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An Investigation of the role of the High School Counselor in Class II Districts in the State of Washington

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AN INVESTIGATION OF THE ROLE OF THE HIGH SCHOOL COUNSELOR IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

For many years there has been a reputed difference between the role of the counselor as it has been defined in the laboratory or experimental school and the actual role of the counselor in the field. This claim has been based upon limited observation, and in no instance has experimental evidence been presented to support it.

THE PROBLEM

Statement of the problem. It was the purpose of this study to determine (1) the current role of the high school counselor working in class II districts in the state of Washington, (2) the kinds of tasks he performs in these districts, (3) the types of tasks he thinks that he ought to perform in his role, (4) how he believes his role may be improved, and (5) how well his training has equipped him for his present role.

Importance of the study. The need for counseling youth has always been of great importance to organized society. Because of a rapidly changing world and an extremely fluid society, friends and family are no longer able to provide all guidance needs of the individual. Having almost daily personal contact with the young people of the nation, the school systems

have assumed responsibility for this service. The school counselor has grown, over the past few years, in stature and importance to the total educational function until he is an indispensable link in the chain of our social, vocational, and academic education. Increased enrollment, extreme diversity of interest and abilities of students, departmental organization, and the expanded curriculum of our high schools have made the counselor extremely valuable.

There is a need for guidance services in the high schools of the United States today. A complex, fast-moving, technological society has arisen in a world, where less than three-quarters of a century ago, a basically rural, agricultural society had existed.

Man has never before experienced so many demands, pressures, and uncertainties in his everyday existence. Youth today live in a world that twice in twenty-five years had been ripped by global conflict and that is continually threatened by a third such war that could destroy mankind completely. The chaotic situation of world affairs and national problems of unemployment, poor housing and poverty in a land of plenty--a country in which the most frequent criminal age is nineteen, eighteen, and twenty-one respectively--are problems modern man has created for himself (22:6).

In our modern techological world wages are increasing and the standard of living is rising. Occupations are becoming more specialized. There is a greater variety of jobs

requiring more education of the workers. The old frontier is gone and in its place are new scientific, social, and economic challenges (22:6). Myriads of choices and requirements of training and education are so expansive as to frighten the neophite. Occupational conditions are currently such that the young adult finds organizing and planning his future program virtually impossible. According to Walters, investigators find that many people do not get the needed assistance in planning for the entrance into an occupational field and are, therefore, dissatisfied with their jobs and do not make the satisfactory adjustments (37:10).

These complexities of modern life have created many problems of mental and physical health (37:4,5). This is an age of frustration and anxiety; dangerous feelings of freedom from moral responsibility are commonplace. Walters cites Menninger's estimate that from 50 to 70 per cent of modern patients are seeking relief from symptoms caused by emotional problems, not physical problems (37:21).

Accompanying these changes in society are significant changes in the school's situation that have given rise to the need for an organized guidance system in the public high school. First, a greater percentage of children of high school age is attending high school. In 1870, for example, only about 2.4 per cent of children of high school age attended high school. By 1900 this percentage had increased to 7.3 per cent. In 1920 approximately 24 per cent of high

school age children attended high schools. In 1940 the per cent had risen to 79.3 per cent (35:7).

Along with this increase in school population came the demand for expansion of the curriculum. Formerly only those young people who desired entrance into college had attended high schools; thus, the curriculum had been oriented solely to college entrance. With virtually a cross section of population demanding a high school education, the old Latin-grammar curriculum was no longer sufficient. In less than a quarter of a century, the number of classes offered increased over 500 per cent (9:6). In some of the larger schools the shift has been from that of offering from ten to a dozen courses to an offering of over 500. Also, many of the smaller schools whose sole curriculum was more or less limited to college entrance courses became more functional in orientation (34:7).

Expanding curriculum has brought with it departmentalization that has, in turn, removed the teacher from contact with the student except from a highly specialized academic angle. The child no longer enjoys the personal relationship he once had, but rather, he is. . . "forced to live in a dozen different worlds each day" (34:6). Part of this personal relationship lost to departmentalization may be restored by the counselor. He provides the pupil with an opportunity to understand himself better, to make more appropriate choices and decisions, and to solve his personal problems. Allen believes this function is the heart of the guidance service (1:8).

Rosenberger also feels that much of this loss of personalization caused by mass regimentation and mass education can be rectified by good counseling. "Good counseling," he adds, "restores the personal touch. . . and shows the student how various parts of the curriculum relate to his problems (31:106).

Another change in the educational system has been the placing on the public schools some of the responsibilities formerly assumed by the church, home and industry (22:7). A good example of this is the vocational education programs carried on by the schools.

The change in drop-out policy has created a need for counselors. Every year our high schools are losing an estimated 60,000 of their highest level ability students (20:260). In the present population of students there is enough potential to fulfill all future educational demands in all fields if it weren't for the high rate of dropout (39:5). One of the answers to this loss seems to be counseling. Irwin, for example, concludes that in schools where good guidance programs have been launched, the results are encouraging. He reports that the initiation of good counseling in West High School in Waterloo, Iowa, reduced drop-outs by one-half (21:54). In Tucson, Arizona, high school drop-outs were reduced by 40 per cent after guidance services were made available. A group of Harvard researchers conducting an experimental study of two groups of high school students equal in every possible way, found that 27 per cent of students of the group receiving

counseling earned honor grades while only 10 per cent of the group who experienced no guidance received honor grades (21:54). In a similar study Hunt reported that according to a recent study of College Entrance Examination Board tests, about 66 per cent of high academic ability boys who had discussed college at length with teachers and counselors entered college; only 21 per cent of those not counseled enrolled (20:260).

Finally, the need of a guidance system is clearly illustrated by the number of "underachievers" to be found in the public schools today. Gowen, quoted by Allen, supports this statement when he points out that if the percentage of "underachievers" exceeds 15 per cent of the high school student body, something is wrong with the social climate of the school. He states that the students of these schools are often in need of counseling in various areas. Gowen pointed out that anxiety about choice vocation, relations with parents and ways to earn enough money to gain independence from domineering or possessive parents, are problems common to these young people (1:495).

In summary, Dr. James B. Conant, current critic in the field of secondary education, believes the success or failure of the entire American Educational system is dependent upon the success or failure of the guidance program (1:344). The objective of our system seems essentially to be the production of a . . . "self-regulating individual motivated by a sentiment of respect and loyalty to themselves and to others" (40:106).

Guidance centers upon this self-regulation by means of assisting the individual to achieve a deeper understanding of himself.

The study presented above, although often lacking in careful controls, suggests that guidance problems and counseling can be valuable components in a contemporary educational program. To be most effective, guidance must be continuous, well-organized, personalized and thorough. The counselor in his situation must bear the burden of the responsibility for this program.

Similar studies have been completed in New York, California, and Illinois; however, none has been done on class II districts in the state of Washington.

DEFINITION OF TERMS

For purposes of clarity the following terms that are used in this thesis have been defined.

Counseling. That intrapersonal process whereby a qualified person is able to help another to better understand himself (14:8).

High school counselor. The coordinator for all guidance services and activities and is advisor to teacher, student, parent, and administrator alike. His main responsibilities are guidance and counseling in a pupil centered curriculum.

Curriculum as used in this paper agrees with Allen's definition (1:105):

> The term curriculum should be applied broadly to mean the whole program of the school in which the pupil actively engages, including co-curriculum, or extra-curricular activities, student affairs under school auspices, student government, athletics, work-study programs, and pupil-personnel services, as well as the program of study proper. On this basis guidance and pupil personnel problems would be an integral part of this curriculum as a whole.

Guidance (1:2,3):

> Guidance is that part of the total school program which is suited to the student's needs in all phases of the school program in general and to educational, vocational, and avocational problems specifically.

Guidance program. That body of services specifically formulated to provide assistance to the individual in the solution of his problems and improvement of his planning (14:9).

Guidance system. The sum total of the efforts of personnel of the professional staff organized for the purpose of assisting the individual within the school system to make decisions of educational, vocational or personal consequence.

Placement. A service intended to assist the pupil in his procurement of employment of his next educational step (14:9).

Follow-up. A service organized to gain information about and to provide continuing services for former students (14:9).

Counselor's role. The function that the counselor performs within that position he occupies in the school society (42:175).

Status. The counselor's place in society (42:175).

Class II districts. Those districts of less than 1,000 total school population or those of 1,000 or more that have not been declared Class I districts by the Washington State Board of Education.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written concerning the role of the counselors in the high schools of the United States. For the purpose of this thesis, however, only a brief summary of the work that directly relates to the problem and its background will be given. First, a brief review of the guidance movement should be significant to a study of the counselor's role. Also of importance should be a discussion of actual and recommended roles of counselors in public high schools. Counselor training and requirements and certification as they relate to this thesis will also be discussed.

A BRIEF HISTORY OF THE GUIDANCE MOVEMENT

At the turn of the century a change in the American society initiated a movement that according to some authorities has culminated in present-day guidance and counseling services. Frank Parsons of Boston, assisted financially by Mrs. Quincy A. Shaw, is given credit for organizing the first guidance service for high school youth. In 1908 he opened his Vocational Bureau with the purpose of assisting out-of-school youth and "drop-outs" (1:21). By 1910 the Bureau had become the center of the guidance movement. Although many would possibly disagree with the theory of "telling," Reed states that the precepts or principles, embraced by the

members, formed the basis for later guidance development (30:7).

There were also other centers where guidance services were gaining momentum in the United States at this time. In New York City, for example, Eli Weaver of Boy's High School of Brooklyn was organizing the first vocational guidance program to be conducted in connection with a public school system. However, on an informal basis high school teachers were serving in many cases without extra remuneration as counselors; bulletins on vocational education were studied in English classes, resource speakers were in vogue, and placement services were being conducted. In 1907 Weaver organized an "Extra Help for the Harvest" movement in which boys from the city were taken from the city to assist with the seasonal farm work in up-state New York. The program was a success, and during the following year Weaver had 2,500 boys signed up for his program. At this point, however, he substituted some more appropriate types of work for the city youth. Up to this time the program had been supported entirely by the High School Teacher's Association; however in 1909 an appeal was made for such a centralized program of this type to serve New York youth. Although the financial request was refused, a token appropriation was made to each high school to support such a program (30:7-10).

The First National Conference on Vocational Guidance, called by the Boston Chamber of Commerce in 1910, was attended

by Parsons, Weaver and many other notables from industry, education, government and other fields. Various concepts were discussed, but no association was formed. The Second National Conference was held in New York City, October 23-26, 1912, at which time a thorough study of guidance services was made. A decision to form a National Association was passed, but no action was taken on the matter until the Third National Conference at Grand Rapids held in 1913 (30:14-19).

To intimate that these two centers of guidance activity were the sum of guidance development of this era would be erroneous. These two centers, however, did take the leadership. Similar movements usually with philanthropic financing were initiated in Cincinnati, Grand Rapids, Philadelphia, Chicago, St. Louis, Minneapolis, Hartford, DeKaeb, Omaha, New Orleans, Salt Lake City, Seattle and various other cities of California and the South at about this time (40:7-29).

In 1918 the National Educational Association's Commission on Education recommended that the goal of educational theory and practice be to provide an adequate means of helping young people meet the needs of life in the following areas: (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) civic education, (6) worthy use of leisure time, (7) ethical character development (11:22). These principles have become known as the Cardinal Principles of Secondary Education (5:244).

The Cardinal Principles are the basis of later formulations of educational objectives. For example, in 1938 the Educational Policies Commission of the National Education Association offered the following four general objectives; (1) self-realization, (2) human relationship, (3) economic efficiency, (4) civic responsibility (11:23). These formulations led eventually to the actualization of a long cherished dream.

