELORS SURVEY

Oregon School Counselor Survey

1. Name _____ School _____ City _____
2. Age - Under 25 _____ 46 - 50 _____ Sex - M _____ F _____
 26 - 30 _____ 51 - 55 _____ Married _____
 31 - 35 _____ 56 - 60 _____ Children _____ Ages _____
 36 - 40 _____ Over 60 _____
 41 - 45 _____
3. Number of months employed. (Circle) 9 9-1/2 10 10-1/2 11 12
4. Salary for 1970-71. \$ _____. Are you on the regular teacher's salary schedule?
 Yes _____ No _____ If no, what procedure is used in determining your salary? _____
5. What level(s) of classroom teaching experience in years: Elementary _____, Junior High
 _____, High School _____, Community College _____.
6. What was your assignment or position immediately prior to employment as a school
 counselor? _____
7. What are your levels of school counseling experience in years: Elementary _____, Junior
 High _____, High School _____, Community College _____, Other _____.
8. Indicate grades you serve as a counselor. (Circle) 1 2 3 4 5 6 7 8 9 10
 11 12 . Other special programs for which you have responsibility _____
9. What is the total number of students for whom you are responsible or assigned as a school
 counselor? _____
10. If you devote less than full time in counseling, please indicate your other responsibility and
 percentage of time. _____; _____%.
11. Do you work primarily with disadvantaged pupils under Title I? _____
12. If you serve a nonpublic school, please indicate: Percentage of time _____%;
 Number of pupils _____; Name of school _____
13. What is the highest degree you hold? _____. Quarter hours over
 degree _____. Undergraduate major _____.
 Graduate major _____.
14. You received all or major portion of your counselor training from which college or
 university? _____. Have you
 attended an NDEA Counseling and Guidance Institute? Yes _____ No _____. If yes, was it
 summer _____ or full year _____? Where was the institute conducted? _____
15. Certification status: Counseling norm held. Standard _____ Basic _____ No counselor norm _____
 List other certificates you hold _____
16. How adequate was your training in preparing you to deal with the problems you face as a school
 counselor? (Use scale below and indicate each rating in the space provided.)

| | | | | | |
|-------------------------|--------------------|------------|----------|------------------|-----------------------|
| Extremely inadequate | Very inadequate | Inadequate | Adequate | Very adequate | Extremely adequate |
| 1 | 2 | 3 | 4 | 5 | 6 |

- | | |
|---|---------------------------------------|
| _____ Total program | _____ Organization and administration |
| _____ Career information and decision making | _____ Testing |
| _____ Practicum | _____ Interpersonal communications |
| _____ Counseling techniques | _____ Early childhood education |

17. What recommendations would you make regarding the preparation of school counselors?
(If additional space is desired, please use back of the page.)

COUNSELING ACTIVITIES

Duties currently performed as a school counselor. Estimate the percent of time you spend yearly on each of the following activities. Your answers should total 100 percent. Estimate as carefully as possible.

Percent of
time

- _____ Individual Counseling and/or Consulting. Total percent of time spent with individual students, teachers, and parents.
- _____ Group Guidance and Counseling. Include activities with two or more persons at a time. Counseling work with small groups on common problems or guidance of classroom-size groups is included. Do not include staff in-service.
- _____ Testing Program. Include time spent on group testing, individual testing and interpretation of test results to pupils, teachers, or parents.
- _____ Administrative Duties. Includes administrative duties associated with the guidance program, developing materials, planning activities, and scheduling.
- _____ Other Guidance Activities. Include case conferences, home visitation, orientation, observation-visitation in class, in-service with faculty, placement, follow-up, referral, and other guidance activities not included above.
- _____ Clerical and Nonguidance Duties Apart from Assigned Teaching for Teacher-Counselor Positions. All activities and duties, including record keeping, that inhibit spending full time in the normal pursuit of the counselor's work. This does not include administering the guidance program.

Of those clerical duties, rank them in order of the portion of your time expended.
(Percent of time not necessary.)

- _____ Record keeping (including typing)
- _____ Ordering materials (tests, books, etc.)
- _____ Filing materials
- _____ Completing referrals (typing)
- _____ Substitute teaching
- _____ Attendance checking (writing slips, phone calls, etc.)
- _____ Other
- _____
- _____

SUMMATION

Estimate your total time involved in each of the following categories. This would include all individual and group work. (Your answer should total 100 percent.)

Students _____% Parents _____% Professional Staff _____%
 Other special areas _____%
 _____%

SUPPORTIVE STAFF

Please check the following pupil personnel services if available to your school.

Column I - If financing for the service is provided at district level, please indicate by placing "D" in column one. If provided by county or IED, please indicate by a "C."

Column II - State the days per month you receive the service.

Column III - Using the scale provided, indicate the level of adequacy of the service.

