A SURVEY OF CURRENT AND PROPOSED PRACTICES IN THE ORGANIZATION, OPERATION, AND CONTENT OF SELECTED SUPERVISED-PRACTICE PROGRAMS FOR TRAINING SECONDARY-SCHOOL COUNSELORS

by
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ABSTRACT

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Title of thesis: A Survey of Current and Proposed Practices in the Organization, Operation, and Content of Selected Supervised-Practice Programs for Training Secondary-School Counselors

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PROBLEM. This study was undertaken (1) to identify current practices in the organization and administration of supervised practice programs for training counselors on the master's level in laboratory and cooperating secondary schools, (2) to ascertain what experiences the counselor trainers in charge of and secondary school counselors who passed through these programs feel should be considered in developing a program of supervised practice, (3) to determine what supervised experiences are actually being provided in these programs, and (4) to present such proposals as can be determined by an analysis and interpretation of the data which may be useful to counselor trainers and supervising counselors in assessing and improving existing programs of supervised practice or in starting new ones.

METHOD. The data for this study were secured by a questionnaire consisting of two types of items. Part I contained nine items which were designed to obtain from counselor trainers information concerning the organization and administration of supervised practice programs at the university level.

Part II was made up of a list of 109 concrete training experiences which a student counselor may undergo, the purpose of which was two-fold: (1) to determine what supervised experiences are currently provided in supervised practice programs and the value of each of the 109 experiences in the preparation of counselors according to the opinions expressed by counselor trainers and (2) to ascertain what supervised experiences secondary school counselors who passed through these programs underwent and their opinions as to the value of each of the 109 experiences in supervised preparation. Twenty-four counselor trainers and 40 secondary school counselors supplied the data for this investigation.

FINDINGS. Reports of counselor trainers on current provisions in the organization and operation of supervised practice programs revealed many similarities as well as wide variations. This is to be expected in view of the fact that these are, for the most part, pilot programs operating without precedent.

Fifty-one of the 109 experiences which counselor trainers and counselors were asked to evaluate were identified for initial consideration in developing a program of supervised practice in counselor preparation according to the responses of both groups of subjects. These include 38 items of most importance, 5 items of secondary importance, and 8 items of least importance. The remaining 58 items were classified for subsequent consideration in developing such a program.

All of the 109 experiences in the checklist were practiced to some extent in the programs included in the investigation. Performance ranged from a high of 96 per cent to a low of 4 per cent. In other words, some items were included in as many as 96 per cent of the supervised practice

programs while others were performed in as few as 4 per cent of the programs. Percentages of performance for the remaining items fell between these two extremes.

Comparisons between groups of the rank order of the value of each item as determined by assigning weights to the responses of each group of subjects and ranking the weighted scores revealed rank differences ranging from 0 to 55.5. In general, closest agreement was shown for items pertaining to interviewing, advising, and counseling while widest differences were revealed for certain items pertaining to securing, processing, and displaying occupational and educational information materials along with items dealing with school and community relationships.

Coefficients of correlation of the responses of counselor trainers and counselors to the queries on performance and value revealed that, for the most part, counselor trainers are more satisfied with the experiences currently provided in their programs of supervised practice than are counselors with the experiences they underwent.

Pages in thesis, 305. Words in Abstract, 570.

ACKNOWLEDGMENTS

During the past decade the phenomenal spread of guidance in the public schools has added considerable prestige to the office of the secondary school counselor. Guidance promises to be of even greater importance during the next decade when the largest enrollment in the history of the nation's schools moves from the elementary to the secondary level. It is expected that these pupils will bring with them an astounding number of problems which will provide an added challenge to already overburdened personnel departments. How well the challenge is met will depend, in large measure, upon provisions for the training of adequate numbers of competently-trained counselors to serve the secondary schools of this country.

This study was undertaken to meet the apparent need for a logically planned program of counselor preparation. Such a program assumes, among other things, an opportunity for the prospective counselor to examine his philosophy, to consolidate his knowledge, and to study and refine certain basic skills in a realistic setting prior to professional practice. The fact that most institutions do not provide such an opportunity in preservice preparation has created a serious gap which many counselors find difficult to overcome and from which some never fully recover.

The solution to the problem appears to lie in the few institutions which are pioneering in establishing programs of supervised practice to supplement academic courses in the guidance curriculum. While some of these programs have been in existance for a number of years, little is known about what is actually being done. This study seeks to examine existing programs of supervised practice for possible solutions to

problems faced by counselor trainers who have an earnest desire to use this technique to broaden the base of counselor preparation.

The investigator wishes to express his deepest appreciation to the State Directors of Guidance, the counselor trainers, and the counselors who made this study possible. Acknowledgments are also due to Dr. William Perry and Dr. Roy Anderson for discussions of problems confronting counselor trainers in their efforts to set up programs of supervised practice and to Dr. Clifford Froelich, Dr. Henry Brechbill, and Mr. Frank Sievers for their helpful suggestions and criticisms. Appreciation is extended to the numerous administrators, teachers, and counselors affiliated with the Maryland Public Schools who performed a valuable service in the development of the survey instrument.

The investigator is especially indebted to Dr. Alvin Schindler, Dr. R. Lee Hornbake, and Dr. John Kurtz, advisors to the study, for the guidance and assistance rendered throughout the course of the investigation.

To these, my sincere thanks.

Ralph Whitfield

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CHAPTER I

INTRODUCTION

The guidance movement has been characterized as one of the most outstanding developments of twentieth-century education. At the same time it has proved one of the most controversial. In spite of the controversies with which most of us are familiar, it is a fact that guidance is becoming well-established in educational theory and practice.

Since its inception in Boston nearly half-a-century ago, guidance has spread to hundreds of school systems throughout the United States. In the past decade alone facilities for guidance at the secondary level have at least doubled to the point where nearly half of the pupils in the United States are enrolled in schools having a counselor. Today, in many of these schools, guidance is approaching a status of prominence and respectability equal to that of some of the more traditional school activities.

Although guidance is becoming well-established in more and more secondary schools, educators are not yet certain of its precise function. The activities carried on in these schools under the caption of guidance illustrate the diversity of viewpoints. In some schools guidance is interpreted to mean personal counsel by principals and teachers. Other schools differentiate guidance into types, such as educational, vocational, personal, social, and leisure-time. Still other schools conceive of guidance in terms of specific functions, such as imparting educational and vocational information, aiding in the development of desirable social skills, advising regarding the choice of a program of studies, assisting in the selection of an occupation, helping to discover and

develop special talents, and the like. These viewpoints have one idea in common: they seek to provide adequate educational opportunities for all the children of all the people.

Activities of the sort enumerated in the foregoing paragraph are carried on in a major portion of our secondary schools, some of them rather informally by classroom teachers and administrators, and others quite systematically by persons with training of a technical character. The latter schools more often regard guidance as an act of skill requiring the services of professionally trained counselors.

During the past decade schools employing counselors have steadily increased in number, but the development of facilities for supplying adequate numbers of competently trained counselors has been slow. To staff their programs many schools have had to recruit classroom teachers to serve in the capacity of counselors. This practice, while necessary, has proved costly and time-consuming, for it has taken many of the better teachers from the classrooms and placed them in positions which require additional training of a somewhat different nature from that ordinarily acquired by teachers.

The most promising source of guidance personnel at the moment appears to be that of counselor-training institutions. For some time now these institutions have offered courses designed to provide students with the necessary skills and competencies for counseling, but these have not proved too satisfactory. With the growing demands for more competent personnel, however, counselor trainers and authorities in the field of guidance are becoming increasingly concerned with a constantly recurring question: What should constitute an adequate program of counselor preparation?

In searching for an answer personnel authorities are examining the content of the present guidance curriculum; they are viewing more closely the activities and accomplishments of a number of pilot programs; they are encouraging, and engaging in, research and are exchanging information more freely; they are accumulating a substantial body of information with which to evaluate present progress and to plan for the future; and, in immediate response to the challenge of public schools for more competent personnel, they are developing a program of supervised practice similar to that in teacher training to enable prospective counselors to develop and improve counseling skills in actual counseling situations.

While all of the activities enumerated above are vital to the improvement of counseling as a profession, the provision for a period of supervised practice, or an internship as it is sometimes called, promises to be one of the most significant developments to date in the preparation of counselors. Aimed at a more realistic approach to training at the pre-service level, supervised practice provides for the student an opportunity to experience under competent supervision the variety of duties and functions actually involved in the day-to-day work of the counselor. This experience, it is believed, enables the student counselor to refine skills learned in the college classroom and to develop others which can be acquired only through actual practice.

Although there is common agreement concerning the desirability of supervised practice in counselor preparation, little is known about what is actually being done. The present study undertakes to investigate supervised practice in selected counselor training programs throughout the country and to determine current and recommended provisions in the

organization and operation of these programs.

STATEMENT OF THE PROBLEM

This study is essentially a survey of current and proposed practices in the organization and operation of supervised practice programs in selected counselor training institutions. It has these objectives: (1) to identify current practices in the organization and administration of supervised practice programs for training counselors on the master's level in laboratory and cooperating secondary schools, (2) to ascertain what experiences the counselor trainers in charge of and secondary school counselors who passed through these programs feel should be considered in developing a program of supervised practice, (3) to determine what supervised experiences are actually being provided in these programs, and (4) to present such proposals as can be determined by an analysis and interpretation of the data which may be useful to counselor trainers and supervising counselors in assessing and improving existing programs of supervised practice or in starting new ones.

PROCEDURE AND METHOD

Defining the Problem

In defining the problem initial attention centered around two broad areas of counselor training: (1) the organization and administration of counselor training programs and (2) the nature and content of the counselor training curriculum.

It is generally recognized that there are several types of counseling positions, each a specialty, each requiring a special type of preparation. The vocational counselor, for example, performs functions vastly different from the clinical counselor. The same is true of the high school

counselor, the college advisor, and the director of placement, to name a few. Counselor trainers concerned with these differences have begun to expand their facilities to provide specialized training for the various types of trainees. Students aspiring to become clinical counselors, for example, are receiving training in psychology laboratories under the direction of competent psychologists; placement trainees are developing and refining their skills through actual experience in placement bureaus; many of the functions of the school counselor are being performed by trainees in secondary schools under the supervision of regular school counselors, and so on.

These developments have necessitated a revision of organizational structure and administrative procedures. Securing facilities, enlisting the aid of supervisory personnel, developing time schedules, and planning for continuity of training are only a few of the functions which must be performed for each type of trainee.

These programs are actually in operation, but, to date, no adequate statement concerning the structure and content of the various types of programs has been formulated. Since the investigator was primarily interested in the preparation of counselors for work in secondary schools, it was decided to limit the study to an investigation of the organization and content of supervised practice programs for training counselors in laboratory and cooperating secondary schools.

Bibliography

An extensive bibliography dealing with all aspects of counselor preparation was compiled. The sources most helpful were Readers Guide

to Periodical Literature (32),[1] Educational Index (13), Occupational Index (29), Guidance Index (21), and Psychological Abstracts (31). Mr. Frank Sievers, Specialist in the Office of Education, offered valuable suggestions of unpublished materials on the subject. These materials were secured by correspondence. The bibliography was used initially to determine previous studies that had been made in the area of counselor training.

Conferences

Conferences were held with authorities in the field of guidance and personnel, with counselor trainers, and with advisors in an effort to clarify the problem and to gain a better understanding of the broad area of counselor training. Dr. Roy Anderson, Professor of Guidance at North Carolina State College, Raleigh, North Carolina, and Dr. William Perry, Counselor Trainer at the University of North Carolina, were helpful in reviewing previous experiences with supervised practice programs and in pointing out the major difficulties confronting directors of counselor training in their efforts to provide actual experience in the training process. Dr. Alvin Schindler, Dr. R. Lee Hornbake, and Dr. John Kurtz, advisors to the study, raised pertinent questions in connection with the problem and pointed out areas for further investigation. These conferences helped to clarify the problem and to establish the most suitable research procedures.

Identifying Supervised Practice Programs

Froelich's Guidance Workers' Preparation (19), a bulletin listing

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[1]This type of entry is used throughout the text to refer to general sources. Direct quotations are footnoted.

institutions offering practicum courses in counselor training, was consulted initially in an effort to identify supervised practice programs. The investigator, having intimate knowledge of some of the programs reported in the bulletin, discovered that several institutions were erroneously included. Moreover, since the bulletin is a 1949 publication, it does not include the programs initiated in the past two years. It was decided, therefore, to contact State Directors of Guidance for the desired information.

Letters requesting the names of institutions providing supervised practice in laboratory and/or cooperating secondary schools and the counselor trainers in charge were sent to the 38 State Directors of Guidance (Appendix A). All State Directors responded and reported a total of 50 institutions having such programs. In consulting with persons affiliated with three of these institutions it was learned that emphasis was placed upon training in psychology clinics rather than cooperating secondary schools. In the ten states not having State Directors of Guidance, Froelich's bulletin, referred to above, and the Office of Education files were used to supply the names of pertinent institutions. Altogether fifty-five institutions were identified.

A preliminary survey was made of these institutions to verify those using laboratory and cooperating secondary schools for training counselors at the master's level and to determine the types of experiences provided in each. The survey was for the purpose of selecting counselor training programs to include in the study and to enlist their cooperation.

Since counselor preparation to be most effective must be predicated upon the functions performed by the counselor and the competencies needed

by him to assume his responsibilities, it was decided to include in the study those institutions which provided the widest range of supervised experiences in terms of the basic elements that go to make up an organized program of guidance. The basic elements of a guidance program, commonly referred to as services, are of two types. They are listed in parallel fashion below. Individuals familiar with these two types of services know that they are essentially the same, since the elements that go to make up one type are inherent in the other.

Type 1	Type 2
Services to individual pupils	Occupational information
Services to pupils in groups	Personal inventory
Services to the instructional staff	Counseling
Services to the administration	Exploration and use of training opportunities
Services to the community	Placement
Research services	Followup

In discussing the feasibility of the criteria with authorities in personnel work it was pointed out to the investigator that the initial efforts of most counselor trainers to provide actual experiences for their trainees appeared to center in interviewing and testing and in test interpretation. It was emphasized that, while these activities are inherently a part of both types of services, it would probably be wise to include them as distinctive items.

It was further recognized that services to the community was a "blanket" term used to describe working with parents and adults on the one hand and with community agencies and organizations on the other.

Moreover, it was the concensus of opinion that virtually all research was performed jointly by the guidance department and the school staff.

As a result of these discussions it was decided to use the following criteria which have been adapted from the services in Type 1 above:

1. Competencies in interviewing
2. Competencies in testing and test interpretation
3. Competencies in working with pupils
4. Competencies in working with the school staff
5. Competencies in working with parents and adults
6. Competencies in working with the community

A letter explaining the nature of the study and requesting the cooperation of counselor trainers was addressed to each of the 53 counselor training institutions (Appendix B). Attached to each letter was a copy of the questionnaire used in the preliminary survey (Appendix C) in which each counselor trainer was requested to indicate the competency areas in which supervised experiences were provided in his program.

Of the 53 institutions contacted, 47 responded to the questionnaire. Four additional institutions reported by letter that their programs had not yet begun to function. The results of the questionnaire were used as a basis for the initial selection of 35 supervised practice programs to be represented in the study. The preliminary survey is the subject of Chapter 3.

The Checklist

The checklist used in the study consisted of two types of items. Part I contained questions concerning the organization and administration of supervised practice programs at the university level, and Part II

was made up of a list of concrete training experiences which a student counselor may undergo.

In constructing Part I, a study was made of regional conference reports to determine which questions concerning the organization and administration of supervised practice programs were asked most frequently by counselor trainers. Nine questions were identified and included in the checklist.

In developing Part II, a search was made of guidance literature to locate and define possible experiences in which student counselors may engage in practice schools. In deciding which items to include, valuable assistance was rendered by several authorities in the field of guidance who discussed the feasibility of certain supervised experiences. Especially helpful were Dr. Clifford Froelich, Specialist in the Office of Education and Director of Counselor Training at Johns Hopkins University, Dr. William Perry, who at the time of the study was developing a program of supervised practice at the University of North Carolina, and Mr. Frank Sievers, Specialist in the Office of Education.

Part II finally consisted of 109 items grouped in seven areas. In grouping the items, it was found that the most workable plan was a combination of the two types of services reported in the preceding section. The items were grouped, therefore, under these headings:

1. Occupational and educational information
2. Personal inventory
3. Interviewing, advising, and counseling
4. Orientation and placement
5. Followup
6. School and community relationships
7. Research

This plan, it was believed, did not in any way vitiate the results of the preliminary survey.

Select groups were used experimentally to "test" and refine the instrument, including members of the University of Maryland staff, the Office of Education, and groups of counselors, principals, and teachers affiliated with the Maryland Public Schools. The checklist, a copy of which is included in Appendix D, was revised and improved as a result of these experiments.

The Survey

Copies of the checklist together with specific instruction for its completion were distributed to each of the 35 cooperating institutions. At the same time counselor trainers were asked to supply the names and addresses of persons currently counseling in secondary schools who received actual experience in their pre-service preparation (Appendix E).

Twenty-five institutions returned the checklist together with the names and addresses of 57 secondary school counselors. One of the 25 checklists was rather perfunctorily completed and had to be discarded. Three of the institutions returned the incompleted form, stating that their programs were in the formative stages and had not yet begun to function. Seven failed to respond. The final representation, therefore, consisted of 24 institutions. Although a letter of followup (Appendix F) brought additional replies, these arrived too late to be incorporated in the tabulations.

Part II of the checklist was mailed to the 57 counselors reported by counselor trainers as having completed the supervised practice course.

Forty[2] counselors responded although at the time of this report returns were still being received from counselors who had changed residence.

It was felt that the 24 counselor training institutions and the 40 counselors constituted adequate samplings of the two groups represented.

Analysis and Interpretation

Simple statistical procedures were applied in analyzing and interpreting the data. Prevalent practices with respect to the organization and administration of supervised practice programs were identified as shown by responses of counselor trainers to the questions in Part I of the checklist. Responses of counselor trainers and counselors to the items in Part II were treated separately and also compared. Those experiences which both groups felt should be considered in developing a program of supervised practice according to established criteria were combined into what was considered a basic core of training experience for use by practice schools.

The number of items added by counselor trainers in Part II was not considered sufficient to warrant a follow-up survey.

NEED FOR THE STUDY

With the phenomenal spread of the guidance movement in public education, there has been a corresponding increase in the demand for professionally trained counselors which counselor training institutions have been unable to meet. Consequently, counselors have been recruited from other sources. In public schools, for example, it is common practice to

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[2]Reports from four counselor trainers and three counselors were received too late to include in the study. These were compared with the final tabulations and the results were found to be substantially the same.

label the better teachers "guidance counselors" and assign to them the work of specialists. It is generally believed that there are certain skills peculiar to counseling which they do not ordinarily possess and which must be developed before they can function successfully as counselors. Moreover, in many instances, state certification of counselors has been held in abeyance to enable schools to obtain persons to serve in the capacity of counselors. Quite often their qualifications and training have been inferior.

These practices point up the obvious need for greater numbers of professionally trained personnel. Although counselor training institutions have increased their facilities in recent years, and their output as well, the demand is still growing. This demand portends even further expansion. As institutions extend their efforts personnel authorities need to take a critical view of counselor training structure and quality of program in order to insure genuine growth.

In order to supply schools with qualified personnel, a coherently-planned program of professional training appears necessary. A prospective counselor gathers a wide variety of information and develops certain skills in the regular courses of the guidance curriculum. These courses are, for the most part, similar in all counselor training programs. But counselor trainers and certifying agencies are increasingly recognizing the need for a supervised practice period similar to the internship in medicine or the junior partner in law to enable the student to consolidate his knowledge, to organize his philosophy, and to study and refine his skills. Today nearly half-a-hundred institutions offer some practical experience in laboratory and cooperating secondary schools. Researchers in guidance need to examine these programs, not so much to arrive at

standardization of practices as to establish a flexible but basic core of professional training requirements.

In a recent survey of counselor training institutions the investigator discovered significant differences in supervised practice programs. It was found that wide variations existed in the nature and scope of supervised experiences, in administrative practices, and in the facilities utilized by various institutions for training the same types of counselors. This is not surprising in view of the fact that these programs are largely experimental and the counselor trainers are faced with their own peculiar problems and needs. Researchers need to examine these efforts to discover distinctive characteristics and common cores of agreement and to enrich the diverse experiments.

BASIC ASSUMPTIONS

The study evolved from several basic concepts. These are:

1. A coherently-planned, adequately-administered program of pre-service education is a prerequisite to professional counseling.

2. The realization of desirable outcomes of counselor training is dependent, in large measure, upon the acquisition and improvement of counseling skills through the actual application of techniques and procedures learned in the college classroom.

3. Supervised practice in counselor training provides for the student an opportunity to gain valuable practical experience under competent supervision and to assume responsibilities both in dealing with real problems of pupils and in those aspects of the school program in which he will be expected to participate as a practitioner.

4. The value of supervised practice in the pre-service education

of counselors is dependent, in large measure, upon the nature and scope of experiences.

5. Major responsibility for training public school counselors rests with those in charge of the teacher education program.

6. Supervised counseling experience should take place largely in public schools and at levels at which the student counselor expects to work.

7. The opinions of counselor trainers actually engaged in administering programs of supervised practice and those of counselors whose pre-service education included a period of actual experience are more highly regarded than are those of persons having had no association with such program.

DEFINITION OF TERMS

In order to insure common understanding, it is necessary to agree on the use of terms. For the purposes of this study the following definitions obtain.

Counselor training program is an organized group of courses and counseling experiences designed to prepare a student for professional counseling.

Supervised practice program refers to that part of the counselor training program which enables the student to gain actual counseling experience under competent supervision.

Student counselor is a person enrolled in the supervised practice program.

Director of Counselor Training is a person charged with the administration of the counselor training program at the college or university.

Director of Counselor Training and Counselor Trainer are used interchangeably.

Cooperating secondary school is used to indicate a publicly-supported secondary school working in cooperation with the university to provide supervised counseling experience for student counselors.

Laboratory school is similar to the cooperating secondary school except that it is established and maintained on the campus by the college or university and is usually a tuition school.

Practice school is used interchangeably with laboratory school and cooperating secondary school.

Supervising counselor is a person charged with the organization and administration of the guidance program in the practice school and under whose immediate supervision the student counselor gains initial counseling experience.

Supervised experiences are activities in which the student counselor may engage in the practice school under the immediate direction of the supervising counselor.

CHAPTER II

REVIEW OF THE LITERATURE

A search was made of guidance literature in an effort to locate publications related to the problem under investigation. Principal sources used were Readers Guide to Periodical Literature (32), Educational Index (13), Occupational Index (29), Guidance Index (21), Psychological Abstracts (31), and Guidance Workers' Qualifications--A Review of the Literature (19). In addition to these, numerous education journals, guidance periodicals, and regional conference reports of guidance directors were examined for pertinent items.

The most valuable materials found were articles and unpublished papers, although some research studies pertaining to the broad area of counselor preparation with implications for supervised practice programs were located. This chapter presents a review of theory and research related to the preparation of counselors in laboratory situations. Research studies, articles, and unpublished documents have been treated under separate headings. Those data pertaining directly to the topic under investigation have been included.

Research Studies

In "Graduate Training for Educational Personnel Work" (26), Corinne LaBarre reports on a survey conducted in 1948 of institutions offering graduate training in personnel work. The major purpose of the study was to locate training facilities for personnel workers in colleges and universities throughout the United States.

Among the significant findings were:

1. One hundred ten of the 271 institutions responding to the questionnaire indicated that they offered an organized program of graduate training for educational personnel workers.

2. In 56 institutions, training programs for educational personnel workers accommodated students preparing for work at the elementary level, 88 for secondary schools, and 55 for colleges and universities. It should be pointed out that some of these institutions trained personnel workers to perform at all three levels.

3. Graduate training was offered for counselors and specialists by the various colleges and universities as follows:

89 general	9 marriage
81 vocational	18 religious
35 placement	28 group work
21 residence hall	22 rehabilitation

4. Practice training was supervised and administered at 47 institutions in conjunction with faculty counseling programs; 49 supervised their work through college clinics; while 42 offered supervised practice in neighboring public schools.

5. Frequencies were checked as follows on various types of practice experiences: 85 offered experience in testing, 72 in interviewing, 70 in counseling, 51 in remedial work in reading, speech, and hearing, and 30 in group work. Of lesser importance was supervised experience in occupational information, scoring tests, psychotherapy, case work in psychiatry, case studies, job evaluation, research, and the like.

This oft-quoted study pointed up several significant facts. In the first place, it revealed the lack of coherently-planned programs of supervised experience for training personnel workers. Secondly, it disclosed efforts to train public school counselors at levels at which they

expect to work. And thirdly, it showed lack of agreement concerning basic training requirements of personnel workers. Testing, interviewing, and counseling received major emphasis while many of the supporting activities were virtually ignored.

By revealing weaknesses in the counselor training structure this study has had a profound influence upon bringing about a more critical evaluation of supervised practice programs and training facilities. It has pointed up the need for additional experimentation and research.

In a published doctoral dissertation, entitled, Counselors and Their Work (9) Rachel Dunaway Cox adds to the plethora of investigations dealing with counselor functions. The investigation sought answers to several questions. Among these were:

1. What functions are performed by a group of selected counselors in secondary schools?

2. What experiences lie back of the competency these counselors bring to the performance of their functions?

3. What patterns of functions are revealed by this study of these counselors?

In this investigation the author used the questionnaire technique in addition to the case study approach in which she interviewed many of the 100 counselors included in the investigation and observed their work over a period of time.

Of the findings, three appear noteworthy.

1. The study revealed that counselors, by and large, were concerned with the total development of the pupil. A majority sought to provide educational, occupational, social, and emotional guidance through a thorough study of each individual and by utilizing all available techniques

and resources at their disposal. The services provided assistance in the areas of personal counseling, group work (orientation to school, vocational information, social hygiene, and so forth), cooperative and administrative relationships, placement, and followup.

2. The most important experiences agreed upon by the counselors were in the area of human relations. Special significance was attached to experiences with colleagues in teaching and counseling and with children they had taught and counseled, among others.

3. Function patterns varied widely. Some counselors were concerned with relatively simple responsibilities in the area of placement and occupational information, while the performance of others showed highly complex patterns involving every area of the child's life. While only 14 per cent of the counselors had had supervised experience all felt the need for such training in their pre-service education.

The fact that functions were measured in terms of types of guidance reveals a step in the transition from guidance conceived as personal advice to a concept of specific functions. From this emerged the "broad-areas" approach to counselor preparation in which training requirements were conceived in terms of areas of competency rather than course fulfillment. This concept is discussed more fully later on in the chapter.

Perhaps the most significant fact brought out in this investigation is the wide variation in functions performed by secondary school counselors. This illustrates the diversity of viewpoints concerning the purposes of guidance. To some guidance apparently means dispensing occupational information while to others guidance consists of helping the pupil with problems in all areas of development.

Such diverse opinions indicate the difficulty of establishing a complete program of counselor preparation appropriate for all prospective counselors. They indicate further the desirability of a flexible but basic core of training requirements predicated upon the functions performed by most secondary school counselors. Such a basic core would simplify training and at the same time would enable the counselor to develop supporting skills peculiar to his job as the need arises.

Furthermore, the fact that the most important experiences agreed upon by counselors were in the area of human relations indicates a need for considering this area in developing a program of supervised practice. Especially is this true if one conceives of the counselor as a colleague of the teacher and school staff. The amount of emphasis, however, will depend upon work experience requirements in teaching and other occupations.

Articles

George A. Pierson, in "Utilizing Internships in Preparation of Counselors" (30), reports on the difficulties which confronted the staff at the University of Utah in establishing a program of supervised practice.

The staff, according to Mr. Pierson, began their program by assuming naively that students assigned to supervising counselors in Salt Lake City high schools would receive profitable counseling experience. It was soon discovered, however, that trainees were being asked to perform activities often unrelated to counseling. For example, they were asked to check attendance, issue work permits, patrol halls, and supervise lunch rooms.

As a result of these experiences a study of the role of the counselor

in the Salt Lake City schools was undertaken. From this study, in which principals, vice-principals, counselors, and deans participated, emerged a plan for establishing internships in the public schools at the elementary, junior, and senior high school levels.

The article concludes with a list of generalizations pertaining to the internship as a device for training prospective school counselors. They are:

1. Counseling internships must be developed and they must be developed for a specific training purpose.

2. Supervising counselors must be adequately trained and experienced, and they must be willing to accept the added responsibilities of teaching the intern.

3. Supervising counselors should be operating within a well-organized and effective guidance program.

4. Supervising counselors should permit their interns to carry real responsibility for their cases.

5. Supervising counselors should take the responsibility for making the internship an educational rather than just a work experience.

6. The intern should be assigned to his internship on the basis of his particular needs and the unique training opportunities provided by a particular intership situation.

7. The intern should be thoroughly familiar with counseling and testing techniques before he is assigned to his internship.

8. The intern should serve in the same internship experience long enough to become competent in at least that situation.

9. Counselor trainees should intern first in a general counseling situation.

10. Counseling and testing techniques should be used to select students for counselor training.

11. The immediate responsibility for supervising the intern should rest with the supervising counselor.

12. Local school administrators and counselors should participate in the development of adequate intership situations.

This is one of the most significant articles to date in that it is the first attempt to develop a framework for organizing programs of supervised practice in counselor training. The generalizations emphasize the purpose of the internship, the role of the supervising counselor and intern, selection and assignment of the intern, and the need for utilizing all persons concerned in planning the program.

Although these generalizations apply primarily to the organization and administration of the supervised practice program the implications for the careful selection of content are apparent. One might conclude from the article that the success of supervised practice in counselor preparation will be in direct proportion to the amount of time and care exercised in planning and administering the program.

In April 1948 the National Vocational Guidance Association issued a report on the standards of counselor training. In September of the same year the Eighth National Conference of State Supervisors of Guidance Services and Counselor Trainers adopted a similar report dealing with the duties, standards, and qualifications of counselors. The similarity of the two reports led to a joint meeting in 1949 of representatives of these organizations along with those of other agencies who were invited.

Leonard Miller in "Minimum Training Standards for Counselors" (27)

reports on the 1949 meeting of the Joint Committee on Counselor Preparation. The committee was composed of representatives from each of several professional groups and public agencies concerned with counseling and guidance. The organizations represented were: American Psychological Association, Office of Education, State Supervisors of Guidance Services and Counselor Training, Veterans' Administration, United States Employment Service, American College Personnel Association, and National Vocational Guidance Association.

The purpose of the meeting was to agree on the basic content of adequate professional training for counselors. The committee agreed on seven "core" fields of knowledge essential in preparing for professional competence in counseling and guidance work on the graduate level. In April 1949 the joint committee published its findings in a booklet, entitled, Counselor Preparation (7).

The seven fields recommended in this booklet along with the corresponding areas recommended in Duties, Standards, and Qualifications of Counselors are listed in parallel fashion below:

Duties, Standards, and Qualifications of Counselors	Counselor Preparation
Principles	Philosophy and Principles
Understanding the Individual	The Study of the Individual
	Growth and Development of the Individual
Educational and Occupational Information	Collecting, Evaluating, and Using Occupational, Educational, and Related Information
The Counseling Process	Techniques Used in Counseling
	Supervised Experience in Counseling

Duties, Standards, and Qualifications of Counselors	Counselor Preparation
Administrative Relationships of the Guidance Program	Administrative and Community Relationships
Research and Evaluation Procedures for Counselors	

These two publications are significant from at least two viewpoints. First, both set forth recommendations in terms of broad areas of knowledge and experience rather than specific courses to be taken. The broad-areas approach, as it is called, enables each institution to organize its curriculum in terms of facilities available and needs of students. Secondly, agreement on the areas in which training should be organized appears noteworthy. The similarity of areas created considerable interest on the part of other professional organizations in that areas of competencies in training were emphasized. As a result of these reports counselor trainers have begun to organize programs in terms of broad areas rather than courses.

At the June 1949 Conference of City School Superintendents, Principals, Directors of Guidance, and Counselors held in Pittsburg, Kansas, E. G. Williamson discussed the topic "Supervised Experiences in Counselor Training Programs" (45). In this report Mr. Williamson stressed six aspects of desirable practical training. They are: interviewing skills, case reading, case conferences, supervised experiences, internships, and group therapy techniques. All of the activities were conceived of as the non-classroom type.

The report included the following suggestions:

1. A number of methods should be used to train counselors to interview in a manner which is natural to their personalities and which

is adaptable to the individual differences represented in different clients. The training should include at least one activity a week and the training time should last over a period of two years.

2. The graduate student should be assigned the responsibility of reading an extensive case once a week and of making analyses in terms of interpretation, diagnosis, and treatment.

3. Counselors-in-training should discuss in conference a variety of cases considering alternative interpretations and possible courses of action in dealing with different types of counseling problems.

4. Supervised preparation should include some experience in an institution for the feeble-minded, in an institution for emotionally disturbed patients, in a business personnel office, in an elementary school, in a high school, and in a college.

5. The internship should be integrated with the entire period of preparation. This would consist of internship experience in modified form from the first year of training through the last.

6. A part of the counselor's training should be spent in a community agency learning group therapy techniques and group processes.

In these suggestions four important facts or implications stand out. First, the student should receive supervised experience in areas directly related to the counseling process. Secondly, the student should gain wide experience in a variety of situations. Thirdly, the internship should not be a concentrated period of training but should be extended over the entire curriculum. And fourthly, counseling cannot take place apart from the socio-economic-psychological setting of the client for which the counselor must be trained.

The greatest difference between these recommendations and those of other guidance experts is in the scope of experiences. Instead of preparing the counselor for any one level the author suggests several types of experience in a variety of situations requiring a longer period of preparation. This approach is based on the premise that the counselor is something of a general practitioner and should be prepared to function at any level. Thus an old concept in a new setting.

Unpublished Materials

At the Little Birch Laboratory Conference held at Milrose, Minnesota, August 1948, the Committee on Supervised Practice issued the most comprehensive report to date on what should constitute an adequate program of supervised experiences in counselor preparation. The committee consisted of state directors of guidance representing five mid-western states and was co-chaired by Willis E. Dugan, University of Minnesota, and Ray Bryan, Iowa State College. The report is entitled Supervised Practice in Guidance Services (41).

The committee considered four aspects of program development. They are: the role of supervised practice in guidance services, competencies to be achieved through supervised practice in guidance services, suggested methods and techniques for achieving these competencies, and suggested materials, bibliography, and other practical aids for developing a program of supervised practice.

The role of supervised practice, as suggested by the committee, is embodied in the following purposes:

1. Supervised practice in guidance services should enable the trainee to develop a background of real experience.

2. Supervised practice should help the trainee get an overall picture of the relation of the guidance services to the many other services performed by the school.

3. Supervised practice should build confidence on the part of the trainee in working with pupils and teachers.

4. The supervised practice period provides opportunities for evaluation and for additional training.

These purposes might well apply to any type of internship training at the pre-professional level.

Perhaps the most significant implication at this point, however, is that the supervised training period should be as real as counseling itself and should contain all the elements thereof. According to reports few institutions, if any, have attained this goal.

The committee listed 25 competencies in which the counselor in training at the graduate level should be able to demonstrate proficiency in addition to mastery of 27 competencies that have to do with pupil adjustment at the undergraduate level. The 25 competencies at the graduate level are listed verbatim from the report.

A. Competencies needed to work with pupils
1. The ability to make intensive case studies.
2. The ability to help pupils resolve their conflicts.
3. The ability to organize and direct a systematic testing program.
4. The ability to select or devise forms for the economical gathering and recording of data.
5. The ability to organize records and establish procedures for effective and economical utilization.
6. The ability to utilize school resources to provide adequate remedial work.
7. The ability to match job requirements with pupil abilities in individual pupil placement activities.
8. The ability to use group procedures for guidance purposes.
9. The ability to organize and direct a systematic program of evaluation of guidance services through the ability to plan and develop an effective pupil follow-up program.

10. The ability to prevent or reduce emotional upsets caused by pupil-teacher conflict.

B. Competencies needed to work with staff members

11. The ability to organize, initiate, or improve a guidance program.

12. The ability to give leadership in guidance committee work.

13. The ability to gain the support of school personnel in the improvement of guidance services.

14. The ability to conduct teacher group conferences on problems related to guidance services.

15. The ability to organize and lead group and forum discussions on pupil problems.

16. The ability to organize and carry out a program of in-service training.

17. The ability to interpret and present effectively the results of a follow-up program.

18. The ability to assist individual teachers with specific pupil problems.

19. The ability to conduct research and evaluation studies on all phases of the guidance program.

C. Competencies need to work with parents

20. The ability to organize and direct parent conferences.

D. Competencies needed to work with community

21. The ability to develop effective relationships with employers and other community groups.

22. The ability to plan and direct community occupational surveys.

23. The ability to explain in an effective manner the school's program.

24. The ability to gain support of the community for the guidance program.

25. The ability to identify other guidance agencies in the community and to develop a guidance program that utilized the available services of these agencies.[1]

It can readily be seen that supervised practice at the graduate level becomes a period during which the trainee becomes skilled not only in the use of tools and techniques for working with pupils but also in the competencies needed to work with school personnel, parents, and the community. Such a concept visualizes the trainee actually as a member of the

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[1] Supervised Practice in Guidance Services (Report of the Little Birch Laboratory Conference, Melrose, Minnesota, August 6-8, 1948), pp. 8-10.

school staff in which all the duties and responsibilities of the school counselor are assumed.

The committee listed 22 methods and techniques for achieving these competencies at the graduate level in addition to 10 others for use at the undergraduate level. The 22 methods for achieving competencies at the graduate level are:

1. Experience in evaluating, counseling, and guiding student planning and registration procedures.
2. Practice in organizing, developing, and carrying through pupil orientation procedures.
3. Practice in administering, scoring, and interpreting group and individual tests such as scholastic, reading, aptitude, special aptitude, interest, and personal adjustment.
4. Practice in recording appraisal data and other cumulative record information.
5. Practice in working cooperatively with teachers in the use and exchange of guidance information about pupils.
6. Participation in a number of case study conferences and responsibility for conducting a case conference.
7. Practice in the selection, organization and use of occupational, educational, and personal information, including audio-visual aids.
8. Practice in reviewing student appraisal information and making preparation for a counseling interview.
9. Practice in counseling pupils on personal, social, and vocational problems.
10. Practice in writing case notes and interview summaries.
11. Practice in follow-up work with pupils, teachers, and parents.
12. Practice in group activities with guidance implications, such as school clubs, social functions, occupational courses or units, homeroom programs, career days, community occupational surveys, and other group activities.
13. Practice in referring to training opportunities beyond high school, such as colleges, business, technical and vocational schools, apprenticeship and other on-the-job possibilities.
14. Practice in reviewing records of follow-up studies and curriculum implications.
15. Practice in job placement of students and community contacts with employers and placement agencies.
16. Opportunities for supervised work experience in industry and business during graduate training period when deficient in this area of preparation.
17. Participation in the development of group meetings with classroom teachers for in-service training purposes.
18. Participation in the organization and development of guidance programs.
19. Participation in the evaluation of a guidance program.

20. Participation in research concerning guidance activities.
21. Interviews with teachers to ascertain the extent to which they use guidance data about pupils.
22. Visitation and survey of guidance practice and services in a typical school.[2]

These methods entail making supervised practice a period of real experience in which the trainee actually engages in all activities pertinent to the job of the counselor. This idea, along with many of the methods and techniques used in the supervised practice program, has been borrowed from other fields, namely, teaching, medicine, and law. As time goes on educators are likely to see the accumulation of a substantial body of guidance theory supported by facts resulting from practice and experimentation.

Summary Statement

This chapter has presented a review of a number of studies, articles, and unpublished materials related to the topic under investigation. Some of these publications emphasize the need for an organized program of supervised practice in counselor preparation; others suggest guides for effective organization and administration of such a program; still others indicate the nature of the content of the program. They do not disclose what is actually being done with respect to the organization and content of existing programs of supervised preparation in counselor training. Nor do they reveal the opinions of persons actually engaged in these programs as to what experiences they feel should be included. They do, however, suggest the need for research in this direction. Together, therefore, they form a valuable if meager basis for the current investigation.

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[2] *Ibid.*, pp. 13-15.

CHAPTER III

THE PRELIMINARY SURVEY

A preliminary survey was made of counselor training institutions throughout the United States to identify those using laboratory and/or cooperating secondary schools in the preparation of counselors and to determine the scope of supervised experiences provided for student counselors in each of these programs. The survey was primarily for the purpose of selecting the better programs to include in the study.

IDENTIFYING SUPERVISED PRACTICE PROGRAMS

Since no adequate, up-to-date listing of institutions offering supervised practice in counselor training could be found either in guidance literature or in the Office of Education, it was decided, first of all, to contact State Directors of Guidance. The 38 State Directors were requested by letter to supply the names of institutions providing supervised experience in laboratory and cooperating secondary schools and the counselor trainers in charge of each. Froelich's Guidance Workers' Preparation (19) and the Office of Education files were consulted for the remaining ten states, namely, Alabama, Florida, Indiana, Kentucky, Nevada, New Mexico, Oklahoma, Rhode Island, Tennessee, and Texas.

These three sources yielded a total of 58 institutions. The institutions according to states are listed below. The entry, none, is used to indicate those states which were found to have no such programs.

ALABAMA	None
ARIZONA	Arizona State College University of Arizona

ARKANSAS	None
CALIFORNIA	Stanford University University of California, Berkeley University of California, Los Angeles University of Southern California
COLORADO	University of Colorado University of Denver
CONNECTICUT	University of Connecticut
DELAWARE	None
FLORIDA	Florida State University University of Florida
GEORGIA	University of Georgia
IDAHO	None
ILLINOIS	Bradley University Northwestern University University of Chicago University of Illinois
INDIANA	Ball State Teachers College Butler University Indiana University Purdue University
IOWA	Iowa State College State University of Iowa
KANSAS	Kansas State College University of Kansas
KENTUCKY	University of Kentucky
LOUISIANA	None
MAINE	University of Maine
MARYLAND	None
MASSACHUSETTS	Boston College Boston University Springfield College
MICHIGAN	Michigan State College University of Michigan Wayne University

MINNESOTA	University of Minnesota
MISSISSIPPI	University of Mississippi
MISSOURI	Central Missouri State College University of Missouri
MONTANA	Montana State College Montana State University
NEBRASKA	None
NEVADA	None
NEW HAMPSHIRE	None
NEW JERSEY	Rutgers University Seton Hall University
NEW MEXICO	None
NEW YORK	Columbia University New York University
NORTH CAROLINA	None
NORTH DAKOTA	None
OHIO	Kent State University Ohio State University Ohio University
OKLAHOMA	None
OREGON	Oregon State College
PENNSYLVANIA	Pennsylvania State College University of Pennsylvania University of Pittsburgh
RHODE ISLAND	None
SOUTH CAROLINA	None
SOUTH DAKOTA	None
TENNESSEE	None
TEXAS	University of Texas
UTAH	Brigham Young University University of Utah Utah State Agricultural College

VERMONT	None
WASHINGTON	State College of Washington University of Washington
WEST VIRGINIA	None
WISCONSIN	Marquette University University of Wisconsin
WYOMING	University of Wyoming

DETERMINING THE SCOPE OF SUPERVISED EXPERIENCES

A questionnaire containing three items was developed for use in the preliminary survey. The questionnaire had a threefold purpose: (1) to verify the names of institutions using laboratory and cooperating secondary schools as reported by State Directors of Guidance, (2) to determine the scope of supervised experiences provided in the various programs, and (3) to locate in publications any articles describing these programs. As was pointed out previously the six areas in Item 1 were adapted from a list of guidance services in common usage. These areas were considered appropriate for determining the scope of experiences in supervised practice programs. The questionnaire also contained a section for counselor trainers to indicate if they would, or would not, assist in the study. The three principal items in the questionnaire are reproduced below:

1. Published reports from a number of institutions suggest several areas in which counselor trainers are seeking to develop competencies in their student counselors on the master's level through supervised practice or some form of practical training. These are listed below. Please indicate which of these, if any, apply to your program. Add others in your program of which these are not adequately descriptive.

   a. Competencies in interviewing. _____

   b. Competencies in testing and test interpretation _____

c. Competencies in working with pupils _____

d. Competencies in working with the school staff _____

e. Competencies in working with parents _____

f. Competencies in working with the community _____

2. Do you use campus laboratory schools and/or cooperating secondary schools to develop competencies in these areas?

Yes_____ No_____

3. If a report describing your program has been published, please give date and title of publication.

The checklist together with a letter explaining the nature of the investigation and requesting their cooperation was mailed to counselor trainers at 55 of the above institutions. In consulting with persons closely affiliated with the programs at New York University, Columbia University, and the University of Chicago, it was learned that emphasis at these institutions was upon clinical training in psychology clinics rather than supervised experience in cooperating secondary schools. These institutions were omitted, therefore, from the preliminary survey.

Replies were received from 51 of the 55 institutions contacted. Of these, 47 returned the checklist and 4 indicated by letter that their programs, while planned, had not yet begun to function. These include the University of California, Los Angeles, the University of Southern California, the University of Georgia, and the University of Florida. Iowa State University, the University of Wisconsin, Indiana University, and the University of Texas failed to respond.

