ABSTRACT OF APPLIED PROJECT

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A SURVEY OF ELEMENTARY SCHOOL GUIDANCE COUNSELORS IN KENTUCKY

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An applied project submitted in partial fulfillment of the requirements for the degree of Education Specialist at Morehead State University

by

Mary Lynn Jordan

Committee Chairman: Dr. Leonard Burkett
Professor of Education

Morehead, Kentucky
1975
ABSTRACT OF APPLIED PROJECT

A SURVEY OF ELEMENTARY SCHOOL GUIDANCE COUNSELORS IN KENTUCKY

Director of Applied Project: Dr. Leonard E. Burkett

Purpose of the Project:

The purpose of this applied project was to determine, from a review of the literature, the ideal role of the elementary school guidance counselor. An attempt was made to determine: (1) what the elementary school guidance counselor in Kentucky does; (2) the amount of time spent in various activities; and, (3) what is considered to be most important in his work. The ideal role was compared with the actual role of the Kentucky elementary school guidance counselor.

Objectives:

A questionnaire survey was made to determine:

1. The sex of elementary guidance counselors.
2. Where counselors obtained their training.
3. How many students were formally assigned to each guidance counselor.
4. How many different students (average) the counselors worked with each week.
5. How many years of experience each counselor had.
6. The counselor's most important function.
7. The adequacy of each counselor's educational background.
8. The necessity of teaching experience in counseling.
9. The extent of federal financial support.  
10. The adequacy of physical facilities.  
11. The person responsible for the guidance program.  
12. Whether or not the counselors would re-enter the counseling profession, if beginning again.  
13. Which problems were the most prevalent.  
14. Where most of the referrals came from.  
15. What counselors believed to be the ideal counselor-pupil ratio.  
16. The counselor's most important responsibility.  
17. The extent of individual versus group counseling.  
18. The percentage of each school day spent in actual counseling with students.  
19. Which the counselor believed to be more important: working with students individually, or working with teachers so they could work with students.  
20. Which of the counselor's present activities did he consider sufficiently important to still be practiced twenty years from now.  
21. What per cent of each working day was spent in consulting with teachers.  
22. What per cent of each working day was spent in parental conferences.  
23. For what other duties, if any, were the counselors responsible.
Limitations:

The limitations of this applied project are those characteristic of interpreting data obtained from questionnaires, choice of respondents, selection of questions, truthfulness of responses, and return of completed questionnaires within a short time period. Because the data were derived from a sample, they were subject to variability.

Methods of Procedure:

Available literature was reviewed to determine the ideal role and function of the elementary guidance counselor. A survey of 120 elementary guidance counselors in Kentucky, chosen by using a table of random digits, was made to determine their actual role and function.

A cover letter, questionnaire, and a self-addressed, stamped envelope were sent to each of the participating counselors. A total of 108 questionnaires (ninety-two percent) were returned.

The responses were tabulated and the number and per cent of the counselors responding to a particular choice of answers were arranged in table form. A discussion related responses to the literature, and the ideal role of the elementary guidance counselor was compared with the actual role of the Kentucky elementary guidance counselor.

Findings:

1. More than two-thirds of the Kentucky elementary guidance counselors are female. Other studies show similar ratios for other states.
2. Thirty-five per cent graduated from Western Kentucky University; twenty-seven per cent graduated from Eastern Kentucky University. The other state universities and colleges graduated smaller numbers of counselors.

3. Twenty-nine per cent of the counselors had counselor-pupil ratios ranging from 400-599, and twenty-nine per cent had ratios of 600-799. These are higher than recommended ratios, but lower than ratios for other areas.

4. Twenty-six per cent of the counselors counselled 30-39 different students each week. Twenty-one per cent counselled 60 or more different students each week.

5. Sixty-five per cent of the counselors have had 4-6 years of experience as a guidance counselor. Twenty per cent have had 1-3 years of experience.

6. Sixty-three per cent of the counselors said that counseling was their most important function.

7. Seventy-two per cent felt their educational backgrounds were sufficient in training them for their present jobs.

8. Ninety per cent felt that teaching experience was necessary to be a successful guidance counselor.

9. Sixty per cent of the counselors were either wholly or partly supported by federal funds.

10. Fifty-eight per cent of the counselors believed their physical facilities to be adequate.
11. Eighty-five per cent of the counselors said they were responsible for the guidance program in their schools. The Kentucky Department of Education states that the principal is the person responsible for each school's guidance program.

12. Fifty-three per cent of the counselors would definitely choose to enter the counseling profession again; thirty-two per cent would probably enter again.

13. The most prevalent problems the counselor had to work with were: personal (thirty-three per cent), academic (twenty-eight per cent), and social (twenty per cent).

14. Seventy-three per cent of the referrals came from the teachers, with the remainder coming from students.

15. Fifty-six per cent thought the counselor-pupil ratio should be 300-599; forty-four per cent thought it should be less than 300. These are much lower than actual ratios.

16. Forty-three per cent of the counselors considered testing to be their most important responsibility. Twenty-three per cent considered consulting with parents the most important; and twenty per cent considered diagnosing personality to be the most important responsibility.

17. Fifty-five per cent of the counselors did more individual counseling than group counseling.

18. Twenty-seven per cent of the counselors spent fifty per cent of the day in actual counseling with students.
Nineteen per cent spent more than fifty per cent of the day; seventeen per cent spent twenty per cent of the day; fourteen per cent spent fifty per cent of the day; and eleven per cent spent thirty per cent of the day in actual counseling with students.

19. Fifty per cent of the counselors thought it was more important to work with teachers so the teacher could work with students. Fifty per cent thought it was more important to work with students individually.

20. Seventy-five per cent of the counselors thought counseling was an activity they did that was important enough to remain in practice twenty years from now.

21. Fifty-six per cent of the counselors spent fifteen per cent of their work day consulting with teachers. Thirty per cent spent ten per cent of their work day consulting with teachers.

22. Fifty-two per cent of the counselors spent less than five per cent of their work day conferring with parents. Twenty-five per cent spent five per cent of their work day conferring with parents.

23. Fifty-six per cent of the counselors had no duties other than counseling. Nineteen per cent were also responsible for clerical work. Twelve per cent had bus duty in addition to counseling responsibilities.

Conclusions:

The Kentucky elementary guidance counselors are multitalented people performing varying functions. Controversies
exist in several areas, and the counselors expressed definite opinions concerning some of the problem areas. Other areas of counseling remained unsettled, with many differing opinions. When the ideal role was compared to the actual role, differences as well as similarities were obvious.

Accepted by:

Leonard Burkitt, Chairman

Russell Bowen
APPLIED PROJECT

Mary Lynn Jordan, M.A. in Education

Graduate School
Morehead State University
1975
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APPLIED PROJECT

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by

Mary Lynn Jordan

Committee Chairman: Dr. Leonard Burkett
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Morehead, Kentucky

1975
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The position of elementary school guidance counselor has existed for a relatively short period of time. The counselor, like other educators, works with intangible products. But, unlike other educators whose roles are more specifically defined, the counselor performs many different tasks. Writers, organizations, and counselors themselves have formulated lists of ideal roles and functions for the elementary guidance counselor. These lists comprise worthy goals for anyone in education. However, disagreement does exist concerning purposes and plans. Although no one will deny the fact that counselors are necessary school personnel, less than one-half of the school districts in Kentucky have elementary guidance counselors. It is suspected that each counselor serves in his school system in a variety of ways, and each possibly seeks to achieve different goals. Some authorities have considered this variability to be one of the problems in elementary counseling. However, if the student is helped in achieving his goals, the counselor has not failed.

Statement of the Problem

The purpose of this applied project is to determine, from a review of the literature, the ideal role of the...
elementary school guidance counselor as defined by counselors themselves. An attempt will be made to determine: (1) what the elementary school guidance counselor in Kentucky does; (2) the amount of time spent in various activities; and, (3) what is considered to be most important to his work. Also, an attempt will be made to compare the ideal role to the actual role of the Kentucky elementary school guidance counselor.