Column IV - Please place in rank order their importance to you as a counselor.

| | | | | | |
|-------------------------|--------------------|------------|----------|------------------|-----------------------|
| Extremely inadequate | Very inadequate | Inadequate | Adequate | Very adequate | Extremely adequate |
| 1 | 2 | 3 | 4 | 5 | 6 |

| | I | II | III | IV | |
|---------|---|------------|----------|------|--------------------------------|
| Finance | | Days/Month | Adequacy | Rank | |
| | | | | | Psychiatrist |
| | | | | | Psychologist |
| | | | | | School Physician |
| | | | | | School Nurse |
| | | | | | Remedial Reading Teacher |
| | | | | | Social Worker |
| | | | | | Attendance Counselor (Officer) |
| | | | | | Speech Therapist |
| | | | | | Hearing Specialist |
| | | | | | Other |

APPENDIX C

FOLLOW-UP LETTER TO SELECTED
COUNSELORS

March 31, 1971

Dear Counselor:

May I take a few moments of your busy schedule to request completion of the questionnaire relating to elementary school guidance and counseling. It is felt, by the Student Services Section, that a high return on this survey would give more definite direction in the growth of elementary school guidance and counseling.

I am enclosing a second copy of the questionnaire in case over Spring Vacation the first was misplaced.

If you have already completed and mailed the questionnaire, please disregard this request.

Thank you in advance for your time and effort in this endeavor.

Cordially,

Claude D. Morgan
Specialist
Counseling and Guidance

APPENDIX D

PERSONAL INTERVIEW GUIDE
FOR COUNSELORS

Interview Guide for Counselors

1. What are the problems which you presently face as counselor of this elementary school?

2. What resources are available to assist you with these problems?

3. What new or changing problems do you feel the elementary counselor of this school must face within the next five (5) years?

4. What do you consider to be the fundamental changes which have occurred in elementary guidance within the last three (3) years?

APPENDIX E

PERSONAL INTERVIEW GUIDE
FOR ELEMENTARY SCHOOL
PRINCIPALS

Interview Guide for Elementary Principals

1. What problems is the elementary school counselor presently facing on the job?

2. What assistance do you offer your counselor in developing approaches to these problems?

3. What resources, other than yourself, are available to elementary school counselors in developing approaches to present problems?

4. Does the state department have a program for assistance to you or your counselor, in elementary guidance?

5. What new problems do you see emerging within the next five (5) years?

APPENDIX F

BASIC DESIGN FOR ELEMENTARY
COUNSELORS STUDY

Basic Design for Elementary Counselors Study

Objective I Develop an understanding of the background.

- A. Review and research literature from a prepared bibliography containing the major contributors in the field of elementary school guidance.
- B. Research and review materials at the state level.
- C. Research materials at school district level.

Objective II Determine the present status of elementary guidance.

- A. Personal interviews with counselors and use of interview guide questions 1, 2, and 4.
- B. Personal interviews with principals and use of interview guide questions 1, 2, 3, and 4.
- C. Use of questionnaire questions 2, 3, 4, 9, and 10.

Objective III Study basic patterns of preparation, experience, and the quality of professional training.

- A. Use questionnaire questions 5, 6, 7, 13, 14, 15, 16, and 17.

Objective IV Examine current activities and duties of elementary counselors.

- A. Section of questionnaire related to activities.
- B. Questionnaire questions 8, 10, 11, and 12.
- C. Observations made while visiting schools.

Objective V Attempt to project the future of elementary guidance in Oregon.

- A. Personal interview of counselor, guide questions 3 and 4.
- B. Personal interview of principal, guide question 5.

Objective VI If feasible, develop a written portrayal of the elementary school counselor in Oregon.

- A. Personal interview observations.
- B. Question 5 from interview guide for counselor.
- C. Questions 2, 5, 6, 7, 13 and 15 from the questionnaire.

(Continued on next page)

Objective VII Summary, with recommendations to counselors and principals.

- A. Analyze all data from questionnaire and personal interviews.
- B. Synthesize information gleaned from review of the literature.
- C. Develop and propose recommendations that will assist in inaugurating, implementing, and advancing elementary school guidance in Oregon.
- D. Suggest areas for further research in elementary guidance.

APPENDIX G

SCHOOL DISTRICTS INCLUDED
IN MAIN GROUPING

| <u>County</u> | <u>School District</u> |
|---------------|---|
| | <u>Group I</u> |
| Lane | Bethel School District Eugene School District Junction City School District Pleasant Hill School District Springfield School District |
| | <u>Group II</u> |
| Clackamas | Clackamas School District Colton School District Estacada School District Gladstone School District Molalla School District Sandy School District West Linn School District |
| Multnomah | David Douglas School District Gresham School District Lynch School District Parkrose School District Rockwood School District |
| Washington | Sherwood School District Tigard School District |
| | <u>Group III</u> |
| Benton | Corvallis School District North Albany School District Oak Grove School District Philomath School District |
| Clatsop | Seaside School District |
| Columbia | Scappoose School District |
| Curry | Gold Beach School District |
| Deschutes | Bend School District Redmond School District |

