

PROGRAMS OF GUIDANCE AND COUNSELING AS THEY  
RELATE TO YOUNG PEOPLE AND THEIR PREPARATION FOR WORK

By

WILLIAM E. MORTIMER

A Publication Produced in Cooperation with the  
Department of Industrial and Technical Education  
Engineering Experiment Station  
Utah State University  
Logan, Utah

and

Pupil Personnel and Guidance Services  
Utah State Department of Public Instruction  
Salt Lake City, Utah

Logan, Utah

June 1965

## FOREWORD

There is evidence on every hand that one of the important needs in present day and future education is good guidance and counseling. Although some guidance and counseling programs have been in operation for many years, only recently have they blossomed forth into the significant place in education which they now occupy. The rapid growth has brought about numerous problems, many of which are yet unsolved. Among these important unsolved problems are the following: What are the real duties and responsibilities of counselors? Is vocational guidance receiving its proper emphasis? How well informed about vocations are the counselors and how well informed should they be? How do students acquire occupational information? How can counselors best assist students in making realistic assessment of their own potentialities and in choosing their life's work in harmony with their capabilities and interests? These, and other equally important problems, are worthy of serious study and consideration.

In July 1963 a major research project was undertaken to seek answers to a number of significant problems associated with vocational industrial and technical education. Special emphasis was given to the relationship of these problems to the situation in Utah, but they were also considered on a national basis. Problems related to guidance and counseling were included in the major study because of their importance to all phases of vocational and technical education. The complete report of the research project is entitled, A Study of Vocational Industrial and Technical Education With Special Reference to the State of Utah, and this present report is taken from it and consists largely of Chapter VIII which deals with guidance and counseling.

The research project was conducted under a University Research Grant at Utah State University as a project of the Department of Industrial and Technical Education and the Engineering Experiment Station. At the beginning of the grant period, July 1963, under University policy, the investigator had been granted a six-month sabbatical leave. In response to the urgency felt for this study, he devoted his leave to visiting and examining a number of vocational and technical schools and programs throughout the country; actually visiting schools of various kinds in thirty states. None of the expense of travel, meals, or lodging outside of Utah was borne by the state. Personal visits were also made to every school district superintendent in Utah. The findings of the study are based in part on the visits made to schools and superintendents and also on extensive review of the literature in the field, a number of special

surveys, and other studies made by him or under his direction.

Through the cooperative efforts of the Engineering Experiment Station, Utah State University, Logan, Utah, and the Pupil Personnel and Guidance Services of the Utah State Department of Public Instruction, Salt Lake City, Utah, this publication is made available.

## TABLE OF CONTENTS

Introduction . . . . .	1
Duties and Responsibilities of Counselors . . . . .	5
What the Superintendents Think . . . . .	26
Responsibility for Guidance and Counseling . . . . .	28
Occupational Information . . . . .	28
Counselor's Part in Helping Students to Obtain Occupational Information . . . . .	31
Assistance in Obtaining Guidance Material . . . . .	33
Effectiveness of Counselor's in Helping Students to Select a Vocation . . . . .	34
Teaching Experience and Counseling . . . . .	39
Participation of Class Room Teachers in Guidance and Counseling . . . . .	41
Counseling on Problems of Personal Adjustment . . . . .	42
Students' Understanding of the Work of the Counselor . . . . .	45
Effective Use of Counseling Services . . . . .	47
Counseling Students on Test Aptitudes, Interests, and Abilities . . . . .	48
Involving Parents in the Guidance Program . . . . .	49
Certification of Counselors . . . . .	53
Full Time or Part Time Counseling . . . . .	56
Follow Up of School Graduates . . . . .	58
Ratio of Students to Counselors . . . . .	61
Guidance and Counseling in Schools Outside of Utah . . . . .	62
Improving Counseling Services . . . . .	64
Summary . . . . .	69
Occupational Information . . . . .	70
Effectiveness of Counselors in Helping Students to Select a Vocation . . . . .	70
Counselor's Information About the World of Work . . . . .	71
Teaching Experience and Counseling . . . . .	71
Counseling on Problems of Personal Adjustment . . . . .	71
Students' Understanding of the Work of the Counselors . . . . .	72
Involving Parents in the Guidance Program . . . . .	72
Certification of Counselors . . . . .	72
Full Time or Part Time Counseling . . . . .	73
Ratio of Counselors to Students . . . . .	73
Improving Counseling Services . . . . .	74

TABLE OF CONTENTS (Continued)

Conclusions . . . . .	75
Recommendations . . . . .	76

## LIST OF TABLES

1.	Duties and Responsibilities Which Counselors Reported They Had . . . . .	6
2.	Duties and Responsibilities Counselors Think They Should Have . . . . .	18
3.	Responsibilities for Planning and Organizing the Guidance Program . . . . .	29
4.	Procedures Used in Helping Students to Obtain Occupational Information and the Relative Importance of These Items as Given by Counselors . . . . .	30
5.	The Number of School Counselors Who Report That Their Administrators Assist in Obtaining Guidance Literature for the Students in Their School . . . . .	34
6.	Beliefs of Counselors and Superintendents Regarding the Effectiveness of Counselors in Helping Students to Select a Vocation . . . . .	34
7.	Beliefs of Counselors and Superintendents Regarding the Adequacy of Counselors' Information about Occupations . . . . .	37
8.	Beliefs of Counselors Regarding Their Being More Effective in Giving Vocational Guidance if They Had a Greater Understanding of Occupations . . . . .	38
9.	Belief of Counselors Regarding Whether or not Counselors Should Have Experience as Teachers Before Becoming Counselors . . . . .	40
10.	Responses of Counselors on Whether or not Classroom Teachers should Participate In the Guidance and Counseling Program . . . . .	41
11.	Responses of Counselors as to Whether or not Their Individual Counseling is Concerned Primarily with Personality Adjustment Problems . . . . .	43
12.	Beliefs of Counselors Regarding the Placing of Greater Emphasis on Vocational Guidance . . . . .	44

LIST OF TABLES (Continued)

13.	Opinions of Counselors and Superintendents Regarding Students' Understanding of the Work and Purpose of Counselors . . . . .	46
14.	Beliefs of Counselors and Superintendents Regarding Effective Use of Counselors' Services by Students . . . . .	48
15.	Number of Counselors Reporting That Students Are Counseled Individually Regarding Their Test-Indicated Aptitudes, Interests, and Abilities . . . . .	49
16.	Beliefs of Counselors Regarding More Involvement of Parents In the Counseling Program. . . . .	50
17.	Beliefs of Counselors Regarding Whether or not the Present Requirements for a Utah Counselor's Certification are Satisfactory . . . . .	54
18.	Beliefs of Counselors as to Whether or not it is Better for Counselors to Teach Part Time or to Spend Full Time in Counseling . . . . .	56

PROGRAMS OF GUIDANCE AND COUNSELING AS THEY  
RELATE TO YOUNG PEOPLE AND THEIR PREPARATION FOR WORK

Introduction

Everyone finds it necessary to make decisions and with every individual the decisions are many and varied. But one of the most important and far-reaching of all the decisions anyone makes is that of choosing an occupation. The significance of such a decision has long been recognized as is evidenced by Cicero's statement made in 106 B. C.: "We must decide what manner of men we wish to be and what calling in life we would follow; and this is the most difficult problem in the world."

The importance of an individual's job cannot be overlooked by society because it is one's job which very largely determines the life he will live. Jobs are very significant in determining the economic status and financial security of most people and the economic factor is so fundamental that one's occupation, at least indirectly, determines where he lives, his social standing in the community, his friends and associates, his educational opportunities, his recreational pursuits, and pretty largely his contributions to mankind. Regardless of what one chooses as his life's work he cannot help being strongly influenced by the work he does and by those around him who are similarly engaged.

Occupations are also important to society and if economic and social progress are to be made it is essential that workers do their work well, that they improve their skills and knowledge, and that they pass on to the rising generation those things they have found to be good. Therefore, a nation must keep its workers occupationally competent and help the individual workers to select and prepare for occupations in which they are interested and can be competent. Here in the United States high value has always been placed upon helping young people develop their capacities to the fullest. Fortunately there is much talent among the youth of this great country, but it cannot be assumed that the seeds of talent have all fallen upon fertile soil. The efforts of all, and especially those engaged in education, must be pooled in an effort to identify the talents of youth and foster their growth.

Experience has shown that school programs of guidance and counseling are of considerable value in searching out the talents of



youth and in stimulating the young people to develop their potential capacities. Although the vocational guidance movement in America had its beginning early in this century, until recently guidance programs have been severely limited in most schools, and there have been insufficient numbers of counselors to do the work expected of them. Within recent years, however, many improvements have been made and prospects for the future look bright.

In spite of the recognized importance of guidance and counseling and in spite of the increased number of counselors there is considerable criticism of the entire program. The program of guidance and counseling should help young people to stay in school, it should help them to make a wise selection of their 'lives' work, and it should help them to obtain training for the occupations of their choice. In addition, it should help them in solving their personal problems when needs arise. These purposes apparently have not been accomplished to the extent desired, hence, the criticisms have arisen. The importance of guidance and the lack of accomplishment of its purposes are expressed effectively in the following quotation:

The present inadequacy of guidance activities is illustrated by the fact that close to half of the states receiving Federal funds for their programs spend less than 1 per cent of that money on occupational guidance and counseling. The problem begins in college-oriented high school guidance departments, which too often are staffed by people who have neither the knowledge to help students select an occupation nor the inclination to direct them toward the appropriate vocational or technical education opportunities. It continues once the student arrives in the vocational or technical school; although no other segment of education has recognized the importance of vocational guidance to the extent that these schools have, lack of funds, of reliable testing materials, and of appropriately trained vocational guidance counselors<sup>1</sup> limits what the vocational and technical school is able to do.

Another quotation which indicates a limitation of vocational guidance and counseling is the following:

In this country freedom of opportunity is an article of national faith. The vast majority of Americans believe that every American youngster should be free to enter any

---

<sup>1</sup> Venn, Grant; Man Education and Work, American Council on Education Washington, D. C. 1964, p. 36

occupation for which he can qualify. When discriminatory practices restrict freedom of opportunity, they arouse nation-wide controversy.

Yet freedom of opportunity is restricted by a condition far more widespread and far less obvious than discrimination-- the general ignorance among youngsters, and almost equally among their elders, of the myriad types of trained personnel required by our complex society. Ignorance of available vocational opportunities can as effectively prevent access to them as restrictions rooted in racial, ethnic, or religious discrimination.<sup>2</sup>

In the report of the Panel of Consultants on Vocational Education there is much written about the need for good guidance and the problems that are being faced. The following is typical:

There is considerable evidence that the guidance efforts of a multitude of governmental agencies, private foundations and organizations, labor, business and industry, agriculture, and home economics are expanding, as indicated by increased services, research, and publications. In fact, the very abundance and enormity of the amount of excellent occupational information and vocational guidance materials can swamp the conscientious teacher, counselor, or librarian who seeks to consolidate a complete, up-to-date file of information. Occupational materials from the military have been excellent in quality and widespread in distribution. Vocational materials and numerous services of the Department of Labor, including the assistance of State employment agencies, have contributed immensely to the guidance services of school and local communities. Numerous other Federal and State agencies have made outstanding contributions. Notwithstanding all the materials and services and the great abundance of occupational information, it is a sad commentary that the perisistent lack of effective guidance remains to plague the efforts and understanding of youth, adults, and senior citizens.<sup>3</sup>

---

<sup>2</sup>National Manpower Council, A Policy for Skilled Manpower, Columbia University Press; New York, N. Y., 1954, p. 266

<sup>3</sup>Report of the Panel of Consultants on Vocational Education, Education for a Changing World of Work, United States Department of Health Education, and Welfare, 1963, p. 186

The following quotation also stresses the importance of good guidance and counseling and in addition, it emphasizes the need for counselors to have knowledge and understanding of the world of work.

TO PROVIDE COMPETENT GUIDANCE, COUNSELORS MUST BE  
WORK-EXPERIENCED AND OCCUPATION-MINDED

Every vocational high school principal complains, often bitterly, about the junior high, and sometimes, senior high school counselors "who send me the indifferent, the reluctant, the unintelligent, the delinquent pupils who they know cannot succeed in academic high schools, and must therefore fit into, or at least, can loaf in vocational school. Those counselors know little about the boys and nothing about occupations." Of course, the counselors know plenty about the boys, but they certainly know little and care less about occupations. On the other hand, neither do the principals care at all about what happens to these same boys that they reject.

