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A SURVEY OF COUNSELOR QUALIFICATIONS AND  
GUIDANCE TIME AVAILABLE IN SELECTED  
SECONDARY SCHOOLS IN ILLINOIS  
(TITLE)

BY

Garland B. Bryan

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

Education 490

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1964

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

*May 11, 1964*  
DATE

  
ADVISER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DEPARTMENT HEAD

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G. B. B.

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## CHAPTER I

### Introduction

The challenge for today's youth is to become a productive member of tomorrow's labor force. The educational society must provide every school child, at all school levels, all of the assistance at its command in order to meet this challenge. The school that employs highly trained and qualified classroom teachers for subject matter and also employs properly trained and qualified guidance and counseling personnel will more adequately assist the youth of its community in satisfying its imperative need to acquire economic independence.

Mr. Ray Page, Illinois Superintendent of Public Instruction has said that the education of counselors has become one of the most important aspects of professional education. The Guidance Department of the Office of the Superintendent of Public Instruction in its 1963 pamphlet entitled Policy for Recognition of Illinois Secondary School Guidance Programs, and Guidance Personnel Qualifications has established the following as its standard.

"A formal, organized program of guidance services is essential to the effective operation of a modern school. These services should include:

1) provision for counseling each pupil regarding his educational, vocational, and other personal needs; 2) inventory of the salient characteristics of individuals and groups of pupils, including data such as achievement, aptitudes, and other personal characteristics; 3) provision for the use of educational, occupational, and other personal-social information; 4) appropriate educational and vocational placement of pupils; 5) conduct of research studies that enhance the school's total educational program; 6) continuous evaluation of the program.

To implement these services, it is imperative that personnel with appropriate preparation and attitudes have responsibility for the guidance program under well qualified leadership. The school's philosophy should be reflected in the concern of every teacher for the development of the individual pupil, and the availability of the services of guidance specialists to all pupils, and teachers. Guidance personnel should be provided adequate counseling interview time for every pupil and also time for conferences with teachers, parents, and other interested persons."<sup>1</sup>

#### Purpose of the Study

Since the policy statement endorsed by the State Superintendent of Public Instruction holds that Illinois secondary school systems should strive to provide services whereby every high school student can be counseled regarding his educational, vocational, and personal needs and should strive to provide

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<sup>1</sup>Policy for Recognition of Illinois Secondary School Guidance Programs, and Guidance Personnel Qualifications (State of Illinois, Rev. 1963), p. iv.

services whereby every high school student can be counseled regarding his educational, vocational, and personal needs and should strive to provide adequately trained personnel with sufficient time during the day for conferences and interviews with students, teachers, parents, and other interested persons, a survey has been conducted within a defined geographic area in an effort to determine the extent of implementation. An assumption was made prior to beginning this survey that a large number of Illinois high school students were not receiving proper guidance due to a shortage of adequately trained personnel with sufficient time available to them for guidance purposes.

#### Scope of the Study

The geographic area chosen for study consisted of the counties listed in Table 1. These counties are all contiguous with Coles County which is located near the center of the area. There are slightly more than one hundred high schools in existence throughout this area, none of which are more than one hundred miles from Eastern Illinois University. (See Appendix I). The size of the schools ranged from 62 students in the Westfield Township High School in Clark County to 1607 students in the Stephen Decatur High School in Decatur, Macon County. There were a total of 182 staff members, 138 men and 44 women,



involved with guidance responsibilities.

The study was limited to determining the number of hours available each day to the individual who was indicated as having guidance or counseling responsibilities, the number of administrative personnel with assigned guidance or counseling responsibilities, and the reported amount of professional training each one had in the field of guidance at the graduate level.

TABLE 1

COUNTIES IN STUDY

Champaign	Cumberland	Jasper	Richland
Christian	Douglas	Lawrence	Shelby
Clark	Edgar	Macon	Vermilion
Clay	Edwards	Marion	Wabash
Coles	Effingham	Moultrie	Wayne
Crawford	Fayette	Piatt	

Method of Accumulating the Data

A survey was conducted of the Guidance Services Annual information Report for Secondary Schools (Form VE2-G) filed and maintained by the Office of the Superintendent of Public Instruction, Board of Vocational Education, Mr. James W. Smith, Director. A copy of Form VE2-G appears as Appendix II.