Responses to the checklist are presented in Table 1. Column 2 shows that 44 of the 47 institutions used laboratory and/or cooperating secondary schools in their programs of supervised practice, the exceptions being Kansas State College, Montana State University, and Arizona State College.

Column 3 reveals the scope of supervised experiences provided at each institution according to the criteria used. The six areas correspond to the criteria in Item 1 of the questionnaire. Since most programs provided experiences in all six areas the table shows only those areas in which supervised practice was not provided.

It can be seen that nine of the institutions provided supervised experience in only three of the six areas. These are Stanford University, Kansas State College, the University of Maine, the University of Minnesota, Kent State University, Brigham Young University, Marquette University, the University of Wyoming, and Montana State University. Utah State Agricultural College provided experience in four areas. The remaining 35 institutions provided opportunity for supervised experience in all six areas, although the program at Montana State College was available to undergraduates only.

Only one institution, Brigham Young University, reported a published description of its program.

It was decided to include in the study only those institutions which provided supervised practice in laboratory and cooperating secondary schools on the master's level and those whose programs enabled student counselors to gain experience in all six areas. The latter stipulation was made because it was felt that opinions of counselor trainers with experience in developing limited programs were less valid for the purposes of the study than those of counselor trainers with experience in developing and administering very extensive programs. Thirty-five institutions were selected, therefore, to partifipate in the study. These

TABLE 1. RESPONSES OF COUNSELOR TRAINERS TO ITEMS 1 AND 2 OF THE CHECKLIST

1	2		3					
Name of Institution	Institutions Using Laboratory and/or Cooperating Secondary Schools		Areas of Supervised Experiences					
	Yes	No	1	2	3	4	5	6
Arizona State College		x						
University of Arizona	x							
Stanford University	x					x	x	x
University of California, Berkeley	x							
University of Colorado	x							
University of Denver	x							
University of Connecticut	x							
Florida State University	x							
Bradley University	x							
Northwestern University	x							
University of Illinois	x							
Ball State Teachers College	x							
Butler University	x							
Purdue University	x							
Iowa State College	x							
Kansas State College		x				x	x	x
University of Kansas	x							
University of Kentucky	x							
University of Maine	x					x	x	x
Boston College	x							
Boston University	x							
Springfield College	x							
Michigan State College	x							
University of Michigan	x							
Wayne University	x							
University of Minnesota	x					x	x	x
University of Mississippi	x							
Central Missouri State Col.	x							
University of Missouri	x							
Montana State College	x							
Montana State University		x				x	x	x
Rutgers University	x							
Seton Hall University	x							
Kent State University	x					x	x	x

TABLE 1. RESPONSES OF COUNSELOR TRAINERS TO ITEMS 1 AND 2 OF THE CHECKLIST

1	2		3					
Name of Institution	Institutions Using Laboratory and/or Cooperating Secondary Schools		Areas of Supervised Experiences					
	Yes	No	1	2	3	4	5	6
Ohio State University	x							
Ohio University	x							
Oregon State College	x							
Pennsylvania State College	x							
University of Pennsylvania	x							
University of Pittsburgh	x							
Brigham Young University	x					x	x	x
University of Utah	x							
Utah State Agricultural Col.	x						x	x
State College of Washington	x							
University of Washington	x							
Marquette University	x					x	x	x
University of Wyoming	x					x	x	x

are listed below.

University of Arizona
University of California, Berkeley
University of Colorado
University of Denver
Ball State Teachers College
Butler University
Purdue University
Iowa State College
University of Kansas
University of Kentucky
Boston College
Boston University
Springfield College
Michigan State College
University of Michigan
Wayne University
University of Mississippi
University of Connecticut
Florida State University
Northwestern University
Bradley University
University of Illinois
Central Missouri State College
University of Missouri
Rutgers University
Seton Hall University
Ohio State University
Ohio University
Oregon State College
Pennsylvania State College
University of Pennsylvania
University of Pittsburgh
University of Utah
State College of Washington
University of Washington

Summary Statement

The preliminary survey used in identifying supervised practice programs to include in the investigation has been described in this chapter. The manner in which 35 programs were selected for the study has been discussed in detail. Because of late responses and failures to respond in the final survey, this number was later reduced to 24. These 24 institutions are listed in the chapter which follows.

CHAPTER IV

SURVEY OF CURRENT PRACTICES AND OPINIONS

This chapter treats the survey of existing and proposed practices in the organization and operation of supervised practice programs for the preparation of counselors. Responses of counselor trainers to the questions in Part I of the checklist and those of counselor trainers and counselors to the items in Part II will be analyzed in relation to the purposes of the investigation.

THE SURVEY INSTRUMENT

The checklist used in the study was designed to secure data in two main areas. Part I consisted of nine questions dealing with the organization and administration of supervised practice programs--questions which have been asked repeatedly by counselor trainers in regional conferences throughout the United States. Part II contained 109 concrete training experiences calculated to develop skills and competencies in seven guidance service areas. These experiences were identified through a study of guidance literature.

Instructions accompanying Part I of the checklist requested counselor trainers to check the administrative practices which applied to their programs. Instructions to Part II requested the subjects, both counselor trainers and counselors, to check the experiences performed in their respective programs of supervised practice and to indicate the degree of importance they attached to each, regardless of whether the experience was performed in their program or not. The three items for measuring the degree of importance are described below.

NECESSARY - This experience is essential. It is not provided adequately in course work and should definitely be obtained before the counselor begins professional practice.

DESIRABLE - This experience is worthwhile. It is not provided adequately in course work and would be valuable in preparing prospective counselors for professional practice.

NOT NECESSARY - This experience is unnecessary. It is provided adequately in course work or else may be obtained later in professional practice.

Because of the varied interpretations of counselor functions and training requirements, it was considered virtually impossible to formulate an all-inclusive list of training experiences. Space, therefore, was provided in each of the guidance service areas for counselor trainers to add and evaluate experiences provided in their programs which were not included in the original list. Moreover, counselor trainers were asked to indicate any additional guidance service areas in their programs not adequately covered in Part II. The checklist together with instructions for its completion is reproduced in Appendix D.

SECURING THE DATA

Copies of the checklist were distributed to each of the 35 institutions selected to participate in the study. At the same time each counselor trainer was asked to supply the names and addresses of several persons currently counseling in secondary schools who previously completed the practicum course as a part of their pre-service preparation.

Twenty-five institutions responded. However, the checklist returned by Northwestern University was rather perfunctorily completed and had to be discarded. Three institutions--the University of California, Los Angeles, the University of Michigan, and the University of Mississippi--indicated that their programs were in the formative stages and had not

yet begun to function. Seven failed to respond. These include the University of Arizona, Ball State Teachers College, Butler University, Purdue University, Seton Hall University, Ohio State University, and the University of Washington. Final representation was limited to the 24 institutions listed below. According to the criteria used in selection these institutions, it was believed, constituted an adequate sampling of the outstanding supervised practice programs in the United States.

Boston College
Boston University
University of Colorado
University of Denver
University of Connecticut
Florida State University
Bradley University
University of Illinois
Iowa State College
University of Kansas
University of Kentucky
Michigan State College
Wayne University
Central Missouri State College
University of Missouri
Ohio University
Oregon State College
Pennsylvania State College
University of Pennsylvania
University of Pittsburgh
Rutgers University
Springfield College
University of Utah
State College of Washington

In response to the request for the names and addresses of persons currently counseling in secondary schools who completed the practicum course in their pre-service preparation, counselor trainers at the foregoing institutions submitted a list of 66 counselors. Of these, 9 reported by Florida State University were discarded as a result of the following comment by Dr. H. F. Cottingham, Counselor Trainer at that institution: "None of our people have located in secondary schools,

although several refused jobs there for better opportunities elsewhere."

Part II of the checklist was mailed to the remaining 57 persons (Appendix G). Each counselor was requested to indicate those experiences in which he engaged during supervised practice and to check the degree of importance he attached to each experience in the preparation of counselors, regardless of whether the experience was included in his training or not. In expressing values in Column 2, the counselors were asked to recall the problems they encountered and the activities in which they engaged as beginning counselors and to consider how valuable each training experience was, or would have been, in developing the skills necessary for counseling. The same trichotomous degrees of importance obtained for counselors as for counselor trainers. Instructions to counselors are explained more fully in Appendix H.

Forty counselors completed the checklist, while 17 failed to respond. Many replies were delayed because of changes in residence of counselors. A follow-up letter failed to secure any additional responses (Appendix I).

On the basis of reports by counselor trainers it was felt that this number constituted an adequate sampling of secondary school counselors whose pre-service education included actual counseling experience. Names and addresses of secondary school counselors who responded to the checklist appear in Appendix J.

RESPONSES OF COUNSELOR TRAINERS TO PART I OF THE CHECKLIST

Confronted with the task of supplying greater numbers of competent counselors for secondary schools, guidance authorities have been seeking answers to a number of constantly recurring questions. Who has major responsibility for training secondary school counselors? Should supervised

practice be offered as a separate course? What amount of credit should be allowed for supervised practice? At what point in the training sequence should supervised practice occur? Part I of the checklist sought to determine current practices with respect to these and other vital questions relating to the organization and administration of supervised practice programs.

Administrative Responsibility for Supervised Practice Programs

Table 2 shows the colleges, or departments, primarily responsible within counselor training institutions for supervised practice programs in laboratory and cooperating secondary schools.

TABLE 2. Colleges and Departments Primarily Responsible for the Administration of Supervised Practice Programs in Practice Schools

College or Department Responsible	Number of Institutions
Education	18
Psychology	4
Other	2

Eighteen of the 24 counselor training institutions reported supervised practice programs for training counselors in practice schools to be a responsibility of the college or department of education. One of the 18, Michigan State College, reported that although the practicum course is offered through the college of education, it is actually taught in the Institute of Counseling, Testing, and Guidance. Presumably the institute is organizationally a part of the college of education.

In institutions which emphasized the clinical aspects of counseling,

practicum training is centered in the department of psychology. State College of Washington, the University of Denver, the University of Kentucky, and Florida State University reported such an arrangement, although in the latter two institutions the department of psychology works in close cooperation with the college of education.

Iowa State College and Springfield College have somewhat different arrangements. At the former responsibility for practicum training is shared by the Department of Vocational Education and the Department of Psychology, while at the latter responsibility is centered in the Guidance and Personnel Service. In the remaining institutions supervised practice is organizationally a part of the college of education.

The procedure of centering responsibility for supervised practice in the college of education recognizes, it would appear, the close relationship between education and counseling. It should be pointed out, however, that in some instances the college of education and the department of psychology work in close cooperation. This arrangement enables the student counselor to utilize the personnel and facilities of both departments and at the same time permits continuity of training. It is too early to label this a trend, however, since in most of the institutions supervised practice programs are organized and administered in their entirety by colleges of education.

Curriculum Plan of Organization for Supervised Practice

Reports from counselor trainers indicate substantial agreement as to the curriculum plan of organization for supervised practice. Table 3 shows the manner in which these programs are organized at the 24 counselor training institutions.

TABLE 3. Curriculum Organization for Supervised Practice at 24 Counselor Training Institutions

Organization	Number of Institutions
Supervised practice offered as a separate course	22
Supervised practice offered as part of another course, or courses	1
Other	1

Twenty-two of the 24 institutions offer supervised practice as a separate course. Four of the 22 also offer practicum training as a part of other courses. Of these, the University of Colorado and Pennsylvania State College reported that some practice is given in all courses in increasing amounts as the training sequence progresses. Bradley University includes some practice in Techniques of Counseling and Testing. The other, Florida State University, combines practice with the course, Organization and Administration of Guidance Services.

At Rutgers University practice is included in a course entitled "Practicum" but the remaining content of the course was not disclosed. The University of Pennsylvania provides noncredit experience on an individual basis.

According to these reports supervised practice is organized as a separate course in a majority of the programs studied. In some instances, however, supervised experiences are also embodied in the regular courses of the guidance curriculum.

These practices represent two opposing viewpoints in organization. Personnel authorities who subscribe to the separate course idea believe that supervised practice should be the culminating activity in the

counselor training curriculum. In this manner the student is able to consolidate his knowledge, to organize his philosophy, and to study and refine his skills in one final intensive application. Those who endorse the latter procedure feel that supervised practice should parallel and be integrated with the entire period of training. Such a plan enables the student to perfect his skills as they are learned in the classroom.

It should be pointed out that the separate course idea is considerably easier to organize and administer and requires fewer administrative personnel. This together with the fact that supervised practice is such a new venture may account, in part, for its prevalence in practice. As these programs become more firmly established one is likely to see additional experimentation with the integrated procedure.

Supervised Practice Course Load

For nearly a decade now guidance authorities have advocated a full-time internship as the culminating activity in counselor preparation, but according to the study the idea appears to have gained little acceptance in actual practice. All 24 of the institutions offer practicum training as a part-time course load for student counselors. However, the University of Kentucky and the University of Colorado reported an arrangement whereby students can elect to devote full time to supervised practice for which full credit is permitted. Since few students are able to devote full time to the internship the arrangement is not considered very feasible by the counselor trainers in charge.

At the present time there is insufficient evidence for or against establishing fulltime internships. The expansion of training facilities and the improvement of certification requirements, however, are likely

to give impetus to a more critical study of the value of intensive internships.

Supervised Practice Course Credit

Another question frequently debated in regional conferences concerns the length of the supervised practice period and the amount of credit permitted. According to reports from the various institutions the period ranges from one academic quarter to a full school year and the course credit from 0 hours to 12 semester hours. Table 4 shows the amount of credit earned by student counselors in each institution. Unless otherwise stated, credit hours are an index to the length of the course.

Two institutions provide opportunity for students to earn additional course credit for supervised practice. Boston University permits students to earn up to 12 semester hours, while the University of Denver enables students to receive a maximum of 10 quarter hours. The University of Colorado reported a similar plan to be effective in the fall of 1951. The plan will range from 2 semester hours required to 8 semester hours optional. The University of Pennsylvania offers non-credit experience on an individual basis, while Bradley University failed to report.

Most institutions provide the equivalent of one term of course credit for supervised practice. However, a number of counselor trainers expressed the belief that the practice period and academic credit should be extended. There is evidence that this expansion may take the form of a minimum hours requirement with additional hours optional. Such provisions now exist at Boston University and the University of Denver and are contemplated at the University of Colorado.

TABLE 4. Amount of Credit Earned by Students for Supervised Practice in 24 Counselor-Training Institutions

Name of Institution	Credit Earned	
	Sem. Hrs.	Qr. Hrs.
Boston College	4	
Boston University	3*	
University of Colorado		3
University of Denver		5#
University of Connecticut	3	
Florida State University	3	
Bradley University	-	
University of Illinois	3	
Iowa State College		3
University of Kansas	2	
University of Kentucky	3	
Michigan State College		9
Wayne University	2	
Central Missouri State College	4	
University of Missouri	3	
Ohio University		3
Oregon State College		3
Pennsylvania State College	3	
University of Pennsylvania	No credit	
University of Pittsburgh	2	
Rutgers University	6	
Springfield college	2	
University of Utah		3
State College of Washington	3	
Mean Amount	3.07	4.17

*Maximum of 12 semester hours
#Maximum of 10 quarter hours

It is interesting to note that the mean of academic credit allowed for supervised practice at institutions operating on the semester hour system is 3.07, while the mean at institutions operating on the quarter hour plan is 4.17. Actually students at the former institutions receive 10 per cent more credit than those at the latter. Presumably there is a corresponding increase in the amount of time spent in supervised practice. These variations in academic credit allowed may be due in part to the

fact that in some institutions supervised practice is not only offered as a separate course but in some amounts in other courses.

Student-Counselor Supervisors in Practice Schools

In a majority of the practice schools the immediate supervision of student counselors is carried out by school counselors, although in some instances principals, counselor trainers, and professors of education serve in a supervisory capacity. Table 5 shows supervisory personnel as reported by the 24 institutions.

TABLE 5. Supervisory Personnel as Reported by 24 Counselor Training Institutions

Student-Counselor Supervisors	Number of Institutions
School Counselor	11
School Counselor or Principal	5
Principal	1
School Counselor and Counselor Trainer	2
Counselor Trainer or Professor of Education	4
Other	1

At Boston College, Michigan State College, Florida State University, Iowa State College, and Ohio University, principals supervise student counselors in practice schools not having regular counselors. In practice schools utilized by the University of Denver, supervision is done by principals exclusively.

Supervisory functions are shared by school counselors and professors of education at the University of Illinois and Springfield College,

although the latter institutions reported that student counselors are supervised principally by the college staff through reports and field work seminars. Presumably much of the supervision takes place at the college.

Supervision is provided exclusively by counselor trainers at Oregon State College and Central Missouri State College and by professors of education at the University of Kansas and the University of Pittsburgh. Wayne University reported that supervision varies in accordance with the position of the student but failed to indicate the types of supervisory personnel. The remaining institutions use regular counselors in all practice schools.

The outcomes of supervised practice are dependent, in large measure, upon an adequate plan of supervision. Personnel authorities agree that immediate responsibility for supervising the student counselor should rest with a well-trained supervising counselor who should be operating within a well-organized and effective guidance program. Such a plan enables the student counselor to assume the responsibilities of counseling as they actually occur and at the same time insures constant supervision without interruption. The practice of using principals and counselor trainers, while unquestionably necessary in cooperating schools not having regular counselors, is hardly commendable. Such a practice often renders supervision difficult in that this important function may easily be subordinated to administrative and teaching duties.

Recommended Student-Counselor Load for Supervisors

Considerable variation exists in the student-counselor load recommended by counselor trainers for supervising personnel. For school

counselors and principals the suggested load is comparatively small, ranging from one to six student counselors. In instances where counselor trainers and professors of education supervise student counselors, the number is, in most instances, considerably larger. Table 6 shows the maximum student-counselor load recommended by counselor trainers for the various types of supervising personnel.

Counselor trainers at Springfield College, Wayne University, and the University of Missouri felt that there were too many variables involved to make an estimate.

According to majority opinion the number of student counselors recommended for each supervising counselor appears sufficiently small to insure adequate supervision. This appears to be sound practice since the first duty of the school counselor is to the pupils he serves and an excessive student-counselor load is apt to interfere with this important function. Moreover, it is recognized that supervised training, like counseling, is, for the most part, an individualized process which cannot be performed en masse. It stands to reason, therefore, that the student-counselor load must of necessity be small to insure maximum benefit to everyone concerned.

Although there is nothing in research to support such a contention, the idea that counselor trainers, with their numerous teaching and administrative responsibilities at the university, could provide adequate supervision for 20 or 30 student counselors as recommended by the University of Illinois, Central Missouri State College, and the University of Pittsburgh, would be difficult indeed to defend. Counselor trainers at these institutions recommended such an arrangement but, in the opinion of

TABLE 6. Student-Counselor Load Recommended by Counselor Trainers for Supervising Personnel

Name of Institution	Supervised by				
	School Counselor	School Principal	School Counselor or Principal	Counselor and College Staff	Counselor Trainers and College Staff
Boston College			4		
Boston University	3				
University of Colorado	2				
University of Denver		3			
University of Connecticut	1				
Florida State University			2		
Bradley University	3				
University of Illinois				20	
Iowa State College			2		
University of Kansas					5
University of Kentucky	6				
Michigan State College			2		
Wayne University*					
Central Missouri State College					30
University of Missouri*					
Ohio University			3		
Oregon State College					8
Pennsylvania State College	5				
University of Pennsylvania	1				
University of Pittsburgh					30
Rutgers University	3				
Springfield College*					
University of Utah	2				
State College of Washington	2				

*Failed to report

the investigator, it is improbable that this practice will gain widespread endorsement in the near future.

Frequency of Counselor Trainer Visitation and Observation

Reports showed little agreement concerning the question of frequency of counselor trainer visitation and observation of student counselors in the field. Practice ranges from daily visits to no contacts at all. Table 7 shows the frequency of field contacts as reported by counselor trainers.

TABLE 7. Frequency of Counselor Trainer Visitation and Observation of Student Counselors in Practice Schools

Visitation and Observation Interval	Number of Institutions
Weekly	6
Biweekly	5
Monthly	4
Once during training period	3
None	4
Other	2

Counselor trainers visit and observe student counselors weekly at the University of Kentucky, the University of Missouri, Rutgers, State College of Washington, the University of Denver, and Michigan State College. At the latter institution, however, contacts are less frequent in practice schools having regular counselors.

Biweekly visits and observations are made in practice schools at the University of Illinois, Pennsylvania State College, the University of

Connecticut, the University of Colorado, and Ohio University.

Counselor trainers at Central Missouri State College, the University of Utah, Bradley University, and Florida State University schedule visits on a monthly basis.

Boston University, Iowa State College, and Springfield College reported at least one contact during the training period, although student counselors at the latter institution make frequent use of the telephone. All three, however, recommended more frequent contacts.

Daily contacts are made at Oregon State College, while at the University of Kansas the counselor trainer observes every interview by the student counselor.

No visitations are made at the University of Pennsylvania, Boston College, the University of Pittsburgh, and Wayne University.

Visitation provides an opportunity for the counselor trainer to see the student counselor in action. It enables him to evaluate the work of the student counselor as he actually applies his skills and to make on-the-spot recommendations for any necessary changes in technique or procedure.

How often these visits should occur depends upon a number of factors. In the first place, the availability of competent supervistry personnel may determine the number of visits. In cooperating schools with trustworthy supervising counselors visits need not be too frequent. Probably biweekly or even monthly visits are sufficient. It stands to reason that student counselors should be visited more often in schools not having supervising counselors or in which principals provide the only supervision. A glance at Table 7 reveals almost the opposite to be true.

In general, counselor trainers visit more frequently in schools having regular counselors.

Secondly, the length of the training period may determine the frequency of visits. Where supervised training is intensified and concentrated into a very brief period frequent contacts may be necessary, while fewer visits may suffice when the training period is long and drawn out. Again the table shows almost the opposite to be true. Counselor trainers tend to visit more often in institutions providing one semester of supervised training than those in institutions whose period of training is one academic quarter in length.

Student-Counselor Group Meetings

A large majority of the counselor trainers provide opportunity for student counselors to come together at the college or university to discuss pertinent problems in connection with their practice training. Table 8 shows the number of institutions which hold group meetings of student counselors according to periodic intervals.

The University of Missouri and Oregon State College schedule group meetings of student counselors semiweekly; the University of Colorado, biweekly; and Central Missouri State College, the University of Connecticut, and Boston College, at monthly intervals. At Michigan State College student counselors come together three times each week, while at Boston University two meetings are held during the training period, one near the beginning and the other at the close. No provisions are made for group meetings of student counselors at Florida State University, Iowa State College, Bradley University, and the University of Pennsylvania, although frequent contacts on an individual basis are made by counselor

TABLE 8. Frequency of Student-Counselor Group Meetings at 24 Counselor Training Institutions

Time Intervals	Number of Institutions
Semiweekly	2
Weekly	12
Biweekly	1
Monthly	3
Other	6

trainers at the latter three institutions. The remaining twelve institutions provide opportunity for weekly meetings of students in training.

Most personnel authorities agree that student counselors should have an opportunity to meet and discuss their counseling experiences and to view common problems in an atmosphere of trust and mutual understanding.

Although no statement concerning the desired frequency of group meetings has been formulated to date, the fact that fifteen of the programs studied provide opportunity for student counselors to assemble at least once a week is significant. Such a practice appears sound in view of the fact that many trainees are supervised by principals, counselor trainers, and professors of education, all of whom serve a dual function. As with nine of the institutions, fewer than weekly meetings may be sufficient, depending upon the academic qualifications and counseling proclivities of the trainee and provided supervising counselors have adequate time to assist trainees with problems as they actually arise.

Time of Occurrence of Supervised Practice in the Guidance Curriculum

Although counselor trainers have advocated certain course offerings during, and even following, the practicum course, the study reveals that student counselors, for the most part, complete the remaining courses in the guidance curriculum prior to the period of supervised practice. Table 9 shows the time of occurrence of supervised practice in relation to the remaining courses in the guidance curriculum.

Since specific guidance courses differ from one institution to another both in title and content, counselor trainers were requested to indicate within broad areas the types of courses usually offered prior to, during, and following supervised practice. The broad areas are listed below:

Area 1: Survey Courses in Guidance and Counseling.

Area 2: Organization and Administration of Guidance Programs.

Area 3: The Psychology of Adolescence, Mental Hygiene, or other areas of child growth and development.

Area 4: Tests and Measurements.

Area 5: Techniques in Analysis of the Individual.

Area 6: Occupational and Educational Information.

Area 7: Techniques of Counseling.

The areas are referred to by numbers in the table. These areas closely parallel those advocated by the Office of Education and the National Vocational Guidance Association.

Although student counselors at a majority of the institutions complete guidance courses in most of the areas prior to the period of supervised practice, the table reveals that many programs provide opportunity for trainees to engage in both course work and supervised training

Remaining Courses in the Guidance Curriculum

	Course Area																				
	1			2			3			4			5			6			7		
	B	D	A	B	D	A	B	D	A	B	D	A	B	D	A	B	D	A	B	D	A
Boston College	x	–	–	–	–	–	–	x	–	x	–	–	–	x	–	–	x	–	–	x	–
Boston University	x	–	–	–	x	x	–	x	x	x	x	–	x	–	–	x	–	–	–	x	–
University of Colorado	x	–	–	x	x	–	x	–	–	x	–	–	x	–	–	x	–	–	x	x	–
University of Denver	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–
University of Connecticut	x	–	–	x	–	–	x	–	–	x	x	–	x	x	–	x	x	–	x	x	–
Florida State University	x	–	–	–	x	–	x	–	–	x	–	–	–	x	–	–	–	–	x	–	–
Bradley University	x	–	–	x	x	x	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–
University of Illinois	x	–	–	–	–	–	x	–	–	x	–	–	–	x	x	–	x	x	x	–	–
Iowa State College	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–
University of Kansas	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–
University of Kentucky	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	–	–	–	x	–	–
Michigan State College	x	–	–	–	x	–	x	x	–	x	x	–	x	–	–	–	x	–	x	x	–
Wayne University	x	–	–	x	–	–	x	–	–	x	x	–	x	x	–	x	x	–	x	x	–
Central Mo. State College	x	–	–	–	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–
University of Missouri	x	–	–	–	–	x	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–
Ohio University	x	–	–	–	–	x	x	x	–	x	x	–	x	–	–	x	–	–	x	x	–
Oregon State College	x	–	–	–	x	x	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–
Pennsylvania State College	x	–	–	–	–	x	x	x	–	x	–	–	x	–	–	x	x	–	–	x	–
University of Pennsylvania	x	–	–	x	–	–	x	–	–	x	–	–	–	–	–	x	–	–	x	–	–
University of Pittsburgh	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–
Rutgers University	–	x	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	–	–	–
Springfield College	x	–	–	x	–	–	x	–	–	x	x	–	–	x	–	–	x	–	–	x	–
University of Utah	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–	x	–	–
State College of Washington	x	–	–	–	–	–	x	–	–	x	–	–	x	–	–	–	–	–	x	–	–

B - before supervised practice; D - during supervised practice; A - after supervised [illegible]

simultaneously. This is true to some extent in 15 of the 24 institutions studied. It is generally recognized, however, that students should have an opportunity to familiarize themselves with the guidance functions and the skills necessary for counseling prior to any attempt at their application. In the opinion of the investigator it would be fortunate, indeed, if a student could, through study, become familiar with a skill and perfect it in practice immediately thereafter. Counseling, however, is not such a singular process, for it requires the use of many skills applied simultaneously.

In nine of the programs studied student counselors complete all courses in the areas listed prior to supervised training. Personnel experts who subscribe to this point of view feel that such an arrangement enables the trainee to view the interrelationships of counseling and teaching and to perfect in one final application the skills learned in the classroom. They have not yet come to the point where they are willing as in medicine to set aside an intensive internship although for some time now such a practice has been advocated.

In practice whether or not course work and supervised practice should occur simultaneously or the former should precede the latter depends primarily upon the philosophy of the counselor trainer. Up to the present time no studies have been made which prove one method superior to the other. Perhaps additional experimentation and research will provide the answer.

Thirteen of the 24 institutions reported additional course offerings in the counselor training curriculum. The University of Denver offers courses in individual mental tests and abnormal psychology; the University of Connecticut, the University of Missouri, Boston College, and Springfield

College, courses in statistics; State College of Washington, courses in clinical counseling and experimental psychology; the University of Kentucky, a practicum course in the use and interpretation of tests; Springfield College, a course in research; Central Missouri State College, courses in individual inventory and individual testing; and the University of Colorado provides a course in group techniques. All of the foregoing are completed prior to practicum training.

Oregon State College provides seminars in guidance and adjustment problems along with supervised training. Michigan State College offers research seminars in guidance during and following the practice period, while the University of Missouri schedules guidance seminars throughout the counselor training curriculum. The University of Kansas offers courses in advanced counseling and counseling theories following supervised practice.

It is interesting to note that two institutions include abnormal and experimental psychology in the guidance classification. Aside from these two, virtually all of the remaining courses may be classified in one of the seven areas with the possible exception of the seminars whose content was not revealed in the reports.

ANALYSIS AND INTERPRETATION OF THE RESPONSES OF COUNSELOR TRAINERS AND COUNSELORS TO PART II OF THE CHECKLIST

This section presents an analysis and interpretation of the responses of counselor trainers and secondary school counselors to the items in Part II of the checklist.

Statement of Purposes

As stated originally the major purposes of Part II of the investigation

are: (1) to determine what supervised experiences the counselor trainers in charge of and secondary school counselors who passed through the 24 supervised practice programs represented in this investigation feel should be included in the period of supervised preparation and (2) to ascertain what supervised experiences are being provided in these programs.

In line with these purposes counselor trainers and counselors were asked, first of all, to express their opinions as to the value of each of the 109 experiences in the preparation of counselors. In expressing values the subjects were requested to rate each item according to a trichotomy consisting of necessary, desirable, and not necessary categories. Secondly, both groups were asked to indicate which of the experiences in the checklist were performed in their programs of supervised practice. Responses of counselor trainers and counselors to these two queries constitute the data treated in this section.

Principal Procedures Used in Analyzing the Data

Two principal procedures were used in analyzing the data. First, an effort was made to identify items considered of most importance or value, items of secondary importance or value, and items of least importance or value by (a) counselor trainers and (b) secondary school counselors. Secondly, frequencies of performance according to reports of counselor trainers were translated into percentages for the 109 items to determine the per cent of counselor training institutions which include each item in their programs of supervised preparation.

Additional Procedures Used in Analyzing the Data

Two additional statistical procedures were used in analyzing the

data. First, raw scores were derived for each item from weights assigned to the necessary, desirable, and not necessary trichotomy to determine the relative importance of items within groups and to provide a measure of comparison between groups. Secondly, performance of the experiences of Areas I through VI in the programs included in the study were correlated by areas with expressed values of these experiences to ascertain the degree of relationship between actual practice and the opinions of each group of subjects as to which items should be practiced. Since Area VII contained only one item the correlational technique used was not considered appropriate for this area.

Raw Data Used in the Analysis

The raw data compiled from reports of the 24 counselor trainers and the 40 secondary school counselors are shown in Appendix K, Columns 2-9, inclusive. In the appendix it may be observed that the 109 items in Part II of the checklist have been reproduced in Column 1. These are the items to which counselor trainers and counselors responded. Columns 2 through 5 show the frequencies of responses of counselor trainers to the performance and value queries and Columns 6 through 9 contain similar data for counselors. In Item 1, for example, Column 2 shows that 20 of the 24 counselor trainers indicated that this experience is performed in their programs of supervised practice. Nineteen of the total rated this item necessary (Column 3), 5 rated it desirable (Column 4), and no one considered it not necessary (Column 5). In Column 6 it may be seen that 34 of the 40 counselors engaged in this experience during pre-service preparation. Of the total, 23 rated the item necessary (Column 7), 12 considered it desirable (Column 8), and 5 regarded it as not necessary

(Column 9). Responses to the remaining items may be interpreted in a similar manner.

Statistical Techniques Used in the Analysis

Four statistical techniques were used in analyzing the data. They include chi square, comparison of percentages, rank order as determined by weighted scores, and coefficient of correlation.

Application of the chi square technique and interpretation of data derived. The chi square statistic was employed as the principal technique in the analysis to determine the relative importance of items to be considered in developing a program of supervised practice in counselor training. The chi square test was applied to the responses of counselor trainers and to those of counselors to identify: (a) items of first importance, (b) items of secondary importance, and (c) items of least importance.

Chi square may be described as a general technique of analysis for expressing the extent of agreement, or difference, between observed frequencies in any number of categories and the frequencies which would be expected for these categories in terms of the hypothesis being tested. It is especially useful in treating random sample data which can be classified into separate categories. Its fundamental weaknesses lie in the fact that: (1) it does not take into account the direction of the divergence of the observed frequencies from the expected values and (2) it gives distorted results when the theoretical frequency for any one category is exceedingly small. In spite of these defects, it is more rigorous than the rank order method, which was also applied in treatment of the data, and has been used, therefore, as the principal technique in the analysis.

The formula chi square = $\frac{(f_o - f_h)^2}{f_h}$ was used to test the null hypothesis of pure chance distribution of frequencies into three value classes, viz., 33 1/3 per cent for necessary, 33 1/3 per cent for desirable, and 33 1/3 per cent for not necessary. In the formula f_o represents observed frequencies and f_h hypothetical frequencies or the frequencies which would be expected in terms of the hypothesis tested. Since observed frequencies for the various items did not total the same in every instance hypothetical frequencies were calculated for each item on the basis of 1/3 N of the subjects responding for each group.

A sample problem will serve to illustrate this technique. In Item 1, Appendix K, it may be seen in Columns 3, 4, and 5 that 19 counselor trainers rated this item necessary, 5 rated it desirable, and no one regarded it as not necessary. These data are the observed frequencies or the frequencies that actually occurred. One-third N, or 8, represents the hypothetical frequency or the frequency which would be expected for each value class in terms of the hypothesis being tested. The computation would therefore read:

f_o	f_h	$(f_o - f_h)$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
19	8	11	121	
5	8	-3	9	$\frac{194}{8} = 24.250$
0	8	-8	64	

Chi square in this case is found to be 24.250.

Chi squares were computed for all the items in the checklist from the frequencies shown in Appendix K, Columns 3, 4, and 5 for counselor trainers and Columns 7, 8, and 9 for counselors. The chi squares derived by these computations have been brought together in Columns 12 and 13, respectively. For example, a chi square of 24.250, which was derived

from the frequencies in Columns 3, 4, and 5, may be noted for counselor trainers in Column 12 opposite Item 1 while a chi square of 12,353, which was derived from the frequencies in Columns 7, 8, and 9, may be noted for counselors in Column 13 for the same item. The remaining chi squares in these two columns were computed in similar fashion. The actual computations for counselor trainers have been reproduced in Appendix L while those for counselors are shown in Appendix M.

In interpreting chi squares, criteria for the acceptance or rejection of hypotheses are arbitrary depending upon the investigator and the problem. Some investigators, for example, adhere strictly to the .01 level of confidence. This means that a chi square at the .01 level would occur in the long run in only 1 out of every 100 random samples, if the hypothesis were true--in this case that the frequencies in the necessary, desirable, and not necessary categories are evenly distributed. Repeated rejections under similar circumstances would result in false rejections only about once in every 100 cases. Other investigators use a more liberal interpretation and reject hypotheses at the .05 level of confidence. A conventional rule observed by many experts and one considered most appropriate for this investigation is: (a) to reject the null hypothesis for chi squares at or greater than the .01 level of confidence, (b) to regard the difference as one of doubtful significance for chi squares between the .01 and .05 levels, and (c) to accept the null hypothesis for chi squares at less than the .05 level.

Fisher's Table of Chi Square (15) was consulted for confidence levels. Degrees of freedom were calculated by the formula d.f. = $(r - 1) \times (c - 1)$, where $\underline{r}$ represents the number of rows and $\underline{c}$ the number

of columns. In the chi square illustrated above it may be noted that there are three rows and two columns. Thus, $(3 - 1) \times (2 - 1) = 2$. Degrees of freedom in each instance was found to be 2. According to the table, therefore, chi squares of 9.210 (.01 level of confidence with 2 degrees of freedom) or above were regarded as having probable significance. In the analysis these items were arbitrarily considered the most important in terms of chi square probability. Chi squares between 9.210 and 5.991 (.05 level of confidence with 2 degrees of freedom) were regarded as suspect. In the analysis these items were arbitrarily considered of secondary importance in terms of chi square probability. Chi squares which fell below 5.991 were regarded as lacking in significance. In the analysis these items were arbitrarily considered of least importance in terms of chi square.

It should be pointed out that a chi square at the .01 level of confidence for an item is no indication that the item is one of the most important to include in a program of supervised practice. If by examining the cells in the chi square computation of an item which shows significance at the .01 level it is found that the frequencies are predominantly in the not necessary category and that this cell contributes most to the significance of the item, it may be assumed that this item is inappropriate for use in a program of supervised practice. The items, therefore, are significant at the various levels of confidence only for consideration in developing a program of supervised practice.

In the analysis no attempt has been made to separate the items into necessary, desirable, and not necessary groups. The reader is at liberty to make his own interpretations here.

Levels of probability for the chi squares in Appendix K, Columns 12

and 13, are shown in Table 10, Columns 3 and 5, respectively. In Column 12 of the appendix, a chi square of 24.250, which is above the 1 per cent level of confidence, may be noted for Item 1 and a chi square of 9.000, which falls between the 1 per cent and 5 per cent levels, for Item 2. In Column 3 of the table, therefore, a 1 has been placed opposite Item 1 to indicate a chi square at or greater than the 1 per cent level of confidence for this item while a 1-5 has been placed opposite Item 2 to indicate a chi square between the 1 per cent and 5 per cent levels for that item. Similarly, a chi square of 12.353, which is above the 1 per cent level, may be noted for counselors in Item 1, Column 13, of the appendix, a chi square of 7.401, which is between the 1 per cent and 5 per cent levels, for Item 2, and a chi square of 2.450, which is below the 5 per cent level, for Item 3. In like manner a 1 has been placed beside Item 1 in Column 5 of the table, a 1-5 beside Item 2, and a -5 beside Item 3, and so on. In the interpretation the 1's denote items considered of most importance, the 1-5's denote items of secondary importance, and the -5's denote items of least importance.

Percentage of performance of the 109 items in the 24 counselor training institutions. The performance of the 109 items as reported by counselor trainers at the 24 institutions was calculated on a percentage basis to determine the extent to which each item was practiced and to provide a measure for comparing performance in one area with that in another. Percentages were used because of the fact that frequency of responses varied from item to item, although in most instances the subjects responded to all the items. It should be remembered, therefore, that the per cent of performance for each item is based on the number of responses to the item.

Percentages were calculated from responses in the degrees of importance, or value, columns. The summation of frequencies in the necessary, desirable, and not necessary categories for any one item was interpreted to mean the number responding to that item. It was assumed that counselor trainers who expressed an opinion as to the value of an item also responded to the query on performance for that item which required a check only if the item was practiced. In no instance was performance checked and value omitted. The percentage of performance for each item was derived by dividing the number of responses into the frequencies of performance.

This technique may be illustrated very simply by using the responses of counselor trainers to Item 1 of the checklist. In Appendix K, Columns 3, 4, and 5, it may be noted that 24 counselor trainers rated this item, i.e., 19 + 5 + 0 = 24. Column 2 shows that this item was practiced in 20 of the 24 institutions. The percentage of performance was derived by dividing 20 by 24 which gives .83. This percentage has been entered in Column 14 of the appendix opposite Item 1. The percentage of performance for each of the remaining items was derived and recorded in a similar manner.

The percentages in Appendix K, Column 14, have been brought together in Table 11 to provide a clearer picture of performance in each of the seven areas and in the checklist as a whole. It may be noted, for example, that two items in Area II and four items in Area III are performed in from 90 to 99 per cent of the institutions while none of the items in the remaining areas are as widely practiced. On the other hand, one item in Area I, two items in Area III, three items in Area IV, one item in Area V, and seven items in Area VI are practiced in fewer than ten per

cent of the institutions. The extent of performance of the remaining items falls at various intervals between these two extremes. A more complete discussion of the extent of performance of specific types of items is provided in the analysis.

In Table 11 it may be noted, also, that the mean levels of performance expressed in percentages have been computed for each area and entered in the respective columns. Area III, for example, shows that the mean performance of the 16 items comprising the Interviewing, Advising, and Counseling area is 68 per cent while the mean performance of the 23 items in the School and Community Relationships area is 29.7 per cent. Percentages for the remaining areas fall between these two extremes. In the analysis the mean scores were used merely as a general measure of comparison between performance in the several areas.

Calculation of the rank order of responses by counselor trainers and secondary school counselors. Arbitrary weights were assigned to the necessary, desirable, and not necessary trichotomy in order to determine the relative value of items as expressed by each of the two groups of subjects. The following weights were assigned to each value:

2 for each frequency in the necessary column
1 for each frequency in the desirable column
0 for each frequency in the not necessary column

While it cannot be said with certainty, according to acceptable standards of research, that the term necessary infers a value twice that of the term desirable or that the term not necessary implies absolute zero value, the weights assigned provide concrete measures of relative importance in terms of broad categories which lend themselves to statistical handling.

The formula used to compute item values was $\frac{2(\Sigma N) + 1(\Sigma D) + 0(\Sigma NN)}{N_t}$.

where N equals frequencies in the necessary category, D those in the desirable category, and NN those in the not necessary category. N_t indicates total responses to each item. The value, or weighted score, for each item may be regarded as the average of the summation of the products of the frequencies multiplied by their assigned weights.

The weighted score for each item was derived by substituting in the formula the raw data compiled from reports of counselor trainers and counselors. For example, in computing the weighted score of Item 1, Appendix K, for counselor trainers, the raw data in Columns 3, 4, and 5, were substituted thus:

$$\text{Weighted score} = \frac{(2 \times 19) + (1 \times 5) + (0 \times 0)}{24}$$

$$= \frac{43}{24}$$

$$= 1.792$$

Similarly, the weighted score of Item 1 for counselors was computed by substituting in the formula the raw data in Columns 7, 8, and 9:

$$\text{Weighted score} = \frac{(2 \times 23) + (1 \times 12) + (0 \times 5)}{40}$$

$$= \frac{58}{40}$$

$$= 1.450$$

The weighted scores resulting from the foregoing computations have been brought together for the respective groups in Appendix K, Columns 10 and 11. In Column 10 it may be noted that Item 1 for counselor trainers received a weighted score of 1.792, Item 2 a score of 1.500, and Item 3 a score of 1.174. Similarly, for counselors a score of 1.450 may be noted for Item 1, a score of 1.350 for Item 2, a score of 1.000 for Item 3, and so on. These scores were computed by the method described above.

In determining the rank order of items the weighted scores for counselor trainers and those for counselors were ranked in order from highest to lowest. The highest score in each series was assigned a rank of 1 and the lowest score a rank of 109. Intermediate ranks were assigned to scores between these two extremes. Where two or more scores in a series were found to be the same size, they were assigned the average of their ranks in the series. For example, it will be noted that the highest score in Column 10 of Appendix K is 1.958 which occurs both in Item 37 and in Item 42. These scores were assigned the average of their ranks 1 and 2, which is 1.5. In like manner there are three 1.833's in this column, and as there are five scores higher than 1.833, these three scores were assigned the average of ranks 6, 7, and 8, or 7. The ranks of weighted scores in Column 11 were computed similarly.

The rank order of item values for counselor trainers and counselors are shown in Table 10, Columns 3 and 4, respectively. In Column 3, it may be observed that according to responses of counselor trainers Item 37 and 42, with equal ranks of 1.5, were the top-ranking items in terms of weighted scores; Items 21 and 44, with ranks of 3.5, were next in importance; and so on. In Column 4, Item 36 was the top-ranking item according to responses of counselors; Items 42 and 43, with equal ranks of 2.5, were next in importance, and so on through 109.

Ranking items in the manner described above provides a measure of the relative importance of items within groups and reveals specific items in which closest agreement and widest differences of opinion occur between groups. It is recognized that there are more rigorous methods of achieving this but the rank order method was regarded as adequate for the purposes of this investigation.

In the analysis the rank order method is included with the discussion of items grouped according to the chi square statistic. However, since items of chi square significance at the 1 per cent level may rank either high or low according to the rank order method no relationship is intended between the two. The rank order method is used merely for convenience in comparing responses of items within and between groups which the chi square statistic does not provide. It is not intended to conflict with or contravene the chi square statistic.

Coefficient of correlation of performance and value. Coefficients of correlation of performance and value were obtained for Areas I through VI in the checklist to determine the relationship between the extent to which the items were practiced and the values of the items as reported by (a) counselor trainers and (b) counselors. Since frequency of responses varied from item to item, percentages of performance were correlated with the weighted scores derived from the ratings of each group of subjects.

