

DOCUMENT RESUME

ED 046 035

CG 006 126

AUTHOR Ferguson, Annabelle F.  
TITLE Selected Administrative Factors and Guidance Functions: A Study of the Impact of Organization, Staff, and Finance Upon Guidance Functions.  
INSTITUTION Maryland Univ., College Park. Coll. of Education.  
PUB DATE 70  
NOTE 336p.  
EDRS PRICE MF-\$0.65 HC-\$13.16  
DESCRIPTORS \*Administration, Administrative Personnel, Administrative Policy, Counseling, Counseling Programs, Counseling Services, \*Counselor Functions, Counselor Performance, \*Counselor Role, Counselors, Counselor Training, Financial Needs, \*Financial Policy, Organization, Organizational Climate, Planning

ABSTRACT

This study examines selected administrative factors to discover their impact upon the functioning of a secondary school counselor. Three major null hypotheses are stated: there is no relationship between senior high school counselor functions and (1) the organizational pattern of guidance of pupil services; (2) the competencies implied by professional preparation and experience; and (3) the financial support for the guidance and pupil services program. Twenty-eight specific variables are examined. Findings indicated that only three of the 28 variables significantly influenced counselor functioning time-wise: (1) whether the counselor was trained primarily in Maryland; (2) the size of the county by secondary school enrollment; and (3) the number of guidance supervisors per county. Where these variables were operative, counselors were found to be devoting more time to counseling and consulting, and less time to coordinating and other non-guidance duties. Conclusions and recommendations are presented. (EL)

ED0 46035

SELECTED ADMINISTRATIVE FACTORS  
AND GUIDANCE FUNCTIONS

by  
Annabelle E. Ferguson

U.S. DEPARTMENT OF HEALTH, EDUCATION  
& WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRODUCED  
EXACTLY AS RECEIVED FROM THE PERSON OR  
ORGANIZATION ORIGINATING IT. POINTS OF  
VIEW OR OPINIONS STATED DO NOT NECESSARILY  
REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

ED0 46035

APPROVAL SHEET

Title of Thesis: Selected Administrative Factors and Guidance  
Functions: A Study of the Impact of Organization,  
Staff, and Finance upon Guidance Functions

Name of the Candidate: Annabelle E. Ferguson  
Doctor of Philosophy, 1970

Thesis and Abstract Approved: \_\_\_\_\_

Dr. James A. van Zwoll  
Professor  
Educational Administration  
College of Education

Date Approved:

16 006 126

## ABSTRACT

Title of Thesis: Selected Administrative Factors and Guidance Functions: A Study of the Impact of Organization, Staff, and Finance upon Guidance Functions

Annabelle E. Ferguson, Ph.D., 1970

Thesis directed by: Dr. James A. van Zwoil  
Professor  
Educational Administration  
College of Education  
University of Maryland

This study investigated the relationship between the administrative factors of organizational patterns, staffing considerations, and financial support of the guidance program and counselor functioning.

### Purpose of the Study

The purpose of the study was to examine selected administrative factors to discover their impact upon the functioning of a secondary school counselor.

### Statement of the Problem

The problem inquired into by the study was to discover whether there were significant relationships between (1) the administrative factors of organizational pattern, staffing considerations, and financing and (2) the functioning of guidance personnel in the public senior high schools of the twenty-three counties of Maryland. Three major null hypotheses were stated: there is no relationship between the functions performed by senior high school counselors and (1) the organizational pattern of guidance and pupil services, (2) the competencies implied by

professional preparation and experience, and (3) the financial support provided for the guidance and pupil services program. Within these three major hypotheses twenty-eight specific variables were examined.

#### Methods of Procedure

A conceptual model of counselor functioning based on the responsibilities of counseling, consulting, and coordinating, as defined by Wrenn,<sup>1</sup> was developed and then validated by a survey of twenty-four Maryland supervisors of guidance. An Activities Log based on the "ASCA Statement of Policy for Secondary School Counselors"<sup>2</sup> was developed and then maintained by one hundred and seventy-two counselors in sixty-five secondary schools of the Maryland counties one day per week for ten weeks.

On the basis of the activity performed, the persons involved, and the purpose of the activity, the completed logs were computer sorted for each counselor into the fifty ASCA functions and into the four Wrenn categories. Counselor Types and Counselor Type Scores based on the conceptual model were derived and examined for relationships to the selected administrative factors for which information had been collected by survey. The chi-square and Pearson product-moment correlation techniques were utilized to study these relationships.

---

<sup>1</sup>C. Gilbert Wrenn, The Counselor in a Changing World (Washington, D.C.: American Personnel and Guidance Association, 1962).

<sup>2</sup>American School Counselor Association, "Guidelines for Implementation of Policy Statement" (Washington, D.C.: American Personnel and Guidance Association, 1964)

In addition, Counselor Type means for each selected variable were analyzed using the simple one-way analysis of variance technique and applying the F-ratio test at the .05 level of significance.

#### Summary of the Findings

The statistical null hypothesis was retained for all but three of the specific variables. Analysis by the chi-square technique yielded a statistically significant result at the .05 level for the relationship between counselor training within the State of Maryland and counselor functioning. The analysis of variance by F-ratio yielded statistically significant results at the .05 level for two variables--county size by secondary school enrollment and the number of guidance supervisors per county.

Maryland senior high school counselors were found to be devoting 31.74 percent of their time to counseling with students; 16.84 percent to consulting with parents and staff; 24.79 percent to coordinating guidance activities; and 26.32 percent to other school responsibilities, including clerical chores. These amounts of time were in contrast to the 56.5 percent for counseling, 20.5 percent for consulting, 13.0 percent for coordinating, and 10.0 percent for other duties, which were derived as expectations of the Maryland guidance supervisors for an average counselor.

The survey of administrative factors revealed that there were organized under the Pupil Services Pattern 48 percent of the twenty-three Maryland counties, 73 percent of the secondary counselors, 78 percent of other pupil services workers, and 68 1/2 percent of the secondary students. Within the schools 11 1/2 percent were lone counselors; 62 1/2 remained with

the same counselees over a period of three or more years; and four percent were assigned strictly by specialization of the guidance function.

Of the participating counselors the median age was 41.25 years; 80 percent were certified; 77 percent held a master's degree; and 58 1/2 percent were males. Means for professional background were: teaching--9.006 years; counseling--6.384 years; other work--5.541; graduate credits in guidance--34.5.

The average per pupil guidance expenditure was \$24.65; the mean gross pupil/counselor ratio, 433.8/1; the mean counselor/supervisor ratio, 77.1/1. Clerical assistance was provided in 81 percent of the guidance departments, and some guidance services were provided during the summer months by 67.7 percent of the schools.

### CONCLUSIONS

This study did not find empirical evidence to support the assumption that counselor functioning was influenced significantly by the impact of the selected administrative factors considered with the exceptions of counselor training within the State of Maryland, county size by secondary school enrollment, and the number of guidance supervisors per county.

The study did indicate that Maryland senior high school counselors were performing the functions recommended by the American School Counselor Association to varying degrees and with differing priorities.

VITA

Name: Annabelle E. Ferguson

Permanent address: 803 Pin Oak Road  
Severna Park, Maryland 21146

Date of birth: June 17, 1923

Place of birth: Duquesne, Pennsylvania

Secondary education: Duquesne High School  
Duquesne, Pennsylvania

| Collegiate institutions attended: | Dates   | Degree | Date of Degree |
|-----------------------------------|---------|--------|----------------|
| University of Pittsburgh          | 1940-44 | B.S.   | 1944           |
| University of Pittsburgh          | 1946-48 | M.Ed.  | 1948           |
| University of Maryland            | 1951-70 | Ph.D.  | 1970           |

Major: Educational Administration

Minor: Guidance and Counseling

Publications: "Values We Profess: Values We Practice with Students"  
The Delta Kappa Gamma Bulletin, Fall, 1968

Positions held: Teacher

Titusville Junior High School, 1947-1950  
Titusville, Pennsylvania

Y-Teen Program Director, 1947-1950  
Titusville Young Women's Christian Association  
Titusville, Pennsylvania

Counselor and Teacher, 1950-1952  
Ellicott City Junior-Senior High School  
Ellicott City, Maryland

Counselor, 1952-1958  
Howard County Senior High School  
Ellicott City, Maryland

Counselor, 1958-1959  
Annapolis Junior High School  
Annapolis, Maryland

Supervisor of Instruction, 1959-1962  
Severna Park High School  
Severna Park, Maryland

Supervisor of Guidance and Testing, 1962-1965  
Anne Arundel County Board of Education  
Annapolis, Maryland

Supervisor of Guidance Services, 1965-1969  
Maryland State Department of Education  
Baltimore, Maryland

Director of Pupil Services, 1969-  
Prince George's County Board of Education  
Upper Marlboro, Maryland

Lecturer, 1966-1969  
Towson State College  
Towson, Maryland

Lecturer, 1966-1969  
Western Maryland College  
Westminster, Maryland

Lecturer, 1970-  
Bowie State College  
Bowie, Maryland

**SELECTED ADMINISTRATIVE FACTORS AND GUIDANCE FUNCTIONS**

**A Study of the Impact of Organization, Staff, and  
Finance upon Guidance Functions**

**by  
Annabelle E. Ferguson**

**Dissertation submitted to the Faculty of the Graduate School  
of the University of Maryland in partial fulfillment  
of the requirements for the degree of  
Doctor of Philosophy**

**1970**

## ACKNOWLEDGMENTS

The writer wishes to express appreciation to all those persons whose support, encouragement, and assistance made possible the completion of this study.

She is especially grateful to Dr. James van Zwoll, major advisor and chairman of the research committee; Dr. George Marx, minor advisor and member of the research committee; Dr. James Dudley, member of the research committee; and Dr. Clayton Stunkard, statistical advisor.

Sincere appreciation is extended to the Maryland State Department of Education for its strong support of the project, including professional leave for the investigator, professional consultation, permission to conduct the project in the public schools of the State, and use of the data processing facilities of the Research Division.

Special acknowledgment is made to Mrs. Sarah Leiter Remsberg for her generous consultation in the area of pupil services as well as for her personal encouragement and support; to Dr. James Sensenbaugh, Dr. David Zimmerman, Dr. Fred Brown, Dr. Theophil Muellen, and Dr. Richard McKay for their administrative support of the study; and to Mr. Robert Bassford and Mr. Robert Stagmer for their assistance with the data processing.

To Mrs. Marina Bates goes the writer's gratitude for her invaluable contribution in developing the computer programming and carrying out the various statistical analyses.

Appreciation is expressed to the University of Maryland Computer Science Center for the generous support of computer time.

The writer is deeply indebted to the many persons in the public

schools of Maryland who gave time and support to the study, especially to the twenty-three superintendents of schools, the supervisors of guidance in the counties and in Baltimore City, and the one hundred and ninety school counselors who participated both in the pre-study work and in the actual project itself.

Special appreciation is extended to Mrs. Dolores Snyder, Director of Pupil Services for the Carroll County Board of Education, who so ably filled the researcher's position at the Maryland State Department of Education during her sabbatical leave.

The writer is deeply grateful to her mother for her encouragement, patience, and understanding throughout the completion of the dissertation and throughout the years of study preceding the actual project.

Gratitude is also expressed to Mrs. Madeleine Mills for typing the long and difficult manuscript and to Mrs. Marie Stover and Miss Helen Marshall for their secretarial help.

TABLE OF CONTENTS

| Chapter   | Page |
|---|------|
| ACKNOWLEDGEMENTS . . . . .  | 11   |
| I. INTRODUCTION . . . . .   | 1    |
| II. THE SETTING . . . . .   | 11   |
| III. SURVEY OF THE PROFESSIONAL LITERATURE AND RESEARCH . . . . .   | 19   |
| IV. PROCEDURES FOR COMPLETION OF THE STUDY . . . . .  | 42   |
| V. FINDINGS FROM THE PRELIMINARY STUDIES . . . . .  | 61   |
| VI. FINDINGS FROM THE SURVEY OF SPECIFIED ADMINISTRATIVE<br>FACTORS . . . . .   | 76   |
| VII. RESULTS OBTAINED FROM THE COMPUTER SORTING PROCESSES AND<br>FROM THE CLASSIFICATION OF PARTICIPANTS INTO COUNSELOR<br>TYPES . . . . .  | 117  |
| VIII. FINDINGS FROM THE STATISTICAL ANALYSES OF THE RELATIONSHIPS<br>BETWEEN THE SPECIFIED ADMINISTRATIVE FACTORS AND COUNSELOR<br>FUNCTIONING IN THE MARYLAND COUNTIES . . . . . | 134  |
| IX. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .   | 143  |
| APPENDIX A. STATISTICAL TABLES . . . . .  | 161  |
| APPENDIX B. EXHIBITS . . . . .  | 251  |
| SELECTED BIBLIOGRAPHY . . . . .   | 303  |

LIST OF CHARTS

| Chart  | Page |
|--|------|
| 1. Pupil Services Team Organizational Pattern in Maryland Counties . . . . .   | 15   |
| 2. Instructional Team Organizational Pattern for Guidance Services in Maryland Counties . . . . .  | 17   |
| 3. Geographical Distribution of the Schools Participating in the Study . . . . .   | 48   |
| 4. Conceptual Model of Counselor Types Based on the Percentage of Time Spent in Four Major Categories of Function . . . . .  | 53   |
| 5. Table of Counselor Type Ranges in Percentages . . . . .   | 54   |
| 6. Table of Counselor Type Score Ranges . . . . .  | 54   |
| 7. Plan for Conversion of Activities Log Responses into Counselor Types . . . . .  | 56   |
| 8. Summary of the Four Plans and Two Approaches Utilized by the Maryland Counties in the Organization of Guidance Services during the School Year of 1967-68 . . . . . | 104  |