Recommendation: Again, we repeat what we have already said under various headings, the Superintendent and the Board of Education must provide adequate education to all pupils, efficiently and democratically. We have cited approaches to the situation in various cities. None of them is perfect, but they are honest attempts. In any case, the shuttling of undesired pupils back and forth between vocational and academic schools, the passing of the buck, is an educational disgrace. Moreover, the Superintendent is also responsible for choosing competent counselors in the first place, and indoctrinating or retreading them in the second place. Moreover, the state departments of education must set up qualification for counselors that will assure their knowledge of occupations and their application of that knowledge to their counseling activities. And furthermore, and perhaps most important of all is the obligation of teachers' colleges to turn out counselors who have adequate knowledge of business and industry and agriculture. These colleges may be heeding the cry for more liberal arts, but they should get down to the fundamentals of practical arts, of the ways in which people work so that they may live.<sup>4</sup>

---

<sup>4</sup>Keller, Franklin J., et al, Vocationally Talented Pupils, A Report of the Division of Field Studies and Research, Graduate School of Education, Rutgers-The State University, New Brunswick, N. J., 1962, C&R p. 13

Quotations similar to these could be continued almost endlessly, but it is doubtful if much more would be gained by including them. It is probably enough to say that high quality guidance and counseling are sorely needed in the schools of today with special emphasis given to vocational guidance. In order to bring this about many improvements need to be made in the guidance and counseling programs of today's schools.

Recognizing the need for good guidance and counseling and realizing that improvements must be made, it was decided early in the planning of this entire study that an investigation of current practices should be made and that recommendations for improvement should be included. Therefore, this part of the study was planned for a three way investigation. The first of these was to obtain information from the schools as visits were made around the country. In some cases the information was obtained from the directors of the schools and in other cases it was obtained directly from those engaged in the counseling and guidance program of the school. The second phase was to obtain information from the school district superintendents in Utah as they were interviewed. In some cases guidance personnel were invited in during this part of the interview.

The third phase was a questionnaire study conducted with the counselors in the public schools of Utah. The manner in which the study was conducted was explained earlier in this report in Chapter II,\* "Design of the Study". The information gathered in all three phases of the study will be included in the report which follows.

#### Duties and Responsibilities of Counselors

Because of the criticisms that had been made about the guidance program, and particularly because of a criticism that had been heard to the effect that counselors had too many things to do besides counseling, it was decided to ask the counselors to report the duties and responsibilities which were assigned to them or which they took upon themselves as a result of their position as counselor. After the counselor had listed these duties and responsibilities he was then asked to make a second list of duties and responsibilities which he thought he should have as a counselor. The first list to follow consists of those items which the counselors presently have as their duties and responsibilities. The information furnished by the counselors was not organized into any particular pattern, therefore, in order to give more meaning to the items listed they have been organized into certain categories. Also, after each item is a number which shows how many counselors listed this particular item. The list is quite long, but it was considered best to include all of the different items listed so that as complete a picture as possible might be presented. The items

---

\* From original report.

are given in the language of the counselors as they wrote them on the information form. Hence, they are not consistent in form or grammar; the only change made in them was to organize them into separate categories.

Table 1. \* Duties and Responsibilities Which Counselors Reported They Had

Duties and Responsibilities	Number Reporting the Item
Pertaining to the Guidance Program as a Whole	
Individual face to face counseling	31
Counsel all failures	4
Conferences with students on request	3
Counsel gifted, maladjusted and handicapped students in making adjustments	1
Counsel students for self appraisal	1
Recommendations for remedial programs and special classes	1
General Counseling	27
Assume responsibility for actual consultations and recording and listening to counseling tapes--my own, largely,--for analysis.	1
Conferences with students, parents, teachers and principals	26
Home visits	2
Attendance in a group therapy class and in a year-long conjoint family therapy class	1
In second semester after LTED, and GATB or FACT data is processed I set up individual student, parent, counselor conferences for each 9th grader and meet with 33% or 200 students. Other counselors meet with 67%	1
Interpret role to school staff	1
Parent contacts in regard to student	1
Teacher contacts in regard to student	1
Group Counseling	
All pupil personnel services in 3 schools, 7th to 12th	1

\* Table 35 from original report

Table 1. Continued

Duties and Responsibilities	Number Reporting the Item
Counselor to 400 sophomores, see each twice a year, many more than that	1
Counselor to 400 students--vocational, educational and personal counseling	1
Know students as individuals, understand needs, guide them to sources of help	1
Meet all students early in the year. At least once and many of them several times	1
Orientation of 6th graders of "feeder schools"	1
Orient students to functions of counseling and guidance	1
Supervise the occupational information classes for all 9th graders	1
Supervise and participate in vocational group guidance class for five weeks	1
Guidance counselor and guidance committees	14
Occupational information	12
Develop a guidance program and set up committees	3
Sponsor enlightenment programs through film, resource people, assemblies, inter com.	2
Arranging for vocational guidance speakers	1
Checking and organizing of occupational file, keeping it up to date	1
Initiating and keeping current plan sheets for all high school students	1
Prepare guidance materials for home room advisors	1
Publish guidance news letter to keep staff informed of on-going program	1
Organizing and planning home room guidance program	1
Career Days	6
Schedule career days	2
Hunt information on careers	1
Planning and conducting career conferences, parent's nights, course units on occupations and other group guidance activities	1

Table 1. Continued

Duties and Responsibilities	Number Reporting the Item
Assistance to Teachers	
Assist teachers in ordering films, getting resource speakers, etc.	1
Assist teachers with pupil adjustment	1
Assignment to special committees in school district and school to assist in school policy making pertaining to pupil personnel	1
Stimulate teachers to use projects, like themes on "What I would like to be".	1
Pertaining to Administration	
Student Council Advisor	12
Keeping cumulative records posted and current	21
Advisor to girls associations, boys associations	12
Chairman of graduation committee	7
Processing of applications to post-educational institutions	7
School wide administration	7
Class advisor	5
Club Sponsor	5
Process Drop-outs	5
Chaperone at all school functions	5
Aid in extra curricular school programs	5
Graduation check for students	4
Process transcripts and transfers	4
Publicity	4
Adult night high school	3
Act as Vice Principal when principal is away	2
Audio-visual director	2
Awards Committee	2
Chairman of Civil Defense, Fire safety Committee	2
Clerical for Principal	2
Bus duty	2
Lockers	2
Represent administrators when other groups are in buildings	2
Assemblies	1
Book inventories	1

Table 1. Continued

Duties and Responsibilities	Number Reporting the Item
Chairman Homecoming and Assemblies	1
Chairman of school calendar, student body functions, and assemblies	1
Coordinated and gave announcements	1
In charge of teacher welfare	1
Help solve administrative problems	1
Honor roll	1
Membership on school athletic council	1
Message center co-ordinator	1
Organize summer school classes	1
Operate photo-copy machine and make up all transcripts	1
Office Handyman	1
Participation in curriculum planning	1
Pre-view assemblies	1
Retentions and promotions	1
Safety Committee	1
Supervised federal surveys and fire drills	1
Supervision and training of student office staff	1
Advisor for various school activities	1
Advisor to foreign students	1
Pertaining to Attendance	
Attendance check	26
Issue and check on home excuses	5
Attendance counselor	2
Call homes of absentees	2
Chairman, guidance committee on extensive absenteeism	2
Coordinator of attendance	2
Admit students who are late to class	1
Attendance--sluffing, illness	1
Attendance responsibilities for 400 students including	
Contact with home	
excuses	
street passes	
sluffing	
court referrals	1
Checking on sluffing of my own counselees	1
Chronic tardiness and absentees	1



Table 1. Continued

Duties and Reponsibilities	Number Reporting the Item
Counseling activities coordinated with attendance office and pupil personnel	1
Counseling in regards to attendance and how it affects grades	1
I am charged with all enrollment and attendance reports to the District Office	1
Truancy--refer on to Asst. Principal	1
Writing letters to parents advising them of their children's attendance and tardiness twice a month if they have been absent more than three times or late.	1
Pertaining to Educational Counseling	
Educational counseling	12
Aiding students in making decisions about furthering their education	4
Academic adjustment	2
Curriculum selection for student	2
Individual program planning with student and parent for Senior High School	2
Reviewing with students their grades and school progress, especially the failing or near failing ones	2
Computation and reporting of achievement level expectations on all students	1
Counsel students having difficulty academically	1
Discussing tentative occupational objectives with both college bound and terminal students with aid of S. R. A. files available	1
Educational planning and class adjustments	1
Gathering and mailing to parents at mid-quarter reports of unsatisfactory progress	1
Keep students informed of post-high school study requirements	1
Post High School educational planning	1
To try and aid the ones that are trying to quit and drop out along the way not to leave but to stay and finish. Checking with the parents to encourage them to get their students to say in school	1

Table 1. Continued

Duties and Responsibilities	Number Reporting the Item
Pertaining to Health Problems	
Assist with monthly mental health clinic	1
First aid help with illness--make case referrals	1
Control and care of clinic and students who are ill	1
Health examinations	1
Health problems	1
Interview every sick student to either be checked out or put in the clinic	1
Mental health clinic staff contact	1
Responsible for health when nurse not here	1
Taking care of ill students except on Tuesday when the nurse is here	1
Pertaining to Placement	
Placement, students on job	4
Work Permits	3
Placement	2
Assist girls in obtaining jobs with Telephone Co.	1
Employment questionnaires	1
Issue work permits and work with employment security on placements	1
Pertaining to Procurement of Guidance Materials	
Ordering occupational material and maintaining and updating occupational files	1
Procurement of other guidance materials, tests, office supplies, etc.	1
Pertaining to Registration	
Registration of students	66
Make program adjustment or changes	6
Register and interview 10th grade students	1
Register and interview 7th grade students	1
Curriculum counseling and registration	1
Enrollment	1
Maintained and reported enrollment summaries	1

Table 1. Continued

Duties and Responsibilities	Number Reporting the Item
Register students during a scheduled interview with student and parents, for the next school year	1
Three year plan for High School registration	1
Typing registration cards	1
Re-registration	1
Pertaining to Research	
Research	5
Conduct a follow up study annually	4
Conduct a research project of some sort each year	2
Keep current follow-up file for all students for four years beyond High School	1
Research project	1
Research in pupil abilities, placement, functioning	1
Research to try and improve student behavior and performance	1
Pertaining to Scheduling	
Schedule Students in classes	8
Programming within school year and future years	2
Help prepare master schedule and program students into classes	1
Making master teaching program	1
Schedule Adjustments	1
Scheduling of classes and planning courses to be offered for coming year	1
Pertaining to Scholarships	
Applications for college scholarships	4
Scholarships	4
Maintenance and dispensing of scholarship information and materials	2
Promote scholarship program and prepare college entrance materials	2

Table 1. Continued

Duties and Responsibilities	Number Reporting the Item
Assisting students to make out uniform applications for admission to college	1
Making out a term honor roll for scholarship	1
Scholarships and a myriad of other tasks as well	1
Scholarship coordinator	1
To guide students in acquiring scholarships	1
Winning scholarships and/or entrance to college	1
Pertaining to Teaching	
Substitute teacher	5
Visiting teacher (getting one out to those students who are ill)	4
Teaching a class in occupations (to 9th graders)	3
Teaching	2
I teach a seventh grade English class--home room	1
I teach five hours a day and act as counselor one hour	1
Counselor in charge of visiting teaching program	1
Teach an eighth grade language arts, slow learners class	1
Teach one group of guidance class in ninth grade	1
Teach in afternoons	1
Teaching two classes	1
Teach a six weeks vocational guidance course to all ninth grade students	1
Teaching vocational orientation to ninth graders	1
Teacher consultant	1
Send assignments home to absent students	1
Vocational classes	1
Taking ill teachers place until substitute arrives	1
With all this and more I teach one half day in Social Sciences	1
Pertaining to Testing	
Administer tests	43
Administer and interpret group tests	14
Individual testing	16
Standardized tests	5
Assist with testing	4

Table 1. Continued

Duties and Responsibilities	Number Reporting the Item
District test program for high schools	4
Identifying and testing gifted and remedial students	2
Administer and interpret county eighth and ninth grade tests	1
Administer school district testing program	1
Aptitude and achievement tests	1
Both group and individual, grades nine through 12	1
Giving special departmental tests for special classes	1
Occupational interest inventory	1
Personality tests	1
Pre and post testing of math students, and individual conferences with them	1
Set up conferences for special tests with students on request of teachers or administrators and occasionally on request of parents who cleared through my principal	1
Supervise organization of hearing and speech tests	
W-B and S-Binet tests	1
Interpret tests	21
Interpret tests to students and faculty	7
Interpret tests to students and parents	3
Analysis of tests and appraisal	1
Compile information, prepare profiles and interpret for teachers	1
Coordinate the district testing program and present results to Supt. and School Board	1
Scoring tests	8
Recording test scores	1
Scoring tests	1
Psychometrist	1
Refer all students for special tests to district psychologist	1
Pertaining to Items of a Miscellaneous Nature	
Orientation	22
Lunch room worker--supervisor	8

Table 1. Continued

Duties and Responsibilities	Number Reporting the Item
Military service coordinator and selective service registrar	2
American Field Service coordinator	1
Art sponsor, year book	1
Assist with supervision of clinic	1
Boys State, Girls State, Alcohol and Tobacco Youth Groups	1
Canvassing of school area during lunch hours and classes	1
Cheerleaders	1
Compiling and publishing a booklet for conversion of new students and sophomores to high school traditions, policies, counseling procedures, and academic offerings	1
Coordinated and gave the announcements	1
Collecting and classifying useful information	1
Current professional reading	1
Detective work	1
Dispense safety pins and band-aids	1
Faculty socials	1
Group orientation to school requirements, policies, etc.	1
Help count lunch ticket money on Monday	1
Home study programs	1
Honor roll	1
In charge of faculty Pop machine	1
Inspection--boys and girls facilities	1
Lunch room cashier	1
Member of the "Special Drive" Committee	1
Official hostess of school--greeting visitors, seeing that tables are set up	1
Patrol cafeteria	1
Photographs for the school	1
PTA Liason officer	1
PTA Activies	1
Professional Activities, local, state, national	1
Public relations	1
Phone calls at all hours of the night from irate parents	1
Record checking	1
Referrals committee	1

Table 1. Continued

Duties and Responsibilities	Number Reporting the Item
Regularly handle such projects as Junior Science Programs	1
School hostess--PTA etc.	1
Selling new books to students who have lost their first ones	1
Special retentions problems	1
Sponsored activities, recording, correspondence	1
Sponsor Girls State selection and their work within the school as follow up to their summer training	1
Supervise cafeteria conduct and routines and collect lunch tickets	1
Supervise insurance and return of books for entire faculty	1
Supervised federal surveys and fire drills	1
Student milk records	1
Student sponsors for new students	1
Ticket seller	1
To take charge of School Insurance, selling of policies, making claims and paying off the claims	1
Various contests by civic groups are founded through my office	1
When a death occurs in the family of any student or faculty member, I make a call on the family concerned	1

The duties and responsibilities which the counselors think they should have are now given. These are classified under the same general categories as were those which the counselors listed as their present duties and responsibilities. Again, they are in the language of the counselors, and are not consistent in form or grammar.