Coefficients were computed by the formula, rho $= 1 - \frac{6\Sigma D^2}{N(N^2 - 1)}$. The percentages in Appendix K, Column 14, were correlated by areas with the weighted scores in Column 10 to determine the relationship between the items practiced in the counselor training institutions and the values of these items as expressed by counselor trainers. The percentages in Column 15, which were derived from the data in Columns 6 through 9 in exactly the same manner as the percentages in Column 14, were correlated by areas with the weighted scores in Column 11 to show the relationship between the items experienced by counselors and the values of these items as expressed by counselors. Actual computations are shown in Appendix N and Appendix O, respectively, the results of which have been brought

together in Table 12, Columns 2 and 3. For example, in Column 2 of the table a coefficient of .59 may be noted in Area 1 for counselor trainers and in Column 3 a coefficient of .56 may be noted in the same area for counselors, and so on through Area VI. Since Area VII contained only one item the correlational technique used was not considered appropriate for this area.

In interpreting the coefficients an effort was made: (1) to determine the degree of relationship indicated by the coefficients within groups, i.e., by (a) counselor trainers and (b) counselors and (2) to make such observations of intergroup comparisons as the data warranted. No attempt has been made to give a definite mathematical interpretation to the degree of relationship implied by a coefficient of correlation of a given magnitude. General comparisons were considered adequate for the purposes of the investigation.

With the restatement of purposes and the clarification of analytical procedures, the discussion now turns to a detailed analysis of the data. The data are discussed under nine major headings in accordance with the purposes outlined in Part II above. The nine headings, together with the total number of items under each, are enumerated below:

1. Items considered of most importance in terms of chi square by both counselor trainers and counselors - 38 items.

2. Additional items considered of most importance in terms of chi square by counselor trainers - 19 items.

3. Additional items considered of most importance in terms of chi square by counselors - 24 items.

4. Items considered of secondary importance in terms of chi square by both counselor trainers and counselors - 5 items.

5. Additional items considered of secondary importance in terms of chi square by counselor trainers - 11 items.

6. Additional items considered of secondary importance in terms of chi square by counselors - 4 items.

7. Items considered of least importance in terms of chi square by both counselor trainers and counselors - 8 items.

8. Performance of the 109 items in the 24 counselor training institutions and the interpretation of data derived - 109 items.

9. Coefficient of correlation of performance and value as expressed by (a) counselor trainers and (b) counselors - 108 items.

To avoid useless repetition in the analysis, the reader is urged to refer to Table 10 for levels of chi square probability and rank order of item values and to Table 11 for coefficients of correlation as these data are discussed.

Items Considered of Most Importance in Terms of Chi Square by Both Counselor Trainers and Counselors

Since the major purpose of Part II of the investigation is to identify a core of experiences which counselor trainers and secondary school counselors feel should be considered in developing a supervised practice program, attention is directed, first of all, to the items regarded as most important in terms of chi square by both groups. It will be noted in Table 10, cited above, that 38 items have chi squares greater than the .01 level of confidence according to responses of both counselor trainers and counselors. These items will be discussed according to their grouping in the checklist. They are distributed among six of the seven major areas as follows:

I	Occupational and Educational Information	5
II	Personal Inventory	8
III	Interviewing, Advising, and Counseling	12
IV	Orientation and Placement	3
V	Followup	4

VI School and Community Relationships 6

Perhaps the most significant observation at this point is the fact that over 50 per cent of the most important items are contained in Areas II and III. A glance at the cells in the chi square computations for these items reveals a predominance of opinion in favor of the need for training with greatest emphasis upon interviewing, advising, and counseling and the personal inventory second in importance. This is not surprising in view of the fact that most experts in personnel work look upon the counseling process as the most important single service in organized guidance. Since Counseling is dependent upon adequate, up-to-date information, the personal inventory is generally regarded as the most important supporting services.

Noteworthy, too, is the relative importance of Area VI as compared to the supporting services comprising the remaining areas. This would appear to indicate very clear-cut opinions among counselor trainers and counselors as to the need for training in developing effective working relationships within the school and community. It should be pointed out that the newer emphasis upon the counselor as a colleague of the teacher is fast growing in popularity, which may account, in part, for the relative importance of items in the school and community relationships area.

Of lesser importance are the occupational and educational information, the followup, and the orientation and placement services. Among the counselor trainers and counselors participating in this investigation it is apparent that agreement as to the need for training in these areas is not very widespread.

Other significant observations will be made as the individual items are discussed.

Occupational and educational information. In the occupational and educational information area the five items regarded as most important in terms of chi square include Items 1, 4, 5, 16, and 20. These items are concerned primarily with the orientation of the student counselor to the resource materials in the occupational library and with securing and imparting information about local jobs and job opportunities. Aside from orientation, the most essential skills, it would appear, relate principally to the collection and use of occupational information, although the techniques in the performance of these functions are limited to personal surveys by the trainee, interviews of successful business and professional people by the pupil, and visual aids. This is rather surprising in view of the fact that the counselor has available a variety of techniques generally regarded as useful in securing, processing, and imparting information some of which are equally difficult to apply.

In order of rank it is interesting to note that counselor trainers and to a lesser extent counselors regarded Item 1 as substantially more important than Items 4, 5, 16, and 20. This disparity may be attributed to the fact that a knowledge on the part of the trainee of the resources at his disposal is indispensable to successful training in the use of techniques. It should be noted also that counselor trainers rated these five items consistently higher than counselors. It is quite apparent that counselors participating in this investigation feel less need for training in the skills required to discharge these functions in their respective programs than counselor trainers.

(1) Becoming acquainted with the occupational and educational information materials in the library. An axiom often stressed in vocational guidance is that a knowledge of the occupational materials at hand is indispensable to effective counseling. This axiom, it would appear, applies equally well to preparation for counseling.

In the regular courses of the guidance curriculum the prospective counselor will, in all probability, be introduced to a variety of resource materials in the form of pamphlets, job descriptions, occupational briefs, college and trade school bulletins, bibliographical references containing lists of up-to-date materials, and other materials of a highly specific nature for use in counseling. His classroom experiences will likely be consummated in combining these materials into functionally related occupational families based upon the field-level concept. Such experiences are designed to familiarize the student with the general features of large groups of occupations and to enable him to acquire a plan for occupational study.

In the practice school he will come in contact for the first time with an occupational and educational information service appropriately designed for the pupils of a particular school. There may be, for example, a preponderance of materials devoted to mining, manufacturing, or the building trades with scarcely any information dealing with agricultural, clerical, or sales pursuits. On the other hand, professional and managerial occupations may be predominantly represented with virtually little information on skilled and semiskilled trades. Such a disproportion reflects the needs and demands of the local school and reveals something of the occupational structure of the community.

As the trainee assumes counseling responsibilities, he will need to know what materials are available in the occupational and educational information library of the practice school to which he is assigned. While it cannot be said that this experience leads directly to the development of a particular skill, it is very vital, it would appear, to effective training.

(2) Surveying job opportunities and cataloging jobs in selected industries. Local industries provide one of the most fruitful sources of occupational and placement information available to the school counselor. In order to do an effective job of vocational counseling the counselor must know at all times what jobs and job opportunities are open in these industries for pupils and high school graduates. While such information may be secured, for the most part, from secondary sources or from the personnel departments of the respective industries upon request, at times it is more expedient to obtain the information from primary sources by personal contact. Both methods are used by counselors.

The values accruing from practical experience in surveying jobs and job opportunities may benefit both the trainee and the practice school. In the first place, the trainee has an opportunity to increase his knowledge of the more stable aspects of job study, such as definitions of occupations and descriptions of industrial processes which need not be revised as often as hiring specifications, wages and hours, exact duties of jobs, and the like. Secondly, the trainee as an agent of the school is in a position to interest various industries in the vocational aims of the school and to enlist their goodwill and support. Thirdly, such experiences reveal to the trainee something of the occupational structure

of the community, the economic status of its members, and other information of vital importance as a basis for counseling. Fourthly, the information obtained contributes to more complete, up-to-date school files. And fifthly, other things being equal, the trainee who has an opportunity to participate in the development of occupational information is likely to be more adept at using it (37).

(3) Selecting and showing pertinent motion pictures, slides, and film strips on occupations to interested groups of pupils. The implications of using films in imparting occupational information were recognized as long ago as the 1930's when various authorities compiled long lists of motion pictures devoted primarily to occupations. Since that time hundreds of occupational films and film strips, both free and rental, have been made available to counselors throughout the country. While some of these films have not been prepared according to the best educational principles, many of them have proved valuable aids in bringing to pupils visual impressions of working conditions, materials handled, duties performed by workers, and other facts not otherwise available.

Films are about as good or as bad as they are appropriate. Many are prepared to show processes and products but reveal little about the worker and the job. Some give very biased impressions which the counselor must correct. Others are prepared primarily for advertising appeal and entertainment and are practically worthless for counseling purposes. Even good films must be supplemented by data from other sources. Films are valuable aids, therefore, only if they are selected carefully.

Several factors influence film selection depending, of course, upon whether the films are planned as exploratory activities or for more immediate use in counseling. In deciding upon films to show the counselor

must take into account, first of all, the interests and needs of pupils who expect to view them. Films depicting airplane manufacture in Baltimore, oil drilling in Oklahoma, or strip mining in Ohio are hardly appropriate for assisting youth residing in rural North Carolina to choose and plan a career. Although such films are sometimes used to broaden the occupational horizons of pupils, discreet judgment must be exercised with respect to the number and type of such films shown. Needless to say, some pupils develop an enthusiastic interest in all films, regardless of their substance, in order to avoid the tedium and regimen of the classroom. The counselor must guard against these transient interests. Secondly, pupil interests are revealed in work histories, extra-curricular participation, interest inventories, hobbies, and many of the activities in which they engage. School records, therefore, when combined with stated interests offer a clue to the appropriateness of films. Thirdly, since pupil interests center around occupations in their immediate environment, films showing occupations characteristic of those in the local community are almost always appropriate. And fourthly, surveys of occupations entered by former graduates may be reviewed as a factor in selection, although it should be realized that this is an impersonal device to be used with the utmost caution.

Once selection has taken place the counselor must make certain that the film is properly used. If at all possible he should preview the film in advance. In preliminary discussion he may explain the general features of the film and together with the pupils develop a guide of things to look for and formulate questions to which answers are desired. Following the showing, group discussions and individual conferences may be held to clear up any misunderstandings or false impressions and to aid each pupil

in interpreting the information in the light of his own vocational goals.

Viewed thusly, films become an integral part of the counseling procedure as well as an instructional aid. A knowledge of principles underlying the use of films as a counseling aid is essential but insufficient in itself to insure effective and efficient use. The development of competence in the use of films as an instrument of guidance can be greatly facilitated through practical experience. The practice school provides an appropriate setting.

(4) Arranging for pupils to interview successful business and professional people in the community. In vocational orientation and counseling the practice of arranging for pupils to interview successful business and professional people has been rather widespread. Although often misused because of lack of planning and preparation, the interview is, nevertheless, a valuable device in orienting pupils to the occupational opportunities ahead and in providing experience in approaching employers.

Arranging for interviews between pupils and business and professional people entails more on the part of the counselor than merely making the contact. The interview must be carefully planned and systematically carried out if the pupil is to profit maximally from the experience. Together the pupils and counselor may select the territory to be covered or persons to be interviewed in advance. In preliminary discussions the pupils may suggest questions which they wish answered. They may prepare an interview blank with space for the name and address of the employer, the nature of the business, the date of the interview, and the questions to be asked with ample space for replies. They may spend several meetings conducting sample interviews, learning what to do and what not to do in improving their interviewing technique. Employers may be approached by

letter explaining the purposes of the project and enlisting their cooperation. As the interviews are completed interesting points in line with and incidental to the purposes may be discussed informally in the classroom. A written report may be prepared copies of which should be placed in the library for reference by future groups undertaking similar projects.

Although directing pupil interviews for guidance purposes in the manner described above is often done by teachers, counselors frequently use this device in so-called "group guidance." It goes without saying that some of them use it quite effectively while many do not. Much of the incompetency can be greatly reduced, it is felt, by adequate training in the practice school.

Personal inventory. In the personal inventory area the eight items regarded as most important in terms of chi square include Items 21, 22, 24, 25, 26, 30, 31, and 32. Of these, the first two are concerned with orientation of the trainee to the school records and the techniques and procedures utilized by the school for obtaining pupil data while the remaining six items are based upon functions involving the acquisition and exercise of skills in obtaining and recording information for use in counseling.

In order of importance these items were ranked among the upper one-third by both groups, ranging in rank from 3.5 to 26.5 for counselor trainers and from 9.5 to 35.5 for counselors. A comparison between groups of the most important items reveals rank differences ranging in scope from 2 for Items 30 and 31 to 16 for Item 25. Differences here are substantially smaller than those for the important items discussed in Area I, indicating closer agreement on the relative importance of training in the

personal inventory. These eight items also show the highest percentage of performance of any in this area.

(1) Becoming acquainted with the school records and the techniques and procedures utilized by the school in obtaining information for the records. Successful training, it would appear, is dependent in part upon a knowledge by the trainee of the various personnel records he will be expected to use and maintain.

Essentially records constitute a method of summarizing clearly and concisely significant items in the growth and development of a pupil. Although several well-known forms have been developed, none have yet been devised to serve equally well every kind of school. For example, the formalistic school that places a preponderance of emphasis upon subject matter may be well represented by record forms which show academic growth. On the other hand, the progressive type school ordinarily requires a more dynamic and complete record of the pupil's growth. More and more schools are devising records in accordance with accepted principles to fit the guidance and school programs in the particular system in which they are used.

Because of these differences it is impossible to acquaint the trainee with the records in the practice school short of their actual inspection. By examining the records leisurely during the initial stages of his training the trainee may gain impressions of the philosophy underlying the guidance program of the practice school and at the same time become familiar with the details of the records he will be expected to use in training.

Equally important to the trainee is a familiarity with the techniques and procedures utilized by the practice school for obtaining the necessary

types of information found in the records. Although there are numerous techniques and procedures for gathering information, seldom do any two schools employ exactly the same methods or follow the same procedures. Here again teacher reporting of test scores and pupil marks may suffice for one school while additional information revealed in observations, sociometric devices, ratings, interviews, home visitations, reports of employers, and projective techniques may be required in another, depending upon the facility with which teachers are able to use these devices. For these reasons schools employ techniques suitable to their own theories of education and to the skills of the reporting personnel.

Identification of the techniques and procedures utilized by the practice school appears to be an indispensable item in training. The student can hardly be expected to function successfully without it.

(2) Obtaining pupil data from teachers, parents, employers, clinics, visiting teachers, pupils, etc. Maintaining the personal inventory is distinctly a responsibility of the counselor although certain functions may be delegated to competent personnel. In personnel work data pertinent to counseling come from a variety of sources through appropriately established channels. Teachers, for example, supply marks, test scores, ratings, anecdotal comments, and other information of an academic and social nature. Parents along with visiting teachers provide an insight into home conditions. Clinics report vital data on the physical and psychological adjustments of the pupil. Employers submit very worthwhile impressions which are necessary in understanding the occupational adjustments of the pupil and the suitability of his employment. Pupils themselves are a constant source of valuable information. These data constitute the personal inventory records maintained by the guidance bureau of the school.

The development of skills inherent in the foregoing function is dependent, in large measure, upon a knowledge of the theory and mechanics of a variety of information-gathering techniques. Refinement of many of these techniques must come about through application. The practice school provides a realistic setting which safeguards the pupil while the trainee is learning.

(3) Recording pupil data. Once the data are obtained they must be systematically recorded and kept up to date if the counselor is to make wise and efficient use of them. One of the chief criticisms of present-day records is the perfunctory manner in which they are kept. Records, no matter how elaborately developed they may be, are useless if allowed to deteriorate into unrelated bits of information. If properly maintained they supply in a form convenient for counseling a vast amount of information needed in understanding the pupil and in helping the pupil to understand himself.

Supervised experience in recording data about pupils can be made educational and worthwhile. In this experience two values are in evidence. In the first place, it provides a service to the supervising counselor with limited clerical assistance, a value unjustified if carried to the extreme. Available reports indicate that the service motive has prevailed in actual practice and many institutions have found it necessary to reorganize their programs as a result. Secondly, and most important, under proper supervision experience in recordkeeping becomes more than a clerical service; it becomes an educational experience in which the trainee studies and evaluates each new entry with respect to the essentialness of data, the need for accuracy, the importance of distinguishing between fact and opinion, and in the case of narrative entries, the

obligation to convey to those who will use the records the exact meaning of the reporting personnel. This must be the major emphasis if the student is to receive maximum benefit from training in recordkeeping.

(4) Administering, scoring, and recording the results of tests. Testing, sometimes regarded as a distinct service in itself, affords a valuable source of data for use in counseling if the program is well-administered. The administration of the testing program is a professional activity which requires special preparation. Although many teachers are qualified to assist in testing, the counselor, by reason of his special training, will be in the best position to direct the testing program. To be able to do this efficiently, the counselor must become proficient in all phases of testing (18).

As a rule, most students complete at least one course in testing as a prerequisite to counselor certification. It should be pointed out, however, that mastery of theory, however important, is no assurance that the student will be a good examiner. It is a simple matter to look to the physical features of the testing room, to guard against interruptions, to assemble a supply of extra test materials, to arrange for adequate proctoring, to provide adequate working surface for easy manipulation of materials--in effect, to observe all the necessary mechanics of preparation in advance of testing. But it is more difficult to follow directions exactly without being rigid and stilted, to adhere strictly to time limits, to avoid arousing undue emotional tensions among the test-wary, and to make observations and records of atypical behavior during the test for use in interpreting the scores.

Skill in administering tests must be cultivated (18). By combining theory with practice in pre-service preparation, the beginning counselor

may be able to avoid many of the pitfalls of the inexperienced examiner.

Tests, however well-administered, are meaningless and may even be harmful if there has been error in scoring and recording the outcomes. While the scoring and recording of most standardized tests are routine clerical jobs, all computations are potential sources of gross errors. Computing raw scores, converting scores to percentiles, recording tabular or graphic data--in fact, all manipulations of scores must be done carefully and painstakingly to avoid inaccuracies.

Regardless of who scores the tests and records the results, the competent counselor makes a practice of rescoring a few papers of each scorer and of checking entries on the permanent record to make certain that no one is systematically scoring incorrectly or making improper and incomplete entries. If the audit reveals consistent inaccuracies in scoring by any one person all papers scored by that person must be rechecked. Or, if omissions are found in recording the results the errors must be corrected.

Attention to these details during supervised practice may lead to sound habits of scoring tests and recording results. Since this is primarily a job for the clerical staff, discreet judgment should be exercised with respect to the amount of training time devoted to the actual scoring and recording of tests.

Interviewing, advising, and counseling. Twelve of the sixteen items in Area III--a greater percentage than in any other area--were regarded by both groups as most important in terms of chi square. They include Items 36, 37, 38, 41, 42, 43, 44, 45, 46, 47, 48, and 49. Of these, Items 36, 37, and 38 are designed to assist the student to acquire proficiency in interviewing; Items 41 through 48 provide experience in

counseling, including writing case reports and making referrals; and Item 49 is calculated to develop competence in assisting teachers and others concerned to modify the school programs of pupils counseled in accordance with counseling recommendations.

In order of importance these twelve items rank higher categorically than the most important items in any other area, with the exception of the personal inventory. Highest among these are the items pertaining to observing interviews, conducting sample interviews, counseling, writing case reports, and making referrals, all of which rank among the upper 18 per cent. Moreover, these items show consistently higher agreement with respect to the rank difference between groups than the remaining essential, or most important, items, although in no instance does the rank difference exceed 16. Reports of the subjects indicate that these twelve items are performed in a greater percentage of the institutions and with the exception of Items 48 and 49 are experienced by a greater percentage of counselors than any other items in this area. By inspection it may be seen, also, that the mean performance of the sixteen items in this area exceeds that of any other area.

From these data two observations are pertinent. In the first place, the counselor trainers and counselors represented in this study feel a greater need for practical training in counseling than in any other area of organized guidance. Secondly, in the institutions sampled provisions for practical training in the counseling service exceed those for other services.

(1) <u>Interviewing</u>. The interview as the basic operating technique in counseling has been variously described as an art, a science, and a combination of habits, skills, and techniques. Much has been written

concerning the "do's" and "don't's" of interviewing and many claims, albeit disputed at times, have been advanced concerning proper structural procedure and flexibility in the conduct of the interview. Many writers, among them Strang (40), Symonds (42), and Bingham and Moore (3), have provided excellent discussions of the mechanics of interviewing, the role of the interviewer, the subtle dangers that lurk in his predilections and attitudes, and the manner in which he conducts the interview. All of which points to the fact that interviewing is indeed a complex process and that there are numerous and varied opinions as to how it should be done.

One widely-quoted authority regards the interview as "a serious conversation directed to a definite purpose other than satisfaction of the conversation itself" (3). While this may serve as a working definition, it should be pointed out that there are many intangibles in the face-to-face contact which contribute to the exchange of meaning. Inflection, quality of voice, facial expression, gestures, and general behavior suplement what is said. The interplay of attitudes, motives, ideals, and feelings play no small part in influencing the outcomes. From the standpoint of achieving the desired purposes, these intangibles are just as important as the spoken word, whether the interview be a short conversation in which the pupil seeks information or a psychotherapeutic contact.

Although the interview can and does serve many useful purposes, it is used by the counselor principally as a technique for securing and imparting information and for counseling. It has proved a valuable device for determining opinions, attitudes, beliefs, goals, and other data not otherwise obtainable from objective sources. It is useful in imparting

information about the curriculum, school customs, rules and regulations, test results, school marks, occupations and professions in which the pupil shows an interest, and the like. And in counseling it is especially valuable in helping the pupil to interpret the meaning of masses of data to the end that he will be helped to diagnose his own problems and be motivated to prescribe and follow through a plan of action leading to more satisfactory adjustment.

It is generally agreed that success in conducting an interview cannot be assured merely by reading theoretical discussions of it as a personal technique or a long list of "do's" and don't's". Competence in interviewing must come about through experience. In addition to courses dealing with the theory of interviewing, therefore, many counselor training institutions endeavor to develop some competence through laboratory experiences in observation, practice, and self-evaluation. Other institutions rely solely upon the supervising counselor to provide the necessary training. Regardless of who is responsible, the fact is the beginning counselor cannot conduct the interview in the same manner as the experienced practitioner. To protect and safeguard the counselee, therefore, a period devoted by the student counselor to observing, conducting, and evaluating interviews appears to be a sound investment.

(3) Advising and counseling in problem areas. The experiences in Items 41, 42, 43, 44, 45, and 46, regarded by both groups as most important in terms of chi square, are the most decisive in the entire period of training. They constitute the crucial test of whether or not the student is able to bring together in final application all the skills and resources at his disposal. His performance may mark him as potentially successful or as a failure. Unfortunately, there is no clear-cut mark

of delineation at this point because of the personal factors involved. Any efforts to draw the line must remain philosophical until more adequate criteria are evolved.

The counseling process is generally regarded as the heart of the guidance program and the one to which all other guidance functions are contributory. It is a badly misunderstood process and there are many schools of thought as to just how it should be done. It is generally agreed in most of them, however, that the adjustment of the individual who is being counseled must come about largely through his own efforts, but they insist that their methods are best in bringing about the desired end. As far as proof is concerned no school of thought can demonstrate its superiority beyond question.

The personnel worker's concept of counseling will depend, in large measure, upon his theory of personality. If he regards personality as an integrative process in which particular functions lose their identity within the total pattern, he may be content to use techniques for identifying characteristic behavior. If he accepts personality as the social stimulus value of an individual, he will likely be concerned with the interactions of the individual with other individuals and with groups. If he regards personality as the dynamic inner-organization of psychophysical systems which determine a person's unique adjustments to his environment, he may through non-directive and projective techniques seek to discover ways in which an individual organizes himself in response to specific situations. From these and other modern points of view come ideas that help to fashion counseling procedure.

The personnel worker's approach to counseling may mark him as a directive counselor, a non-directive counselor, or a combination of these

two prototypes. Workers trained in directive methods will demonstrate proficiency in controlling and directing the interview; they will use their superior resources to diagnose and evaluate in advance the problems revealed by the data; and they will direct the action towards a predetermined solution of the counselee's problems (38). Those trained in non-directive methods will respect the autonomy of the counselee; they will place entire responsibility for understanding the problem and its solution upon the counselee; and they will provide an accepting, uncritical atmosphere in which the counselee can work through his problem in his own way (35). Counselors who do not subscribe entirely to either point of view fall, in classification, somewhere between these two extremes. In the opinion of the investigator the trainee should be made aware of the fact that both types, as well as many variations and mixtures of each, are required to deal with the variety of problems he will encounter in his day-to-day work, and his training should be so adjusted.

Because of the vast complexity of the counseling process and the need for adaptation of techniques to fit particular cases, the student cannot become an efficient counselor merely by reading books on the subject. Counseling, like interviewing, must be experienced and there is no substitute. Even the most experienced counselor constantly revises techniques and modifies procedures in a continuous effort to improve the quality of his work. It stands to reason, therefore, that the counselor should develop a reasonable degree of counseling proficiency before he is certified to function in the public schools.

Although short of unanimity, counselor trainers and counselors agreed by large majority that trainees should receive supervised counseling experience. The few dissenting votes represent opinions of those who

evidently consider course work sufficient preparation for counseling.

(3) Writing case reports. Once the pupil's problems have been resolved the counselor may set about the task of consolidating his notes and writing his report. All too often this consists of a folder of disarticulate notes stapled together and filed or at best a curt summary containing little more than a statement of the problem and the action taken. Because of this followup and research have been seriously hampered.

Case reports serve three principal purposes. In the first place, where there is a recurrence of the problem, the counselor has an invaluable record of what transpired in the initial contacts. Without starting anew he can review previous procedures and assist the pupil to plan and carry out an alternate course of action. Secondly, case reports offer a means of self-evaluation. By comparing case reports with follow-up data of former counselees, the counselor is able to judge, to some extent, the effectiveness of the procedures and methods used and the general quality of his work. Thirdly, case reports are a valuable resource in research.

Only recently have counselors begun to realize the importance of keeping accurate and thorough records of cases counseled. By providing this experience in a realistic setting during pre-service preparation, the student may grow into the habit of writing case reports which is unquestionably an essential part of successful counseling.

(4) Referring pupils. In his work the counselor will occasionally encounter a pupil for whom his skills and the resources directly available are inadequate. If he is functioning in a well-organized guidance program he may refer the pupil to any of a number of cooperating services, notably psychology and psychiatric clinics, health services, welfare organizations,

and employment agencies.

This raises an important question: When should referral be made? The answer obviously lies in the ability of the counselor and the complexity of the problem. Not every counselor is qualified to handle the more severe case requiring clinical assistance, nor is every counselor equipped to provide vocation counseling for that matter. The important thing is for the counselor, whatever his specialty may be, to recognize the limits beyond which he is able to function successfully and to refer the pupil when these limits are reached.

Referral entails more than directing the counselee to a different specialist: (1) the counseling contact must be broken off, (2) clearance must be provided, and (3) the proper records prepared and forwarded. Steps 2 and 3 are routine procedure, but Step 1 sometimes challenges even the most experienced counselor. The counselee who places his confidence in a counselor and who pours out to him his innermost feelings expects to be helped. To be told in the midst of the counseling contact that his problem requires the services of another specialist, unless done with the utmost tact, may be a discouraging and humiliating experience indeed.

Following a set of rules is no assurance that referral will be successfully negotiated. The counselor must draw upon his knowledge of human behavior, his keenest insights, and his superior wisdom. To rush blindly through referrals is a mark of inferior training and inexperience. The trainee whose preparation includes training in referral will likely avoid many of the pitfalls of the inexperienced counselor.

(5) <u>Interpreting to teachers and others concerned suggestions for the education or re-education of a pupil counseled and assisting teachers to adjust content, time, method, assignments, etc., accordingly.</u>

Oftentimes counseling involves manipulation of the home, school, and community environments in order to resolve pupil conflicts. Where difficulties arise, for example, from parental discord, sibling rivalry, or financial inequities of an impoverished home, the counselor may call upon the visiting teacher, the home counselor, and the welfare agency and interpret to them suggestions for effecting the necessary changes in the home. There are, of course, civic organizations whose support he may enlist in removing community influences which affect adversely the lives of youth in the community. When the source of conflict lies within the restrictive requirements of an unchallenging curriculum, the stereotyped methods of traditional classroom teaching, rigid and personal discipline, identical assignments, and other features of schoolwork which are the very antithesis of the doctrine of individual differences, the counselor frequently enlists the cooperation and aid of the teacher in alleviating the problem.

In any program of correction involving instruction the counselor is responsible for interpreting to the teacher suggestions for the education or re-education of the pupil counseled and assisting her, if necessary, to make the desirable changes. To do this effectively, he must relate the problem to certain conditions in the classroom in language which the teacher can understand. He must explain clearly the changes needed in the classroom to bring about adjustment. He must also help the teacher with any difficulties she encounters in making the necessary revisions. This means that he must have intimate knowledge of the work of the classroom teacher. He must know something of the problems involved in making differential assignments, in personalizing instruction, in modifying content to achieve the same purposes, in anticipating and

counteracting any unfavorable attitudes in the group resulting from what may be misinterpreted as favors to the individual--in fact, in changing any aspect of classroom instruction which has direct bearing upon the problem of the pupil. Moreover, he must help the teacher to overcome these problems as the need arises.

This function is an indispensable part of guidance. A successful program of therapy is dependent, in part, upon how well it is accomplished. Perhaps the greatest danger lies in the fact that the inexperienced counselor may take it for granted that the inexperienced teacher understands "counseling language" and she, in order not to display her ignorance, may proceed to make radical changes in her procedure, however irrelevant they may be. A second danger is that the counselor who through incompetency or negligence is unable to assist the teacher in carrying out his proposals is likely to lose the respect of the teacher, resulting in nothing at all being done. These dangers can be greatly reduced by adequate preparation in the practice school.

Orientation and placement. Among the 22 items in the orientation and placement area, three were considered basically important in terms of chi square by both groups. Of these, Item 55 pertains to planning and carrying out an activity on visiting day for prospective pupils and their parents, Item 56 to holding get-acquainted interviews with incoming pupils, and Item 60 to providing pupils with materials and information about colleges and trade schools in which they are interested. It should be noted that these items pertain to orientation and that none of the experiences in placement fall in the most important category.

In order of importance Item 60 was ranked among the upper 20 per cent by both groups while Items 55 and 56 received rather mediocre

ratings. Apparently this is, in part, a rating of function since the skills demanded in the latter functions are no less exacting with respect to the type and quality of training needed than those required in the former. Although counselor trainers rated these items somewhat higher than counselors the differences appear to be quite small.

It should be pointed out that successful placement is just as difficult to effect as orientation if not more so. The lack of clear-cut opinions on the essentialness of items in the placement area indicates the relative unimportance among guidance services of placement as a function of the school. Obviously the counselor trainers and counselors represented in this study do not regard school placement on equal terms with the other guidance services.

(1) Planning and carrying out an activity on visiting day for prospective pupils and their parents. Programs of school orientation very frequently include visiting days designed to acquaint prospective pupils and parents with their school. Through conferences, dramatizations, displays, assemblies, and other planned activities they learn about school philosophy, policies, customs, curricula, facilities, and other outstanding features of the school. Although primary responsibility for visiting days rests with the administration, the guidance department plays a major part in planning and carrying out many of the activities on the agenda.

At present there are no detailed blueprints for planning and carrying out an activity on visiting day, but there are certain guides which may apply equally well to all activities. In the first place, the activity should be made interesting. Conferences with parents and pupils in which the counselor dominates the entire conversation can be quite

dull. On the other hand, a bit of humor injected by the counselor, a permissive atmosphere, and an invitation to conversation can add zest to the whole discussion. The same is true of dramatizations, which can be embarrassingly undramatic, or any other device for that matter. In the second place, the activity should be as informative as possible. Needless to say, no single technique can best serve all purposes. A tour of the building, for example, is more appropriate and more entertaining than a discussion of what the building contains. In the third place, the activity should serve the purpose for which it is intended. Displaying championship trophies and posting a record of winning teams can hardly be expected to acquaint the pupils and parents with the athletic program of the school. Of course if the display is intended to impress the visitors with the athletic prowess of the school it serves the purpose quite well.

Assuming responsibility for an activity on visiting day enables the trainee to gain first-hand knowledge of some of the problems involved in making an activity interesting, informative, and purposeful. It should be pointed out that the school staff could, in all probability, plan and carry out a visiting day quite successfully without the contributions of the beginning counselor. On the other hand, the beginning counselor who is adequately prepared for this function can assume his share of the responsibility and begin making contributions promptly. While hardly necessary, supervised training in the performance of this function does appear to be worthwhile.

(2) Holding get-acquainted interviews with incoming pupils. Get-acquainted interviews in which the new pupil personally meets his counselor and teachers and they in turn meet him are standard orientation

practice in numerous schools. These are usually brief, informal contacts lasting about five minutes and are, strictly speaking, more in the nature of social conversation than orientation to features of the school such as those described in Item 55. The distinction is made here because the get-acquainted interview, unlike the orientation interview in Item 39, is classified as an essential, or most important, experience according to responses of counselor trainers and counselors.

The importance of the get-acquainted interview may be attributed to its time-saving feature as well as the purposes it serves. Germane and Germane (20) regard this type of interview as a natural and genuine way for the counselor and pupil to initiate their year's comradeship together. Strang (40) feels that it helps to establish a friendly relationship which will pave the way for future contacts and gives the pupil encouragement to return whenever he needs help. Davis and Norris (10) recognize another purpose in that it enables the counselor to single out pupils needing attention and to determine whether future contacts should be held. Regardless of the prevailing purpose, the counselor's ingenuity, resourcefulness, and skills are brought into play.

It cannot be assumed that the beginning counselor is sufficiently experienced in human relations to conduct a successful get-acquainted interview with pupils. A method which works with adults may not work with pupils and the exclusive use of one method for all cases is contrary to the fundamental principle of clinical psychology, namely, that the approach must be adapted to the individual. While a positive approach is sound it must be applied with infinite variety, and not in a stereotyped, mechanical manner (40). Such an approach is quickly detected by pupils and word soon goes abroad that Mr. _____ begins his interviews with

"I want to tell you that I am here to help you this year," or that Mrs. _____ is likely to ask, "Won't you let me be a mother to you"--to which one pert youngster replied, "You'll have to ask my daddy about that."

The ability of the beginning counselor to conduct get-acquainted interviews may determine, in large measure, the success of his first year's work. Situations such as those mentioned in the foregoing paragraph can be avoided with adequate preparation in the practice school.

(3) Providing pupils with materials and information about specific colleges and trade schools. Pupils who plan to continue their education beyond high school rely upon the counselor to provide materials and information about specific colleges and trade schools in which they are interested. In anticipation of these demands the counselor periodically collects an assortment of up-to-date bulletins, pamphlets, catalogues, course schedules, and announcements from the various institutions within the community and state. These are made available to pupils upon request.

Once the student becomes familiar with the occupational and educational information library (Item 1), the skills required in providing these materials to pupils are negligible, it would appear, and may be acquired with a minimum of training. If additional facts are requested by the pupils to supplement printed materials, the student may benefit by learning about types of information in which pupils are interested. Notwithstanding this value, there appears little justification for intensive training in this experience.

Followup. Items 74, 75, 78, and 80 were regarded as the most important experiences in terms of chi square in training to perform the functions of the follow-up service. Of these, Item 74 is concerned with

assisting present and previous counselees to make satisfactory adjustments, Item 75 with assisting pupils in part-time work programs to make satisfactory adjustments, Item 78 with participating in the planning conferences of a follow-up survey, and Item 80 with participating in the development of survey forms. These items are equally distributed between individual followup and the follow-up survey.

In order of importance Item 74 was ranked 26.5 by counselor trainers and 25 by counselors which is substantially higher than the remaining three items. Counselor trainers ranked these 66.5, 60.5, and 64, respectively, as compared to 57, 75, and 77.5 by counselors. With respect to individual followup the subjects obviously feel a greater need for training to perform counseling followup than followup of non-counselees in part-time work programs. This may be attributed, in part, to the fact that many schools which have work-experience programs provide the services of a coordinator to assist with the problems of pupils in training. By observing the rank order of items in this area it may be concluded that emphasis upon developing skills necessary to perform individual followup of present and previous counselees now in school should take precedence over training in other follow-up functions. While counselors rated the items pertaining to individual followup consistently higher and those dealing with the follow-up survey consistently lower than counselor trainers the differences are not outstanding in either case.

(1) <u>Assisting present and previous counselees and pupils in part-time work programs to make satisfactory adjustments</u>. Important as an efficient counseling service is in helping pupils to think through their problems and to plan programs of adjustment and readjustment, personnel workers realize that in many instances further assistance may be necessary

before therapy is effected. Accordingly, individual followup is generally regarded as an essential part of the counseling process.

Individual followup as distinguished from the follow-up survey is, as the name suggests, a service to individuals. It involves all persons associated in any way with the individual's program of adjustment. For example, in the case of a counselee faced with a recurrence of educational and scholastic difficulties, such as ineffective study habits, insufficient motivation, or underachievement, the counselor and the teacher are key figures in assisting the pupil to remove causes of dissatisfaction which hamper readjustment. Or, in the case of a pupil placed in on-the-job training the coordinator and the counselor together with the employer and teacher may combine their efforts to render aid in discovering and removing real and imaginary grievances and to make the employment a useful and satisfying experience. Viewed thusly, individual followup is merely an extension of advising and counseling.

Aside from the services to the pupil, individual followup provides a measure of the effectiveness of other guidance services as applied to individual cases. It enables the counselor to establish the efficacy of techniques, to modify procedures, and to correct shortcomings of method. This value is too often overlooked.

Individual followup involves all the elements of counseling. If, for example, the followup of a pupil counseled with reference to scholastic difficulties reveals decided improvement in his status, the counselor theoretically re-examines the entire case to determine what was done correctly and to discover pitfalls that were avoided and how they were avoided. If on the other hand, the followup reveals no improvement in the pupil's status, the same procedure is followed in an effort to discover

errors of technique, method, and reasoning and how to avoid them subsequently. This method of self-evaluation is difficult. It is an indispensable part of counseling if the counselor is to improve in service and is valid in the last analysis only when applied to real cases.

In guidance many questionable practices stemming from counselor bias, stereotyped methods, and inappropriate techniques can be greatly reduced, it would appear, through appropriate experiences in pre-service preparation. Likewise the ability to evaluate oneself objectively and without bias can be improved substantially. Supervised practice in individual followup can help the trainee to improve the quality of his work and to gain further insights into problems involved in the readjustment of pupils without which the amateur counselor may rush blindly and carelessly through cases and bring discredit to the guidance movement and further maladjustment to pupils.

(2) Assisting in the planning conferences of a follow-up survey and in the development of survey forms. The follow-up survey, like individual follow-up, is regarded as an essential part of the follow-up service of organized guidance. Basically a research technique, it provides a measure of the effectiveness of the total school program or any part thereof.

Although a detailed blueprint to be followed in a survey is just as impossible to perfect as a teaching method appropriate for all pupils, the outline presented below indicates the general procedure usually followed. These items were obtained by a study of a number of surveys which have been conducted in the past. The nine steps include:

1. Planning conferences
2. Determining scope, content, and method
3. Preparing work plan and budget

4. Preparing forms
5. Enlisting, training, and directing survey personnel
6. Collecting the data
7. Editing and tabulating the data
8. Interpreting the data and preparing the report
9. Using the report

In the school the follow-up survey is a staff function in which members of the school staff and sometimes representatives of community agencies participate. Ordinarily the counselor, by reason of his special training, assumes important responsibilities both as a consultant and as a worker. To serve in this capacity he must be somewhat of an expert in survey work.

The success of the follow-up survey is dependent, in large measure, upon sound and judicious planning. In the preliminary stages, planning conferences are necessary to identify and define needs, to outline purposes, and to develop the over-all strategy for carrying out the survey. The major body of personnel cannot function effectively unless and until extensive and detailed plans have been developed by the planning committee. As the plans take shape, detailed survey forms must be devised in accordance with the purposes agreed upon. To avoid any misinterpretation the items must be statedclearly and explicitly in language which the respondent can understand.

Although the fundamental knowledge basic to successful followup can be acquired through study, the counselor cannot anticipate many of the problems which arise in connection with planning and preparing survey forms in conformity with the unique purposes of a particular school. While any difficulties could, in all probability, be worked out by a process of

trial and error, adequate pre-service preparation would likely increase the effectiveness of the contributions made by the beginning counselor and help to insure a smoothly-executed survey.

Training in survey work permits the student to serve as a member of a professional team as it engages in the vastly complex and comprehensive task of self-evaluation and self-improvement. The values accruing from experience in planning conferences and in preparing survey forms should prove worthwhile in subsequent practice. These items do not, however, represent all the skills essential in the conduct of the follow-up survey.

School and community relationships. In Area VI, Items 86, 87, 88, 89, 93, and 108 were regarded of most importance in terms of chi square by both groups. These items are designed to acquaint the trainee with the guidance functions of members of the school staff and to provide experience in developing effective working relationships through staff meetings, case conferences, attendance at school functions, and consultation with teachers.

In order of importance Items 86, 87, 88, and 89 ranked among the upper 30 per cent of the items in the checklist according to responses of both groups. Item 93, ranked 68 by counselor trainers and 45 by counselors, and Item 108, with ranks of 50.5 and 30.5 by the respective groups, were, for the most part, lower. With respect to rank differences between groups, closest agreement is shown for Items 87, 88, and 89 while the differences for the remaining items are somewhat larger. Aside from orientation, both groups obviously regard case conferences and staff meetings as the most important training devices in this area. The disparity of opinion in Items 93 and 108 emphasizes the fact, it would seem, that

counselors feel a greater need than counselor trainers for supervised preparation in developing effective working relationships with members of the teaching staff. In spite of recent emphasis upon pupil-staff and parent-staff relationships none of the items pertaining to these activities are included in the essential group. This may be attributed in part to the fact that some institutions list teaching experience as a pre-requisite to counselor training while others do not.

(1) Orientation to the guidance functions of school personnel. Theoretically guidance is a cooperative venture in which members of the school staff assume certain defined responsibilities. Identification of the responsibilities of the various personnel by the student is indispensable, it would appear, to successful training. The importance of this experience may be emphasized by the fact that not all schools subscribe to the same philosophy, nor are their programs organized in similar fashion.

A glance at the major types of programs will reveal the diversity of emphasis. Some programs are built upon the thesis that the classroom teacher is the only person intimately conversant with the pupil and his needs and that she should, therefore, provide all the guidance services. It should be pointed out that this represents an ideal situation and few schools can boast of such qualified staffs. Other schools consider guidance as a function of the specialist and assign to teachers only minor supplementary roles. Because of the scarcity of specialists and the inability of schools to afford them these programs are not very numerous at the present time. A third type of program represents the view that guidance services should be performed by every staff member but that every staff member should not perform every guidance service. It recognizes the

diversity of training and ability among teachers and the varying levels of complexity of guidance work. Certain functions, it is believed, can be performed by all teachers; certain functions should be performed only by those teachers with special training; and certain functions require the skills of specialists. In practice there are also many variations and mixtures of these three prototypes.

Aside from the practical value of seeing the functional relationships in a program in actual operation, experience in identifying guidance responsibilities of the various personnel in the practice school enables the trainee to observe customary procedures and to avoid any infraction of privileges and prerogatives.

(2) Participating in staff meetings. The staff meeting in the guidance program fulfills functions similar to the faculty meeting in the school program, viz., to assist in routine administration and to increase the efficiency of those in attendance and the effectiveness of the guidance program as a whole. Ordinarily participation is limited to members of the immediate guidance staff and to those representatives of the school faculty who carry important guidance responsibilities. The counselor as the major guidance functionary is responsible for initiating and conducting the staff meeting.

In a traditional sense the staff meeting is an occasion for planning in connection with problems involving the organization of the guidance staff, tools, techniques, facilities, and resources into an effective program for solving pupil's problems and the administration of the program efficiently. When guidance is regarded as integral with and not extraneous to the school program the plans must be broadened to include the complex connections between the guidance program and related, but administratively

independent persons, agencies, and services, the contributions of which are essential to the fulfillment of the guidance aims of the school. Within the school, plans must be made to promote a concept of the proper function of guidance consonant with the functions and objectives of the school, to aid the administrator to utilize the resources of the guidance program in solving certain administrative problems, to aid teachers to apply the resources of the guidance program in solving certain instructional problems, and to utilize data from the guidance program which have implications for modifying the school program. With respect to out-of-school agencies plans must be evolved to secure community understanding and support of the guidance program, to provide continuity of the counseling process through cooperative relationships among the various community agencies, and to render such services to non-school agencies as are appropriate, feasible, and consonant with administrative policy (8). Such are the functions of the staff meeting.

The success with which the staff meeting is utilized in guidance is dependent upon a knowledge on the part of the counselor of the principles and methods of effective organization and administration and the ability to translate these into practice, a knowledge of the interrelationships of guidance program with school and community and the ability to evolve a workable plan for securing the necessary cooperation, a knowledge of the limitations of staff planning with regards to policy affecting persons and groups not organizationally a part of the guidance department and the ability to stop when these limitations are reached, a knowledge of democratic procedures in group processes and the ability to conduct a staff meeting along democratic lines. The necessary knowledge may be acquired in preparatory courses dealing with the organization and administration

of the guidance program but none of the courses provide the student with an opportunity to demonstrate ability in the application of this knowledge. The difference may determine the success of the entire guidance program.