LIST OF TABLES

| Table   | Page |
|---|------|
| 1. Conceptual Model of Counselor Types Based on Means of Responses of Twenty-four Maryland Guidance Supervisors in Terms of Percentages of Time Spent on Each Function . . . . .  | 62   |
| 2. Conceptual Model of Counselor Types Based on Medians of Responses of Twenty-four Guidance Supervisors in Terms of Percentages of Time Spent on Each Function . . . . .   | 63   |
| 3. Means and Medians Derived from the Responses of Twenty-three Maryland Guidance Supervisors to a Reasonable Expectation of the Functioning of an Average (Type III) Counselor in Terms of Percentage of Time Devoted to the ASCA Categories of Function . . .                   | 64   |
| 4. Percentage of Twenty-four Maryland Guidance Supervisors Who Classified Each ASCA Function into the Four Wrenn Categories in the Conceptual Model Developed for This Study . . . . .  | 66   |
| 5. Percentage of Time Suggested by Twenty-four Maryland Guidance Supervisors as a Reasonable Expectation of a Type Three (Average) Counselor for the ASCA Categories of Function Converted to the Wrenn Categories as Defined in the Conceptual Model Used in the Study . . . . . | 70   |
| 6. Comparison of the Percentages of Time Suggested as Reasonable Expectations for a Type III (Average) Counselor Arrived at Using Two Different Approaches-- the Wrenn Approach (Exhibit N, Part A) and the ASCA Approach (Exhibit N, Part B) . . . . .                           | 71   |
| 7. Conceptual Model of Counselor Function Developed for the Study and Showing Percentages of Time Spent by the Counselor in Each Category of Function . . . . .   | 72   |
| 8. Amount and Percentage of Agreement of Twenty-four Maryland Guidance Supervisors on the Classification of Actions Performed by School Counselors with the Keys established for this Study . . . . .   | 73   |
| 9. Amount and Percentage of Agreement of Twenty-four Maryland Guidance Supervisors on the Classification of Primary Emphasis of the Functions Performed by School Counselors with the Key Established for the Study . . . . .   | 74   |

| Table   | Page |
|---|------|
| 10. Range and Median of the Twenty-three Maryland Counties for Student Enrollment and the Number of Specified Professionals Employed during the 1967-68 School Year . . . . .   | 77   |
| 11. Distribution of Counties by the Number of Full-time Equivalent Secondary School Counselors with the Pupil/Counselor Ratio and Size of Student Enrollment Indicated for Each Maryland County for 1967-68 . . . .           | 79   |
| 12. Distribution of Counties by the Number of Full-time Equivalent Guidance Supervisors Employed and with Counselor/Supervisor Ratios and Size of Student Enrollment Indicated for Each Maryland County for 1967-68 . . . . . | 80   |
| 13. Comparison of the Ranking of the Three Largest, Three Medium-size, and Three Smallest Counties of Maryland in Terms of Student Enrollment and the Employment of Various Pupil Services Personnel during 1967-68. . . . .  | 81   |
| 14. Spearman Rank Correlations Between County Rankings on the Employment of Various Pupil Services Workers and Secondary School Enrollments in Maryland Counties during 1967-68 . . . . .                                     | 82   |
| 15. Spearman Rank Correlations between County Rankings on the Employment of School Counselors and the Employment of Other Pupil Services Specialists in Maryland in 1967-68 . . . . .   | 83   |
| 16. Ranges, Medians, and Means of Per Pupil Guidance Expenditures by Maryland Counties during 1967-68 . . . .   | 84   |
| 17. Comparison of the Ranking of the Three Largest, Three Medium-size, and Three Smallest Maryland Counties in Terms of Expenditures for the Support of Guidance Services during 1967-68 . . . . .                            | 85   |
| 18. Distribution of Maryland Study Schools by Grade Organizational Pattern during 1967-68 . . . . .   | 88   |
| 19. Distribution of Maryland Study Schools by Size of Student Enrollment during 1967-68 . . . . .   | 89   |
| 20. Distribution of Study Schools by Guidance Department Organizational Pattern for 1967-68 . . . . .   | 90   |
| 21. Percentage of Study Schools in the Three Largest, Three Medium-size and Three Smallest Counties of Maryland Receiving Guidance Clerical Assistance during 1967-68 . . . . .   | 91   |

| Table   | Page |
|---|------|
| 22. Percentage of Study Schools in the Three Largest, Three Medium-size, and Three Smallest Maryland Counties in Which a Guidance Department Chairman Was Named during 1967-68 . . . . .                      | 92   |
| 23. Percentage of Study Schools in the Three Largest, Three Medium-size, and Three Smallest Maryland Counties Providing Guidance Services during Some Portion of the Summer of 1968 . . . . .                 | 93   |
| 24. Age and Sex of Maryland Counselors Participating in the Study--1967-68 . . . . .  | 94   |
| 25. Range of Ages of Counselors Participating in the Study--1967-68 . . . . .   | 95   |
| 26. Percentage of Study Counselors in the Three Largest, Three Medium-size, and Three Smallest Counties Who Were Certified in Guidance by the Maryland State Department of Education during 1967-68 . . . . . | 95   |
| 27. Different Approaches to Counselor Training Experienced by the Counselors in the Maryland Study of 1967-68 . . . . .   | 96   |
| 28. Distribution of Graduate Credits in Guidance and Counseling Reported by Participating Counselors in the Maryland Study during 1967-68 . . . . .   | 97   |
| 29. Range of Graduate Credits in Guidance and Counseling Earned by Participating Counselors in the Maryland Study--1967-68 . . . . .  | 97   |
| 30. Distribution of the Study Counselors by Counseling, Teaching, and Other Work Experience during 1967-68 . . . . .  | 98   |
| 31. Range of Years of Professional Experience Presented by the Participating Counselors in the Maryland Study in 1967-68 . . . . .  | 99   |
| 32. Pupil Loads Carried by the Participating Counselors in the Maryland Study of 1967-68 . . . . .  | 100  |
| 33. Range of Pupil Loads Carried by Participating Counselors . . . . .  | 100  |
| 34. Distribution of the Study Counselors by Patterns of Counselee Assignments by Grade Levels during 1967-68 . . . . .  | 101  |

| Table   | Page |
|---|------|
| 35. Summary of "Self-Types" Designated by Participating Counselors through an Assessment of How They Spent Their Time during the Work Day throughout the School Year of 1967-68 . . . . .   | 102  |
| 36. Extent of the Adoption of Different Organizational Plans and Approaches for Guidance Services in Maryland Counties during the School Year of 1967-68 . . . . .  | 105  |
| 37. Profile of County Guidance Organizational Plans Utilizing the Medians of Selected Administrative Factors--1967-68 . . . . .   | 107  |
| 38. Profile of County Guidance Organizational Plans Utilizing The Means of the Ratios of Specified Administrative Factors for the School Year of 1967-68 . . . . .  | 108  |
| 39. Profile of County Organizational Plans for Guidance Utilizing Percentages of Participating Counselors from Each County for 1967-68 . . . . .  | 109  |
| 40. Per Pupil Guidance Expenditures Reported by Counties Organized under the Various Guidance Organizational Plans (Expressed as Means)--1967-68 . . . . .  | 110  |
| 41. Comparison of Percentages of Student Population Served with Total Guidance Expenditures by Counties Organized into the Four Plans for Guidance Services during 1967-68 . . . . .  | 110  |
| 42. Coefficients of Correlation Exceeding (0.50) between Factors of Guidance Administrative Patterns at the County Level and Other Specified Administrative Factors .   | 112  |
| 43. Coefficients of Correlation Exceeding (0.50) between Factors of Guidance Supervision and Other Administrative Factors . . . . .   | 113  |
| 44. Coefficients of Correlation Exceeding (0.50) for Relationships between Factors of Guidance Expenditures and Other Factors . . . . .   | 115  |
| 45. Comparison of the Means and Medians of Guidance Supervisors' Expectations of an Average Counselor's Functioning with the Means and Medians of the Actual Percentage of Time Devoted by Counselors in the Maryland Study to Each of the ASCA Categories of Function--1967-68 . . . . . | 120  |

| Table  | Page |
|--|------|
| 46. Means of the Percentages of Time Devoted by Counselors to Each ASCA Category of Function according to County Organizational Pattern for Guidance Services in Maryland in 1967-68 . . . . .   | 122  |
| 47. Comparison of the Means of Guidance Supervisors' Expectations of an Average Counselor's Functioning with the Means of the Actual Percentages of Time Devoted by the Maryland Study Counselors to Each of the Wrenn Categories of Function--1967-68 . . . . . | 123  |
| 48. Means of the Percentages of Time Devoted to the Wrenn Categories of Function by Participating Counselors Arranged by Guidance Services during 1967-68 . . . . .  | 124  |
| 49. Number and Percentage of Participating Counselors Classified by Counselor Types after the Final Computer Sorting . . . . .   | 125  |
| 50. Means, Medians, and Ranges of the Number of Activities Logs Submitted by Counselors Arranged by Counselor Types . . . . .  | 126  |
| 51. Means of the Number of Minutes Devoted to Any One Activity by the Various Counselor Types . . . . .  | 126  |
| 52. Means of the Number of Hours Devoted to Professional Duties by the Participating Counselors by Counselor Types . . . . .   | 127  |
| 53. Percentage Distribution of Counselor Types by County Organizational Plans for Guidance Services . . . . .  | 127  |
| 54. Means and Medians of Counselor Type Scores by County Organizational Plans for Guidance Services . . . . .  | 128  |
| 55. Means of the Number of Minutes per Day Devoted to Each of the Wrenn Categories of Function by Counselor Types . . . . .  | 129  |
| 56. Distribution of Counselor Types by Size of Guidance Department Staffs within the Schools in the Study . . .  | 130  |
| 57. Means and Medians of the Pupil Loads of Participating Counselors by Counselor Types . . . . .  | 130  |

| Table  | Page |
|--|------|
| 58. Comparison of Counselor Types Derived by Log and by Self-Assessment . . . . .  | 131  |
| 59. Means of the Percentage of Time Devoted to the Wrenn Categories of Function by the Participating Counselors . . . . .  | 132  |
| 60. Coefficients of Correlation Calculated for the Relationships between the Percentages of Time Derived for the Wrenn Categories of Function for Different Time Periods of the Study and for Counselor Type Scores during Those Same Time Periods . . . . . | 133  |
| 61. Results of the Chi-Square Computations of the Relationship between Counselor Type and Specified Variables . . . . .  | 136  |
| 62. Summary of the F-Test Analysis of Counselor Type Score Means for Specified Administrative Factors in Descending Order of Significance . . . . .  | 140  |

LIST OF TABLES IN EXHIBIT A

| Table   | Page |
|---|------|
| 1. Distribution of the Study Sampling by County and School Size . . . . .   | 162  |
| 2. Selected and Actual Sampling of Schools by Size of Schools in Terms of Number of Counselors . . . . .  | 163  |
| 3. Sampling by Counties arranged According to Organizational Patterns for Guidance at the County Level . . . . .  | 164  |
| 4. Table of Counseling Type Scores by Counselor Types . . . . .   | 166  |
| 5. Table of Consulting Type Scores by Counselor Types . . . . .   | 167  |
| 6. Table of Coordinating Type Scores by Counselor Types . . . . .   | 168  |
| 7. Table of "Other School Responsibility" Type Scores by Counselor Types . . . . .  | 169  |
| 8. Responses of Guidance Supervisors to Their Conceptual Model of Counselor Types Based on Percentages of Time Devoted to the Major Category of Function Called "Counseling" . . . . .                    | 170  |
| 9. Responses of Guidance Supervisors to Their Conceptual Model of Counselor Types Based on Percentages of Time Devoted to the Major Category of Function Called "Consulting" . . . . .                    | 171  |
| 10. Responses of Guidance Supervisors to Their Conceptual Model of Counselor Types Based on Percentages of Time Devoted to the Major Category of Function Called "Coordinating" . . . . .                 | 172  |
| 11. Responses of Guidance Supervisors to Their Conceptual Model of Counselor Types Based on Percentages of Time Devoted to the Major Category of Function Called "Other" . . . . .                        | 173  |
| 12. Frequency Distribution of the Responses of Guidance Supervisors to Their Conceptual Model of Counselor Types Based on Percentages of Time Devoted to the Major Category Called "Counseling" . . . . . | 174  |

| Table   | Page |
|---|------|
| 13. Frequency Distribution of the Responses of Guidance Supervisors to Their Conceptual Model of Counselor Types Based on Percentages of Time Devoted to the Major Category Called "Consulting" . . . . .       | 175  |
| 14. Frequency Distribution of the Responses of Guidance Supervisors to Their Conceptual Model of Counselor Types Based on Percentages of Time Devoted to the Major Category Called "Coordinating" . . . . .     | 176  |
| 15. Frequency Distribution of the Responses of Guidance Supervisors to Their Conceptual Model of Counselor Types Based on Percentages of Time Devoted to the Major Category Called "Other Activities" . . . . . | 177  |
| 16. Responses of the Guidance Supervisors to the Percentages of Time an Average (Type III) Counselor Might Be Expected to Devote to Each of the ASCA Categories of Function . . . . .                           | 178  |
| 17. Frequency Distribution of Responses of Guidance Supervisors to Percentage of Time an Average (Type III) Counselor Might Be Expected to Devote to Each of the ASCA Categories of Function . . . . .          | 179  |
| 18. Responses of Guidance Supervisors to the Instrument entitled "A Categorization of Counselor Duties" . . . . .   | 180  |
| 19. Percentage of Responses of Guidance Supervisors to the Instrument Entitled "Classification of Actions Performed" . . . . .  | 182  |
| 20. Percentage of Responses of Guidance Supervisors to the Instrument Entitled "Classification by Emphasis" . . . . .   | 186  |
| 21. Relevant Data Concerning the Size of the Maryland Counties--1967-68 . . . . .   | 188  |
| 22. Relevant Data Concerning Guidance Supervision in the Maryland Counties during 1967-68 . . . . .   | 189  |
| 23. Student Loads Carried by Pupil Services Workers in the Maryland Counties during 1967-68 . . . . .   | 190  |
| 24. Ranking of Maryland Counties in Terms of Data on Size . . . . .   | 191  |