Significance of the Problem

Elementary guidance counseling is a necessary part of the school environment. Counselors have many difficulties to overcome, before they can achieve their idealistic goals. It was because of classroom overcrowding that elementary counselors came to the schools. They were immediately beset with a counselor-pupil ratio of impossible proportions. This study will attempt to determine what the elementary counselors are actually doing to help pupils, teachers, and the remainder of the school family.

Definition of Terms

Guidance -

Guidance in the elementary schools is usually interpreted as a service to assist all children in making maximum use of their abilities for their own good and for that of society. The emphases of this service are on early identification of the pupil's intellectual, emotional, social, and physical characteristics; development of his talents; diagnosis of
his learning difficulties, if any; and early use of available resources to meet his needs.

Guidance is the "process of helping individuals achieve self-understanding and self-direction necessary to make the maximum adjustment to school, home, and community." 2

Guidance is the organized effort of the school to help each child develop to his maximum. 3

Guidance at the elementary level is a "planned program of specified and identifiable guidance activities." 4

Counseling - The most important part of the guidance program is listening to students and helping them solve their problems.

Guidance Services - "The focus of the school's effort to provide educational experiences appropriate to each child's needs and level of development, thus


providing him the maximum opportunity to learn."\(^5\)

**Elementary school guidance counselor**

He is a specialist in child growth and development with a broadly based multidisciplinary background in the behavioral sciences and a high degree of competence in human relations. He has thorough knowledge of the elementary school program including curriculum, the learning process, and school organization.\(^6\)

"He is a staff member performing assigned professional services having the purpose of assisting pupils in making plans and choices in relation to education."\(^7\)

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\(^5\) Cottingham, *op. cit.*, p. 38.

\(^6\) Ibid., p. 74.

Objectives

An extensive review of the literature was made to determine the ideal role and function of the elementary guidance counselor. A questionnaire survey was made to determine the actual existing role and function of the elementary guidance counselor in Kentucky. The objectives were to determine the following characteristics and functions of guidance counselors in Kentucky, and relate these to the ideal characteristics and functions as determined from the literature:

1. The sex of the elementary guidance counselors.
2. Where the counselors obtained their training.
3. How many students are formally assigned to each guidance counselor.
4. How many different students, (average) the counselors worked with each week.
5. How many years of experience each counselor had.
6. The counselor's most important function.
7. The adequacy of the counselor's educational background.
8. The necessity of teaching experience in counseling.
9. The extent of federal financial support.
10. The adequacy of the physical facilities.
11. The person responsible for the guidance program.
12. Whether or not the counselors would re-enter the
counseling profession, if beginning again.

13. Which problems were the most prevalent.

14. Where most of the referrals came from.

15. What counselors believed to be the ideal counselor-pupil ratio.

16. The counselor's most important responsibility.

17. The extent of individual versus group counseling.

18. The percentage of the school day spent in actual counseling with students.

19. Which the counselor believed to be more important: working with students individually, or working with teachers so they can work with students.

20. Which of the counselor's present activities do they consider sufficiently important to still be practiced twenty years from now.

21. What per cent of each working day is spent in consulting with teachers.

22. What per cent of each working day is spent in parent conferences.

23. For what other duties, if any, are the counselors responsible.

Limitations

The limitations of this applied project are those characteristic of interpreting data obtained from
questionnaires, choice of respondents, selection of questions, truthfulness of responses, and return of completed questionnaires within a short time period. Because the data were derived from a sample, they were subject to variability.
CHAPTER II

REVIEW OF THE LITERATURE

Evolution of Elementary Guidance Counseling

Guidance is a new addition in education, and elementary guidance is even more recent. Because it is an intangible part of education, it is very difficult to evaluate.¹

William Burnham initiated elementary counseling in 1926 when he wrote Great Teachers and Mental Health, which established the importance of mental health for teachers and pupils to the learning situation.² Usually in the realm of mental health, only certain kinds of children would be stressed. Burnham was the first to emphasize the guidance of all kinds of children.³ Elementary counseling was to remain frozen in infancy until a much more recent time.⁴ Because of the depression, World War II, and pressing economic problems, it was not until the decade of

³Ibid., p. 12.
⁴Ibid., pp. 18-19.
the sixties that elementary counseling began to grow.⁵

Anna Meeks, who actually worked in the elementary schools with the counseling concept, wrote in 1961 what the counselor's role and function would become in the future. The counselor would work with the student's problems that affected his learning. The counselor would refer severe school and home problems to other agencies. Counseling would be developmental and designed for very young children. The counselor would work with teachers by conducting in-service meetings and with parents through the medium of conferences. Meeks estimated that forty per cent of the counselor's time would be spent with teachers and parents.⁶

When the Joint ACES-ASCA (Association for Counselor Education and Supervision - American School Counselor Association) Committee on the Elementary School Counselor first stated the role of the elementary counselor in 1966, their definitions and Meeks' predictions were similar. Significantly, the elementary counselors were not to be as oriented to crisis, testing, occupations, and vocations as were secondary counselors.⁷

⁵Ibid., pp. 20-22.
⁶Ibid., pp. 30-31.
⁷Ibid., p. 31.
With Title V of the National Defense Education Act of 1958, Congress expanded guidance programs and trained school counselors in an effort to get more good students into colleges. At that time there was one counselor for every 960 high school students, and 38,000 counselors were needed. Two-thirds of the counselors were not certified. Each state devised its own plans to obtain the available federal funds. Such plans were limited to the secondary schools.8

The 1963 NDEA Title V amendments continued the support of the program and extended services to the 7th and 8th grades. The expansion of services produced increased problems. Late in 1964, Congress amended NDEA again to include elementary counseling, guidance, and testing services.9 It was estimated that by the school year of 1969-70, 53,875 counselors would be needed at a cost of $463,325,000.10

Among the many reasons for including elementary counseling, one objective was concerned with identification of dropouts, aptitudes, motivation, and abilities. The dropout rate was one out of every five before


9Faust, op. cit., p. 63.

10Commitment to Youth, op. cit., p. 5.
entering, or during, the eighth grade. At that time, less than fifteen per cent of the elementary schools had the services of a counselor for more than one day a week. 11

Because of limited funds which could not be increased, it was difficult to decide where the first few elementary school counseling institutes would be, and what their programs would involve. The only agreement was that elementary counseling would be different from secondary counseling. Faust designed an elementary school counselor education model in 1965 at Arizona State University; it was the first two-year counseling and guidance institute for preparing elementary school counselors. Over 1800 teachers applied for the 30 openings. The University of Illinois and the University of Missouri also established elementary counseling graduate programs. 12

Even though the universities succeeded in convincing administrators of the need for elementary counseling, the administrators had great difficulty convincing the school boards of such necessity. School boards felt that funds for such projects were not available. Some boards were not convinced of the importance of secondary counseling, much less the addition of elementary counseling. Administrators and boards became more receptive when they

11 Faust, op. cit., pp. 64-65.
12 Ibid., pp. 66-67.
learned that elementary counselors would be directly involved with the learning situation of the pupils, and received training different from secondary counselors. 13

Qualifications and Certification of Guidance Counselors

The federal government stimulated school districts' desire for elementary counselors by making it economically feasible for them to obtain services. 14 All five Titles of the Elementary and Secondary Education Act of 1965 influenced elementary counseling in some way, but Titles I and III had the greatest influence. Title I provided funds for children of low income families. Title III provided funds for additional services. 15 With funds available, the problem of where to find qualified counselors arose. 16

The Kentucky Teacher Education and Certification Handbook for 1974 states:

It is intended that guidance counselors for the elementary schools come from the ranks of certified and experienced elementary school teachers who take the prescribed curriculum with emphasis on the elementary school level. 17

13 Ibid., pp. 68-69.
14 Ibid., pp. 69-70.
15 Ibid., pp. 70-71.
16 Ibid., p. 72.
Requirements for obtaining the provisional counseling certificate in Kentucky are: an elementary teaching certificate, a master's degree in guidance and counseling, and, at least one year's teaching experience or comparable experience such as an approved supervised internship. The standard certificate requires, in addition to the provisional requirements, thirty semester hours of graduate study and one year's experience as a full-time counselor.  