(3) Participating in case conferences. The case conference is a group case study in which a number of persons have been called together to consider all the facts about a pupil from as many angles as possible. Usually members of the counseling staff, with the senior counselor as leader, form the nucleus of the conference, although teachers and representatives of agencies who may be helpful in supplying information or in making and carrying out recommendations are often invited.

The values ascribed to the case conference are numerous and varied. Germane and Germane (20) regard it as the best "sure fire" strategy in initiating and carrying out a personnel program. Strang (40) feels that it makes teachers and counselors more pupil-centered. Brown (4) mentions its value in yielding information about the pupil, in revealing problems that need attention, and in translating data into a constructive program of guidance for the pupil. According to Fenton (14) the teachers change in attitude toward the pupil is worth many times the amount of time and energy which the conference demands. Hoppock (24) considers it an excellent device for training student counselors. These are only a few of the purposes to be found in guidance literature but they illustrate quite well the immediate values and ramifications of the case conference as an instrument of guidance and as a device for improving the quality of guidance in the school.

Next to actual counseling the case conference is perhaps one of the most profitable activities available to the student counselor. He is afforded an opportunity to cultivate and establish effective working

relationships essential to successful training. He may see demonstrated a number of valuable techniques for bringing about closer harmony between various persons and groups in making guidance a cooperative enterprise. He may gain greater insights into the meaning, scope, and significance of clinical procedures and the scientific approach. He may cultivate friendships, accept and carry out assignments, contribute to and lead discussions by presenting a case, and through his own merits build a reputation of competence and integrity which will insure the confidence and respect of his colleagues during the training period and in the years to come. What single experience provides so many values essential to effective guidance in so brief a time?

(4) Attending social and school functions in the school. The services of the counselor will not be sought unless pupils, teachers, parents, and others who work with youth are aware of his work and feel that he is competent to render a worthwhile service. Obviously little value will result from the work of the counselor if no pupils come to him for help. Likewise his services to teachers and parents and their contributions to the guidance program will be negligible unless there are relationships of mutual confidence which encourage each to seek voluntarily the services of the other. These relationships derive their importance from the basic interconnections of the guidance program with the life of the individual, the school, and the community. It is incumbent upon the counselor to take the initiative in establishing these relationships.

Parties, luncheons, dances, plays, and other events within the school which faculties, board members, pupils, and parents attend provide a guidance activity frequently not appreciated (10). Among others, these

are excellent occasions for the counselor to get acquainted and enjoy friendships with persons whom he will serve and with whom he will work in a professional capacity. In addition to the personal enjoyment derived by the counselor, which is vital to his own mental health, the impressions of him as a person which he leaves with others may go a long way towards making his work a successful and satisfying experience.

Two major values may be derived by the student from attending social and school functions in the school during supervised preparation. First, the relationships established with pupils, teachers, and parents may facilitate training and impress upon the student the importance of these associations. Secondly, the student may improve in social competence. While these values are doubtless inherent in numerous other contacts with pupils, parents, and teachers, they may be strengthened in the social setting afforded by this experience.

(5) Serving as a resource person, or consultant, to teachers who come for assistance with problems about pupils and class work. The duties of the counselor which are essential to an adequate program of guidance are usually grouped into three main areas one of which deals principally with services to teachers and other members of the staff in performing better their daily tasks of working with individual pupils. Although the counselor may at times take the initiative in assisting teachers who are reluctant to ask for help, some of the most worthwhile services are rendered when the teacher requests his assistance. The counselor in the capacity of consultant to teachers who come for assistance with problems about pupils and class work is regarded by Jones and Hand (25) as one of the most valuable services rendered by the school counselor.

The following list is suggestive of the types of problems which

teachers are generally interested in and in which they need assistance in helping individual pupils or groups: interpreting objective test scores, reducing failure and retardation, meeting individual differences in the classroom, using occupational information in subject content, improving study habits, coordinating classroom experiences of pupils with part-time work programs, and visiting industrial and business establishments. It should be pointed out that the effectiveness of the service rendered by the counselor to the teacher will be in direct proportion to the relationships of mutual confidence between the two. An officious attitude on the part of the counselor or professional jealousy between the two is no inducement for the teacher to lay her problems before the counselor.

The need for supervised preparation in the performance of this function is clearly demonstrated in the responses of counselor trainers and counselors. Although there are numerous values to be derived, this experience affords the trainee an opportunity to focus attention upon the guidance services teachers are able to render, to build a measure of self-confidence in his ability to work with teachers and to assist them with problems in the classroom, to determine the validity of his suggestions to teachers by viewing the results of those actually put into practice, and to improve in the ability to approach problems in a practical manner.

It should be pointed out that teachers who present the trainee with a problem expect to receive practical suggestions as to how it may be alleviated. Failure on his part to engender the confidence of teachers in his professional ability may prove a barrier to successful training. In fact, the impressions gained by the teacher in her first visit are

likely to influence the number of subsequent visits and the effectiveness of the entire experience in training. It seems imperative, therefore, that the trainee know something of the problems faced by teachers and possible solutions before this experience is actually undertaken.

Additional Items Considered of Most Importance in Terms of Chi Square by Counselor Trainers

Table 10 shows that nineteen additional items were regarded by counselor trainers as essential, or most important, in terms of chi square. These items are distributed among five of the seven major areas in the checklist as follows:

I	Occupational and Educational Information	5
II	Personal Inventory	1
IV	Orientation and Placement	3
V	Followup	2
VI	School and Community Relationships	8

Occupational and educational information. The five additional items regarded by counselor trainers as most important are related to experiences dealing principally with obtaining and classifying occupational and educational information materials and with dispensing information. They include Items 3, 8, 14, 15, and 18.

Highest among the five items according to reports of counselor trainers is Item 3 with a rank of 52 and Items 14 and 18 with equal ranks of 55.5. Of lesser importance is item 15 with a rank of 70.5 and Item 8 with a rank of 93. Here again training in the functions of securing and imparting occupational and educational information were rated substantially higher than the experience dealing with the processing of materials. This is understandable since processing materials in this instance represents

a service to the practice school if the trainee has had this experience in the content of the guidance curriculum.

Counselors rated these five items somewhat lower than counselor trainers. Although the differences for Items 8, 15, and 18 are not outstanding, substantial differences are shown for Items 3 and 14 which counselors rated 97.5 and 102.5, respectively, as compared to ratings of 52 and 55.5 for counselor trainers. It is evident that counselors feel less need for training in these two experiences than counselor trainers anticipated.

(1) Writing for occupational and educational information materials not available in the school library. Virtually all counselors devise a list of publishers, government agencies, professional and trade associations, educational institutions, and industries which supply occupational and educational information materials upon request. With little effort this list may be adapted to the needs of any school in the country.

The act of securing materials from these sources requires little skill, it would appear, beyond the ability to compose correspondence. Although counselor trainers showed very clear-cut opinions as to the value of this experience, the skills resulting from supervised preparation appear to be negligible. A list of sources may be obtained in the content of the guidance curriculum and the ability to compose correspondence acquired previously. This experience represents, for the most part, a service to the practice school. To be most effective supervised practice must be an educational experience, not just another work experience.

(2) Classifying materials according to levels of reading difficulty. The variety of occupational and educational information materials that cross the counselor's desk from day to day range from highly technical

bulletins to advertisements clipped from newspapers. Some materials are written in such scholarly language as to render them useless to the pupil of low reading ability while others are written in simple style and are quite readable. As a service to pupils many counselors classify incoming materials according to levels of reading difficulty.

Ordinarily materials are classified on the basis of the intelligence and ability required to read and comprehend the contents. In doing this the counselor must draw upon his ability to analyze reading matter and his knowledge of testing. Scores on reading comprehension and vocabulary tests, for example, provide a clue to the reading performance of the pupil. They indicate the general level at which he is able to comprehend materials successfully. Such things as complexity of sentence structure, vocabulary, graphical presentations, and the like suggest the level of intelligence and reading ability required of the pupil. The skills necessary to match the two are a valuable asset to the counselor.

Prospective counselors may find this task greatly facilitated by enrolling in courses in remedial reading and the teaching of reading. Moreover, those with a teaching background are likely to have greater insights into this problem. At least they will appreciate the wide differences among pupils with respect to the ability to read. The amount of supervised preparation, therefore, may depend upon the amount of practical training and experience acquired previously in courses and situations related to this function.

(3) <u>Planning and carrying out a display of materials for a specific purpose</u>. The display of materials is regarded by some guidance experts as an excellent technique for imparting educational and occupational

information in that it enables the counselor to reach large numbers of pupils at the same time. It should be pointed out, however, that information such as that furnished in displays cannot be regarded as a substitute for counseling. There is a limit to self-analysis and one can never be certain that the pupil can, without clinical assistance, make the wisest choices (22). While the display may contain all the information needed in making a decision, many pupils lack sufficient self-understanding with respect to aptitudes, abilities, interests, drives, and motivations to make sound choices. If the display is to fulfill its proper function the counselor must be prepared to followup pupils on an individual or group basis, depending upon whether the information is an influential part of occupational choice and planning or an exploratory device.

Displays may range from the bulletin board type in which printed materials are collected from a variety of sources and posted for the benefit of pupils to the exhibit showing manufacturing processes. Their effectiveness will depend to a large extent upon the skill and ingenuity of the counselor who must be prepared to judge the suitability of each item and the project as a whole on the basis of such questions as the following: For what particular educational purposes is it designed? What are the chances that it will accomplish these purposes? Is it interesting? Comprehensible? Concrete? Clear? Concise? Does it suggest new questions, problems, materials, implications, applications? Is the information accurate and authentic?

While the ability to answer some of these questions may be acquired satisfactorily through sample displays in the college classroom, the student cannot be certain that the display will accomplish the intended

purposes, that it will be interesting and clear, or that it will suggest new questions and problems in the minds of the pupils who expect to view it. An accurate measure of the fulfillment of these purposes can be acquired only as it is applied in an actual guidance setting. The affect the display will have upon pupils is the best measure of its effectiveness. It appears, therefore, that while a knowledge of the principles and techniques involved in displaying materials is necessary, the only assurance that the student will be able to use this knowledge efficiently and wisely is through actual application. The practice school is a realistic setting and the practice period an opportune time.

(4) Arranging a school assembly for the purpose of dispensing occupational and educational information. The school assembly, like the display, is regarded by some guidance experts as an excellent technique for dispensing information to groups of pupils. The success of the assembly, however, will be in direct proportion to the amount of time spent and care exercised in planning and presenting the program.

It is generally recognized that there are certain selective factors operating which influence the effectiveness of the assembly as an instrument of guidance. In the first place, the assembly, while useful for exploratory and orientation purposes, cannot be regarded as a substitute for individual counseling or the group conference. In making occupational and educational choices the information acquired by the pupil is seldom, if ever, sufficient to enable him to act outside the counseling contact. Secondly, assembly programs of a guidance nature are ordinarily directed to specific audiences. Frequently the entire student body is assembled to view programs which many find uninteresting, dull, and meaningless. Thirdly, the assembly like any other technique serves a unique

guidance purpose. It may be used to supplement but cannot replace other techniques.

Whether the assembly serves as an effective instrument of guidance or as mere entertainment depends, in large measure, upon the ingenuity and resourcefulness of the counselor. However much the pupils contribute in planning and carrying out the program the counselor must provide the leadership and advice necessary to insure its effectiveness. Actually arranging an assembly for the purpose of dispensing occupational and educational information provides the best measure of the prospective counselor's ability to do this. This initial demonstration should indicate the amount of supervised preparation necessary to use the assembly for guidance purposes.

(5) Teaching a unit in occupational and educational information. The occupational unit, once regarded of doubtful value, has now won a respectable place in the content of numerous school subjects. Although many schools make use of occupational information in some form at both the elementary and secondary levels, the occupational unit is used most often in the subjects of the high school curriculum.

In the junior high school the occupational unit is primarily an orientation device, designed to acquaint the pupil with a general knowledge of occupational fields. Here he learns something of the technique of studying occupations; he acquires a general knowledge of large numbers of occupations; and he becomes acquainted with occupational terms, classifications, problems, and the like. As he advances in high school the information becomes adjusted to the grade level, growing progressively more specialized in nature to enable him to analyze his qualifications in terms of job demands and to select courses in the curriculum leading

to specialization within the broad area of his interests and abilities. The ultimate purpose is, of course, selecting and preparing for an occupation and securing suitable employment. This purpose is realized most often by pupils who have had an opportunity to study occupations intensively (22).

Ordinarily teachers, regardless of their qualifications, are responsible for providing occupational and educational information in subject content. That most teachers do not feel qualified to present such information in the subjects they teach and in related fields is evidenced by a study of teachers in Nebraska high schools (2). The study also revealed that most educators do not feel that teacher-training institutions prepare teachers to provide adequate occupational information. While the fault obviously lies with teacher-training institutions, the counselor can do much to rectify the situation. He may either teach the units himself or through in-service education prepare teachers to assume the responsibility. Regardless of the instructional plan used, the counselor should be able to demonstrate the effective use of the occupational unit as an instrument of guidance.

In many ways teaching a unit in occupational and educational information is not unlike teaching a unit dealing with transportation or any other subject, although there are certain fundamental differences. Such items as planning, establishing objectives, employing activities, and evaluating outcomes may be quite similar in both units. On the other hand there may be vast differences in content and purpose as well as immediacy of use. The information acquired by the pupil must be considered immediately in the light of his present vocational plans if the unit is to be most effective. This entails a certain amount of diagnosing,

matching abilities with job requirements, clearing up any false impressions or misunderstandings gained by the pupil, and helping the pupil to make plausible decisions, depending upon how advanced his vocational plans may be. This process of application becomes the vital factor and one which depends for success upon the competence of the teacher, or counselor. The quality of assistance rendered at this stage will have a profound influence upon the ultimate happiness and well-being of the individual.

Aside from the ability and skill necessary to help the pupil apply the knowledge, there are other values to be gained by the student counselor in the use of this technique. First, it offers him an excellent opportunity to become acquainted with pupils he will be expected to counsel. Secondly, it enables him to understand and appreciate the dilemma that the average teacher finds herself in when asked to use this technique (23).

Personal inventory. Counselor trainers regarded one additional item in Area II as basically important in terms of chi square. This experience--Item 34--is designed to provide practice in making summary data sheets from transfer records for classroom and homeroom teachers.

In order of importance, Item 34, with a rank of 66.5, was the lowest-ranking essential item in this area according to counselor trainers. Counselors, whose responses showed a rank of 93, also considered this item relatively unimportant. The remaining eight items regarded as essential by counselor trainers ranked among the upper one-third in the checklist. Aside from orientation, the essential items discussed previously are vital in developing and maintaining the personal inventory service while Item 34 is based upon the function which involves providing teachers

with information about pupils for use in the classroom. This suggests that perhaps both groups regard guidance as more of a therapeutic than a preventive concept.

(1) Making summary data sheets from records of incoming pupils for classroom and homeroom teachers. The data sheet is intended to provide a nucleus of significant information to guide the teacher in her initial contacts with the incoming pupil until such time as she can accumulate her own record. It is, in brief, a synthesis of the cumulative pupil personnel record and is designed to aid the teacher in her efforts to help the pupil to become adjusted to the new school and to assist her to adjust teaching and classroom experiences accordingly. While much of the incoming record is a transcript of objective facts and figures, some records include personality descriptions, ratings, and comments by previous teachers. To be useful these must be brought together into a coherent and understandable picture.

Developing summary data sheets from incoming records is calculated to aid the teacher to apply the resources of the guidance program to classroom instruction. While this is primarily a service to the classroom teacher, it involves skill in synthesizing and consolidating data in an accurate, concise, and understandable manner. Since this function is often performed by a competently-trained clerical staff, depending, of course, upon the complexity of the record, caution should be exercised with respect to the amount of time devoted to supervised preparation.

Orientation and placement. Three additional items in the orientation and placement area were regarded as basically essential in terms of chi square. These are Items 53, 62, and 67. Item 53 provides experience in supplying teachers of sending schools with information about the receiving

school while Items 62 and 67 involve assisting pupils to complete college admission forms and employment questionnaires. Counselor trainers ranked these items 74, 63, and 70.5, respectively, as compared to 65, 66, and 82.5 by counselors, indicating rather mediocre importance in comparison with the remaining items. This is understandable since the skills involved in these activities are relatively simple in application.

(1) Providing teachers of sending schools with information about the receiving school. Orientation as a guidance function consists of helping a pupil to become acquainted with a new educational environment. Theoretically orientation begins prior to the actual transfer. Teachers, principals, and counselors of both the receiving and sending schools unite in a systematic effort to facilitate the transfer with the least possible upset. As a part of this process teachers of pupils about to be transferred supply them with printed materials supplemented by oral instructions to assist them in learning what will be expected of them and what resources will be available to them in the higher school. These materials consist of handbooks which describe the nature and purposes of the institution, the physical plant, the customs, rules, and traditions, the course and curricular requirements, departmentalized instruction, etc.; printed folders which list schedules of classes; special editions of the school newspaper with pertinent information about the receiving school, and the like.

Counselor trainers regarded experience in providing teachers of sending schools with information about the receiving school as an important activity in the preparation of counselors. While the trainee may gain additional insight into the process of orientation, the values accruing from this experience do not, it would seem, justify intensive training

in this activity.

(2) Assisting pupils to complete college admission forms and employment questionnaires. One of the recognized functions of organized guidance is the facilitation of educational-vocational placement. In applying for placement pupils are frequently required to submit a written statement of academic achievement, social accomplishments, vocational aims, future plans, and such other data as will enable the institution or agency to arrive at a decision concerning their fitness. Although the statement is, in most instances, formal in nature the manner in which the form is completed frequently influences the acceptability of the application. A perfunctory and incomplete statement, no matter how high the pupil's qualifications may be, may disqualify him from college admission or the vocational placement desired.

Counselors in numerous schools have used group methods extensively in improving the quality of pupil applications. One of the most useful consists of having the pupils complete sample employment forms prior to submitting the formal application. Employers, who by previous arrangement consented to review the sample applications, have been brought into the school to tell the pupils which applicants they would have selected for interview if the applications had been genuine and why they would have selected them.

Although projects of the foregoing nature have resulted in substantial improvement in the quality of applications, most pupils need individual assistance in marshalling and presenting facts about themselves which are pertinent to the actual placement desired. In training to perform this function the attention of the trainee is focused upon worker qualifications as they relate to the requirements of the job. Such

experience provides a measure of the effectiveness with which the prospective counselor is able to perform this function and permits him to correct any faults that may exist in method and procedure.

Followup. In the follow-up area Items 77 and 79 were regarded by counselor trainers as most important in terms of chi square. It should be pointed out that Item 77 is a technique of individual followup which is employed by coordinators and to some extent by counselors to check the progress and adjustment of pupils in part-time work programs. Item 79, which pertains to the development of the follow-up questionnaire, is a major item in the follow-up survey.

In order of importance these items, with ranks of 70.5 and 65, respectively, fell somewhat below the midscore according to responses of counselor trainers. Similar ranks are shown in the responses of counselors. These unimpressive ratings may be attributed to the fact that in individual followup, assistance to non-counselees in part-time work programs is regarded quite often as a responsibility of the coordinator while in organizing the follow-up survey the development of the questionnaire is ordinarily a function of a special committee. The relative unimportance of these and related items suggests that, aside from post-counseling aid to actual counselees, followup has not yet gained a respectable place among the major functions of organized guidance.

(1) Conferring with employers as to the progress and adjustment of pupil employees. The practice of conferring with employers on the progress and adjustment of pupil employees has, it would appear, two principal values. First, it provides an opportunity for the trainee to gain an understanding of the needs of the employer as they affect program planning in the school. Secondly, it acquaints the trainee with some of the

problems of part-time work experience from the employer's point of view which may be useful in present advisement and in organizing future work programs.

While this experience holds some value for trainees who expect to work in schools having coordinators, it is more valuable, it would seem, for those who plan to work in schools not having organized work-experience programs.

(2) Constructing a follow-up questionnaire. The follow-up questionnaire is designed to obtain a measure of the effectiveness of certain aspects of the school and guidance programs. Assuming a definition of objectives in terms that permit measurement of their accomplishment, the broad generalities in which counseling and school objectives are commonly stated must be translated into specific questions to which the respondent can reply. These questions may range from the discussion type in which the respondent is permitted to choose his own language to the "yes" and "no" variety. The important thing is to devise questions according to sound principles of questionnaire construction which will provide accurate and reliable data for the unique purposes at hand.

Unless care is exercised in training, a disproportionate amount of time may be spent in devising a questionnaire which if done in committee would answer the same purposes in much shorter time. In the opinion of the investigator the practice of having the prospective counselor develop a follow-up questionnaire would be valuable in preparation, but the time factor may preclude extensive training in this experience.

School and community relationships. Eight additional experiences in the school and community relationships area were considered of most importance in terms of chi square by counselor trainers. Of these, Items 94,

95, and 96 pertain to the establishment of cordial relations with pupils in the practice school; Items 97, 98, and 99 provide experience in utilizing various media to secure community understanding and support of the guidance program; and Items 104 and 105 afford an opportunity for the trainee to develop satisfactory working relationships with members of the school faculty through participation in in-service training activities.

In order of rank these items ranged in scope from 55.5 to 109. Highest in importance were Items 104 and 105 with ranks of 77.5 and 55.5, respectively. Items 97 and 98, with equal ranks of 85, and Item 99, with a rank of 91, were somewhat lower. Of least importance were Items 95 and 96, with equal ranks of 107.5, and Item 94, with a rank of 109.

By way of contrast a marked similarity in ratings by counselors may be noted for the items pertaining to pupil-trainee relationships with the exception of Item 96 which counselors rated substantially higher than counselor trainers. Moreover, unlike counselor trainers, counselors ranked the items pertaining to community relationships superior to the in-service training experiences. In this case a comparison between groups of the ranks of individual items reveals substantial differences in the opinions of the two groups. Assuming these experiences to be characteristic of the functions upon which they are based, it is obvious that the counselor trainers regard preparation for participation in in-service training of teachers as being more important than the items in the remaining classifications.

(1) <u>Supervising a study hall, becoming a class sponsor, and directing a pupil activity</u>. One of the axioms of guidance is that the counselor

must know and understand the pupils he counsels. Concomitant to this should be added the fact that the pupil must respect and have confidence in the counselor if therapy is to be effected. The pupil who comes to the counselor not because he wants to but because he has been sent is hardly an apt subject for counseling. If, however, the pupil comes of his own volition he indicates that he is ready and willing to accept assistance from the counselor in working out his problem. The pupil who has had an opportunity to build up cordial relations with the counselor prior to the counseling contact is likely to present himself voluntarily and to be more receptive to any assistance the counselor may be able to render (40).

Among the numerous suggestions which have been advanced as useful devices to be employed by the counselor in creating friendships with pupils are supervising study halls, sponsoring classes, and directing pupil activities. It should be pointed out that many student counselors will have had these experiences previously in their teaching background. The only advantage in having these students repeat the experiences appears to be in developing relationships with pupils in order to facilitate training. Aside from this, supervised preparation in activities which are only indirectly related to counseling may force the student to forego some of the more vital experiences, especially when the period of training is brief. The program, of course, may be adjusted administratively to include many of these useful but non-essential experiences. There is evidence that some counselor trainers are adding such experiences to broaden the base of counselor preparation.

(2) Securing pupil, parent, and community understanding and support of the guidance program. Guidance, like teaching and administration, is

an integral part of an adequate program of public education and, like teaching and administration, it is a cooperative venture in which numerous constructive forces both in and out of school are brought together in a concerted effort to help youth to participate effectively and with personal satisfaction in the enduring processes of human living. Among the more important contributors are pupils, parents, community agencies, and youth-serving organizations. Pupils, for example, may participate effectively in the formulation of guidance philosophy, orientation of new pupils, liaison with home and community, surveys of community resources, collection of guidance materials, and curricular improvements. Parents and parent organizations may contribute to the development of guidance objectives, plan and execute campaigns to interest other lay people, and provide information as a direct aid to counseling. Community agencies and youth-serving organizations may provide medical and welfare aid, recreational facilities, and vocational training opportunities, to name a few.

Although the success of any organized program of guidance is dependent upon the understanding and support of these persons and groups, the counselor as the major guidance functionary is responsible for providing the leadership necessary to elicit their contributions in areas in which their help is sought. Through newspapers, school publications, and more direct means he may secure the cooperation necessary to make guidance an effective force in the education of the child.

Familiarity with the principles and techniques of securing support of the guidance program is a valuable asset, but because of the quality of leadership demanded, the counselor cannot be sure of obtaining the desired results until the principles and techniques are actually applied. Particularly is this challenging in a school whose patrons regard guidance

as an educational luxury or a useless item in the school budget. In such circumstances the counselor will need to apply methods that have proved their worth. In districts where the community works closely with the school and consistently supports its policies, there will exist the demand for continuous attention to new opportunities for further cooperation in the improvement of guidance services. The superior advantage of having had practical experience in the performance of this function is likely to be a valuable asset to the beginning counselor in mobilizing and setting in motion, promptly and effectively, the constructive guidance forces within the school and community.

(3) Engaging the services of local and state resource persons for in-service training meetings in the school. The dynamic quality of education in a democratic society is clearly demonstrated in the ability of the schools to effect changes as they are needed. One example of this may be seen in recent attempts to democratize the schools, a task which has profoundly affected the role of the classroom teacher. She has been forced to alter classroom procedures and methods of instruction, to share in the administration of the school, to participate in the planning and construction of school buildings, to perform many of the functions formerly looked upon as guidance, and to engage in numerous other tasks related only indirectly to instruction. The ability of teachers to keep abreast of the shifting emphases is made possible by continuous growth through in-service education.

Although the need for in-service education usually exists at the local level, resources at both the local and state levels are utilized in planning and conducting the training. In problems pertaining to guidance the counselor is normally responsible for engaging the services

of resource personnel. His mutual interests with guidance directors and supervisory personnel at the state level and with representatives of business, industry, and youth-serving organizations in the immediate community places him in the logical position to obtain their aid.

In supervised preparation for the performance of this function several values are apparent. First, the trainee is presented with an opportunity to establish friendships with personnel at the state level which may be a valuable asset in subsequent practice. Secondly, he is made aware of the various types of resource personnel at the local level which may be used to advantage in the in-service education of teachers as they work on guidance problems. Usually the friendships created here are only temporary. Thirdly, the trainee gains valuable experience in enlisting the cooperation of these persons. Even so, the skills involved do not appear to require extensive practice.

(4) Leading a discussion group in an in-service training meeting. Another important in-service contribution of the counselor is the leadership he provides in discussions and work groups. No guidance program can function very successfully without the concerted efforts of teachers and counselors. The counselor, for example, is dependent upon teachers for information about pupils and for carrying out recommendations with respect to the education or re-education of a pupil counseled. At the same time teachers look to the counselor for assistance with problems about pupils and classroom work. Acting in the role of leader the counselor is afforded the opportunity to become intimately acquainted with problems of teachers which enables him to see more clearly the interrelationships of guidance and instruction. At the same time he can acquaint teachers with the guidance activities inherent in the school program, stimulate the improvement of

regular teaching activities, and eliminate the impression that guidance is a new burden being placed upon the teacher.

In some schools teachers have accepted the idea that teaching and counseling are complementary services while in others they have not. Regardless of the type of school in which the beginning counselor finds himself his in-service tasks are likely to be facilitated if he has an opportunity to cultivate in an actual setting those qualities of leadership necessary to work with teachers.

Additional Items Considered of Most Importance in Terms of Chi Square by Counselors.

Table 10 reveals 24 additional items regarded by counselors as most important in terms of chi square. These items are distributed among six of the seven major areas in the checklist as follows:

I	Occupational and Educational Information	3
II	Personal Inventory	1
III	Interviewing, Advising, and Counseling	4
IV	Orientation and Placement	10
V	Followup	2
VI	School and Community Relationships	4

It is interesting to note that these items when combined with those in the penultimate section above reveal that counselors regarded nearly 57 per cent of the total number of items as most important in terms of chi square. Percentages of the total number of essential items in each area are as follows: Area I, 40 per cent; Area II, 60 per cent; Area III, 100 per cent; Area IV, 59 per cent; Area V, 50 per cent; and Area VI, 43 per cent. This supports the previous observation that counselors were

more clear-cut in their opinions of the value of items pertaining to interviewing, advising, and counseling than of those in any other area.

Occupational and educational information. The three additional items regarded as essential in the occupational and educational information area include Items 10, 17, and 19. Item 10 is concerned with processing informational materials while Items 17 and 19 deal with the dispensation of information.

In order of importance Item 10, with a rank of 102.5, is among the least important of the items pertaining to the processing of occupational and educational information materials. Moreover, Item 17, which ranks 53, is the highest and Item 19, with a rank of 89, is the lowest of the items in this area which deal with the dispensation of information. With respect to these items the greatest training need is obviously assisting teachers to dispense information while abstracting materials is one of the least important.

(1) Abstracting occupational and educational information materials. The technological advancements of the past decade, the steady rise in the number of technical and trade schools, and the attempts to define and classify occupations have brought about a sharp increase in the supply of occupational and educational information available to the school counselor. Some materials are terse descriptions of only a few of the major job characteristics. Others are written from a technical standpoint in language beyond the comprehension of the pupil of average reading ability. Still others are long and wordy narratives which carry advertising appeal in addition to job information. In order to avoid bulky and cumbersome files the counselor has the responsibility of extracting the useful items of information and discarding extraneous materials which are of no value.

While the counselor should unquestionably know how to abstract materials into concise and usable form, this competency, it would appear, can be cultivated sufficiently in occupational classes. Where this is done, supervised experience in abstracting materials merely becomes a service to the practice school. In such instances its value as an educational experience appears questionable.

(2) Assisting teachers to use occupational and educational information in connection with their subjects. Experts regard the use of occupational and educational information as a highly personalized matter governed by considerations basic to any type of adjustment. Although claims have been advanced that the individual with a vast amount of factual information will be able to make decisions of his own accord, there is as yet no evidence to indicate that he will make the best educational-vocational choices. It has been determined, however, that the study of occupations tends to reduce the amount of time necessary to resolve educational and vocational problems (22). For this reason counselors are looking to teachers to supply pupils with the necessary information.

Although many teachers have accepted responsibility for providing pupils with occupational-educational information, because of the lack of preparation only a few of them feel qualified to present occupational information in the subjects they teach (2). Since teacher-training institutions are not preparing their teachers adequately to present information in connection with their subjects, some schools are meeting this need through in-service training and through direct assistance to the teacher by the counselor. Not only must the counselor be able to teach occupational information in this manner; he must be able to demonstrate to teachers the

best ways of doing it.

Supervised preparation in assisting teachers to use occupational and educational information in connection with their subjects provides a measure of the trainee's ability to perform this function and at the same time enables him to see the major problems involved. Such experience should be a valuable asset in later practice.

(3) Arranging for groups of pupils to make visits within the community to observe work processes and to collect materials. The occupational visit is generally regarded as one of the most worthwhile techniques for securing and dispensing occupational information. It quite obviously serves a dual purpose in that the information is obtained from primary sources and is presented to pupils simultaneously. This reduces the possibility of error due to faulty communication and also insures accurate, up-to-date information.

Although time-consuming, visits to local enterprises provide an opportunity for counselors and pupils alike to see, hear, feel, and smell the environment of occupations in which they are interested. No amount of reading will leave the lasting impression of the sordid odors of a button factory, the dry, prickly heat of certain industrial processes, or the cacophony of a busy machine shop. No amount of class discussion can adequately portray the remarkable fragrance of a perfumery, the quiet, business-like efficiency of a court of justice, or the satisfying comfort of an air-conditioned office. These are important considerations in the choice of an occupation but because of the time consumed pupil visits are not always expedient. Experts recommend visits only when adequate impressions of a job cannot be gained from secondary sources.

Successful occupational visits do not just happen; they must be

planned. In the preliminary planning pupils may be urged to read all available literature on the occupation under consideration and to formulate questions to which they desire answers. During the visit, they may seek, first of all, to secure the information desired and then if time permits they may be encouraged to ask any additional questions prompted by observations or discussions. A follow-up session is desirable to correct any misunderstandings or false impressions gained during the visit and to make certain that each pupil has an opportunity to interpret the information in the light of his own occupational goals.

Although teachers are ordinarily responsible for directing the occupational visit, counselors use it on occasions in group guidance. It goes without saying that some of them use it quite effectively while others do not. Much of the incompetency may be reduced by supervised preparation in the practice school.

Personal inventory. In the personal inventory area counselors regarded Item 23 as essential in terms of chi square. This item is designed to provide experience in acquainting new teachers with the records and the techniques and procedures utilized by teachers in the school for obtaining and reporting pupil data.

In order of importance counselors rated this item 35.5 which is substantially higher than the rank of 85 assigned by counselor trainers. The relative unimportance of this item as shown by counselor trainer ratings does not substantiate the claim that the teacher should assume a responsible role in the accumulation of pupil data or else it is assumed that teachers are trained to perform this function in the teacher-training curriculum. From the importance attached to this experience by counselors it may be assumed that there is a definite need for pre-service preparation

and that the counselor is the logical person to prepare teachers to assume this responsibility.

(1) Acquainting new teachers with the records and the techniques and procedures utilized by teachers in the school for obtaining and reporting pupil data. The effectiveness with which any guidance program operates depends in large measure upon the contributions made by the teacher to the program. She perhaps more than any other member of the staff is in a position to view the pupil in his many relationships, his work and play, his conflicts with other pupils, his place in the peer group, his habits and attitudes, his interests, and the many personal problems that affect his adjustment. This personal acquaintance enables her to gain a vast amount of information about her pupils not otherwise obtainable.

That teachers do not know how to collect and report pupil data is evidenced by the numerous in-service programs designed to assist them in the performance of this function. In school workshops directed by the counselor for the benefit of new teachers, as well as in summer classes, special emphasis is placed upon rating scales, anecdotal reports, questionnaires, and other personnel techniques by which the teacher may contribute vital data to the personal inventory service.

Doubtless many beginning counselors have the necessary ability to instruct teachers in the use of the foregoing techniques. Others may experience greater difficulties. It is quite obvious that the counselors participating in this investigation felt a greater need for supervised preparation in this experience than the counselor trainers anticipated.

Interviewing, advising, and counseling. Counselors regarded four additional items in the interviewing, advising, and counseling area as

most important in terms of chi square. Of these, Items 39 and 40 are concerned with experience in the use of orientation and exit interviews and Items 50 and 51 with conducting classes in remedial reading and remedial speech. It should be pointed out that with the inclusion of these four items counselors regarded all items in this area as most essential in terms of chi square.

In order of importance Items 39 and 40, with ranks of 38 and 32, respectively, received relatively high ratings. On the other hand Items 50 and 51, with respective ranks of 108 and 109, were the lowest-ranking items in the checklist. Although there is a marked parallel between the ratings of counselor trainers and counselors for these items, the former rated the items pertaining to interviewing somewhat lower and those pertaining to remedial classes somewhat higher than the latter. Moreover, both groups rated these items considerably lower than the other items pertaining directly to interviewing, advising, and counseling. These are apparently ratings of function in part, since the skills requisite to their performance are just as exacting, it would appear, as those in some of the higher-ranking items dealing with interviewing and counseling.

(1) Conducting orientation interviews with incoming pupils. Educational orientation is not thought of as a single experience which the pupil undergoes as he passes from one school level to another. Rather it is regarded as a process consisting of a series of experiences which may last as much as one and sometimes two school terms (35). These experiences, which are systematically organized and administered, are designed to facilitate the adjustment of a pupil to a new school situation.

Although orientation is effected principally by group methods, some schools, especially those with adequate staffs, use the interview as a

technique of orientation. While the purposes of orientation may be readily achieved by the interview, its time-consuming feature together with the fact that it has not been proved superior to group methods marks it as an expensive technique indeed, especially when large numbers of pupils are involved. In schools where staffs are pressed with more important matters, the orientation interview is reserved largely for cases of late registration or transfers and is performed, for the most part, by homeroom teachers (10). Some schools, of course, do not employ the interview for orientation purposes.

The orientation interview, in which the counselor acquaints the new pupil with the features of the receiving school, is largely directive, making its execution somewhat easier than the fact-finding interview or the counseling interview. Here the counselor presents information which he feels will be useful to the new pupil and answers any questions the pupil may ask. The ease with which this may be accomplished together with the fact that group methods of orientation appear to serve the purpose just as well makes extensive preparation in the use of this technique unnecessary, it would seem.

(2) Holding exit interviews with graduating pupils and those leaving school before graduation. In common practice the counselor who schedules exit interviews with outgoing pupils seeks to facilitate the transition from school to educational or vocational placement. The exit interview in which the counselor considers with the pupil his entire school record serves as a final check on the appropriateness of his educational or vocational decision, the important characteristics and conditions which may influence progress along the lines of his choice, and the changes which need to be effected to insure probable success. While this is an important

service to all pupils, the most important function of the exit interview is to render assistance to the pupil who plans to leave school before graduation (3).

Statistics show that approximately 50 per cent of pupils attending the fifth grade in public schools drop out before graduation. Frequently the reason is an accumulation of grievances focused at a time when the pupil had rather resign than submit any longer to the discouragements of a school program which fails to meet his needs. While many of his grievances may be valid, others may be vague and unfounded but real enough to the pupil to make him feel that things will be better outside the school or that there are more attractive opportunities in employment. The counselor can render a valuable service by interviewing the potential dropout in an effort to discover the real reasons for his planned departure and to persuade him to remain in school if this seems best. When the fault lies within the school this may entail an adaptation of the school program where feasible to fit the needs of the pupil.

The exit interview is more difficult to execute than the orientation interview regardless of whether it is applied to the graduating pupil or the pupil who plans to leave school before graduation. In the case of the former, procedures in the analysis and synthesis of data and the prognosis are directed toward a check of plans that have already been evolved. Here the purpose is preventive. In the latter instance, procedures are directed toward the discovery and elimination of causes of adjustment difficulties. Here the purpose is therapeutic. Viewed thusly, the exit interview is difficult to apply the skills for which cannot be acquired through study alone. They must be refined in actual practice.

Supervised preparation in the use of the exit interview does not

differ greatly from that of interviews in other problem areas. The only additional value lies in the fact that the trainee is afforded an opportunity to apply the interview for a different purpose. Only by extensive practice in a variety of situations can the student hope to achieve the competence necessary to conduct the interview successfully.

(3) Conducting remedial classes in reading and speech. Reading disabilities and speech disorders may seriously handicap a pupil in his social, vocational, and educational attainments. For example, stuttering and lisping or slowness of reading in the case of a pupil who is capable of covering the material at a considerably faster rate not only constitute handicaps in themselves but they also generate emotional disturbances which have a decided effect upon the pupil's attitudes and achievements.

Reading and speech disabilities are identified by means of observation of the symptoms known to be characteristic of pupils with ineffective habits, but the causes are usually complex and more difficult to detect. Frequently these causes are associated with concomitant disabilities which may be physical or psychological in nature, or both. This makes the problem of diagnosis more difficult, necessitating the services of specially trained personnel.

There are two distinct points of view among guidance experts regarding responsibility for remedial reading and remedial speech. While they both recognize the important part played by the teacher in identifying pupils in need of treatment and in carrying out a program of therapy, they disagree on the role of the counselor. There are those who believe that the counselor should be well-qualified to diagnose reading and speech difficulties and to prescribe and administer treatment. Others hold that

while the counselor should be able to identify the nature of the difficulty, final diagnosis and treatment should be undertaken by specialists and that such persons should be available for referrals at all times. The relative unimportance attached to Items 50 and 51 appears to indicate that the counselor trainers and counselors subscribe to the latter point of view and that training should be planned accordingly.

Orientation and placement. Ten additional items in the orientation and placement area were classified as most important in terms of chi square according to the responses of counselors. These include Items 52, 54, 58, 59, 64, 65, 68, 69, 70, and 71. It may be noted that these items fall into two distinct groups: (1) those which may be classed as educational orientation and placement and (2) those which may be grouped under occupational orientation and placement. In the first category Items 52 and 54 are concerned principally with pre-entrance orientation of prospective pupils to the receiving school, Item 58 with assisting new pupils to select suitable curricula, and Item 59 with acquainting new pupils with sources of information and assistance in the school. In the second category Items 64 and 65 pertain to experiences designed to acquaint potential school leavers and graduates with jobs and job opportunities in line with their major interests, Items 68 and 69 to assist pupils to evaluate their personal qualifications in terms of job requirements, Item 70 to help pupils to master techniques and procedures useful in securing employment, and Item 71 to arrange for pupils to contact prospective employers.

In the educational orientation and placement classification, Items 52 and 54, with ranks of 93 and 104, respectively, are among the lower 15 per cent in order of importance while Items 58 and 59, with respective

ranks of 21.5 and 29, are among the top-ranking 27 per cent. The wide disparity of opinion in this instance gives precedent to preparation for performance of orientation and placement in the receiving school rather than in the sending school. It should be pointed out that with the exception of Item 58 the skills involved are not as complex as the ratings would indicate. This together with the fact that teachers in the lower school may perform quite adequately the orientation function insofar as it is possible at that level would appear to indicate that these ratings are based in part upon functional responsibilities rather than the exclusive perfection of skills.

In the occupational orientation and placement classification, Items 64, 68, 69, and 70 ranked among the upper 35 per cent in order of importance, ranging from 21.5 to 38, while Items 65 and 71 received equal ranks of 85. While the skills inherent in the four higher-ranking items may show marked improvement through application, the values afforded by training in Item 71, which ranked relatively low, appear to be negligible. It is believed, however, that Item 65, which also ranked low in importance, is as difficult to execute as some of the higher-ranking items. This experience is similar in nature to Item 19 both of which received similar ratings. The relative unimportance of these items indicates, it would appear, the low regard of counselors for supervised preparation in the use of the pupil visit as a technique of occupational orientation and exploration.

The ratings of these ten items by counselor trainers show a marked parallel with those of counselors and do not vary more than 19 in either direction. Greatest differences are shown for Item 54, which counselor trainers rated higher, and Items 58 and 64, which counselors rated higher.

(1) Visiting sending schools to discuss with prospective pupils pertinent topics about the receiving school and to distribute printed materials. The nature of school organization and the elaborate graduation exercises in elementary and junior high schools have had a tendency to widen the gap between the three levels of the school program. Although most pupils in terminal grades look forward eagerly to the next rung of the educational ladder, many of them experience considerable apprehension over what they will encounter once the present routine is disrupted. These presentiments together with erroneous ideas of what is before them, if not dispelled early, may color their attitudes for a considerable time. Hence, an important function of education is to assist each pupil to make the transition as easily as possible.

Theoretically orientation begins prior to the actual transfer and continues until the pupil is adequately adjusted to the next school level. This would suggest that orientation is a service effected through the cooperation of the schools concerned, but to date the efforts of schools to provide orientation have remained separate and largely uncoordinated. On occasions, however, some sending schools, particularly those which have given serious thought to the problem, have invited counselors from the higher levels to discuss with prospective pupils pertinent topics about the receiving school and to provide materials.

In preparing to perform the functions of orientation, visits to sending schools to discuss pertinent topics and to distribute materials afford an opportunity for the trainee to gain valuable insights into the types of information of interest to pupils which may be useful in subsequent orientation. Moreover, in order to discuss the receiving school intelligently the trainee must be thoroughly familiar with its entire program.

As a concomitant value, therefore, this experience motivates trainee orientation to the practice school. There is as yet no evidence that such visits on the part of the counselor are or will become widespread. Aside from the skills involved, in the opinion of the investigator more study should be given to the counselor visit as a device in orientation before extensive preparation in its use is undertaken.

(2) Reviewing the records of new pupils and assisting them to plan tentative courses and extra-curricular programs consistent with their interests, abilities, and experiences. The tendency today is for a large part of the secondary school program to be general and required. The subjects are, for the most part, geared to the so-called common needs of pupils, and while some effort is made to meet individual needs through adjustment of method, content, and assignments, only in rare instances is he permitted to forego a required subject for another, regardless of how inappropriate the required subject may be. In the selection of curricula the problem of guidance arises when the pupil chooses electives, i.e., those subjects and experiences which may be designated vocational and extra-curricular. While it is generally regarded the pupil's prerogative to make his own decisions, it is the responsibility of the school to see to it that these decisions do not result from the recommendation of a friend, a desire to be in a particular group, parental pressure, or some other spurious reason. These electives very frequently determine a pupil's career, whether it involves higher education or employment at the end of high school. The problem of making the most appropriate choices is a vital one.

Responsibility for assisting pupils in selecting programs of study is shared, for the most part, by the teacher and counselor. During

registration the counselor or teacher may analyze with the pupil facts about his scholastic aptitude, achievement in subjects, scores made on objective tests, stated and measured interests, extra-curricular participation, work experience, and other relevant data to enable him to understand his personal assets and liabilities. This individualized approach along with an explanation of the nature of curricular offerings and the goals to which they lead presumably enables the pupil to make wiser decisions in choosing a program of study. While there is as yet insufficient evidence to support the thesis that the decisions will be better, many experts regard this as valid procedure, if properly executed.