In 1930 the United States finally achieved mass education through free elementary and secondary education (30:29).

Since its inception the guidance system has experienced rapid growth. In 1951 for example there were 3,990 high school counselors serving half time or more in public high schools (15:viii). This number had grown to 19,000 school counselors in 1953, of whom 8,153 spent more than one-half of their time discharging counseling duties to almost one-half of the high school students of the nation (42:175).

Furthermore, in 1951 according to Derthick a total of forty-one states employed a total of sixty-three specialized people on the state level who were responsible for guidance responsibilities; in 1957 this number had increased to forty-seven states (12:110). Over a brief period of fifty years guidance services have grown from a meager beginning in Boston to include highly-qualified personnel working in high schools located in every state in the Union (15:vii). Initially guidance merely assisted a high school student to

select subjects that best suited his needs and interests. More recently, however, guidance has expanded to include personality guidance and has found its way into both elementary school and college (11:ii).

ROLE OF THE COUNSELOR

Much has been written concerning the high school counselor's role in the public schools of the United States and his status in the educational community. All of the authorities examined seem to agree concerning the importance of his role to the youth of the nation. However, there is some difference among authorities as to how his role should be performed. Within the spectrum of democratic beliefs . . . "the world has a place for everybody, at least our democratic America has--a place in the civic life and a place in the vocational world. . . ." and it is the duty of the counselor to assist the student in the determination of this role (1:55). It is the primary duty of the counselor to assist the student to . . . "more complete realization of the aspirations and needs of the society of which he is a part" (9:7,8). Mortensen says that guidance is an outgrowth of the traditional American belief in equality of opportunity. He believes that counselors must assist the student "to (1) strengthen the use of his own abilities, (2) to make wise choices, and (3) to face the problems he will encounter in and out of school." In a democracy, it is the counselor's duty to assist the child in the realization of all of his capacities and talents (27:4,5).

To do this Wellman believes that the counselor must identify and interpret the special and general capacities of the student, provide experiences that will enable the child to make optimum use of these capacities. Also, the counselor should provide professional assistance to the child and his parent as they make adjustments and plans that will enable the child to realize the greatest benefit from his educational experiences and to continually assure the educational needs of society and evaluate means of realizing them (39:5).

Allen sees the role of the counselor in a slightly different light. He believes that the nucleus of the guidance program is providing assistance to teachers and teacher-counselors, working on cases where teachers lack either time or skill, making policy and discovering the guidance resources of the school and community (1:55); (14:9). He sees the role of the counselor divided into three . . . "major themes of high school guidance. . . .

> 1. Development of personal-social effectiveness in carrying through adolescent developmental tasks.
> 2. Orientation of personal, social and spiritual nature.
> 3. Vocational orientation linked with educational planning" (1:55).

Wright sees the role of the counselor essentially as one of assisting the student to evaluate himself or to gain knowledge necessary for making decisions and taking responsibility for initiation, maintenance of and supervision of cumulative records (33:502). Klopf, Mathewson, and Tooker concur in Stewart's opinion (24:417; 26:544-47; 33:264,5).

Harry A. Goldstein concluded a study to ascertain what the duties of a counselor in the Tucson Secondary Schools should be. In addition to the already mentioned points he states that the counselor ought to teach at least one or two classes daily, to audit graduation and college entrance credits, to conduct military counseling, to handle orientation and scheduling of new students. He also ought to advise with students regarding electives, vocational planning and further training. He must be expected to assemble college entrance materials, to handle student employment, including routines for excusing people for Christmas work, to arrange for special counseling programs. Goldstein continues that the counselor should write letters of recommendation for pupils either in or out of school, counsel with drop-outs, conduct parental conferences, carry out home visitations, and do any clerical work involved in completing routine services mentioned above (17:588).

In a listing too exhaustive to be included, William E. Traux, Jr. organized a list of critical requirements for small school counselors. He divides his list of requirements into seven basic categories:

> (1) providing services to students as individuals, (2) providing services to students in groups, (3) providing services and maintaining relationships on the school staff, (4) maintaining relationships between the school and the community, (5) contributing to the general program, (6) accepting personal responsibility, (7) accepting professional responsibility (35:263).

In any case it is apparent that the role of the counselor should be the role of a professional man, who, if the best interests of the high school student are served, should assist in basically four different areas: "(1) appraisal and understanding of self, (2) adjustment of the self to social and personal realities, (3) orientation to current and future conditions, and (4) development of individual potentialities" (26:544).

Some differences in the concept of the counselor's role are apparent between the critic's ideal and that of the student. In nine high schools in central New York state, for example, seniors were asked to indicate areas where counselors were most able to acceptably contribute to them. The study shows that the student perceived the high school counselor to be of most value in educational, vocational areas, rather than in emotional areas (18:388).

Probably the most vociferous proponent of what the role of the counselor should be is Stewart who proposed a "Bill of Rights" for high school counselors. He states that this defense is needed because of gross misuse and misassignment of counselors in the high schools of the nation. He goes on to cite examples of misuse brought out in several studies showing that counselors are used to complete tasks of administrative, clerical or instructional nature (33:503).

Another extremely important part of the counselor's role is his load. How many students should he have under

his direction? Very little agreement exists here. Hoyt stated that no one knows what the counselor's student load should be because no one has yet devised means whereby this can be checked, He does, however, state that since the counselor may be expected to spend a minimum of one-half hour per year with each student under his direction, a full-time counselor is needed for every 400 students in the school to allow the counselor to perform at minimal effectiveness (19:86,88).

Allen is even more conservative in his estimation because, he said, the counselor is similar to a teacher. A teacher is necessarily limited to between 300-400 students that he can meet in any one day; thus, a counselor is limited to from 300-400 students under his direction if he is to perform his job at even a minimal effectiveness (1:6).

In the state of Washington in 1953, the counselor load seems to have been from 307.2 to 579.9 students per counselor, depending upon the size of the school and the type of counseling position. There were 435 counselors in the state at the time this article was written; 141 in communities under 50,000, 155 in urban communities of from 255-9,999; 139 in urban communities of 10,000 or more (23:127-30).

As the need for counseling in the high schools of the United States has become more critical, several studies concerning the actual role of the counselor have been made. The results of these studies are very enlightening.

Arnold reports a study conducted in 1947 by the Educational Council of the Ohio Education Association. Questionnaires were sent to 250 counselors in the state of Ohio. It was determined that only ten per cent of the counselors questioned devoted eight hours or more per day to educational and vocational counseling. From this study Arnold concluded:

> 1. More time and effort is being given to attendance, tardiness, discipline, and school failure than is being given to counseling.
> 2. . . . the load carried by many of these people is very heavy.
> 3. Counseling on vocational, educational, and personal problems must be grossly inadequate if their group is representative (2:392).

Goldstein suggests following a survey conducted by him that many of the clerical duties which are presently the responsibility of the counselor . . . "could be handled more expeditiously and with less expense by a school clerk." He indicated that clerical duties requiring professional judgment and skills are "rightly associated with counseling." Here he includes such responsibilities as "checking on test scores, preparing bulletins, calculating medians, and working with pupil records" (17:587).

Stewart thinks many of Goldstein's conclusions may be open to question (32:501). To substantiate his opinion Stewart cites studies by Martyn and Sevdy. Martyn found that as much as 80 per cent of the counselor's time is spent on clerical duties. Even after having eliminated such duties deemed necessary, he suggested that "Counselors still spend

43 per cent of their time on clerical duties." He found great variation from school to school and suggested that perhaps organizing the school's clerical staff and training counselors in office procedures "may serve to reduce this high percentage" (25:501).

Sevdy studied the distribution of actual working time of a group of counselors working in the schools of northern California. Using the structured personal interview technique, he reported that many lacked even minimal office space and secretarial assistance. Much of the counselor's time was spent in non-counseling duties, such as substitute teaching, administrative functions, attendance accounting, hall duty, punishing disciplinary cases, and chaperoning student activities (32:501).

In another study reported by Stewart, Purcell found that of 106 counselors in the Long Island Guidance Association, seventy-one per cent were full-time counselors with an average working day of eight hours. These people had a pupil load of 500 to 599 students. However, there was a load range of from 200 to over 1,000. Over 95 per cent of these counselors were "concerned with student problems"; however, fifteen per cent prepared the school's master schedule, fifty-five per cent assigned students to classes; sixty-four per cent counseled on chronic attendance problems; nine per cent kept daily attendance; thirty-nine per cent scored tests; thirteen per cent recorded the results on record cards; thirteen per cent

recorded marks on transcripts. He also found that:

> Little emphasis was placed on group guidance and seventy per cent of the counselors spent one-half hour or more per day on clerical duties.

Purcell concluded that if counselors are to offer truly professional services, they must be assigned to "professional guidance responsibilities with adequate clerical assistance" (29:111-113; 32:501).

Relating to this same area of study, Allen stated that much less is being accomplished in the area of vocational counseling than is popularly believed because the counselor is over-burdened . . . "with keeping records, programming, educational counseling, dealing with individual spot problems, and carrying on a number of extraneous activities. This has kept overworked, undermanned, and underpaid counseling staffs too busy to do much vocational counseling beyond a rather superficial kind" (1:27).

Stewart quotes the California State Department of Education in reference to the present role of the counselor in administration:

> Since the major responsibility of the counselor is to counsel students, his administrative duties should be held to a minimum. When administrative and managerial tasks are assigned to the counselor, these tasks should be compatible with the counseling process and should not jeopardize the counseling service (33:503).

He further cites agreements of Jones and Miller, Schoben, Tooker, Trout, Wrenn and others to support the above opinion (33:502). In addition to the criticism levied against

the use of the counselor in clerical and administrative areas, Mortensen objects to the use of the counselor as a disciplinarian or emotional trouble-shooter because he states the problem child becomes the focus of attention to the exclusion of the child with normal problems (27:10).

Pierson and Grant made clear the ambiguity of a counselor's situation. He is on "one hand told by extreme permissivists that he must not evaluate, diagnose, prescribe, or even enforce regulations." He is told that to do this will jeopardize his rapport with the student. Yet on the job he may be expected to do truancy work, issue job permits, approve schedule changes and make all sorts of administrative decisions (28:207).

Mortensen believed that "investigation of violators of school rules or disciplinary cases are not to be regarded as the responsibility of the counselor, but are administrative in nature. "Diagnosis and treatment of individuals with behavior problems," he believes, "are pupil personality functions" (27:44).

Traxler also criticized the present use of the counselor's time. He stated that the elective system, where the student is permitted to select a course of study himself, "with all of its programming, short interviewing, and records . . ." is forcing the counselor into an over-simplified approach to guidance. Actually very little time is left for proper educational, vocational guidance (36:44).

From the above material it may be concluded that authorities may disagree as to the exact definition of the role of the guidance counselor in the public high school, but they agree that he occupies a position of major importance to the total educational program. Furthermore, the authorities reviewed tend to agree that the high school counselor in his present role is being misused. That is, he is being used as a clerk, administrator and an instructor in a manner either ambiguous to his role or in a manner that detracts from his time and efforts as a counselor.

Guidance and personality requirements. The role of the counselor exemplifies a "first position of leadership," and is demanding of the talent of first rate people (34:264). A brief survey of the counselor training and requirements will contribute to a better understanding of the counselor's role in the secondary school. There can be no doubt that both personality and professional training are required for the counselor to attain the desired influence in an educational guidance program (1:344). Some type of work experience in dealing with people is desired. The mere desire to "work with people" or to "do good," however, does not in itself qualify a person to be a counselor (42:176). A broad, philosophical frame of reference, deep behavioral understandings and insights, and a broad perception of and conviction for the role of the guidance worker are too often missing.