| Table   | Page |
|---|------|
| 25. Distribution of Pupil Services Personnel among the<br>Twenty-three Counties of Maryland during 1967-68 . . .  | 192  |
| 26. Ranking of the Twenty-three Maryland Counties in Terms<br>of Ratios of Pupils to Pupil Services Specialists<br>during 1967-68 . . . . .   | 193  |
| 27. Secondary School Guidance Expenditures for the Maryland<br>Counties in 1967-68--as Reported to the Maryland<br>State Department of Education in National Defense<br>Education Act Reports . . . . . | 194  |
| 28. Ranking of the Twenty-three Maryland Counties in Terms<br>of Expenditures for Secondary Guidance Salaries<br>and Materials during 1967-68 . . . . .   | 195  |
| 29. Provision of Guidance Clerical Assistance in the<br>Twenty-three Counties of Maryland during 1967-68 . . .  | 196  |
| 30. Distribution by Maryland Counties of the Guidance<br>Clerical Assistance Provided Each Guidance<br>Department in the Study Schools during 1967-68 . . . .   | 197  |
| 31. Provision of Guidance Services during the Summer Months<br>in the Twenty-three Maryland Counties--1967-68 . . . .   | 198  |
| 32. Distribution of Study Schools by Percentage of Graduates<br>of the Class of 1967 Enrolled in Degree-granting<br>Institutions . . . . .  | 199  |
| 33. Distribution by Maryland Counties of Counselors by<br>Organizational Patterns within the Schools<br>during 1967-68 . . . . .  | 200  |
| 34. Distribution of Study Schools by Number Having Some<br>Guidance Clerical Assistance during 1967-68 . . . . .  | 201  |
| 35. Distribution of Schools by the Number Having Guidance<br>Department Chairmen during 1967-68 . . . . .   | 202  |
| 36. Distribution by Counties of Maryland Study Schools<br>Having Summer Guidance Services during 1967-68 . . . .  | 203  |
| 37. Distribution by Sex of the Counselors in the Maryland<br>Study of 1967-68 . . . . .   | 204  |
| 38. Distribution by Age of the Counselors in the Maryland<br>Study of 1967-68 . . . . .   | 205  |

| Table  | Page |
|--|------|
| 39. Distribution by Age and Sex of the Counselors in the Maryland Study during 1967-68 . . . . .   | 206  |
| 40. Distribution by Counties of Study Counselors in Terms of Maryland Certification Status in 1967-68 . . . . .  | 207  |
| 41. Distribution by Counties of Maryland Study Counselors in Terms of Attendance at a Guidance Institute and Whether Guidance Training Was Received in the State of Maryland . . . . . | 208  |
| 42. Distribution by Counties of Maryland Study Counselors in Terms of Professional Training during 1967-68 . . . . .   | 209  |
| 43. Distribution by Counties of Graduate Credits in Guidance Earned by the Maryland Study Counselors by 1967-68 . . . . .  | 210  |
| 44. Frequency Distribution of the Number of Graduate Credits in Guidance Earned by the Maryland Study Counselors by 1967-68 . . . . .  | 211  |
| 45. Distribution by Counties of Maryland Study Counselors in Terms of Counseling Experience by 1967-68 . . . . .   | 212  |
| 46. Distribution by Counties of Maryland Study Counselors in Terms of Teaching Experience by 1967-68 . . . . .   | 213  |
| 47. Distribution by Counties of Maryland Study Counselors in Terms of Other Work Experience by 1967-68 . . . . .   | 214  |
| 48. Distribution by Counties of Pupil Loads Carried by the Maryland Study Counselors during 1967-68 . . . . .  | 215  |
| 49. Distribution by Counties of Maryland Study Counselors in Terms of the Grade Assignments of Counselees during 1967-68 . . . . .   | 216  |
| 50. Distribution by Counties of Counselors in the Maryland Study in Terms of Their Self-Types--1967-68 . . . . .   | 217  |
| 51. Distribution by Size of Student Enrollment among the Organizational Patterns for Guidance Services at the County Level during 1967-68 . . . . .                                    | 218  |
| 52. Distribution of Students and Staffs of Maryland County School Systems by Organizational Patterns for Guidance Services at the County Level during 1967-66 . . . . .                | 219  |

| Table  | Page |
|--|------|
| 53. Distribution of Pupil Services Workers of Maryland County School Systems by Organizational Patterns for Guidance Services at the County Level during 1967-68 . . . . .   | 220  |
| 54. Data on County Guidance Supervision Distributed by Organizational Pattern for Guidance Services at the County Level during 1967-68 . . . . .   | 221  |
| 55. Distribution of Counselors by Pupil Loads into the Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . .  | 222  |
| 56. Distribution of Counselors by Age into the Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . .  | 223  |
| 57. Distribution of Counselors by Age and Sex into the Organizational Patterns for Guidance Services at the County Level during 1967-68 . . . . .  | 224  |
| 58. Distribution of Counselors by Certification Status into the Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . .   | 225  |
| 59. Distribution of Counselors by Professional Training into the Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . .  | 226  |
| 60. Distribution of Counselors by Attendance at Guidance Institutes and by Training within the State of Maryland into the Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . . | 227  |
| 61. Distribution of Counselors by the Number of Guidance Credits Earned into the Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . .  | 228  |
| 62. Distribution of Counselors by Years of Counseling Experience into the Organizational Patterns for Guidance Services at the County Level during 1967-68 . . . . .   | 229  |
| 63. Distribution of Counselors by Years of Teaching Experience into the Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . .   | 230  |

| Table  | Page |
|--|------|
| 64. Distribution of Counselors by Years of Other Work Experience into Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . .                                 | 231  |
| 65. Distribution of Counselors by School Organizational Pattern into County Organizational Patterns for Guidance Services in Maryland during 1967-68 . . . . .   | 232  |
| 66. Distribution of Counselors by the Amount of Clerical Assistance per Guidance Department into Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . .      | 233  |
| 67. Distribution of Guidance Clerks by Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . .  | 234  |
| 68. Distribution of Counselors by Employment during Summer Months into Organizational Patterns for Guidance Services at the County Level during 1967-68 . . . . .  | 235  |
| 69. Distribution of Guidance Expenditures by Organizational Patterns for Guidance Services at the County Level in Maryland during 1967-68 . . . . .  | 236  |
| 70. Means of the Percentages of Time Devoted to Each ASCA Category of Function by the Participating Counselors of the Twenty-three Counties of Maryland during 1967-68 . . . . .                             | 237  |
| 71. Means by Counties of the Percentages of Time Devoted by Participating Counselors to the Wrenn Categories of Function and Means of the Counselor Type Scores Derived in Maryland during 1967-68 . . . . . | 239  |
| 72. Distribution of Counselor Types by Maryland Counties during 1967-68 . . . . .  | 240  |
| 73. Distribution of the Numbers of Activities Logs Submitted by the Counselors Participating in the Maryland Study during 1967-68 . . . . .  | 241  |
| 74. Distribution of the Number of Minutes Devoted to Counseling by the Various Counselor Types during 1967-68 . . . . .  | 242  |
| 75. Distribution of the Number of Minutes Devoted to Consulting by the Various Counselor Types during 1967-68 . . . . .  | 243  |

| Table  | Page |
|--|------|
| 76. Distribution of the Number of Minutes Devoted to Coordinating by the Various Counselor Types during 1967-68 . . . . .                | 244  |
| 77. Distribution of the Number of Minutes Devoted to Other Functions by the Various Counselor Types during 1967-68 . . . . .             | 245  |
| 78. Distribution of Counselors by Counselor Types within Single Counselor Schools of Maryland during 1967-68 . . . . .                   | 246  |
| 79. Distribution of Counselors by Counselor Types within Multiple Counselor Schools of Maryland during 1967-68 . . . . .                 | 247  |
| 80. Comparison by Counties of Counselor Types Derived by Log and by Self-Assessment in the Maryland Study of 1967-68 . . . . .           | 249  |
| 81. Frequency Distribution of Counselors by Pupil Loads within the Specified Counselor Types for the Maryland Study of 1967-68 . . . . . | 250  |

LIST OF EXHIBITS

| Exhibit  | Page |
|--|------|
| A Professional Preparation, Experience, and Assignment Form . . .  | 252  |
| B Information on Organization and Support Factors Form . . . . .   | 254  |
| C Activities Log . . . . .   | 255  |
| D Abstract of the Proposal for the Study . . . . .   | 256  |
| E Letter to Local School Superintendents from the State<br>Superintendent of Schools . . . . .   | 259  |
| F Reprint of "Counselor Functions as Recommended by the American<br>School Counselor Association" . . . . .  | 260  |
| G "A Categorization of Counselor Duties" . . . . .   | 264  |
| H "Primary Emphasis" Category Key . . . . .  | 272  |
| I "Activity Performed With" Category Key . . . . .   | 273  |
| J "Actions Performed" Category Key . . . . .   | 274  |
| K Computer Sorting Program Key . . . . .   | 276  |
| L "Classification by Emphasis" . . . . .   | 288  |
| M "Classification of Actions Performed" . . . . .  | 289  |
| N "Conceptual Model of Counselor Types Based on Percentages<br>of Time Devoted to the Various Professional Functions<br>Defined by Wrenn and A.S.C.A." . . . . . | 294  |
| O Letter to Counselors Inviting Participation in the Study . . .   | 295  |
| P Information and Directions to Participating Counselors . . . .   | 297  |
| Q Letter to Counselors Concerning Collection of Completed Logs .   | 299  |
| R Computer Print-off for Each Participating Counselor . . . . .  | 301  |

## CHAPTER I

### INTRODUCTION

In the United States today accountability for public stewardship has become more demanding as tax monies have increased in support of professional activities.<sup>1</sup> Consequently, school administrators are faced with the need to understand thoroughly the various programs for which they have responsibility and to know precisely what the personnel involved in these programs are doing.

An assessment of the extent to which expected functions related to required services are being performed is basic to expediting the maintenance and further provision of such services. One program which presents administrators with an especially perplexing challenge because of its intangible goals and its myriad functions is the school guidance program.<sup>2</sup> Just what functions are actually being performed by school counselors whose numbers have increased with such rapidity since the passage of the National Defense Education Act of 1958?<sup>3</sup> This is a question which deserves serious consideration by the administrator who is concerned about accountability for public stewardship.

---

<sup>1</sup>Robert H. Mardin, "The Political Environment of the Public Schools," Guidance in American Education I: Backgrounds and Prospects (Cambridge, Massachusetts: Harvard University Press, 1964), pp. 42-52.

<sup>2</sup>Walter B. Waetjen, "Policies and Practices in Pupil Personnel Services," Guidance in American Education III: Needs and Influencing Forces (Cambridge, Massachusetts: Harvard University Press, 1966), pp. 228-237.

<sup>3</sup>O. Ray Warner, Cost of Secondary School Guidance Services (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1965), pp. 1-2.

The State of Maryland is no exception in the dramatic increase in the number of guidance personnel assigned to the public schools during the ten-year period from 1958-59 to 1968-69.<sup>4</sup> Nor are Maryland citizens and school administrators less demanding in their concern for the effective utilization of the time and talent of these additional specialists. Both professional and lay groups have attempted periodically to determine the role of the school counselor and to evaluate the guidance services provided by that counselor.<sup>5</sup>

Such attempts have been hampered somewhat by a lack of agreement on the expectations of parents, students, teachers, administrators, and community concerning what the counselor should actually be doing.<sup>6</sup> Although many local units within the State of Maryland have expressed clearly in guidance handbooks and bulletins<sup>7</sup> their concept of the functions

---

<sup>4</sup> Sarah L. Leiter and Annabelle E. Ferguson, Three Decades of Guidance in Maryland (Baltimore, Maryland: Maryland State Department of Education, 1969).

<sup>5</sup> Citizens' School Advisory Committee, Guidance in the Baltimore Public Schools (Baltimore City Public Schools, 1963); William Alexander and Robert Anderson, Toward 1975: A Guide to Schools for 1966-75 in Howard County, Maryland (Clarksville, Maryland: Howard County Board of Education, 1966); Richard H. Byrne, et. al., The Elementary School Project (College Park, Maryland: University of Maryland Research Center of the Interprofessional Research Commission on Pupil Services, 1968); Samuel M. Goodman, "The Counselor Role--A Research Study of Prevailing Functions," Research Digest, 2:1-4, 1967-68 (Rockville, Maryland: Montgomery County Board of Education, 1968).

<sup>6</sup> Jewell Makolin, "The Felt Needs of Teachers and Students for Guidance Services in Carroll County, Maryland" unpublished Master's thesis, Western Maryland College, Westminster, Maryland, 1968).

<sup>7</sup> Handbooks for School Counselors; (Towson, Maryland: Baltimore County Board of Education, 1963); (Annapolis, Maryland: Anne Arundel County Board of Education, 1963); (Upper Marlboro, Maryland: Prince George's County Board of Education, 1969); (La Plata, Maryland: Charles County Board of Education, 1967); (Clarksville, Maryland: Howard County Board of Education, 1967).

to be performed by the school counselor and the services to be provided in the school guidance program, actual implementation of these statements seems at times limited by a variety of factors, some of which may be controlled administratively.