Although submitting the form constitutes a voluntary action on the part of school administrators, the Vocational Education office had on file completed forms for the school year 1962-1963 from 96 of the 101 schools in the 23 county area. This form includes the name of the individual assigned specific guidance duties, his title, hours per week given to guidance duties, and the number of graduate semester hours in the field of guidance.

During March and April, 1964, the writer made personal calls on the school administrators of the schools listed in Table 2.

TABLE 2

LIST OF SCHOOLS VISITED AND THEIR POPULATION

less than 300		300 800		more than 800	
Altamont	250	Bridgeport	425	Mt. Carmel	840
Arcola	247	Oblong	311	Newton	747
Bement	209	Pana	417	Paris	908
Clay City	253	Shelbyville	456	Rantoul	1120
Grayville	209	Toledo	376		
Lovington	141	Vandalia	617		
Martinsville	204				
Noble	185				
Oakland	150				
Sandoval	183				
Stonington	141				
Wayne City	275				

These 22 schools are located in 21 of the 23 pre-selected counties. Two schools, Pana and Stonington, are located in Christian County which has a total of seven high schools ranging

in population from 99 at Mt. Auburn to 619 at Taylorville. No School Administrators were visited in Macon or Vermilion Counties in which are located Decatur and Danville respectively - the two largest units in the pre-selected area. The schools visited had student population ranging from 141 at Lovington and Stonington to 1120 at Rantoul. The incremented school population of those schools visited are shown in Table 3. For comparative purposes, the incremented school population of those schools surveyed on their record are shown in Table 4.

TABLE 3

POPULATION OF SCHOOLS VISITED

less than 201	201 300	301 400	401 500	501 600	601 700	701 800	801 900	901 1000	more than 1001	Total
5	7	2	2	1	1	0	2	1	1	22
22.8%	31.9%	9.1%	9.1%	4.5%	4.5%	0.0%	9.1%	4.5%	4.5%	100%

TABLE 4

POPULATION OF SCHOOLS SURVEYED ON THEIR RECORD

less than 201	201 300	301 400	401 500	501 600	601 700	701 800	801 900	901 1000	more than 1001	Total
32	23	11	7	2	2	5	1	4	9	96
33.3%	23.9%	11.4%	7.3%	2.1%	2.1%	5.2%	1.05%	4.2%	9.4%	99.95%

### Related Research

Research previously conducted by other individuals that relate to parts of this study include a paper entitled "A Summary to Determine the Preparational Backgrounds of Guidance Personnel in Illinois", written in July, 1960, by Rudy G. Gonzales.<sup>2</sup> He discovered by questionnaire sent to 834 Illinois Guidance and Personnel Association members that 50% of the 546 who responded spent one-half or more of each school day on guidance duties.

A similar study in October, 1960, by Pauline N. Moroni entitled "A Study to Determine the Professional Backgrounds of Guidance Personnel in Illinois"<sup>3</sup> relates almost identical information.

This writer determined that of the 145 guidance personnel serving the 75 schools surveyed on their record (see Chapter IV), 16, or 28.1% of those in schools with less than 300 student population spent one-half or more of their time at guidance. In the larger schools, however, 19, or 54.2% of the counselors in the 300 to 800 population category, and 41, or 77.3% of the

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<sup>2</sup>Rudy G. Gonzales, "A Summary to Determine the Preparational Backgrounds of Guidance Personnel in Illinois", (unpublished Master's dissertation, Dept. of Guidance, Eastern Illinois University, 1960), pp. 17-19.

<sup>3</sup>Pauline N. Moroni, "A Study to determine the Professional Backgrounds of Guidance Personnel in Illinois", (unpublished Master's dissertation, Dept. of Guidance, Eastern Illinois University, 1960), pp. 11-12.

counselors in schools with more than 800 students spent one-half or more of their time with guidance responsibilities.

During the school year 1960-1961, Ralph E. Van Atta and Herman J. Peters determined by comprehensive survey of 958 of Ohio's 1065 secondary schools that only eleven percent met the recommended ratio of one counselor per 300 students. Forty-one percent of those schools surveyed had a counselor-student ratio of one to 500 or more. Van Atta and Peters declare that "not only is there a need for more counselors, but there is an on-going requirement for upgrading the competencies of those who have earned or are using the title, school counselor".<sup>4</sup>

While this writer did not gather information specifically for the purpose of determining the counselor-student ration, a presumption can be made that a large percentage of the schools had a ratio of more than one to 300.