The personality of the counselor is of extreme importance because "counseling involves the interaction of two personalities through the medium of speech and other symbolic behavior" (38:277).

Several studies have been conducted to determine what personality traits are detectable in good counselors. Bailey, in a doctoral dissertation completed at New York University, reviewed studies by Bowler and Dawson, Yarbrough, Graves and listed the following desirable characteristics of counselors: (1) sympathetic understanding of youth, (2) emotional stability, approachability, (3) broad scope of knowledge and interests, and good judgment and common sense (3:445).

Weitz suggests that personality patterns of security, sensitivity, and objectivity seem crucial if the counseling interaction is to be successful. He explains that by security he means self-acceptance which necessarily involves a frank recognition of his own strengths and weaknesses--he is aware of his limitations, but he is not threatened by them (38:277-8).

Bailey reports that probably the most complete listing of positive personality traits for counselors was compiled by Rachael D. Cot (3:446). Using an interview approach, Cot determined the following list of characteristics to be desirable traits for a successful counselor:

> (1) fairness, (2) security, (3) 'personality,' (4) good character and wholesome philosophy, (5) common sense, (6) health, (7) emotional stability, (8) approachability, (9) ability to get along with people, (10) sympathetic understanding of youth,

(11) interest in people, (12) understanding people, different from self, (13) flexibility and adaptability, (14) intelligence and mental alertness, (15) social culture, (16) broad knowledge and interests, (17) leadership, (18) awareness of one's own limitations, (19) professional attitude, (20) sense of mission, (21) interest in personnel work, (22) understanding classroom conditions, (23) understanding working conditions, (24) understanding of social and economic conditions.

Tooker emphasizes especially that the individual who is a failure as a teacher is a very poor prospect for guidance personnel. He will be at a disadvantage because he is apt to bring warped images of education to a role where a complete functional knowledge of the educative process is absolutely necessary. He also states that the teacher who relates poorly with his colleagues is a poor counseling risk because of the necessity of leadership in the guidance area (34:264). This does not necessarily mean, of course, that a "good" teacher will become a good counselor. In fact, there is some evidence to the contrary.

So important is the appropriate counseling personality to the counselor that many of the leading counselors training institutions are currently using various personality inventories and tests as screening devices (42:176).

Educational requirements. Academic preparation is equally as important to the success of a counselor as personality characteristics. In a study reported by Wrenn, Gustad summarized a survey concluded by the American Psychological Association committee on counselor requirements (42:176.)

Data obtained from three-fourths of the graduate schools that had, up to 1953, prepared the largest number of counselors showed that 40 per cent of these particular institutions had their programs in education, 45 per cent of them had their counseling programs in psychology, and 15 per cent of them had their programs about evenly divided between these two disciplines. He also determined that 60 per cent of the surveyed institutions required either a psychology major or minor.

It has been indicated that authorities in the field seem to differ in their opinions of just what the training program of the prospective counselor should include. They do, however, agree that the program ought to include study in both education and psychology as well as in other related areas (34:264).

Robinson and Mathewson believe that the training program for prospective counselors ought to be sociologically or psychologically orientated (26:8). Mathewson, for example, recommends the following type of program for the prospective counselor:

Areas of concentration	Semester hours
Undergraduate preparation in psychology and sociology	24
Graduate work in psychology, mental hygiene, sociology, cultural anthropology, and education	24
Guidance preparation proper: appraisal and measurement	8

Areas of concentration (continued)	Semester hours
Counseling and related counseltation and communication	8
Group work and social relations	4
Programming, curricula relations, organizations, and administration	6
Social resources, conditions, and opportunities	4
Guidance policy and practice (26:8)	8

From an immense background of experience as a teacher-counselor, guidance director, and college professor in the area of guidance and counseling, Hoyt suggests that the counselor be professionally trained with an MA degree in guidance and counseling, or its equivalent (19:85-88).

Wrenn, Burnett, Dugan and other authorities stress the need of the prospective counselor for supervised counseling practice at levels of both practicum and internship (42:176; 8:127; 13:37-39).

CERTIFICATION

A relatively new trend in counselor preparation and the related area of standards is certification on the state level. As of 1957 the United States Office of Education reported that forty-one states had counselor certification requirements for guidance personnel: thirty-four of these required counselor certification and seven offered optional certification. Nine states had adopted certification requirements that year, and many of the remaining states were

expected to follow suit within a short time (4:9-16). These expectations of immediate acceptance of state certification have not, however, materialized. In Washington State there is some active opposition to certification among both Parent-Teacher organization and certain administrator organizations. According to the Guidance Newsletter from the office of the Superintendent of Public Instruction, Mr. Louis Bruno is presently studying counselor standards and preparation (7:1-13). The outcome of this study could certainly affect appreciably the eventual outcome of certification in Washington State.

There are still active questions among even the counselor personnel concerning the desirability of certification in the state of Washington. There is some evidence that the Washington State Personnel and Guidance Association is considering internal certification.

Authorities tend to recommend similar programs for fulfillment of certification requirements. Most of them recommend undergraduate courses in guidance and counseling and associated fields, and an MA degree in guidance and counseling. It should not, however, be assumed that there is absolute agreement concerning requirements for counselor certification. Areas of most pronounced disagreement seem to exist concerning: (1) whether or not the prospective counselor must have previously had teaching experience, (2) whether the prospective counselor should have had occupational experience in areas other than education, just how many and

which courses ought to be required of the prospective counselor, (3) whether there ought to be given first some sort of provisional certification, (4) what sort of an internship program ought to be offered and how long should required internship be: if, indeed, an internship program ought to be required. Like Klopf and Froelick, however, all authorities stress that certification or degrees do not complete in final terms the counselor's preparation, but that learning must be continuous and expanding (24:417; 16:59-66).

SUMMARY

Research supports the assumption that the role of the counselor is essentially a role of critical importance to the present public educational system of the United States. Since its inception under the direction of Frank G. Parson in the early 1900's, the guidance movement has gradually gained in both importance and in acceptance, and indications are that this trend will continue.

Research tends to give a rather complete picture of the role of the guidance counselor in several states. Several of these studies have been reviewed in this chapter. It has been previously stated that counseling personnel seems to be frequently used in areas other than those strictly defined as counseling. Indeed, several of these studies would support a conclusion that the counselor is used in other areas as often as he is used in the counseling areas, if, in fact, not oftener.

Although authorities disagree concerning certain aspects of proposed training programs for prospective counselors, all agree that a well-balanced, well-organized curricula should be devised for counselor training. They further agree that preparation in education, psychology, sociology, and associated areas is desirable. They disagree concerning the need of both educational and occupational experience.

Certification and certification requirements are problems presently being more widely discussed in counseling circles in Washington State than any other question. Both of these questions are of controversial nature and show need of research themselves. Present gains in this area are, however, apparent. Improvements in guidance curriculums in institutions of higher learning, appointments on the state level of special committees to study counselor certification, and preparation and professional interest among counselors in such matters as internal certification all attest to sincere interest in improving the quality of counseling and guidance in the state of Washington.

CHAPTER III

RESULTS OF THE QUESTIONNAIRE

PROCEDURES

A questionnaire was sent to counselors working in the 156 class II high school districts in the state of Washington to determine the counselor's actual role, his perception of what his role ought to be, and his specific training and preparation for his position. Of the questionnaires received, 73 per cent, or 113 out of 156, were deemed complete enough to be usable.

The instrument itself was divided into two parts. The first part was organized to show the kinds of tasks performed by the sample and the frequency with which they performed them. Personnel were also asked to indicate whether they felt that these tasks ought to be performed by the counselor. An opportunity for the respondents to indicate that they were undecided was also provided. It appeared that by providing an optimum number of opportunities for the respondent to react to different items in the questionnaire and by avoiding forced positive or negative responses, a reasonably accurate evaluation of the counselor's role would be obtained. Open-end questions were also provided where additional duties and evaluations were solicited.

The second part of the questionnaire was organized to secure additional information about the counselor and his

counseling situation. Answers were sought to such questions as: How much specific academic training has the counselor had to prepare him for his job? What additional work experience has he had to assist him in effective performance of his duties? How has he been selected for his job?

To implement clarity it was necessary to classify the respondents and schools into homogeneous groups. First of all, personnel were divided into groups relative to the size of the high school in which they functioned. Since the salary study of 1962 used grouping of schools over 300 high school population and under 300 high schools population to point up group differences, a division of high schools over 300 pupil population and high schools of under 300 pupil population was deemed meaningful.

Cursory examination of the results of the questionnaire revealed that there were three types of counselors functioning in class II high schools in the state of Washington: (1) administrator-counselors--those who were specifically hired as administrators, but who were also expected to assume guidance duties; (2) teacher-counselors--those who were hired specifically as teachers, but who were given guidance responsibilities; and (3) full-time counselors--those who were hired specifically as counselors. Since several differences of opinion were observed among these persons, a second grouping was made.

Tasks usually performed by counselors were divided into four groups: guidance, administrative, clerical, and instructional. Guidance duties were defined as tasks that actually required the counselor's professional experience and training for effective completion. Administrative duties include those tasks that are not directly associated with the counselor's guidance function such as: curriculum planning and organization, class scheduling, and disciplining. Clerical duties are those duties that can be performed by either student or classified clerical persons. Instructional duties are specifically teaching responsibilities either on daily or substitute basis.

The discussion of the results of the questionnaire has been divided into three parts: (1) the actual role of the counselor; (2) the role of the counselor as he perceived that it ought to be; and (3) additional duties, training, preparation, situation and experience of the counselor. These discussions in turn are presented in accordance with (1) size of high school, (2) kinds of counselors employed and (3) the types of duties performed.

A series of tables have been constructed to illustrate the findings of the study.

COUNSELOR ESTIMATES OF TIME USE

Counselor Estimate of Frequency of Time Devoted to Various Kinds of Tasks in Class II Districts in the State of

Washington. Examination of Table I indicates that high school counselors in class II districts perform other tasks as frequently as they perform guidance tasks, if not more frequently. For example, the same percentage of counselors report performing administrative or clerical tasks "frequently" as report performing guidance tasks "frequently," and a far greater percentage of the sample report performing instructional tasks "frequently." Also significant is the indication that about 3 per cent of these guidance counselors indicated that they never accomplish some guidance tasks. This is particularly meaningful if one notices that only 12 per cent of the sample have no responsibility for clerical tasks, and only about 17 per cent have no instructional or administrative duty.

A more complete picture of the counselor's actual role can be gained through closer examination of Table I which shows that even though guidance duties were performed by 97 per cent of the sample, over 50 per cent of the sample indicated that they performed some of these tasks only periodically. Approximately 3 per cent of the sample indicated that they performed any of these guidance tasks. Personnel employed in high schools of over 300 student population appeared to be actively engaged in guidance work oftener than did personnel of the smaller high schools. Teacher-counselors of the smaller high schools accounted for apparent differences among types of counselors. One out of three of these personnel reported never performing some of these guidance duties (refer to appendix A).