Table 2.\* Duties and Responsibilities Counselors Think They Should Have

Duties and Responsibilities	Number Reporting the Item
Pertaining to the Guidance Program as a Whole	
Help develop the over-all guidance program	2
Individual and group counseling	26
Parent - teacher - student conferences	17
General counseling program	12
Individual interviewing and counseling	12
Interview ( <u>Most important</u> -- more time for individual conferences) students who are failing or desire to change courses and counsel	6
Planning and conducting career days, parents nights, and other group activities	6
Contacts with special agencies for students welfare--nurses, guidance clinic, psychologists, juvenile court, social workers, etc.	4
Home visits	3
Visiting teacher program	3
Work in programing	3
Assist teachers with pupil education and personal problems	2
Orient students to functions of counseling and guidance	2
Coordination of orientation class	1
Counselor in charge of reading department and screening for remedial reading students	1
Military service coordinator and selective service registrar	1
Organize and conduct one male and one female group therapy class	1
Organizing and planning group counseling program-- and executing it	1
Providing source material and interpretation to teachers and administrators	1
Public involvement - serve in trained capacity in so far as time and home responsibility permits	1

\*Table 36 from original report



Table 2. Continued

Duties and Responsibilities	Number Reporting the Item
Work closely with psychological services	1
Pertaining to Administration	
Girls association sponsor	4
Help with revising curriculum, curriculum planning	3
Student council advisor	2
Acceptance of assignments at school functions, sports, social events, etc.	1
Advisor to foreign students -- because of my interest	1
Advisor to organizations	1
Aid in extra-curricular school programs	1
Boys association sponsor	1
Conferring with administrators, teachers, and parents on all kinds of problems	1
Ex-office advisor for all girls clubs	1
Follow up studies of graduates and drop outs	1
Graduation	1
Handling a variety of administrative duties, not unlike those of a vice-principal and including considerable clerical work	1
Help organize adult educational programs	1
I am of the opinion that my title should be changed to assistant or vice-principal with pay compensations to the assignments made. Counselors in my district are paid the same as teachers for the time put in. This is another problem that should be considered for another time.	1
In charge of maintenance of records and recording of information	1
Keeping accumulative recorded posted and current	2
Maintain cumulative folders	1
Maintain records	1
Membership on school athletic council	1
Official hostess of school, greeting visitors, seeing that tables are set up for luncheons for visitors, and PTA hospitality representative in school	1

Table 2. Continued

Duties and Responsibilities	Number Reporting the Item
Organization sponsor. We need to identify ourselves with students in order for them to know us and seek our counsel.	1
Oversee student records for graduation requirements and transcripts in and out	1
Process drop-outs -- more time for this	1
Records of all students	1
Referral agent to various specialized services	1
Report drop outs students to State Dept. of Ed.	1
Retentions and promotions	1
Send for transcripts of new students	1
Student council advisor	1
Work on social committee	1
Chaperone at all school functions	1
Compiling a book on school traditions, academic offerings, counseling services, etc.	1
Pertaining to Attendance	
Attendance check	6
Attendance -- aid attendance counselor	1
Attendance chairman, guidance committee on extensive absenteeism	1
Attendance coordinator	1
Contact home of absent students	1
Counsel with poor attenders	1
Issue home excuses	1
Member school attendance committee	1
Truancy	1
Pertaining to Educational Counseling	
Educational counseling	6
College information, ACT registration, etc.	2
Post High School educational planning	2
Checking on eligibility of student to graduate from High School or Junior High School	1
Curriculum planning	1
Individual program planning with student and parent for Senior High School	1

Table 2. Continued

Duties and Responsibilities	Number Reporting the Item
Interview and plan with each ninth graer using available information. Sett reguhr visiting schedule with them. Meett them and parents by appointment to plan their High School program of study.	1
Keep students informed of post high scool study requirements	
Reviewing with students their grades ad school progress -- especially the failin or near failing	1
Pertaining to Personal Counseling	
Personal counseling - Personal pproblens	10
Talking with students about problems of emotional and social adjustment	6
Anecdotal records - personal, not school records	4
Personality adjustment	3
Referrals made to nurse, social workers, other agencies	2
Aiding individual students with pproblens	1
Counsel students on a variety of pproblens	1
Counseling the gifted, mal-adjusted and handicapped student to make adjustments	1
Define 2-3 days a week for indiividual onsultation	1
Schedule conferences with students on their request	1
Problems of parent, child, teacher-pupil, boy-girl, friend-friend	1
Psychological clinic referral andl follow up	1
Psychotherapy	1
Screening of students for therapy	1
Short personal record keeping that a student need not cover the same ground each interview.	1
Special girl problems of senior and junor girls as I am the only woman counselor	1
Special pupil differences	1
We should prepare our students to ente the adult community as ready as we can make	

Table 2. Continued

Duties and Responsibilities	Number Reporting the Item
them. We should do this by listening to them, talking to them, and understanding them.	1
Know students as individuals, understanding their needs, guide them to sources of help and help them when possible	1
Pertaining to Vocational Counseling	
Vocational counseling - occupational information Advisor to the teacher of the class on	45
Occupations	3
Checking and organizing occupational file and keeping it up to date	3
Director of guidance. publicity	3
Prepare guidance materials for home room advisors--films etc.	3
Coordinate Utah Trade Tech. Inst. information and register	1
Counseling students with educational and vocational problems	1
Develop a guidance program conferring with students, parents and teachers	1
Discussing tentative occupational objectives with both college-bound and terminal students with aid of S. R. A. files available	1
Dispense vocational information	1
Distribute vocational guidance materials for home room programs and help to make these programs meaningful	1
Supervise the Occupational Information classes for all ninth graders	1
Interview each student regarding test results (vocational guidance)	1
Maintain adequate vocational and educational information and provide for special experience in these areas	1
Occupational file	1
Occupational information to students and teachers	1
Planning for guidance classes	1
Referrals to guidance clinic	1

Table 2. Continued

Duties and Responsibilities	Number Reporting the Item
Student employment and work permits	1
Supervise and participate in vocational group guidance class for five weeks	1
Vocational discussion classes with students	1
Arranging for vocational guidance speakers	1
Pertaining to Discipline	
Counsel discipline problem students to help eliminate cause of discipline problems	2
Causation factors of discipline problem and other behavior problems	1
Discipline for classroom infractions when counselor can be useful - not routine duty	1
Discipline twelfth grade girls	1
Follow-up counseling on discipline to their problems met by the principal	1
Handling problems of discipline, sometimes as an administrator	1
Non-punitive discipline	1
Pertaining to Health Problems	
Assist with monthly mental health clinic	2
First Aid	1
Mileage for transporting ill students	1
Student health, welfare, student aid	1
Pertaining to Placement	
Placement	1
Give assistance to students for employment placement	1
Pertaining to Registration	
Register students	28
Orientation of new students and incoming classes	12
Make program adjustments or changes	5
Curriculum selection for students	4
Register students for next years program	4

Table 2. Continued

Duties and Responsibilities	Number Reporting the Item
Do counseling and registration on an individual basis	2
Counsel students in planning present and future programs	1
Placement in classes in terms of educational and vocational training	1
Registration activities such as giving information about academic offerings, checking registrations, counting number of classes, and students, filling out registration cards for students.	1
Registration changes and follow up on failing students	1
Registration chairman	1
Transfers	1
Three year plan for high school registration	1
Responsible for all new student registration	1
Pertaining to Research	
Research	5
Conduct research project each year	1
Research and follow up	1
Research ideas for betterment of student teacher relations, to encourage students to do their best	1
Research project	1
Researcher to try and improve student behavior and performance	1
Set aside special or at least more time to research for help in curriculum building and special problems	1
Pertaining to Scheduling	
Scheduling	3
Scheduling students and schedule adjustor	3
Schedule planning	2
Guidance for scheduling	1
Consultant for scheduling of classes grouping	1
Schedule adjustments	1

Table 2. Continued

Duties and Responsibilities	Number Reporting the Item
Schedules, class changes, attendance, etc.	1
Set up a schedule	1
Pertaining to Scholarships	
Assisting students to make applications for scholarships	13
Assist students to make out applications for admission to colleges	10
Chairman of scholarship committee for our school	4
Helping students to choose and apply to colleges	4
Scholarship coordinator and graduation	2
Making out term honor roll for scholarship	1
Promote scholarship programs and prepare college entrance materials	1
Pertaining to Teaching	
Substitute teaching once in a while	1
Teach an orientation to occupations class	1
Teach six weeks vocational guidance course to all ninth grade students	1
Pertaining to Testing	
Placement of gifted and slow learners and handicapped students	9
Remedial reading, special classes, etc.	1
Recording of tests scores	5
Administer tests	1
Testing	21
Administer and interpret group tests	20
Individual testing	14
Administer testing program	11
Individual testing and counseling with follow up conferences	5
Administer ACT, CEEB, NMOT tests	2
Administer, interpret and score psychological tests	2
Administer achievement tests	1
Administer standard tests	1

Table 2. Continued

Duties and Responsibilities	Number Reporting the Item
Administration and interpretation of school testing programs within district	1
Give aptitude and achievement tests and research necessary to measure progress toward specific objectives of the school program	1
Give D A T test interviews	1
Give personality and Occupational Interest interview to ninth grade	1
Individual student, parent counselor conferences with each ninth grader after data from ITED, GATB, or FACT is processed	1
Organize and give SRA, Col. MM, GATB tests	1
Special testing, (departmental) for special classes	1
Individual testing and counseling	1
More individual testing -- after adequate training	1
Interpret tests	1
Test interpretation	9
Interview each student concerning test results	3
Analysis of tests and appraisal (help students to appraise themselves)	1
Compute test summaries	1
Test intreprétation to students and parents	1
Pertaining to Miscellaneous	
Hall duty	1
Lunch room duty	1
P. T. A.	1
Speaking to classes	1

### What the Superintendents Think

In the interviews with the school superintendents, the question was asked, "What do you consider to be the chief function of the counselors?" This proved to be an interesting question and many of the answers given were in terms of what counselors should not be doing rather than what the actual duties and responsibilities should be. The following are typical of some of the negative answers given:



Whatever it is, they don't do it.

This has not been clearly defined as yet.

This has really never been properly defined. This is one of our big problems.

This has not been well defined, and in our district we are now in process of trying to get some rules to guide us.

Working with students and not scheduling classes.

Answers of the kind just given indicate clearly that school administrators believe that the duties and responsibilities of counselors are not yet well defined. This was very evident in the discussions that took place during the interviews as many of the superintendents indicated that this was an important area in which more work needed to be done. Of course, in all fairness it must be made clear that there are many good counseling programs and that attempts have been made to define the work of counselors and to work out satisfactory guidance and counseling programs.

In the interviews it was difficult to think in terms of really specific answers in regard to the duties and responsibilities of counselors. However, many of the superintendents gave answers about what counselors should be doing that should be given consideration. The answers given by the superintendents are as follows:

Counseling students including vocational guidance.

Helping students in educational programs and in choosing a vocation.

Helping students with personal problems.

Helping students in planning their future.

Understanding students more in order to give them better help in planning for the future.

Organizing and administering a testing program.

Testing and counseling with students.

Helping students evaluate themselves in terms of their academic and vocational potential.

Working with parents in an honest appraisal of where the student is going.

Working with teachers to assist them in their part of guidance and counseling.

Giving and interpreting tests.

Helping students in vocational choices and gearing the educational program to the choices made.

Helping students to adjust to school.

Assisting students in assessing their own capabilities and potential and to help them in planning their educational and vocational programs accordingly.

Counselors should be free of administrative duties and should not be disciplinary agents.

Giving orientation to a school which a student may attend after finishing the one in which presently enrolled.