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<sup>4</sup>Ralph E. Van Atta and Herman J. Peters, "Professional Staffing of Guidance Workers", The Personnel and Guidance Journal, XLI (February, 1963), 512.

## CHAPTER II

### Counselor Education

The State Superintendent of Public Instruction in his policy statement concerning the training of prospective counselors, and in keeping with the standards set forth by Title VA, National Defense Education Act, established certain minima for guidance personnel education if the school system employing them hoped to qualify for financial assistance under the provisions of the federal Act.

Every staff member who is given guidance responsibilities, in addition to having a teaching certificate, must have at least 18 semester hours of credit in the field of guidance, 12 of which will be at the graduate level. The 18 semester hours of credit must include preparation in at least 4 of the following 8 areas.

1. Principles and Techniques of Guidance
2. Appraisal Techniques
3. Growth and Development of the Individual
4. Principles and Practices of Counseling
5. Occupational, Educational, and Personal and Social Information
6. Organization of Guidance Services

7. Mental Hygiene and/or Personality Dynamics

8. Research

It is also recommended that the counselor have at least one year of successful teaching experience, and that the ratio of counselor to pupils be no more than 1 to 300.<sup>5</sup>

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<sup>5</sup>Recognition Policy, loc. cit., p. iv, v.

## CHAPTER III

### SCHOOLS VISITED

#### Student Population of Less Than 300

Of the schools listed in Table 2, page 5, twelve of them had less than 300 student population. They were Altamont, Bement, Clay City, Grayville, Lovington, Martinsville, Noble, Oakland, Sandoval, Stonington, and Wayne City. In this group there were nineteen staff members who were designated as having guidance responsibilities.

The situation at Oakland typifies that found in the schools in this category. This high school has a student population of 150 and a guidance staff member who (1) is a teacher, (2) has had 16 semester hours in the field of guidance at the graduate level, and (3) spends a reported 12½ hours per week as a counselor. His graduate studies included work in six of the eight areas discussed in Chapter II.

#### Student Population of 300 to 800

Six of the schools listed in Table 2, page 5, Bridgeport, Oblong, Pana, Shelbyville, Toledo, and Vandalia, had a student population between 300 and 800. In this group, there were nine



staff members who were designated as having guidance responsibilities.

Shelbyville was considered to be typical of this group in every respect except with regard to the academic qualifications of the guidance counselors. This school has a student population of 456. They have two staff members in guidance, each of whom holds a specialist's certificate. One of them has had 52 semester hours in guidance at the graduate level and works full time as a counselor. The other one has had 54 graduate semester hours in guidance and reportedly spends 25 hours per week as a counselor and five hours per week as the school's curriculum coordinator.

#### Student Population of More Than 800

Four of the schools listed in Table 2, page 5, Mt. Carmel, Newton, Paris, and Rantoul, had a student population of more than 800. In this group, there were also nine staff members who were designated as having guidance responsibilities.

Rantoul High School has been chosen from this group for special comment. They have a student population of 1120. Four full time counselors give them a better than 1 to 300 ratio. One of the counselors is the basketball coach, but since this aspect of his work takes place, normally, after the end of the academic day, he is considered to be available on a full time

basis for guidance work. The four guidance personnel have had 20, 30, 42, and 45 semester hours of graduate work, respectively, in the field of guidance.

#### Statistical Tabulation

The tables on the following page display a statistical compilation, according to school population, of pertinent data concerning the 37 counselor personnel of the 22 schools visited. Table 5 relates the number and percentage of staff members involved with regard to their guidance responsibilities and other duties. Table 6 displays the number of graduate semester hours in the field of guidance. Table 7 depicts the amount of time per week devoted to the performance of guidance responsibilities. The fourth column in each table shows the number and percentage of the 37 individuals involved in each relationship, without regard to the population of the school.