New York was the first state to require certification of its guidance workers in 1926. In 1969, only fifteen states had accreditation programs.

In 1965, the Department of Health, Education, and Welfare reported that there were 21,152 guidance personnel for the 81,910 elementary schools and 25,350 secondary schools in the United States. In 1966, twenty-five per cent of the schools in Kentucky had people employed

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18 Ibid., pp. 99-103.


who were classified as guidance personnel.\textsuperscript{22}

Most counselors were originally full-time teachers.\textsuperscript{23} However, a controversy does exist concerning whether or not teaching experience is necessary for successful counseling. Even though some agree that teaching experience is necessary, research has failed to verify the validity of teaching experience. The Joint ACES-ASCA Committee on Elementary School Counselor stated that other types of educationally oriented experiences could serve as teaching experience.\textsuperscript{24}

Increasing evidence suggests that the elementary counselor needs a more varied background.\textsuperscript{25}

There is also a trend toward broadening the base of preparation in the behavioral sciences for the school counselor, because graduate level preparation in basic psychology and counselor education is not considered sufficient.\textsuperscript{26}


\textsuperscript{23}Roberta J. Scott, "A Good Guidance Counselor Should...," \textit{Education Digest}, April, 1974, p. 38.

\textsuperscript{24}Miller, \textit{op. cit.}, pp. 100-101.

\textsuperscript{25}\textit{Ibid.}, pp. 101-102.

\textsuperscript{26}Esther Lloyd-Jones and Esther M. Westervelt (ed.), \textit{Behavioral Science and Guidance} (New York: Columbia University, 1963), pp. 11-33.
Areas recommended for the preparation of the school counselor are: cultural anthropology, sociology, comparative religion, philosophy, economics (including labor management trends), and political science. Emphasis needs to be placed on the actual counseling process in laboratory experiences and supervised practice, especially work with small groups.  

A study was made in 1974, with three groups of students working toward master's degrees in school counseling, to see which method would be best for preparing counselors. The first group used the small group approach, but this did not help them acquire the necessary skills for actual counseling. The second group used a systematic program of basic counseling skills and found they were better prepared to counsel students. The third group served as the discussion control group, and were only allowed to discuss counseling theories. The group that actually did the counseling was found to be better prepared.


The American Personnel and Guidance Association stated that 60 graduate hours should be required in the program of the counselor. They recommended the development of a new graduate program designed to diagnose behavior and learning difficulties, and coordinate all available resources to help the student. In their surveys, they found that guidance counselors have varied backgrounds. Some were elementary teachers who had studied guidance; some were social workers who had done field work in a school environment; some were clinical school psychologists holding master's degrees.

The Need for Elementary Guidance Counselors

The elementary teacher has neither the time nor the training to cope with the students' serious problems; therefore, there is a great need for counselors. Classes are too large. Mothers who work sometimes do not provide the supervision and companionship that children need. Broken

29 Cottingham, op. cit., p. 59.
30 Ibid., p. 20.
31 Ibid., p. 19.
32 Miller, op. cit., p. 44.
homes sometimes impose additional problems. Emotional illness, delinquency, and dropout problems can sometimes be prevented, if treated at an early age. Guidance is required if the student is to adjust successfully to the world. The student must understand himself to assure that he has the opportunity to make correct decisions.

Guidance is available for all pupils of all ages, and concerned with all areas of growth. Guidance involves the cooperative efforts of the pupil, parents, teacher, administrator, and counselor. Guidance is a major part of the total education process. Everyone works together to help the pupil do his best.

Guidance is a planned program of preventing group and individual problems. This is recognized as developmental guidance, rather than remedial guidance. All school personnel must work together; but the principal is the one person essential to the development and improvement of the guidance program. The counselor is involved with individual and group counseling, consultation (helping parents and teachers), and coordination of total efforts. Career

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33 Ibid., pp. 98-100.
34 Ibid., p. 7.
development is an important part of the counseling process. The community provides the necessary resource people.  

The Organization of the Elementary Guidance Program

Most who have expressed opinions feel that guidance should be available to all students. Guidance in elementary schools seems to deal with pre-existing problems. The problem is how to effectively reach all students. Guidance programs should develop a purpose, and a rationale for that purpose. Individual counseling is an impossible means of helping all children. The counselor needs to work with parents and teachers who can help all the children. In fact, Miller and some other writers "question the assumption that a program of developmental guidance would require the counseling of all pupils." He also states that, "Economy dictates that he (meaning the counselor) spend more time assisting teachers in preventing problems than in accepting referrals for treatment."  

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38 Miller, op. cit., p. 105.

39 Ibid., p. 106.
Wrenn found in his survey of counselors in 1962 that two-thirds were female, the majority had their master's degrees, and the counseling ratio was 1-690, (although one-third of the samples was 1-1,000). 40 James Conant, in 1959, suggested a counselor-pupil ratio of 1-300 for secondary, and 1-600 for elementary. 41 The White House Conference on Children and Youth, held in 1960, adopted the ratio recommendation by Conant. 42 John Holt prefers a teacher-counselor ratio of 1-9, rather than a counselor-pupil ratio. 43 The American School Counselor Association (ASCA) recommends a ratio of 1-450. 44

In the spring of 1970, a School Staffing Survey made by the National Center for Educational Statistics of the U.S. Office of Education found an overall counselor-pupil ratio of 1-900 for grades K-12. The elementary ratio was 1-3,500, with a ratio of 1-6,300 in suburban areas. In some areas, the ratio was even higher. Large.


42 Cottingham, op. cit., p. 57.

43 ibid., p. 65.

city elementary schools were more likely to have counselors than were schools in small city or rural areas. Only one-half of the elementary schools surveyed had counselors.\textsuperscript{45}

"Ninety per cent of the secondary, but only twenty-two per cent of the elementary schools had counselors with a regular assignment on their staff."\textsuperscript{46} Three times as many counselors in secondary schools had full-time counseling assignments as did those counselors in elementary schools.\textsuperscript{47}

Physical Facilities

The counselor requires adequate physical facilities and clerical assistance. He needs privacy for individual counseling, adequate space for group activities, and facilities for storing and displaying play media, art, and toys.\textsuperscript{48} It is considered to be unwise to have the counselor's office adjacent to the administration offices.\textsuperscript{49} Yet, according to a study made in Indiana in 1965-66, the counseling facilities, which varied from lavish to inadequate, had little effect on the success of the counseling program. The persons and problems involved were of greater


\textsuperscript{46}Ibid., p. l.

\textsuperscript{47}Ibid.

\textsuperscript{48}Cowlingham, op. cit., p. 57.

Role and Function of the Elementary Guidance Counselor

Guidance is "not statistics, but people working with people." Because of differing social, economic, and ethnic settings, each program is unique. Yet successful guidance is completely dependent upon the cooperative attitudes and efforts of the faculty. The guidance program can be strengthened by in-service training for teachers, and increased contacts with parents. Counseling is done with the student, (individuals and groups), the teacher, and the parent. Many teacher-counselor conferences are informal.