| <u>County</u> | <u>School District</u> |
|---------------|--|
| | <u>Group III (continued)</u> |
| Douglas | North Douglas School District South Umpqua School District Winston-Dillard School District |
| Gilliam | County Schools (IED office) |
| Grant | County Schools (IED office) |
| Jackson | Eagle Point School District |
| Josephine | Josephine County School District Grants Pass School District |
| Lake | Lakeview School District |
| Linn | Central Linn School District Crowfoot School District Grand Prairie School District Lebanon School District Mari-Linn School District Riverside School District Scio School District Sweet Home School District |
| Marion | Salem School District Silverton School District |
| Tillamook | Neah-Kah-Nie School District Tillamook School District |
| Umatilla | Hermiston School District Milton-Freewater School District |
| Wasco | Chenowith School District |
| Yamhill | Newberg School District Willamina School District |

APPENDIX H

SCHOOL DISTRICTS INCLUDED
IN SUBGROUP A

| <u>County</u> | <u>School District</u> |
|---------------|---|
| | <u>Subgroup A I</u> |
| Benton | Philomath School District |
| Clackamas | Clackamas School District West Linn School District |
| Clatsop | Seaside School District |
| Douglas | South Umpqua School District Winston-Dillard School District |
| Jackson | Eagle Point School District |
| Lane | Bethel School District Eugene School District Springfield School District |
| Marion | Salem School District |
| Multnomah | David Douglas School District Gresham School District Lynch School District Portland School District |
| Washington | Sherwood School District Tigard School District |
| | <u>Subgroup A II</u> |
| Clackamas | Clackamas School District Colton School District West Linn School District Sandy School District |
| Columbia | Scappoose School District |
| Curry | Gold Beach School District |
| Deschutes | Bend School District Redmond School District |

| <u>County</u> | <u>School District</u> |
|---------------|--|
| | <u>Subgroup A II (continued)</u> |
| Lane | Bethel School District Eugene School District Pleasant Hill School District Springfield School District |
| Linn | Lebanon School District Scio School District Sweet Home School District |
| Marion | Salem School District |
| Multnomah | Lynch School District Parkrose School District Portland School District |
| Umatilla | Milton-Freewater School District |
| Yamhill | Willamina School District |
| | <u>Subgroup A III</u> |
| Benton | North Albany School District Corvallis School District |
| Clackamas | Estacada School District Gladstone School District Molalla School District |
| Deschutes | Bend School District Redmond School District |
| Douglas | North Douglas School District Winston-Dillard School District |
| Gilliam | Gilliam County Schools (IED office) |
| Grant | Grant County Schools (IED office) |
| Josephine | Josephine County Schools (1) Grants Pass School District |
| Lake | Lakeview School District |

| <u>County</u> | <u>School District</u> |
|---------------|---|
| Lane | Eugene School District Junction City School District |
| Linn | Central Linn School District Crowfoot School District Grand Prairie School District Lebanon School District Mari-Linn School District |
| Multnomah | Rockwood School District |
| Tillamook | Neah-Kah-Nie School District Tillamook School District |
| Umatilla | Hermiston School District |
| Wasco | Chenowith School District |
| Yamhill | Newberg School District |

APPENDIX I

SCHOOL DISTRICTS INCLUDED
IN SUBGROUP B

Subgroup B

| <u>County</u> | <u>School District</u> |
|---------------|---|
| | <u>University of Oregon</u> |
| Clackamas | West Linn School District |
| Deschutes | Bend School District |
| Lane | Bethel School District Eugene School District Junction City School District Pleasant Hill School District Springfield School District |
| Marion | Salem School District |
| Multnomah | Lynch School District Parkrose School District |
| | <u>Oregon State University</u> |
| Benton | Philomath School District |
| Clackamas | Sandy School District |
| Columbia | Scappoose School District |
| Deschutes | Redmond School District |
| Douglas | South Umpqua School District Winston-Dillard School District |
| Gilliam | Gilliam County IED |
| Lane | Eugene School District |
| Linn | Central Linn School District Lebanon School District Sweet Home School District |
| Marion | Salem School District |
| Wasco | Chenoweth School District |

| <u>County</u> | <u>School District</u> |
|---------------|--|
| | <u>Oregon State University (continued)</u> |
| Washington | Tigard School District |
| Yamhill | Willamina School District |
| | <u>Portland State University</u> |
| Clackamas | Clackamas School District |
| Multnomah | David Douglas School District Lynch School District Portland School District |
| | <u>Oregon College of Education</u> |
| Clackamas | Colton School District Estacada School District West Linn School District |
| Marion | Salem School District |
| Multnomah | David Douglas School District Gresham School District |
| Umatilla | Hermiston School District |
| Washington | Sherwood School District |
| | <u>National Defense Educational Act</u> |
| Jackson | Eagle Point School District |
| Josephine | Grants Pass School District |
| Lane | Eugene School District Springfield School District |
| Marion | Salem School District |
| Multnomah | Parkrose School District Portland School District |
| Umatilla | Milton-Freewater School District |