TABLE 5  
BREAKDOWN BY DUTIES - SCHOOLS VISITED

Responsibilities	less than 300		300 to 800		more than 800		all	
	No.	%	No.	%	No.	%	No.	%
Guidance only	0	0.0	3	33.3	7	77.8	10	27.0
Guidance & Teacher	11	57.9	4	44.4	1	11.1	16	43.2
Guidance & Principal	4	21.1	0	0.0	0	0.0	4	10.8
Guidance & Supt.	2	10.5	1	11.1	0	0.0	3	8.1
Guidance & other Ad.	2	10.5	1	11.1	1	11.1	4	10.8

TABLE 6  
LEVEL OF GRADUATE TRAINING - SCHOOLS VISITED

Sem. hrs. Grad. Study	less than 300		300 to 800		more than 800		all	
	No.	%	No.	%	No.	%	No.	%
11 or less	4	21.1	0	0.0	1	11.1	5	13.5
12 to 18	8	42.1	4	44.4	2	22.2	14	37.8
19 to 23	3	15.8	2	22.2	1	11.1	6	16.2
24 to 29	2	10.5	1	11.1	2	22.2	5	13.5
30 or more	2	10.5	2	22.2	3	33.3	7	18.9

TABLE 7  
GUIDANCE TIME AVAILABLE - SCHOOLS VISITED

Hrs. per Wk. in Guidance	less than 300		300 to 800		more than 800		all	
	No.	%	No.	%	No.	%	No.	%
14 or less	11	57.8	1	11.1	1	11.1	13	35.1
15	4	21.1	0	0.0	1	11.1	5	13.5
16 to 29	4	21.1	5	55.6	0	0.0	9	24.3
30 or more	0	0.0	3	33.3	7	77.8	10	27.0

## CHAPTER IV

### SCHOOLS SURVEYED ON THEIR RECORD

In addition to the 22 schools visited and reported on statistically in Chapter III, data was also obtained regarding the guidance personnel of 75 other schools in the 23 county area by examining Form VE2-G (see Appendix II) for the school year 1962-1963. These forms are maintained in the Vocational Education Office in Springfield.

#### Less than 300 Student Population

Forty-three of the 75 schools surveyed had a student population of less than 300. These schools reported a total of 57 staff members who were assigned responsibilities in guidance.

#### 300 to 800 Student Population

There were 21 schools in this student population range. There were thirty-five staff members reported as having been assigned responsibilities in guidance.

#### More than 800 Student Population

Although there were only eleven schools in this population category, they reported a total of 53 staff members with guidance

duties. Two high schools in Champaign-Urbana reported 13 guidance personnel and the four high schools in Decatur reported a total of 25.

#### Statistical Tabulation

The tables on the following page display a statistical compilation, according to school population, of some pertinent data. Table 8 relates the number and percentage of staff members involved with regard to their guidance responsibilities and other duties. Table 9 displays the number of semester hours in the field of guidance at the graduate level. Table 10 depicts the amount of time per week devoted to the performance of guidance responsibilities. The fourth column in each table shows the number and percentage of the 145 counselor personnel involved in each relationship, without regard to the population of the school.

TABLE 8  
BREAKDOWN BY DUTIES - RECORD SURVEY

Responsibilities	less than 300		300 to 800		more than 800		all	
	No.	%	No.	%	No.	%	No.	%
Guidance only	5	8.8	15	42.8	21	39.6	41	28.3
Guidance & Teacher	34	59.6	13	37.1	24	45.3	71	49.0
Guidance & Principal	5	8.8	3	8.6	0	0.0	8	5.5
Guidance & Supt.	6	10.5	0	0.0	0	0.0	6	4.1
Guidance & other Ad.	7	12.2	4	11.4	8	15.1	19	13.1

TABLE 9  
LEVEL OF GRADUATE TRAINING - RECORD SURVEY

Sem. hrs. Grad. Study	less than 300		300 to 800		more than 800		all	
	No.	%	No.	%	No.	%	No.	%
11 or less	21	36.8	4	11.4	2	3.8	27	18.6
12 to 18	13	22.8	11	31.4	11	20.7	35	24.1
19 to 23	9	15.8	7	20.0	14	26.4	30	20.7
24 to 29	6	10.5	7	20.0	15	28.3	28	19.3
30 or more	8	14.0	6	17.1	11	20.7	25	17.2

TABLE 10  
GUIDANCE TIME AVAILABLE - RECORD SURVEY

Hrs. per Wk. in Guidance	less than 300		300 to 800		more than 800		all	
	No.	%	No.	%	No.	%	No.	%
14 or less	31	54.4	13	37.1	5	9.4	49	33.8
15	10	17.5	3	8.6	7	13.2	20	13.8
16 to 29	11	19.3	4	11.4	20	37.7	35	24.1
30 or more	5	8.8	15	42.8	21	39.6	41	28.3

## CHAPTER V

### TITLE VA - NDEA POLICY

While this study was not conducted for the purpose of determining which schools, if any, qualified for benefits from the National Defense Education Act, certain aspects of it lends itself to a partial examination in that direction.