In any accounting for stewardship, it seems reasonable to require first, an understanding of what is expected of the steward; secondly, a measure of the degree to which he is fulfilling these expectations; and finally, an identification of the factors or conditions which impede or enhance his chances of success. Having identified these factors, steps can be taken to eliminate those which impede and to cultivate those which enhance.

#### THESIS

Administrative factors can and do affect the way a school counselor functions in terms of how he spends his time.

One such factor is the assignment of personnel. A person tends to do what he feels most competent to do; usually he feels most competent in those areas in which he has had training and experience. A corresponding assignment should enhance his functioning.

The provision of relevant resources will probably expedite the functioning of the person knowledgeable about their usage. The more resources available the greater should be the effectiveness of the services provided.

Certain patterns of organization tend to facilitate functioning. Where the goal is service to people, that organizational structure which provides the greatest opportunity for frequent and continuous contact

(direct or indirect) with the persons to be served should contribute to the most effective functioning. If the organizational structure can be developed so that it tends to focus all of the available resources on the needs of the persons to be served rather than on preconceived functions to be performed, an even greater effectiveness should be achieved.

#### STATEMENT OF THE PROBLEM

The problem to be explored in this study was to discover whether and to what extent there were significant relationships between (1) the administrative factors of organizational pattern, staffing considerations, and financing and (2) the functioning of guidance personnel in the public schools of the twenty-three counties of Maryland.

#### HYPOTHESES

Three major null hypotheses were stated:

1. There is no relationship between the organizational pattern of guidance and pupil services and the functions performed by senior high school counselors.
2. There is no relationship between the competencies implied by professional preparation and experience and the functions performed by senior high school counselors.
3. There is no relationship between the financial support provided for the guidance and pupil services programs and the functions performed by senior high school counselors.

#### VARIABLES

The specific variables examined for their relationship to the functioning of these senior high school counselors were:

1. Organizational patterns--county pattern for the organization of guidance services; school pattern for the organization of guidance services; grade levels of counselees assigned; pattern for administrative reporting by the guidance supervisor; assignment of a guidance department chairman; type of guidance supervisory assignment; county size by secondary school enrollment.

2. Implied competencies--certification status; age; sex; attainment of the master's degree; counselor training within the State of Maryland; counselor type by self-assessment; years of counseling, teaching, and other work experience; number of hours of graduate training in guidance and counseling.

3. Financial support--per pupil expenditure for guidance services; pupil/counselor ratio; counselor/supervisor ratio; counselor/guidance clerk ratio; pupil/pupil services worker ratio; pupil/pupil personnel worker ratio; pupil/school psychologist ratio; pupil/speech therapist ratio; number of weeks of summer employment provided for counselors; number of guidance supervisors per county; number of minutes devoted to guidance functions.

#### PURPOSE OF THE STUDY

The purpose of the study was to examine selected administrative factors to discover their impact upon the functioning of a secondary school counselor.

#### PROCEDURES

To accomplish this purpose the following steps were taken:

1. A survey of one hundred and seventy-two senior high school counselors from the twenty three counties of Maryland and of twenty-four guidance supervisors from the Maryland counties and from Baltimore City provided most of the data on the specified administrative factors to be examined in the study. Additional information was procured from the records of the Maryland State Department of Education.

2. An instrument called the "Activities Log" was developed and maintained one day per week over a ten-week period by these counselors from sixty-five secondary schools in the twenty-three counties of Maryland.

3. A conceptual model of counselor functioning based on the responsibilities of counseling, consulting, and coordinating as defined by Wrenn<sup>8</sup> was developed and then validated by a survey of twenty-four Maryland guidance supervisors. A computer program for sorting the completed log was prepared, based on the categories of functions recommended by the American School Counselor Association.<sup>9</sup>

4. Counselor Types and Counselor Type Scores based on the conceptual model were derived for each counselor from the sorted data. These types and scores were then examined statistically for their relationship to the variables specified above.

---

<sup>8</sup>C. Gilbert Wrenn, The Counselor in a Changing World (Washington, D.C.: American Personnel and Guidance Association, 1962).

<sup>9</sup>American School Counselor Association, "Guidelines for Implementation of Policy Statement" (Washington, D.C.: American Personnel and Guidance Association, 1964).

## FINDINGS

The statistical analyses yielded three results which were significant at the prescribed .05 probability level. The first was a chi-square of 6.1730 (with two degrees of freedom) for the relationship between Counselor Type and the variable of the counselor having been trained within the State of Maryland. The other two significant findings were derived from the one-way analysis of variance around the Counselor Type Score means for the variables of county size by secondary school enrollment and the number of guidance supervisors per county. The two derived F-ratios of 3.6218 and 3.4414 exceeded the ratio of 3.05 required for 2 and 169 degrees of freedom at the .05 probability level of acceptance.

Although there appeared to be trends in the anticipated direction for all other variables with the exception of pupil/counselor ratio, no other analysis yielded results significant at the level prescribed. The trends were sufficiently strong, however, to warrant further studies of the proposed thesis. Especially was this true of two variables: (1) the line of reporting of the guidance supervisor had a probability level of .16, and (2) the assignment of a supervisor trained in guidance had a probability level of .22.

## LIMITATIONS OF THE STUDY

This study made no attempt to evaluate the effectiveness of the functions performed by school counselors in Maryland. The purpose was to identify the functions actually performed and to examine their relationship to the administrative factors which might affect them.

One of the difficulties in any attempt to define counselor re

is the almost limitless number of activities in which school counselors engage. This study made no attempt to judge whether these activities were appropriate for counselors, but only to identify them.

Assuming that some base-line of expected functioning must be accepted before assessment of its degree of achievement can be made, this study took as its platform the "ASCA Statement of Policy for Secondary School Counselors." Accepted in 1964, this statement does not necessarily include some of the current thinking on counselor functioning. Nor does it encompass all of the activities engaged in by counselors. To compensate for the latter limitation, three additional categories of functioning--not necessarily recommended by the profession but in reality performed by Maryland counselors--were added. These included clerical chores, professional self-development, and non-guidance related school activities.

Reducing such a large number of activities to a manageable score for statistical analysis involved a number of judgments which might have been interpreted differently by other people. The sub-study seeking verification by the twenty-four guidance supervisors served to reduce this limitation.

Three administrative factors were examined for their relevance to guidance functioning. Other factors might also have been considered.

This study involved counselors serving in senior high schools. A similar study of junior high and elementary school counselors would have given insight into variations among guidance programs at different grade levels.

The technique for collecting data on counselor functioning was a self-reporting device with the limitations inherent in such an instrument.

## SIGNIFICANCE OF THE STUDY

This study provided a comprehensive survey of the activities in which senior high school counselors in every county of Maryland were engaged. The additional surveys of relevant factors concerning counselors, guidance programs, and pupil services provided a wealth of previously uncollected information about the status of guidance in Maryland. This data afforded a basis for further analysis of programs among counties and for future planning both locally and state-wide.

Part of the study provided information about the perceptions and expectations of Maryland guidance supervisors and also suggested some areas of need for future inservice programs. It also provided an opportunity to study the appropriateness of the policy statement issued by the American School Counselor Association. Several local units developed inservice programs accordingly, and some revisions of county guidance handbooks and guidelines resulted.

The study offered one basis upon which the great multiplicity of guidance activities might be organized into a conceptual model for ease of discussion when exploring expectations, needs, plans, achievements, and limitations. The resulting counselor types lent themselves readily to statistical analysis.

An instrument (Activities Log) was developed which can be utilized at any time and at any grade level to survey easily and objectively the functions being performed by a school counselor.

A computer sorting program was developed and is available for sorting the logs and deriving counselor types and counselor type scores.

The study provided an impetus for a number of school counselors to re-examine their own priorities in terms of how they utilize their working hours.

Finally, the study served to facilitate communication with administrators concerning the needs of the guidance program throughout the State of Maryland.

#### ORGANIZATION OF THE STUDY

The setting in which the study took place is described in Chapter II; a review of the literature and research pertinent to the study is presented in Chapter III.

The procedures followed are detailed in Chapter IV, and the findings are presented in Chapters V, VI, VII, and VIII. A discussion of these findings appears in Chapter IX.

## CHAPTER II

### THE SETTING

The State of Maryland is divided into twenty-four school districts. Twenty-three of them are counties, and the twenty-fourth is Baltimore City which operates autonomously both politically and in the administration of its school system. In each of these local units a Board of Education through a professional staff under the leadership of a Superintendent of Schools conducts the educational program for the residents of that unit.

The Maryland State Department of Education administers an equalization plan to insure a minimal program of services to all persons in the State regardless of where they reside.<sup>1</sup> However, each local unit may provide as much additional support as its wealth and concern for education permit. Consequently, there are great variations from unit to unit.

Baltimore City serves some 200,000 students and employs almost 25 percent of the secondary school counselors of the State. Because of its special status, Baltimore was not included in this study of counselor functioning.

Some of the counties of Maryland are in remote rural areas with as few as 4200 students enrolled. Others border on the metropolitan centers of Washington, D.C. and Baltimore and serve as many as 150,000 pupils each. Some of the rural districts send only 27 percent of their

---

<sup>1</sup>Maryland School Bulletin 38:1, (Baltimore: Maryland State Department of Education, 1961).

graduates on to further education beyond high school; the large urban units report as many as 70 percent continuing with their education.<sup>2</sup> The resulting pattern of twenty-four school systems presents an interesting range of development in all phases of the educational program, including guidance and pupil services.

When in 1938 a formal guidance program was introduced into the State of Maryland with the appointment of Dr. Floyd Cromwell to serve as the first State Supervisor of Guidance, there was little or no question about organizational patterns of guidance services.<sup>3</sup> Schools which had a guidance worker assigned to the staff seldom had more than one such person who was charged with the total responsibility for all of the specialized guidance services. No organization was necessary in such one-person arrangements. Also, at the county level there were so few guidance personnel that informal arrangements appeared to be adequate.

The same situation prevailed with the other pupil services. As early as 1916 legislation had provided in Maryland for an attendance officer employed by each local unit to enforce the compulsory attendance law.<sup>4</sup> Otherwise, until 1947, there was no one except the counselor who could be considered a pupil services worker. At that time provision was

---

<sup>2</sup>"Follow-Up of Graduates" (Baltimore: Maryland State Department of Education, 1968).

<sup>3</sup>James Spitznas, "History of Guidance in Maryland" (Baltimore: Maryland State Department of Education Archives).

<sup>4</sup>Fiftieth Annual Report (Baltimore: Maryland State Department of Education, 1916), p. 35.

made for the appointment of a Supervisor of Pupil Personnel in every local unit of the State.<sup>5</sup>

Only then did there arise the need for a delineation of pupil services responsibilities and organizational structure. However, because there were so few of these workers in the early days of the program, organizational complications did not develop immediately.

By 1967-68, the year when this study was conducted, both programs of guidance and pupil personnel, as well as health and psychological services, had expanded considerably beyond their original numbers. Ten years before the study, at the time the National Defense Education Act was passed, there were in Maryland the equivalent of 202 full-time counselors employed in the secondary schools of the twenty-three counties. By 1967-68 there were 631, an increase of 214 percent in ten years.<sup>6</sup> If this increase is compared with the 85 percent rise in the secondary school population over the same period of time, the rapid growth in the number of counselors is put into striking perspective.

Similar expansion occurred in other phases of the guidance program during this period. From 3.3 county guidance supervisors in 1957-58 the number rose to 16.35 by 1967-68. Whereas only 10.5 clerks were assigned to guidance departments prior to the NDEA, 162 were employed in the counties at the time of this study.<sup>7</sup>

---

<sup>5</sup> Eighty-First Annual Report (Baltimore: Maryland State Department of Education, 1947), pp. 7-10.

<sup>6</sup> Sarah Leiter and Annabelle Ferguson, *op. cit.*, pp. 12-13.

<sup>7</sup> *Ibid*, pp. 12-13.

Simultaneously other pupil services programs became firmly established and expanded. By 1967-68 there were 132 pupil personnel workers and 32 supervisors as compared with 59 workers and 24 supervisors ten years earlier. Also, the number of school psychologists expanded from 24 with one supervisor to 73 with five supervisors during this same period of time.<sup>8</sup>

It was this rapid growth which created the need for more formal organizational structure both at the county and school levels. Although there are many variations, the two basic organizational approaches which evolved to meet this need involved the assignment of the guidance program either to the pupil services team or directly to the instructional team.

Under the Pupil Services Team Pattern, which first appeared in Maryland in 1957 with the appointment of Miss Sarah Leiter as State Supervisor of Pupil Services,<sup>9</sup> the team consists of school counselors, pupil personnel workers, social workers, school psychologists, school nurses, and any other guidance and health personnel. The administrative leader of this team, depending on county size, is a Supervisor or Director of Pupil Services who reports directly to the Superintendent of Schools or to him through the Deputy Superintendent. This plan is presented on the following page in Chart 1.