In preparing for the performance of this function the student would doubtless profit immeasurably from hypothetical analyses of individual records. He would be unable, however, to anticipate the pupil's comprehension of his personal attributes, to predict decisions the pupil would make, or to check upon the value of the assistance rendered by the counselor. The ability to perform this function competently and efficiently must be acquired in an actual guidance setting. Since a pupil's scholastic program may affect his entire career, the beginning counselor must be able to render expert assistance promptly.

(3) Acquainting new pupils with sources of information and assistance in the school. One of the purposes of the orientation service is to acquaint new pupils with sources of information and assistance in the school. A common mistake of school administrative officers is the assumption that new pupils will find their way around and adjust to the diverse facilities and new routine promptly and easily. The fact is pupils do not always make the important discoveries the administration sometimes assumes. To cite a case in point, three college students of the

investigator's acquaintance learned of the guidance services in their high school only after graduation in spite of the fact that these services had been functioning during their entire school career.

Many schools, the larger ones in particular, make a systematic effort to apprise the pupil of the sources of information and assistance available to him. Through group methods the counselor or teacher acquaints the pupil with the various services the school provides, such as medical, health, psychological, dental, library, counseling, and placement. Open house, building tours, assemblies, posters, and bulletin board displays are used for similar purposes. The pupil is urged to consult the school catalogue and freshman handbook for such information as the history of the institution, curricular offerings, regulations about class attendance, clubs, social activities, and self-government. These illustrate some of the informative devices in which the counselor is expected to become proficient.

The trainee who expects to have teaching experience prior to professional counseling practice may master the details of many of these devices sufficiently to enable him to apply them for the purpose in question. Even without previous teaching experience, extensive preparation in the performance of this function does not appear to be essential.

(4) Acquainting school leavers with job opportunities in line with their major interests. Activities concerned with school placement include acquainting the pupil with job opportunities compatible with his major interests. Many pupils unfamiliar with labor demands accept the first job available, regardless of its type or nature. This method of job-getting often leads to rapid turnover and frequent periods of unemployment. The dissatisfaction of an uninteresting job and the uncertainties accompanying

frequent changes in employment do not make for a happy and successful worker. To obviate these conditions schools are making available to their graduates and to those who plan to leave school for legitimate reasons before graduation opportunities for employment suited to their major interests and favorable to their future development.

Assuming that individual interests have been predetermined, the mere act of acquainting pupils with job opportunities in line with their major interests appears to be a routine function requiring little more than time demands upon the counselor. In the opinion of the investigator supervised preparation in this experience provides little in the way of educational value for the trainee, notwithstanding the fact that counselors rated this item relatively high. Apparently counselors considered the problem of discovering and matching interests with job requirements in all its ramifications.

(5) Arranging for potential school leavers and graduates who do not plan to continue in school to visit local industrial and business enterprises to observe work processes of major interest to them. The industrial visit, in addition to being a valuable technique for exploring occupations and collecting materials, is used as an instrument of occupational orientation and placement. The visit discussed in Item 19 is similar to that in Item 65. The difference is obviously one of purpose. In Item 19 this technique is used in exploring occupations and collecting materials while in Item 65 it is employed for a more immediate purpose. Since the conduct of both visits is essentially the same, a discussion of this technique will not be repeated here. It should be pointed out, however, that while counselors assigned similar ratings to these two items counselor trainers rated Item 19 substantially higher than Item 65. Since

the skills are essentially the same in both items this is obviously a rating of function.

(6) Comparing pupil abilities with job analyses of jobs desired. Pupils who have stated occupational preferences often seek the assistance of the counselor to determine the wisdom of their choices. In such instances the analytical and diagnostic procedures are similar in nature to those in any other type of counseling. The procedure entails a review of the pupil's personal qualifications--physical, mental, social, psychological, moral, academic, experience, etc.,--in relation to the requirements of the employment desired. By observing the congruity of the two profiles the counselor is able to make certain predictions as to the probability of success in the occupation. It should be pointed out that while this is an attempt to use quantative procedures with data that is at times qualitative, the skill of the counselor may overcome many of the well-known criticisms of this method. As yet unproved, this method, it is believed, reduces the number of occupational misfits.

Competence in this activity includes, among other things, the ability to view personal data so that the relationships between the various items become significant in relation to the corresponding demands of the job. In doing this the counselor must learn to use all available data. He must be able to formulate and check hypotheses insofar as it is possible with the data at hand. He must learn to draw inferences on the basis of scant data and at the same time withhold judgment until the inferences are proven. And he must always be on guard against stereotypic interpretations and snap judgments resulting from his own emotional responses to the data.

In preparation for vocational counseling many students through individual and group procedures speculate on the suitability of occupational

choice from sample data provided by the counselor trainer, but in reality much vital information not anticipated in these sessions may be injected by the pupil. Because of the uniqueness of the individual case, the unpredictable factors involved, and the imperative demands placed upon the counselor, the necessary skills cannot be acquired through regular classroom procedures. Supervised training affords a natural setting which safeguards the pupil until competence is achieved.

(7) Conferring with pupils whose interests and abilities appear unsuited for the type of employment desired. On numerous occasions counselees make educational and occupational choices based on insufficient knowledge and incorrect data. Pupils with low mentality but with high ambitions have been known to select occupations on a professional level far above their capabilities simply because they were not realistically aware of their own limitations and the superior requirements of the occupations in question. Equally serious is the case of the pupil with very superior qualifications who chooses an occupation which offers little or no challenge. In both instances the chances of success are lessened by questionable choices. Any serious discrepancies between the pupil's qualifications and those required by an occupation is a direct indication of an unwise choice and for the good of the pupil it is the responsibility of the counselor to prevail upon him to reconsider.

In conferring with a case of unwise vocational choice the function of the counselor becomes one of convincing the pupil of the irrationality of his reasoning and of assisting him to make substitute choices more in keeping with the case data than with the stated choice. While most pupils are docile in many ways, this may not be such an easy undertaking, especially if the pupil is emotionally attached to his original choice.

When this happens the counselor must use all the tact and ingenuity and all the resources at his disposal. If these efforts fail the pupil has a right to pursue the occupation of his choice. Since counselors are not infallible, he may succeed.

The skills involved in working with cases of unwise occupational choice are largely those used in counseling any problem type, depending, of course, upon the severity of the problem and the multiplicity of causative factors. In supervised preparation, therefore, the only advantage in conferring with pupils whose interests and abilities appear unsuited for the employment desired over that of counseling in other problem areas is that it enables the trainee to gain realistic insights into the nature of this particular type of problem.

(8) Conferring with pupils on the techniques and procedures to be followed in securing employment. The principal function of the school placement service is to provide assistance to the pupil in locating and securing suitable employment. Although the counselor sometimes apprises the pupil of job openings, the pupil through his own initiative and ingenuity has the responsibility of applying for the position and convincing the employer that he is the best person available for the job. In preparation for this event the pupil is taught the fundamentals of letter-writing in general and the mechanics of the letter of application in particular; he learns how to marshall evidence of special fitness for a particular position and to record the information neatly, accurately, explicitly, and succinctly on the application blank; and through role playing and practice interviews, with special emphasis upon such things as speech, manner, dress, and personal appearance, he gains insights into what occurs in the employment interview. Even a little training in how to apply for

a job often proves a deciding factor in favor of the pupil. In some schools this is accomplished altogether through classroom instruction while in others it is effected by the counselor in the occupational unit or group guidance. Regardless of who is responsible or whether the function is a divided one, the counselor usually provides a check on the pupil's preparedness to face the task.

In preparation for this function the trainee who has completed a course in occupations and who has an employment record, however brief it may be, will, in all probability, have studied and experienced all the fundamental details of job-getting sufficiently to enable him to render the necessary assistance to pupils. In this case any additional supervised preparation appears superfluous. It should be pointed out, however, that not all trainees will have acquired this background.

(9) Arranging for pupils to meet prospective employers. While many pupils find suitable employment unaided, further assistance may need to be extended to those who find it difficult to make contact with prospective employers. In such cases the counselor usually writes letters of introduction to prospective employers on behalf of the pupil or arranges interviews with representatives of companies who visit the school looking for applicants.

While most letters of introduction merely include a statement introducing the pupil to the employer, others may also carry case data and even an appraisal of the pupil's qualifications which bear upon the particular job for which he is applying. Although this type of letter serves a dual purpose the treatment of such details is time-consuming and seldom worthwhile unless the counselor is fairly certain that the contact will result in placement. Previous experience with employment managers will

indicate the type of data desired in the letter of introduction.

Where employer representatives visit the school a knowledge of the pupil's qualifications and familiarity with the requests of employers will suggest to the counselor the particular pupils to alert for the interview. This task is greatly facilitated by a copy of employer requests received in advance of the expected visit and an adequate filing system which reveals at a glance the pupils whose interests and qualifications most nearly coincide with the jobs listed. The counselor then proceeds to make the schedule of interviews.

Ordinarily arranging for pupils to meet prospective employers is a simple task, regardless of the procedure used. The details of this function place comparatively few demands upon the counselor.

Followup. Counselors regarded two additional items of followup as most important in terms of chi square. Of these, Item 76 is concerned with individual followup of former pupils now employed while Item 84 deals with the interpretation of data obtained in the follow-up survey.

In order of importance it may be noted that there are substantial differences between these and items of a similar nature discussed in previous sections. Item 76, with a rank of 93, is the lowest-ranking item of individual followup in the entire list. It should be pointed out that this item deals with post-school followup while the remaining items in this classification pertain to followup of pupils in school. The difference, therefore, may be explained by one of the controversial questions confronting personnel workers today: When do the obligations of the school to the individual cease? Some experts contend that the responsibility of the school ends as soon as the pupil leaves school whether by graduation or for other reasons. Others maintain that further

assistance in making adjustments and in taking advantage of opportunities in the months that follow graduation or induction into employment may be needed by the pupil and should be provided by the school. Since follow-up procedures are similar in both instances, it is quite apparent that the counselors represented in this investigation feel that individual followup for purposes other than research is primarily a service to in-school pupils. This, therefore, becomes in part a rating of function.

Item 84, with a rank of 27, is the top-ranking item of those dealing with the follow-up survey. This item which deals with the interpretation of data ranks substantially higher than the items pertaining to the mechanics of securing the data. It should be pointed out that while data, however well interpreted, can be no more valid than the techniques used in obtaining them, the counselors obviously feel a greater need for practical preparation in the techniques of interpretation. In general, counselor-trainer ratings for these two items are similar to those of counselors.

(1) Conferring with former pupils now employed and assisting those not making satisfactory adjustments. Satisfactory placement of school leavers, however important, is no assurance that the young workers will continue to perform capably and efficiently. Quite often problems arise following placement which affect the entire future of the individual. The kind of assistance rendered may measure the difference between success and failure. The employee, for example, may need help in removing causes of dissatisfaction which interfere with his usefulness; he may need aid in planning additional vocational preparation to meet the present and future requirements of his job; and because of ignorance of how to proceed in seeking opportunities for advancement, he may need assistance

in leaving a job that is no longer desirable for one better suited to his abilities. In any case, the counseling and follow-up procedures are quite similar to those followed in part-time work programs.

In training counselors to perform this function it should be pointed out that some business establishments provide the above-mentioned services, thus relieving the school of much responsibility. This together with the fact that many of the skills necessary to perform this function are duplicated in followup of in-school pupils would make extensive training unnecessary.

(2) Interpreting the data, orally and in writing, to individuals and groups who have a right to and should be concerned with the findings. The methods employed in interpreting data obtained in the follow-up survey are no less vital than those used in securing the information. No matter how accurate the data may be, any misinterpretation of facts may seriously impair the worth of the entire project. In the initial planning, therefore, a committee of competent persons, including experts and representatives of all phases of the school program with which the survey is concerned, is ordinarily assigned the task of interpreting the data. The counselor, by reason of his special training, is usually considered the logical person to assume responsibility for interpreting the implications of the data as they apply to the school's guidance philosophy, program, and practices.

As a part of the interpretative function the counselor may be called upon to interpret certain portions of the data, both orally and in writing, to individuals and groups rightfully concerned with the findings. In doing this he must know how to organize and assemble the tabulations for statistical treatment in such a manner as to be meaningful and understandable.

He must be able to summarize and draw inferences from information that is not suitable for tabulation, such as background information obtained in preliminary research, written notes and comments reported by the interviewers, and the like. He must interpret the data objectively and without any preconceived notions in relation to the purposes which prompted the survey. And through articles, speeches, and reports, he must be adept at presenting the data as concisely and interestingly as possible, using pictorial devices and illustrations where necessary.

Competence in interpreting survey data in this manner can be effected in part through classroom instruction, but valid impressions of the effectiveness of the interpretations can be gained only in an actual school situation. Since the interpretation of the data is a major factor in the success of the survey, a period of practical training in the preservice preparation of counselors appears to be a sound investment. New York has pioneered in this requirement for certification. Perhaps others will follow.

School and community relationships. Four additional items in the school and community relationships area were regarded by counselors as most important in terms of chi square. Of these, Item 90 is concerned with the participation of the trainee in school faculty meetings; Item 91 is designed to provide experience in the orientation of new teachers to the objectives, functions, practices, and nature of the guidance program; Item 102 deals with participation in in-service discussions and work groups; and Item 107 pertains to the direction of teacher conferences for the purpose of discussing pertinent guidance topics.

In order of importance these four items ranked among the upper 50 per cent according to responses of counselors. Of highest importance is

Item 102, with a rank of 34; Items 90 and 91, with equal ranks of 40.5, are next in importance; and Item 107, with a rank of 51.5, ranks lowest. As was pointed out previously, these ratings would appear to indicate that the counselors regard experiences pertaining to the development of working relationships with members of the guidance staff as being consistently more important than those pertaining to the development of working relationships with teachers. The same applies to counselor-trainer ratings for these four items with one outstanding exception. Item 91, which pertains to the orientation of new teachers to the guidance program, ranks 94 according to the responses of counselor trainers. It is quite apparent that the counselors very definitely feel a greater need than counselor trainers for supervised preparation in this function. The three remaining items were assigned similar ratings by both groups.

(1) Attending and participating in school faculty meetings. School faculty meetings have two principal purposes: (1) to assist in the routine administration of the school and (2) to increase the efficiency of those who attend them. While the first purpose is a functional approach to administration, the values accruing from the second are more beneficial to the line personnel. In these meetings important problems and issues of general interest to everyone are discussed, such as the efficiency of the marking system, the causes and reduction of failure, how to meet individual differences in the school program, how to secure greater cooperation of the home, guidance, school discipline, the ethics of the profession, and many other topics designed to improve the efficiency of the educational service rendered to the pupil. All members--teachers, counselors, and administrators--take an active part, discussing and exchanging ideas about their work and their problems. Greater sensitivity to the common tasks

is developed as well as unity and cooperation in effecting the desired improvements. The extent of staff participation is the real test of a good faculty meeting.

The trainee with a teaching background will be cognizant of many of the values to be derived from school faculty meetings by the teacher but his participation as a member of the guidance staff places him in an entirely new role along with those who have no previous experience. Regardless of the amount or lack of experience, the trainee who attends and participates in school faculty meetings is afforded an opportunity to improve his participation as well as his understanding of the role of the counselor as a member of the school staff. Although participation in faculty meetings during the period of supervised preparation would doubtless have immediate as well as long-range value, unless training is organized on a full-time basis attendance at all faculty meetings may not be feasible.

(2) Explaining the objectives, functions, practices, and nature of the guidance program to new teachers. Many schools make a practice of orienting new teachers and teachers coming into the school for the first time to the school guidance program. This is necessary because, as pointed out earlier, vast differences may exist between schools in the nature, objectives, functions, and practices of their guidance programs. If guidance is to be used effectively in implementing classroom instruction, the incoming teachers must become acquainted promptly with the guidance services of which they are a part. The counselor as the major guidance functionary is ordinarily responsible for this aspect of the program of teacher orientation.

In supervised preparation for the performance of this function three

principal values are apparent. In the first place, the trainee himself must become thoroughly acquainted with all phases of the guidance program in the practice school before he can be expected to orient incoming teachers. Secondly, the trainee may gain greater insights into the major problems of teacher orientation which may be valuable in subsequent practice. And thirdly, the trainee is afforded an opportunity to demonstrate and improve his ability to secure teacher understanding and support of the school guidance program, which is one of the major obstacles confronting counselors today.

Since teacher orientation is ordinarily effected prior to and just after the opening of school--although it should be a continuous process--this experience may not be too feasible unless new teachers are added or replacements brought in during the school year. The trainee who for any reason is denied this experience may realize the same values in his in-service contacts with teachers.

(3) Attending meetings for in-service training of teachers and staff and participating in discussions and work groups. It is generally agreed that an effective program of education can be expected only as teachers and staff members constantly seek to improve their professional attitudes and abilities to perform their specific roles in the educative process. In addition to the values mentioned previously, in-service meetings conducted along democratic lines provide an excellent occasion for teachers and counselors to share experiences in a professional manner, to dispel any professional jealousies that may exist between the two groups, and to be mutually helpful in raising the standard of professional competence of individual members and of the group as a whole. Mutual confidence and respect, a sincere desire of the members to help one another, and a spirit

of unity must prevail if these purposes are to be achieved.

Many teachers regard guidance with suspicion and distrust and to them the role of the counselor in in-service education is just as indefinable as his status in the education of the child. The fact is the zeal with which many counselors have used the in-service meeting to educate teachers to the importance of guidance in the classroom has overshadowed their desire to function as members of the school team. This has created a barrier to teacher cooperation and an unwillingness on the part of many teachers to accept the counselor as a trustworthy associate. Only recently have counselor trainers awakened to the fact that training in the fundamentals of human and professional relations is just as important in preparing counselors for in-service training responsibilities as teaching the tools of the trade.

Supervised participation in in-service meetings provides an excellent opportunity for trainees to develop competence in working effectively with teachers as they seek to discover and correct deficiencies in training and in their efforts to keep abreast of changing theory and practice. Among the abilities which may be singled out for special attention are the ability to make suggestions tactfully and humbly; the ability to accept, weigh, and act on suggestions critically and objectively; the ability to discover and correct personal faults and to be tolerant of the faults of others; the ability to observe and abide by the ethics of the profession; and the ability to observe the common courtesies of spoken communication. Although these abilities may require years to develop, the trainee who has had an opportunity to give conscious attention to their improvement in in-service meetings will be better prepared to function subsequently as a member of a school staff as it goes about the

vastly complex and comprehensive task of self-improvement.

(4) Holding conferences with groups of teachers for the purpose of discussing pertinent guidance topics. One method by which the counselor assists teachers to improve the quality of their work is the discussion of topics which lead to a better understanding of the pupil. In replacing mass methods with individual instruction the teacher must have a fairly clear notion of what the individual pupil is like; his strengths and weaknesses, his likes and dislikes, his abilities and disabilities, his interests, achievements, experiences, goals, and future plans. Through group conferences the counselor may aid teachers to improve their competence in the use of techniques for gathering these data about pupils and to gain greater insights into the interpretation and use of the data.

Assuming a familiarity with the field of guidance, competence in conferring with groups of teachers about guidance topics requires, among others, the ability on the part of the student to outline the salient points of the subject in question so that all trivial and irrelevant matter will be omitted and to present them clearly, concisely, and in language which teachers can understand; the ability to lead and control group discussion; the ability to challenge the group to relate the topics under discussion to their teaching and to act on the outcomes; and in reply to questions for which he has no answers, the ability to say "I don't know" in such a manner as to retain the confidence and respect of the group.

Students in the counselor-training curriculum will likely show vast differences in the foregoing abilities. Those with a teaching background, for example, may be quite adept at conducting conferences with teachers. Others less experienced in group procedures may find practical preparation

a valuable asset. Notwithstanding the fact that these abilities are duplicated in other experiences, the trainee stands to gain greater confidence in his ability to work with teachers and to acquire newer impressions of some of the needs of teachers for improvement in areas relating directly to the understanding of pupils.

Items Considered of Secondary Importance in Terms of Chi Square by Both Counselor Trainers and Counselors

As shown in Table 10 counselor trainers and counselors regarded five items of secondary importance in terms of chi square. These items are distributed among five of the seven major areas in the checklist as follows:

I	Occupational and Educational Information	1
II	Personal Inventory	1
IV	Orientation and Placement	1
V	Followup	1
VI	School and Community Relationships	1

Occupational and educational information. In the occupational and educational information area Item 2 was considered of secondary importance in terms of chi square by both groups. This item pertains to the identification of sources of occupational and educational materials utilized by the practice school.

In order of importance Item 2 was ranked 38.5 by counselor trainers and 48.5 by counselors. These ranks were surpassed only by those in Item 1 for this area. The importance of Item 2 in relation to the remaining items in the occupational and educational information category supports the previous observation that in the practice school orientation to the

guidance program and its resources is necessary before effective training can be undertaken. With the exception of Item 13 which counselors rated higher than counselor trainers, the superior rating of counselor trainers over that of counselors for Item 2 is consistent with ratings for the remaining items in this area.

(1) Identifying sources of occupational and educational information materials. As a preliminary step in the establishment of an occupational information library and file or in keeping the information current, the counselor usually makes an effort to identify all sources of materials in the local community, in neighboring communities served by the graduates of the school, and on the state and national levels. These sources may include such agencies as government bureaus, commercial publishers, trade and professional associations, schools and colleges, film services, local industries, and newspapers. From these sources the counselor, either by correspondence or more direct means, secures the materials necessary for use in the guidance program.

Since, in preparation for counseling, familiarizing students with sources of materials is a very simple procedure which may be effected with a minimum of training, about the only advantage in having trainees identify sources used by the practice school is that it enables them to secure materials more readily. It should be pointed out, however, that counselor trainers and counselors rated this experience substantially higher than the items pertaining to the collection of materials. Notwithstanding these differences, there appears to be no inherent value in having the trainee identify, under supervision, sources of materials which he is not expected to use immediately. In practice schools where trainees are required to collect occupational and educational information,

the identification of material sources used by the school is, of course, necessary.

Personal inventory. In the personal inventory area counselor trainers and counselors considered Item 33 of secondary importance in terms of chi square. This item pertains to the construction of graphic representations of data which may be more easily interpreted in graphic form.

In order of importance Item 33 was rated 33.5 by counselor trainers and 51.5 by counselors. According to reports of counselors the need for supervised preparation in this experience is surpassed only by those items dealing with orientation of the trainee to the personal inventory service and with securing personal inventory data. On the other hand reports of counselor trainers indicate a greater need for supervised preparation in orientation to the personal inventory, in trainee orientation of new teachers to the personal inventory, in initiating records, and in securing and recording personal inventory data. It should be pointed out, however, that of the items pertaining to the processing of personal inventory data, Item 33 was rated highest by both groups.

(1) Constructing graphic representations of data which may be more easily interpreted in graphic form. Many of the individual and group data collected by the counselor are more easily analyzed and interpreted if pictured in graphic form. A graphic representation may reveal characteristics or relationships of separate items not observable by the counselor in tabular or unorganized lists. It may be valuable in keeping case records and in assisting pupils to interpret case data which may be more meaningful when presented in terms of such statistical concepts as percentile rank, standard error, and quartile deviation. Likewise, it

may be helpful in presenting individual data in case conferences or in interpreting survey data to faculty and lay groups. The counselor, therefore, must have a working knowledge of graphic methods for consolidating individual and group data (6).

In some institutions methods of constructing graphic representations of data are presented in the regular courses of the guidance curriculum. In institutions of the investigator's acquaintance, for example, the procedures necessary for graphical treatment of data are presented in courses dealing with tests and measurements and some opportunity is provided for practical application in the study of analytical techniques. Although it is impossible to speculate accurately on course content, all institutions included in this investigation offered courses in tests and measurements together with courses either in counseling techniques or in analysis of the individual.

Competence in the use of graphic methods acquired in previous study and the facility with which the trainee is able to demonstrate their use may well determine the amount of supervision of this experience in the practice school.

Orientation and placement. Item 57 in the orientation and placement area was considered of secondary importance in terms of chi square according to counselor trainers and counselors. This experience enables the trainee to use a variety of media in acquainting new pupils with such information as courses, rules and regulations, school activities, graduation requirements, etc.

In order of importance Item 57 was ranked 49 by counselor trainers and 46.5 by counselors, indicating substantially close agreement between the two groups. In this instance the ratings follow the same pattern

pointed out earlier, viz., that in terms of rank order counselor trainers and counselors regarded training in the functions pertaining to the orientation of new pupils more important than preparation for the orientation of prospective pupils.

(1) Providing new pupils with information concerning courses, rules and regulations, school activities, graduation requirements, etc., using all available media. In schools having organized programs of orientation the counselor may be called upon to provide to new pupils information which will enable them to gain a better understanding of such features as curricula offered, rules and regulations, school activities, clubs, organizations, athletics, and requirements for graduation. This may be done directly through group methods and individual contacts, such as discussion groups, assemblies, and personal interviews of which the latter are seldom justified because of the time consumed. Or, it may be effected indirectly through such media as bulletin board displays, pamphlets which new pupils are urged to read, and special editions of the school newspaper. It is too much to expect that all orientation procedures will be successful in the beginning, but by becoming proficient in the use of these media the counselor can help to reduce the number of pupils who experience difficulty in becoming adjusted to the new school.

The use of the foregoing media for the purposes outlined does not differ greatly from their use in imparting occupational information. The use of these media for orientation has been discussed sufficiently to suggest the value of practical preparation. It does seem pertinent, however, to reiterate that the college classroom does not present an appropriate setting for measuring the ability of the trainee to use them effectively. On the other hand, further competence can be effected in

the practice school, the effectiveness of which can be determined by the number of pupils requiring reorientation. Although the purposes for which these media are used in training may differ to some extent, excessive training in duplicate skills should be avoided.

Followup. Item 85 in the follow-up area was regarded of secondary importance in terms of chi square according to responses of counselor trainers and counselors. This item is designed to provide experience in making evaluations of some aspect of the school or guidance program on the basis of data revealed in the follow-up survey.

In order of importance Item 85 was ranked 46 by counselor trainers and 50 by counselors. Ratings of the remaining items in this area reveal that, with the exception of practical preparation in the interpretation of data, training in the technique of program evaluation is one of the greatest needs in the execution of the follow-up survey. The relative importance of these two experiences suggests that the skills necessary to process follow-up data are more difficult to acquire than those required in planning the survey and in collecting the data.

(1) Evaluating some aspect of the school or guidance program on the basis of data revealed in the follow-up survey. The counselor who initiates and directs a follow-up survey is responsible, among other things, for the evaluation of the data in the light of the purposes which prompted the survey. Regardless of the validity of the data for determining such things as practical effectiveness of the guidance program, efficacy of techniques, appropriateness of various curricula, value of extra-curricular participation, or any other projected criteria, the entire project may be worthless and even harmful unless accurate evaluation of current practices is made. The actual evaluation may be done by the counselor or it may be

delegated to other persons. Regardless of the procedure, the counselor must be prepared to assume this obligation in the event he is called upon.

Competence in evaluating some aspect of the school or guidance program from data collected in a follow-up survey requires the ability to summarize the data in such a manner as to reveal achievements in the light of pre-established goals or relative progress based on the findings of previous surveys. It requires the ability to draw from the data significant conclusions regarding the educational needs of the school without being misled by superficial evidence. These findings should indicate the effectiveness of services which the school is attempting to provide as well as additional services not provided which require consideration.

While there is no evidence in guidance literature to indicate the need on the part of the counselor for further training in the techniques of evaluation, the investigator in working with counselors in service has discovered certain deficiencies in their ability to perform evaluative functions in spite of an academic background which included study of the theory and methods of evaluation. Although this may be an indictment of the quality of teaching at the university level, it is felt that a brief period of training in the application of theory and methods of evaluation will serve to eliminate these deficiencies and help to establish this technique more firmly in the counselor's repertory of skills.

School and community relationships. Item 103 in the school and community relationships area was considered of secondary importance in terms of chi square by counselor trainers and counselors. This item provides experience in assembling source materials for use by in-service groups working on guidance problems.

In order of importance Item 103 was rated 47.5 according to responses

of counselor trainers and 54 according to counselors. These ratings are among the highest for the items dealing with experience in the in-service education of teachers.

(1) Providing source materials for in-service groups working on guidance problems. Among the essential activities in planning for in-service education work groups is the assembling and arranging of source materials in advance of the actual meetings. These materials ordinarily include books, magazines, films, research reports, and such other materials as are appropriate for the topics under consideration. The counselor as the major guidance functionary is normally responsible for providing materials pertinent to the topics to be covered.

Competence in the performance of this function requires the ability to formulate a list of source materials bearing on the topics under investigation. This list may be devised from such sources as the professional library of the school, Readers Guide to Periodical Literature, Occupations, Psychological Abstracts, guidance bibliographies, and film catalogues. The materials available must then be obtained. This may be done by personal contact and, where necessary, by correspondence or telephone.

In his academic training the student in guidance becomes familiar with a variety of materials dealing with numerous guidance topics. On occasions he has reason to secure and use these materials in the many investigations and reports required of him. While the motive here is quite different from that of the in-service activity, the procedures used in classifying and securing the materials are similar in both instances. This familiarity with the materials should enable the student to judge their feasibility for use in in-service education.

Additional Items Considered of Secondary Importance in Terms of Chi Square by Counselor Trainers

A total of eleven additional items were considered of secondary importance in terms of chi square according to the opinions of counselor trainers. These items are distributed among six of the seven major areas of the checklist as follows:

I	Occupational and Educational Information	3
II	Personal Inventory	2
IV	Orientation and Placement	2
V	Followup	1
VI	School and Community Relationships	3
VII	Research	1

Occupational and educational information. In addition to the items discussed in the preceding section, counselor trainers considered Items 7 and 11 in the occupational and educational information area of secondary importance in terms of chi square. These items deal with classifying and filing occupational and educational materials according to the filing plan used in the practice school.

In order of importance counselor trainers assigned these items equal ranks of 33.5, which are substantially higher than the corresponding ratings of counselors. In fact, with the exception of the two items pertaining to orientation Items 7 and 11 were rated higher by counselor trainers than any others in this area. Counselors, who rated these items 89 and 65, respectively, apparently felt less need for practical preparation in classifying and filing occupational and educational information.

(1) Classifying and filing occupational and educational information materials. The plethora of occupational and educational information

materials that cross the counselors desk from day to day requires a systematic approach to handling and maintaining these materials. While this may develop into a clerical function, the counselor must know how to classify and file various documents relating to a particular job and school so that all materials on a subject may be found at a moment's notice.

The primary objective in the study of occupational and educational information is, of course, learning how to classify the materials according to some systematic plan. Where few materials are involved, classification may follow an alphabetical arrangement which is simple and easy to maintain. Where vast numbers of documents are involved, a coded plan such as that outlined in the Dictionary of Occupational Titles (11) or a classified plan similar to that advocated by Science Research Associates allows for expansion of the file and for exact filing. Once classification is made filing becomes routine. It should be pointed out that these are used as model plans in guidance but, in reality, counselors make adaptations to fit local situations.

For all practical purposes the occupations course in the guidance curriculum provides the competence necessary to classify and file occupational and educational information materials. About the only advantage in requiring this experience under supervision of the school counselor is that it enables the student to gain a clearer understanding of the methods of adapting a classification and filing system to the needs of a particular school. Practical training in this experience may well be guided by this purpose.

Personal inventory. Two additional items in the personal inventory area were regarded of secondary importance in terms of chi square according

to counselor trainers. Of these, Item 27 pertains to the supervision of pupils' recording of personal data and Item 35 deals with the summarization and condensation of masses of pupil data into more economical forms.

In order of importance Item 27 was assigned equal ranks of 105 according to responses of both groups while Item 35 was ranked 33.5 by counselor trainers and 70 by counselors. It should be pointed out that the question of having pupils record their personal data is controversial. The relative unimportance of the need for supervised preparation in this experience as indicated by the opinions of the raters may reflect, in part, their opposition to the practice of having pupils record their own data. Counselor trainers obviously felt a greater need than counselors for practical preparation in summarizing and condensing masses of pupil data into more economical forms.

(1) Supervising pupils' recording of data. With the advent of the client-centered concept of counseling the attention of guidance experts has been focused upon the possibilities of pupil participation in record-keeping. Those who lean toward this philosophy hold that the pupil should share in keeping his records as well as in using them if they are to have their greatest value. Allegedly the pupil is able to see more clearly the relationships, patterns, and trends that emerge from a study of the data as he makes the various entries on the records.

A study of the guidance programs reported in literature reveals that a vast majority of counselors either record pupil data themselves or else delegate the responsibility to teachers or trustworthy members of the clerical staff. The purpose of this has been to avoid any possible harmful effects resulting from misinterpretation of the data by the pupil.

Until such time as the virtues of having the pupil record his data

are proved experimentally, it seems wise to train the prospective counselor in the traditional methods of record-keeping. Perhaps it is wisest to train the student in both procedures so that he will be better able to select the one best suited to his philosophy of counseling.

(3) Summarizing and condensing masses of pupil data into more economical forms. As the counselor deals with each individual he accumulates a mass of data some of which may be relevant to the case while others may have no immediate value. In testing, for example, the quantative scores may be sufficient in one instance while in another performance on individual items may be necessary. Masses of anecdotal reports may be required in understanding one pupil while for another the salient facts may be revealed in only a few anecdotes. Similar differences may be noted in the value of other data that pour into the counselor's office from teachers, parents, clinics, employers, and others having contact with the pupil.

One of the marks of a competent counselor is the ability to summarize and condense masses of data for current and future use without losing or distorting the original meaning. This competency requires a knowledge of common behavior patterns at various stages of development and the casual factors with which they are associated. It requires the ability to see meaningful relationships between isolated items and separate fragments of data as they relate to the case in question. It requires the ability to recognize and discard spurious and worthless items and to bring together in profile and summary form the items germane to the case. This intricate procedure is used most often in counseling but it is also appropriate in record-keeping.

Because of the complexity of this function and the multiplicity of

factors involved, a high degree of competence in its performance requires a background of academic training supplemented by extensive practice. Academic training enables the student to acquire a knowledge of the techniques and procedures used, while the skill and insight necessary to apply the techniques and procedures effectively result only from practical experience. Although some counselor trainers not having programs of supervised practice provide sample data for students to summarize and condense, this procedure is somewhat stereotypic and artificial because of the unpredictable factors involved.

Orientation and placement. Counselor trainers considered two additional items in the orientation and placement area of secondary importance in terms of chi square. Of these, Item 63 pertains to the processing and forwarding of records of pupil transfers and graduates to the proper receiving school while Item 73 provides experience in obtaining reports from pupils and employers concerning action taken with regard to referrals.

In order of importance counselor trainers rated these items 104 and 91, respectively. The corresponding ratings of 68.5 and 79 by counselors show a substantial difference for Item 63 and a lesser difference for Item 73. Apparently counselors felt a greater need than counselor trainers for practical preparation in the development of skills necessary to perform these functions.

(1) Copying and forwarding to the proper receiving schools the necessary records of pupil transfers and graduates. Transfer records are a means of conveying to the receiving school significant facts learned about the pupil by the sending school. Traditionally the transfer record has consisted of little more than a reproduction of marks by year and

subject, subjects completed, and a statement of character. It has been used principally for purposes of pupil accounting and grade placement. Viewed thusly, the transmittal of records simply entails forwarding a copy of the quantative data included in the original records together with an opinionated statement of the outstanding qualities of character of the pupil.

Many guidance experts regard the transfer record not only as a device for pupil accounting and placement but also as an aid in articulation and in helping pupils to make adjustments to the new environment. For such purposes it may be necessary to include certain items of personal data pertinent to the case, although it should be stressed that personal data no longer useful should not be forwarded. In addition to the quantative items, therefore, data such as health status, past illnesses, physical and mental handicaps, and specific scholastic difficulties may be included (10). These data may be relevant to any area of development.

Needless to say it is just as important to keep inviolate information of a confidential nature in the transfer of records as it is in counseling. To avoid divulging confidential information that may be misinterpreted or misused, such data are often translated into positive recommendations.

Viewed in this manner the transfer record becomes more than a formal instrument of administration. It becomes an instrument to be used in assisting the pupil to pass from one level or school to another with a minimum of difficulty and discomfort.

Competence in the construction of transfer records requires the ability to interpret cumulative records, to select items significant to future adjustments of the pupil, to re-state confidential data in terms

of positive recommendations, and to communicate data without losing or distorting the original meaning. Students with supervised preparation in the personal inventory and counseling services will have had an opportunity to develop the separate facets of this competency. Their application to the construction of transfer records should be simple and relatively easy. It would appear, therefore, that the principal value in practical preparation for the performance of this function is to impress upon the student the importance of the transfer record as a device to serve the pupil as well as the administration.

(2) Obtaining reports from pupils and employers on action taken with regards to referral. In cases of referral the pupil will be expected to report back to the school whether he was employed and, if so, the type of employment, nature of work, wages, hours, etc. It is to be expected, also, that the employer will send in a similar report. These reports are necessary to insure observance of federal and state child labor statutes, to safeguard the pupil against exploitation, and to determine any special training the pupil should obtain in order to fit himself better for the job or to prepare for promotion. In many school systems responsibility for securing reports from pupils and employers rests with the coordinator or the central placement officer. Where neither is available, this function is centered in the office of the school counselor.

Reports of employment contacts may be obtained orally or in writing. In making the contact the pupil may carry with him a duplicate form, one part to be filled in and returned by himself and the other part by the employer. Or, if an oral report is desired, the pupil may be requested in advance to return to the school and give an account of what transpired. The responsible school officer must then obtain the necessary information

from the employer by telephone or personal visit to the place of employment.

In preparing for this function it should be pointed out that in classroom instruction the student is usually apprised of the information desired from the employment contact and the procedures for obtaining it. Because of the simple formality involved in the performance of this function, the only advantage in practical preparation, it would appear, lies in the opportunity afforded the student to discover the best and most economical procedures for obtaining the reports.

Followup. One additional item in the follow-up area was considered of secondary importance in terms of chi square according to opinions of counselor trainers. This item--Number 82--pertains to assembling and tabulating data in the follow-up survey.

In order of importance Item 82 was ranked 55.5 according to responses of counselor trainers and 93 according to counselors. Of the experiences pertaining to the follow-up survey this is one of the highest-ranking by counselor trainers and one of the lowest-ranking by counselors. Counselor trainers obviously felt a greater need for supervised preparation in this experience than counselors.

(1) Assembling and tabulating survey data. To increase the validity of the follow-up survey the data obtained must be expertly assembled and tabulated. Although the counselor may not actually engage in the comprehensive task of assembling and tabulating the data, as the sponsor of the survey and as the supervisor of survey personnel he must have a detailed knowledge of the most accurate methods and procedures required in this activity.

In order to perform this function the counselor must be able to check

every item on each questionnaire before tabulation to insure accuracy; change occupational terms to equivalent titles or to the code used in the occupational classification selected for the tabulation; decide and in orderly fashion transfer to cards any information that is more easily sorted and tabulated from cards than from the original questionnaires; plan for tabulations and, if necessary, cross-tabulations that are significant in relation to the original purposes of the survey; arrange for cards to be punched in accordance with pre-determined codes, if machine tabulations are used; sort the cards and total the frequencies according to the tabulations desired; and label and arrange in orderly fashion the original questionnaires and the tabulations.

In considering the necessity for supervised preparation in the performance of this function, it should be pointed out that previous experience may make this item provisional. In all probability many students will become acquainted with the foregoing activities in a research course prior to supervised counseling practice. At the time of supervised practice some students will have perfected the necessary skills through research projects in connection with course requirements. Others with a teaching background will have experienced these activities in follow-up surveys carried on by their respective schools. The appropriateness of this item, therefore, may depend upon the previous experience of the trainee.

School and community relationships. In the school and community relationships area three additional items were regarded of secondary importance in terms of chi square according to responses of counselor trainers. Of these, Item 93 pertains to teaching a class for a school term during the period of supervised practice, Item 100 to holding membership in a

community service organization, and Item 101 to attending social functions in the community.

In order of importance substantial differences may be noted between the ratings of the two groups of subjects. According to the responses of counselor trainers, Items 93 and 101 received equal ranks of 100.5 and Item 100 a rank of 106. Corresponding ratings by counselors show equal ranks of 57 for Items 93 and 101 and a rank of 87 for Item 100. Counselors, it would appear, placed greater emphasis upon the need for supervised preparation in these experiences than counselor trainers.

(1) Teaching a class for a school term. With the growing recognition of the highly specialized nature of personnel work, the qualifications demanded of the counselor have undergone significant changes. Desirable personality traits, once ignored, have been defined; special curricula have been outlined and expanded from time to time; and experience has been extended to include industrial, commercial, and professional fields related to personnel work. Out of this milieu one basic requirement has remained essentially the same. This requirement is teaching experience. Presumably this experience enables the counselor to gain, among other things, a clearer understanding of the work of the classroom teacher and her point of view and to appreciate by direct contact the problems faced by pupils in the classroom. In view of the fact that this knowledge may be a valuable asset in counselor training, one of the major questions confronting guidance directors is: Should trainees, particularly those with no experience background in teaching, be permitted to carry some teaching load during supervised counseling practice?

In attempting to answer this question it should be pointed out that there are, of course, two alternatives: (1) teaching experience may be

obtained before supervised counseling practice or (2) it may be acquired afterwards. Perhaps the former is more desirable, for then the student will be able to devote his entire energies to counseling practice. Teaching experience following supervised counseling, while useful, is unquestionably anticlimaxical insofar as its value to counseling practice is concerned. This leaves the question unanswered since numerous pupils enrolled in the guidance curriculum will have had no teaching experience.

In the opinion of the investigator some teaching experience during supervised counseling, regardless of the student's background, may well enhance the value of the counseling experience. In addition to the values enumerated above, such a plan enables the student to establish and improve relationships of mutual confidence with teachers and pupils which is essential to effective counseling practice. On the other hand, there is always the danger that counseling practice and teaching will interfere with each other resulting in subordination of one to the other. To minimize the danger teaching may be limited to one class for one term, preferably in the field of the student's undergraduate major. Even so, because of the brevity of the period of supervised counseling practice in some institutions and the preoccupation of the student with commitments at the university, the disadvantages may outweigh the advantages. This may be regarded, therefore, as a provisional experience appropriate for some students in some institutions and inappropriate for others.

(2) Holding membership in a community service organization. Legitimate community service organizations are one of the most valuable resources available to the school counselor. The many civic, religious, social, welfare, health, and recreational agencies whose members are professional and lay people bound together by common motives stand eager to serve the

youth of their community whenever the need arises. By holding membership in one or a number of these organizations the counselor as a contributing member is in a better position to exploit for educational purposes the unique services they have to offer.

The question naturally arises as to whether the student can profit sufficiently to warrant membership in community service organizations during the brief period of supervised counseling practice. Certainly later on he will need to know what organizations engage in community service activities and the specific services they render. He will need to be familiar with procedures for enlisting their cooperation with the school. He will need to be able to make specific recommendations with respect to the application of their services for solving problems of individual pupils and for alleviating conditions in the community which foster maladjustments among pupils. He will need to be able to contribute actively toward rendering these services more effective in solving and preventing problems of pupils under his jurisdiction. And certainly he will have the reciprocal responsibility of making these services possible. On the other hand, since the period of student counseling is so brief, it will be impossible for the trainee to engage extensively in worthwhile community enterprises. Secondly, many of the activities enumerated above may be experienced in the practice school without holding membership in a community service organization. Thirdly, in the practice school the trainee may not encounter a situation requiring the assistance of community service organizations. Fourthly, the consummation of any assistance rendered by a community service organization in connection with a pupil being counseled by the trainee will of necessity require a short-term project if the trainee is to profit maximally, a condition which is

not always feasible. And fifthly, unless supervised practice is in the nature of a full-time internship, the pressure of commitments at the university may interfere with active membership in a community service organization.

Notwithstanding the foregoing handicaps, membership in a community service organization during supervised counseling practice can be used to broaden the base of counselor training. It can be made a genuinely educational experience.

(3) Attending social functions in the community. It is generally recognized that the pupil cannot be counseled successfully apart from the structure and dynamics of his social and cultural environment. The many groups bound together in the community by economic, religious, political, ethnic, age, and sex ties vary considerably in the behavioral condonations and restrictions of their members. Moreover, these sanctions and taboos are dynamic within the group, changing from time to time as a result of outside influences. Only by understanding the attitudes, values, belief patterns, customs, and mores prevalent in the community can the counselor analyze the pupil's position in relation to the group or groups with which he is identified, which is a necessary part of diagnosis and counseling. This understanding can come about only through close association with people as they live, work, and play.

In preparing for counseling many students will have an opportunity to study about these differences in social psychology and sociology classes, but an awareness that these differences exist is insufficient. The trainee must identify the structure and dynamics of social and cultural groups with which his counselees are associated if he is to render the maximum service. While a thorough understanding of these groups

during the brief period of supervised counseling is hardly possible, the trainee may obtain much valuable information by attending social functions of the community.