Attention is called to the fact that in no case did the superintendents list administrative duties as part of counselors' assignments. The only mention made of administrative duties is the one statement to the effect that counselors should be free of administrative duties. This is certainly in contrast to the responses of the counselors wherein many administrative duties were listed.

### Responsibility for Guidance and Counseling

Information was obtained from counselors about who was in charge of planning and organizing the total guidance and counseling program in the schools. The data received are shown in Table 3\*. Comment is not necessary regarding this table because it is self explanatory. The total number of responses given in this table is greater than the number of questionnaires returned by counselors because a number of respondents checked in more than one place. This would indicate a dual responsibility in some instances.

### Occupational Information

Many writers in the field of vocational guidance stress the importance of students having a good understanding of occupations. Of

---

\*Table 37 from original report

Table 3. \* Responsibility for Planning and Organizing the Guidance Program

Individual Responsible	Number of Responses
Director of Pupil Personnel	110
Counselor	56
Assistant Superintendent	37
Individual School Administrator	30
Superintendent	25
Director of Secondary Education	3
Curriculum Coordinator	3
School Psychologist	1
District Psychologist	1
District Counselors' Committee	1

course, it is not an easy task to give students enough information about occupations so that they will understand well enough to choose one wisely as their life's work. With the vast array of different kinds of occupations existing in America this is easy to understand, but it is just as easy to understand that if a young person does not know something about the various occupations available he does not have much of a foundation on which to base his choice. In an attempt to impart occupational information to students a number of different ways and means have been tried in the schools. Counselors were asked to report on which ones of these were used in each of the individual schools where counselors were employed. These are shown in Table 4\*\*. The counselors were also asked to rate these ways and means according to their importance in giving occupational information. They were asked to rate one of them as first choice, one as second choice, and so on through five choices. These ratings, together with an average

\*Table 37 from original report

\*\*Table 38 from original report

Table 4.\* Procedures Used in Helping Students to Obtain Occupational Informational Information and the Relative Importance of these Items as Given by Counselors.

Methods used to impart occupational information	Number using the method	Rated Importance of the method					Average rating
		Number rating each item					
		1st	2nd	3rd	4th	5th	
Individual conferences with a counselor	137	61	38	21	4	0	4.26
Occupational information libraries	134	10	13	29	27	26	2.56
State Department of Education films	91	2	9	16	18	23	2.25
Conferences with counselor, student and parent(s)	84	14	20	15	16	7	3.25
Group guidance techniques	76	1	4	15	15	11	2.33
Career days	74	16	11	16	13	15	3.00
Visits to business and industry	59	5	14	14	22	14	2.62
A class in occupational information	55	22	21	11	13	10	3.54
Unit on occupations in a regular class	14						
Miscellaneous	16						

\* Table 38 from original report

rating, are also given in Table 4\*, The average rating was obtained by giving a first choice item the weight of 5, a second choice item the weight of 4, a third choice item the weight of 3, a fourth choice item the weight of 2, and a fifth choice item the weight of 1. By multiplying the number of ratings by its weight for each of the choices, by summing these totals, and then by dividing by the total number of ratings, the average rating was obtained. Thus in this system, the higher the average rating the more important it is considered by the counselors for imparting occupational information to students.

An examination of the table shows that the individual conference with a counselor was the most frequently used procedure for imparting occupational information to the students. This also received the highest rating in terms of being the most valuable means of imparting occupational information. The use of occupational information libraries was second high among the procedures being used, but this did not receive a very high rating by the counselors as far as its value was concerned in imparting occupational information. The procedure which received the second place rating as being most valuable in imparting occupational information was a class in occupational information, however, this was not being used very extensively -- in fact, less than half of the counselors responding reported this as being used.

Attention is called to the fact that the counselors consider the individual conferences with students to be the most valuable means of imparting occupational information, but it is difficult to understand their thinking in this regard because of the very limited time available for doing this. Most counselors have at least 300 to 400 students for whom they are responsible and if the counselor's full time were devoted to this task there would still be not to exceed 4 hours per student per year that could be spent. This is calculated on the basis of school being in session 6 hours per day, 5 days per week, and 36 weeks per year. This would make a total of 1080 hours available and with only 300 students it would mean just 3.6 hours per year per student. Then, in terms of what the counselors report as their duties and responsibilities, there certainly would not be nearly this amount of time available. Of course, other means are also used to impart occupational information, but the information given by the counselors responding to the questionnaire would seem to confirm the expressed beliefs that students are not receiving enough information about occupations from which they might choose their life's work.

#### Counselor's Part in Helping Students to Obtain Occupational Information

The counselors were asked what part they played in helping students to obtain occupational information. The responses to the question show

---

\*Table 38 from original report

that many counselors assume responsibility in this matter and play an important role in imparting occupational information. By referring back to the list of duties and responsibilities which the counselors think they should have, it will be seen that they think they should have responsibilities for organizing and maintaining an occupational file, giving occupational information to students as they counsel with them individually or in groups, furnishing occupational information to students and teachers, and supervising or teaching occupational information classes. All of these items were listed in connection with the part played by the counselor in imparting occupational information, and in addition, the following were given:

Obtain for students, or help them to obtain, information on any occupation about which they may ask or in which they are interested.

Explain the offerings of colleges, universities, technical schools, or vocational schools.

Organize career days.

Prepare displays, posters, etc.

Encourage and stimulate students to think about occupations and their life's work.

Give occupational information in connection with the interpretation of test results.

Arrange for guest speakers and field trips.

Act as a clearing house for information that is available to teachers and students.

Collect occupational information from many sources and make it available.

Serve in a guiding role to help the student analyze himself.

Arrange for films of vocational guidance nature.

Counsel with students and parents.

Make an effort to know first-hand as much about jobs and the labor market as possible.

Prepare group guidance programs.

Present the film prepared by the Utah State Department of Education.

Lecture in classes about occupations, when requested by the teacher.

Initiate conferences on occupational information.

Supervise the whole program of guidance and counseling.

Help students understand their own capabilities.

It must not be assumed that all counselors do all of the things listed above and many of them report that they do very little by way of imparting occupational information in any manner. Some of them say that they do not have time or that this is not their responsibility. However, there is sufficient evidence to show that many counselors recognize the importance of this in the total program of guidance and counseling and are trying to do something about it.

Superintendents, too, were asked how students in their district obtained occupational information and their answers conform very closely to those reported by the counselors. Many superintendents made mention of the films prepared and sent out by the State Department of Education entitled "The World of Work" and "You and Your Job". They seemed to think they were very good films and that students responded to them very well. Parents were invited to see the films, but in most cases their response was very disappointing. Superintendents offered no special solution to the problem of getting more cooperation from parents, although they would have appreciated having a good one. One other comment from superintendents is worth mentioning and that is that many students did not have time during the school day to make adequate use of the excellent literature available in the occupation's library or in the counselor's office.

#### Assistance in Obtaining Guidance Material

The counselors were asked whether or not the school administration assisted them in obtaining guidance literature for the students in their school. The answers are reported in Table 5\*. This table shows that 83.6 per cent of the counselors responding said that their administrators helped them. Some of the others stated that it was not necessary for the administrators to assist them because they were given freedom in obtaining the guidance literature which they thought was essential. Also, by referring back to Table 4\*\* it can be seen that most schools maintain

---

\*Table 39 from original report

\*\*Table 38 from original report

Table 5\*. The Number of School Counselors Who Report That Their Administrators Assist in Obtaining Guidance Literature for the Students in Their School

Responses of "Yes"		Responses of "No"	
Number	Per cent	Number	Per cent
122	83.6	24	16.4

occupational information libraries. Some counselors said that the help given them was to pay for the material where purchase was necessary and others said that administrators first had to approve the materials before they were ordered.

#### Effectiveness of Counselor's in Helping Students to Select a Vocation

As visits were made in the various states and as interviews with school superintendents in Utah were conducted, one of the criticisms frequently mentioned in the discussions was that counselors were not very effective in helping students in selecting a vocation. The questionnaires to the counselors were sent after most of the interviews had been completed and in light of the criticism which had been made, it was decided to obtain the opinions of the counselors themselves as to whether or not they thought they were effective in helping students to select a vocation. The responses of the counselors and the expressions of the superintendents on this matter are given in Table 6\*. This table

Table 6\*. Beliefs of Counselors and Superintendents Regarding the Effectiveness of Counselors in Helping Students to Select a Vocation.

	Effective		Not Effective		Partly Effective		No Answer	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Counselors	112	76.2	15	10.2	14	9.5	6	4.1
Superintendents	5	12.5	21	52.5	14	35.0		

\*Table 40 from original report



shows great differences in the thinking of the two groups. Where 76.2 per cent of the counselors think they were effective, only 12.5 per cent of the superintendents hold this belief. The table also shows that 10.2 per cent of the counselors believed that they were not effective, but 52.2 per cent of the superintendents had that belief.

Mention should be made of the fact that the information for this table was obtained from the two groups in very different ways. From the superintendents it was obtained by personal interview and the counselors answered "yes" or "no" to a question in a questionnaire. Nearly ten per cent of the counselors wrote that they were partly effective and in talking with the superintendents the expression was frequently made by them that they thought the counselors were not nearly as effective as they could be. Such a response from the superintendents was recorded as a response of "not effective".

A number of junior high school counselors indicated that they were not very effective in helping students to select a vocation because they believed that junior high school students were too young to make this decision and that in their counseling work they did not really attempt to encourage students to make a choice. This would be in contrast to the belief of some writers that it would be very desirable for students to start making the choice of a vocation at an earlier age than most of them do--even in the elementary school. It is the belief of these writers that even though students may change their minds frequently and have a variety of selections, it is still desirable to have them make the choice because through this process they give more thought to life's work and are able to select more wisely than those who do not do much thinking about it.

This point is confirmed by Keller. In discussing the procedures that helped to discover, uncover, or reveal vocational aptitudes and in pointing out the importance of good guidance in this process, he makes the following statement:

This process goes on from the lowest to the highest grades, even way down in the elementary school, as we shall proceed to show. This guidance with reference to occupation must concern the whole school system in an entire community. Otherwise, how will children in elementary or junior high school know what senior high school they wish to enter, unless well before graduation they have learned much about occupations and about their own interests and desires.<sup>5</sup>

---

5 Keller, Op. Cit., p. II-1

Of course, Keller is assuming that students will have a choice of senior high schools to attend and this would not be true for many students who live in communities where there is only one high school. However, good guidance should assist these students in deciding what to take in the high school they attend. This assumes that there will be more than one kind of program available in the high school and when there is not more than one, real problems develop because it is usually college preparatory and this may or may not fit the needs of the majority of students in the school. Keller goes on to discuss good practices in vocational guidance and repeatedly he points out the necessity of starting the program very early in the school life of each individual.

Coming back to the problem of the effectiveness of counselors, some of them indicated that their main emphasis was to help the students in forming wholesome or positive attitudes towards vocations rather than to encourage them to make a choice of an occupation. They also indicated that many of the younger students, particularly the seventh and eighth graders do not show much interest in this matter and as a result they believe that not very much can be done. The belief was also expressed that they are effective in a number of instances, but certainly not in all cases and not in as many as they would like.

Additional comments made by the superintendents show that some of them think that counselors do not have enough time to devote to giving help to students in selecting a vocation. Some of them thought that the parents and other persons had more effect than the counselors and that a good teacher could be of tremendous help. They also believed that there was not enough follow up in this regard. Of course, a number of the superintendents thought that the counselors were quite effective in this matter, but stated that they believed the counselors could be even more effective than they are. Another idea was expressed to the effect that most counselors do not know enough about vocations to give students the help they need in selecting an occupation. This could be an important matter and leads to another question asked of the counselors regarding whether or not they felt within themselves that they were well enough informed about the world of work to give adequate vocational guidance. This was also discussed with the superintendents. The results are shown in Table 7\*.

---

\*Table 41 from original report

Table 7\*. Beliefs of Counselors and Superintendents Regarding the Adequacy of Counselors' Information about Occupations

	Adequate		Not Adequate		Partly Adequate		No Answer	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Counselors	80	54.4	55	37.4	12	8.2		
Superintendents	3	7.5	25	62.5	11	27.5	1	2.5

#### Counselor's Information about the World of Work

The table shows a striking contrast between the beliefs of the counselors who responded and the superintendents. This is shown by the fact that 54.4 per cent of the counselors believed that they were well enough informed about the world of work to give adequate vocational guidance, but only 7.5 per cent of the superintendents held the same belief.

Some of the counselors explained why they believed they were well enough informed and the reasons given are quite convincing. For example, one counselor said that he had spent 16 years with the E. I. Dupont Company, United States Steel; The Naval Supply Depot, and the Boeing Company. Another one said that he had taken recent training with the United States Employment Service and that he knew the sources from which he could get the necessary information about occupations. Most of the counselors who wrote statements on the questionnaire indicated that they felt they could do better if they had more information. One of them wrote the question, "How can anyone be well-informed about the mass of vocations we have?" Another one said that because the world of work is changing so rapidly he wondered if anyone could feel well enough informed. An interesting attitude was shown by one counselor when he wrote that this was not his primary function, and that he was prepared to handle what he wanted to do.