The Instructional Team Pattern grew out of Dr. Floyd Cromwell's early conception of guidance as an integral part of the instructional

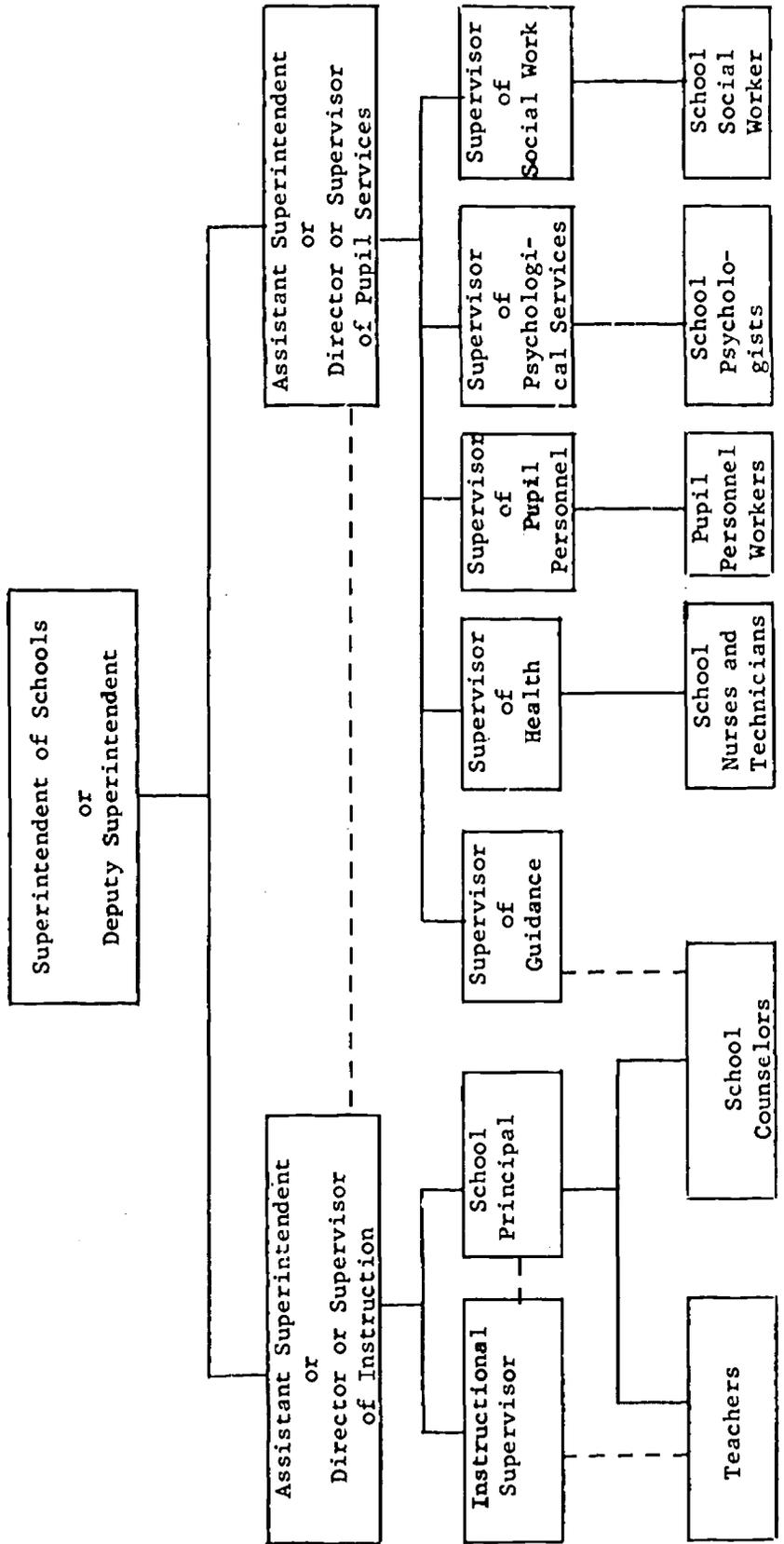
---

<sup>8</sup> *Ibid.*, pp. 33-34

<sup>9</sup> Ninety-Second Annual Report (Baltimore: Maryland State Department of Education, 1958), p. 27.

CHART I

PUPIL SERVICES TEAM ORGANIZATIONAL PATTERN IN MARYLAND COUNTIES



program, and it is the older of the two patterns.<sup>10</sup> Implementation of this philosophy at the county level in Maryland involves the assignment of guidance to the instructional division under the direct administrative leadership of a Director or Assistant Superintendent of Instruction. This person usually provides administrative leadership to the school principals who in turn have line responsibility for the counselors in their schools. Under this arrangement, the Supervisor of Guidance reports to the Director of Instruction without going through a Pupil Services Director. In smaller counties the Director of Instruction may also serve as Supervisor of Guidance. This plan is shown in Chart 2.

The twenty-three counties of Maryland are almost equally divided in their choice of plan. Size of the school system, available personnel, and philosophical commitment all play some part in the decision about the organizational structure for the guidance program.

Within the school itself there are a number of possible patterns for the guidance department. All of these patterns are in existence in some of the Maryland high schools.

Plan One--Lone Counselor Plan--operates in the school with only one counselor. He reports directly to his principal and is usually delegated responsibility for the formal guidance program of the school.

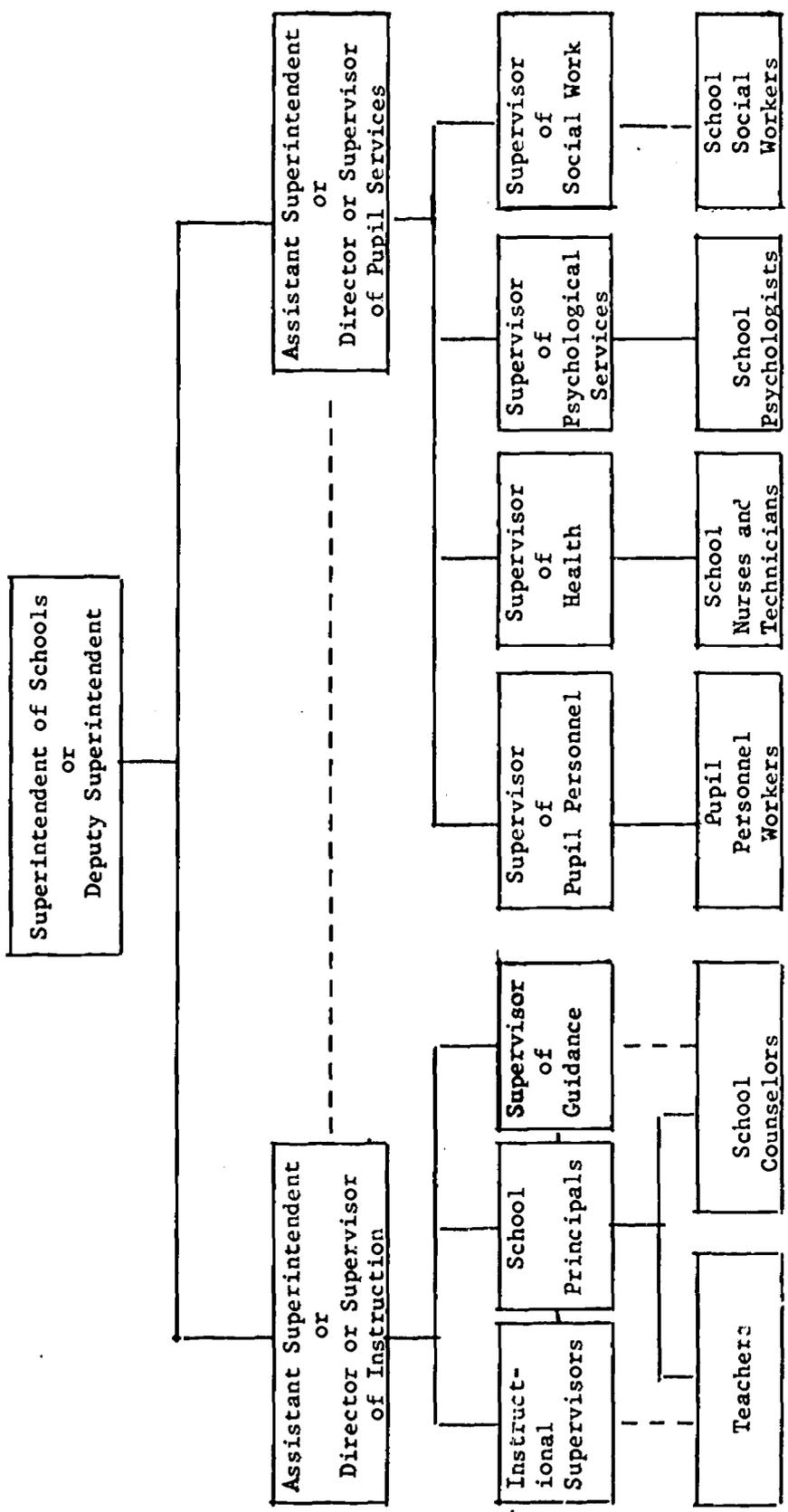
Plan Two--Assignment by Students--is found in schools with more than one counselor. Each counselor is assigned a certain group of

---

<sup>10</sup>"A Decade of Progress in the Maryland Public Schools--1939-1949" Maryland School Bulletin 31:1 (Baltimore: Maryland State Department of Education, 1950), pp. 54-55.

CHART 2

INSTRUCTIONAL TEAM ORGANIZATIONAL PATTERN FOR GUIDANCE SERVICES IN MARYLAND COUNTY SYSTEMS



students for a period of several years. This group may be a class or grade level or an alphabetically selected portion of several classes.

Plan Three--Assignment by Grade--allows the same counselor to work year after year with the same grade level, perhaps the seniors. Each year he gets a new roster of students, but he always retains the same functions.

Plan Four--Assignment by Guidance Function--gives the counselor specific specialized guidance functions to perform, and students are assigned according to their need for such a service, such as college or job placement.

Plan Five--Combination Assignment--operates in larger schools where certain counselors follow Plan Two. Other counselors are then given special assignments by function and serve as resource persons both to the generalist counselors and to the students.

This then was the setting in which this study of the administrative factors affecting counselor functioning was conducted.

## CHAPTER III

### SURVEY OF THE PROFESSIONAL LITERATURE AND RESEARCH

Although the professional literature is replete with discussions concerning the effectiveness of guidance services and suggesting factors which supposedly contribute toward the strengths and the limitations of the program, there is little research to support the opinions expressed. Especially is this true in the organization of guidance services.

The discussion of the past decade on this topic of the organization of guidance services has centered primarily around two main themes-- (1) the pros and cons of merging guidance services under the framework of the pupil services pattern and (2) the advantages and disadvantages of various types of guidance assignments within the school building.

The proposal of the Chief State School Officers for the pupil services pattern in which guidance, social work, psychological, and health services would be coordinated gave impetus to the debate on this topic of organization.<sup>1</sup> Speaking in favor of this new proposal were such counselor educators as Edward Landy,<sup>2</sup> State Department of Education leaders like Bruce Shears,<sup>3</sup> and U.S. Office of Education staff members Louise

<sup>1</sup>Council of Chief State School Officers, "Responsibilities of State Departments of Education for Pupil Personnel" (Washington, D.C., 1960).

<sup>2</sup>Edward Landy, "Implementing Change in Programs of Pupil Personnel Service," Guidance in American Education II: Current Issues and Suggested Action (Boston: Harvard University Press, 1965), pp. 303-304.

<sup>3</sup>Bruce L. Shear, "Administration of Pupil Personnel Services," Guidance in American Education III: Needs and Influencing Forces (Boston: Harvard University Press, 1966), pp. 247-250.

Eckerson and Hyrum Smith.<sup>4</sup> All of these persons argued that the various services suggested for inclusion within this framework tended to form a natural grouping because of their common goals. All of these writers saw this organizational pattern as a vehicle whereby pupil services might receive more adequate administrative support than would be possible without such coordination.

Under the auspices of the Interprofessional Research Commission on Pupil Personnel Services, which was set up and fostered by the U.S. Office of Education in 1962 to conduct a program of research and demonstration in pupil services, Gordon Liddle and Donald Ferguson provided the leadership for a study of this new concept of organization. Teams of counselor educators, guidance supervisors, and other specialists in pupil services visited a number of school systems which had been nominated as having exemplary programs of pupil services for the purpose of observing the problems and successes of these programs and of interviewing key personnel to determine the contributing factors.

Reporting for this commission, Liddle and Ferguson were convinced from these observations that the guidance program should be included as an integral part of pupil services. They expressed their confidence in this organizational structure with these words:

Under one director, the various members of the pupil personnel team will function in a coordinated manner. Directors will be former specialists, usually with doctoral degrees in pupil personnel services. The coordination of counseling and guidance services

---

<sup>4</sup>Louise O. Eckerson and Hyrum M. Smith, "Scope of Pupil Personnel Services" (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966), p. 3.

within the framework of pupil personnel services is needed at the local school level.<sup>5</sup>

Another strong proponent of this pupil services organizational pattern is Walter Waetjen. Speaking from his experience as Director of IRCOPPS, he wrote:

Pupil personnel services are found to exist under several different organizational patterns ranging from those systems with full-time directors of pupil services to the school systems employing one specialist who is responsible to the principal.....To complicate matters, pupil personnel specialists, although performing in unique areas of specialization, share common areas of knowledge, such as personality dynamics, diagnosis or measurement, and counseling. Much of the technical vocabulary is the same in several fields and there are differences in function that are finely shaded. As a result, the practices, the problems of coordination and policy formation on the part of those responsible for the total program have become all the more difficult..Research findings have revealed that when in the schools more than one pupil personnel specialist dealt with the same child, the specialist frequently did not know what the others were doing and there was lack of communication between them. Pupil services occasionally overlapped and at other times there were rather large gaps.<sup>6</sup>

Various surveys of personnel have indicated the extent of the problem of needed coordination. The report entitled "The Scope of Pupil Personnel Services," which was prepared by Eckerson and Smith, presented the results of a survey of forty-four State Departments of Education

---

<sup>5</sup>Gordon P. Liddle and Donald G. Ferguson, "Leadership for Guidance and Personnel Services," Bulletin of the National Association of Secondary School Principals, 52-324:2, January, 1968.