By attending social functions in the community served by the co-operating school the trainee is afforded an excellent opportunity to learn something about the social and cultural environment of his counselees. Here he may study the occupational and educational status of members of respective groups in an effort to identify social levels. He may learn what different classes and groups will condone in the way of social, economic, ethical, and linguistic behavior. He may discover any predominant political and religious alignments that may exist and the attitudes of these groups toward minority segments. He may find evidence supporting acceptance of or discrimination against certain ethnic groups. In fact, he may get a fairly clear picture of some of the outstanding social and cultural forces which help to shape the lives of the pupils with whom he works. In addition, the personal relationships which he establishes may contribute immeasurably to the success of his training.

Attending social functions in the community served by the practice school has no inherent value for the trainee. It can, however, be made an educational experience. It will not supply all the information needed by the trainee to understand the cultural setting of his subjects, but at least it will focus his attention upon one of the most fundamental and oftentimes neglected facets of counseling.

<u>Research</u>. Item 109 in the research area was regarded of secondary importance in terms of chi square according to opinions of counselor trainers. This item enables the trainee to engage in a simple research problem in connection with the school or guidance program.

In order of importance Item 109 was ranked 37 by counselor trainers and 71 by counselors. Attention is called to the superiority of counselor trainer ratings for this item over corresponding ratings for Items 78 through 85 which deal with cooperative research. Similar comparisons of the ratings of counselors reveal greater emphasis upon recording, interpreting, and using data obtained cooperatively and less emphasis upon planning the project and securing the data. It is quite evident that counselor trainers felt a greater need than counselors for practical preparation in problems of individual research. Moreover, they obviously felt a greater need for practical preparation in individual research than in cooperative research.

(1) Doing a simple research problem in connection with the school or guidance program. The chief purpose of the research service in guidance is to improve the effectiveness of the other services and of the program as a whole. However carefully planned the guidance program may be, its continued effectiveness will depend upon a periodic and thorough check of the methods, techniques, and procedures applied in the various services. While the research activities engaged in by the counselor may have special import for the guidance program, they will also have implications for the improvement of instruction and administration. Theoretically the research service is designed also to make significant contributions to the store of guidance literature for the intellectual and professional growth of personnel workers. How well this service functions will depend in large measure upon the competence of the counselor.

A too common belief among educational workers is that the completion of a survey course in the methodology of educational research is sufficient to equip the student to do competent research. This is just as

erroneous as the notion that a survey course in teaching methods will prepare him to teach. Ordinarily this type of course is designed to acquaint the student with the various methods used in research and the techniques for collecting data. In many instances practical application is limited to the citation of a few examples and illustrations. Even where practicum training is required, the student scarcely has more than enough time to develop competence in the use of a single method. Under these conditions there is always the danger that he will use the one method as a recipe to be followed in routine fashion and that later on problems which do not lend themselves to this method will be disregarded. The refinement of several methods in a practical setting is just as reasonable to expect in research as in teaching.

Many students enrolled in the guidance curriculum complete a survey course as a pre-requisite to supervised counseling. Others realize some practical experience in the preparation of special projects for certain courses. Virtually all devote some time to the study of specialized techniques, such as tests, statistical methods, observation, rating, and the interview, although this is seldom done with reference of research. Most advanced students in guidance will have the technical knowledge necessary for research but many will lack the ability to apply this knowledge which comes about largely through experience. For those who have not developed competence in research, the practice school affords an ideal and realistic setting for a limited amount of research experience.

Additional Items Considered of Secondary Importance in Terms of Chi Square by Counselors

Four additional items were considered of secondary importance in terms

of chi square according to opinions of counselors. These items are distributed among two of the seven major areas in the checklist as follows:

I	Occupational and Educational Information	3
II	Personal Inventory	1

Occupational and educational information. In the occupational and educational information area counselors regarded Items 6, 9, and 13 of secondary importance in terms of chi square in addition to those listed in the penultimate section above. Of these, Item 6 pertains to the collection of data by job analysis, Item 9 to the processing of information by evaluating materials, and Item 13 to the construction of an occupational and educational information file.

In order of importance Items 6 and 9 were rated 80.5 and 60.5, respectively, by counselor trainers as compared to 101 and 82.5 by counselors. On the other hand, Item 13 was ranked 74 by counselor trainers and 48.5 by counselors. This is the only item in the occupational and educational information area with an outstanding rank difference in favor of counselor ratings. It is evident that counselors felt a greater need than counselor trainers for practical training in the construction of an occupational and educational information file and a lesser need for training in job analysis and evaluating materials.

(1) Observing and making a job analysis of a local job for the files. Job analysis is an intensive method for obtaining detailed information about a job. It entails observing the duties of the job and the functions performed, obtaining facts about the qualifications required, and securing any other authentic data about the job which may be useful in improving performance and in selecting and procuring workers.

Job analysis is widely used throughout industry, but since significant

variations may occur in a job from one industrial establishment to another, most major industries employ their own analysts. Employers, in most instances, are very cooperative in supplying job information to schools for use in curriculum planning, vocational counseling, and for rehabilitation purposes. The United States Employment Service has for years collected occupational information by job analysis which is also available to the school counselor. Other job information may be obtained from commercial publishers and private agencies. Information from the latter sources must be adapted to local conditions. As a rule small establishments in the community do not have job analysis programs and the school must provide a trained staff member to obtain the desired information.

One learns job analysis by doing it rather than by reading about it. Experts agree that while some study of methods and procedures used in analysis is helpful, it cannot substitute for actual experience. Shartle (37), for example, indicates that after a week of intensive training on the manual and procedures, it takes at least six months under close supervision for most analysts to become reasonably proficient in job analysis. He suggests, however, that an understanding of occupational information can be acquired by this method with only brief practical training but that practice work should be introduced early in the college course in order for the student to appreciate the occupational materials that are discussed and used later. This, of course, is not possible when supervised practice is the culminating activity in counselor preparation. However, Shartle regards the course in occupational information as a very appropriate setting for the student to construct his own forms for studying jobs, to visit establishments and systematically observe jobs, and

to prepare descriptive materials. By supplementing this preparation with supervised training in the practice school the student's knowledge of job analysis will be greatly enhanced. Further improvement of the ability to use the job-analysis technique may be realized through conscious effort on the part of the counselor in professional practice.

(2) Evaluating occupational materials with the use of acceptable criteria such as "Content of a Good Occupational Monograph." If vocational counseling is to be most effective, the occupational information used by the counselor must be accurate, up-to-date, and complete. It has been shown that many of the materials that pour into the counselor's office are inappropriate for counseling simply because they do not provide a complete picture of the jobs they purport to cover. By failing to recognize the limitations of such materials the chances of assisting pupils to make appropriate vocational choices are greatly lessened. The counselor as the collector and user of occupational materials must be able to evaluate all types of occupational literature in order to insure that a given publication contains the facts deemed necessary and to recognize any omissions in job coverage that may occur.

Existing guides to the evaluation of occupational literature make training for the performance of this function relatively simple. Although there are several useful guides, perhaps the most outstanding are "Content of a Good Occupational Monograph--the Basic Outline," (6) "Distinguishing Marks of a Good Occupational Monograph," (12) and "Standards for Use in Preparing and Evaluating Occupational Literature." (39) These guides contain comprehensive outlines for measuring completeness of coverage of all topics pertinent to an occupation. By reading a publication and comparing its contents with the criteria used, the student is able to judge

the adequacy of content. Although training for the performance of this function may be reserved for the practice school, adequate preparation may be obtained very conveniently, it would appear, in the occupational information course.

(3) Making an occupational and educational information file. The counselor collects numerous occupational publications on a wide range of subjects from a variety of sources. To insure that the collection does not become an accumulation, the materials must be stored in an orderly manner. The counselor as the curator of materials must devise ways for the economic filing of publications so that all information on a given subject will be readily at hand when needed.

In preparing for this function the student may profit immeasurably from a knowledge of the current filing plans now in use. Familiarity with the advantages and disadvantages of these plans should enable him to judge the one most appropriate for any given set of conditions, although an adaptation may be necessary to fit the needs of the local situation. By studying the mechanical details and the merits of the various plans in the occupational information class and by observing the plan used in the practice school, the beginning counselor should be adequately equipped to devise a system for filing occupational information suitable for the school in which he is employed.

Personal inventory. One additional experience in the personal inventory area was considered of secondary importance in terms of chi square according to responses of counselors. This item--Number 29--provides experience in initiating personnel records for pupils for whom the school has no records.

In order of importance Item 29 was ranked 60.5 by counselor trainers

and 42.5 by counselors. Apparently counselors felt a greater need for practical preparation in the performance of this function than counselor trainers anticipated.

(1) Initiating records for pupils for whom the school has no records. In order for the counseling service to function effectively, it is necessary to have available cumulative records that afford the data for a case study of every pupil. While an up-to-date personal inventory service maintains a record for every pupil in school, new records must be initiated for incoming transfers and for pupils enrolling in school for the first time. Although the record accompanying the pupil transfer ordinarily supplies much basic data, depending, of course, upon its completeness, this may need to be supplemented with additional information obtained by personal interview or the pupil questionnaire. For first-year pupils the data will consist of information about the home and family background, the health record, and any additional facts the parents are able to supply about the pupil. It is the responsibility of the school counselor to secure these data and to initiate the cumulative record promptly.

Initiating cumulative records is a routine task for the experienced personnel worker and should not prove too challenging to the inexperienced counselor. While some practical preparation may serve to impress upon the student the importance of promptness and the procedures to be followed, the knowledge of records acquired in the classroom and orientation to the personal inventory in the practice school, together with experience in making entries on existing records (Item 26), should constitute adequate preparation for the exercise of this function insofar as the development of skills is concerned. Practical preparation, therefore, may well be

confined to the time required to develop habits of promptness and to demonstrate competence in procedure.

Items Considered of Least Importance in Terms of Chi Square by Both Counselor Trainers and Counselors

Table 10 shows that the remaining eight items were considered of least importance in terms of chi square according to opinions of counselor trainers and counselors. These items are distributed among five of the seven major areas in the checklist as follows:

I	Occupational and Educational Information	1
II	Personal Inventory	1
IV	Orientation and Placement	3
V	Followup	2
VI	School and Community Relationships	1

Occupational and educational information. Item 12 in the occupational and educational information area was considered of least importance in terms of chi square according to counselor trainers and counselors. This item pertains to keeping the occupational and educational information file current.

In order of importance Item 12 was ranked 47.5 by counselor trainers and 80 by counselors. It is interesting to note that of the items pertaining to the maintenance of information, counselor trainers regarded supervised experience in keeping materials current as being substantially more important than making an occupational file and less important than filing materials. Counselors, on the other hand, considered this item the least important of the three.

(1) Keeping occupational and educational information materials

current in the files. The importance of making vocational choices on the basis of authentic occupational information has been emphasized by virtually every writer on the subject. In connection with this it should be pointed out that many occupations change from year to year in importance, working conditions, preparation needed, opportunities for advancement, personnel requirements, and in many other ways. A recent example of change may be noted in the immediate post-war years when personnel workers witnessed a decrease in the demand for engineers in government and industry. Yet, with the threat of a new war, the trend has been sharply reversed. Occupational literature during this period reflects the shifting trend in personnel needs. While this is an example of only one type of change, it serves to illustrate that outdated information is not authentic, and when used as a basis for counseling, is of no value and may even be harmful. If the counselor is to function effectively in assisting pupils to make appropriate vocational choices, he must be alert to the changing character of occupational information and must take every precaution to keep the files as well as his personal knowledge of occupations accurate and up-to-date.

Although time-consuming, keeping occupational and educational information current is a relatively simple task. Maintaining an inflow of printed materials and publications from government, business, commercial publishers, private agencies, and schools insures the counselor of the latest information from these sources. Pupil visits provide another means of obtaining current information. Occupational surveys engaged in by the counselor and occupational contacts incidental to counseling and placement provide still another means. By constantly checking these new data against the materials in the file and noting any pertinent changes, the counselor is

assured of current occupational information when he needs it.

In his academic preparation the student is usually apprised of the importance of keeping occupational and educational information up-to-date as one of the basic principles of guidance. He becomes familiar with the techniques and procedures used in establishing and maintaining channels for securing information which are outlined in other items in this area. He is also advised of the necessity for keeping information accurate and current by making the necessary revisions in the file. While this appears to be adequate preparation, there is always the possibility that the work load of the beginning counselor will become prohibitive and that this important function will be subordinated to what are considered more essential tasks. Some practical experience in this activity may serve to impress upon the student the importance of maintaining an up-to-date occupational information file as one of the most essential tools in counseling.

Personal inventory. Item 28 in the personal inventory area was considered of least importance in terms of chi square by counselor trainers and counselors. This item pertains to securing from sending schools records of incoming pupils.

In order of importance Item 28 was ranked 97 by counselor trainers and 60 by counselors. Although it is quite evident that counselors regarded this experience as being substantially more important than counselor trainers, according to both groups it is the lowest-ranking item pertaining to securing data for the personal inventory. This is understandable in view of the fact that the skills and appreciations involved are negligible.

(1) Obtaining from sending schools records of incoming pupils. When

a pupil transfers from one school to another pertinent data summarized from his cumulative record are usually forwarded simultaneously. This is accepted practice in most schools, but there are occasions when the school fails to forward records because of oversight or because the pupil neglects to provide authorities of the sending school with the name of the school to which transfer is being made. Consequently, every school must make a check to determine if all records of incoming pupils have been received. Missing records are ordinarily obtained by written requests forwarded to sending schools. These requests may be initiated by the principal, or the responsibility may be delegated to the director of admissions or the counselor.

Since most records are formal in nature, this function merely requires the ability to discover missing records and to address a simple communication to sending schools requesting the desired records. Such a routine item of administration does not appear to warrant any practical preparation. A knowledge on the part of the counselor that obtaining missing records from sending schools is a responsibility of the guidance department should be sufficient.

Orientation and placement. Three items in the orientation and placement area were considered of least importance in terms of chi square by both groups. Of these, Item 61 is concerned with making arrangements for groups of pupils to visit nearby colleges and trade schools in which they are interested, Item 66 with registering pupils desiring full- and part-time employment, and Item 72 with copying and forwarding to prospective employers the necessary records of pupil applicants.

In order of importance counselor trainers assigned these three items ranks of 85, 77.5, and 95, respectively, as compared to corresponding

ranks of 65, 89, and 96 by counselors. While some differences may be noted between groups for the ratings assigned to Items 61 and 66, these are less outstanding than the results of their comparison with related items in the orientation and placement area. Item 60 which is designed to provide experience in orienting pupils to colleges and trade schools with the use of information from secondary sources was ranked substantially higher than Item 61. No doubt this is due to differences in purpose. In the case of pupils who plan additional programs of education beyond secondary school, information about colleges and trade schools is usually provided prior to the actual visit to assist the pupil in making an occupational choice. The visit to colleges and trade schools enables the pupil to select the most suitable institution in which to receive the training. Since the skills in Item 61 are no less exacting than those in Item 60, these are obviously ratings of function.

Another significant observation concerns Items 66 and 72 which are rather routine administrative activities in placement along with Items 67 and 73. The ratings of these items are substantially lower than those for the remaining items which deal primarily with placement. It is quite evident that both groups felt a greater need for supervised preparation in assisting pupils to obtain suitable placement than in training to perform the administrative activities related to this function.

(1) Arranging for groups of pupils to visit nearby colleges and trade schools in which they are interested. The visit to colleges and trade schools is designed primarily to assist the pupil in selecting the institution offering the curriculum he desires. It is expected that vocational choices of the pupils making the visit will have already been decided upon and that the institution to be visited offers training

consonant with these choices, although in some instances the visit may be used to confirm whether or not the pupil wishes to continue with his plans.

Ordinarily the teacher or counselor, and sometimes both, arrange the visit. Regardless of who is responsible, the preliminary planning is substantially the same as that for the industrial visit. The pupils are urged to read in advance all pertinent literature on the institution to be visited for an understanding of such things as size of the institution, location, admission requirements, tuition, curricula, scholarship aid, fraternities and sororities, opportunities for part-time employment, etc. Questions to which answers are desired are formulated by pupils. These are supplemented by any suggestions or important considerations the teacher or counselor may add together with instructions to pupils on the conduct of the trip (24).

During the tour the pupil is afforded an opportunity to gain realistic impressions impossible to obtain otherwise. Among other things he may visit classrooms and laboratories to get some idea of how college instruction differs from high school teaching. He may talk with instructors to determine if the curriculum of his choice will enable him to obtain the type and quality of training desired. He may tour dormitories and fraternity houses to learn how students live and work independently. By observing and talking with students he may learn what is expected in the way of conduct of students away from the environment of the home and the care of solicitous parents. He may gain impressions of student morale and get the "feel" of campus life. These are important considerations in helping the pupil to conform whether or not he wishes to continue with his educational plans and to decide upon the most suitable

institution to attend. Following the trip discussions similar to those in industrial visits are necessary if the guidance purposes are to be realized.

It has been stated that counseling a pupil on the choice of a college does not differ from counseling in other problem areas. It has been shown also that the college and trade school visit is similar in procedure to the industrial visit. It would appear, therefore, that the need for training in the use of this technique is just as great for one purpose as the other, although extensive training in duplicate skills of this type should be avoided.

(3) Registering pupils desiring full- and part-time employment. In registering pupils for employment most schools observe one of two possible procedures or some variation thereof. The first procedure entails a conference between the counselor or placement officer and the pupil during which the reasons for desiring employment and the type of employment desired are discussed. If by studying all facts in the case the counselor is reasonably sure the pupil can profit from employment or if the need for employment is established, the pupil's name is entered on a register and he is given a personal questionnaire to complete and return later. This completes the registration. The suitability of the pupil's choice is determined in subsequent conferences from a comparison of data obtained from the personal questionnaire, the school records, and the conferences themselves with the requirements of the job. The second procedure involves a series of conferences for the same purpose as those following the first procedure during which registration is completed (10). Technically the suitability of the choice as well as the need for employment is actually determined prior to registration. The minor differences should

not provoke strong argument either way. This explanation is offered for the purpose of clarifying and discriminating between registration and selection.

When a pupil indicates an interest in registering for placement the most challenging item to the counselor is the determination of need or of his ability to profit from employment. Many pupils seek employment for exploratory purposes--sometimes of their own accord and at other times as a result of counseling--to become acquainted with as many fields of interest and activity as possible in order that they may better understand the world of work and have a background for choosing a field in which to work later on. Others desire employment to supplement the family income. Still others request employment as tryout experience leading to a possible career or as an actual career itself. Some seek employment at the behest of a parent, the request of a friend, or to earn spending money although they may be quite clever at concealing the reasons. In order to help the pupil the counselor must know the real reasons, but unless the case is one referred for employment by previous counseling he cannot be certain as to why the pupil seeks employment. By skillful probing in the registration conference and by checking the pupil's performance and achievements in other areas, he can arrive at a reasonably accurate estimate of the validity of the pupil's reasons and of his ability to profit from employment. Entering the pupil's name on the register and supplying him with the personal questionnaire form are routine.

The analytical procedure described above is a duplication of that used in other areas of counseling. For this reason supervised preparation in this particular experience may not be absolutely essential, although it may be helpful in applying this procedure to the placement process.

(3) Copying and forwarding to prospective employers the necessary records of pupil applicants. Among other useful purposes records serve to introduce the pupil applicant to the employer. In considering pupils for employment many employers demand from the school a detailed record of the pupil's qualifications in relation to those required by the job for which he is applying. For example, if the job consists of typing, the employer may request a record of training and previous typing experience, the results of any tests showing speed and accuracy, and even samples of the pupil's work. For tabulating and checking, he may be interested in evidence of the pupil's ability to handle figures accurately and legibly. Some employers of course prefer to appraise the pupil's qualifications in the initial interview. Whatever the arrangement, the counselor or placement officer must be able to supply accurately, succinctly, and in understandable language pertinent information which will enable the employer to form an opinion of the pupil's fitness for the job.

The successful performance of this function requires the ability to see the relationships between various items of data. It involves the collation of data from many sources and the analysis, consolidation, and evaluation of those data in terms of job requirements. It includes the ability to communicate the results to the employer in writing.

In training these skills are, for the most part, duplicated in items which were ranked superior to this item. Excessive duplication of training in such skills is costly and time-consuming.

Followup. In the follow-up area two items were regarded of least importance in terms of chi square by both groups. Of these, Item 81 pertains to contacting and enlisting the cooperation of persons and groups to participate in a follow-up survey and Item 83 provides an opportunity

for the trainee to acquire skill in recording pertinent information obtained in the survey on permanent records.

In order of importance counselor trainers ranked these items 77.5 and 99, respectively, as compared to 99.5 and 62 by counselors. A glance at Table 10 reveals that Item 81 received the lowest rank in the follow-up area according to responses of counselors and that 83 was ranked lowest by counselor trainers.

The difference in ratings for Item 81 may be attributed in part to point of view. In practice many counselors regard the follow-up survey as a guidance activity to be planned and executed by the guidance department. Such a plan is clearly demonstrated in an account of a follow-up survey conducted in the Lorain, Ohio schools and reported by Walker in the February 1951 issue of Occupations (43). Others (8) conceive of the follow-up survey as a cooperative enterprise in which the guidance staff, pupils, teachers, and members of parent and community groups participate. This plan requires greater ingenuity and resourcefulness on the part of the counselor in recruiting personnel to assist with the survey.

Recording survey information on permanent records is a routine clerical activity yielding little in the way of skills beyond those normally acquired in ordinary interpretation and record-keeping. It is quite evident, however, that beginning counselors experience greater difficulties in the performance of this function than counselor trainers anticipated.

(1) Contacting and enlisting the cooperation of persons and groups to participate in the survey. Although some guidance staffs prefer to conduct their own follow-up surveys, the most efficient surveys, it is felt, are cooperative projects which include the best talents available. In making the survey a variety of skills are required by the numerous

activities. These include such items as establishing need, defining purposes, planning the details of the survey, constructing the questionnaire in terms of the uses to be made of the information, developing a roster of names and addresses of former pupils to be contacted, mimeographing forms, typing letters, addressing envelopes and mailing the forms if the subjects are to be contacted by mail, training interviewers if the personal survey method is to be used, checking the returns, assembling and tabulating the data, recording the information, and interpreting the outcomes. Pupils, teachers, parents, representatives of educational and youth-serving organizations in the community, consultants from the state department and the university, as well as members of the guidance staff may make vital and effective contributions. Quite often responsibility for recruiting the necessary personnel falls upon the counselor or the personnel committee of which the counselor is likely to be a member.

Soliciting the cooperation of pupils, teachers, and consultants should be a fairly simple task, while the facility with which the community is brought in on the project may offer a greater challenge. Davis and Norris (10) and Germane and Germane (30) are of the opinion that numerous community agencies and organizations are willing to offer their services to the school at a moment's notice. While this is doubtless true there may be other useful groups less eager to cooperate. Myers (28) takes a more practical and systematic approach to the problem. He suggests that the cooperation of the community can best be obtained by cataloging first of all the organizations and agencies in relation to the services in which each can be of greatest assistance and then establishing and maintaining relations between the guidance department and the various

agencies that each can best contribute the services for which its help is sought. This, he feels, must be worked out together by carefully chosen representatives of the guidance department and the agency or agencies in question.

In supervised preparation the amount of practical training in securing survey personnel depends, it would appear, upon point of view. If the survey is regarded as a project to be conducted by the personnel department, the need for practical preparation in recruiting survey personnel does not appear to be great. If, on the other hand, the survey is envisaged as a cooperative enterprise requiring the services of both school and community, the need becomes more acute. Perhaps the student-in-training should have an opportunity to observe, and even participate in, both procedures, for then he would be better able to weigh their respective merits.

(2) Recording follow-up information on permanent records. The good personal inventory makes adequate provision for the inclusion of follow-up data. It is assumed that these data will be recorded promptly at the time of the survey and used as a basis for further assistance to the pupil, for making necessary revisions in the school program, and for research. It is the responsibility of the counselor to see that these data are entered on the record promptly, accurately, and in the proper place.

A cumulative follow-up record similar to that used for the pupil in school but with entries pertinent to post-school activities provides the most economical means of maintaining data. A system of checks and symbols expedites the recording of data, and except in cases where the recorder makes positive recommendations or comments, prose is kept to a minimum. The Follow-Up Record Card published by the National Association of

Secondary-School Principals is of this type although somewhat more elaborate. It is used for post-school counseling and includes school and home background data collected during the school years plus the post-school occupational history.

Regardless of the type of card used, the follow-up record is no more difficult to maintain than the in-school record, if as much. The principles involved are essentially the same although the entries are fewer in number. The trainee who becomes proficient in the development of the in-school record should find the follow-up record quite simple to maintain. Perhaps the greatest value in training to record follow-up data is to impress upon the student the need for extending the guidance services beyond graduation and for using post-school data as a means of program improvement.

School and community relationships. Item 106 in the school and community relationships area was considered of least importance in terms of chi square according to opinions of both groups. This item concerns keeping teachers advised of in-service opportunities and events occurring within the community.

In order of importance Item 106 was ranked 89 by counselor trainers as compared to 77.5 by counselors. It may be noted that both groups regarded this item as the least important of the experiences calculated to prepare the trainee to perform in-service assignments. This may reflect a difference of opinion regarding the role of the counselor in the professional growth of teachers in general, with which this item deals principally, and his role in an in-service program geared to the needs of teachers with reference to the unique problems they face in their particular schools, which is implied in the remaining items dealing with

in-service education in this area. On the other hand, it may reflect the relative simplicity of the skills needed to perform this function and the ease with which it is believed they can be acquired.

(1) Making available to teachers announcements of in-service training opportunities and events within the community. Numerous schools have developed very commendable programs of in-service education for teachers, but fortunately the educational edification of countless teachers is not restricted to the school's efforts. Vast numbers are taking advantage of lectures and professional conferences in the community and special evening classes in neighboring institutions to keep abreast of events and to improve their professional competence and the quality of their work. In all probability others would attend if these events were called to their attention in time. While the principal is largely responsible for keeping teachers posted on in-service education opportunities such as these, the counselor frequently brings to their attention events of interest in the area of guidance.

The counselor through his contacts with the university guidance department, the state director of guidance, guidance associations, professional guidance journals, civic and business groups, and colleagues in other schools is usually kept informed of events of interest in guidance and related areas in advance. While many of these are designed especially for counselors, others are appropriately planned to benefit teachers as well. Counselors who are genuinely interested in improving the level of teacher participation in guidance see to it that teachers are advised of these events and are encouraged to attend.

The devices used most often by counselors in acquainting teachers with in-service education opportunities within the community are written

notices posted on bulletin boards and announcements in group meetings. The simplicity of skills embodied in this function does not appear to warrant extensive preparation.

TABLE 10. Rank Order of Weighted Raw Scores and Levels of Chi Square Significance of Items According to Each Group of Subjects

Item Number	Counselor Trainers		Counselors	
	Rank order of weighted raw scores	Level of chi square significance	Rank order of weighted raw scores	Level of chi square significance
(1)	(2)	(3)	(4)	(5)
I				
1.	11	1	39	1
2.	28.5	1-5	48.5	1-5
3.	52	1	97.5	-5
4.	74	1	81	1
5.	77.5	1	85	1
6.	80.5	-5	101	1-5
7.	33.5	1-5	89	-5
8.	93	1	106	1-5
9.	60.5	-5	82.5	1-5
10.	85	-5	102.5	1
11.	33.5	1-5	65	-5
12.	47.5	-5	80	-5
13.	74	-5	48.5	1-5
14.	55.5	1	102.5	-5
15.	70.5	1	97.5	1-5
16.	55.5	1	72	1
17.	44	1-5	53	1
18.	55.5	1	68.5	-5
19.	60.5	1-5	89	1
20.	80.5	1	93	1
II				
21.	3.5	1	12	1
22.	15	1	9.5	1
23.	85	-5	35.5	1
24.	11	1	19.5	1
25.	19.5	1	35.5	1

Research. Responses of counselor trainers to the item on research reveal that 52 per cent of the institutions provide an opportunity for students in training to do a simple research problem in connection with the school or guidance program. Since this area contains only one item, it is impossible to make a valid comparison with performance in other areas.

The fact that a majority of the institutions provide practical training in research indicates the recognized need for research skills beyond those normally acquired in academic courses and in followup. This insures continued effectiveness of the guidance program and at the same time enables the counselor to make significant contributions to the field of personnel work. These skills are essential, it would appear, to the professional competence of personnel workers.

TABLE 11. Number of Items Performed in Each Area by the 24 Counselor Training Institutions According to Percentage Intervals of Ten

Percentage Interval of Performance	Area						
	I	II	III	IV	V	VI	VII
90 - 99		2	4				
80 - 89	1	4	2			1	
70 - 79	1	2	5	1	1	2	
60 - 69	2					1	
50 - 59	1	2	1	5		1	1
40 - 49			2	1	2	2	
30 - 39	6	2		4	2	1	
20 - 29	6	1		6	5	4	
10 - 19	2	2		2	1	4	
1 - 9	1		2	3	1	7	
Mean percentage	36.6	61.7	68.0	32.9	29.9	29.7	52.0

Coefficient of Correlation of Performance and Value as Expressed by (A) Counselor Trainers and (B) Counselors

The coefficients of correlation derived from the responses of counselor trainers and counselors to the items in Part II of the checklist are presented in Table 12. Column 2 of the table shows the coefficients by areas between the items practiced in the counselor training institutions at the time of the investigation and the values of these items as expressed by counselor trainers. Column 3 shows the coefficients between the items experienced by counselors at the time they passed through the supervised practice programs and the values of these items as expressed by counselors. Since Area VII contained only one item the correlational technique used was not considered appropriate for this area.

It may be observed that with the exception of Area I a fairly close relationship exists between performance and value according to the responses of counselor trainers. Highest among these are coefficients of .92 for the personal inventory and school and community relationships areas and .90 for the followup area, none of which are particularly outstanding for this type of problem. It is interesting to note that the coefficients for Areas V and VI, which are generally regarded as two of the most neglected areas in organized guidance, are among the highest. Of lesser significance are the coefficients for the interviewing, advising, and counseling and the orientation and placement areas which are .86 and .85, respectively. It should be pointed out here that interviewing, advising, counseling, and placement activities are some of the most difficult to organize and administer in a program of supervised preparation. The newness of supervised practice programs together with the fact that many of the programs are not yet fully developed may be responsible, in part, for

the lack of closer agreement between practice and opinion in these two areas. Although a positive relationship between performance and value may be noted in the coefficient of .52 for Area I, the significance is not nearly as great as in the other areas. Apparently counselor trainers are, for the most part, less satisfied with the experiences provided in occupational and educational information than with those provided in any other area.

A glance at the corresponding coefficients derived from the responses of counselors reveals that the closest relationship between performance and value exists in the personal inventory area. The coefficient of .92 for this area is somewhat higher than the coefficient of .86 for the orientation and placement area, which ranks second in importance, and the coefficient of .77 for the interviewing, advising, and counseling area, which is third. The lack of closer agreement between practice and opinion in the two latter areas may be attributed, in part, to the reasons discussed in the preceding paragraph. The coefficients of .56, .55, and .54 for the occupational and educational information, the followup, and the school and community relationships area are substantially less significant than those for the remaining areas. It is quite evident that counselors are less satisfied with the items experienced in these three areas than with those experienced in the other areas.

In attempting to compare coefficients of correlation of performance and value for counselor trainers with those of counselors certain factors should be clarified in interpreting the outcomes. It should be pointed out that some items reported as being practiced by counselor trainers in some institutions were experienced by some graduates of these institutions and not by others. At the same time some items reported experienced by

counselors at the time they passed through these programs were not offered by the institutions from which they graduated at the time of the investigation. This may be attributed to recent modifications and revisions in the content of the supervised practice programs. It is recognized, therefore, that any rigorous interpretation of coefficients would need to take into consideration the extent of performance of the separate groups as well as the ratings. However, since the purpose here is to make only general interpretations, the more rigorous procedures will not be applied.

A comparison by areas of the coefficients between groups reveals striking similarities as well as important differences. Noteworthy is the fact that the coefficients for Areas I through IV of both groups are closely parallel in significance with the greatest difference in Area III. The relatively low coefficients in Area I indicate that in general both groups are quite dissatisfied with the occupational and educational information experiences provided. The higher coefficients for Areas II, III, and IV suggest greater satisfaction with the experiences provided in these areas. Greatest differences between groups are shown for Areas V and VI. It is evident that counselors are less satisfied with the items experienced in these areas than are counselor trainers with the items offered.

Although none of the coefficients are particularly outstanding, the wide gap between practice and opinion for both groups in Area I and the obvious differences between groups in the coefficients for Areas V and VI suggest the need for greater attention to experiences in these areas in the improvement of existing programs of supervised practice.

TABLE 12. Coefficients of Correlation of Performance and Value according to the Responses of (A) Counselor Trainers and (B) Counselors

Area	Coefficients of Correlation of Performance and Value	
	Counselor Trainers	Counselors
I	.59	.56
II	.92	.85
III	.86	.73
IV	.85	.87
V	.90	.52
VI	.92	.83

Summary Statement

An analysis and interpretation of the responses of counselor trainers and counselors to the items in the checklist has been set forth in this chapter. The data were treated in the light of the purposes which prompted the investigation the results of which are summarized briefly below:

1. Reports of the 24 counselor trainers on the items in Part I of the checklist reveal many similarities in the organization and operation of supervised practice programs as well as wide variations. This is to be expected in view of the fact that these are, for the most part, pilot programs operating without precedent. It is generally believed, however, that the type of organization will vary from school to school and must be determined by the local situation.

2. Items to be considered in developing a program of supervised practice are identified from values expressed by counselor trainers and counselors to the items in Part II of the checklist. The items are classified according to three levels of probable significance as determined

by the application of the chi square statistic to the responses of each group of subjects. The results reveal 38 items of probable significance at the 1 per cent level of confidence or above according to both groups, 5 items of probable significance between the 1 per cent and 5 per cent levels of confidence according to both groups, and 8 items of probable significance at greater than the 5 per cent level of confidence according to both groups. The remaining items show probable significance at different levels for each group according to the hypothesis tested. In the interpretation items which show significance at the 1 per cent level are regarded of most importance; those which show significance between the 1 per cent and 5 per cent levels are considered of secondary importance; and those which show significance at greater than the 5 per cent level are regarded of least importance.

3. Responses of counselor trainers to the query on performance indicate that all items in the checklist are practiced to some extent. Performance ranges from a high of 96 per cent to a low of 4 per cent. In other words, some items are included in as many as 96 per cent of the supervised practice programs while others are performed in as few as 4 per cent of the programs. For the most part, items in the interviewing, advising, and counseling area are practiced in a larger percentage of the institutions than those in other areas while items in the school and community relationships area are performed in a smaller percentage of the institutions. The mean percentages of performance for the items in the remaining areas fall between these extremes.

4. Comparisons between groups of the rank order of the value of each item as determined by assigning weights to the responses of each group of subjects and ranking the weighted scores reveal rank differences ranging

from 0 to 55.5. In general, closest agreement is shown for the items pertaining to interviewing, advising, and counseling while widest differences are revealed for certain items pertaining to securing, processing, and displaying occupational and educational information materials along with items dealing with school and community relationships.

5. The coefficients resulting from correlations by areas of the responses of counselor trainers and counselors to the queries on performance and value are very revealing. They show that, for the most part, counselor trainers are more satisfied with the experiences currently provided in their programs of supervised practice than are counselors with the experiences they underwent. While differences of opinion are to be expected, in all probability certain revisions and modifications have been effected in a number of programs since the graduation of some of the counselors represented in this investigation.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This investigation has attempted to answer certain questions pertaining to the organization and operation of supervised practice programs for the preparation of counselors. Specifically its aims are: (1) to identify current practices in the organization and administration of supervised practice programs for training counselors on the master's level in laboratory and cooperating secondary schools, (2) to ascertain what supervised experiences the counselor trainers in charge of and secondary school counselors who passed through these programs feel should be considered in developing a program of supervised practice, (3) to determine what supervised experiences are being provided for student counselors in these programs, and (4) to present such proposals as can be determined by an analysis and interpretation of the data which may be useful to counselor trainers and supervising counselors in assessing and improving existing programs of supervised practice or in starting new ones.

Fifty-five supervised practice programs were identified through state directors of guidance, guidance literature, and the Office of Education files. Of these, 35 programs which provided the most extensive supervised training within the service areas of organized guidance were selected initially for the study. This number was later reduced to 24.

Counselor trainers at the 24 institutions responded to a checklist containing 118 items, 9 of which in Part I pertained to current practices in the organization and administration of supervised practice programs. The remaining 109 items in Part II constituted a list of training experiences which student counselors may undergo in practice schools.

Counselor trainers indicated which of these experiences were provided in their respective programs and expressed their opinions as to the value of each experience for counselor preparation, regardless of whether it was performed in their programs or not.

Forty secondary school counselors who completed supervised practice as a part of their pre-service preparation in these programs responded in a similar manner to Part II of the checklist. Names and addresses of the counselors were obtained from the counselor trainers at the 24 institutions participating in the investigation.

The data submitted by both groups of subjects were summarized in relation to the purposes of the study. In selecting items to be considered in developing a program of supervised practice the chi square statistic was applied, first of all, to the responses of counselor trainers and counselors to test goodness of fit between theory and fact. The formula, chi square = $\frac{(f_o - f_h)^2}{f_h}$, was used to test the null hypothesis of pure chance distribution of frequencies into three value classes, viz., 33 1/3 per cent for necessary, 33 1/3 per cent for desirable, and 33 1/3 per cent for not necessary. Items which showed probable significance at the 1 per cent level of confidence or greater were arbitrarily considered of most importance or value; items which showed probable significance between the 1 and 5 per cent levels of confidence were arbitrarily considered of secondary importance or value; and items which showed probable significance below the 5 per cent level of confidence were arbitrarily considered of least importance or value. Secondly, frequencies of performance according to reports of counselor trainers were translated into percentages to determine the extent to which each item was practiced in the 24 institutions participating in the investigation.

Additional statistical procedures employed in the analysis include the rank order method and the coefficient of correlation. First, arbitrary weights were assigned to the necessary, desirable, and not necessary trichotomy in the following manner: 2 for each frequency in the necessary column, 1 for each frequency in the desirable column, and 0 for each frequency in the not necessary column. Weighted raw scores, or item values, were computed for each item by the formula $\frac{2(\Sigma N) + (\Sigma D) + (\Sigma NN)}{N_t}$, where N equals frequencies in the necessary category, D those in the desirable category, and NN those in the not necessary category. N_t represents total responses to each item. The weighted scores derived were then ranked in order from highest to lowest for both groups of subjects. The two series of scores yielded a measure of the relative importance of items within groups and revealed specific items in which closest agreement and widest differences of opinion occurred.

Secondly, coefficients of correlation of performance and value were obtained for Areas I through VI in the checklist to determine the relationship between the extent to which the items were practiced and the values of the items as reported by (a) counselor trainers and (b) counselors. Since frequency of responses varied from item to item, percentages of performance were correlated with the weighted scores derived from the ratings of each group of subjects. The coefficients were obtained to determine the degree of relationship between performance and value within groups and to make such observations of intergroup comparisons as the data warranted. The correlational technique used was not considered appropriate for Area VII which contained only one item.

Current Practices in the Organization and Administration of Supervised Practice Programs

Collation of the responses of counselor trainers to the items in Part I of the checklist revealed the following practices in the organization and administration of supervised practice programs at the 24 institutions participating in the investigation:

1. In 18 of the 24 institutions supervised practice is organizationally and administratively a part of the college of education. In 4 institutions responsibility for practicum training is centered in the department of psychology although in two of these the department of psychology works in close cooperation with the college of education. One institution reported that responsibility for supervised training is shared by the department of vocational education and the department of psychology, and in one institution supervised practice is organized and administered in the guidance and personnel service.

2. Twenty-two institutions reported that supervised practice is offered as a separate course although four of these indicated that some practicum training is included in other courses. In one institution practice is included in a course entitled "Practicum" but the remaining content of the course was not revealed. One institution provides non-credit experience on an individual basis.

3. All institutions offer supervised experience as a part-time course load. However, two of these reported an arrangement whereby students may elect to devote full time to supervised practice for which full credit is received.

4. Course credit earned by student counselors for supervised practice at the institutions reporting ranges from 0 hours to 12 semester

hours. The mean of academic credit allowed at institutions operating on the semester hour system is 3.07 as compared to 4.17 at institutions operating on the quarter hour plan.

A majority of the institutions provide the equivalent of one term of course credit for supervised practice. A number of counselor trainers, however, expressed the opinion that the practice period should be extended and the amount of academic credit increased. Provisions for a minimum hours requirement with additional hours optional now exist at two of the institutions and are contemplated at another.

5. In 11 institutions the immediate supervision of student counselors is carried out by the school counselor. In 12 institutions the school counselor or principal, the school counselor and counselor trainer, or the counselor trainer or professor of education serves in a supervisory capacity. One institution reported that supervision varies in accordance with the position of the student but failed to indicate the types of supervisory personnel.

6. The student-counselor load recommended by counselor trainers for supervisory personnel shows considerable variation. For schools in which school counselors and/or principals supervise student counselors the load is comparatively small, ranging from one to six student counselors. In instances where supervisory responsibilities are shared by school counselors and the college staff or by counselor trainers and other members of the college staff the number ranges from 5 to 30. However, in only three of the institutions reporting does the number recommended exceed eight.

7. Practice with respect to the frequency of counselor trainer visitation and observation of student counselors in practice schools

ranges from daily contacts to no contacts at all. According to the reports the intervals at which the counselor trainer visits and observes student counselors in practice schools is as follows: daily, 1 institution; every interview by the student counselor, 1 institution; weekly, 6 institutions; biweekly, 5 institutions; monthly, 4 institutions; and once during training, 3 institutions. Four institutions reported that no provisions are made for this practice.

8. Fifteen institutions provide an opportunity for student counselors to come together at the college or university at least once a week to discuss pertinent problems in connection with their practice training. In 5 institutions meetings are held at intervals ranging from biweekly to twice during the period of training. No provisions are made for group meetings of student counselors at 4 institutions.

9. In nine institutions student counselors complete all course work in the seven areas listed in Item 9 of the checklist prior to supervised training. Eight institutions provide an opportunity for trainees to engage in course work before and during supervised training. In 6 institutions students take guidance courses before, during, and following supervised practice, while in the remaining institution course offerings in guidance are made available before and after supervised training.

All institutions provide courses in survey of guidance and counseling, the psychology of adolescence, mental hygiene, or other areas of child growth and development, and tests and measurements. Twenty-three institutions provide courses in techniques of counseling and analysis of the individual; 21 offer courses in occupational and educational information; and 20 schedule courses in the organization and administration of guidance programs.

In addition to the courses in the foregoing classifications, 13 institutions reported such offerings as individual mental tests, individual testing, interpretation of tests, individual inventory, clinical counseling, group techniques, abnormal psychology, experimental psychology, statistics, advanced counseling and counseling theories, research, and guidance seminars the contents of which were not revealed. Most of these courses may be classified in the seven areas listed in Item 9, Part I, of the checklist.

Items To Be Considered in Developing a Program of Supervised Practice as Determined from Responses of Counselor Trainers and Counselors

This section presents findings in connection with items to be considered in developing a program of supervised practice. Items regarded as significant at the various levels of probability according to the chi square statistic used are listed under appropriate headings.

To facilitate the summarization of findings it should be pointed out that some items are considered significant at one level according to the responses of one group of subjects but at a different level according to those of the other. Where this is the case the items are listed under the group whose responses show the highest level of chi square significance and symbols similar to those used in Table 10 have been placed following the items to show the level of significance according to the responses of the other group. For example, a 1 following items indicates items of most importance according to the responses of the other group, a 1-5 denotes items of secondary importance according to the responses of the other group, and a -5 has been placed beside items of least importance as determined from the responses of the other group.

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In this manner extensive relisting of items has been avoided. In no instance is this intended to infer a statistical difference in the responses of the two groups.

Items Considered Most Important in Terms of Chi Square

by both Counselor Trainers and Counselors

1. Become acquainted with the educational and occupational materials in the school library.
2. Survey job opportunities in local industries not included in previous surveys.
3. Visit selected industries in the community and catalog jobs therein.
4. Select and show pertinent motion pictures, slides, and film strips on occupational and educational information to groups of interested pupils.
5. Arrange for pupils to interview successful business and professional people in the community.
6. Become acquainted with the various personnel and guidance records in the school.
7. Identify the techniques and procedures utilized by the school for obtaining necessary types of information for the records.
8. Obtain from teachers needed information about individuals and groups of pupils, such as marks, ratings, test scores, etc.
9. Obtain information about individuals and groups of pupils from persons and agencies, such as employers, parents, pupils, clinics, visiting teachers, etc.
10. Record data on various forms.
11. Administer, score, and record the results of group tests of scholastic aptitude and achievement.
12. Administer, score, and record the results of group interest and personality inventories.
13. Administer and interpret individual tests of scholastic aptitude.
14. Observe interviews by regular counselors.
15. Conduct, record, and evaluate sample interviews.
16. Conduct information-gathering interviews with pupils to obtain information for the file and for use in counseling.
17. Advise and counsel with pupils on the selection, or change, of school program--curricular and extracurricular.
18. Counsel pupils with regard to occupational choice and planning.
19. Counsel pupils with regard to course failure or deficiency.
20. Counsel pupils with regard to problems of social adjustment.
21. Counsel pupils with regard to emotional problems.
22. Counsel pupils with regard to financial problems.
23. Write a report, or reports, of cases counseled.
24. Refer pupils for whom the skills and resources directly available to the counselor are inadequate.
25. Interpret to teachers and others concerned suggestions for the

education or re-education of a pupil counseled and assist teachers to adjust content, time, methods, assignments, etc., accordingly.