In defining functions, Wrenn describes a counselor as a helping person to both teachers and students, and as a coordinator and developer of non-crisis oriented guidance services. The counselor is a team member with team responsibilities. The counselor works primarily with four activities: (1) pupil study, (2) counseling, (3) consulting with teachers, parents, and principals, and (4) follow-up

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51 Ibid., p. 133.
52 Ibid., pp. 7-133.
53 Dinkmeyer, op. cit., p. 78.
studies and evaluative research. In addition counselors have three unique, specialized capacities: they (1) communicate in a nonverbal manner (play), (2) work with reading and related emotional problems, and (3) work skillfully with parents.54

The counselor's functions should be developmental or preventive, rather than remedial. However, some teachers think of counselors as "first-aiders".55 The most important function is counseling with students and consulting with parents, but the counselor must also identify special talents and problems, assist teachers in testing and appraisal, and interpret the counseling program to the community.56 In addition, the counselor keeps records and performs numerous clerical duties; he is also expected to conduct research.57

"The teacher is an expert in what the child is doing and the counselor is an expert in what the child is feeling." 58 Most persons in the school are concerned with

54 Wrenn, op. cit., p. 150.
58 Cottingham, op. cit., p. 54.
judging the pupil. The counselor is a much needed friend who is not there to evaluate the student. For the under-achiever, the counselor assists in the development of a more realistic self-concept. For the highly creative pupil, the counselor provides a place of refuge filled with understanding.\textsuperscript{59}

Another function of the counselor is the early identification of the gifted and of the gifted under-achiever. Some believe that counselors should include testing and discipline in their work;\textsuperscript{60} others believe that counselors should have no part in solving discipline problems, and should work with testing only to aid teachers and to interpret data for students and parents.\textsuperscript{61}

Keeping attendance records, acting as disciplinarians, and teaching remedial classes are not functions of the counselor.\textsuperscript{62}

It is not uncommon for the school counselor to become overburdened with duties of a routine clerical nature such as attendance-checking and data recording. Also, the effectiveness of guidance may be destroyed if counselors are charged with disciplinary functions.\textsuperscript{63}

\begin{itemize}
  \item \textsuperscript{59}Ibid., p. 51.
  \item \textsuperscript{60}Angelo V. Boy, "The Elementary School Counselor's Role Dilemma," \textit{The School Counselor}, 19:168-70, January, 1972.
  \item \textsuperscript{61}Cottingham, op. cit., p. 54.
  \item \textsuperscript{62}McDougall, op. cit., p. 352.
  \item \textsuperscript{63}Margaret Hill, "What to Expect from School Counselors," Public Affairs Pamphlet No. 402, 1967, p. 23.
\end{itemize}
The counselor is not an administrative assistant, supervising teacher, evaluator of instruction, or disciplinarian. His duties do not include bus duty, lunchroom duty, playground duty, study hall, or hallway duty. His functions do not include being a substitute teacher, informer, or punisher. 64

The major weaknesses in counseling programs are the counselor-pupil ratio, insufficient counseling staff, and the lack of communication among pupil-personnel workers and administrators. 65

There is never enough time. One-half of the counselor's time is spent individually with students, but more time is spent in program mechanics and clerical work than in group work with students. Counselors spend two periods, or more, a day consulting with teachers and parents. 66

The elementary counselor's time is spent in the following services:

- consultation 10%
- with parents 30%
- with teachers 30%
- individual counseling with children 30%
- group counseling 7%


65 McCreary, op. cit., p. 497.

66 Wrenn, op. cit., pp. 113-114.
records-reports 5%
in-service meetings 3%
planning and follow-up 10%
informal contacts 3%
coordination with special services 2%

A study has also shown that 50% of the counselor's time was spent with the pupil, 17% with teachers, 10% with the administration, 12% with parents, 11% with probation, welfare, and other agency officials.

The counselor must not only counsel with students, but he must have the time to counsel. Seventy per cent of his day should be spent in counseling.

Because of the great mobility of the society in which the student exists, the counselor must assist in the adjustment to a new school and a new community.

Counselors have one basic and common trait - they like people. It is only the counselor who approaches the student on a one-to-one basis. The counselor's function is to enable the student to operate successfully within


the school environment. In order for the counselor to perform this function, he must have free and open communications with the faculty. He must know and understand the faculty with whom he works, and be aware of their problems.71 "School counselors are regarded with a negative attitude in schools where they set themselves apart from other faculty members, giving the impression that they are something special."72

A counselor's worth is not measured by numbers; the number of phone calls, students counseled, or teachers consulted. His worth is measured by the attitude of the students, parents, and teachers with whom he works.73

The difficulty in defining the role of the elementary counselor has resulted from controversies concerning experience and preparation.74 A need does exist for better guidance of pupils in elementary schools. There has been "too much harping on sins of diversity and

72 Hill, op. cit., p. 23.
73 Siegel, op. cit., p. 19.
74 Miller, op. cit., p. 102.
uncertainty.75 An agreement must be reached concerning the purposes of the guidance program.76

If there are too many children and not enough time, the services may be problem-centered (remedial) rather than developmental. This is not the goal of guidance, but it is the status quo.77

John Holt, and others, have posed questions concerning the inadequacy of research and experimentation in guidance programs; they also ask why states have not polled their limited information.78

The role of the elementary guidance counselor will be determined by pressure from various power groups.

As long as the role of the elementary school counselor remains in a nebulous state, then various kinds of pressures will be mounted upon the elementary school counselor to define his role according to the educational needs perceived by particular groups.79

The functions of the counselor appear to differ with the needs of each school. The counselor, with an indefinite role, may become a catch-all person serving in

75Cottingham, op. cit., p. 95.
76Smith, op. cit., p. 92.
77Ibid., p. 20.
78Cottingham, op. cit., p. 63.
79Boy, op. cit., p. 167.
various capacities not related to guidance. The American School Counselor Association (ASCA), and other agencies and individuals have developed extensive statements concerning the role and function of the counselor in the schools, but guidance still is a variable position throughout schools.80

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80Hill, op. cit., p. 28.
CHAPTER III

METHODS OF PROCEDURE

Procedure

Available literature was investigated in an attempt to determine the ideal role and function of the elementary guidance counselor. A survey of 120 elementary guidance counselors in Kentucky was made to determine their perceived role and function.

Less than one-half of the Kentucky school districts have elementary guidance counselors. According to the Directory of Guidance Personnel in Kentucky, 1974-75, only 69 of 169 districts have elementary counselors. There were approximately 200 elementary counselors serving more than 200 elementary (and sometimes secondary) schools. Jefferson County has 80 elementary schools served by guidance counselors. Some counselors have more than one school. The district with the next highest number was Fayette County (14). (Appendix A)

Selection of Sample

The elementary schools having guidance counselors were listed alphabetically by district in the Directory of Guidance Personnel in Kentucky, 1974-75. These elementary schools were numbered. The sample of 120 schools was
chosen using a table of random digits.¹ (Appendix B)

**Instrumentation**

A closed questionnaire (Appendix C) was designed using different elements concerning elementary guidance counselors as determined from a review of the literature. The questionnaire was validated by Dr. Peters' Principles of Guidance class in order to determine if the instructions and wording were clear. The questionnaire was critiqued by the Eastern Kentucky American Personnel and Guidance Association (EKAPGA), at their biannual meeting in Paintsville, Kentucky, March 28, 1975.

**Data Collection**

A cover letter (Appendix D) explaining the applied project, with a questionnaire, and self-addressed, stamped envelope were sent to each of the participating counselors. The letters were addressed personally to the elementary guidance counselor at that particular school and were mailed April 1, 1975. Within one week, by April 8, 83 of the 120 questionnaires had been returned. By April 11, 97 of the questionnaires had been returned (80%). A follow-up was mailed to the remaining 20% on April 17, 1975. By

April 24, thirteen questionnaires were returned for a total of 110 or 92%. Although May 1 was the closing date and any received after that date would not be included, none have been received since April 24.

Data Tabulation

The twenty-three questions in the questionnaire had from two to eight choices. A tabulation sheet (Appendix E) of the questions with the number and the percent of replies to each answer was prepared. The percentages have all been rounded off to the nearest whole number.