<sup>6</sup>Walter Waetjen, "Policies and Practices in Pupil Personnel Services," Guidance in American Education III: Needs and Influencing Forces (Cambridge, Massachusetts: Harvard University Press, 1966), pp. 228-229.

during 1961-62. The purpose of this study was to determine the status of the various programs suggested for inclusion in the pupil services framework. The identification of 60,000 full-time equivalent professionals working in these various services indicated the need for coordination. Eckerson and Smith thus based their recommendation of the pupil services pattern of organization on the data they collected of a rapidly expanding program.<sup>7</sup>

However, not all of the professional writers supported this new concept of organization, especially in terms of including guidance services within the framework. George Pierson and Claude Grant<sup>8</sup> as well as Kenneth Hoyt<sup>9</sup> were among those who took issue with this proposal. These men saw danger in the possibility of the counselor's affiliation with this new pupil services team alienating him from the instructional team. Also, they had some concern that the counselor's emphasis might veer toward the clinical aspects rather than focus on the educational aspects of the work.

Pierson stressed this point of view and defined the difference in the counselor's role as having an orientation "toward the art of human relations rather than the art of healing". He suggested that the counselor's interest should be in human growth and development rather than human pathology.<sup>10</sup>

---

<sup>7</sup>Louise Eckerson and Hyrum Smith, *op. cit.*, pp. 9-21.

<sup>8</sup>George A. Pierson and Claude Grant, "The Road Ahead for School Counselors", Personnel and Guidance Journal, 3:207, November 1959.

<sup>9</sup>Kenneth B. Hoyt, "Guidance: a Constellation of Services", Personnel and Guidance Journal, 40-8:690-691, April, 1962.

<sup>10</sup>George A. Pierson, "The Art and Science of Counseling and Student Personnel Work", Counselor Education and Supervision, 6-3:254, Spring, 1967.

Hoyt expressed concern that this new organizational framework would tend to restrict the counselor's functioning to counseling with students who had problems rather than to providing for the total guidance needs of all pupils.<sup>11</sup> All of these writers emphasized the need for the involvement of persons other than just the pupil personnel workers in the personal development of young people.

Except for the IRCOPPS observations of programs in operation and the various status surveys showing growth and the need for coordination, school administrators, when faced with the question of organizing pupil services, were forced to make decisions based on their own inclinations and on the opinions of their staff specialists. Waetjen summarizes the situation with these remarks:

School systems wishing to add new pupil personnel services have little, if anything, to guide them in decision-making.....Little or no evaluation of these differently-constituted pupil services programs has been carried out. Most studies of pupil services programs have been descriptive rather than evaluative. Simple descriptions of existing programs of pupil services in school districts of various size are of little help to the hard-pressed school boards or administrators...the administrators must establish the needs for services of various kinds and must present the program which best promises to fulfill them.<sup>12</sup>

Since 1957 Maryland school superintendents had been facing this problem of pupil services organizational pattern. Annual reports to the Maryland State Department of Education indicated a general movement

---

<sup>11</sup> Kenneth Hoyt, *op. cit.*, 690-697.

<sup>12</sup> Walter Waetjen, *op. cit.*, p. 228.

toward the adoption of the pupil services pattern. However, the lack of research on the merits of the plan was a serious deterrent to persons conscientiously interested in making the most effective decision. By 1967 half of Maryland's local school systems were functioning under this new plan, and the other half retained the older organizational pattern of the instructional team approach to guidance services. This situation provided an opportunity to compare the two approaches and to assess the advantages and disadvantages proposed for both plans of organization at the school system level.

However, even in those systems where a firm decision concerning county organizational plan for guidance services had been made, there remained the question of how to structure such services within the school building. From their background of experience some writers proposed various types of organizational patterns for school guidance services. Duane Brown identified four patterns which in his opinion were highly ineffective--the dean-type program, the homeroom guidance program, the administrator-headed program, and the "any-teacher-will-do" type.<sup>13</sup>

Hollis and Hollis saw:

the selection of a specific type (of organizational structure) as dependent upon personnel, prevailing organizational philosophy in the school, facilities, money, and time.<sup>14</sup>

---

<sup>13</sup>Duane Brown, "Pseudo-Guidance Programs in Our Schools," Bulletin of the National Association of Secondary School Principals, 50:311-43, September, 1966.

<sup>14</sup>Joseph W. Hollis and Lucille W. Hollis, Organizing for Effective Guidance (Chicago: Science Research Associates, 1965), p. 87.

They offered two extreme organizational patterns--centralized (with specialists performing all of the guidance functions) and decentralized (with teachers carrying this total responsibility). In their opinion, Hollis and Hollis saw some combination of these two extreme plans as being most desirable.

Carl Gaetane discussed the assignment of students to counselors and identified from his experience several advantages and disadvantages of two commonly adopted plans which he labeled as (1) segmentation and (2) assignment by class. For segmentation he identified these characteristics:

1. turns over only part of his counselees each year
2. builds rapport over an extended period of time
3. the burden of the graduating class is not on one person
4. counselors do not become unfamiliar with the particular problems of each grade

Gaetane suggested that assignment by class also offers certain advantages:

1. low pupil turnover
2. rapport over an extended period of time
3. partial specialization
4. easier organization of group counseling
5. lends itself to timing of special needs by class (college placement, job placement)<sup>15</sup>

Gaetane summarized his opinion of guidance organizational structure with these words:

---

<sup>15</sup> Carl R. Gaetane, "Counselor Assignment," The School Counselor, 10-3:149, March, 1963.

If the heart of the guidance program is the counseling process, then it must necessarily follow that the method of counselor assignment be made on the basis that a maximum amount of counseling time is provided for each student.<sup>16</sup>

Three different studies explored the question of counselor assignment. Jessell and Rathney studied the reactions of 95 sets of parents of high school seniors to parent-counselor conferences conducted over a three-year period. They used parallel report forms on which parents and students indicated the actions they had taken as a result of these conferences. These writers concluded from their findings:

The evidence from the parents' and students' reports suggests that when counselors knew the students well enough to offer specific recommendations for parental consideration, they were most effective in stimulating action.<sup>17</sup>

In another study, Sanborn and Marshall compared four types of guidance organizational patterns in Iowa high schools in 1960-61. They used as criteria of effectiveness student satisfaction, appropriateness of the level of post-high school educational goals, progress toward goals, and self-knowledge of academic abilities. Involved in the study were 1193 seniors who were served by one of the following types of organizational pattern depending upon the school in which they were enrolled:

School A--no longitudinal program of formal guidance and counseling services

School B--major emphasis on individual counseling by the teacher counselors and no scheduled group guidance

---

<sup>16</sup> Carl Gaetane, *op. cit.*, p. 149.

<sup>17</sup> John C. Jessell and John W. Rothney, "The Effectiveness of Parent-Counselor Conferences," Personnel and Guidance Journal, 44-2:142-145, December, 1965.

School C--emphasis on group guidance classes conducted by full-time counselors with coordinated individual counseling

School D--classroom teachers conducted homeroom sessions plus individual interviewing on test administration. Full-time counselors coordinated these sessions, dealt with testing and scheduling problems, and interviewed students

The findings showed that students in schools D and C made more use of the counselor, and school C students had the most positive attitude toward counseling. These school C students also tended to use the counselor for personal and family problems most.<sup>18</sup>

In an effort to determine the extent of assigning counselors by specialization rather than by students, Robert Crary conducted a survey of schools in Ohio, Pennsylvania, West Virginia, Kentucky, Indiana, and Michigan. He defined the specialized counselor as one who was certified and who devoted at least half of his professional time to the performance of activities related to a single area of guidance. According to Crary, city districts had more specialized counselors than did any other type of district. He also found a positive relationship between the number of certified counselors in a district and the presence of specialized counselors. A number of the larger cities indicated that they did not believe in specialization. This study made no attempt to determine the effects of specialization on counselor functioning. Its purpose was to survey the status of this school organizational pattern.<sup>19</sup>

---

<sup>18</sup> Marshall P. Sanborn, "A Comparison of Four High School Guidance Programs in Terms of Four Criteria," Personnel and Guidance Journal, 43-3:293-298, November, 1964.

<sup>19</sup> Robert W. Crary, "Specialized Counseling--a New Trend," Personnel and Guidance Journal, 44-10:1056-1057, June 1966.

Various surveys of guidance programs in Maryland indicated findings similar to those opinions and reports stated here. The various types of guidance programs identified by Brown as being ineffective had become practically extinct in the State. Most secondary schools reported the combination suggested by Hollis and Hollis in which the counselor specialist and the classroom teacher shared the guidance responsibility in the school. However, informal surveys of specific pupil assignments to counselors indicated great variation.

Gaetane suggested that the counselor should be given the maximum amount of time with each student to facilitate the counseling process. The two studies reported above seemed to indicate that counseling was most effective when the counselor spent more time with students and parents. The Maryland surveys indicated that in many schools counselors remained with the same students for three or more years. Specialization was not prevalent in the schools of the State, but there was some interest in this organizational pattern, especially in the large urban centers.

Five different organizational plans within the schools of Maryland were emerging, based on variations of the two concepts of assignment of counselors either by students or by specialized guidance function. An assessment of the impact of such plans in terms of how the counselors organized under them distributed their time seemed appropriate as a source of information for future administrative decisions.

Whether organizational structure actually makes any significant difference was a question raised by C. D. Kehas:

What has been argued is that simply a change in the structure or organization will in and of itself lead to a change of function. It is theoretically possible for the same function to operate within or to emerge

from two differently elaborated administrative structures and equally possible for different functional definitions of guidance to result from similarly or even identically elaborated administrative structures. Simply changing the structure is then insufficient. Change must occur in the functional definitions and in the behavioral processes of the individuals and groups concerned.<sup>20</sup>

The status of guidance organizational patterns in Maryland, both at the school system and school building levels, made possible in this current study an assessment of the impact of this administrative factor on counselor functioning.

Whether or not financial support of the guidance program had any such impact also received little research attention other than a few surveys of expenditures. Even these were limited because many school systems make no attempt to isolate such expenditures in school budgets, and the actual costs of guidance services are therefore hard to determine.

One Maryland study conducted by Donald Koons in 1963 attempted to identify the cost of guidance and other pupil services in the Maryland counties. He found that local units spent per average daily membership for counselor salaries a mean of \$8.77 with a range of from \$2.57 to \$12.66. These figures did not include the cost of supervision of the guidance program. In the three units having such supervisors their salaries ranged from \$.49 to \$1.24 based on average daily membership. Total guidance expenditures ranged from \$3.09 to \$16.18 per average daily membership, the mean being \$9.70.<sup>21</sup>

<sup>20</sup>Chris D. Kehas, "Administrative Structure and Guidance Theory," Counselor Education and Supervision, 4:148, Spring, 1965.

<sup>21</sup>Donald Z. Koons, "Raw Cost Analysis of Pupil Services in the Public Schools of Maryland," Doctoral Dissertation, University of Maryland, College Park, Maryland, 1963, pp. 26-32.

A survey of all twenty-four Maryland systems in 1967, which included the three large local units not reported by Koons and ones which had the high teacher salary scales, indicated a mean per pupil guidance expenditure of \$22.68.<sup>22</sup> This amount included costs of supervision, clerical help, and other guidance expenses. It represented a dramatic increase in a four-year period.

Koons also reported among his findings that large local units tended to spend more per pupil for pupil services than did small units and that the metropolitan areas spent more for such services than did other areas of the State.<sup>23</sup>

Much of the literature relating to the support of guidance services focused on the question of pupil/counselor ratio, the assumption being that provision of sufficient funds to hire counselors in adequate numbers to reduce their student loads would increase their effectiveness. One national survey conducted by the U.S. Office of Education explored the status of pupil/counselor ratios and reported a decrease of from 960 secondary school students per counselor in 1958-59 to 530 such students per counselor in 1962-63.<sup>24</sup>

After much consultation with an Advisory Commission including both professional counselors and other educators, Gilbert Wrenn proposed

---

<sup>22</sup> Sarah L. Letter and Annabelle E. Ferguson, *op. cit.*, p. 77.

<sup>23</sup> Donald Z. Koons, *op. cit.*, pp. 87-88.

<sup>24</sup> Louise Eckerson and Hyrum Smith, *op. cit.*, p. 11.

one full-time counselor for each 300 secondary school students. He did suggest, however, that such a ratio would be adequate in some schools and not in others.<sup>25</sup>

A similar recommendation, based on an opinion survey of school counselors nation-wide, suggested that a counselor spend not less than fifty percent of his time in counseling and that his load be held to approximately 250 students.<sup>26</sup> After observing guidance programs in selected secondary schools across the country, James Conant recommended one full-time counselor for every 250 to 300 pupils.<sup>27</sup>

In a study to determine the actual potential of the counselor in working with students, Finley and Shertzer devised a formula based on time available and the number of contacts made by the counselor. These writers concluded that the acceptable ratio would vary from 250 to 400 students "depending on the nature of the community, student body characteristics, and school level."<sup>28</sup>

---

<sup>25</sup>C. Gilbert Wrenn, The Counselor in a Changing World, (Washington, D.C.: American Personnel and Guidance Association, 1962), p. 157.

<sup>26</sup>Paul W. Fitzgerald and John W. Loughary, "American School Counselor Association Statement of Policy for Secondary School Counselors" (Washington, D.C.: American Personnel and Guidance Association, 1964), p.10.

<sup>27</sup>James Conant, The American High School Today (New York: McGraw Hill, 1959), p. 44.

<sup>28</sup>Robert Finley and Bruce Shertzer, "Time Activities Study---- What Is an Adequate Counselor/Student Ratio?", The School Counselor, 15-1:32-38, September, 1967.