26. Assume responsibility for planning and carrying out an activity on visiting day for prospective pupils and parents.

27. Hold get-acquainted interviews with incoming pupils, including transfers.

28. Provide pupils with materials and information about specific colleges and trade schools in which they are interested.

29. Confer with teachers on the progress of present and previous counselees. Assist those not making satisfactory adjustments.

30. Visit and confer with pupils in part-time work programs. Assist those not making satisfactory adjustments.

31. Attend and participate in planning conferences of a follow-up survey.

32. Participate in the development of survey forms.

33. Identify the guidance functions of the teacher, counselor, supervisor, principal, specialist, etc.

34. Attend and participate in staff meetings.

35. Attend and particiapte in case conferences.

36. Present a case in staff conference for consideration.

37. Attend social and school functions in the school.

38. Serve as a resource person, or consultant, to teachers who come for assistance with problems about pupils and class work.

Additional Items Considered Most Important in Terms of

Chi Square by Counselor Trainers

1. Write for occupational and educational materials not available in the school library. -5

2. Classify materials according to levels of reading difficulty. 1-5

3. Plan and carry out a display of materials for a specific purpose. -5

4. Arrange a school assembly for the purpose of dispensing occupational and educational information. 1-5

5. Teach a unit in occupational and educational information. -5

6. Make summary data sheets from the records of incoming pupils for classroom and homeroom teachers. 1-5

7. Provide teachers of sending schools with information about the receiving school to enable them to be of maximum assistance to pupils. 1-5

8. Assist pupils to complete college admission forms. -5

9. Obtain personal questionnaires from pupils desiring employment. -5

10. Confer with employers as to the progress and adjustment of pupil employees. 1-5

11. Construct and submit for consideration a follow-up questionnaire designed to provide the information desired. -5

12. Supervise a study hall for a school term. -5

13. Become a class sponsor or assist a class sponsor in her work. -5

14. Direct a pupil activity. -5
15. Attend and participate in PTA, parent study groups, etc. -5
16. Explain the school guidance services to parent groups, community agencies and organizations, etc. 1-5
17. Utilize community newspapers, school publications, and other media to secure community, parent, and pupil understanding and support of the guidance program. 1-5
18. Contact and engage the services of local and state resource persons for in-service training meetings in the school. -5
19. Lead a discussion group in an in-service meeting. 1-5

Additional Items Considered Most Important in Terms of

Chi Square by Counselors

1. Abstract occupational and educational information materials into concise and usable form. -5
2. Consult with teachers on the use of occupational and educational information in connection with their subjects. Supply materials. 1-5
3. Arrange for groups of pupils to make visits within the community to observe work processes and to collect materials. 1-5
4. Acquaint new teachers with the records and the techniques and procedures utilized by teachers in the school for obtaining and reporting data. -5
5. Conduct orientation interviews with incoming pupils. 1-5
6. Hold exit interviews with graduating pupils and those leaving before graduation. 1-5
7. Conduct a group of pupils in remedial reading. 1-5
8. Conduct a group of pupils in remedial speech. 1-5
9. Visit sending schools and discuss with prospective pupils pertinent topics about the receiving school. 1-5
10. Distribute printed materials, such as handbooks, school newspapers, and other printed materials about the school to prospective pupils and their parents. 1-5
11. Review the records of new pupils and assist them to plan tentative courses and extracurricular programs consistent with their interests, abilities, and experiences. 1-5
12. Acquaint new pupils with sources of information and assistance in the school. 1-5
13. Confer with potential school leavers and with graduates who do not plan to continue in school and acquaint them with job opportunities in line with their major interests. -5
14. Arrange for potential school leavers and graduates who do not plan to continue in school to visit local industrial and business enterprises to observe work processes of major interest to them. 1-5
15. Compare pupil abilities with job analyses of jobs desired. 1-5
16. Confer with pupils whose interests and abilities appear unsuited for the type of employment desired. 1-5
17. Confer with pupils on techniques and procedures to be followed in securing employment. 1-5
18. Arrange for pupils to meet prospective employers. -5

19. Visit and confer with former pupils now employed. Assist those not making satisfactory adjustments. 1-5

20. Interpret follow-up data, orally and in writing, to individuals and groups who have a right to and should be concerned with the findings. -5

21. Attend and participate in school faculty meetings. -5

22. Explain the objectives, functions, practices, and nature of the guidance program to new teachers. -5

23. Attend meetings for in-service training of teachers and staff and participate in discussions and work groups. 1-5

24. Schedule and hold conferences with groups of teachers for the purpose of discussing pertinent topics, such as pupil growth and development, interpretation and use of pupil personnel records, administration and interpretation of tests, techniques of guidance, etc. 1-5

Items Considered of Secondary Importance in Terms of Chi Square

by both Counselor Trainers and Counselors

1. Identify sources of occupational and educational materials, such as government agencies, commercial publishers, trade and professional associations, schools and colleges in the area, local newspapers, local industries, film services, etc.

2. Construct such graphic representations of data as may be more easily and meaningfully interpreted in graphic form.

3. Provide new pupils with information concerning courses, rules and regulations, activities, graduation requirements, etc., using all available media.

4. Make a written evaluation of some aspect of the school or guidance program on the basis of data revealed in a follow-up survey.

5. Provide a variety of pertinent source materials, including books, magazines, films, research reports, etc., for in-service groups working on guidance problems.

Additional Items Considered of Secondary Importance in Terms

of Chi Square by Counselor Trainers

1. Classify incoming occupational and educational information materials according to the filing plan used. -5

2. File materials according to the filing plan used. -5

3. Supervise pupils' recording of data (other than confidential) on personnel records. -5

4. Summarize and condense masses of data, such as case data, anecdotal reports, etc., into more economical forms. -5

5. Copy and forward to the proper receiving schools the necessary records of pupil transfers and graduates. -5

6. Obtain reports from pupils and employers on action taken in regard to referrals. -5

7. Assemble and tabulate follow-up survey data. -5

8. Teach a class for a school term. -5
9. Hold membership in a community service organization. -5
10. Attend social functions in the community. -5
11. Do a simple research problem in connection with the school or guidance program (not an occupational survey). -5

Additional Items Considered of Secondary Importance in Terms of Chi Square by Counselors

1. Observe and make a job analysis of a local job for the files. -5
2. Evaluate materials with the use of acceptable criteria, such as "Content of a Good Occupational Monograph." -5
3. Make an occupational and educational information file. -5
4. Initiate records for pupils for whom the school has no records. -5

Items Considered of Least Importance in Terms of Chi Square by both Counselor Trainers and Counselors

1. Keep materials current in the files.
2. Obtain from sending schools records of incoming pupils, including transfers.
3. Arrange for groups of interested pupils to visit nearby colleges and trade schools in which they are interested.
4. Register pupils desiring full- and part-time employment.
5. Copy and forward to prospective employers the necessary records of pupil applicants.
6. Contact and enlist the cooperation of persons and groups to participate in a follow-up survey.
7. Record pertinent information obtained in the survey on permanent record cards.
8. Make available to teachers announcements of in-service training opportunities and events within the community, such as lectures, professional conferences, workshops, schedules of evening classes at local colleges and universities, etc.

Extent of Performance of the Items in the 24 Counselor Training Institutions

Reports of counselor trainers revealed some measure of performance for each of the 109 items in the checklist. Performance ranges from a high of 96 per cent to a low of 4 per cent. In other words, some items are performed in as many as 96 per cent of the institutions while others are practiced in as few as 4 per cent of the programs.

1. The most widely practiceditems in the occupational and educational information area pertain to the orientation of the trainee to the materials in the school library, identifying sources of materials, classifying and filing materials, and writing for materials not available in the school library. Least attention is devoted to the techniques by which the counselor secures information from primary sources and to group methods of dispensing information. In this area the skills upon which the items practiced most frequently are based are, it would appear, some of the easiest to acquire. Percentage of performance ranges from .83 to .04 with a mean of .366.

2. With respect to the items in Area II greatest emphasis is placed upon experiences in orienting the trainee to the personal inventory service, obtaining pupil data, and processing and recording the data. Fewer provisions are made for supervised preparation in obtaining and initiating personnel records for incoming pupils, supervising pupils' recording of data, orienting new teachers to the personal inventory service, and summarizing pupil data for use by classroom and homeroom teachers. Percentage of performance ranges from .92 to .13 with a mean of .617.

3. The most widespread experiences in Area III are those directly related to the counseling process. Although some institutions provide experience in remedial reading and remedial speech, provisions for these experiences are not very widespread. This may be attributed to the fact that many counselor trainers regard these activities as functions of specialists. Percentage of performance ranges from .96 to .04 with a mean of .680. The mean performance of items in this area is the highest of any area in the checklist.

4. In Area IV the items dealing with placement are, for the most part, the most widely practiced with fewer provisions for practical preparation in orientation. Percentage of performance ranges from .75 to .08 with a mean of .329.

5. Most institutions endeavor to develop competence in individual followup of counselees with somewhat less emphasis upon skills in performing the functions of the follow-up survey. At present, practical preparation in followup of non-counselees is not very widespread. Apparently counselor trainers regard followup as a service to be used primarily in assisting counselees and in improving the guidance and school programs. Percentage of performance ranges from .71 to .04 with a mean of .299.

6. In a majority of the institutions participating in the investigation counselor trainers devote attention to preparing students to function as members of the immediate guidance staff. Some institutions have begun to prepare students to fulfill obligations in the in-service preparation of teachers. By and large, however, they have not yet made provisions for the practical training necessary to enable the student to develop effective working relationships with pupils, parents, and community service organizations. This is doubtless influenced, in part, by the teaching background required of trainees in a number of institutions. Percentage of performance ranges from .83 to .04 with a mean of .297. The mean performance of items in this area is the lowest of any area in the checklist.

7. A majority of the programs provide an opportunity for trainees to do a simple research problem in connection with the school or guidance program. This indicates, it would appear, the recognized need for research

skills beyond those normally acquired in academic courses and in follow-up. The one item in this area is practiced in 52 per cent of the supervised practice programs.

Additional Findings

1. The correlation by areas of the items performed in the 24 supervised practice programs with the values of the items as expressed by counselor trainers revealed coefficients of .59 for Area I, .92 for Area II, .86 for Area III, .85 for Area IV, .90 for Area V, and .92 for Area VI. Corresponding correlations of the items experienced by the 40 secondary school counselors with the values of the items as expressed by the counselors revealed coefficients of .56 for Area I, .92 for Area II, .77 for Area III, .86 for Area IV, .55 for Area V, and .54 for Area VI. It is evident that counselor trainers are more satisfied with the experiences provided in their programs than are counselors with the items they experienced, particularly in Areas III, V, and VI.

2. Rank differences between groups in the value of items calculated from weighted scores range from 0 to 55.5. In 64, or 59 per cent, of the items the rank difference between groups is less than 15; 27, or 24.6 per cent, of the items show rank differences of between 15 and 29; and in the remaining 18, or 16.4 per cent, the rank differences range from 30 to 55.5. In items which counselor trainers ranked higher than counselors greatest differences are shown for experiences in writing for, classifying, filing, and displaying occupational and educational information materials; summarizing and condensing masses of data; assembling and tabulating survey data; and serving as a resource person to teachers who come for assistance with problems about pupils and classwork. In items

which counselors ranked higher than counselors greatest differences are shown for experiences in orienting new teachers to the personal service, obtaining from sending schools records of incoming pupils, forwarding to receiving schools records of pupil transfers, recording follow-up survey data, and developing working relationships with pupils, teachers, parents, and community organizations.

Recommendations

This investigation points up certain needs in the organization and operation of supervised practice programs for training counselors which must be met if counselor-training institutions are to supply the quality of personnel required in the public schools. These needs are enumerated below.

1. There is evidence in this investigation of continued need for improvement in the organization and operation of supervised practice programs in counselor training. Wide variations in such practices as the length of training, amount of course credit allowed for supervised practice, types of supervisory personnel, student-counselor load for supervisory personnel, and time of occurrence of supervised practice in the guidance curriculum suggests the need for revisions in many existing programs.

2. It is recognized that since many existing programs are in the experimental stages, counselor trainers need to examine programs at other institutions for possible ways to overcome serious handicaps under which they now are operating.

3. Further interdepartmental cooperation is needed at the university level. All available resources should be utilized in the preparation of

counselors.

4. There is need for a basic but flexible core of training experiences such as that provided by this investigation. Counselor trainers contemplating the inauguration of programs of supervised practice might profit immeasurably from a consideration of the items considered significant at the three levels of probability according to the responses of counselor trainers and counselors participating in this investigation. Further consideration should be given to items which show significance at different levels of probability by both groups.

5. Counselor trainers and supervising counselors need to re-examine experiences currently provided for their trainees. Greatest attention should be given to experiences in the occupational and educational information area, the interviewing, advising, and counseling, area, the follow-up area, and the school and community relationships area. Experiences should be predicated upon functions actually performed by practicing counselors. However, excessive time devoted to competencies which may be effected adequately in the college classroom or to those which do not contribute to the education of the trainee should be avoided.

6. If the contents of present programs are to be improved there must be a re-examination of the basic concepts underlying areas of training in which greatest differences of opinion between counselor trainers and practicing counselors now exist.

7. There is need for further experimentation and research to answer certain vital questions pointed up by this investigation. Some of the more important are: (1) Is supervised practice more effective when offered as a separate course or as a part of other courses? (2) Should supervised preparation take the form of an intensive internship or should it be

distributed throughout the guidance curriculum? (3) What steps can be taken to coordinate and utilize the facilities and personnel of the various departments of the college or university in the preparation of public school counselors? (4) What contributions can the staff of the cooperating school make to the supervised practice program and how can they best be elicited? (5) How valuable are the supervised experiences identified as significant at the various levels by this investigation in developing supervised practice programs for the preparation of public school counselors?

The ingenuity, resourcefulness, and promptness with which these needs are met may have a profound influence upon the course of secondary education in the United States in the next few decades.

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APPENDIX A - LETTER TO STATE DIRECTORS OF GUIDANCE REQUESTING THE NAMES OF INSTITUTIONS OFFERING SUPERVISED PRACTICE IN COUNSELOR PREPARATION AND THE PERSONS IN CHARGE

College of Education
University of Maryland
College Park, Maryland

Dear _____:

I am interested in obtaining information with respect to the development of counselor training programs in your state. More specifically, I would like the names of those institutions which offer supervised practice in public schools and/or campus laboratory schools for counselor trainees on the master's level. I would also appreciate the names of persons in charge of the programs or of some person associated with the programs.

Very truly yours,

/S/ Ralph Whitfield

- -

Name of institution	Person in charge and address

APPENDIX B - LETTER TO COUNSELOR TRAINERS EXPLAINING THE STUDY AND REQUESTING THEIR COOPERATION

College of Education
University of Maryland
College Park, Maryland

Dear _____:

I am making a study of counselor training programs throughout the United States. The study seeks primarily to identify current practices in the organization and operation of supervised practice programs for training counselors on the master's level in laboratory and/or cooperating secondary schools. Mr. Frank Sievers of the Office of Education staff indicated that you would be happy to assist in the study. If you are pressed with duties at this time perhaps a member of your staff will represent your institution.

It is quite possible that you envision, and plan, a more extensive program of supervised experiences for your prospective counselors than you now have. Regardless of how modest the beginning or how advanced your program may be, any information you are able to give about your program and your opinion as to what should constitute an adequate program of supervised experiences is very vital to the study.

Since the number of counselor training programs which include any form of practical experience is very limited, the success of the study depends upon the participation of all pertinent institutions. The outcomes should prove very interesting and, I hope, very useful. A copy will be forwarded to you.

The study will necessitate the use of written reactions. The form used will be in the nature of a checklist and may be completed in 20 or 25 minutes. The attached form contains a preliminary request for general information about your program. The checklist will be developed from the general information submitted by the various institutions. Will you please complete the form and return it in the self-addressed envelope.

Your kind assistance and cooperation will be greatly appreciated.

Yours very truly,

/S/ Ralph Whitfield

APPENDIX C - CHECKLIST USED IN THE PRELIMINARY SURVEY

( ) I will participate in the study.

( ) A member of my staff has agreed to participate in the study.

( ) This institution will not be represented in the study.

Signed_____

GENERAL INFORMATION

1. Published reports from a number of institutions suggest several areas in which counselor trainers are seeking to develop competencies in their student counselors on the master's level through supervised practice or some form of practical training. These are listed below. Please indicate which of these, if any, apply to your program. Add others in your program of which these are not adequately descriptive.

   a. Competencies in interviewing. _____

   b. Competencies in testing and test interpretation _____

   c. Competencies in working with pupils _____

   d. Competencies in working with the school staff _____

   e. Competencies in working with parents _____

   f. Competencies in working with the community _____

2. Do you use campus laboratory schools and/or cooperating secondary schools to develop competencies in these areas?

   Yes_____ No_____

3. If a report describing your program has been published, please give date and title of publication.

APPENDIX D - CHECKLIST USED IN THE FINAL SURVEY

INSTRUCTIONS TO COUNSELOR TRAINERS

This study is designed to get an idea of what you are doing with respect to supervised practice in the pre-service education of counselors. It is limited in scope (1) to the preparation of counselors through supervised experiences in laboratory and cooperating secondary schools and (2) to training on the master's level, i.e., between the B.A. and M.A. degrees.

PART I consists of questions of a general nature about the organization and operation of your program. The questions are self-explanatory.

PART II consists of a list of rather concrete experiences, arbitrarily grouped, in which counselor trainees may engage during the period of supervised practice. These are experiences which have been identified by the investigator through a study of guidance literature and through the observation of a number of supervised practice programs. This is by no means an exhaustive list. It is not expected that all counselor training programs will include all experiences in the list, nor will all experiences be considered essential. Furthermore, there may be additional experiences in your program which are not included here. Space has been provided for you to add such items and to evaluate them.

In Column 1, PART II, indicate by a check (√) those experiences which are being performed in your program of supervised practice. In Column 2 indicate by a check the degree of importance you attach to each experience in the supervised practice program <u>regardless of whether or not the experience is included in your program</u>. Consider the following interpretation of items in checking the degree of importance in Column 2:

NECESSARY - This experience is essential. It is not provided adequately in course work and should definitely be obtained before the counselor begins professional practice.

DESIRABLE - This experience is worthwhile. It is not provided adequately in course work and would be valuable in preparing prospective counselors for professional practice.

NOT NECESSARY - This experience is unnecessary. It is provided adequately in course work or else may be obtained later in professional practice.

Directions are repeated in each part of the checklist.

PART I

Directions: Fill in appropriate answers or check the choice which applies to your program. Limit answers to the scope of the study, Para. 1, Instructions.

1. Which college, or department, is primarily responsible for supervised practice in the laboratory and cooperating schools?

   Education_____ Psychology_____ other_____

2. Is supervised practice offered as a separate course or is it a part of some other course, such as a seminar?

   offered as a separate course_____
   as a part of another course_____ If so, which course?_____

3. Is supervised practice considered a full-time course load for counselor trainees or is it considered a part-time load? full-time____ part-time_____

4. What amount of credit is allowed for supervised practice? Sem. hrs.___
   Qr. hrs. ___

5. Who is the immediate supervisor of counselor trainees in the practice schools? Counselor_____ Principal_____ other_____

6. What maximum counselor-trainee load would you recommend for each of these supervisors?_____

7. How often does the counselor trainer at the University visit and observe the counselor trainee in practice schools?

   weekly___ biweekly___ monthly___ does not visit___ other_____

8. How often do counselor trainees come together at the University to discuss pertinent problems?

   semiweekly___ weekly___ monthly___ other_____

9. In which of the following areas are courses usually taken by the counselor trainee before, during, and after the supervised practice course?

Course Area	before	during	after
A Survey Course in Guidance or Counseling	____	____	____
Organization and Administration of Guidance Programs	____	____	____
The Psychology of Adolescence, Mental Hygiene, or other areas of child growth and development	____	____	____

Course Area	before	during	after
Tests and Measurements	____	____	____
Analysis of the Individual	____	____	____
Occupational and Educational Information	____	____	____
Techniques of Counseling	____	____	____
Others_____	____	____	____
_____	____	____	____

PART II

Directions: In column 1 indicate by a √ those experiences which are being performed in your program of supervised practice. In column 2 indicate by a check, also, the degree of importance you attach to each experience for supervised practice programs regardless of whether or not the experience is included in your program.

OCCUPATIONAL AND EDUCATION INFORMATION	Performed in your program Col. 1	Column 2: Necessary	Desirable	Not necessary
1. Become acquainted with the educational and occupational information materials in the library				
2. Identify sources of materials, such as government agencies, commercial publishers, trade and professional associations, schools and colleges in the area, local newspapers, local industries, film services, etc. . .				
3. Write for materials not available in the library . . .				
4. Survey job opportunities in local industries not included in previous surveys				
5. Visit selected industries in the community and catalog jobs therein				
6. Observe and make a job analysis of a local job for the files.				
7. Classify incoming occupational and educational information materials according to the filing plan used . . .				
8. Classify materials according to levels of reading difficulty.				
9. Evaluate materials with the use of acceptable criteria, such as "Content of a Good Occupational Monograph" . .				
10. Abstract materials into concise and usable form. . . .				
11. File materials according to the filing plan used . . .				
12. Keep materials current in the files.				
13. Make an occupational and educational information file				
14. Plan and carry out a display of materials for a specific purpose.				
15. Arrange a school assembly for the purpose of dispensing occupational and educational information				
16. Select and show pertinent motion pictures, slides, and film strips on occupational and educational information to interested groups of pupils				
17. Consult with teachers on the use of occupational and educational information in connection with their subjects. Supply materials				
18. Teach a unit in occupational and educational information				
19. Arrange for groups of pupils to make visits within the community to observe work processes and to collect materials.				

	1	2		
	Performed in your program	Necessary	Desirable	Not necessary
20. Arrange for pupils to interview successful business and professional people in the community				
Add significant concrete experiences in your program not included here. Evaluate in column 2 for each.				
PERSONAL INVENTORY				
21. Become acquainted with the various personnel and guidance records in the school				
22. Identify the techniques and procedures utilized by the school for obtaining necessary types of information for the records				
23. Acquaint new teachers with the records and techniques and procedures utilized by teachers in the school for obtaining and reporting data				
24. Obtain from teachers needed information about individuals and groups of pupils, such as marks, ratings, test scores, etc.				
25. Obtain information about individuals and groups of pupils from persons and agencies, such as employers, parents, pupils, clinics, visiting teachers, etc. .				
26. Record data on various forms				
27. Supervise pupils' recording of data (other than confidential)				
28. Obtain from sending schools records of incoming pupils, including transfers				
29. Initiate records for pupils for whom the school has no records				
30. Administer, score, and record the results of group tests of scholastic aptitude and achievement				
31. Administer, score, and record the results of group interest and personality inventories				
32. Administer and interpret individual tests of scholastic aptitude				
33. Construct such graphic representations of data as may be more easily and meaningfully interpreted in graphic form				

	1	2		
	Performed in your program	Necessary	Desirable	Not necessary
34. Make summary data sheets from the records of incoming pupils for classroom and homeroom teachers . . .				
35. Summarize and condense masses of data, such as case data, anecdotal reports, etc., into more economical forms				
Add significant concrete experiences in your program not included here. Evaluate in column 2 for each.				
INTERVIEWING, ADVISING, AND COUNSELING				
36. Observe interviews by regular counselors				
37. Conduct, record, and evaluate sample interviews . .				
38. Conduct information-gathering interviews with pupils to obtain information for the file and for immediate use in counseling				
39. Conduct "orientation" interviews with incoming pupils				
40. Hold "exit" interviews with graduating pupils and those leaving before graduation				
41. Advise and counsel with pupils on the selection, or change, of school program - curricular and extra-curricular				
42. Counsel pupils with regard to occupational choice and planning				
43. Counsel pupils with regard to course failure or deficiency				
44. Counsel pupils with regard to problems of social adjustment				
45. Counsel pupils with regard to emotional problems . .				
46. " " " " " financial problems . .				
47. Write a report, or reports, of cases counseled . . .				
48. Refer pupils for whom the skills and resources directly available to the counselor are inadequate .				
49. Interpret to teachers and others concerned suggestions for the education or re-education of a pupil counseled and assist teachers to adjust content, time, methods, assignments, etc., accordingly . . .				
50. Conduct a group of pupils in remedial reading				

	1	2		
	Performed in your program	Necessary	Desirable	Not Necessary
51. Conduct a group of pupils in remedial speech . . .				
Add significant concrete experiences in your program not included here. Evaluate in column 2 for each.				
ORIENTATION AND PLACEMENT				
52. Visit sending schools and discuss with prospective pupils pertinent topics about the receiving school				
53. Provide teachers of sending schools with information about the receiving school to enable them to be of maximum assistance to pupils				
54. Distribute printed materials, such as handbooks, school newspapers, and other printed materials about the school to prospective pupils and their parents				
55. Assume responsibility for planning and carrying out an activity on visiting day for prospective pupils and parents				
56. Hold "get-acquainted" interviews with incoming pupils, including transfers				
57. Provide new pupils with information concerning courses, rules and regulations, activities, graduation requirements,etc,using all available media . .				
58. Review the records of new pupils and assist them to plan tentative courses and extracurricular programs consistent with their interests, abilities, and experiences				
59. Acquaint new pupils with sources of information and assistance in the school				
60. Provide pupils with materials and information about specific college and trade schools in which they are interested				
61. Arrange for groups of interested pupils to visit nearby colleges and trade schools in which they are interested				
62. Assist pupils to complete college admission forms. .				

	1			2
	Performed in your program	Necessary	Desirable	Not necessary
63. Copy and forward to the proper receiving schools the necessary records of pupil transfers and graduates .				
64. Confer with potential school leavers and with graduates who do not plan to continue in school and acquaint them with job opportunities in line with their major interests				
65. Arrange for potential school leavers and graduates who do not plan to continue in school to visit local industrial and business enterprises to observe work processes of major interest to them . .				
66. Register pupils desiring full- and part-time employment				
67. Obtain personal questionnaires from pupils desiring employment				
68. Compare pupil abilities with job analyses of jobs desired				
69. Confer with pupils whose interests and abilities appear unsuited for the type of employment desired.				
70. Confer with pupils on techniques and procedures to be followed in securing employment				
71. Arrange for pupils to meet prospective employers .				
72. Copy and forward to prospective employers the necessary records of pupil applicants				
73. Obtain reports from pupils and employers on action taken in regard to referrals				
Add significant concrete experiences in your program not included here. Evaluate in column 2 for each.				
FOLLOW-UP				
74. Confer with teachers on the progress of present and previous conselees. Assist those pupils not making satisfactory adjustments				
75. Visit and confer with pupils in part-time work programs. Assist those not making satisfactory adjustments				

	1	2		
	Performed in your program	Necessary	Desirable	Not necessary
76. Visit and confer with former pupils now employed. . Assist those not making satisfactory adjustments . .				
77. Confer with employers as to the progress and adjustment of pupil employees				
78. Attend and participate in planning conferences of a follow-up survey				
79. Construct and submit for consideration a follow-up questionnaire designed to provide the information desired				
80. Participate in the development of survey forms . . .				
81. Contact and enlist the cooperation of persons and groups to participate in the survey				
82. Assemble and tabulate survey data				
83. Record pertinent information on permanent record cards				
84. Interpret the data, orally and in writing, to individuals and groups who have a right to and should be concerned with the findings				
85. Make a written evaluation of some aspects of the school or guidance program on the basis of data revealed in a follow-up survey				
Add significant concrete experiences in your program not included here. Evaluate in column 2 for each.				
SCHOOL AND COMMUNITY RELATIONSHIPS				
86. Identify the guidance functions of the teacher, counselor, supervisor, principal, specialist, etc. . . .				
87. Attend and participate in staff meetings				
88. Attend and participate in case conferences				
89. Present a case in staff conference for consideration				
90. Attend and participate in school faculty meetings .				
91. Explain the objectives, functions, practices, and nature of the guidance program to new teachers . . .				

	1	2		
	Performed in your program	Necessary	Desirable	Not necessary
92. Attend social and school functions in the school . .				
93. Teach a class for a school term				
94. Supervise a study hall for a school term				
95. Become a class sponsor or assist a class sponsor in her work				
96. Direct a pupil activity				
97. Attend and participate in PTA, parent study groups, etc.				
98. Explain the school guidance services to parent groups, community agencies and organizations, etc.				
99. Utilize community newspapers, school publications and other media to secure community, parent, and pupil understanding and support of the guidance program . . .				
100. Hold membership in a community service organization .				
101. Attend social functions in the community				
102. Attend meetings for in-service training of teachers and staff and participate in discussions and work groups.				
103. Provide a variety of pertinent source materials including books, magazines, films, research reports, etc., for in-service groups working on guidance problems .				
104. Contact and engage the services of local and state resource persons for in-service training meetings in the school				
105. Lead a discussion group in an in-service training meeting				
106. Make available to teachers announcements of in-service training opportunities and events within the community, such as lectures, professional conferences, workshops, schedules of evening classes at local colleges and universities, etc.				
107. Schedule and hold conferences with groups of teachers for the purpose of discussing pertinent topics, such as pupil growth and development, interpretation and use of pupil personnel records, administration and interpretation of tests, techniques of guidance, etc.				
108. Serve as a resource person, or consultant, to teachers who come for assistance with problems about pupils and class work				
Add significant concrete experiences in your program not included here. Evaluate in column 2 for each.				

RESEARCH	1 Performed in your program	2 Necessary	Desirable	Not necessary
109. Do a simple research problem in connection with the school or guidance program (not an occupational survey)				
Add significant concrete experiences in your program not included here. Evaluate in column 2 for each.				
Add any groupings and experiences in your program which are not adequately covered in PART II of this checklist. Evaluate the experiences in Column 2.				

Please attach the names and addresses of a few of your former counselor trainees who completed the supervised practice course and who are now counseling in secondary schools.

Please attach the names and addresses of a few of your former counselor trainee who completed the supervised practice course and who are now counseling in

Name _____

Title _____

Address _____

_____

Name _____

Title _____

Address _____

_____

Name _____

Title _____

Address _____

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Name _____

Title _____

Address _____

_____

APPENDIX E - LETTER ACCOMPANYING CHECKLIST TO COUNSELOR TRAINERS

College of Education
University of Maryland
College Park, Maryland

Dear _____:

In my February letter to you I indicated a study of supervised practice in counselor training programs which I propose to make and in which you agreed to participate. Let me thank you for your cooperation.

Nearly 50 counselor trainers representing virtually all of the better programs in the country agreed to assist with the study. From this list 35 institutions have been selected as having the best programs for the purposes of the study of any in the United States. Yours is one of the thirty-five.

I am enclosing a checklist developed from the general information submitted by counselor trainers in the preliminary survey. I shall appreciate your completing the checklist and returning it in the enclosed envelope. This should require about 20 minutes of your time. I should also like to get the reactions of some of your former trainees who completed the supervised practice course and who are now counseling in secondary schools to the items in Part II of the checklist. If you will supply the names and addresses of a number of these I shall send them copies of Part II. A copy of the complete findings will be forwarded to you.

Let me express my sincere appreciation for your cooperation in the study.

Very truly yours,

/S/ Ralph Whitfield

APPENDIX F - FOLLOW-UP LETTER TO COUNSELOR TRAINERS

University of Maryland
College Park, Maryland

Dear _____:

On _____, 1951 I mailed to you a copy of the checklist being used in the study of counselor training programs which I explained in previous correspondence and in which you kindly agreed to participate. Let me express my sincere appreciation for your cooperation. While I realize that this is a busy time of the year for many counselor trainers, a reply at your earliest convenience will enable me to get the results back to you in the early summer. If for any reason the checklist failed to reach you kindly advise me and I shall forward another copy to you.

Sincerely yours,

/S/ Ralph Whitfield

APPENDIX G - LETTER ACCOMPANYING CHECKLIST TO COUNSELORS

College of Education
University of Maryland
College Park, Maryland

Dear _____:

I am making a study of supervised practice programs for training counselors in 35 institutions throughout the United States. The study seeks, in part, the opinions of counselor trainers and of secondary school counselors who completed the practicum course in their pre-service preparation as to the value of certain supervised experiences for training counselors on the master's level.

Dr. _____, Counselor Trainer at _____University, is cooperating in the study and has already submitted his opinion. I asked him for the names of several persons currently counseling in secondary schools who completed the practicum course and whose opinions he felt would be valuable to the study. Yours is one of the names he recommended.

The study requires the use of written reactions. The form used is in the nature of a checklist and may be completed in about 20 minutes. Since I hope to complete the project in the summer I have taken the liberty to enclose a copy of the checklist with this letter. I would appreciate your completing the checklist and returning it in the enclosed envelope.

The outcomes, I believe, will be valuable to counselors and counselor trainers alike. A copy will be forwarded to you as soon as the tabulations are complete.

Your kind assistance and cooperation will be greatly appreciated.

Very truly yours,

/S/ Ralph Whitfield

APPENDIX H - INSTRUCTIONS TO COUNSELORS FOR COMPLETING THE CHECKLIST

INSTRUCTIONS TO COUNSELORS

A period of supervised practice similar to that in student teaching is now considered a necessary part of the pre-service education of counselors. This practice is usually gained in laboratory or cooperating public schools and is called an internship. This study seeks to determine just what experiences a counselor trainee should gain in the internship. Your counselor trainer has already expressed his opinion on a similar copy of the enclosed questionnaire. You are asked to do the same. Your opinions will be kept confidential and a copy of the findings of the study will be forwarded to you. I believe you will find them valuable in your work.

Part II consists of a list of rather concrete experiences in which a counselor trainee may engage during the internship. It is not expected that a trainee will engage in all experiences in the list, nor will all of them be considered essential. Moreover, time would not permit it.

In Column 1 headed "Performed in Your Program," indicate by a check those experiences in which you engaged during the internship. If you did not engage in a particular experience in the list, leave the corresponding space in Column 1 blank.

In Column 2 indicate by a check, also, the degree of importance you attach to each experience for the counselor trainee during the internship <u>regardless of whether the experience was included in your internship or not</u>. Remember, you are asked to express an evaluation in Column 2 of each and every experience.

In your evaluation in Column 2, recall the problems you encountered as a beginning counselor and consider how valuable you feel each experience was, or would have been, in developing the skills necessary to solve these problems.

Consider the following interpretation of items in checking the degree of importance in Column 2:

NECESSARY - This experience is essential in the internship. It is not provided adequately in the college classroom and should definitely be obtained before the counselor begins professional practice.

DESIRABLE - This experience is worthwhile in the internship. It is not provided adequately in the college classroom and would be valuable in preparing the counselor trainee for professional practice.

NOT NECESSARY - This experience is unnecessary during the internship. It is provided adequately in the college classroom or else may be obtained later in professional practice.

TO SUMMARIZE, You are asked to do 2 things: (1) Indicate by a check in Column 1 if you had the experience in your internship when you were training to be a counselor, and (2) Indicate by a check in Column 2 the degree of importance you attach to each experience for the counselor trainee during the internship regardless of whether you had the experience in your internship or not.

APPENDIX I - FOLLOW-UP LETTER TO COUNSELORS

College of Education
University of Maryland
College Park, Maryland

Dear _____:

On _____, 1951 I addressed to you a letter requesting your cooperation in a study of counselor training programs which I am undertaking. Enclosed in the letter was a checklist for recording your opinions as to the value of certain supervised experiences in counselor preparation. While I realize that you may find other matters more pressing at the moment, I would appreciate a reply at your earliest convenience. If the checklist failed to reach you, kindly advise me and I shall forward another copy to you.

Sincerely yours,

/S/ Ralph Whitfield

APPENDIX J - NAMES AND ADDRESSES OF THE FORTY SECONDARY SCHOOL COUNSELORS WHO COOPERATED IN THE STUDY

1. Athena Clement
   3642 Irving Street
   Denver 11, Colorado

2. Charlotte Halldorson
   Manual High School
   Denver, Colorado

3. James G. McKernon
   3290 Kipling Street
   Lakewood 15, Colorado

4. James Soran
   Morey Junior High School
   Denver, Colorado

5. Elsie Rodgers
   Cheshire Public Schools
   Cheshire, Connecticut

6. Louis A. Formica
   60 Fairfield Avenue
   Hartford 6, Connecticut

7. Kenneth Kaynor
   East Hartford High School
   East Hartford, Connecticut

8. James Cappelland
   Simsbury High School
   Simsbury, Connecticut

9. DeLores E. Bokle
   3 Hilltop
   Barrington, Illinois

10. H. D. Eller
    Senior High School
    Belleville, Illinois

11. Ruth Johnson
    Springfield High School
    Springfield, Illinois

12. Robert Colver
    Lawrence, Kansas

13. Fritz W. Forbes
    615 Ohio
    Lawrence, Kansas

14. Donald Moeler
    University Station
    Lawrence, Kansas

15. D. Isaacs
    712 Chester
    Topeka, Kansas

16. David F. Skeath
    Brunswick Public School
    Brunswick, Maryland

17. Barbara Wright
    High School
    Frostburg, Maryland

18. R. H. Archibald
    Brookline High School
    Hingham, Massachusetts

19. Walter C. Johnson
    Lakeview High School
    Battle Creek, Michigan

20. Robert F. Hopkins
    Fowlerville Public Schools
    Fowlerville, Michigan

21. Paul N. Clem
    East Lansing High School
    East Lansing, Michigan

22. Lois Skillen
    High School
    Stillwater, Minnesota

23. Marjorie Blank
Columbia Public Schools
Columbia, Missouri

24. H. T. Seaton, Jr.
Concordia High School
Concordia, Missouri

25. Raymond A. McCoy
Neosho High School
Neosho, Missouri

26. Margaret Brown
Warrensburg High School
Warrensburg, Missouri

27. Jessie Greene
Warrensburg Public School
Warrensburg, Missouri

28. Emory C. Parks
Warrensburg Public School
Warrensburg, Missouri

29. E. Theodore Stier
Public Schools
Bordentown, New Jersey

30. David Schwartz
Memorial School
Middletown, New York

31. E. R. Bovenizer
1 Spring Street
Athens, Ohio

32. John H. Metzler
Bradford Public Schools
Bradford, Pennsylvania

33. L. C. Olson
Kane Public Schools
Kane, Pennsylvania

34. Joseph Habas
Corry Public School
Corry, Pennsylvania

35. James C. Albright
Loyalsock Joint High School
Forksville, Pennsylvania

36. Paul E. Porter
William Penn High School
Harrisburg, Pennsylvania

37. Lloyd V. Tilt
422 Coatsville Avenue
Salt Lake City, Utah

38. Douglas F. Williams
South High School
Salt Lake City, Utah

39. Earl Thurman
Jordon School
Sandy, Utah

40. George F. Norsigian
Windsor High School
Windsor, Vermont

RAW SCORES, CHI SQUARES, AND PERCENTAGE OF PERFORMANCE.