TABLE I

COUNSELOR ESTIMATE OF FREQUENCY OF TIME DEVOTED TO VARIOUS KINDS OF TASKS IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

SIZE OF SCHOOL	Kinds of Personnel	Guidance			Administration			Clerical			Instructional		
		Per Cent of Counselors Performing											
		Nev	Per	Frq	Nev	Per	Frq	Nev	Per	Frq	Nev	Per	Frq
Under 300	Administrator Counselor N=49	4	58	37	6	45	49	6	47	47	20	20	60
	Teacher Counselor N=14	36	57	7	43	50	7	21	50	29	7	0	93
	Full-time Counselor N=0		None			None			None			None	
	Total Group N=63	11	58	31	14	46	40	9	48	43	17	15	68
Over 300	Administrator Counselor N=14	0	57	43	12	40	48	14	50	36	21	21	57
	Teacher Counselor N=23	4	57	39	26	48	26	17	57	26	0	9	91
	Full-time Counselor N=13	0	54	46	15	62	23	23	46	31	62	38	0
	Total Group N=50	2	56	42	20	48	32	18	52	30	22	20	58
	Questionnaire Total N=113	3	57	40	17	48	35	12	51	37	19	17	64

Key

Nev - Never Per - Periodically Frq - Frequently

Approximately nine out of ten of the counselors in class II high schools said that they perform administrative tasks at least periodically. Fewer than one out of five reported that he never performs administrative duties. The size of the high school does not seem to greatly affect the frequency of the counselor performance of administrative duties. Teacher-counselors reported performing these duties less frequently than either administrator-counselor or full-time counselors. Slightly fewer than one out of two teacher-counselors from high schools having under 300 pupil population reported that they never perform some of these tasks compared to one out of four similar personnel of the larger high schools who report never performing them. Nine out of ten full-time counselors are charged with completing administrative tasks; furthermore, over one out of five reported doing so "frequently."

Table I illustrates that approximately nine out of ten of the sample stated that they perform clerical duty. Almost two-fifths of the sample stated that they perform clerical tasks frequently and slightly over one-half periodically. A relatively larger number of counselors from the smaller high schools were responsible for the performance of clerical duty. Significantly larger numbers of administrative-counselors of the smaller high schools performed clerical tasks. While from one out of five to one out of ten of the other people were free of these duties, only about one out of twenty of

the administrator-counselors of similar high schools were free of these duties.

Eighty per cent of guidance counselors from class II schools have teaching responsibilities. A greater percentage of guidance personnel of the smaller districts than those of the larger districts reported either teaching or substituting.

Performance of Guidance Tasks

Many important relations are brought out through examination of the frequency with which the counselors reported performing individual tasks. Table II shows counselor estimates of relative frequency of time devoted to the performance of individual guidance and counseling tasks. All personnel of the sample, for example, reported administering tests and inventories either periodically or frequently. They did, however, vary in the frequency with which this testing was carried on.

Individual counseling. All persons in the sample indicated that they engage in individual counseling. There was, however, some difference in the frequency with which guidance personnel reported performing individual counseling. Nine out of ten persons in the larger high schools performed these duties "frequently"; however, only eight out of ten persons of the smaller high schools were engaged frequently in counseling.

Performance of group guidance. Planning and conducting group guidance activities was reported by nine out of ten

TABLE II

COUNSELOR ESTIMATE RELATING FREQUENCY OF TIME DEVOTED TO GUIDANCE AND COUNSELING TASKS IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

SIZE OF SCHOOL		Kinds of Personnel	Testing			Individual, personal, educational counseling			Planning and carrying out group guidance			Working with parents, faculty, administration			Conducting placement services			Conducting follow-up activities		
			Per Cent of Counselors Performing																	
			Nev	Per	Frq	Nev	Per	Frq	Nev	Per	Frq	Nev	Per	Frq	Nev	Per	Frq	Nev	Per	Frq
	Under 300	Administrator Counselor N=49	0	79	21	0	32	68	4	64	32	0	41	59	6	65	29	8	76	16
		Teacher Counselor N=14	0	64	35	0	21	79	21	57	21	0	43	57	21	57	21	7	93	0
		Full-time Counselor N=0		None			None			None			None			None			None	
		Total Group N=63	0	75	25	0	29	71	8	61	31	0	42	58	9	63	28	8	79	13
	Over 300	Administrator Counselor N=14	0	86	14	0	14	86	0	64	36	0	14	86	7	79	14	0	71	29
		Teacher Counselor N=23	0	74	26	0	9	91	9	61	30	4	35	61	4	74	23	13	78	9
		Full-time Counselor N=13	0	69	31	0	8	92	8	46	46	0	23	77	0	23	77	0	38	62
		Total Group N=50	0	76	24	0	8	92	6	58	36	2	28	70	4	74	22	6	80	14
		Questionnaire Total N=113	0	76	24	0	20	80	7	60	33	1	35	64	7	68	25	7	73	20

Key

Nev - Never Per - Periodically Frq - Frequently

guidance counselors. Although there was little difference in frequency with which this sort of duty was performed relative to the size of the school, variations were observable among the classification of counselors. In high schools under 300 population, 21 per cent of the teacher-counselors indicated that they never carry out group guidance activities. This was the same percentage that indicated performing this duty frequently. Two out of three administrator-counselors of the same group reported doing so "periodically." The 8 per cent of full-time counselors who indicated never planning or conducting group guidance activities was also significant.

Working with parents, teachers or administrators of the district on guidance problems was a duty performed by 99 per cent of the sample. Only 66 per cent, however, were involved frequently. The size of the high school in which the counselor functioned affected this question appreciably. In the smaller districts less than one-half of the personnel performed this duty frequently. In high schools over 300 population, over two-thirds of the counselors performed this duty "frequently."

Conducting placement. Placement services were provided by 93 per cent of the sample; however, only 25 per cent of the sample reported furnishing this service "frequently." The only exception was the case of the full-time counselors, 77 per cent of whom reported performing these duties "frequently."

Conducting follow-up. Closely allied with providing placement services is providing for follow-up services. Although over nine out of ten of the total sample reported conducting follow-ups, only about one out of five reported doing so "frequently." Personnel of the larger high schools conducted follow-ups more frequently than did the personnel of the smaller high schools. In fact, approximately one out of twelve of the counseling personnel of the smaller high schools never have this responsibility. Both teacher-counselors and administrator-counselors of high schools over 300 reported conducting follow-ups more frequently than the personnel of the smaller high schools. The greater difference, however, was noticed among the full-time counselors where two out of three personnel reported performing follow-ups "frequently."

Performance of Administrative Duty

As has been indicated in Table I, approximately nine out of ten of the sample reported completing duties of administrative nature as a regular part of their schedules. The frequency with which the personnel perform the individual tasks is illustrated in Table III.

Discipline. Disciplinary duties were performed by two out of five of the sample. Two out of five persons reported accomplishing this duty "frequently." A greater percentage of persons of the smaller high schools were

TABLE III

COUNSELOR ESTIMATE OF FREQUENCY OF TIME DEVOTED TO ADMINISTRATIVE TASKS IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

SIZE OF SCHOOL	Kinds of Personnel	Discipline			Class Scheduling			Curriculum Planning		
		Per Cent of Counselors Performing								
		Nev	Per	Frq	Nev	Per	Frq	Nev	Per	Frq
Under 300	Administrator Counselor N=49	16	25	59	2	53	45	2	57	41
	Teacher Counselor N=14	86	7	7	36	57	7	7	86	7
	Full-time Counselor N=0		None			None			None	
	Total Group N=63	31	21	48	9	54	37	3	64	34
Over 300	Administrator Counselor N=14	29	21	50	9	54	37	0	50	50
	Teacher Counselor N=23	70	17	13	4	48	48	0	69	31
	Full-time Counselor N=13	54	38	8	0	69	31	0	77	23
	Total Group N=50	54	24	22	4	52	44	2	72	26
	Questionnaire Total N=113	41	23	36	7	53	40	3	67	30

Key

Nev - Never Per - Periodically Frq - Frequently

responsible for performance of disciplinary duty than were persons of the larger high schools. Teacher-counselors reported less frequent responsibility for this duty than did either the administrator-counselor or the full-time counselor. Approximately three out of ten teacher-counselors are involved in disciplinary responsibilities. What is even more significant is the indication that almost one-half of the full-time counselors reported performing disciplinary tasks. As expected, about seven out of ten of the administrator-counselors performed this duty.

Scheduling. Another administrative task, for which well over nine out of ten of the persons surveyed were responsible, was working on class schedules and enrolling students in classes. There was little appreciable difference between high schools of over 300 population or under 300 high school population except in the case of teacher-counselors. Nine out of ten of the persons of the high schools having over 300 student population perform this duty as well as the administrator-counselors of the smaller districts. However, only two out of three of the teacher-counselors of the smaller districts perform the task of scheduling and enrolling.

Curriculum. A third administrative duty often performed by the counselor is curriculum planning. Approximately 97 per cent of the personnel questioned indicated working on curriculum improvement, organization and research. This

figure is affected very little by the size of the high school in which the counselor functions. Here the only significant implication seems to be the frequency with which the different types of personnel sampled reported working on curriculum. In both sizes of schools the administrator-counselors and full-time counselors indicated working on curriculum more frequently than the teacher-counselor.

Performance of Clerical Tasks

The third type of duty often performed by approximately nine-tenths of the sample involved tasks of a clerical nature. Correcting and tabulating tests and inventories is probably the most time-consuming of these clerical tasks. Table IV shows that nine out of ten of the personnel sampled indicated correcting and tabulating tests and inventories. It was noted, however, that only about one out of ten of the sample performed this duty "frequently." Frequency of performance of this duty varied only slightly in relation to the size of the high school in which the counselor worked. One-fifth of the administrator-counselors of the larger high schools indicated total freedom from correcting and tabulating tests and inventories.

Filing tests. Nine out of ten personnel indicated that they file test results. Responsibility for the performance of this task seemed to vary in accordance with the size of the high school in which the person worked. It was noticed,

TABLE IV

COUNSELOR ESTIMATE OF FREQUENCY OF TIME DEVOTED TO CLERICAL TASKS IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

SIZE OF SCHOOL	Kinds of Personnel	Correcting, tabulating tests, and inventories			Recording tests, inventory results			Conducting attendance work			Processing college entrance materials		
		Per Cent of Counselors Responding											
		Nev	Per	Frq	Nev	Per	Frq	Nev	Per	Frq	Nev	Per	Frq
Under 300	Administrator Counselor N=49	6	73	21	4	65	31	12	16	72	0	39	61
	Teacher Administrator N=14	14	71	14	7	35	57	50	43	7	7	50	43
	Full-time Counselor N=0		None			None			None			None	
	Total Group N=63	8	74	20	5	58	37	20	23	58	2	41	57
Over 300	Administrator Counselor N=14	29	71	0	14	64	21	21	21	57	0	50	50
	Teacher Counselor N=23	4	70	26	9	74	17	43	48	9	9	30	61
	Full-time Counselor N=13	8	77	15	15	54	31	54	31	15	0	23	77
	Total Group N=50	12	72	16	12	66	22	40	36	24	4	32	64
	Questionnaire Total N=113	9	81	10	8	61	31	29	28	43	3	37	60

Key

Nev - Never Per - Periodically Frq - Frequently

for example, that in the smaller high schools two-thirds of the persons performed this task "frequently"; among the persons of the larger high schools only about one-fifth report doing so "frequently." The only significant differences relative to the classification of the counselor were teacher-counselors of the smaller districts where one-half of the sample indicated never having performed this type of duty.

Conducting attendance work. Attendance work of various sorts was conducted by approximately seven out of ten of the persons sampled. The performance of this duty seemed to be affected by individual work situations. For example, two-fifths indicated that they never perform this task, the same number that indicated performing the tasks frequently. The personnel of the smaller high schools performed these tasks more frequently than did the personnel of the larger schools. Administrator-counselors indicated performing attendance work more frequently than did the other classifications of counselors: over three-fifths of these persons performed attendance work. Conversely one-half of the teacher-counselors and none of the full-time counselors performed attendance work.