In a 1967 study of 250 New Jersey counselors, James Hanson examined the relationship between the number of students assigned to a counselor and the amount of time the counselor spent working with teachers and individual students. He reported a significant negative correlation and concluded that the counselor/student ratio did have an effect on counselor activities.<sup>29</sup>

In addition to funding sufficiently to reduce pupil/counselor ratios, a number of writers suggested the importance of financing to provide the services of additional resource personnel to assist the counselor. One such type of personnel receiving an increasing amount of attention in the literature is the paraprofessional who can relieve the counselor of many non-professional assignments and thus produce greater effectiveness from the expenditure of funds. John Fisher is one such proponent of the use of the paraprofessional in pupil services:

The school administrator is all too often faced with the difficult choice, due to the scarcity of pupil services specialists, of hiring people with marginal qualifications to provide some service, or of not offering the services at all. He could well consider another alternative; more effectively using professionals on his staff by providing them with some paraprofessional help. Boards of Education could quickly become sympathetic to this idea through appropriate studies. It could be brought home to them how much they are paying professionals to perform certain sub-professional tasks that must be done in support of their professional functions.<sup>30</sup>

---

<sup>29</sup> James C. Hansen, "Job Satisfaction and Job Activities of School Counselors," Personnel and Guidance Journal, 45-8:790-793, April, 1967.

<sup>30</sup> John K. Fisher, "Subprofessionals in Pupil Personnel Services", National Association of Secondary School Principals Bulletin, 52-324:55-57, January, 1965.

With the 23 county systems of Maryland reporting various levels of development in terms of funds expended and numbers and types of pupil services personnel employed, the opportunity to evaluate the impact of financial support of the guidance program on counselor functioning was provided. This could be done at the same time that the assessment of organizational structure's impact was being explored.

Also, simultaneously, the effects of certain staffing considerations frequently identified in the literature as having an impact on counselor functioning could be examined. Most of the research in this area of concern simply surveyed counselors to inquire into certification status, age, sex, training, and professional experience.

One such recent study of 2470 members of the American School Counselor Association conducted by Patricia Lawlor reported some general information about the backgrounds and training of school counselors all across the country. She found that female counselors tend to be older, entered counseling at a later age, and remained counselors longer than did the men. Also, the women counselors in the nation have taken graduate work more frequently than the men, but not beyond the master's degree.<sup>31</sup>

This same study indicated that 82 percent of these counselors came into the profession through the route of classroom teaching, and a significant number plan to move into other positions in the next ten years. Also reported was a general feeling of dissatisfaction on the

---

<sup>31</sup>Patricia M. Lawlor, "School Counseling: The Person and the Profession," Unpublished Doctoral Dissertation; George Washington University, Washington, D.C., 1967.

part of the counselors with their graduate training, both in terms of quality and quantity.<sup>32</sup>

A major focus of the staffing discussions in the literature was on the question of whether or not teaching experience as a background for counseling impedes or enhances the effectiveness of the service rendered by the counselor. No research findings were reported on this question, but many opinions were offered.

In a survey of school superintendents and principals, Frederick and Pippert found that 99 percent of these administrators wanted at least one year of teaching experience for prospective counselors, whereas 89.5 percent of guidance directors insisted on teaching experience as a prerequisite for counselors.<sup>33</sup>

Gladys Longley reported like findings as a result of a study she conducted in the schools of Pennsylvania. Approximately ten percent of the secondary school principals of that state were surveyed in an attempt to discover their perceptions of the role of the school counselor. According to Longley,

That employment experience should include teaching experience was the almost unanimous opinion of the principals with two years of experience preferred.<sup>34</sup>

---

<sup>32</sup>Patricia M. Lawlor, *op. cit.*

<sup>33</sup>R. Frederickson and R. Pippert, "Teaching Experience in the Employment of School Counselors," Counselor Education and Supervision, 4:24-27, Fall, 1964.

<sup>34</sup>Gladys Longley, "The Roles of the Secondary School Guidance Director and the Secondary School Guidance Counselor in Pennsylvania," Unpublished Doctoral Dissertation, Teachers College, Columbia University, New York, 1965, pp. 147-148.

Henry Weitz studied state department of education certification requirements and found that many trained guidance workers were classified as not certifiable because they did not qualify for teacher certification. Therefore they could not be employed in public schools.<sup>35</sup>

Until 1965 the certification requirements for counselors in Maryland included a demand for two years of teaching experience. At that time a revision of the requirements added the alternative clause which stated "or two years of successful counseling experience at the elementary or secondary level."<sup>36</sup> By 1967-68, the year this current study was conducted, a survey of Maryland counselors indicated that some who had no teaching experience were serving in public schools. This made possible an examination of their functioning in comparison with that of persons having a background of teaching experience.

In 1960 the Association for Counselor Education and Supervision undertook a five-year study of counselor education standards. To direct the study a national committee was formed with chairmen from six geographic regions, each charged with the responsibility of coordinating the study of various aspects of counselor education and of developing standards. More than one thousand persons from one hundred local committees pooled the benefits of their professional experience to arrive at the recommendations submitted in the final report which was presented in 1965. Basic

---

<sup>35</sup>Henry Weitz, "The Role of the Guidance Worker in the School," Personnel and Guidance Journal, 38-3:226-272, November, 1958.

<sup>36</sup>Division of Certification and Accreditation, "Interim Certification Requirements" (Baltimore: Maryland State Department of Education, 1965).

among these recommendations was the inclusion in counselor training of a two-year quality graduate program with offerings from related disciplines and including both the internship and the practicum experiences.<sup>37</sup>

Although these recommendations concerning training and experience represented the opinions of many persons in the profession, there was little research to support their ideas. Because counselors in the State of Maryland, as revealed by various state surveys, represented a sampling of counselors with different levels of training and experience, the question of the impact of such staffing considerations on counselor functioning could be explored in this study.

Prior to making an assessment of the degree to which counselors were fulfilling their role, it was necessary to develop a definition of counselor role. Much discussion in the literature focused on the question of counselor role. Many writers expressed the philosophy that the counselor must function so as to provide services for all students in the course of the student's normal development.<sup>38</sup> Others saw the shortage of trained counselors forcing the counselor into the role of "problem solver" for a few.<sup>39</sup> Still other writers suggested that both

<sup>37</sup> Robert O. Stripling, "Standards for the Education of School Counselors," Counseling a Growing Profession, Report of American Personnel and Guidance Association Concerned with the Professionalization of Counseling, John W. Loughary, editor (Washington, D.C.: American Personnel and Guidance Association, 1965).

<sup>38</sup> C. Gilbert Wrenn, "Guidance: an Overview," N.E.A. Journal, 48-106, January, 1959; George A. Pierson, "The Art and Science of Counseling and Student Personnel Work," Counselor Education and Supervision, 6-3:252-254, Spring, 1967; Benjamin C. Willis, "The Contribution of Guidance to the High School Educational Program," Personnel and Guidance Journal, 35-8,489, April, 1957.

<sup>39</sup> Dean L. Hummel, "The Other Counselor," Counselor Education and Supervision, 4-4:171, Summer, 1965; Richard N. Brandt, "Needed: A director of Pupil Assessment," Educational Leadership, 24-3:245, December, 1966.

these functions must be fulfilled to some degree by the counselor in the public school.<sup>40</sup>

Professional groups have also taken positions on the role of the counselor. Perhaps the most comprehensive study was initiated by the American School Counselor Association in 1962 and concluded with the submission of a report in 1964. This self-study by the counseling profession of what its members should be doing was conducted through a National Planning Committee representing six geographic areas of the country. According to this committee, its purpose was to "identify the unique social service performed by school counselors." Further:

The identification of this service would be brought about through involvement of secondary school counselors at the local level in designing a statement that would provide a framework within which the school counselor could function. The statement should also provide school administrators, boards of public instruction, and the lay public with a clear understanding of the professional responsibilities of school counselors.<sup>41</sup>

As a result of this study, ASCA presented a position paper entitled "Statement of Policy for Secondary School Counselors" and "Guidelines for Implementation of the ASCA Statement of Policy for Secondary School Counselors." It is this statement which provided the framework of guidance functions on which this study of counselor functioning in Maryland is

---

<sup>40</sup> Edward Landy, "Who Does What in the Guidance Program?", The School Counselor, 10-3:112, March, 1963.

<sup>41</sup> Paul W. Fitzgerald, "The Professional Role of School Counselors," Counseling, a Growing Profession, Report of the American Personnel and Guidance Association Concerned with the Professionalization of Counseling, John W. Loughary, editor (Washington, D.C.: American Personnel and Guidance Association, 1965), pp. 32-33

based. One purpose of the study was to determine the appropriateness of this professionalizing of functions to the practical working situation in the State of Maryland at the time of the study.

Assuming a pupil load of 250 pupils per counselor and also assuming that each counselor would have the opportunity to devote fifty percent of his time to counseling, the ASCA Statement proposed forty-eight specific functions which were organized into the following ten major categories:

1. planning and development of the guidance program
2. counseling
3. pupil appraisal
4. educational and occupational planning
5. referral work
6. placement
7. parent help
8. staff consultation
9. local research
10. public relations<sup>42</sup>

The complete list of the specific functions is given in Exhibit F of Appendix B of this report.

In the spring of 1967 the Research Division of the Montgomery County Public School System of Maryland conducted a study in an attempt to discover what counselors were doing. Using a specially designed data-gathering instrument, trained observers recorded the activities of all

---

<sup>42</sup>Paul Fitzgerald, *op. cit.*

(123) secondary school counselors in the county. The findings showed that counselors were distributing their working hours as follows:

|      |         |    |   |
|------|---------|----|---|
| 37.0 | percent | -- | holding conferences                       |
| 13.8 | "       | -- | doing desk work                           |
| 10.8 | "       | -- | attending meetings                        |
| 9.9  | "       | -- | in informal talking                       |
| 8.1  | "       | -- | talking on the telephone                  |
| 5.1  | "       | -- | reading                                   |
| 1.9  | "       | -- | observing in classrooms                   |
| .8   | "       | -- | participating in assemblies <sup>43</sup> |

Focus of the counselors' attention was on:

|      |         |             |    |                                       |
|------|---------|-------------|----|---------------------------------------|
| 46.4 | percent | of the time | -- | student problems                      |
| 12.4 | "       | " " " "     | -- | schedules and programs                |
| 10.7 | "       | " " " "     | -- | assessing students                    |
| 8.1  | "       | " " " "     | -- | records and filing                    |
| 6.7  | "       | " " " "     | -- | new students                          |
| 4.3  | "       | " " " "     | -- | professional training                 |
| 3.0  | "       | " " " "     | -- | administrative problems               |
| 1.4  | "       | " " " "     | -- | non-guidance activities <sup>44</sup> |

Most of the counselors' time was spent in these ways:

|      |         |    |                                   |
|------|---------|----|-----------------------------------|
| 47.6 | percent | -- | interacting with one person       |
| 29.2 | "       | -- | working alone                     |
| 14.8 | "       | -- | consulting with fellow counselors |

---

<sup>43</sup>Samuel M. Goodman, "The Counselor Role--A Research Study of Prevailing Functions," Research Digest (Rockville, Maryland: Montgomery County Board of Education, 1967), 2:2-4.

<sup>44</sup>*Ibid.*

31.2 percent -- working with students  
 11.5 " -- consulting with classroom teachers  
 10.0 " -- working with administrators<sup>45</sup>

This Montgomery County study indicated that Maryland counselors were performing basically the functions listed in the ASCA Statement. If therefore seemed reasonable to assume that other Maryland counselors were also following this pattern of operation sufficiently to warrant using the Statement as the basis for analyzing the functioning of Maryland counselors and as the basis for developing an instrument to accomplish this purpose.

In his book The Counselor in a Changing World, Gilbert Wrenn, following his extensive work with the Advisory Commission previously described, presented a comprehensive structuring of these same functions in the following recommendation:

That the professional job description of a school counselor specify that he perform four major functions: (a) counsel with students; (b) consult with teachers, administrators, and parents as they in turn deal with students; (c) study the changing facts about the student population and interpret what is found to school committees and administrators; (d) coordinate counseling resources in school and between school and community. From two-thirds to three-fourths of the counselor's time, in either elementary or high school, should be committed to the first two of these functions. Activities that do not fall into one of these four areas neither should be expected nor encouraged as part of the counselor's regular working schedule.<sup>46</sup>

---

<sup>45</sup>Samuel M. Goodman, *op. cit.*

<sup>46</sup>C. Gilbert Wrenn, *op. cit.*, p. 137.

The conceptual model of counselor functioning which was developed for this current study, and which is presented in detail on page 53 of this report, was based on the above recommendation. For the purpose of simplification, however, Wrenn's third and fourth categories of function were combined in the conceptual model under one heading "coordinating and change." Although Wrenn stresses that functions which do not fall into one of his four categories not be included, the existence of such functions and the necessity for identifying the extent of their existence demanded the addition of another category to the conceptual model. This new category was labeled simply "other."

A study by Gross and Herriott in which they sought to identify organizational effects and determinants of variation in the performance of the administrators of schools provided the basis for the design adopted for this Maryland study.<sup>47</sup> "Counselor Types" and "Counselor Type Scores" rather than "Administrator Types" and "Administrator Type Scores" were utilized in an effort to quantify for statistical analysis the functioning of counselors.

---

<sup>47</sup> Neal Gross and Robert Herriott, Staff Leadership in Public Schools (New York: John Wiley & Sons, 1965).

## CHAPTER IV

### PROCEDURES FOR COMPLETION OF THE STUDY

To accomplish the purpose of the study three tasks needed to be completed: (1) a survey of the status of the administrative factors under consideration (organizational patterns, staffing considerations, and financing); (2) the identification of counselor functioning in the secondary schools of Maryland; and (3) development of a design for relating these administrative factors to the counselor functioning as identified.