In spite of the fact that a little more than one half of the counselors responding believed that they had enough information about the world of work to give adequate vocational guidance, they also believed that they could be more effective if they had a greater understanding of occupations. This is shown by the responses to a question dealing with this matter.

\*Table 41 from original report

The responses are shown in Table 8\* and it can be seen from the table that 89.9 per cent of the counselors responding believed they could be more effective if they had a better understanding of occupations.

It could be argued that the counselors responding were not consistent in their responses because on the one hand most of them report that they are prepared to do adequate vocational counseling, yet on the other hand they admit that they could be more effective if they had additional information. Rather than to consider this as an

Table 8\*. Beliefs of Counselors Regarding Their Being More Effective in Giving Vocational Guidance if They had a Greater Understanding of Occupations

	Not sure		Response of "Yes"		Response of "No"		No Answer	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Counselors	1	.7	132	89.9	10	6.8	4	2.7

inconsistency in their thinking, another point of view would be to accept the idea that human beings in any kind of work can always improve what they do if they have additional knowledge, understanding, and preparation. Comments made by the counselors would lead one to believe that the latter idea would be preferred. Comments such as the following would confirm this: "Effectiveness increases with understanding," "Learning always helps, especially in new fields", and "Anyone gains skills with additional knowledge and I read in this area as much as possible and attend workshops, conferences, etc."

A comment to the effect that counselors seem to know about their students, but not about occupations also indicates the need for additional knowledge about occupations.

The superintendents interviewed expressed themselves as believing that counselors needed more occupational information in order to give adequate vocational guidance. Table 6\*\* showed that the superintendents thought the counselors were not very effective in helping students to select a vocation and, in most cases, they continued by saying that this was an area that needed improvement or that counselors needed more help in this regard.

\*Table 42 from original report

\*\*Table 40 from original report

In one county where the population is very small, the only counselor was a woman and the superintendent said that she could help the girls but could do little for the boys. Some of the superintendents indicated that efforts were being made to give the counselors some additional information and in some cases work experience. Some superintendents stated that it was difficult for counselors to obtain all of the information that they could use to advantage because they are pretty busy as it is and that it is not an easy matter to get the information needed.

One of the real problems pointed out by superintendents was that most of the counselors are academically trained persons. The usual pattern followed by most people who become counselors is to take an academic program through high school and then in college to take a teacher training program--frequently in an academic subject or as a coach. These people then go out to teach in their field of specialization and have little opportunity to become acquainted with the world of work. As a result, when they counsel their students they emphasize the college education and especially in the academic disciplines. They seem to feel their greatest adequacy along these lines and in cases where they have not had work experience outside of the education field it is understandable that they would stress academic work. It is probably true also that without work experience they would not fully realize the importance of other kinds of occupations, nor would they realize the vast majority of jobs outside of those closely associated with academic fields. Superintendents pointed out further that too many of the counselors have learned something about testing, some psychology, and a little bit about vocations from a course in Occupational Information, but have little else to offer.

### Teaching Experience and Counseling

In the interviews with superintendents, real concern was expressed about an idea which some of them said was being promulgated concerning counselors. It was that counselors should not be experienced teachers. The superintendents thought the best counselors were those with considerable teaching experience who had received adequate training in counseling and guidance along with good amounts of experience. Because of this, it was decided to ask the counselors what they thought about this. The results are shown in Table 9\*. Of the 147 counselors responding, ten of them, or 6.8 per cent, said that counselors should not have experience as teachers, and 134, or 91.2 per cent said they should have experience. This large percentage favoring teaching experience before becoming counselors clearly shows the thinking of the present counselors who responded to the question. Superintendents

---

\*Table 43 from original report

Table 9\*. Belief of Counselors Regarding Whether or not Counselors Should Have Experience as Teachers Before Becoming Counselors

Responses of "Yes"		Responses of "No"		Responses of "Uncertain"	
No.	Percent	No.	Percent	No.	Percent
134	91.2	10	6.8	3	2.0

were not asked this question directly, but their general attitude is reflected in the first part of this paragraph and most of them expressed themselves strongly concerning the matter.

Some of the reasons given by counselors for believing that teaching experience should come before counseling are as follows:

A great deal of our work involves teachers so we must be familiar with their problems also. There is no better way to gain this understanding than by teaching.

Teaching experience helps to establish status with the teacher.

Counselors should have teaching experience on the level in which they do counseling.

A counselor definitely should have teaching experience, and if the counseling is done in the public school system, the experience should be at the public school scene.

Other comments about the situation were to the effect that two or three years experience should be had on the level where the counseling is done; teaching experience helps, but so do other types of experience and it is difficult to tell which is the most important; and it is known that most troubles with students can be recognized even in the first grade and with experience you know more about what you are looking at. On the negative side some of the comments were as follows:

I am undecided. There are points in favor of not having taught.

\*Table 43 from original report

No, it can be helpful, but is not necessary.

Having been employed in the world of work is just as important.

Not necessary. Teachers may not have as broad a background as others.

Teaching experience is all right, but one year should be enough.

### Participation of Class Room Teachers in Guidance and Counseling

Another problem closely associated with the one just discussed is whether or not the classroom teachers should participate in the guidance and counseling program. As far as the beliefs of superintendents were concerned on this matter, it can be summed up in one brief statement which is that teachers should be a very fundamental part of the total guidance and counseling program and that for many of the aspects of the program they can do some things better than anyone else. The responses of the counselors are shown in Table 10\*. An examination of this table shows very clearly that nearly all of the counselors responding believed that classroom teachers should participate in the guidance and counseling program. Out of 147 counselors responding there were only 2 who said that classroom teachers should not participate and 3 were uncertain. This is one aspect of the guidance and counseling program in which there is close agreement between the counselors and the school superintendents.

Table 10\*. Responses of Counselors on Whether or not Classroom Teachers should Participate in the Guidance and Counseling Program

	Responses of "Yes"		Responses of "No"		Question	
	No.	Percent	No.	Percent	No.	Percent
Counselors	142	96.5	2	1.4	3	2.1

Some of the comments made by the counselors are pertinent and consideration should be given to them. These comments are as follows:

\*Table 44 from original report

There is a need for counseling in some types of classroom situations.

Yes, the good teachers are the best counselors. What does a young upstart know without experience?

Yes, certainly, as far as they are able, but without special training here they can do little except to advise in their own fields of study.

Yes, I have helped teachers to be effective and believe that most of them are doing a great deal to give students insight into vocational requirements.

Yes, the success of a guidance program is dependent upon them.

Any that have special abilities or knowledge should be used as source people.

Yes, it revolves around the teachers.

Yes, as directed by the principal and his staff.

Yes, in directed programs instituted by the guidance department.

Yes, to the degree that they are aware of the total program.

### Counseling on Problems of Personal Adjustment

In the discussion with the superintendents, two closely related problems were brought out which seem to be pertinent at this point. A good many of the superintendents expressed the idea that counselors spent too much time dealing with students' personal problems and that because of this there was not enough time spent in giving real vocational guidance. Some superintendents had considerable to say, especially on the first problem, and seemed to believe that counselors were inclined to delve into personal and family problems that were not really their concern. They also said that in some cases the personal problems were beyond the ability of the counselors to handle and the students with these problems should have been referred to psychiatrists or someone selected by the family to handle these cases. This study did not reveal just how serious this practice might be, but it is probably worthy of consideration. Because of what the superintendents said, it was decided to ask the counselors about these two problems. The responses of the counselors as to whether or not their individual counseling is concerned primarily with personality adjustment problems



Table 11\*. Responses of Counselors as to Whether or not Their Individual Counseling is Concerned Primarily with Personality Adjustment Problems

	Responses of "Yes"		Responses of "No"		No Answer	
	No.	Percent	No.	Percent	No.	Percent
Counselors	49	33.3	93	63.3	5	3.4

are shown in Table 11\*. This table shows that one third of the counselors responding answered that most of their counseling was concerned with personality adjustment problems. There were 3.4 percent of the counselors who did not answer the question, but this still leaves nearly two thirds of them who answered that this was not their primary concern in counseling. Of course, if as many as one third of the counselors are involved in this type of activity, it is not difficult to understand why superintendents should be concerned about this matter. Some of the counselors wrote comments about the question and some of the more pertinent ones are as follows:

The administration in this school feels that truants, poor scholarship, and delinquency are the concern of the counselor.

Most of my counseling deals with personality and school behavior problems.

I deal mostly with character problems.

I would guess that about 30 per cent (One out of three students) of my time is spent on this.

About one third of the time on personality and two thirds on vocational information and other adjustment problems.

Yes, but my steadily increasing load of testing and working in vocational areas makes time for individual counseling very limited. Referrals from teachers and occasional student or parent requests are the only ones for which I can generally schedule time.

Yes, if they concern themselves with emotional, mental problems. No, if they regard disciplining procedures.

\*Table 45 from original report

The responses from the counselors, as shown in Table 11\*, and these comments certainly indicate that counselors do spend a significant part of their time in dealing with personality adjustment problems. Just how much time should be spent on these problems is difficult to answer, and in this study no attempt was made to find an answer. Also there is the possibility that there is no definite answer to this question because the circumstances will vary in different schools and in different groups. Probably one of the important things to consider is that counselors should use good judgment in handling problems of this kind and when the problems are of such a nature that the counselors are not prepared to handle them, they should be referred to persons who are trained to give adequate service.

Regarding the other problem, that of placing greater emphasis on vocational guidance, the responses of the counselors are shown in Table 12\*\*. This table shows that 85 percent of the counselors believe that more emphasis should be placed on vocational guidance. This would be in harmony with the beliefs of the superintendents.

Table 12\*\*. Beliefs of Counselors Regarding the Placing of Greater Emphasis on Vocational Guidance

	Responses of "Yes"		Responses of "No"		Responses Mixed		No Answer	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Counselors	125	85.0	15	10.2	4	2.7	3	2.1

One reason why this question seems to be important is that when one looks at the distribution of the labor force in this country he finds that a much greater percentage of workers make their living in industrial and technical pursuits than do so in professional and other fields requiring a college education. As was mentioned earlier in this report, counselors have been accused of emphasizing the academic pursuits and have probably encouraged a larger percentage of students to go to college than should go. In as much as there are many different kinds of jobs in the industrial and technical areas, superintendents are interested in having counselors give more emphasis to this phase of vocational guidance so that students will have a better understanding of industrial

\*Table 45 from original report

\*\*Table 46 from original report

and technical education and the many excellent work opportunities in industry. Superintendents seem to believe that a better balance should be brought about than now exists.

Some of the counselors believe that this balance already exists in their own district and this would be shown by such comments as, "No, I like the balance we have achieved between vocational and personal counseling in our School District" and, "No, I think our program is adequate". Most of the counselors who made comments, however, stated that more emphasis should be given to vocational guidance. The following are typical comments:

Yes, to those students who could best qualify for those areas of work,

We should promote the belief in the dignity of honest work besides or in place of college.

I do, for as more education and training is constantly required we need to give closer attention to students' programs and progress and keep them informed on current trends and directions.

Yes, especially those students who do not or cannot make it to college.

Yes, if this is your aim in education to promote a broader understanding of industrial and technical education.

Only if commensurate class experiences are made available.

#### Students' Understanding of the Work of the Counselor

Opinions have been expressed that students do not clearly understand the work and purpose of the counselors and that neither do they make effective use of counseling services. These things may be true because counseling services are relatively new in the majority of secondary schools and there has not been sufficient time for the students to become thoroughly familiar with the part the counselors might play in their school program and in their lives. Another reason this might be true is that in too many instances counselors were and are still being used as disciplinary agents. This has caused students to believe that if any one of them visits a counselor a stigma is placed upon that individual. Naturally, if this were true, students would tend to stay away rather than to visit counselors freely. There seems to be no question that such situations have existed, although many things

are being done at the present time to overcome the detrimental effects that have resulted.

Another condition which has made it difficult for counselors to be effective is the feeling teachers frequently have held toward the counselors. In other words, teachers have felt that counselors are not an essential part of the school, that they have a "pretty soft job", and that they (the teachers) can do a better job of counseling than the counselors do. As a result, teachers have frequently discouraged the students from seeing the counselors and once this attitude develops it seems to be contagious among the students. Considerable effort has been expended toward overcoming this situation and indications are that improvement is being made.

In spite of these problems many counselors have been striving to develop good programs and to improve their image in the eyes of students, teachers, and the public, however, there is much yet to be done. This is shown in the responses of counselors and superintendents to the question "In your opinion, do the students in your school understand the work and purposes of the counselors?" The responses of the two groups are shown in Table 13\*. It will be noted that a larger percentage of the counselors believe that students understand their work than is

Table 13\*. Opinions of Counselors and Superintendents Regarding Students' Understanding of the Work and Purpose of Counselors

	Responses of "Yes"		Responses of "No"		Responses of "Uncertain"		No Answer	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Counselors	87	59.2	45	30.6	15	10.2		
Superintendents	13	32.5	19	47.5	7	17.5	1	2.5

true of the superintendents. Both groups have indicated that they believe the situation is much better now than it was just a few years ago and that the situation is improving rapidly. One or two comments may be pertinent.

\*Table 47 from original report

From the counselors:

Yes, more and more all the time.