Processing of college entrance material. Filling out applications for scholarships and transcripts, and writing letters of recommendation were other time-consuming tasks

frequently performed by the counselor. Over 80 per cent of the sample indicated performing this task, and over two-thirds of this group did so "frequently." Little difference was discernable relative to the size of the high school in which the counselor functioned. There was, however, a great difference relative to the classification of the counselor. More full-time counselors processed college entrance materials. Also slightly more administrator-counselors than teacher-counselors performed this task.

Teaching responsibility. As previously stated, Table V indicates that over 80 per cent of the guidance personnel from class II districts also had teaching responsibilities. A greater percentage of the guidance personnel of the smaller high schools were teaching in addition to their other duties. Approximately 85 per cent of these people teach compared to about 78 per cent of the persons of the larger high schools. About 60 per cent of these persons have teaching responsibilities frequently or daily.

COUNSELOR PERCEPTION OF ROLE

The second question answered as "How does the counselor perceive his role--does he feel that he should perform the previously mentioned tasks?" Are there certain tasks for which, as a group, they feel they ought not to be responsible? Did the size of the high school in which the person

TABLE V

COUNSELOR ESTIMATE OF FREQUENCY OF TIME DEVOTED TO INSTRUCTIONAL DUTIES IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

		Instructional		
		Per Cent of Counselors Performing		
Kinds of Personnel		Never	Periodically	Frequently
SIZE OF SCHOOL: Under 300	Administrator Counselor N=49	20	19	61
	Teacher Counselor N=14	0	0	100
	Full-time Counselor N=0	None	None	None
	Total Group N=63	15	15	69
SIZE OF SCHOOL: Over 300	Administrator Counselor N=14	21	21	58
	Teacher Counselor N=23	0	7	93
	Full-time Counselor N=13	62	38	0
	Total Group N=50	22	20	58
Questionnaire Total	N=113	19	17	64

functions affect his opinion? Did the type of position he held affect his perception of what his role ought to be? To answer these questions the sample was divided into homogeneous groupings according to (1) size of the high school in which they function, and (2) type of position in which they function. Data with regard to counselor-perception of responsibility for performance of various tasks is presented in Table VI. Following is a series of four tables that explain the various tasks within the four basic groupings.

Approximately seven out of ten of the persons felt that they ought to perform tasks included in the study. Several implications, however, were apparent in their reactions to different types of tasks.

Nine out of ten persons of this sample felt that guidance duties ought to be performed by the counselor. Of particular significance here is the fact that there was no appreciable difference according to either size of the high school or the classification of the counselor.

This uninimity of feeling is not apparent, however, concerning the question of responsibility for administrative duty. Slightly over one-half felt that these duties should be performed by the counselor. Conversely, about two-fifths of the personnel felt that they should not. Little difference is observable relating to types of counselor or to size of school.

Approximately three-fifths of the sample felt that the

TABLE VI

COUNSELOR PERCEPTION OF RESPONSIBILITY FOR PERFORMANCE OF VARIOUS TASKS IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

SIZE OF SCHOOL		Kinds of Personnel	Guidance			Administrative			Clerical			Instructional		
			Per Cent of Counselors Reporting											
			Yes	No	Not Sure	Yes	No	Not Sure	Yes	No	Not Sure	Yes	No	Not Sure
	Under 300	Administrator Counselor N=49	88	8	4	53	41	6	65	31	4	33	60	8
		Teacher Counselor N=14	86	7	7	43	50	7	57	43	0	14	64	3
		Full-time Counselor N=0		None			None			None			None	
		Total Group N=63	87	8	5	51	43	6	64	33	3	29	60	11
	Over 300	Administrator Counselor N=14	92	8	0	46	46	8	62	30	8	31	69	0
		Teacher Counselor N=23	91	4	4	60	33	7	59	39	9	39	39	22
		Full-time Counselor N=13	92	4	4	54	38	8	54	46	0	15	85	0
		Total Group N=50	92	6	2	55	39	6	55	39	6	31	59	10
		Questionnaire Total N=113	90	5	4	52	40	7	60	36	4	29	60	11

counselor should perform clerical tasks. The greatest difference seemed to be among those people who thought that this type of task ought not to be part of the counselor's duty and those who were unsure. The greatest percentage of personnel who thought this way were teacher-counselors of the smaller high schools and administrator-counselors of the larger high schools.

There was much difference in opinion concerning whether or not the counselor should teach in addition to his other responsibilities. In both classifications of schools, slightly less than one out of three persons thought that the counselor should; approximately three out of five felt he should not--the remainder was undecided. A far greater percentage of the full-time counselors thought that the counselor should not teach. Teacher-counselors were the largest group who were undecided.

Guidance Duties

Table VII indicates that nine out of ten counselors believed that administering tests and inventories ought to be part of the counselor's regularly assigned duty. Much difference of opinion existed among the various groups concerning this question. For example, all of the teacher-counselors and full-time counselors from the smaller high schools thought that responsibility for performance of this type of duty belonged to the counselor. Nine out of ten of the rest of the sample believed it should be.

TABLE VII

COUNSELOR PERCEPTION OF RESPONSIBILITY FOR PERFORMANCE OF GUIDANCE TASKS IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

SIZE OF SCHOOL	Kinds of Personnel	Administering tests and inventories			Conducting personal, educational vocational counseling			Conducting group guidance			Working with parents, faculty, administrators			Conducting placement services			Conducting follow-up activities		
		Per Cent of Counselors Reporting																	
		Yes	No	Not Sure	Yes	No	Not Sure	Yes	No	Not Sure	Yes	No	Not Sure	Yes	No	Not Sure	Yes	No	Not Sure
Under 300	Administrator Counselor N=49	82	10	8	98	0	2	96	4	0	88	12	0	78	12	10	88	6	6
	Teacher Counselor N=14	100	0	0	100	0	0	79	14	7	100	0	0	64	21	14	93	0	7
	Full-time Counselor N=0		None			None			None			None			None			None	
	Total Group N=63	86	8	6	98	0	2	92	6	2	90	10	0	75	14	11	90	4	6
Over 300	Administrator Counselor N=14	84	8	8	100	0	0	77	15	8	100	0	0	92	0	8	92	8	0
	Teacher Counselor N=23	96	4	0	96	0	4	91	0	9	91	4	4	83	8.5	8.5	87	4	9
	Full-time Counselor N=13	100	0	0	100	0	0	92	8	0	100	0	0	77	8	15	92	0	8
	Total Group N=50	96	2	2	98	0	2	90	4	6	90	2	2	84	6	10	90	6	4
	Questionnaire Total N=113	91	5	4	98	0	2	91	5	4	93	6	1	79	10.5	10.5	89	5	5

Educational and vocational counseling. Ninety-eight per cent of the sample regardless of the size of the high school, believed that a counselor should conduct personal, educational, and vocational counseling.

Group guidance. About nine out of ten persons thought that organizing and conducting group guidance activities ought to be within the counselor's role. Although little difference of opinion in accordance to the size of the high school was noted, some important differences relative to the kinds of personnel were apparent. In contrast to the other groups only about seven out of ten of teacher-counselors of the smaller high schools and administrator-counselors of the larger high schools believed group guidance to be a responsibility. Of particular significance is the 8 per cent of the full-time counselors who believed that group guidance activities should not be performed by the counselor.

In-service training. Nine out of ten persons sampled indicated that the counselor ought to conduct in-service training and community relations programs.

Placement service. Approximately eight out of ten thought that the counselor ought to provide placement services. The personnel of the larger high schools indicated strong feelings concerning the responsibility for the performance of these services than did the people of the smaller high schools. Also, differences of opinion was observable among

the various types of counselors reporting; however, none was particularly significant, since in both classifications of high schools a greater percentage of administrator-counselors suggest the counselor should conduct placement.

Administrative Tasks

Discipline. Of the entire group approximately eight out of ten indicated that disciplinary duty should not be the counselor's responsibility. A greater percentage of personnel working in the smaller districts believed that discipline should be the counselor's duty. Table VIII also shows some difference of opinion among the various classifications of counselors. All full-time counselors and teacher-counselors of the smaller high schools believed that discipline should not be the counselor's duty. However, about 17 per cent of the other three groups suggested that the counselor ought to have discipline responsibility.

Scheduling and enrollment. Opinions also varied concerning whether or not the counselor should work on class scheduling, enrollment and the following year's program. One-half of the persons sampled thought that the counselor ought to be expected to perform duties of this sort. Both classifications of schools seemed to influence the responses to this action; however, the type of counselor seemed to affect the actions considerably. For example, all of the

TABLE VIII

COUNSELOR PERCEPTION OF RESPONSIBILITY FOR PERFORMANCE OF ADMINISTRATIVE TASKS IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

SIZE OF SCHOOL	Kinds of Personnel	Discipline			Class Scheduling			Class Planning		
		Per Cent of Counselors Responding								
		Yes	No	Not Sure	Yes	No	Not Sure	Yes	No	Not Sure
Under 300	Administrator Counselor N=49	16	80	4	65	27	8	78	18	4
	Teacher Counselor N=14	0	100	0	43	43	14	86	7	7
	Full-time Counseling N=0		None			None			None	
	Total Group N=63	16	80	4	60	30	10	79	16	5
Over 300	Administrator Counselor N=14	15	77	8	46	46	7	84	8	8
	Teacher Counselor N=23	17	83	0	74	17	9	87	0	13
	Full-time Counselor N=13	0	100	0	62	15	23	100	0	0
	Total Group N=50	12	86	2	61	25	14	90	2	8
	Questionnaire Total N=113	13	85	2	61	28	11	84	10	6

teacher-counselors and the full-time counselors thought that the counselor should not perform these types of duties; however, administrative-counselors of the larger high schools were evenly divided in their opinions. Approximately three out of five of the other groups stated the counselor ought to perform this task.

Curriculum work. Working on curriculum was classed as an administrative task. Probably more significant disagreement exists here than on any other question within this group. Eight out of ten of the personnel working in class II high schools believed that the counselor should be expected to work on curriculum. Differences of size of schools was due basically to the fact that there were full-time counselors working in these high schools--all of whom felt that the counselor ought to work on curriculum.

Performing Clerical Duties

Many differences of opinion were evident concerning whether guidance personnel should be expected to perform the individual clerical duties. Examination of Table IX shows that approximately three out of five persons of the sample thought that correcting and tabulating tests and inventories should be part of the counselor's job. The only significant variation concerning this question is noted among the full-time counselors where the trend is reversed.

TABLE IX

COUNSELOR PERCEPTION OF RESPONSIBILITY FOR PERFORMANCE OF CLERICAL TASKS IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

SIZE OF SCHOOL	Kinds of Personnel	Correcting, tabulating tests and inventories			Recording and filing tests and inventories			Performing attendance tasks			Processing college entrance materials		
		Per Cent of Counselors Responding											
		Yes	No	Not Sure	Yes	No	Not Sure	Yes	No	Not Sure	Yes	No	Not Sure
Under 300	Administrator Counselor N=49	65	29	6	73	23	4	23	69	8	96	4	0
	Teacher Counselor N=14	64	29	7	64	35	0	14	86	0	93	7	0
	Full-time Counselor N=0		None			None			None			None	
	Total Group N=63	65	29	6	72	25	3	21	73	6	95	5	0
Over 300	Administrator Counselor N=14	56	38	8	69	15	15	23	77	0	84	8	8
	Teacher Counselor N=23	52	44	4	48	43	9	9	74	17	100	0	0
	Full-time Counselor N=13	38	54	8	38	54	8	0	92	8	100	0	0
	Total Group N=50	51	43	6	51	39	10	10	80	10	94	4	2
	Questionnaire Total N=113	59	35	6	63	31	6	16	76	8	95	4	1

Filing tests. Responsibility for filing these tests and inventories, once they have been administered, elicits about the same degree of disagreement as is evidenced in the preceding question. Three out of five of the sample indicated this should be part of the counselor's job. Again a larger percentage of the personnel of the smaller high schools thought that this ought to be part of the counselor's duty. Too, much difference was apparent among the types of guidance personnel. Full-time counselors opposed duties of filing tests and inventories.