Data Analysis

Two of the 120 schools in the sample had no elementary guidance counselors, so the number of the sample was reduced to 118.

The responses were tabulated, and the percent and number of the counselors responding to a particular choice are displayed in table form. A discussion follows the tables relating the responses, where appropriate, to the literature. The ideal role and function of the elementary guidance counselor are compared to the actual role and function of the Kentucky elementary guidance counselor.
CHAPTER IV

FINDINGS AND INTERPRETATION

The information obtained from the questionnaire survey of the Kentucky elementary guidance counselors is presented in the following sections and related, where feasible, to the literature. The results of the survey have given an actual, realistic picture of the role and function of the elementary guidance counselor in Kentucky.

Question number 1 gives the distribution of elementary guidance counselors by sex (see Table I). When Wrenn did a study of counselors in 1962, he found that two-thirds were female.¹ Among the elementary guidance counselors in Kentucky, seventy per cent were female.

### TABLE I

DISTRIBUTION OF ELEMENTARY GUIDANCE COUNSELORS BY SEX

<table>
<thead>
<tr>
<th>Sex</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Male</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>B. Female</td>
<td>76</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

slightly more than two-thirds; and thirty per cent were male. Even though Wrenn's study was done thirteen years ago and concerned mostly secondary guidance counselors, (since there were few elementary guidance counselors at that time), the proportion of female and male counselors has remained the same.

The elementary guidance counselors in Kentucky, when asked in question number 2 where they received their training and given the choices of Eastern Kentucky University, Morehead State University, University of Kentucky, Western Kentucky University, Murray State University, or Other, responded with the largest number being thirty-five per cent from Western Kentucky University, twenty-seven per cent from Eastern Kentucky University, eighteen per cent from Other, ten per cent from the University of Kentucky, seven per cent from Morehead State University, and three per cent from Murray State University. (See Table II) Among the Other colleges specified were the University of Louisville mentioned seven times, Xavier University three times, and Indiana University two times. Other universities named once were University of New Mexico, University of Tennessee, University of Dayton, University of Cincinnati, Creighton University in Omaha, and the University of Washington in Spalding.
TABLE II
COLLEGE ATTENDED

<table>
<thead>
<tr>
<th>College</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Kentucky University</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>Morehead State University</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Western Kentucky University</td>
<td>38</td>
<td>35</td>
</tr>
<tr>
<td>Murray State University</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Other - specify</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

In question number 12 (See Table III) the counselors were asked whether or not they would enter the counseling profession, in view of their present knowledge, if they could go back in time and start college again. Fifty-three per cent replied definitely yes; thirty-two per cent

TABLE III
ENTER COUNSELING PROFESSION AGAIN

<table>
<thead>
<tr>
<th>Decisions</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Yes</td>
<td>57</td>
<td>53</td>
</tr>
<tr>
<td>Probably Yes</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Probably No</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Definitely No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>99*</td>
</tr>
</tbody>
</table>

*Rounded off to whole per cents.
replied probably yes; seven per cent replied undecided; and seven per cent replied probably no. None replied definitely no. One counselor wrote that if there was more job security he would enter the counseling profession again, but otherwise, he would not. One counselor replied that he would choose another profession outside of education entirely. Another said that he would remain in education, but not as a counselor.

Question number 7 (See Table IV) was asked to find out if the counselors felt their educational backgrounds were sufficient in training them for their present positions. Seventy-two per cent felt their educational backgrounds were sufficient. Nineteen per cent stated their educational backgrounds were not sufficient. Nine per cent were undecided as to whether or not their educational backgrounds were sufficient.

<table>
<thead>
<tr>
<th>Decision</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Yes</td>
<td>78</td>
<td>72</td>
</tr>
<tr>
<td>B. No</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>C. Undecided</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>108</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Miller, Lloyd-Jones and Westervelt, and Eckerson and Smith all have suggested that the standard requirements for the counseling certificate are not adequate and different types of courses should be included.

Cormier found in her study that counselors were better prepared if they were actually trained in counseling by practicing the counseling methods. The American Personnel and Guidance Association feels that counselors should have more actual counseling and diagnosing experience while being trained.

In reply to question number 8 as to whether or not the guidance counselors think teaching experience is

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necessary in order to be a successful guidance counselor, ninety per cent said yes, five per cent said no, and five per cent were undecided. (See Table V)

### TABLE V

**OPINION CONCERNING TEACHING EXPERIENCE**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Yes</td>
<td>97</td>
<td>90</td>
</tr>
<tr>
<td>B. No</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>C. Undecided</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>101*</td>
</tr>
</tbody>
</table>

Kentucky does require at least one year's teaching experience, or comparable experience, for certification.

According to Scott, most counselors were originally full-time teachers. One counselor wrote on the questionnaire that teaching experience was helpful, but not necessary. No one has yet determined the validity of teaching experience, and disagreement still exists concerning its necessity.

Question number 5 (See Table VI) was designed to determine the number of years of experience for the elementary guidance counselors. The majority of them (sixty-five per cent) indicated from four to six years of experience

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as a guidance counselor. Twenty per cent indicated from one to three years of experience. Six per cent indicated from ten to twelve years of experience. Just one per cent indicated thirteen or more years of experience.

**TABLE VI**

YEARS OF COUNSELING EXPERIENCE

<table>
<thead>
<tr>
<th>Years</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 1-3</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>B. 4-6</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>C. 7-9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>D. 10-12</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>E. 13 or more</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

Question number 3 concerns the counselor-pupil ratio. (See Table VII)

**TABLE VII**

ACTUAL COUNSELOR-PUPIL RATIO

<table>
<thead>
<tr>
<th>Ratio</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Under 199</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B. 200-399</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>C. 400-599</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>D. 600-799</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>E. 800-999</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>F. 1000-1199</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>G. 1200 or more</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
<td>101*</td>
</tr>
</tbody>
</table>
In 1959, James Conant recommended a counselor-pupil ratio of 1-600 for elementary. The White House Conference on Children and Youth adopted this 1-600 ratio in 1960. Wrenn found in a study in 1962, a ratio of 1-690. The American School Counselor Association (ASCA) recommended a counselor-pupil ratio of 1-450.

The study of Kentucky elementary guidance counselors revealed counselor-pupil ratios of twenty-nine percent having 400-599; and twenty-nine percent having 600-799. This is a total of fifty-eight percent having counselor-pupil ratios of 400-799. Some of the counselors (eighteen percent) had an even larger ratio of 800-999. Ten percent of the counselors had 1000-1199. Seven percent had 1200 or more. These large ratios are due to the fact that many counselors serve more than one school. One counselor stated that she was a "circuit rider" who was responsible for five schools. Six percent had from 200-399 students. Two percent had under 199. By far

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9 Cottingham, op. cit., p. 57.
11 Wrenn, loc. cit.
the majority of elementary guidance counselors had counselor-pupil ratios larger than those recommended, yet smaller than those found in 1970 by the U.S. Office of Education in the School Staffing Survey made by the National Center for Educational Statistics. They revealed a counselor-pupil ratio of 1-3,500 increasing to 6,300. They also found that most of the elementary counselors were located in the larger cities.\textsuperscript{12} This is true for Kentucky since Jefferson County alone has eighty schools served by elementary guidance counselors.

When asked in question number 15 what the elementary guidance counselors thought should be the counselor-pupil ratio, forty per cent responded with less than 300 pupils, and fifty-seven per cent responded with 300-599. None thought the counselor-pupil ratio should be from 600-899 or more than 900. (See Table VIII) These ratios were smaller than the actual working ratios.