Frequency of Performance and Value													
Counselor Trainers				Counselors				Weighted Raw Scores		Chi Square Significance of Values Trichotomous Distribution		Percent of Performance	
P.	Value			P.	Value								
	N	D	NN		N	D	NN	C.T.	C.	C.T.	C.	C.T.	C.
20	19	5	0	34	23	12	5	1.792	1.450	24.250	12.353	.83	.85
17	14	8	2	32	20	14	6	1.500	1.350	9.000	7.401	.71	.80
13	6	15	2	18	11	18	11	1.174	1.000	11.560	2.450	.57	.45
4	2	18	3	12	9	26	4	.9565	1.128	20.947	20.461	.17	.31
7	3	16	5	10	6	31	3	.9167	1.075	12.250	35.458	.29	.25
7	5	11	7	13	8	21	10	.9130	.9487	2.433	7.538	.30	.33
15	12	10	2	13	11	20	9	1.417	1.050	7.000	5.151	.63	.33
1	1	17	5	2	6	20	11	.8261	.8649	18.079	8.164	.04	.05
8	7	12	4	19	11	22	7	1.130	1.100	4.259	9.052	.35	.48
8	5	11	8	8	5	26	8	.8750	.9231	2.250	19.846	.33	.21
15	12	10	2	18	16	15	8	1.417	1.205	7.000	2.923	.63	.46
9	10	9	4	18	17	12	10	1.261	1.179	2.694	2.000	.39	.46
7	5	12	6	14	19	16	5	.9565	1.350	3.737	8.152	.30	.35
6	6	16	2	12	9	18	12	1.167	.9231	13.000	3.230	.25	.31
4	4	15	5	3	9	22	9	.9583	1.000	9.250	7.702	.17	.08
6	5	18	1	10	12	23	5	1.167	1.175	19.750	12.353	.25	.25
7	10	12	2	12	17	19	4	1.333	1.325	7.000	9.952	.29	.30
6	6	16	2	8	15	18	7	1.167	1.200	13.000	4.851	.25	.20
6	6	14	3	9	9	24	7	1.130	1.050	8.431	12.953	.26	.23
7	2	17	4	4	8	24	7	.9130	1.026	17.296	14.000	.30	.10

Frequency of Performance and Value													
Counselor Trainers				Counselors				Weighted Raw Scores		Chi Square Significance of Values Trichotomous Distribution		Percent of Performance	
P.	Value			P.	Value								
	N	D	NN		N	D	NN	C.T.	C.	C.T.	C.	C.T.	C.
20	22	1	0	38	34	2	4	1.957	1.750	40.243	48.212	.87	.95
19	19	4	1	36	33	5	2	1.750	1.775	23.250	43.861	.79	.90
3	5	11	8	11	22	14	3	.8750	1.487	2.250	14.000	.13	.28
22	19	5	0	26	28	8	4	1.792	1.600	24.250	24.806	.92	.65
21	17	6	1	25	22	14	3	1.667	1.487	16.750	14.000	.88	.64
20	16	7	1	31	26	6	6	1.625	1.526	14.250	21.047	.83	.82
3	1	9	11	9	8	17	13	.5238	.8684	8.000	3.209	.14	.24
7	5	8	11	10	17	15	8	.7500	1.225	2.250	3.350	.29	.25
9	8	10	5	14	20	13	5	1.130	1.395	1.651	8.892	.39	.37
22	19	5	0	33	34	3	3	1.792	1.775	24.250	48.062	.92	.83
21	20	4	0	33	34	3	3	1.833	1.775	28.000	48.062	.88	.83
18	14	9	1	32	31	5	3	1.542	1.718	10.750	37.538	.75	.82
13	12	10	2	24	18	16	5	1.417	1.333	7.000	7.538	.54	.62
9	5	15	4	5	9	21	8	1.042	1.026	9.250	8.261	.38	.13
13	12	10	2	16	14	16	7	1.417	1.189	7.000	3.622	.54	.43
19	18	6	0	32	34	3	0	1.750	1.919	21.000	57.475	.79	.86
21	23	1	0	35	33	5	2	1.958	1.775	42.250	43.861	.88	.88
19	16	7	1	35	34	4	2	1.625	1.800	14.250	48.212	.79	.88
11	10	12	2	17	23	16	1	1.333	1.550	7.000	18.954	.46	.43
10	10	11	3	14	24	13	3	1.292	1.525	6.125	16.554	.42	.35

Frequency of Performance and Value

Counselor Trainers				Counselors				Weighted Raw Scores		Chi Square Significance of Values Trichotomous Distribution		Percent of Performance	
P.	Value			P.	Value								
	N	D	NN		N	D	NN	C.T.	C.	C.T.	C.	C.T.	C.
19	20	3	1	32	35	4	1	1.792	1.850	27.250	53.163	.79	.80
23	23	1	0	36	36	3	1	1.958	1.875	42.250	57.964	.96	.90
21	20	4	0	33	36	3	1	1.833	1.875	28.000	57.964	.88	.83
21	22	1	0	34	34	5	1	1.957	1.825	40.243	48.662	.91	.85
17	20	3	1	29	33	6	1	1.792	1.800	27.250	44.461	.71	.73
18	18	5	1	23	30	7	2	1.708	1.718	19.750	34.307	.75	.59
20	19	3	0	35	30	6	2	1.864	1.737	28.467	36.201	.91	.92
22	19	4	1	16	25	14	1	1.750	1.600	23.250	21.655	.92	.40
14	15	9	0	9	22	15	3	1.625	1.475	14.250	13.853	.58	.23
2	2	10	12	5	4	20	16	.5833	.7000	7.000	10.402	.08	.13
1	2	9	12	1	2	19	14	.5652	.6571	6.866	13.082	.04	.03
2	2	14	8	4	7	26	6	.7500	1.026	9.000	19.538	.08	.10
4	3	16	4	4	14	19	6	.9565	1.205	13.646	6.615	.17	.10
6	4	13	7	5	6	23	10	.8750	.8974	6.500	12.153	.25	.13
2	3	17	4	6	13	21	5	.9583	1.205	15.250	9.846	.08	.15
7	6	16	2	10	19	17	3	1.167	1.410	13.000	11.692	.29	.26
9	8	14	2	9	19	15	5	1.250	1.359	9.000	8.000	.38	.23
12	11	11	2	14	25	12	2	1.375	1.590	6.750	20.461	.50	.36
10	10	12	1	15	23	14	2	1.391	1.538	8.952	17.076	.43	.38

Frequency of Performance and Value													
Counselor Trainers				Counselors				Weighted Raw Scores		Chi Square Significance of Values Trichotomous Distribution		Percent of Performance	
P.	Value			P.	Value								
	N	D	NN		N	D	NN	C.T.	C.	C.T.	C.	C.T.	C.
18	15	9	0	22	26	11	1	1.625	1.658	14.250	24.993	.75	.58
4	4	13	7	9	15	17	7	.8750	1.205	5.250	4.307	.17	.23
9	6	15	3	14	15	17	7	1.125	1.205	9.750	4.307	.38	.36
2	2	9	13	6	17	14	9	.5417	1.200	7.750	2.450	.08	.15
13	12	9	3	18	26	11	3	1.375	1.575	5.250	20.455	.54	.45
5	3	14	7	6	9	25	6	.8333	1.075	7.750	15.653	.21	.15
7	5	12	7	6	12	18	10	.9167	1.050	3.250	2.600	.29	.15
8	3	17	4	10	13	18	9	.9583	1.100	15.250	3.050	.33	.25
12	12	10	2	16	24	13	2	1.417	1.564	7.000	18.615	.50	.41
13	13	9	2	21	27	8	4	1.458	1.590	7.750	23.230	.54	.54
13	12	10	2	14	21	15	3	1.417	1.462	7.000	12.923	.54	.36
5	4	13	7	7	10	23	7	.8750	1.075	5.250	10.852	.21	.18
7	4	10	9	5	12	17	11	.7826	1.025	2.694	1.550	.30	.13
5	3	14	7	7	13	19	8	.8333	1.125	7.750	4.551	.21	.18
17	16	5	3	16	26	9	4	1.542	1.564	12.250	20.461	.71	.41
5	5	15	4	4	14	21	4	1.042	1.256	9.250	11.230	.21	.10
1	2	14	8	1	6	28	5	.7500	1.026	9.000	26.000	.04	.03
3	3	17	4	4	14	19	6	.9583	1.205	15.250	6.615	.13	.10

Frequency of Performance and Value

Counselor Trainers				Counselors				Weighted Raw Scores		Chi Square Significance of Values Trichotomous Distribution		Percent of Performance	
P.	Value			P.	Value								
	N	D	NN		N	D	NN	C.T.	C.	C.T.	C.	C.T.	C.
6	5	16	2	4	11	23	5	1.130	1.154	14.167	12.923	.26	.10
7	5	16	3	6	14	17	8	1.083	1.154	12.250	3.230	.29	.15
8	5	15	3	7	11	22	6	1.087	1.128	10.778	10.307	.35	.18
5	5	12	7	5	9	20	10	.9167	.9744	3.250	5.692	.21	.13
8	7	14	3	11	13	13	12	1.167	1.026	7.750	.0526	.33	.29
5	5	7	12	14	18	10	10	.7083	1.211	3.250	3.367	.21	.37
10	12	9	3	15	24	11	3	1.375	1.553	5.250	17.732	.42	.39
10	10	11	2	11	17	17	4	1.292	1.342	6.345	8.892	.43	.29
17	19	3	2	20	24	8	5	1.708	1.514	22.750	16.923	.71	.54
18	17	6	1	22	29	8	2	1.667	1.692	16.750	30.923	.75	.56
20	20	4	0	23	30	8	1	1.833	1.744	28.000	35.230	.83	.59
16	14	10	0	19	23	15	1	1.583	1.564	13.000	19.076	.67	.49
14	13	7	4	17	21	14	4	1.375	1.436	5.250	11.230	.58	.44
3	4	11	9	8	23	10	6	.7917	1.436	3.250	12.153	.13	.21
11	4	16	4	15	19	16	4	1.000	1.385	12.000	9.692	.46	.38
5	5	4	14	16	20	9	10	.6087	1.256	7.909	5.692	.22	.41
1	0	4	20	11	10	9	18	.1667	.7838	28.000	3.947	.04	.30
1	1	9	14	8	10	18	11	.4583	.9744	10.750	2.923	.04	.21
2	1	9	14	10	14	17	8	.4583	1.154	10.750	3.230	.08	.26
2	2	17	5	10	18	13	8	.8750	1.256	15.750	3.846	.08	.26
4	2	17	5	7	20	13	5	.8750	1.395	15.750	8.892	.17	.18
3	2	16	6	10	21	11	6	.8333	1.359	13.000	9.000	.13	.26
1	2	8	14	12	13	13	11	.5000	1.054	9.000	.2163	.04	.32
2	1	12	10	12	16	17	6	.6087	1.256	8.952	5.692	.09	.31

Frequency of Performance and Value													
Counselor Trainers				Counselors				Weighted Raw Scores		Chi Square Significance of Values Trichotomous Distribution		Percent of Performance	
P.	Value			P.	Value								
	N	D	NN		N	D	NN	C.T.	C.	C.T.	C.	C.T.	C.
7	14	8	2	12	22	15	2	1.500	1.513	9.000	15.846	.29	.31
7	8	13	2	9	17	17	5	1.261	1.308	7.909	7.384	.30	.23
4	3	16	5	10	16	17	6	.9167	1.256	12.250	5.692	.17	.26
7	6	16	2	5	12	20	6	1.167	1.158	13.000	7.787	.29	.13
2	4	12	7	9	13	18	8	.8696	1.128	4.259	3.846	.09	.23
6	8	13	3	8	17	18	4	1.208	1.333	6.250	9.384	.25	.21
10	7	15	2	12	22	14	2	1.208	1.526	10.750	15.995	.42	.32
12	10	12	1	20	14	17	7	1.391	1.184	8.952	4.156	.52	.53

APPENDIX L - CHI SQUARE COMPUTATIONS OF VALUE RESPONSES OF COUNSELOR TRAINERS TO THE ITEMS IN PART II OF THE CHECKLIST

1.	19	8	11	121		
	5	8	3	9	194	24.250
	0	8	8	64	8	
2.	14	8	6	36		
	8	8	0	0	72	9.000
	2	8	6	36	8	
3.	6	7.67	1.67	2.7889		
	15	7.67	7.33	53.7289	88.6667	11.560
	2	7.67	5.67	32.1489	7.67	
4.	2	7.67	5.67	32.1489		
	18	7.67	10.33	106.7089	160.6667	20.947
	3	7.67	4.67	21.8089	7.67	
5.	3	8	5	25		
	16	8	8	64	98	12.250
	5	8	3	9	8	
6.	5	7.67	2.67	7.1289		
	11	7.67	3.33	11.0889	18.6667	2.433
	7	7.67	.67	.4489	7.67	
7.	12	8	4	16	56	
	10	8	2	4	8	7.000
	2	8	6	36		
8.	1	7.67	6.67	44.4889		
	17	7.67	9.33	87.0489	138.6667	18.079
	5	7.67	2.67	7.1289	7.67	
9.	7	7.67	.67	.4489		
	12	7.67	4.33	18.7489	32.6667	4.259
	4	7.67	3.67	13.4689	7.67	

10.	5	8	3	9		
	11	8	3	9	18	2.250
	8	8	0	0	8	
11.	12	8	4	16	56	7.000
	10	8	2	4	8	
	2	8	6	36		
12.	10	7.67	2.33	5.4289		
	9	7.67	1.33	1.7689	20.6667	2.694
	4	7.67	3.67	13.4689	7.67	
13.	5	7.67	2.67	7.1289		
	12	7.67	4.33	18.7489	28.6667	3.737
	6	7.67	1.67	2.7889	7.67	
14.	6	8	2	4		
	16	8	8	64	104	13.000
	2	8	6	36	8	
15.	4	8	4	16		
	15	8	7	49	74	9.250
	5	8	3	9	8	
16.	5	8	3	9		
	18	8	10	100	158	19.750
	1	8	7	49	8	
17.	10	8	2	4		
	12	8	4	16	56	7.000
	2	8	6	36	8	
18.	6	8	2	4		
	16	8	8	64	104	
	2	8	6	36	8	13.000
19.			1.67	2.7889		
	6	7.67	6.33	40.0689	64.6667	8.431
	14	7.67	4.67	21.8089	7.67	
	3	7.67				

20.	2	7.67	5.67	32.1489		
	17	7.67	9.33	87.0489	132.6667	17.296
	4	7.67	3.67	13.4689	7.67	
21.	22	7.67	14.33	205.3489		
	1	7.67	6.67	44.4889	308.6667	40.243
	0	7.67	7.67	58.8289	7.67	
22.	19	8	11	121		
	4	8	4	16	186	23.250
	1	8	7	49	8	
23.	5	8	3	9		
	11	8	3	9	18	2.250
	8	8	0	0	8	
24.	19	8	11	121		
	5	8	3	9	194	24.250
	0	8	8	64	8	
25.	17	8	9	81		
	6	8	2	4	134	16.750
	1	8	7	49	8	
26.	16	8	8	64		
	7	8	1	1	114	14.250
	1	8	7	49	8	
27.	1	7	6	36		
	9	7	2	4	56	8.000
	11	7	4	16	7	
28.	5	8	3	9		
	8	8	0	0	18	2.250
	11	8	3	9	8	
29.	8	7.67	.33	.1089		
	10	7.67	2.33	5.4289	12.6667	1.651
	5	7.67	2.67	7.1289	7.67	

30.	19	8	11	121		
	5	8	3	9	194	24.250
	0	8	8	64	8	
31.	20	8	12	144		
	4	8	4	16	224	28.000
	0	8	8	64	8	
32.	14	8	6	36		
	9	8	1	1	86	10.750
	1	8	7	49	8	
33.	12	8	4	16		
	10	8	2	4	56	7.000
	2	8	6	36	8	
34.	5	8	3	9		
	15	8	7	49	74	9.250
	4	8	4	16	8	
35.	12	8	4	16		
	10	8	2	4	56	7.000
	2	8	6	36	8	
36.	18	8	10	100		
	6	8	2	4	168	21.000
	0	8	8	64	8	
37.	23	8	15	225		
	1	8	7	49	338	42.250
	0	8	8	64	8	
38.	16	8	8	64		
	7	8	1	1	114	14.250
	1	8	7	4 9	8	
39.	10	8	2	4		
	12	8	4	16	56	7.000
	2	8	6	36	8	

40.	10	8	2	4		
	11	8	3	9	49	6.125
	3	8	6	36	8	
41.	20	8	12	144		
	3	8	5	25	218	27.250
	1	8	7	49	8	
42.	23	8	15	225		
	1	8	7	49	338	42.250
	0	8	8	64	8	
43.	20	8	12	144		
	4	8	4	16	224	28.000
	0	8	8	64	8	
44.	22	7.67	14.33	205.3489		
	1	7.67	6.67	44.4889	308.6667	40.243
	0	7.67	7.67	58.8289	7.67	
45.	20	8	12	144		
	3	8	5	25	218	
	1	8	7	49	8	27.250
46.	18	8	10	100		
	5	8	3	9	158	19.750
	1	8	7	49	8	
47.	19	7.33	11.67	136.1889		
	3	7.33	4.33	18.7489	208.6667	28.467
	0	7.33	7.33	53.7289	7.33	
48.	19	8	11	121		
	4	8	4	16	186	23.250
	1	8	7	49	8	
49.	15	8	7	49		
	9	8	1	1	114	14.250
	0	8	8	64	8	

50.	2	8	6	36		
	10	8	2	4	56	7.000
	12	8	4	16	8	
51.	2	7.67	5.67	32.1489		
	9	7.67	1.33	1.7689	52.6667	6.866
	12	7.67	4.33	18.7489	7.67	
52.	2	8	6	36		
	14	8	6	36	72	9.000
	8	8	0	0	8	
53.	3	7.67	4.67	21.8089		
	16	7.67	8.33	69.3889	104.6667	13.646
	4	7.67	3.67	13.4689	7.67	
54.	4	8	4	16		
	13	8	5	25	52	6.500
	7	8	1	1	8	
55.	3	8	5	25		
	17	8	9	81	122	15.250
	4	8	4	16	8	
56.	6	8	2	4		
	16	8	8	64	104	13.000
	2	8	6	36	8	
57.	8	8	0			
	14	8	6	36	72	9.000
	2	8	6	36	8	
58.	11	8	3	9		
	11	8	3	9	54	6.750
	2	8	6	36	8	
59.	10	7.67	2.33	5.4289		
	12	7.67	4.33	18.7489	68.6667	8.952
	1	7.67	6.67	44.4889	7.67	

60.	15	8	7	49		
	9	8	1	1	114	14.250
	0	8	8	64	8	
61.	4	8	4	16		
	13	8	5	25	42	5.250
	7	8	1	1	8	
62.	6	8	2	4		
	15	8	7	49	78	
	3	8	5	25	8	9.750
63.	2	8	6	36		
	9	8	1	1	62	7.750
	13	8	5	25	8	
64.	12	8	4	16		
	9	8	1	1	42	5.250
	3	8	5	25	8	
65.	3	8	5	25		
	14	8	6	36	62	7.750
	7	8	1	1	8	
66.	5	8	3	9		
	12	8	4	16	26	3.250
	7	8	1	1	8	
67.	3	8	5	25		
	17	8	9	81	122	15.250
	4	8	4	16	8	
68.	12	8	4	16		
	10	8	2	4	56	7.000
	2	8	6	36	8	
69.	13	8	5	25		
	9	8	1	1	62	7.750
	2	8	6	36	8	

70.	12	8	4	16		
	10	8	2	4	56	7.000
	2	8	6	36	8	
71	4	8	4	16		
	13	8	5	25	42	5.250
	7	8	1	1	8	
72.	4	7.67	3.67	13.4689		
	10	7.67	2.33	5.4289	20.6667	2.694
	9	7.67	1.33	1.7689	7.67	
73.	3	8	5	25		
	14	8	6	36	62	7.750
	7	8	1	1	8	
74.	16	8	8	64		
	5	8	3	9	98	12.250
	3	8	5	25	8	
75.	5	8	3	9		
	15	8	7	49	74	9.250
	4	8	4	16	8	
76.	2	8	6	36		
	14	8	6	36	72	
	8	8	0	0	8	9.000
77.	3	8	5	25		
	17	8	9	81	122	15.250
	4	8	4	16	8	
78.	5	7.67	2.67	7.1289		
	16	7.67	8.33	69.3889	108.6667	14.167
	2	7.67	5.67	32.1489	7.67	
79.	5	8	3	9		
	16	8	8	64	98	12.250
	3	8	5	25	8	

80.	5	7.67	2.67	7.1289		
	15	7.67	7.33	53.7289	82.6667	10.777
	3	7.67	4.67	21.8089	7.67	
81.	5	8	3	9		
	12	8	4	16	26	3.250
	7	8	1	1	8	
82.	7	8	1	1		
	14	8	6	36	62	7.750
	3	8	5	25	8	
83.	5	8	3	9		
	7	8	1	1	26	3.250
	12	8	4	16	8	
84.	12	8	4	16		
	9	8	1	1	42	5.250
	3	8	5	25	8	
85.	10	7.67	2.33	5.4289		
	11	7.67	3.33	11.0889	48.6667	6.345
	2	7.67	5.67	32.1489	7.67	
86.	19	8	11	121		
	3	8	5	25	182	22.750
	2	8	6	36	8	
87.	17	8	9	81		
	6	8	2	4	134	16.750
	1	8	7	49	8	
88.	20	8	12	144		
	4	8	4	16	224	28.000
	0	8	8	64	8	
89.	14	8	6	36		
	10	8	2	4	104	13.000
	0	8	8	64	8	

90.	13	8	5	25		
	7	8	1	1	42	5.250
	4	8	4	16	8	
91.	4	8	4	16		
	11	8	3	9	26	3.250
	9	8	1	1	8	
92.	4	8	4	16		
	16	8	8	64	96	12.000
	4	8	4	16	8	
93.	5	7.67	2.67	7.1289		
	4	7.67	3.67	13.4689	60.6667	7.909
	14	7.67	6.33	40.0689	7.67	
94.	0	8	8	64		
	4	8	4	16	224	28.000
	20	8	12	144	8	
95.	1	8	7	49		
	9	8	1	1	86	10.750
	14	8	6	36	8	
96.	1	8	7	49		
	9	8	1	1	86	10.750
	14	8	6	36	8	
97.	2	8	6	36		
	17	8	9	81	126	15.750
	5	8	3	9	8	
98.	2	8	6	36		
	17	8	9	81	126	15.750
	5	8	3	9	8	
99.	2	8	6	36		
	16	8	8	64	104	13.000
	6	8	2	4	8	

100.	2	8	6	36		
	8	8	0	0	72	9.000
	14	8	6	36	8	
101.	1	7.67	6.67	44.4889		
	12	7.67	4.33	18.7489	68.6667	8.952
	10	7.67	2.33	5.4289	7.67	
102.	14	8	6	36		
	8	8	0	0	72	9.000
	2	8	6	36	8	
103.	8	7.67	.33	.1089		
	13	7.67	5.33	28.4089	60.6667	7.909
	2	7.67	5.67	32.1489	7.67	
104.	3	8	5	25		
	16	8	8	64	98	12.250
	5	8	3	9	8	
105.	6	8	2	4		
	16	8	8	64	104	13.000
	2	8	6	36	8	
106.	4	7.67	3.67	13.4689		
	12	7.67	4.33	18.7489	32.6667	4.259
	7	7.67	.67	.4489	7.67	
107.	8	8	0			
	13	8	5	25	50	6.250
	3	8	5	25	8	
108.	7	8	1	1		
	15	8	7	49	86	10.750
	2	8	6	36	8	
109.	10	7.67	2.33	5.4289		
	12	7.67	4.33	18.7489	68.6667	8.952
	1	7.67	6.67	44.4889	7.67	

APPENDIX M - CHI SQUARE COMPUTATIONS OF VALUE RESPONSES OF COUNSELORS TO THE ITEMS IN PART II OF THE CHECKLIST

1.	23	13.33	9.67	93.5089		
	12	13.33	1.33	1.7689	164.6667	12.353
	5	13.33	8. 33	69.3889	13.33	
2.	20	13.33	6.67	44.4889		
	14	13.33	.67	.4489	98.6667	7.401
	6	13.33	7.33	53.7289	13.33	
3.	11	13.33	2.33	5.4289		
	18	13.33	4.67	21.8089	32.6667	2.450
	11	13.33	2.33	5.4289	13.33	
4.	9	13	4	16		
	26	13	13	169	266	20.461
	4	13	9	81	13	
5.	6	13.33	7.33	53.7289		
	31	13.33	17.67	312.2289	472.6667	35.458
	3	13.33	10.33	106.7089	13.33	
6.	8	13	5	25		
	21	13	8	64	98	7.538
	10	13	3	9	13	
7.	11	13.33	2.33	5.4289		
	20	13.33	6.67	44.4889	68.6667	5.1513
	9	13.33	4.33	18.7489	13.33	
8.	6	12.33	6.33	40.0689		
	20	12.33	7.67	58.8289	100.6667	8.164
	11	12.33	1.33	1.7689	12.33	
9.	11	13.33	2.33	5.4289		
	22	13.33	8.67	75.1689	120.6667	9.052
	7	13.33	6.33	40.0689	13.33	

10.	5	13	8	64		
	26	13	13	169	258	19.846
	8	13	5	25	13	
11.	16	13	3	9		
	15	13	2	4	38	2.923
	8	13	5	25	13	
12.	17	13	4	16		
	12	13	1	1	26	2.000
	10	13	3	9	13	
13.	19	13.33	5.67	32.1489		
	16	13.33	2.67	7.1289	108.6667	8.152
	5	13.33	8.33	69.3889	13.33	
14.	9	13	4	16		
	18	13	5	25	42	3.230
	12	13	1	1	13	
15.	9	13.33	4.33	18.7489		
	22	13.33	8.67	75.1689	102.6667	7.701
	9	13.33	4.33	18.7489	13.33	
16.	12	13.33	1.33	1.7689		
	23	13.33	9.67	93.5089	164.6667	12.353
	5	13.33	8.33	69.3889	13.33	
17.	17	13.33	3.67	13.4689		
	19	13.33	5.67	32.1489	132.6667	9.952
	4	13.33	9.33	87.0489	13.33	
18.	15	13.33	1.67	2.7889		
	18	13.33	4.67	21.8089	64.6667	4.851
	7	13.33	6.33	40.0689	13.33	
19.	9	13.33	4.33	18.7489		
	24	13.33	10.67	113.8489	172.6667	12.953
	7	13.33	6.33	40.0689	13.33	

20.	8	13	5	25		
	24	13	11	121	182	14.000
	7	13	6	36	13	
21.	34	13.33	20.67	427.2489		
	2	13.33	11.33	128.3689	642.6667	48.212
	4	13.33	9.33	87.0489	13.33	
22.	33	13.33	19.67	386.9089		
	5	13.33	8.33	69.3889	584.6667	43.860
	2	13.33	11.33	128.3689	13.33	
23.	22	13	9	81		
	14	13	1	1	182	14.000
	3	13	10	100	13	
24.	28	13.33	14.67	215.2089		
	8	13.33	5.33	28.4089	330.6667	24.806
	4	13.33	9.33	87.0489	13.33	
25.	22	13	9	81		
	14	13	1	1	182	14.000
	3	13	10	100	13	
26.	26	12.67	13.33	177.6889		
	6	12.67	6.67	44.4889	266.6667	21.047
	6	12.67	6.67	44.4889	12.67	
27.	8	12.67	4.67	21.8089		
	17	12.67	4.33	18.7489	40.6667	3.209
	13	12.67	.33	.1089	12.67	
28.	17	13.33	3.67	13.4689		
	15	13.33	1.67	2.7889	44.6667	3.350
	8	13.33	5.33	28.4089	13.33	
29.	20	12.67	7.33	53.7289		
	13	12.67	.33	.1089	112.6667	8.892
	5	12.67	7.67	58.8289	12.67	

30.	34	13.33	20.67	427.2489		
	3	13.33	10.33	106.7089	640.6667	48.062
	3	13.33	10.33	106.7089	13.33	
31.	34	13.33	20.67	427.2489		
	3	13.33	10.33	106.7089	640.6667	48.062
	3	13.33	10.33	106.7089	13.33	
32.	31	13	18	324		
	5	13	8	64	488	37.538
	3	13	10	100	13	
33.	18	13	5	25		
	16	13	3	9	98	7.538
	5	13	8	64	13	
34.	9	12.67	3.67	13.4689		
	21	12.67	8.33	69.3889	104.6667	8.261
	8	12.67	4.67	21.8089	12.67	
35.	14	12.33	1.67	2.7889		
	16	12.33	3.67	13.4689	44.6667	3.622
	7	12.33	5.33	28.4089	12.33	
36.	34	12.33	21.67	469.5889		
	3	12.33	9.33	87.0489	708.6667	57.475
	0	12.33	12.33	152.0289	12.33	
37.	33	13.33	19.67	386.9089		
	5	13.33	8.33	69.3889	584.6667	43.860
	2	13.33	11.33	128.3689	13.33	
38.	34	13.33	20.67	427.2489		
	4	13.33	9.33	87.0489	642.6667	48.212
	2	13.33	11.33	128.3689	13.33	
39.	23	13.33	9.67	93.5089		
	16	13.33	2.67	7.1289	252.6667	18.954
	1	13.33	12.33	152.0289	13.33	

40.	24	13.33	10.67	113.8489		
	13	13.33	.33	.1089	220.6667	16.554
	3	13.33	10.33	106.7089	13.33	
41.	35	13.33	21.67	469.5889		
	4	13.33	9.33	87.0489	708.6667	53.163
	1	13.33	12.33	152.0289	13.33	
42.	36	13.33	22.67	513.9289		
	3	13.33	10.33	106.7089	772.6667	57.964
	1	13.33	12.33	152.0289	13.33	
43.	36	13.33	22.67	513.9289		
	3	13.33	10.33	106.7089	772.6667	57.964
	1	13.33	12.33	152.0289		
44.	34	13.33	20.67	427.2489		
	5	13.33	8.33	69.3889	648.6667	48.6621
	1	13.33	12.33	152.0289	13.33	
45.	33	13.33	19.67	386.9089		
	6	13.33	7.33	53.7289	592.6667	44.461
	1	13.33	12.33	152.0289	13.33	
46.	30	13	17	289		
	7	13	6	36	446	34.307
	2	13	11	121	13	
47.	30	12.67	17.33	300.3289		
	6	12.67	6.67	44.4889	458.6667	36.201
	2	12.67	10.67	113.8489	12.67	
48.	25	13.33	11.67	136.1889		
	14	13.33	.67	.4489	288.6667	21.655
	1	13.33	12.33	152.0289	13.33	
49.	22	13.33	8.67	75.1689		
	15	13.33	1.67	2.7889	184.6667	13.853
	3	13.33	10.33	106.7089	13.33	

50.	4	13.33	9.33	87.0489		
	20	13.33	6.67	44.4889	138.6667	10.402
	16	13.33	2.67	7.1289	13.33	
51.	2	11.67	9.67	93.5089		
	19	11.67	7.33	53.7289	152.6667	13.082
	14	11.67	2.33	5.4289	11.67	
52.	7	13	6	36		
	26	13	13	169	254	19.538
	6	13	7	49	13	
53.	14	13	1	1		
	19	13	6	36	86	6.615
	6	13	7	49	13	
54.	6	13	7	49		
	23	13	10	100	158	12.153
	10	13	3	9	13	
55.	13	13	0	0		
	21	13	8	64	128	9.846
	5	13	8	64	13	
56.	19	13	6	36		
	17	13	4	16	152	11.692
	3	13	10	100	13	
57.	19	13	6	36		
	15	13	2	4	104	8.000
	5	13	8	64	13	
58.	25	13	12	144		
	12	13	1	1	266	20.461
	2	13	11	121	13	
59.	23	13	10	100		
	14	13	1	1	222	17.076
	2	13	11	121	13	

60.	26	12.67	13.33	177.6889		
	11	12.67	1.67	2.7889	316.6667	24.993
	1	12.67	11.67	136.1889	12.67	
61.	15	13	2	4		
	17	13	4	16	56	4.307
	7	13	6	36	13	
62.	15	13	2	4		
	17	13	4	1 6	56	4.307
	7	13	6	3 6	13	
63.	17	13.33	3.67	13.4689		
	14	13.33	.67	.4489	32.6667	2.450
	9	13.33	4.33	18.7489	13.33	
64.	26	13.33	12.67	160.5289		
	11	13.33	2.33	5.4289	272.6667	20.455
	3	13.33	10.33	106.7089	13.33	
65.	9	13.33	4.33	18.7489		
	25	13.33	11.67	136.1889	208.6667	15.653
	6	13.33	7.33	53.7289	13.33	
66.	12	13.33	1.33	1.7689		
	18	13.33	4.67	21.8089	34.6667	2.600
	10	13.33	3.33	11.0889	13.33	
67.	13	13.33	.33	.1089		
	18	13.33	4.67	21.8089	40.6667	3.050
	9	13.33	4.33	18.7489	13.33	
68.	24	13	11	121		
	13	13	0	0	242	18.615
	2	13	11	121	13	
69.	27	13	14	196		
	8	13	5	25	302	23.230
	4	13	9	81	13	

70.	21	13	8	64		
	15	13	2	4	$\frac{168}{13}$	12.923
	3	13	10	100		
71.	10	13.33	3.33	11.0889		
	23	13.33	9.67	93.5089	$\frac{144.6667}{13.33}$	10.852
	7	13.33	6.33	40.0689		
72.	12	13.33	1.33	1.7689		
	17	13.33	3.67	13.4689	$\frac{20.6667}{13.33}$	1.550
	11	13.33	2.33	5.4289		
73.	13	13.33	.33	.1089		
	19	13.33	5.67	32.1489	$\frac{60.6667}{13.33}$	4.551
	8	13.33	5.33	28.4089		
74.	26	13	13	169		
	9	13	4	16	$\frac{266}{13}$	20.461
	4	13	9	81		
75.	14	13	1	1		
	21	13	8	64	$\frac{146}{13}$	11.230
	4	13	9	81		
76.	6	13	7	49		
	28	13	15	225	$\frac{338}{13}$	26.000
	5	13	8	64		
77.	14	13	1	1		
	19	13	6	36	$\frac{86}{13}$	6.615
	6	13	7	49		
78.	11	13	2	4		
	23	13	10	100	$\frac{168}{13}$	12.923
	5	13	8	64		
79.	14	13	1	1		
	17	13	4	16	$\frac{42}{13}$	3.230
	8	13	5	25		

80.	11	13	2	4		
	22	13	9	81	$\frac{134}{13}$	10.307
	6	13	7	49		
81.	9	13	4	16		
	20	13	7	49	$\frac{74}{13}$	5.692
	10	13	3	9		
82.	13	12.67	.33	.1089		
	13	12.67	.33	.1089	$\frac{.6667}{12.67}$	.0526
	12	12.67	.67	.4489		
83.	18	12.67	5.33	28.4089		
	10	12.67	2.67	7.1289	$\frac{42.6667}{12.67}$	3.367
	10	12.67	2.67	7.1289		
84.	24	12.67	11.33	128.3689		
	11	12.67	1.67	2.7889	$\frac{224.6667}{12.67}$	17.732
	3	12.67	9.67	93.5089		
85.	17	12.67	4.33	18.7489		
	17	12.67	4.33	18.7489	$\frac{112.6667}{12.67}$	8.892
	4	12.67	8.67	75.1689		
86.	24	12.33	11.67	136.1889		
	8	12.33	4.33	18.7489	$\frac{208.6667}{12.33}$	16.923
	5	12.33	7.33	53.7289		
87.	29	13	16	256		
	8	13	5	25	$\frac{402}{13}$	30.923
	2	13	11	121		
88.	30	13	17	289		
	8	13	5	25	$\frac{458}{13}$	35.230
	1	13	12	144		
89.	23	13	10	100		
	15	13	2	4	$\frac{248}{13}$	19.076
	1	13	12	144		

90.	21	13	8	64		
	14	13	1	1	$\frac{146}{13}$	11.230
	4	13	9	81		
91.	23	13	10	100		
	10	13	3	9	$\frac{158}{13}$	12.153
	6	13	7	49		
92.	19	13	6	36		
	16	13	3	9	$\frac{126}{13}$	9.692
	4	13	9	81		
93.	20	13	7	49		
	9	13	4	16	$\frac{74}{13}$	5.692
	10	13	3	9		
94.	10	12.33	2.33	5.4289		
	9	12.33	3.33	11.0889	$\frac{48.6667}{12.33}$	3.947
	18	12.33	5.67	32.1489		
95.	10	13	3	9		
	18	13	5	25	$\frac{38}{13}$	2.923
	11	13	2	4		
96.	14	13	1	1		
	17	13	4	16	$\frac{42}{13}$	3.230
	8	13	5	25		
97.	18	13	5	25		
	13	13	0	0	$\frac{50}{13}$	3.846
	8	13	5	25		
98.	20	12.67	7.33	53.7289		
	13	12.67	.33	.1089	$\frac{112.6667}{12.67}$	8.892
	5	12.67	7.67	58.8289		
99.	21	13	8	64		
	11	13	2	4	$\frac{117}{13}$	9.000
	6	13	7	49		

100.	13	12.33	.67	.4489		
	13	12.33	.67	.4489	2.6667	.2162
	11	12.33	1.33	1.7689	12.33	
101.	16	13	3	9		
	17	13	4	16	74	5.692
	6	13	7	49	13	
102.	22	13	9	81		
	15	13	2	4	206	15.846
	2	13	11	121	13	
103.	17	13	4	16		
	17	13	4	16	96	7.384
	5	13	8	64	13	
104.	16	13	3	9		
	17	13	4	16	74	5.692
	6	13	7	49	13	
105.	12	12.67	.67	.4489		
	20	12.67	7.33	53.7289	98.6667	7.787
	6	12.67	6.67	44.4889	12.67	
106.	13	13	0	0		
	18	13	5	25	50	3.846
	8	13	5	25	13	
107.	17	13	4	16		
	18	13	5	25	122	9.384
	4	13	9	81	13	
108.	22	12.67	9.33	87.0489		
	14	12.67	1.33	1.7689	202.6667	15.995
	2	12.67	10.67	113.8489	12.67	
109.	14	12.67	1.33	1.7689		
	17	12.67	4.33	18.7489	52.6667	4.156
	7	12.67	5.67	32.1489	12.67	

APPENDIX N - Rho COEFFICIENTS OF CORRELATION OF PERFORMANCE AND VALUE FOR AREAS I THROUGH VI ACCORDING TO RESPONSES OF COUNSELOR TRAINERS

Score		Ranks		Difference in Ranks	
Per cent of performance X	Weighted Value score Y	X	Y	D	D^2
Area I:					
.83	1.792	1	1	0	0
.71	1.500	2	2	0	0
.57	1.174	5	7	2	4
.17	.9565	18	14.5	-3.5	12.25
.29	.9167	12.5	16	3.5	12.25
.30	.9130	10	17.5	7.5	56.25
.63	1.417	3.5	3.5	0	0
.04	.8261	20	20	0	0
.35	1.130	7	11.5	4.5	20.25
.33	.8750	8	19	11	121
.63	1.417	3.5	3.5	0	0
.39	1.261	6	6	0	0
.30	.9565	10	14.5	4.5	20.25
.25	1.167	16	9	-7	49
.17	.9583	19	13	-6	36
.25	1.167	16	9	-7	49
.29	1.333	12.5	5	-7.5	56.25
.25	1.167	16	9	-7	49
.26	1.130	14	11.5	-2.5	6.25
.30	.9130	10	17.5	7.5	56.25
					548.00

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 548}{20(20^2 - 1)} = 1 - \frac{3288}{7980} = 1 - .41 = .59$$

Area II:

.87	1.957	5	1	4	16
.79	1.750	7	5	2	4
.13	.8750	15	13	2	4
.92	1.792	1.5	3.5	-2	4
.88	1.667	3.5	6	-2.5	6.25
.83	1.125	6	7	-1	1
.14	.5238	14	15	-1	1
.29	.7500	13	14	-1	1
.39	1.130	11	11	0	
.92	1.792	1.5	3.5	-2	4

Score		Ranks		Difference in Ranks	
Per cent of performance X	Weighted value score Y	X	Y	D	D^2
.88	1.833	3.5	2	1.5	2.25
.75	1.542	8	8	0	
.54	1.417	9.5	9.5	0	
.38	1.042	12	12	0	
.54	1.417	9.5	9.5	0	
					43.50

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 43.50}{15 \times 224} = 1 - \frac{261}{3360} = 1 - .08 = .92$$

Area III:

.79	1.750	8	8.5	.5	.25
.88	1.958	5.5	1.5	-4	16
.79	1.625	8	11.5	3.5	12.25
.46	1.333	13	13	0	
.42	1.292	14	14	0	
.79	1.792	8	6.5	-1.5	2.25
.96	1.958	1	1.5	.5	.25
.88	1.833	5.5	5	- .5	.25
.91	1.957	3.5	3	- .5	.25
.71	1.792	11	6.5	-4.5	20.25
.75	1.708	10	10	0	
.91	1.864	3.5	4	.5	.25
.92	1.750	2	8.5	6.5	42.25
.58	1.625	12	11.5	- .5	.25
.08	.5833	15	15	0	
.04	.5652	16	16	0	
					94.50

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 94.50}{16 \times 255} = 1 - \frac{567}{4080} = 1 - .14 = .86$$

Area IV:

.08	.7500	21	21	0	
.17	.9565	18.5	13	-5.5	30.25
.25	.8750	14	16	2	4
.08	.9583	21	11.5	-9.5	90.25
.29	1.167	12.5	9	-3.5	12.25
.38	1.250	8.5	8	- .5	.25
.50	1.375	5.5	6.5	1	1
.43	1.391	7	5	-2	4

Score		Ranks		Difference in Ranks	
Per cent of performance X	Weighted value score Y	X	Y	D	D^2
.75	1.625	1	1	0	
.17	.8750	18.5	16	-2.5	6.25
.33	1.125	8.5	10	1.5	2.25
.08	.5417	21	22	1	1
.54	1.375	3	6.5	3.5	12.25
.21	.8333	16	18.5	2.5	6.25
.29	.9167	12.5	14	1.5	2.25
.33	.9583	10	11.5	1.5	2.25
.50	1.417	5.5	3.5	-2	4
.54	1.458	3	2	-1	1
.54	1.417	3	3.5	.5	.25
.31	.8750	16	16	0	
.30	.7826	11	20	9	81
.21	.8333	16	18.5	2.5	6.25
					267.00

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 267}{22 \times 483} = 1 - \frac{1602}{10626} = 1 - .15 = .85$$

Area V:

.71	1.542	1	1	0	
.21	1.042	9	8	-1	1
.04	.7500	12	11	-1	1
.13	.9583	11	9	-2	4
.26	1.130	7	5	-2	4
.29	1.083	6	7	1	1
.35	1.087	4	6	2	4
.21	.9167	9	10	1	1
.33	1.167	5	4	-1	1
.21	.7083	9	12	3	9
.42	1.375	3	2	-1	1
.43	1.292	2	3	1	1
					28

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 28}{12 \times 143} = 1 - \frac{168}{1716} = 1 - .10 = .90$$

Area VI:

.71	1.708	3	2	-1	1
.75	1.667	2	3	1	1
.83	1.833	1	1	0	

Score		Ranks		Difference in Ranks	
Per cent of performance X	Weighted value score Y	X	Y	D	D^2
.67	1.583	4	4	0	
.58	1.375	5	6	1	1
.13	.7917	15.5	17	1.5	2.25
.46	1.000	6	11	5	25
.22	.6087	12	18.5	6.5	42.25
.04	.1667	22	23	1	1
.04	.4583	22	21.5	- .5	.25
.08	.4583	19.5	21.5	2	4
.08	.8750	19.5	13.5	-6	36
.17	.8750	13.5	13.5	0	
.13	.8333	15.5	16	.5	.25
.04	.5000	22	20	-2	4
.09	.6087	17.5	18.5	1	1
.29	1.500	9.5	5	-4.5	20.25
.30	1.261	8	7	-1	1
.17	.9167	13.5	12	-1.5	2.25
.29	1.167	9.5	10	.5	.25
.09	.8696	17.5	15	-2.5	6.25
.25	.1208	11	8.5	-2.5	6.25
.42	.1208	7	8.5	1.5	2.25
					157.50

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 157.5}{23 \times 528} = 1 - \frac{945}{12144} = 1 - .08 = .92$$

APPENDIX O - Rho COEFFICIENTS OF CORRELATION OF PERFORMANCE AND VALUE FOR AREAS I THROUGH VI ACCORDING TO RESPONSES OF SECONDARY SCHOOL COUNSELORS

Score		Ranks		Difference in Ranks	
Per cent of performance X	Weighted value score Y	X	Y	D	D^2
Area I:					
.85	1.450	1	1	0	
.80	1.350	2	2.5	.5	.25
.45	1.000	6	15.5	9.5	90.25
.31	1.128	10.5	9	-1.5	2.25
.25	1.075	13.5	11	-2.5	6.25
.33	.9487	8	17	9	81
.33	1.050	9	12.5	3.5	12.25
.05	.8649	20	20	0	
.48	1.100	3	10	7	49
.21	.9231	16	18.5	2.5	6.25
.46	1.205	4.5	5	.5	.25
.46	1.179	4.5	7	2.5	6.25
.35	1.350	7	2.5	-4.5	20.25
.31	.9231	10.5	18.5	8	64
.08	1.000	19	15.5	-3.5	12.25
.25	1.175	13.5	8	-5.5	30.25
.30	1.325	12	4	-8	64
.20	1.200	17	6	-11	121
.23	1.050	15	12.5	-2.5	6.25
.10	1.026	18	14	-4	16
					588.00

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 588}{7980} = 1 - \frac{3528}{7980} = 1 - .44 = .56$$

Area II:

.95	1.750	1	4	-3	9
.90	1.775	2	2	0	
.28	1.487	12	8.5	3.5	12.25
.65	1.600	7	6	1	1
.64	1.487	8	8.5	- .5	.25
.82	1.526	5.5	7	-1.5	2.25
.24	.8684	14	15	-1	1
.25	1.225	13	12	1	1
.37	1.395	11	10	1	1
.83	1.775	3.5	2	1.5	2.25

Score		Ranks		Difference in Ranks	
Per cent of performance X	Weighted value score Y	X	Y	D	D^2
.83	1.775	3.5	2	1.5	2.25
.82	1.718	5.5	5	.5	.25
.62	1.353	9	11	-2	4
.13	1.026	15	14	1	1
.43	1.189	10	13	-3	9
					46.50

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 46.50}{3360} = 1 - \frac{279}{3360} = 1 - .08 = .92$$

Area III:

.86	1.919	5	1	-4	16
.88	1.775	3.5	8	4.5	20.25
.88	1.800	3.5	6.5	3	9
.43	1.550	11	12	1	1
.35	1.525	13	13	0	
.80	1.850	8	4	-4	16
.90	1.875	2	2.5	.5	.25
.83	1.875	7	2.5	-4.5	20.25
.85	1.825	6	5	-1	1
.73	1.800	9	6.5	-2.5	6.25
.59	1.718	10	10	0	
.92	1.737	1	9	8	64
.40	1.600	12	11	-1	1
.23	1.475	14	14	0	
.13	.7000	15	15	0	
.03	.6571	16	16	0	
					155.00

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 155}{4080} = 1 - \frac{930}{4080} = 1 - .23 = .77$$

Area IV:

.10	1.026	21.5	20	-1.5	2.25
.10	1.205	21.5	11.5	-10	100
.13	.8974	19.5	22	2.5	6.25
.15	1.205	16.5	11.5	-5	25
.26	1.410	9	8	-1	1
.23	1.359	11.5	9	-2.5	6.25
.36	1.590	7	2.5	-4.5	20.25
.38	1.538	5	6	1	1

Score		Ranks		Difference in Ranks	
Per cent of performance X	Weighted value score Y	X	Y	D	D^2
.58	1.658	1	1	0	
.23	1.205	11.5	11.5	0	
.36	1.205	7	11.5	4.5	20.25
.15	1.200	16.5	14	-2.5	6.25
.45	1.575	3	4	1	1
.15	1.075	16.5	17.5	1	1
.15	1.050	16.5	19	2.5	6.25
.25	1.100	10	16	6	36
.41	1.564	4	5	1	1
.54	1.590	2	2.5	.5	.25
.36	1.462	7	7	0	
.18	1.075	13.5	17.5	4	16
.13	1.025	19.5	21	1.5	2.25
.18	1.125	13.5	15	1.5	2.25
					254.50

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 254.50}{10626} = 1 - \frac{1527}{10626} = 1 - .14 = .86$$

Area V:

.41	1.564	1	1	0	
.10	1.256	10	4	-6	36
.03	1.026	12	10.5	-1.5	2.25
.10	1.205	10	6	-4	16
.10	1.154	10	7.5	-2.5	6.25
.15	1.154	7	7.5	.5	.25
.18	1.128	6	9	3	9
.13	.9744	8	12	4	16
.23	1.026	4.5	10.5	6	36
.37	1.211	3	5	2	4
.39	1.553	2	2	0	
.29	1.342	4.5	3	-1.5	2.25
					128.00

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 128}{1716} = 1 - \frac{768}{1716} = 1 - .45 = .55$$

Area VI:

.54	1.514	3	5	2	4
.56	1.692	2	2	0	
.59	1.744	1	1	0	

Score		Ranks		Difference in Ranks	
Per cent of performance X	Weighted value score Y	X	Y	D	D^2
.49	1.564	4	3	-1	1
.44	1.436	5	7.5	2.5	6.25
.21	1.436	20	7.5	-12.5	156.25
.38	1.385	7	10	3	9
.41	1.256	6	15.5	9.5	90.25
.30	.7838	12	23	11	121
.21	.9744	20	22	2	4
.26	1.154	14.5	19	4.5	20.25
.26	1.256	14.5	15.5	1	1
.18	1.395	23	9	-13	169
.26	1.359	14.5	11	-3.5	12.25
.32	1.054	8.5	21	12.5	156.25
.31	1.256	10.5	15.5	5	25
.31	1.513	10.5	6	-4.5	20.25
.23	1.308	17.5	13	-4.5	20.25
.26	1.256	14.5	15.5	1	1
.13	1.158	23	18	-5	25
.23	1.128	17.5	20	2.5	6.25
.21	1.333	20	12	-8	64
.32	1.526	8.5	4	-4.5	20.25
					932.50

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} = 1 - \frac{6 \times 932.50}{12144} = 1 - \frac{5595}{12144} = 1 - .46 = .54$$

VITA

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A. C. College	1933-1937	A.B.	1937
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Teacher, English and Social Studies
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