Performing attendance tasks. Table IX indicated that approximately one out of six persons of the sample believed that the counselor ought to be expected to function in attendance work. Again a greater percentage of personnel of the smaller high schools felt that this should be part of the counselor's regular duty than people of high schools over 300 student population. The greatest percentage of personnel who suggested that attendance duty ought to be part of the counselor's duty were the administrator-counselors. None of the full-time counselors believed the counselor should be functioning in this area.

Processing college entrance materials. As expected, 95 per cent of the persons of the sample thought that processing college entrance materials should be the responsibility of the counselor. It will be noticed that only 4 per cent of

the sample felt that the counselor ought not to be responsible for the performance of this type of duty.

Instructional Responsibility

Table X indicated the opinion of the sample concerning whether or not a counselor should have teaching responsibility. Examination of the table indicates that six out of ten of the personnel thought that the counselor ought not to have teaching responsibility in addition to guidance. Opinions vary little between the larger and the smaller high schools. It is particularly interesting to note that the group engaged in teaching most frequently, teacher-counselors, had the lowest percentage of personnel who believed that the counselor should teach.

Chaperoning and monitoring. Another task often performed by the counselor, but which can not be included in any one of the above groups, was chaperoning social functions and athletic events and monitoring halls, lavatories, and lunchrooms. This type of function was performed by nine out of ten guidance personnel. Guidance workers of the smaller high schools were called on for this type of duty oftener than were personnel of the larger high school. Full-time counselors was the only group who differed in frequency of performance of these duties: about 38 per cent never perform these duties, 58 per cent do so periodically and only 8 per cent do so frequently. Next in frequency were teacher-counselors and

TABLE X

HIGH SCHOOL COUNSELOR'S PERCEPTION OF RESPONSIBILITY FOR PERFORMANCE OF INSTRUCTIONAL TASKS IN CLASS II DISTRICTS IN THE STATE OF WASHINGTON

SIZE OF SCHOOL	Kinds of Personnel	Instructional Duties: Per Cent of Counselors Responding		
		Yes	No	Not Sure
Under 300	Administrator Counselor N=49	33	59	8
	Teacher Counselor N=14	14	64	22
	Full-time Counselor N=0	None	None	None
	Total N=63	29	60	11
Over 300	Administrator Counselor N=14	31	69	0
	Teacher Counselor N=23	39	49	12
	Full-time Counselor N=13	15	85	0
	Total N=50	26	64	10
	Questionnaire Total N=113	29	61	11

the administrator-counselor respectively. Although 88 per cent of the sample performed this duty, over one-half of persons employed in the larger high schools felt that the counselor ought not to be expected to perform these tasks. In the smaller high schools, however, the situation was much different; the personnel were about evenly divided in their opinions. Opinion varies somewhat according to the classification of counselors. Almost two-thirds of the full-time counselors, for example, felt that this duty should not be performed by the counselor. Administrator-counselors working in either size of high school and the teacher-counselors of the larger high schools, however, were evenly split in their opinions.

Other extra duties. Counselors indicated having various other assigned duties not mentioned above. These tasks require little if any of the counselor's professional training or experience. So varied were these additional duties that little conclusion can be made except perhaps that high school counselors usually do have additional duties.

Certain types of duties were listed oftener than were others. Frequent substitute teaching and coaching were reported by many counselors. One counselor indicated that these duties were assumed by him voluntarily; another reported the task was assigned. Fourteen of the full-time counselors reported responsibility for some administrative duty not

listed in the questionnaire. Several counselors were activity or class advisors. Within this category there were seven class advisors, four Pep Club advisors, two Student Council advisors as well as several others such as Boy's League, Girl's League, Honor Society and Future Farmers of America.

Additional Jobs

In addition, several other jobs such as librarian, health room supervisor, clerk, activities coordinator, locker supervisor, resource materials coordinator, auditor of student body books, and ticket taker were listed. One counselor listed his additional duties as "money changer, stamp and shoe salesman and general handyman."

STUDENT LOAD

Critical to a complete picture of counseling in class II high schools is the counselor's student load. At first glance relative pupil load per high school counselor of the smaller schools would appear, for the most part, very low. For example, approximately four out of ten guidance personnel in these districts were charged with guidance functions for fewer than two hundred students. In addition, slightly less than five out of ten counselors had responsibility for from 200 to 400 pupils. Less than one out of ten counselors either did not respond to the question or did not have responsibility for more than 400 pupils. There are, however, many other facts that affect the "pupil load" of the counselor. For example, it was found that 94 per cent of guidance

personnel in high schools under 500 pupil population were administrator-counselors; the remainder were teacher-counselors; thus they were at best, part-time counselors.

This trend, however, was reversed in the larger high schools. Here 41 per cent of the people functioning in guidance are teacher-counselors and 28 per cent were administrator-counselors. Between these two types of counselors there seems to be little difference in pupil load. This leaves only 26 per cent of the persons who are full-time counselors. In all cases the full-time counseling positions were only found in the high schools of 350 to 600 students.

GUIDANCE TASKS

Closely related to the pupil load of the high school counselor is the amount of time the counselor spends in guidance work. This can be best reflected, perhaps, by the relative amount of time the counselor spends per day in the personal interview. Almost one-fourth of the 115 guidance counselors responding indicated they have an average of one interview per day. One-third indicated having two; one-fifth, three per day; and less than one-fifth of the sample conducted more than three student interviews per day. In other words, approximately eight out of ten counselors interviewed three or fewer counselees per day. One person did, however, mention interviewing an average of twenty people per day. In addition, one-eighth of the people responding indicated that they spend

from five to ten minutes in an interview; approximately two-fifths spend from eleven to twenty minutes per interview, and one-fifth spend from twenty to thirty minutes in each counseling situation. Also, one-tenth of the persons indicated spending more than thirty minutes per interview. One-tenth did not answer the question. One person, however, indicated spending ten hours per day in interviews alone. He, incidentally, was the same individual who indicated interviewing twenty counselees a day.

COUNSELOR PREPARATION

Academic Training

Another question of importance is the completeness of the counselor's preparation for the assumption of his role in class II high schools. Perhaps the best indicator of counselor preparation is academic training. Approximately 84 per cent of the sample had completed forty quarter hours or less, including both graduate and undergraduate programs, in guidance and counseling classes. Only one per cent had Bachelor's degrees and 13 per cent, Master's degrees. Three per cent did not answer the question. In other words about one-fourth of the sample have not had enough training to qualify for what is usually termed a "college minor." Contributing to educational preparedness also is attendance at one of the National Defense Education Act Institutes on guidance and counseling. Only one out of eight counselors of the sample had attended one of these and

only one indicated that he had attended a full year's N.D.E.A. institute. Also about one out of ten people had attended guidance and counseling workshops of other types.

As one might expect, full-time counselors seemed to be best prepared academically. None of this group had less than fifteen quarter hours in guidance and counseling classes. At the present time 46 per cent of the full-time counselors have Master's degrees in guidance and counseling. Sixteen per cent of them had attended the N.D.E.A. guidance and counseling institutes. If the sample were larger, possibly additional trends might be apparent.

Tremendous differences exist in the relative level of academic preparation of both administrator-counselors and teacher-counselors. In the smaller high schools the teacher-counselor seemed to be the better prepared guidance worker. For example, 74 per cent of administrator-counselors in these high schools have less than twenty-five quarter hours in guidance and counseling classes. In comparison, only 43 per cent of the teacher-counselors have less than 25 hours preparation. Also, none of the administrator-counselors from these high schools indicated working on degrees in guidance and counseling, compared to approximately 29 per cent of the teacher-counselors of high schools under 300 pupil population who have received their Master's degree.

Among persons working in high schools having over 300 pupil population, the reverse of this trend seemed apparent.

In these high schools, the administrator-counselor seemed better prepared than was the teacher-counselor. For example, 28 per cent of the administrator-counselors reported less than twenty-five hours actual academic education compared to 52 per cent of the teacher-counselors who have had under twenty-five hours of academic training. In either case, fewer than one out of ten of the people from these high schools have earned Master's degrees in guidance and counseling.

ADDITIONAL EXPERIENCE

Closely related to the counselor's academic training is the counselor's experience in other occupational fields. Particular note was taken of this experience because it can often assist the counselor in vocational guidance and is required for certification in certain states. Twenty-three out of the seventy-four people who answered this question had spent from two to five years in some branch of the armed services. Next in frequency of report were part-time positions held by personnel either after school or during summer vacation. Sixty per cent of the counselors have spent some time at these part-time jobs ranging from farm labor and gas station attendant to ferry boat pilot and day nurse. In addition, 86 per cent of the seventy-four who answered this question listed jobs they had held from one to twenty years. These jobs were held completely outside the teaching profession as full-time employment. Only six of these jobs definitely required the same skills as counseling.

Several people have held more than one job which accounted for the six office workers, nine technicians, and thirty-four who had held jobs of an unskilled nature. Three people indicated they had been employed in no other vocation than teaching.

EDUCATIONAL EXPERIENCES

It is sometimes assumed that the number of years' experience that a counselor has had both in the field of education and in counseling contribute to his proficiency. About one out of ten counselors had worked in the public school system less than five years; five out of ten, less than ten years; and eight out of ten, less than fifteen years.

Administrator-counselors had been in guidance longer than either teacher-counselors or full-time counselors. For example, only 60 per cent of the administrator-counselors had been in guidance and counseling for less than ten years. By comparison all of the teacher-counselors and full-time counselors, indicated having been in guidance less than ten years. Particularly significant here was the indication that 93 per cent of teacher-counselors of the smaller high schools and 77 per cent of the full-time counselors had had less than five years' experience in the field. The picture of the full-time counselor was made somewhat better, however, by the fact that approximately 15 per cent of them had had previous experience as teacher-counselors.

MANNER OF APPOINTMENT

Much difference seemed to exist concerning the manner in which each of the three classifications of counselors were appointed to counseling positions. For the most part, teacher-counselors and full-time counselors were selected from among the personnel within the district--two-thirds of these indicated that this was true in their own instances. On the other hand, well over two-thirds of the administrator-counselors had been hired specifically for their jobs.

COUNSELOR'S SUGGESTIONS FOR IMPROVEMENT

The sample was asked to make suggestions for improving both their counseling situations and themselves. Although only 63 per cent of the personnel whose opinions were solicited answered, those who did, made some very significant suggestions. Approximately 34 per cent requested more time; about 10 per cent desired more clerical assistance which is virtually a request for more time. Also significant was the fact that approximately 13 per cent of the sample wanted to drop administrative and teaching duties. Other suggestions included uninterrupted guidance time, no attendance work, no athletic responsibility, longer contracted year, and better facilities. Eleven per cent of the administrative sample stated that they felt the addition of a guidance person to their staff would be a definite improvement.