It is difficult to answer with a flat yes or no. I think most students do; some probably do not.

No, not adequately.

No, many do, but probably not the majority.

This year there is more understanding among the students of the purposes of the counselor than there was before.

Yes, I found they did not in a survey ten years ago so I have worked on it.

Not fully. If counseling began in elementary school, high school students would make better use of counseling.

From the superintendents:

Not too clearly. The counselor is tied too closely with the principal. Some students fear the counselor.

Fair, but could be better.

Some do, but not all by any means.

Not very well. Counseling is fairly new and the situation will probably get better.

Not very well. How could they when the educational fraternity itself is all confused as to the real purpose of counseling?

No, in a youth conference where there were 125 students present, not one of them understood the work of the counselor.

No, there is need to develop a student handbook which will assist the students by giving the work and purpose of the counselor.

### Effective Use of Counseling Services

The responses of the counselors and superintendents to the question, "Do you think the students in your school make effective use

of your counseling services?" are shown in Table 14\*. It will be noted in this table that the beliefs of the counselors and superintendents are much closer together than was true on the question of understanding the work of the counselors. As with the other question, both groups believe that considerable progress is being made and that as students come to a better understanding of the counselors' function they are making more effective use of the counseling services and will continue to do so. The comments written in by the counselors and made orally by the superintendents confirm this point of view.

Table 14\*. Beliefs of Counselors and Superintendents Regarding Effective Use of Counselors' Services by Students

	Response of "Yes"		Response of "No"		Response of "Partly"		No Answer	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Counselors	75	51.0	49	33.3	23	15.7		
Superintendents	16	40.0	15	37.5	7	17.5	2	5.0

#### Counseling Students on Test Indicated Aptitudes, Interests, and Abilities

Since the development of intelligence tests, special aptitude tests, and personality and interest inventories, it has been common practice for counselors to administer a number of these tests in order to help students in appraising their own capabilities and interests so that they will have a better understanding of what they might do. Much has been written about this matter and the question has often been raised as to whether or not adequate use is made of the test results. Counselors were asked the question, "Are the students counseled individually regarding their test-indicated aptitudes, interests, and abilities?". The responses of the counselors to this question, as shown in Table 15\*\* would certainly give a strong affirmative answer to the question as 96.6 per cent of those responding answered "yes". Of course, it was not possible in this study to ascertain the effectiveness of the counseling, but at least most counselors say they are discussing test results with the students.

\*Table 48 from original report

\*\*Table 49 from original report

Table 15\*. Number of Counselors Reporting That Students Are Counseled Individually Regarding Their Test-Indicated Aptitudes, Interests, and Abilities

	Responses of "Yes"		Responses of "No"		No Answer	
	No.	Percent	No.	Percent	No.	Percent
Counselors	142	96.2	4	2.7	1	.7

#### Involving Parents in the Guidance Program

As guidance problems were discussed with school personnel in various states and with school superintendents in Utah it was frequently mentioned that many of the problems faced by educators came from parents and that by no means did all of them come from the students. Some of the discussions dealt with problems related to vocational guidance and the role played by life's work. Because of the effect which most parents have on their children in these and other matters the suggestion was made that parents should be involved more in the counseling and guidance program. Further evidence that this belief might be important is found in the recommendation of the Utah State Department of Public Instruction that parents see the guidance films "The World of Work" and "You and Your Job" which were prepared by the Vocational Division of the State Department of Education. It was stated earlier that in many of the school districts of the state the response of the parents was not very good, but the fact that they were invited gives support to the belief that parents should be involved in the counseling program. As a result, the ideas expressed by the superintendents were recorded and in the questionnaire sent to the counselors there was a question asked which permitted the counselors to state what they thought about this idea. The responses of the counselors are shown in Table 16\*\*. The answers given by the superintendents did not lend themselves to quantitative treatment, hence are not included in the table, but are discussed later.

The table shows that 79.5 per cent of the counselors believed that parents should be more involved than they are, 13 per cent expressed a negative point of view, 5.5 per cent had mixed beliefs, and 3 did not answer. Some of the counselors expressed the idea that it would be

\*Table 49 from original report

\*\*Table 50 from original report

Table 16\*, Beliefs of Counselors Regarding More Involvement of Parents In the Counseling Program

	More Involvement		No more Involvement		Mixed		No Answer	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Counselors	117	79.5	19	13.0	8	5.5	3	2.0

well to involve parents if they would do something about it afterwards. Others thought that there were certain kinds of problems in which the parents did not need to be involved and it was better for the counselor and other school personnel to handle them without bothering the parents. On problems regarding vocational guidance, a majority of the counselors believed that it would be desirable to have the parents involved, especially if the parents would assist their children in a beneficial way.

Most of the school superintendents believed that parents should be involved in many phases of the school program including counseling and guidance. In most schools, parents were already involved to quite an extent, although efforts were being made to involve them to an even greater extent. In many cases superintendents talked about the things they were doing and this showed that in many districts parents are quite highly involved. For example, in one district no student is allowed to register until there has been a meeting (usually one hour in length) with parents, students, and counselors. Several superintendents suggested having counselors visit the homes of the students, but they recognized the difficulty of doing this because of the large numbers involved and limitations of time.

A very few of the superintendents believed the parents are now involved as much as they should be. In fact, one superintendent made the statement, "We in education need to have enough training to do the job we need to do on our own, as a medical doctor does." Another problem mentioned by superintendents was that too many parents are just not interested either in the school or in their children and that involving them accomplishes no useful purpose. Unfortunately, there seems to be a considerable amount of this feeling and such a situation can cause many problems for the counselors as well as for school administrators.

\*Table 50 from original report



Following are some of the comments and suggestions made by superintendents on this matter:

It is difficult to involve parents, but we do need more of it. Parents should be kept informed about school activities, etc. and should support what is being done for their children. They should even ask for more to be done.

Parents are already involved to some extent. They can be called in with the students when results of tests are reported.

Visits to homes would be helpful. Counselors could work with parents in an honest appraisal of where the student is going.

Bring the parents in to visit with the counselors.

Parents should be involved as much as possible. Use all the means available.

It is not easy to involve parents. Many parents do not want to be involved. Those that want to be usually are.

At least once in the senior year parents are called in with the student for a conference with a counselor. Most parents are now about as much as they want to be.

Maybe parents should not be too involved. There are certain things that school people are trained to do and they should do them. (Like doctors and lawyers do their work without bringing in the public.)

Parents need to be involved more generally. There are two kinds: those that involve themselves and those that do not want to be involved. We do not have a good answer for the latter.

Counselors who answered that parents should be involved more in counseling were asked to make suggestions on how to bring about more involvement of the parents. As would be expected, many counselors made similar suggestions, but by summarizing and combining the various items, the following list gives the suggestions offered:

1. Educate the parents to a greater extent than at present regarding work and purposes of counseling and guidance.

This may be done in a variety of ways:

- a. Hold small group meetings in the evening
  - b. Group counseling sessions for an entire family together
  - c. Part of the PTA program to be devoted to extending and acquainting parents with the counseling program
  - d. Career days that include parents
  - e. Public meetings where the counseling program is explained thoroughly
  - f. Information mailed to parents
2. Late afternoon or evening counseling with parents and students. Where this type of thing might be done, counselors should be given compensatory time off or be given additional compensation.
  3. Lighten the existing load on counselors so that more time is available to work with parents in the counseling program.
  4. A fixed schedule of appointments for each student and the parents to meet with the counselors. The time suggested for this is one-half hour per visit.
  5. Group counseling with parents.
  6. Provide a better public relations program.
  7. Provide summer counseling program.
  8. Career days for parents could be arranged where occupational information similar to that given to students is offered.
  9. A parent vocational education night.
  10. Provide more time for counselors to make home visits.
  11. Invite parents in more often than has been the case.
  12. Provide broader education in group and family therapy techniques. Close cooperation should be maintained with mental health groups, psychological services, detention homes, and church leaders.
  13. Bring parents and students together more in registration matters. Parents should know what their children are taking and should know when changes are made in their registration.

14. Educate parents to the importance of a wise and early vocational selection.
15. Have departments send out more information to the parents so that they will be better informed on what the school offers.
16. Organize group sessions in the evenings on a systematic basis wherein group dynamics are used.

It must be realized that some of the suggestions given would be difficult to put into effect and even if they were some of them would likely be much more effective than others. Some of them might not work at all and the degree of success of any of them would vary from place to place, depending upon the effort put forth in planning, organizing, and operating the program, the type of community, and the kinds of parents involved. The fact that in many families both parents work would add to the difficulties involved and then there would still be those parents who do not care one way or another. One counselor said that it was very difficult to get parents to come who really should-- one mother was too busy divorcing her ninth husband.

#### Certification of Counselors

When superintendents were asked what recommendations they had for improving counseling and guidance, among other things which will be discussed later, some of them said that the certification requirements for counselors needed to be improved. In this regard there were two major points made by the superintendents. One was that counselors should first have experience as a teacher and that a certain amount of teaching should be part of the requirement for a counselor's certificate. The other point was that counselor's should have some kind of experience or training which would help them in gaining a better understanding of the world of work. Because of what the superintendents had said it was decided to give counselors an opportunity to express themselves on this matter of certification. Their responses are shown in Table 17 and an examination of the table shows that most of them believed the present requirements to be satisfactory.

---

\*Table 51 from the original report

Table 17\* Beliefs of Counselors Regarding Whether or not the Present Requirements for a Utah Counselor's Certificate are Satisfactory

	Responses of "Yes"		Responses of "No"		Responses of "Uncertain"		No Answer	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Counselors	120	81.7	21	14.3	3	2.0	3	2.0

Some of the counselors commented that the certification requirements were satisfactory providing the counselors would still keep alert and up to date through their own efforts. One or two suggested that there might be some requirement for them to spend some time in first hand experiences in the world of work other than counseling. Several of them suggested doing away with the provisional certificate because they felt that it was no longer needed. One commented to the effect that the present requirements were good especially in getting the counseling started on such a large scale and as rapidly as it has been necessary to do it, and that as more specific needs in counseling are discovered the certification requirements could be revised to include these needs.

If a counselor answered that the present certification requirements were not satisfactory, a request was made to indicate the changes or additions recommended. The recommendations of the counselors may be summarized as follows:

1. Orient the counselor training program to the kind of training needed for elementary, junior high school, and early senior high school counseling and guidance rather than to late senior high school and college counseling as appears to be done in many programs.
2. Offer a greater variety of courses as requirements for the certificate and not limit them to psychology courses. As an example more sociology could be included.
3. Require teaching experience of at least two years on the level where the counseling is to be done.

\*Table 51 from the original report

4. Include training in group dynamics and group counseling,
5. Require more testing experience in group and individual testing including projective tests, situational tests and the like.
6. Require a master's degree.
7. Provide for more work in personality, learning theory, psychiatry, psychotherapy, greater depth in psychology,
8. Require more training in vocational education and vocational guidance.
9. Require more actual experience in counseling under supervision and include in this experience something for counselors comparable to student teaching for teachers. Some counselors believe that experience on the job is a greater asset than theory from the classroom.

Some of these recommendations are more directly associated with the counselor training program than they are with certification. However, a close relationship exists between the two and the recommendations could apply to certification requirements though indirectly.

It would probably be neither possible or desirable to try to incorporate all of the above recommendations into the training program or the certification requirements because some of them may be in conflict with others. Also, some of them may be entirely unrealistic or even undesirable. For example, recommendation number seven would not be in harmony with the thinking of a large segment of the school superintendents as many of them think the counselors already spend too much time on personal and family problems and consider themselves to be "junior psychiatrists." Superintendents see many dangers in this and seem to believe there are many other aspects of guidance and counseling that are more important and should receive the major emphasis.

The recommendations themselves seem to suggest that perhaps there is need for more than one kind of counselor in many schools especially the larger ones. One counselor might specialize in personal problems and the psychology of personality, another in vocational guidance, and so on. Another possibility might be to have more specialization in terms of level, such as elementary school counselors, junior high school counselors, etc. More will be said along these lines when general recommendations for improving guidance and counseling

are presented and discussed.

A very few counselors recommended that there be no teaching experience in certification requirements. No further comment will be made here as this item has already been discussed. Also, some thought certification requirements would be improved if the provisional certificate were eliminated. This has also been discussed.

#### Full Time or Part Time Counseling

Because of the high value placed upon teaching experience by the superintendents, it was decided to ask the counselors if they thought that counseling should be a full time position or if it would be better for them to teach part time. Their responses to this are shown in Table 18.\* It can readily be seen from the table that a large majority of the counselors, about 87 percent, of them, believe that counseling should be a full time position. Two percent of them had mixed feelings on the matter and about 11 percent said it would be better to have part time teaching.

Table 18\* Beliefs of Counselors as to Whether or not it is Better for Counselors to Teach Part Time or to Spend Time in Counseling.

	Part time teaching		Full time counseling		Mixed	
	No.	Percent	No.	Percent	No.	Percent
Counselors	16	10.9	128	87.1	3	2.0

Regardless of which way the counselors answered, they were asked to give their reasons for their answer. The ones given may be summarized as follows:

Reasons for favoring part-time teaching.