The guidance counselors work with many different students every week. According to question number 4, twenty-six per cent counsel from 30-39 different students each week. Twenty-one per cent counsel 60 or more different students each week. Sixteen per cent counsel from 20-29 different students. Twelve per cent counsel

TABLE VIII
IDEAL COUNSELOR-PUPIL RATIO

<table>
<thead>
<tr>
<th>Ratio</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Less than 300</td>
<td>47</td>
<td>44</td>
</tr>
<tr>
<td>B. 300-599</td>
<td>61</td>
<td>56</td>
</tr>
<tr>
<td>C. 600-899</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D. 900 or more</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

from 10-19 students. Eleven per cent counsel from 40-49 students. Ten per cent counsel from 50-59 students. Four per cent counsel under ten different students each week. (See Table IX).

TABLE IX
NUMBER OF DIFFERENT STUDENTS COUNSELED EACH WEEK

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Under 10</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>B. 10-19</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>C. 20-29</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>D. 30-39</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>E. 40-49</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>F. 50-59</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>G. 60 or more</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

Question number 6 was not clear in meaning. Some of the counselors felt the question did not distinguish
between the most important function they do, or what they think should be their most important function. The question was an attempt to determine in which task the guidance counselors spent most of their time. (See Table X)

TABLE X
COUNSELOR'S MOST IMPORTANT FUNCTION

<table>
<thead>
<tr>
<th>Function</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Testing</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>B. Coordinating</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>C. Attendance</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D. Counseling</td>
<td>68</td>
<td>63</td>
</tr>
<tr>
<td>E. Consulting</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>F. Discipline</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

Sixty-three per cent responded that counseling was their most important function. Fifteen per cent felt that coordinating was the most important function. Fourteen per cent felt that testing was the most important function. Eight per cent said that consulting was their most important function. None put attendance or discipline as their most important function.

McDougall and Reitan wrote that counseling is the most important function for counselors to perform. The counseling should be preventive and developmental, rather than counseling with the students after the problem has
arisen.\textsuperscript{13}

Question number 16 again was an attempt to find out how the counselors spent most of their time and which one of their functions was the most important. (See Table XI)

**TABLE XI**

COUNSELOR'S MOST IMPORTANT RESPONSIBILITY

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Diagnose personality</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>B. Testing program</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>C. Keeping records</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>D. Diagnose reading problems</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>E. In-service training of teachers</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>F. Consult with parents</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>108</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Whether or not testing should be included among the counselor's many responsibilities is a very controversial subject. Testing is perceived to be the most important responsibility by forty-three per cent of the elementary guidance counselors in Kentucky. This may be due, in part, to the fact that many counselors are supported by Title I funds and this involves testing for the remedial reading and math programs. Boy is of the opinion that testing, especially of a diagnostic type, should be

included as part of the counselor's tasks.\textsuperscript{14} However, Cottingham differs by saying that counselors should work with the testing program only as an assistant to teachers and as an interpreter of test scores to parents and students.\textsuperscript{15}

Twenty-three per cent of the counselors considered consulting with parents as their most important responsibility. McDougall and Reitan state that consulting with parents, along with the counseling of students, is an important responsibility.\textsuperscript{16}

Twenty per cent of the counselors consider diagnosing personality as their most important responsibility. Seven per cent felt the in-service training of teachers to be their most important responsibility. Five per cent chose diagnosing reading problems, and only two per cent chose keeping records. McCreary and Miller feel that part of the counselor's duties include record keeping and clerical work.\textsuperscript{17} Hill states that the counselor's


\textsuperscript{15} Cottingham, \textit{op. cit.}, p. 54.

\textsuperscript{16} McDougall, \textit{loc. cit.}

effectiveness is diminished by the burden of keeping records. 18

Question number 9 (See Table XII) determined how many counselors were supported by federal funds. Forty per cent of the elementary guidance counselors in Kentucky are not supported by federal funds; thirty-one per cent are completely supported by federal funds; and twenty-nine per cent are partly supported by federal funds. Most of these federal funds are obtained from Title I of ESEA which provides for children of low-income families.

**TABLE XII**

<table>
<thead>
<tr>
<th>Extent</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Partly</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>B. Completely</td>
<td>34</td>
<td>31</td>
</tr>
<tr>
<td>C. Not at all</td>
<td>43</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

In question number 10, (See Table XIII) fifty-eight per cent of the counselors considered their physical facilities adequate; forty-two per cent did not consider their physical facilities adequate. The elementary counselors, who travel among several schools, usually do not have a permanent office. They use the principal's

office or whatever is available to them. Humes found administrative offices or a nearby location to be a deterrent to counselors. 19 Pruett, in his study in Indiana, found that physical facilities have little effect upon the guidance program. 20

**TABLE XIII**

**ADEQUATE PHYSICAL FACILITIES**

<table>
<thead>
<tr>
<th>Adequacy</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Yes</td>
<td>63</td>
<td>58</td>
</tr>
<tr>
<td>B. No</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>108</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The Kentucky Department of Education stated in its publication, *Guidance Services in the Elementary School* that the principal was the most important person in the development and improvement of the guidance program in the elementary school. 21 In response to question number 11, eighty-five per cent of the counselors


in Kentucky said that they themselves were responsible for the guidance program in their school. Only six per cent said the principal was responsible for the program. Six per cent said the superintendent was responsible for the program. Two per cent said the school board, and one per cent said the Director of Pupil Personnel was responsible for the guidance program. (See Table XIV)

TABLE XIV

RESPONSIBLE FOR GUIDANCE PROGRAM

<table>
<thead>
<tr>
<th>Personnel</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. School Board</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B. Superintendent</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>C. Principal</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>D. Director of Pupil Personnel</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>E. You - the Guidance Counselor</td>
<td>92</td>
<td>85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>108</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

When asked in question number 13 the most prevalent problem with which the counselor works, (See Table XV), thirty-three per cent selected personal problems; twenty-eight per cent indicated academic problems; twenty per cent indicated social problems; ten per cent indicated emotional problems; seven per cent indicated discipline problems; and one per cent indicated vocational problems. None specified problems other than those listed. Although guidance in the elementary school is supposed to be developmental instead of remedial, it is, in fact,
problem-centered and does tend to deal with pre-existing problems. 22

<table>
<thead>
<tr>
<th>Problems</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Social</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>B. Personal</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>C. Academic</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>D. Discipline</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>E. Vocational</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F. Emotional</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>G. Other - specify</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
<td>99*</td>
</tr>
</tbody>
</table>

Question number 14 (See Table XVI) revealed that most of the referrals, seventy-three per cent, come from the teachers. Twenty-five per cent come from the students themselves. None come from parents. Only two per cent come from administrators. It appears that the teachers have a need for the guidance counselors to help them with student problems.

Data obtained in response to question number 17, indicated that fifty-five per cent of the counselors do more individual counseling; and forty-five per cent do

---

TABLE XVI

REFERRALS

<table>
<thead>
<tr>
<th>Referrals</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers</td>
<td>79</td>
<td>73</td>
</tr>
<tr>
<td>B. Self-Students</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>C. Parents</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D. Administrators</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

more group counseling. (See Table XVII) Because of the large counselor-pupil ratio, and because counseling should be for all students, it is very difficult for the counselor to work with all the students individually.

TABLE XVII

GROUP VS. INDIVIDUAL COUNSELING

<table>
<thead>
<tr>
<th>Type of Counseling</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Individual Counseling</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>B. Group Counseling</td>
<td>49</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

Stamm and Nissam, in a study in 1971, found that counselors spend thirty per cent of their time in individual counseling and seven per cent of their time in group counseling.23

In question number 18, the counselors indicated the per cent of the school day spent in individual counseling with students. (See Table XVIII) Twenty-seven per cent of the counselors indicated fifty per cent of the school day; nineteen per cent indicated more than fifty per cent; seventeen per cent indicated twenty per cent; fourteen per cent indicated forty per cent; eleven per cent indicated thirty per cent; six per cent indicated ten per cent; and six per cent indicated less than ten per cent.