Several very interesting suggestions were made concerning how the counselors could best improve themselves. Among

the items mentioned most frequently were courses in basic psychology and testing, counseling and guidance techniques, human culture, curriculum theory, economics, reading, and occupational information as well as some experience training, such as: internships, inservice training, vocational workshops, practicum experiences, and N.D.E.A. institutes.

Probably the most frequent problems cited by counselors in their evaluation of their own situations were the lack of time made available for counseling and the lack of clerical assistance. Over one-third of the counselors listed these suggestions for improving their situation. In the schools of under 300 high school population, twelve principals specifically expressed a need for a guidance person in the district. Several counselors asked for fewer unrelated administrative and clerical duties. Others would like to be relieved of teaching responsibilities. Also listed as definite needs were unbroken counseling time, fewer interruptions, guidance-oriented administration and faculty. One person felt that consolidation of school districts might improve guidance in these high schools; and another felt that counselors ought to be given an extended contract to permit follow-up activities.

Many implications and conclusions may be drawn from the material brought out in this questionnaire. There are also questions that remain unanswered by this study. In Chapter IV some of these points will be discussed more fully.

CHAPTER IV

IMPLICATIONS AND CONCLUSIONS

For purpose of clarity this chapter is organized to present the findings of this research according to (1) the types of counselors found in class II districts, (2) tasks performed by the counselor in these districts, (3) types of duties these personnel suggest they ought to perform, (4) preparation of the counselor, (5) counseling conditions and facilities, (6) counselor suggestion for improvement of situation, (7) recommendations, (8) evaluation of study, and (9) implications for further study.

TYPES OF COUNSELORS

It was found that there were three basic types, at the time this study was conducted, of counseling personnel functioning in class II secondary schools within the state of Washington. They were as follows: administrator-counselors, who were found usually in the smaller high schools; teacher-counselors, who were found usually in the larger schools of the "under 300" group and the smaller schools in the "over 300" group; and the full-time counselors, who were found in the larger high schools only.

Administrator-counselor. One assumption was that administrator-counselors were principals hired specifically to perform administrative tasks. Because of the nature of

their program, their financial situation, and their staffing, they were also required to perform tasks usually delegated to the high school counselor. Well over one-half of the total sample was found to be in this group.

For many reasons it was believed that this type of personnel was relatively ineffective in their role of the high school counselor. At least they were not as effective as were the other two groups of personnel. First of all, the very role of the administrator was contrary to the counseling point of view. While guidance centered philosophy suggested that the counselor remain permissive, his administrative role forced him to make decisions and enforce policy as well as to judge appropriateness of counselor's actions and to meet out punishment, a duty directly opposed to the counselor's role. Many guidance-centered decisions that should have the support of the entire faculty could assume the appearance of administrative policy when initiated by the principal's office. Such a situation could seriously curtail the guidance program. It was at best doubtful that a person trained to be authoritative and forceful and who was habitually directive should be able to "shift gears" readily enough to assume an effective permissive role.

The actual professional academic preparation of the administrative-counselor might also be a weakness of this type of guidance personnel. In the smaller class II districts--those under 300 high school population where about

three out of four counselors were administrative-counselors, over two out of three counselors had fewer than twenty-five quarter hours in guidance or guidance-associated classes including both graduate and undergraduate years.

The lack of adequate time to conduct guidance and counseling duties was believed to be another weakness of the administrator-counselor. The press of administrative duties such as public relations, curriculum work, budgeting, and the every day mechanics of running an effective high school was immense, and took time away from any counseling the administrator-counselor may have had a desire to do. Concern for this lack of time to conduct counseling tasks was reflected by a great number of the administrator-counselors.

Teacher-counselor. The second largest group of counseling personnel functioning in these districts was the teacher-counselor. Almost one-half of the counselors of class II high schools were in this category. In addition to academic responsibility, which in a smaller high school entailed from four to six preparations daily, the teacher was given the added responsibility for conducting guidance and counseling services. Often the teacher was given counseling time free of classroom responsibility; however, this was not always the case. As was brought out by a teacher-counselor from a very small high school in Eastern Washington, the teacher-counselor often teaches five classes daily, assumes guidance and counseling responsibilities for

from fifty to one hundred students, and carries a regular load of extra assignments besides. All of these various assignments were in addition to his maintaining necessary professional and community obligations competing for the teacher-counselor's time.

There seemed to be several weaknesses inherent in the use of this type of guidance counselor. First of all, the teaching schedule of the teacher-counselor seemed to afford relatively little time for counseling, or, for that matter, for the performance of any other guidance activity. Also, since the classroom teacher was strictly scheduled, it seemed that time conflicts and scheduling might prevent many counseling situations from materializing.

It might also be assumed that since these people were primarily academic teachers, their primary interests were in their academic areas of specialization. If this were true, then, it would seem reasonable to assume that they would work in the academic area for a greater percentage of their time and, possibly, with more interest and enthusiasm. In the event that the press of time forced neglect or slighting of some responsibility, one might assume that guidance might be the first area to suffer.

A third factor that might determine the effectiveness of the teacher-counselor was the teaching situation itself. Maintaining classroom control and exacting classroom discipline often required action that could seriously impair the

development of counselor-counselee rapport so necessary to effective counseling. The classroom atmosphere often fosters directive traits not always considered of greatest benefit to an effective counseling situation. There are reportedly studies presently unpublished that would tend to substantiate this hypothesis.

Finally, professional academic preparation certainly exacted its importance upon the question of the description of these counselors. If the teacher-counselor were primarily an academic teacher, most of his preparation would be in his academic area, not in guidance and counseling. It was believed, however, that some of these people who indicated that they were teacher-counselors were actually full-time counselors who "like to keep their finger in the pie" as a means of retaining contact with the student, or they were full-time counselors who, because of staffing problems of one sort or another, were forced to carry a teaching load.

TASKS PERFORMED BY COUNSELORS

Guidance and counseling tasks. It would seem reasonable to assume that a professionally trained guidance counselor would be expected to spend most of his time within the guidance area. In these class II districts, however, a significant number of the sample indicated that they never perform some guidance and counseling tasks. As might be expected, practically all of the respondents indicated

performing individual counseling and administering tests and inventories. Conversely very few persons indicated that they performed either placement or follow-up.

It seemed that both the type of counseling personnel responding and the size of his respective high school both figured measurably in the frequency with which the counselor performed individual guidance tasks. Counseling personnel of larger high schools worked more frequently within the guidance area; and full-time counselors, all of whom were found in these larger districts, indicated performing greater numbers of these duties much more frequently. It was hoped that consolidation, increased revenue and a guidance-centered administration and faculty might continue the present trend, toward increased usage of guidance personnel within the counseling area.

Administrative tasks. As expected, the administrator-counselor indicated very frequent responsibility for performance of administrative tasks. It would not be expected, however, that the full-time counselor or teacher-counselor would perform a great number of administrative tasks. However, both of these types of counselors reported that they were frequently assigned administrative duties as part of their regular assigned load. Teacher-counselors indicated performing fewer of these administrative tasks, perhaps because of their regular teaching schedule. The full-time counselor indicated more frequent administrative assignment

because he was in many cases the only faculty member besides the principal who was not maintaining a regular class schedule. Of course, there was the possibility that the administrator was not convinced of the importance of the guidance function.

Clerical tasks. All types of personnel from all sizes of schools reported an abundance of responsibility in this area. Because of the time-consuming nature of clerical tasks, this assignment area was of extreme importance. The greater proportion of the guidance counselor's time seemed to have been expended in this area. Several reasonable assumptions could be made here. The lack of adequate clerical assistance or finances to obtain professional clerical services was frequently reported. It was also believed that the confidential nature of much of the clerical work might in many cases preclude the seeking of clerical assistance by the counselor. In many of the smaller high schools the lack of general secretarial assistance and the press of administrative duties could have resulted in a shifting of such clerical tasks as attendance accounting to the shoulders of the counselor. Indeed, in many cases, counselors reported that this task was one of their regularly assigned duties.

Instructional tasks. High school counselors frequently indicated assignment as either regularly scheduled or

substitute classroom teachers. The size of the high school in which the counselor functioned was significant here. Counselors of larger high schools, for example, reported much less frequent teaching assignments. Of course the teacher-counselor was expected, as part of his job, to carry a classroom load. However, many of them carried five regularly scheduled classes in addition to a large counselee load. Also, in the smaller schools many administrator-counselors were forced to add from one to three classes daily to an already overloaded schedule. There were probably many reasons for the existance of this situation, not the least of which were again problems of staffing and finance. Of course there were some instances of counselors remaining in the classroom for one or two hours daily of their own volition.

Extra duties. Counselors usually performed numerous other duties outside the accepted limits of guidance and counseling. Many of the sample chaperoned school dances, school parties or athletic events as frequently as from four to six times per month and monitored halls, lunch rooms, and lavatories as a part of their regular staff assignment. Counselors were also expected to work on various committees, curriculum studies and in many other capacities. Additionally, such jobs as class advisor, club advisor, health room supervisor, librarian, athletic coach, drama or debate coach, and shoe salesman and "general handyman" were also reported.

Again the size of the high school seemed to be the determining factor. Usually the counselors in the smaller high schools indicated much more frequent assignment of these extra duties, especially as chaperones and monitors. It would seem that the principal of the smaller high school might have to assign each faculty member a greater number of extra assignments merely to assure himself that all needed areas had been satisfied.

Summary. Counselors performed administrative, clerical and instructional tasks as frequently as they performed guidance tasks. The size of the high school in which the counselor was employed and the type of the position within which he functioned was a determining factor in the counselor's role. In the larger high schools the counselors were more frequently free of administrative and instructional tasks, but they were bound more closely to clerical tasks. Problems of finance, staffing and philosophical orientation seemed to be causal factors to be considered in misassignments. Perhaps the newness and basically undefined character of the guidance field itself, especially in these smaller high schools, has contributed to its becoming an educational "catch all." In many cases the counselor was the only faculty member other than the principal with time free of classroom responsibility; thus, when the principal needed assistance, he called upon the counselor.

There was also the possibility that in many cases the principal or school board may not have been convinced of the importance of guidance to the educational system.

COUNSELOR PERCEPTION OF ROLE

The sample were also asked to indicate whether they felt that those items included in the questionnaire ought to be performed by the counselor (see Appendix A). The same items were included here as above.

Performance of guidance and counseling tasks. Although these duties were determined to be the very essence of the guidance function, many high school counselors thought that the counselor should not perform some of these duties. As might be expected, the entire group agreed that individual counseling and administering tests and inventories were duties that should be performed by the counselor; however, there was much difference of opinion concerning tasks such as placement and follow-up. Thus either the sample had different concepts of the counselor's role, or the counselor did not know those duties usually defined as counseling duties.

Performance of administrative tasks. Administrative tasks usually require a certain measure of directive orientation to perform; therefore, it might be legitimately assumed that most counselors should believe performance of these

tasks contrary to the guidance perspective. This, however, was not the case. The only significant exception here was the question of whether or not the counselor ought to perform disciplinary tasks, but even on this point there was definite disagreement. As long as this area is not clearly defined, counseling in these schools will not be effective.

Performance of clerical duties. Counselors were rather evenly divided in their opinions concerning whether or not clerical tasks should be performed by the counselor. Interesting enough almost one-half of even the full-time counselors believed that the performance of these clerical tasks ought to be the counselor's responsibility. This was an area of particular significance since the counselor seemed to be most frequently misused in this area.