Part-time teaching keeps the counselor in direct contact with the problems peculiar to that role and thus maintains those contacts with school realities. In the second place, a counselor's class may be used as a laboratory for testing ideas which he may wish to pass on to other teachers.

When one does full time counseling, it is easy for him to lose his perspective of the student as he exists in his complete environment, and thus he may fail to see the problem that may arise in teacher-student relationship. In order to maintain the proper perspective

\*Table 52 from original report

it may be necessary for the counselor to teach part-time either as part of the day or every fourth or fifth year.

Teaching one or two classes a day helps the counselor to retain his humility.

Part-time teaching helps to preserve the proper relationship with other teachers.

If the counselor does not do some teaching he tends to lose the personal touch with the students and goes along too much in the theory. As a result the counselor sees the students' problem with the eyes of an adult and this may not be the best way to do the job.

#### Reasons for favoring full-time counseling.

Counselors must be available when problems occur and teaching part-time does not allow for this.

Preparing for teaching assignments often consumes time that should be devoted to counseling. Teaching part-time tends to spread the counselor too thin. In general, counseling loads are so large that a counselor is much less effective if it is necessary to spend time teaching and preparing to teach.

Teaching part-time breaks down rapport. Students will not get confidential if they see any kind of disciplinarian action, and in teaching, it is necessary to be a disciplinarian and to exercise authority.

A counselor is usually more efficient if he can devote full time to his counseling. It is difficult to maintain two images in the eyes of the students- that of counseling and teaching. This is especially true for those students who are in the counselor's classes.

Unless it is a very small school, counseling is a full time job and if it is to be done adequately there is not time to do teaching in addition to the counseling.

The attitude of complete acceptance by the student which a counselor must maintain does not seem to be as effective when the counselor finds it necessary to teach the same students that he counsels.

Counseling and teaching brings about divided attention; one or the other suffers. When an emergency case comes up in counseling

then the class is left with no teacher. Also, the counselor may feel unduly rushed because of pressure to return to class and the counseling is not done well.

When an individual does both counseling and teaching, he becomes two different people to the individual student.

For continuity, availability, and concentration of effort full time counseling is essential.

A counselor can do a better job if he can be at it full time, the counselor should be available to the students, teachers and parents all the time. Going to teach a class breaks in and interrupts many projects and assignments in counseling.

The responsibilities of teachers and counselors differ markedly. Too much changing of roles is required when a person moves from one to the other, especially when as a teacher he is held to a rigid grading system. Experience as both part-time and full-time counselor seems to create the feeling that full-time counseling is preferred.

There is not time nor energy for both. True counseling is exhausting and takes total concentration.

### Follow Up of School Graduates

Since the establishment of vocational education programs it has been considered highly desirable to conduct follow-up studies of the graduates of the various programs to find out what they do and how well their program has prepared them for the work they do. This is an assignment usually given to counselors. Concerning this the report of the Panel of Consultants gives the following:

Counselors should be expected to follow up all students as they leave school and enter employment to determine how their schooling was of assistance. This information should be used to keep the school apprised of apparent weaknesses in the instructional program which become evident.<sup>6</sup>

Although the same kind of emphasis has not been given to follow-up of high school graduates there are many reasons to believe that benefits could accrue from such studies. Some high schools have seen

---

<sup>6</sup> Report of the Panel of Consultants on Vocational Education, Op. Cit. p. 241.



the values and have done some follow-up work with their graduates. In the present study each school superintendent was asked about the follow-up programs in his district and in the questionnaire to counselors there was an item asking them to describe briefly any follow-up program they had in their school.

In the interviews with the superintendents it was learned that twelve of them had no planned follow-up programs in their districts, although there was a little informal activity. Eleven more superintendents said there was not much of a program and that what they had was not organized formally. Four superintendents said they did a little follow-up work, five said they had fair programs, and four reported good programs. Answers were not obtained from four superintendents.

The ideas concerning the value of a follow-up program with high school graduates were quite mixed. Some superintendents could see little value in it for their particular districts, other thought that it was too expensive and time consuming for the values received, and others thought that it could have considerable value although they stated that at present they did not have the money nor the staff to do much about it. Still others said they would like to have a good program, but other things were more important and should take precedence. Those having good programs were enthusiastic about them and said that much helpful information was obtained. In general, districts who have follow-up programs do not attempt to follow-up their graduates beyond about five years. A few districts are planning programs for the future because they think there is value in them. Any follow-up programs that are conducted are usually made by the individual high schools and not by the school district office. For this reason superintendents have not been highly involved in these studies and do not have detailed information concerning them. Much more has been done in learning about students' success or failure in college than on any other aspect of graduates' activities. Even in this, the emphasis is on following those who are successful in college.

Responses from the counselors show that very little is being done in follow-up programs in most of the high schools of Utah. Of 147 counselors responding only 94 answered the item asking for information on this topic. Thirteen of them were junior high school counselors who said they had no program, thirty-six of the high school counselors reported no program, seventeen said they did a little bit of follow-up work or not much, twelve stated they had fairly good programs, and eleven reported what seemed to be good programs. In addition, five counselors gave answers that were essentially meaningless as far as the study was concerned. Although the counselors were asked to describe their follow-up programs briefly, very little was given, however, a few statements from the counselors may help to give some idea of what

is being done. The statements are as follows:

We have sent forms this spring to two different classes of graduates.

No adequate program exists at our school. A very small step has been taken this year in the computation of grade point averages for all of our graduates who are in college.

In many cases we telephone their home to find out if they have followed the plans they made before graduating in high school. If they have not followed them we try to find out why.

We have done some research in this area by letters and by telephone. The information we obtained helps us in evaluating our counseling services and in planning for the future.

We have prepared a questionnaire form and we are beginning a survey study this year.

We have just completed a study using students of 1952, 1957, and 1962.

Our follow-up program is used to provide information for curriculum changes. We encourage our drop outs to return.

We do not have an organized follow-up program. I believe it is important, but limitations of time prevent a proper program.

We make follow-up studies to find out where graduates have gone and what they are doing.

Post cards are sent to parents to find what former students are doing. We find most of them are following the program which was set up for them in their senior year in high school.

We are attempting some follow-up now. One is in the field of scholarship winners to find out which ones are successful in college.

A follow-up letter was sent to all graduates of one class. A series of questions was submitted that could be answered by yes or no. A self-addressed envelope with postage was included. The response was almost nil. From the response obtained, I question if it is worth the effort.

We have followed our students each year since 1957. This gives us a good idea of what students are doing as citizens. We also make note of the successes and failures.

Our follow-up work is limited because of the time element. We try to keep track of our graduates for four years and then include a general statement on their permanent record of what they are doing. This information is usually provided by parents and friends.

We know where they are and what they are doing for two years after leaving our school.

Senior students are asked to fill in questionnaires as to whom to contact the following year. These contacts are then made. We average about 99% success on our annual follow-up.

#### Ratio of Students to Counselors

In recent years there has been considerable discussion about the number of students for whom a counselor should be responsible. In order to find out what current practices were, inquiry was made in many of the schools visited around the country and this was also discussed with the school district superintendents in Utah. The information obtained from the superintendents is shown in Table 19. It was stated in the interviews that for proper accreditation the school should not have more

Table 19\* Ratio of Counselors to Students in Utah School Districts

	Number
One counselor to less than 200 students	1
One counselor to 200 to 300 students	8
One counselor to 300 to 400 students	21
One counselor to more than 400 students	7
No counselor in district ( Counseling done by teachers and principals)	3

than 400 students per counselor. A study of the table shows that most schools meet this requirement and many of them have even a better ratio. A few superintendents said that they were able to stay within the 1 to 400 ratio in senior high schools, but that it may be not as good in junior high schools. Also, some of them said that the one to 400 ratio

\*  
Table 53 in the original study

was really too high and that a counselor should not have more than about 300 students if he were to do his job adequately.

### Guidance and Counseling in Schools Outside of Utah

The inquiries made in the schools around the country showed that the ratios were about the same as those reported for the schools in Utah. The highest ratio found was 500 students to one counselor. In another school, which claimed to have an excellent guidance and counseling program, there were seven counselors in the school with about 100 students per counselor. These two schools show the extreme ratios.

Some of the questions asked of superintendents and also included in the questionnaire sent to counselors, were also asked of administrators in the schools visited outside of Utah. In general, the findings were very similar to those already reported, but a comment or two about some of the responses received might be appropriate. For example, when asked whether or not they thought the students understood the work and purposes of the counselor, the answer was nearly always "yes" as far as the situation was concerned in their own school. However, it was not unusual at all for them to say that because of the type of work their counselors did and the fact that the students were already in a school offering occupationally oriented training, their own program of counseling seemed to be better and more fully understood than would be true of the situation in most general high schools. This may or may not be true, but the statement was frequently made. A similar situation existed in regard to the effectiveness of the counselors in helping students to select a vocation. It would be easy to believe that students already in a vocational training program of some kind would make effective use of the counselors within the school, but that students in regular high schools might not use the counseling services nearly as frequently or effectively.

In most of the schools visited which had counseling programs it was reported that a majority of their counselors were individuals with a strong background in industrial or business experience and who had been successful teachers. In addition to being good teachers they had shown interest and aptitude in counseling and had moved into such work. When this situation prevailed, the school directors believed their counseling programs to be very effective, but they also believed that many of their students coming from high schools had not received adequate counseling. They were convinced that the high school counselors should have a much better understanding of occupations and the world of work.

A few other items given by the school directors for improving counseling are as follows:

Counselors should be more realistic and abandon the non-directive approach.

Provide better communication between students, counselors, and teachers in the student's major.

Provide more and better training for counselors.

Provide better selection of personnel to go into counseling (too often the counselor is just a "nice Joe").

Provide secondary school students with more occupational information through a variety of methods.

In the visits made, a few schools were found which had no counseling programs. These were usually technical institutes or post-high school area vocational schools. When asked concerning why they had no counselors or counseling program the statement was made that the students had already made an occupational choice, otherwise they would not be registered in such a school. If students felt the need for some counseling because of a desire to change programs, or for some other reason, the situation was usually handled by the teachers concerned in consultation with the school director. Some of them reported that this worked very satisfactorily but others said that counseling services would be very desirable and that they were planning this for the future. Many of the new schools, such as area vocational technical schools recently established, had been so busy in setting up their curriculum and getting their schools in operation that little attention had been given to the problems of guidance and counseling. Also, many of them had more than an adequate supply of students applying for admission and had not felt the need for counseling services.

The school directors were asked about the use of various kinds of tests in the selection and guidance of their students. Of course, in schools without guidance and counseling programs little or nothing was done in this regard. The scores obtained from intelligence tests given in high schools were frequently used as a basis for admission. Schools like Milwaukee Vocational and Adult School, O'Fallon Vocational School, and Los Angeles Trade Technical College had outstanding guidance and counseling programs and used a great variety of tests. Some of the schools had developed some of their own tests and found these to be very useful because they were well adapted to their particular needs. Quite a number of the schools used intelligence, interest and aptitude tests and a few of them used personality tests when they felt a need for such an instrument. The more commonly used tests were the American College Test, the General Aptitude Test Battery, and the Kuder Preference Record.

### Improving Counseling Services

The information presented so far in this section has shown that guidance and counseling are extremely important if adequate vocational education programs are to be organized and maintained. It has also been shown that existing counseling and guidance programs do not seem to be adequate to meet the needs of the young people in selecting their lifes' work and preparing for it. In addition, there is considerable evidence that counselors themselves believe they are doing a better job of counseling than school administrators think they are doing. Superintendents were asked to offer their suggestions for improving counseling services and the counselors were asked to list the important things they thought could be done to improve the whole program of counseling. The suggestions made by the counselors are summarized as follows:

Remove from the counselors all administrative responsibilities such as, being assistant principal, student council advisor, and discipline in any form.

Promote better parental understanding of the wide program of guidance and counseling through an educational program planned for this purpose.

Provide for more exchange of good ideas among counselors.

Establish a sound program of guidance and counseling in each school district within the state making any necessary adaptations for the individual schools within the district. This program should set forth the specific functions of the counselor which are most essential and which are within the means of realization with the existing staff.

Provide a sufficient number of counselors so that the job can be done adequately. Ratio not more than 300 students to 1 counselor.

Make the counseling positions full time.

Provide adequate physical facilities so that counselors may have the necessary space and equipment to do their job. There should be an area for private conferences.

Provide the necessary funds so that occasionally counselors may attend state and national conventions where they may receive stimulation for their work and obtain ideas for improvement and to keep themselves current in new developments.

Expand counseling services into all elementary schools as well as to provide it in junior and senior high school.

Make it possible for counselors to work through the summer months when it would be possible to work under more relaxed conditions and without the pressure of time. This would be an excellent time to work with parents as well as with the students.

Provide better training for counselors.

Let counselors counsel--not be glorified secretaries and administrative assistants.

Provide training for teachers which will help them in understanding the work of the counselors.

Improve the image of the counselor in the eyes of the teachers, students, and parents.

Provide more opportunity for counselors to have experiences in the world of work.

Provide opportunities for counselors to do research and follow-up.

Provide an adequate budget so that counselors may have the materials, supplies, and equipment necessary.