There are currently in existence certain minima which must be met by the individual secondary school before any financial assistance can be expected under the provisions of the National Defense Education Act. The pamphlet, Policy for Recognition of Illinois Secondary School Guidance Programs, and Guidance Personnel Qualifications, states that "Approval of local programs for reimbursement is contingent, in part, upon the provision of counseling time by counselors meeting the following educational standards:

- a. A minimum of eighteen (18) semester hours of approved course work in the field of guidance, at least twelve (12) of which are to be at the graduate level."<sup>6</sup>

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<sup>6</sup>Ibid., p. vi.

The policy pamphlet also recommends a ratio of students to guidance personnel of 300 to 1 with every school, regardless of size, having at least one half-time counselor.

The Department of Guidance services newsletter GUIDANCE NEWS, Spring 1964 issue, reports some changes to the above stated policy. For example, beginning with the 1964-1965 school year a superintendent of schools will not be considered as giving assigned counselor time to improve the schools's pupil-counselor ratio. Also a principal who is the assigned chief administrator of a school building will not be considered as giving assigned counselor time to improve the school's pupil-counselor ratio. Other changes relate to all staff members. They may not count as counseling time any time spent with disciplinary functions, hall duty, cafeteria supervision, checking attendance, and such matters.<sup>7</sup>

The impact of this policy change becomes apparent by referring to Table 5 on page 14, and Table 8 on page 17. Of the schools visited in 1964 (see Table 5), four of those with student population of 300 and under used principals as counselors, two used superintendents and two used other administrators as counselors. As the schools increase in student population, this situation improves.

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<sup>7</sup>"Guidance News", (Department of Guidance Services, Office of the Superintendent of Illinois, Springfield, Illinois, Spring 1964, p. 2. (Mimeographed)



The GUIDANCE NEWS also reports that there will be a gradual increase in the educational requirements in that by September 1, 1965, a minimum of 24 semester hours in guidance, 6 may be undergraduate, will be required. By September 1, 1967, a minimum of 30 semester hours, 6 of them may be undergraduate, will be required. By September 1, 1969, schools that participate in the State Program for the Improvement of Guidance and Counseling conducted under the auspices of Title VA - NDEA will be required to use counselors who have a minimum of 30 approved graduate semester hours in guidance.<sup>8</sup>

The effect of imposing these higher educational standards on the guidance personnel will mean simply that the schools will not be able to qualify for Title VA financial assistance because of it, or their guidance personnel will be required to take additional graduate courses in guidance. Of the schools the writer visited, (see Table 6, page 14), additional graduate work to be completed before September 1969, will be required of 89.9% of those personnel currently assigned responsibilities in the small schools. The picture is only slightly better as the schools get larger. In the 300 - 800 school population range, 78.8% of the guidance personnel have less than 30 graduate semester hours, and in the larger schools, only one

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<sup>8</sup>Ibid., p.4.

in three are now qualified to meet the 1969 requirements.

Of the schools that the writer surveyed on their record, see Table 9, page 17, the situation is no better except that consideration must be given to the fact that the records surveyed were submitted shortly after the beginning of the 1962-1963 school year, whereas the visits were made late in the 1963-1964 school year. Also pertinent is the fact that, in the large high schools, only eight of the 38 counselors assigned to the two schools in Champaign-Urbana and the four schools in Decatur have thirty (30) or more graduate hours.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

It is significant to note that of the twenty-two schools visited, five of them reported a total of eleven staff members who were primarily principals, superintendents, and other administrative personnel as having guidance and counseling responsibilities. Also twenty-two of the 75 schools that were surveyed on their record indicated that a total of 33 principals, superintendents, or other administrative personnel had guidance and counseling duties.

The Allerton House Conference on Education, in a study made in 1958, concluded that in some instances the student-counselor ratio was made to look better by assigning principals and other administrators counseling duties for at least one hour per day.<sup>9</sup> No inference is intended, however, at this point that the administrators discussed above assumed guidance

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<sup>9</sup>Allerton House Conference on Education, Counseling Services in the Secondary Schools of Illinois, A Report Prepared by Study Group IX: Role of the Counselor, Gibbon Butler, Chairman (Urbana: University of Illinois, 1958), p. 13.

responsibilities in an effort to improve the ratio.