**TABLE XVIII**

**PER CENT OF SCHOOL DAY SPENT IN COUNSELING**

<table>
<thead>
<tr>
<th>Per Cent of School Day</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Less than 10%</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>B. 10%</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>C. 20%</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>D. 30%</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>E. 40%</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>F. 50%</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>G. More than 50%</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

Wrenn states that one-half of the counselor's time should be spent with the students. But Stamm and Nissam give thirty per cent as the amount of time spent with students.

---

Wrenn, op. cit., pp. 113-114.
spent in individual counseling with students. McCreary found in a study that counselors spend fifty per cent of their time with students. Boy feels that counselors should spend seventy per cent of their time counseling students.

**TABLE XIX**

PER CENT OF SCHOOL DAY SPENT CONSULTING WITH TEACHERS

<table>
<thead>
<tr>
<th>Per Cent of School Day</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Less than 5%</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>B. 5%</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>C. 10%</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>D. 15%</td>
<td>61</td>
<td>56</td>
</tr>
<tr>
<td>E. 20%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

The amount of the counselor's time spent in consulting with teachers was the object of question number 21. (See Table XIX) Fifty-six per cent of the counselors spent fifteen per cent of their work day in consulting with teachers. Thirty per cent of the counselors spent ten per cent of their day. Nine per cent spent five per cent. Five per cent of the counselors spent less than

---

25 Stamm, *loc. cit.*


five per cent of the work day. None spent twenty per cent or more consulting with teachers.

Wrenn feels that counselors should spend two or more periods a day consulting with teachers and parents. Stamm and Nissam say that ten per cent of the counselor's time should be spent in consultation with teachers and parents, with the time divided equally between them. McCreary found in a study that seventeen per cent of the counselor's time was spent in consulting with teachers. Over one-half (fifty-six per cent) of the Kentucky elementary counselors spend fifteen per cent of their time consulting with parents, and this is relatively close to McCreary's seventeen per cent.

Question number 22 dealt with the per cent of the work day spent in parent conferences. (See Table XX) Fifty-two per cent of the counselors spent less than five per cent of the work day in parent conferences. Twenty-five per cent spent five per cent. Ten per cent spent ten per cent; ten per cent spent fifteen per cent; and three per cent spent twenty per cent or more of their time each day in parent conferences. McCreary revealed in his

---

28 Wrenn, loc. cit.
29 Stamm, loc. cit.
30 McCreary, loc. cit.
study that counselors spent twelve per cent of their time with parents.  

TABLE XX

PER CENT OF SCHOOL DAY SPENT IN PARENT CONFERENCES

<table>
<thead>
<tr>
<th>Per Cent of School Day</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Less than 5%</td>
<td>56</td>
<td>52</td>
</tr>
<tr>
<td>B. 5%</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>C. 10%</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>D. 15%</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>E. 20% or more</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

In 1961, Anna Meeks predicted that counselors in the future, would spend forty per cent of their time with teachers and parents. Combining the time spent consulting teachers and parents as determined in this survey, a total of twenty per cent is obtained. This is less than Meeks' predicted forty per cent, yet more than Stamm and Nissam's ten per cent for the amount of time spent consulting with parents and teachers.

In response to question number 19 (See Table XXI), fifty per cent said it was more important to work with

31 Ibid.
33 Stamm, loc. cit.
teachers so they can work with students; and fifty percent said it was more important to work with students individually.

TABLE XXI

WORK WITH STUDENTS OR TEACHERS

<table>
<thead>
<tr>
<th>More Important</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Work with teachers so they can work with students</td>
<td>54</td>
<td>50</td>
</tr>
<tr>
<td>B. Work with students individually</td>
<td>54</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

Cochran and Peters state that individual counseling, because of the extremely high counselor-pupil ratio, is an impossible means of helping all children, and that the counselors need to work with the teachers who can work with all the children. Miller states that because of the counselor's lack of time to work with all the students, he should help teachers work with the students in preventing problems from occurring rather than attempting to spread his time thinly among all the students. With the large counselor-pupil ratios, it does seem to be more effective to work with teachers so they can more efficiently work with the students.

33 Cochran, loc. cit.
34 Miller, op. cit., p. 105.
According to the responses to question number 20, (See Table XXII) seventy-five per cent of the counselors felt that the actual work of counseling students was sufficiently important to be an important adjunct to education twenty years from now. Nine per cent said that test administration and interpretation was sufficiently important; seven per cent felt that parent conferences were important; six per cent felt that teacher conferences were important; and three per cent felt that referrals to community agencies were sufficiently important.

**TABLE XXII**

**IMPORTANT ACTIVITIES**

<table>
<thead>
<tr>
<th>Activities</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teacher Conferences</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>B. Test Administration and</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Interpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Counseling Students</td>
<td>81</td>
<td>75</td>
</tr>
<tr>
<td>D. Parent Conferences</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>E. Referrals to Community</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

Counselors are sometimes held responsible for other duties within the school environment, as question number 23 was designed to determine. (See Table XXIII) Although fifty-six per cent of the counselors indicated
that they were not responsible for any activities other than counseling, nineteen per cent performed clerical work; twelve per cent had bus duty; five per cent did substitute teaching; five per cent did such jobs as grade reporting, maintaining transcripts, public relations, substituting for the principal. One counselor wrote that the tasks were too numerous to mention. Two per cent had playground duty, and two per cent had lunch room duty. None did library work.

TABLE XXIII
OTHER DUTIES

<table>
<thead>
<tr>
<th>Duties</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Lunch room</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B. Library</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C. Clerical work</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>D. Teaching</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>E. Playground duty</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>F. Bus duty</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>G. None of these</td>
<td>61</td>
<td>56</td>
</tr>
<tr>
<td>H. Other - specify</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Total 108 101%

McDougall states that other duties are not part of the counselor's work and that they destroy the effectiveness of the guidance program, especially if the counselor has to act as a disciplinarian. Counselors should not be called upon to teach or to do clerical
work. The counselor does not have enough time to counsel with students and, if these extra duties are imposed upon him, they further limit the efficiency of his job.\textsuperscript{35} Van Hoose also says that the counselor should not take the position of substitute teacher or principal, or other responsibilities such as library duty, lunch room duty, playground duty, bus duty, and hall duty.\textsuperscript{36} More than one-half of the Kentucky elementary guidance counselors have no duties other than actual counseling.

\textsuperscript{35}McDougall, \textit{op. cit.}, p. 352.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

This applied project was an attempt to discover the actual role and function of the elementary guidance counselor in Kentucky and to compare the actual with the ideal role as determined from a review of the literature.

The information concerning the role of the Kentucky elementary guidance counselor was obtained from questionnaires sent to 120 elementary guidance counselors. Two of these 120 were no longer elementary guidance counselors. One hundred and eight counselors responded. The information concerning the ideal role and function of the elementary guidance counselor was obtained from a review of the literature.

The data were tabulated and arranged in table form so that the information could be efficiently displayed.

Conclusions

The ideal role of the elementary guidance counselor is one in which the counselors are:

1. adequately trained for their positions.
2. assigned a realistic counselor-pupil ratio and not one too large.
3. allowed the time to achieve their most important function, which is counseling students.
4. provided adequate physical facilities necessary for their work.
5. not expected to perform duties outside of their counseling profession.
6. not expected to spend important time in clerical work and record-keeping.