Change the state financial formula from a nine to 1 ratio to a 7 to 1 ratio so that enough counselors can be provided.

Decrease the secretarial work frequently required of the counselors by providing adequate secretarial help.

Arrange for proper referral services such as psychologist, psychiatrists, and physicians so that when problems arise which are beyond the role of the counselors, the problems can be adequately handled.

Define more thoroughly the role of counseling and guidance in the public schools.

Improve the personnel involved, both counselors and administrators.

Assist administrators in becoming more realistic in regard to the counseling program, and the work of the counselor.

Screen more carefully the people who go into counseling.

Provide the salary schedule for counselors.

Upgrade the certification requirements for counselors,

Provide for more student - parent conferences for giving vocational and educational guidance and for reporting school work and disciplinary problems.

Provide more classes for students in occupational information. The cooperation of businesses and industries should be obtained to acquaint students with job opportunities.

Train counselors to meet students on their level rather than on the counselor's level.

Permit the students to help plan the program of counseling and let students assist each other to some extent.

Provide more in-service training for counselors including workshops, the latest techniques and procedures and to give them a better understanding of business and industry, including the ever-changing occupations. Training for group counseling should be provided so that more effective use can be made of this technique.

Improve the college training for elementary and secondary school counseling.

Place very competent counselors, by nature and training at the kindergarten and grade school levels.

Provide adequate state supervision in counseling and make it possible for counselors to have personal contact with the state supervisor.

Place a degree of responsibility for vocational counseling on the class room teachers because of their ability to give help in their specialities.

Attach professional significance to counseling and counselors.

Allow time for follow-up activities, evaluation, and research.

Allow counselors freedom to leave the school to work with parents, business, and industry.

Set up a set of standards to coordinate and give a degree of uniformity to counseling throughout the state.



Make provision for counselors to receive current information on occupations.

Provide more training in vocational education services before an individual enters the educational profession as a counselor.

Dignify the profession through full time counselors, better salaries, and recognition and support of teachers and administrators.

Appoint to counselor positions only those who meet the required qualifications. Provide for adequate individual testing and "write-ups" then make better use of the information available.

The suggestions for improvement of counseling services given by the superintendents are very similar to those given by the counselors although not as numerous. Therefore, there is no particular point in repeating those already given, but there are a few suggestions which are enough different than those given by the counselors that they should be made.

Improve the relationships between counselors and principals,

Require counselors to have broader experiences in work situations than most of them now have. Also better understanding of vocational guidance. They need a wider range of experiences so as to bridge the gap between theory and practice.

Prepare a guidebook for the use of counselors. This should probably be done by the counseling staff and the state department of education,

Provide diagnostic programs,

Train counselors to have a better understanding of students.

Seek better cooperation on the part of parents and more interest in parents in the school counseling services.

Train counselors for more realistic and practical counseling-- not so theoretical. Also give less emphasis to test scores as accurate predictors.

Provide more women counselors with adequate training.

Encourage counselors to use less of the non-directive approach especially in cases where it accomplishes little or nothing,

Have counselors give more emphasis to education and vocational counseling and less on personal--too many counselors set themselves up as psychiatrists.

It should be mentioned that most of the superintendents emphasized the following points (1) the importance of having enough counselors to do the work expected of them; (2) the necessity of adequate training; (3) the importance of proper screening and selection of persons to become counselors; (4) the desirability of counselors having a better understanding of occupations and vocational guidance; (5) the need for defining counseling and setting forth its real purpose; (6) and the values to be derived from extending the counseling throughout the elementary and secondary schools.

After reading through such an extensive list of suggested improvements, one could easily reason that the existing program is not worth much. Obviously, this would not be true because many fine things are being done and there is ample evidence to show that the programs of counseling are already being improved. On the other hand, it must be recognized that more improvements are needed and the list given above should prove to be of value in offering suggestions for those who are interested in bringing about better guidance and counseling programs.

## SUMMARY

In nearly every phase of this study, as the work progressed, the investigator found that great emphasis was placed upon the importance of guidance and counseling in getting young people to stay in school, in helping them to make a wise selection of their life's work, and in assisting them to obtain training for the occupation of their choice. Along with this there was criticism of present counseling programs. Therefore, counseling and guidance were studied from the point of view of school directors throughout the country, from school district superintendents in Utah, and the counselors themselves in Utah.

The study showed that counselors have many duties which relate directly and properly to their work, but they also have many other duties which have little or no relationship to the counseling or guidance of students. Some counselors reported so many things to do other than counseling that very little time was left to do the things for which they were presumably hired. When the counselors were asked what duties and responsibilities they should have as compared with what they actually have assigned to them, those mentioned were much fewer in number and much more closely related to counseling and guidance matters.

The school district superintendents were quite concerned about counselors and counseling programs. They recognized the need for good counseling and guidance but believed that the programs were not functioning nearly as effectively as they should. The duties and responsibilities they thought counselors should have are as follows:

Helping students in choosing a vocation and in selecting an educational program to help them toward their vocation.

Helping students with personal problems.

Understanding students better in order to give them better help in planning for the future.

Organizing and administering a testing program and using the results properly in counseling with students.

Helping students evaluate themselves in terms of their academic and vocational potential.

Working with parents in an honest appraisal of where the student is going.

Working with teachers to assist them in their part of the guidance program.

Helping students to adjust to school,

Giving the student orientation to a school which he or she might attend after finishing the one where presently enrolled.

Counselors listed many administrative duties as part of their assignment, however the superintendents did not list any administrative responsibilities for counselors and they stressed the fact that counselors should not be disciplinary agents.

The responsibility for planning and organizing the total guidance program seemed to be primarily the responsibility of the director of pupil personnel. Counselors, themselves, apparently had considerable responsibility in this as did some assistant superintendents and school principals. Of course, the superintendents had responsibility in this matter, but this was not mentioned very frequently.

#### Occupational Information

Counselors were asked to report on the procedures used to help students obtain occupational information and they were asked to rate the importance of the various procedures used. Individual conferences with the counselors was the most commonly used method and this also received the highest rating in terms of importance. The author believes this method to be quite unrealistic in terms of giving occupational information needed by the students because of the limited amount of time a counselor is able to spend with each student.

#### Effectiveness of Counselors in Helping Students To Select a Vocation

Counselors, superintendents, and school directors were asked concerning the effectiveness of counselors in helping students select a vocation. About three fourths of the counselors responding believed they were effective in this regard, but only 12.5 per cent of the superintendents expressed this belief. About 50 percent of the superintendents believed the counselors were not effective and 35.0 per cent believed they were partly effective. The beliefs of the counselors and the superintendents are far apart. In the schools visited outside of Utah which had counselors there was a belief on the part of the directors that within their own school the counseling and guidance programs were quite effective, but they expressed the belief that the programs in most of the schools from which they drew students were not very effective.

### Counselor's Information About the World of Work

The idea has been expressed on many occasions that most counselors do not know enough about the world of work to give students the help they need in selecting an occupation. Slightly more than one-half of the counselors reporting believed they had adequate information about occupations and about one-third said they did not have adequate information. The rest of them reported partial adequacy. The superintendents reported a very different picture as only 7.5 percent of them thought the counselors had adequate occupational information, 62.5 percent believed they did not have adequate information, and 27.5 percent thought their information was partly adequate.

The counselors were also asked if they thought they could be more effective in giving vocational guidance if they had a greater understanding of occupations. Although slightly more than one half of them reported that they felt adequately prepared to give information about occupations, nearly 90 percent of them said that they could be more effective if they had a greater understanding of occupations. Only 2.7 percent of the counselors said they could not improve themselves in this regard.

### Teaching Experience and Counseling

Over 90 percent of the counselors believe they should have teaching experience before becoming counselors. A number of them were uncertain on the matter and nearly seven percent said that teaching experience should not be required. Superintendents believed strongly that counselors should have teaching experience before they become counselors.

There have been problems in the past as to whether or not classroom teachers should participate in counseling and guidance and in this study 96.5 percent of the counselors reported that teachers should be involved. However, many of them made it clear that the responsibilities of the teacher were not exactly the same as those of the counselor and that each should work in his own sphere and not try to take on the responsibilities of the other.

### Counseling on Problems of Personal Adjustment

In some cases there have been strong feelings about counselors spending too much time dealing with students' personal problems and that because of this not enough time is left to handle other problems of guidance including vocational guidance. The counselors were asked about this and one-third of them reported that they were concerned

primarily with personality adjustment problems. There were 63.3 percent of the counselors who said this was not their primary responsibility although they did handle such problems. There were a few who did not answer the question. The responses show that a significant part of the counselor's time is spent in dealing with personality adjustment problems. At the present time there does not seem to be an answer as to how much time should be spent on these problems. The counselors were asked whether or not they thought greater emphasis should be placed on vocational guidance and 85.0 percent of them answered that there should be.

### Students' Understanding of the Work of the Counselor

Another criticism of counseling which has frequently been expressed is that students do not understand the work of the counselor and that they do not make effective use of the counselors' services. A larger percentage of counselors believe the students understand the work and purposes of the counselor than is true of the superintendents. The same situation exists regarding the effective use of counselors' services by the students.

The counselors were asked whether or not they counseled with students individually regarding their test-indicated aptitudes, interests, and abilities, and 96.6 per cent of them reported this was being done.

### Involving Parents in the Guidance Program

The belief has been expressed that parents should be involved in counseling and guidance to a greater extent than they are at present. Nearly 80 percent of the counselors said they should be, 13.0 percent said they should not be and nearly eight percent had mixed beliefs on this matter or did not answer the question. Most of the school superintendents believed that parents should be involved in many phases of the school program including counseling and guidance. However, there were two or three who expressed the belief that parents are involved about as much now as they should be and that educators should have enough training to do the job they are supposed to do and should do it without involving parents any more than is absolutely necessary. A serious problem pointed out by a number of superintendents was that too many parents are simply not interested either in the school or in their children and that involving them accomplishes no useful purpose.

### Certification of Counselors

Some of the superintendents suggested that the certification requirements for counselors need to be improved. Two points made by

the superintendents in this regard were that teaching experience should be required and also that some kind of experience or training which would help them gain a better understanding of the work of the world should also be included. The counselors were asked whether or not the present requirements for a Utah Counselor's Certificate are satisfactory and 81.7 percent of them answered "yes, they are satisfactory." Suggestions for improvement were requested and some of the counselors offered the same suggestions made by the superintendents. Others suggested that the training be better suited to the level in which the counselor would work, such as elementary, junior high school, or senior high school. They also suggested more courses outside of the field of psychology and that more testing experience would be desirable. The recommendations made by the counselors seem to suggest that perhaps there is need for more than one counselor in many of the schools and especially in the large ones. One person might specialize in personality adjustment problems, another in vocational guidance, and so on.

#### Full Time or Part Time Counseling

A few of the counselors thought that it would be better if they had some teaching assignment to go along with their counseling work. They believed this would keep them in closer contact with the students and give them a better understanding of students' problems. However, 87.1 percent of the counselors believed that counseling should be a full time job and that a counselor could do better if he were not involved in problems which teachers have with students.

#### Ratio of Counselors to Students

In recent years there has been considerable discussion about the number of students for whom a counselor should be responsible. The study showed that in the 40 school districts of Utah there was one in which the ratio was less than 200 students per counselor, eight where there were 200 to 300 students per counselor, 21 where there were 300 to 400 students for one counselor, and seven where the ratio was more than 400 students per counselor. Three school districts did not have counselors as such, but the counseling was handled by teachers or the school principal. Where the ratio does not exceed 400 students per counselor, the number comes within the recommendations of the Northwest Accrediting Association, but counselors and superintendents thought that the counseling services could be much more effective if there were not more than 300 students per counselor.

### Improving Counseling Services

In the visits made to schools throughout the country, in the interviews with superintendents, and in the questionnaires sent to counselors, requests were made for suggestions dealing with the improvement of the total program of counseling and guidance. Many excellent suggestions were made. They may be summarized in the following points:

- (1) Have enough counselors to do the work expected of them,
- (2) provide adequate training for counselors,
- (3) provide proper screening and selection of persons to become counselors,
- (4) provide counselors with a better understanding of occupations and vocational guidance,
- (5) define counseling and guidance more clearly and set forth its real purposes,
- (6) extend counseling services into the elementary schools,
- (7) make use of the summer months for guidance sessions with parents and students.



## CONCLUSIONS

High quality guidance and counseling are needed to a very great extent in order to help students assess their abilities and aptitudes, to help them make realistic choices of their life's work, to assist them in planning their education programs so that they can attain their goals set, to help them in finding satisfying and worthwhile employment. At present, guidance and counseling programs are not functioning as effectively as they should in these matters.

Counselors have too many things to do which do not contribute to the actual guidance and counseling of students. Therefore, the functions of counselors need to be much more clearly defined than they are at present and considerable planning and organizing are essential in order to improve the counseling services.

There is evidence that young people in the vocational technical field did not receive adequate guidance. There is further evidence that aptitude and other guidance tests can be effective in identifying vocational technical candidates.

Students in the public schools of Utah are not receiving enough occupational information in order to gain an understanding of the world of work and the place they might occupy in the labor force.