Instructional tasks. Nearly one out of three respondents indicated that the counselor should be expected either to substitute or to teach on a full-time basis as part of his regularly assigned role. Interesting also was the indication that one-half of the teacher-counselors, those personnel most frequently involved in teaching, believed that the counselor should not be involved in teaching at all. Less than one out of five full-time counselors believed that a counselor ought to teach.

EXTRA DUTY

There seemed to be a total lack of agreement concerning whether or not the counselor ought to be called upon to perform extra duties in addition to his counseling responsibilities. The reactions ranged from "definitely not" to "certainly." This clearly illustrates that difference of opinion which existed among counselors concerning what the role ought to be.

Summary. It would seem that there would be more agreement among persons working in the area of guidance and counseling. Significant disagreement concerning counselor performance was much in evidence.

Also noted was the fact that virtually the same percentage of personnel indicated that counselors ought to perform administrative, clerical, and guidance tasks respectively. This seems out of proportion if, in truth, the counselor is hired specifically to complete guidance and counseling tasks. Also of particular note was the indication by a significant number of respondents that the counselor ought to be expected to perform such duties as attendance work and disciplinary duty; both of which were time consuming and directly contrary to the counselor's role. This unsureness and difference of opinion regarding some of the basic tenets were also important. Such disagreement could reflect such possibilities as lack of

understanding of the counselor's role, lack of training in guidance, or honest divergence of opinion.

PREPARATION OF THE COUNSELOR

Of importance to one's understanding of the counselor's role was his experience and formal training that prepared him for his position.

Academic preparation. There was a total lack of consistency in this area, but the trend seemed to be toward increasingly better preparation. It was true that few persons held Baccalaureate Degrees or equivalent in guidance associated classes, and fewer held Master's Degrees. Many voiced concern in this area and indicated that they planned to continue their preparation toward advanced degrees. Several individuals also indicated having either attended a National Defense Education Workshop or planned to attend one very soon.

Much difference was observable among both different types of personnel and relative sizes of high schools in which the personnel were employed. The teacher-counselors of the smaller high schools had the least number of academic hours preparation, and the full-time counselors had the greatest. Of particular significance was the fact that eighty per cent of the entire sample had fewer quarter hours than was usually required for a college major.

There were many possible reasons for the apparent lack of formal preparation. First of all, counselors who were interested in the area as a career have probably moved into the larger schools as the opportunity arose. Many times young counselors have been moved from the classroom into counseling when they displayed interest, ability, and concern in this area. Finally, most teacher-counselors and administrators were primarily interested in their own academic areas, not in guidance and counseling, and therefore possibly pursued their own academic areas.

Occupational experience. Many different interesting areas of occupational experience were listed by various counselors responding to the questionnaire. Jobs ranged from experience in the Armed Forces to experience as a ferry boat pilot or bartender. Some jobs previously held were seasonal and some were full-time employment in a regular occupational area. Only three persons had held no job other than teaching. Therefore it would seem safe to assume that counselors usually have had previous occupational experience in occupations other than education.

Educational experience. There seemed to be little if any trend concerning number of years educational experience. Several of the counselors had less than five years total educational experience and several had over twenty years teaching experience. Administrator-counselors had

been in counseling longest of the groups and full-time counselors for the shortest period of time. This, of course, could be an agreeable trend in the guidance field.

COUNSELING CONDITIONS AND FACILITIES

The amount of time that the counselor has available to devote to the actual process of counseling was of great importance to the role of the high school counselor. Also of importance was the number of students for whom he had counseling responsibility, the facilities he had at his disposal, and the number of additional duties he had to perform.

Student load. At first glance the student load of the counselors was misleading. Although the actual numbers of students asssigned to the high school counselor in the class II districts ranged from fifty to six hundred students, he was woefully overloaded when the entire picture was examined. Administrative, clerical, and teaching assignments usually double or even triple the counselor's daily work load.

Guidance time. There was a total lack of consistence among counselors concerning the question of actual time expended in the interview. Respondents indicated spending from ten minutes to sixty minutes per interview and having from one to fourteen interviews daily. This meant that

counselors spent from ten minutes to ten hours per day in interviews alone. For the most part, however, very little actual time seemed to remain during which the counselor conducted the personal interview. This indication was particularly significant when one remembered that most authorities suggest that the personal interview is one of the counselor's most effective tools.

Facilities. The sample was asked to indicate how, if possible, he could improve his counseling situation. Several of the sample did suggest improvement of physical facilities, but by far the most frequent suggestion for improvement was self-improvement, more experience and education.

COUNSELOR'S SUGGESTION FOR IMPROVEMENT OF THEIR INDIVIDUAL SITUATIONS

Counselors recognized the need for additional academic preparation in several areas. They realized that they needed practicum or intern experience and suggested continuation and expansion of government-financed summer programs presently available to counselors. Also, several counselors suggested minimal requirements for state certification of counselors. They also suggested that individual schools be required to sustain at least minimal counseling services to qualify for state monies for guidance and counseling services. Several respondents suggested that the

profession actively recruit better personnel. There were other suggestions, all of which took into consideration the lack of uninterrupted counseling time or greater freedom for the pursuit of counseling tasks, experience training, vocational workshops, practicum experience and NDEA summer institutes.

RECOMMENDATIONS

Preparation. It was apparent that there was a definite need of professional training for those persons assuming counseling duties in class II high schools. Because these persons recognized the need for additional preparation in psychology, sociology, and guidance and counseling, a program devised for this purpose should be quite effective. Programs similar to the National Defense Education Act Guidance and Counseling Workshop could be devised. In-service or practicum training programs organized within the counselor's geographical area under auspices of the state board's direction might also be very effective.

It is also suggested that either internal certification through the Washington State Personnel and Guidance Association or state certification might afford incentive for these persons to improve themselves to qualify for professional membership.

The state educational institutes have assumed a position of leadership in the area of improvement of counselor

standards. A cursive examination of Central Washington State College's Catalogs of 1958 through 1963 will show improvements in counselor training suggested by the Washington State Board of Education's Committee on Counselor Standards and Preparation as they were published in "The High School Counselor" (6-13,14). The need for this sort of improvement has been evidenced by this study through apparent uncertainty in the discrimination of those duties that ought to be performed by the high school counselor and specific requests for this type of improvement by the counselors themselves.

Time utilization. It is recommended that the role of the counselor as suggested by the state office of education be accepted and that the counselor be released to perform those tasks directly included in his role. It is assumed that clerical assistance and other effectively trained personnel could be enlisted to perform these other tasks usually performed by the counselor.

Because of the importance of the services to be performed, counseling duties must be assigned to qualified, interested personnel only. In smaller schools, two or more high schools may be forced wherever possible to cooperate in the utilization of a trained counselor because of the added expense. It is thought that the publication of The High School Counselor has done much to clarify the role of the high school counselor in these schools. A copy has been sent to the various administrators and counselors of the state of

Washington and should form the nucleus for the review and definition of the counselor's role. In other words, the administrator must recognize the first position of importance of the counselor's role before this improvement will materialize. It is the responsibility of every person involved in the field of counseling to strive for self-improvement and for the improvement of his particular situation and role. Unless this matter of improvement is kept constantly before the public and administration, no improvement will be realized.

EVALUATION OF STUDY

It is hoped that this study has in some way contributed to a better understanding of the counselor's role within the educational family. It is further hoped that this understanding will contribute to the substantial improvement of the individual counselor's situation and thus will afford more effective guidance and counseling services for the young people of these smaller high schools.

There are several areas where this study might have been improved. First of all, a larger number of items might have been included in the instrument itself. The inclusion of a larger number of duties might have afforded a slightly improved degree of selection among the different types of duties.

A greater number of open-end questions may have afforded more completeness and sensitivity of reactions and coloration of thought often deleted from a mere inventory or a check list. As much time as was thought possible was given to this type of question; however, because of the number of responses and the number of respondents involved in the study, this type of reaction was minimized.

Of course, the frequency reactions used are among those usually used in inventories; however, even these usually "accepted" indications involve subjective definition. Possibly an indication of "one week, once a month, or once a year" might have been more meaningful.

This study has not answered all questions posed; however, it is hoped that it has contributed to eventual improvement of counseling for students of these class II schools in the state of Washington.

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APPENDIX

APPENDIX A

This questionnaire is being sent to you for the purpose of compiling a survey of the present role of the high school counselor in Class II districts in the state of Washington. Your prompt attention in returning this questionnaire will be appreciated. Thank you for your cooperation.

1.

(a) How frequently do you perform the following tasks?

(b) Do you feel this duty should be the responsibility of the high school counselor?

	(a) Never	Seldom	Periodically	Frequently	Daily	(b) Yes	No	Not Sure
1. Administering tests and inventories.	—	—	—	—	—	—	—	—
2. Correcting or tabulating tests.	—	—	—	—	—	—	—	—
3. Recording and filing test and inventory results.	—	—	—	—	—	—	—	—
4. Individual, educational, personal, or vocational counseling.	—	—	—	—	—	—	—	—
5. Directing, planning and carrying out group guidance programs.	—	—	—	—	—	—	—	—
6. Conducting attendance work (tardiness, checking excuses, excuses, signing admits, ascertaining validity of excuses, checking on truancy).	—	—	—	—	—	—	—	—

	(a) Never	Seldom	Periodically	Frequently	Daily	(b) Yes	No	Not Sure
7. Carrying out discipline duties (investigation, punishment, and follow-up).	—	—	—	—	—	—	—	—
8. Class scheduling (enrolling students, tabulating class rolls, arranging next year's school programs).	—	—	—	—	—	—	—	—
9. Chaperoning and monitoring activities (halls, lunch room, wash rooms, extra-curricular activities).	—	—	—	—	—	—	—	—
10. Working on curriculum (committee work, research work).	—	—	—	—	—	—	—	—
11. Working with teachers, administrators and parents (interviews, consultations, advisement, in-service training, community relations).	—	—	—	—	—	—	—	—
12. Conducting placement activities for both pupils and graduates.	—	—	—	—	—	—	—	—
13. Conducting follow-up activities, studies.	—	—	—	—	—	—	—	—
14. Processing college entrance materials (applications, recommendations, scholarships).	—	—	—	—	—	—	—	—
15. Teaching responsibilities.	—	—	—	—	—	—	—	—
16. Other responsibilities not listed above._____								
1._____	—	—	—	—	—	—	—	—
2._____	—	—	—	—	—	—	—	—
3._____	—	—	—	—	—	—	—	—

II. Number of year's experience in teaching_____; in guidance_____; teaching and guidance combination _____; administration and guidance combination _____.

III. Present counselor - counselee ratio in your high school.
1 counselor to 200 students _____
1 counselor to 300 students _____
1 counselor to 400 students _____
1 counselor to 500 students _____
1 counselor to 600 students _____
Present enrollment of your high school_____.

IV. Approximately how many students per day do you contact in counseling situations?_____, average time spent with each_____.

V. Were you:

Hired specifically for this job ☐

Promoted from full-time teaching to part-time counseling ☐

Promoted from full-time teaching to full-time counseling ☐

VI. How much specific training have you in guidance and counseling?

Less than 15 quarter hours _____
More than 15, less than 25 _____
More than 25, less than 40 _____
B.A. or B.E. in counseling _____
M.A. or M.E. in counseling _____
More than M.A. _____
NDEA Guidance Workshops (approximately 9 weeks) _____
Other workshops (approximately 2-4 weeks) _____

VII. What additional training do you feel would be desirable for you?_____

VIII. What suggestions do you have for improving your present situation?_____
_____
_____

IX. Experience in occupations other than education.

Occupation	Months employed

X. Please indicate your desire for information concerning the outcome of this study._____