Counselor - educators, i.e., professors of Guidance or Counseling, authors of books on the subject, etc., frequently refer to the inadvisability of administrators assuming counseling roles or of counselors being assigned disciplinary duties. While it is realized that certainly not all of the duties of an administrator are disciplinary in nature, they are so sufficiently enough that a student's image of the administrator-student relationship is one of discipline or threat of discipline. Wrenn remarks in The Counselor in a Changing World that "unless there is opportunity for an individual to establish a close relationship with at least one other human being, a relationship which is nonthreatening, it is easy for a conflict to develop between what he senses himself to be and what he would like to be in response to others demands".<sup>10</sup>

Ohlsen writes that while a counselor should carry his share of teaching responsibilities, if needed, he should not be cast in the role of discipline officer. He cannot be held in full confidence and trust by the client if the client feels that reprisals might emerge from a counselor-student discussion of

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<sup>10</sup>C. Gilbert Wrenn, The Counselor in a Changing World (Washington: American Personnel and Guidance Association, 1962), p. 127.

school regulations, tardiness, absences, etc.<sup>11</sup>

In a report based on his doctoral dissertation, Norman S. Gilbert established the primary hypothesis that students counseled by counselors who have discipline responsibilities perceive their relationships differently than those counseled by counselors who have no discipline responsibility.<sup>12</sup>

In light of these statements and findings, some doubt is attached to the validity of the entire guidance program in those schools where a significant part of the program is performed by school administrators. The recent policy change regarding administrators performing guidance will tend to reduce the number of schools involved, at least if they try to qualify for Title VA assistance.

A review of Tables 6 and 9 readily reveals that a considerable amount of additional graduate work is going to be required of high school counselor personnel if they are to meet the required minimum of 30 graduate semester hours by September 1969. At the present time in the 22 schools that were visited, only 10.5% of the 19 counselor personnel of the 12 small schools,

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<sup>11</sup>Merle M. Ohlsen, Guidance, An Introduction (New York: Harcourt, Brace & World, 1955), p. 75, 76.

<sup>12</sup>Norman S. Gilbert, A Comparison of Students' Perceptions of Counseling Relationships Among Schools in Which Counselor Duties Differ (Franklin Park, Ill.: Leyden Community High Schools, no date), p. 4.

22.2% of the 9 counselors in the 6 middle sized schools, and 33.3% of the nine counselors in the 4 larger schools have 30 or more graduate semester hours in the field of guidance. The reports that were submitted by the other 75 schools in the selected area indicate that at the start of the 1962-1963 school year only 14.0% of the 57 counselors in the 43 small schools, 17.1% of the 35 counselors in the 21 middle sized schools, and 20.7% of the 53 counselors in the eleven larger schools had 30 or more graduate semester hours in the field of guidance to their credit.

A review of Tables 7 and 10 indicates that where the small schools are involved, only 21.1% of the 19 counselors in the 12 schools visited were engaged in guidance duties more than half of the time, and only 28.1% of the 57 counselors in the 43 schools surveyed on their record gave more than half of their time to guidance duties. These percentages increase significantly as one moves into the larger school situations. It can be presumed that the larger schools with their better salary schedules can attract better qualified individuals and can afford to allow them more time to pursue guidance and counseling duties.

### Conclusions

The writer concludes that the assumption stated in the Purpose of the Study was a valid one. A number of high school

students very likely are not receiving adequate counseling regarding their educational, vocational, and other personnel needs because a sufficient amount of time is not being made available to qualified counselor personnel in all high schools.

A conclusion can also be drawn that additional demands will be made upon colleges and universities to provide additional and more advanced courses in guidance and counseling as more high schools attempt to abide by the State's policy concerning administrators with counseling duties and the State's new educational standards for counselors. The institutions of higher learning that can provide at least two full academic years of graduate work in guidance should be able to meet these demands.

#### Recommendation

It is recommended that a similar study be conducted during the school year 1969-1970 to determine whether the training of guidance personnel has increased significantly as a result of the new counselor standards which have been established and which become effective on September 1, 1965.

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APPENDIX I

SCHOOLS VISITED

RECORDS SURVEYED