The counselor must be given the time and place in which to carry out professional work. Yet the counselor must surely adjust to the needs of each school, as each school is different, just as each child is different. If counselors can best serve the school in a capacity not completely related to counseling, they are obligated, as members of the educational profession, to help the school and do whatever is best for the student.
LIST OF APPENDICES

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Location of schools having elementary guidance counselors.
Arabic numerals - County Districts
Roman numerals - Independent Districts
### APPENDIX B

#### PARTICIPATING DISTRICTS

**COUNTY DISTRICTS:**

<table>
<thead>
<tr>
<th>Kentucky County</th>
<th>Kentucky District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barren</td>
<td>Mercer</td>
</tr>
<tr>
<td>Bell</td>
<td>Metcalfe</td>
</tr>
<tr>
<td>Boone</td>
<td>Monroe</td>
</tr>
<tr>
<td>Boyd</td>
<td>Montgomery</td>
</tr>
<tr>
<td>Breathitt</td>
<td>Muhlenberg</td>
</tr>
<tr>
<td>Butler</td>
<td>Nicholas</td>
</tr>
<tr>
<td>Carter</td>
<td>Owen</td>
</tr>
<tr>
<td>Casey</td>
<td>Owsley</td>
</tr>
<tr>
<td>Clark</td>
<td>Perry</td>
</tr>
<tr>
<td>Cumberland</td>
<td>Pike</td>
</tr>
<tr>
<td>Fayette</td>
<td>Pulaski</td>
</tr>
<tr>
<td>Franklin</td>
<td>Rockcastle</td>
</tr>
<tr>
<td>Hancock</td>
<td>Russell</td>
</tr>
<tr>
<td>Harlan</td>
<td>Taylor</td>
</tr>
<tr>
<td>Hart</td>
<td>Todd</td>
</tr>
<tr>
<td>Jackson</td>
<td>Trigg</td>
</tr>
<tr>
<td>Jefferson</td>
<td>Washington</td>
</tr>
<tr>
<td>Kenton</td>
<td>Wayne</td>
</tr>
<tr>
<td>Laurel</td>
<td>Whitley</td>
</tr>
<tr>
<td>Leslie</td>
<td>Wolfe</td>
</tr>
<tr>
<td>Lewis</td>
<td></td>
</tr>
<tr>
<td>Livingston</td>
<td></td>
</tr>
</tbody>
</table>
INDEPENDENT DISTRICTS:
Barbourville (Knox County)
Bardstown (Nelson County)
Bowling Green (Warren County)
Eminence (Henry County)
Glasgow (Barren County)
Harrodsburg (Mercer County)
Dayton (Campbell County)
Mayfield (Graves County)
Maysville (Mason County)
Monticello (Wayne County)
Mt. Sterling (Montgomery County)
Paintsville (Johnson County)
Pikeville (Pike County)
Richmond (Madison County)
Somerset (Pulaski County)
Williamstown (Grant County)
A SURVEY OF ELEMENTARY SCHOOL GUIDANCE COUNSELORS IN KENTUCKY

Directions: Please respond to the following items by placing the correct letter from the parenthesis in the box at the left of the item number. Please complete as soon as possible and mail in the self-addressed, stamped envelope. Thank you.

1. Are you male or female?
   A. male   B. female

2. Where did you get your training?
   A. Eastern   D. Western
   B. Morehead   E. Murray
   C. University of Kentucky   F. Other - specify___________________

3. How many students are formally assigned to you in your capacity as guidance counselor?
   A. Under 199   D. 600-799   G. 1200 or more
   B. 200-399   E. 800-999
   C. 400-599   F. 1000-1199

4. How many different students, average, do you counsel in a week?
   A. Under 10   D. 30-39   G. 60 or more
   B. 10-19   E. 40-49
   C. 20-29   F. 50-59

5. As of June, 1975, how many years of experience will you have as a guidance counselor?
   A. 1 to 3   C. 7 to 9   E. 13 or more
   B. 4 to 6   D. 10 to 12

6. What is your most important function?
   A. testing   C. attendance   E. consulting
   B. coordinating   D. counseling   F. discipline

7. Do you feel that your educational background was sufficient in training you for your present job?
   A. yes   B. no   C. undecided

8. Do you think teaching experience is necessary in order to be a successful guidance counselor?
   A. yes   B. no   C. undecided

9. Are you supported by federal funds?
   A. partly   B. completely   C. not at all

10. In your opinion, do you consider your physical facilities adequate?
    A. yes   B. no

11. Who is responsible for the guidance program in your school?
    A. School Board   D. Director of Pupil Personnel
    B. Superintendent   E. You - the Guidance Counselor
    C. Principal
Suppose you could go back in time and start college again; in view of your present knowledge, would you enter the counseling profession?
A. definitely yes  C. undecided  E. definitely no
B. probably yes  D. probably no

Which problems that you work with are the most prevalent?
A. social  D. discipline  G. other – specify
B. personal  E. vocational
C. academic  F. emotional

Are most of your referrals from:
A. teachers?  C. parents?
B. self-students?  D. administrators?

What do you think should be the pupil-counselor ratio?
A. less than 300  C. 600-899
B. 300-599  D. 900 or more

Which of the following do you consider to be your most important responsibility?
A. diagnose personality  D. diagnose reading problems
B. testing program  E. in-service training of teacher
C. keeping records  F. consult with parents

Which of the following do you do more?
A. individual counseling  B. group counseling

What per cent of the school day do you spend in actual counseling with students?
A. less than 10%  D. 30%  F. 50%
B. 10%  E. 40%  G. more than 50%
C. 20%

Which of the following do you think is more important?
A. work with teachers so they can work with students
B. work with students individually

Which of your present activities do you consider sufficiently important to still be around 20 years from now?
A. teacher conferences
B. test administration and interpretation
C. counseling students
D. parent conferences
E. referrals to community agencies

What per cent of your work day do you spend in consulting with teachers?
A. less than 5%  C. 10%  E. 20% or more
B. 5%  D. 15%

What per cent of your work day do you spend in parent conferences?
A. less than 5%  C. 10%  E. 20% or more
B. 5%  D. 15%

For which of the following are you responsible?
A. lunch room  D. teaching  G. none of these
B. library  E. playground duty  H. other – specify
C. clerical work  F. bus duty
Dear Elementary Guidance Counselor:

My student, Mary Lynn Jordan, is conducting a survey of a sample of the elementary guidance counselors in Kentucky. Enclosed you will find a short questionnaire and a stamped, self-addressed envelope. Please take just a minute and answer the questions. I would appreciate it if you would mail the questionnaire back to me as soon as possible, as Ms. Jordan needs them within ten days.

Sincerely,

R. E. Peters
Dr. R. E. Peters
Professor of Guidance and Counseling

I need your cooperation in filling out and returning the questionnaire. I am not interested in the names of people or schools. You have my assurance that the results will be used solely to undertake statistical analysis and will not be used for comparisons. No individuals or schools will be identified. Please include any comments concerning your own guidance program or guidance programs in general.

If you are interested in the results of the survey, let me know and I will be happy to send them to you.

Thank you very much for your cooperation.

Mary Lynn Jordan
Graduate Researcher

P. S. If there is no elementary guidance counselor, please return the unanswered questionnaire.
APPENDIX E

DATA TABULATION CHART

QUESTION       REPLIES - actual amount and per cent
1               A-32 or 30%   B-76 or 70%

2               A-29 or 27%   B-8 or 7%     C-11 or 10%
               D-38 or 35%   E-3 or 3%     F-19 or 18%

3               A-2 or 2%     B-6 or 6%     C-31 or 29%
               D-31 or 29%   E-19 or 18%   F-11 or 10%
               G-8 or 7%

4               A-4 or 4%     B-13 or 12%   C-17 or 16%
               D-28 or 26%   E-12 or 11%   F-11 or 10%
               G-23 or 22%

5               A-22 or 20%   B-70 or 65%   C-9 or 8%
               D-6 or 6%     E-1 or 1%

6               A-15 or 14%   B-16 or 15%   C-0
               D-68 or 63%   E-9 or 8%    F-0

7               A-78 or 72%   B-20 or 19%   C-10 or 9%

8               A-97 or 90%   B-5 or 5%     C-6 or 6%
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<td>B-34 or 31%</td>
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<td>B-45 or 42%</td>
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<td>B-35 or 32%</td>
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**MAGAZINES**


**PAMPHLETS**


REFERENCE

BOOKS


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