The plan of action devised to complete these tasks included the following steps:

I. Development of procedures for collecting the data on the administrative factors

II. Development of the Activities Log for the identification of counselor functioning

III. Determination of the sampling

IV. Development and completion of additional instruments

V. Distribution of the instruments

VI. Collection of data

VII. Statistical analysis

VIII. Preparation of the report

#### I. DEVELOPMENT OF PROCEDURES FOR COLLECTING DATA ON ADMINISTRATIVE FACTORS

Two questionnaires were devised for the collection of much of this information. The first (Exhibit A) entitled "Professional Preparation,

Experience, and Assignment" was distributed to all counselors in the study for their completion.

The second (Exhibit B) entitled "Information on Organization and Support Factors for the Study of Selected Administrative Factors and Guidance Functions" was completed by the supervisor(s) of guidance in each of the twenty-three school systems involved in the study.

Additional data on financial support of the guidance program was procured by a review of Maryland State Department of Education National Defense Education Act Annual Reports for 1967-68.

## II. DEVELOPMENT OF THE ACTIVITIES LOG FOR THE IDENTIFICATION OF COUNSELOR FUNCTIONING

With the permission of Dr. Richard H. Byrne, Director of the University of Maryland Research Center of the Interprofessional Research Commission on Pupil Personnel Services, the Functions Log developed and utilized in Maryland schools from 1965 to 1967 in a study of counselor functioning at the elementary school level was used as the basis for the development of the Activities Log designed for this study.

In order to adapt this original functions log to provide an instrument suitable to meet the requirements of this study, the following steps were taken:

1. The IRCOPPS statistician, Dr. Chancey Dayton, was interviewed and offered assistance in identifying those areas which had proven most difficult to analyze from the IRCOPPS Functions Log.
2. A Systems Analyst for the Maryland State Department of Education, Mr. Robert Bassford, was consulted about the format for the new log and about the data processing procedures to follow.

3. Counselors who had used the IRCOPPS log were interviewed to determine the difficulties they had encountered in using the original log.
4. The decision to organize the data on the new log in accordance with the functions and categories identified by the ASCA Policy Statement<sup>1</sup> was made.
5. A series of adaptations of the IRCOPPS log was undertaken. The three-dimensional scheme of activity performed, purpose of the activity, and the persons involved was accepted as the basis for the collection of the data.

The number of minutes devoted to any one function was retained as the measurement for statistical analysis. The format was designed to provide a self-contained instrument which would be:

- a. easy to use
- b. applicable at any grade level
- c. readily interpreted for statistical analysis
- d. reasonably accurate and adequate in the responses obtained
- e. free from clues as to favorable or unfavorable responses

(The terms "counseling" and "consulting" were avoided deliberately, but their meaning was established clearly through the various combinations of the tri-dimensional scheme of action, purpose, and persons involved.)

---

<sup>1</sup>Paul W. Fitzgerald, "The Professional Role of School Counselors," Counseling, A Growing Profession, Report of the American Personnel and Guidance Association Concerned with the Professionalization of Counseling, John W. Loughary, editor (Washington, D.C.: American Personnel and Guidance Association, 1965), pp. 32-33.

### Pilot Run

Copies of the first draft of the functions log were distributed to a selected sampling of counselors chosen at random from county schools which would not be included in the main study and to three guidance supervisors. Involved in this trial run were four elementary school counselors from the IRCOPPS project, three junior high and five senior high school counselors.

Each of these counselors was asked to maintain a log of his professional activities for three days and then to offer an analysis and criticism of the instrument. In addition, each person was asked to note at the top of each log sheet the nature of the activity being recorded so that a check of the validity of the instrument could be made.

Ten days later each counselor was interviewed, and all suggestions were noted. The logs were collected and examined in detail to determine whether the counselor had recorded in all sections of the log according to instructions and whether the form actually provided for the identification of the function described in the notes made on each log sheet.

During these interviews the counselors indicated that there was considerable variation in the amount of time required to complete the logs. Some counselors reported ten minutes per log on the first day of usage. By the second day, however, this time was reduced by most to less than a minute per log. From this experience came the decision to allot one day of practice time before the actual collection of data would begin in the main study.

Another finding was the importance of filling in the log immediately following the completion of the activity rather than waiting to record everything at the day's end.

While the counselors were recording their activities in this trial run, the three guidance supervisors were asked to simulate a wide variety of guidance functions and to log them on the form to study further the utility of the instrument. Their suggestions and criticisms were similar to those of the counselors.

The final draft of the log was an incorporation of these recommendations as well as the suggestions made by the data processing analyst. On January 31, 1968, the form was submitted to the Digitek Company for the printing of 50,000 copies. (Exhibit C).

#### Reliability Check

The decision was made to use the split-half method to check the reliability of the instrument. The calendar for maintaining the logs was established to include ten days for each counselor. The reliability check examined the reports of one five-day period against the reports of the second five-day period and each period against the total. Further details are reported in Chapter VI.

### III. DETERMINATION OF THE SAMPLING

Because of the variation in size, both of the twenty-three school systems and of the schools, the decision was made to include a sufficient number of schools to provide a representative sampling of each organizational pattern both at the county and school levels. To insure that the school be accurately measured in terms of guidance functions performed as well as to minimize the effect of the principal's expectations and the

climate of the school, the decision was made to include all of the counselors assigned to each of the selected schools.

Sixty-six schools were drawn randomly from lists of senior high schools in each of the twenty-three counties of Maryland in such a way as to insure proportional representation by size of schools in terms of the number of counselors employed. Because this number of schools represented so closely fifty percent of the senior high schools (or combination junior-senior high schools) in these counties, the goal was set to approach as closely as possible fifty percent in each category of school to be studied.

Some discrepancies occurred between the selected sampling and the actual sampling. The one seven-counselor school staff and individual counselors from four other schools did not complete the study. In twenty counties all of the counselors in the selected schools participated.

The geographical distribution of the schools and counties is presented in Chart 3 on the following page. A summary of the sampling is given below with more detailed information reported in Tables 1 and 2 of Appendix A.

#### Sampling for the Study

|              |   |      |
|--------------|---|------|
| By counties: | Number selected . . . . .                   | 23   |
|              | Number participating . . . . .              | 23   |
|              | Percent of selected participating . . . . . | 100  |
| By schools:  | Number selected . . . . .                   | 66   |
|              | Number participating . . . . .              | 65   |
|              | Percent of selected participating . . . . . | 98.5 |



|                 |   |      |
|-----------------|---|------|
| By counselors:  | Number selected . . . . .                   | 188  |
|                 | Number participating . . . . .              | 176  |
|                 | Percent of selected participating . . . . . | 93.5 |
| By supervisors: | Number selected . . . . .                   | 24   |
|                 | Number participating . . . . .              | 24   |
|                 | Percent of selected participating . . . . . | 100  |

(This participation by guidance supervisors was for that portion of the study designed to establish the "Categorization of Counselor Functions" and the "Conceptual Model of Counselor Types" and was determined by the attendance of these persons at a special meeting of guidance supervisors.

One of the major considerations of the study was the relationship between organizational patterns at the school system level and counselor functioning. Therefore an effort was made in selecting schools for the sampling to maintain an equal distribution among the four organizational patterns existing at the county level in Maryland.

The distribution of the schools and counselors according to these organizational patterns is presented in Table 3 of Appendix A. Again, the goal was to approximate fifty percent in each of these patterns of organization.

County organizational patterns were determined according to the following criteria:

Plan I.a.: A Director or Supervisor of Pupil Services has responsibility for the county's program of all pupil services, including guidance, and there is at least one additional person assigned to the position of Supervisor of Guidance.

Plan I.b.: A Director or Supervisor of Pupil Services has responsibility for the county's program of all pupil services, including

guidance, and this person is also assigned the direct responsibility for the supervision of guidance.

Plan II.a.: A Director or Assistant Superintendent of Instruction has the responsibility for the county's guidance program as part of the total instructional program. There is also an additional person assigned the specific responsibility for supervision of the guidance program.

Plan II.b.: An Assistant Superintendent, Director, or Supervisor of Instruction has the responsibility for the county's guidance program as part of the total instructional program with no additional personnel assigned the specific responsibility for the supervision of guidance.

The designation of organizational pattern is based on the personnel assigned the supervision of guidance and is therefore directly influenced by the size of the county system. Counties falling into Plans I.a. and I.b., while they differ markedly in size, share the concept of guidance coming under the direct administration of the Pupil Services Supervisor or Director. Plans II.a. and II.b., also considerably different in size, share the concept of guidance under the direct administration of an Instructional Director and separate from the administration of the other areas of pupil services.

Therefore, to compensate for variations due to county size, these four plans may be considered as forming two major groupings. The one which includes Plans I.a. and I.b. is called the Pupil Services Organizational Approach throughout this report. The second grouping, which includes Plans II.a. and II.b. is referred to as the Instructional Organizational Approach.

County organizational pattern or plan designations are as follows:

Pattern or Plan I.a.: Counties 3, 15, 16, and 18

I.b.: Counties 4, 5, 6, 10, 17, 19, and 20

II.a.: Counties 2, 7, 8, 13, 21, and 22

II.b.: Counties 1, 9, 11, 12, 14, and 23

Pupil Services Organizational Pattern or Approach:

Counties 3, 4, 5, 6, 10, 15, 16, 17, 18, 20

Instructional Organizational Pattern or Approach:

Counties 1, 2, 7, 8, 9, 11, 12, 13, 14, 21, 22, 23

IV. DEVELOPMENT AND COMPLETION OF ADDITIONAL INSTRUMENTS

Because the analysis of data collected by log for this study was based on the categories specified by the ASCA Policy Statement (Exhibit F) and then the Wrenn larger categories described in Chapter II, there was a need to examine the degree to which these two patterns of function categorization coincided. Consequently, an instrument entitled "A Categorization of Counselor Functions" was devised (Exhibit G) and distributed to the twenty-four supervisors of guidance present at the meeting described above. The response to this instrument is reported in Chapter IV.

In order that the functions log responses might be analyzed into a meaningful report, it was necessary to develop a sorting system which would reduce the vast array of possible combinations of the tri-dimensional responses to a manageable number. For this reason then, each of the three dimensions of the log form was examined and reduced to major areas which were identified by scoring keys (Exhibits H, I, and J). Exhibit K is the computer sorting program developed from these three dimensional keys. For only one section of the log--"Activity Performed"--was the

key known to the counselors as they maintained the logs. For this section the key was printed as a code on the reverse side of the Digitek form. In effect, then, for this one section the counselor himself performed the first and basic sorting operation.

To determine the degree of professional agreement with the "Activity Performed" scoring key and also with the key developed for the section of the log entitled "Primary Emphasis", the following two instruments were devised and were completed by the twenty-four guidance supervisors:

1. "Classification by Emphasis" (Exhibit L)
2. "Classification by Actions Performed" (Exhibit M)

For the first of these two instruments the twenty-eight areas of primary emphasis identified on the log were sorted into the ASCA categories by the supervisors. For the second instrument, specific actions performed by counselors were categorized into major types of activities.

The responses to these two instruments and the degree of agreement between the supervisors completing them and the design of the research is reported in detail in Chapter IV.

The key to the third section of the log--"With Whom"--was so obvious that substantiation seemed unnecessary. Consequently, no instrument was developed for this purpose.

#### Verification of the Conceptual Model

A conceptual model of types of practicing school counselors predicated on the percentage of time devoted to the categories of functions identified by the ASCA Policy Statement<sup>3</sup> and then further

---

<sup>3</sup>Paul Fitzgerald, *op. cit.*

by Wrenn<sup>4</sup> was proposed. This model was based on the assumption that all school counselors would fall somewhere along a continuum in terms of the percentage of time each devoted to the four major categories of functioning--counseling, consulting, coordinating and change, and other non-guidance related duties. Dividing this continuum into five equal parts would result in the identification of five types of school counselors. Accordingly, the conceptual model described in Chart 4 below was developed, as were the Tables of Counselor Type Ranges and Counselor Type Score Ranges.

CHART 4

CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON THE PERCENTAGE OF TIME SPENT IN FOUR MAJOR CATEGORIES OF FUNCTION

| Major Category of function | Counselor Type                                  |   |  |                                       |                                   |
|----------------------------|---|---|--|---------------------------------------|-----------------------------------|
|                            | I<br>Heavy emphasis on administrative functions | II<br>Moderate emphasis on administrative functions | III<br>Emphasis consistent with guidance supervisors' expectations | IV<br>Moderate emphasis on counseling | V<br>Heavy emphasis on counseling |
| Counseling                 | 15  | 35  | 55   | 65                                    | 75                                |
| Consulting                 | 10  | 15  | 20   | 22                                    | 25                                |
| Coordinating and change    | 35  | 25  | 15   | 5                                     | 0                                 |
| Other                      | 40  | 25  | 10   | 8                                     | 0                                 |
| Total                      | 100   | 100   | 100  | 100                                   | 100                               |

<sup>4</sup>Gilbert Wrenn, *op. cit.*

CHART 5

TABLE OF CONCEPTUAL COUNSELOR TYPE RANGES IN PERCENTAGES

| Major Category of Function | Counselor Type |       |       |       |        |
|----------------------------|----------------|-------|-------|-------|--------|
|                            | I              | II    | III   | IV    | V      |
| Counseling                 | 0-25           | 26-45 | 46-60 | 61-70 | 71-100 |
| Consulting                 | 0-12           | 13-17 | 18-21 | 22-23 | 24-100 |
| Coordinating and change    | 30-100         | 20-29 | 10-19 | 3-9   | 0-2    |
| Other                      | 33-100         | 17-32 | 9-16  | 5-8   | 0-4    |

CHART 6

TABLE OF POSSIBLE COUNSELOR TYPE SCORE RANGES

| Counselor Type | Possible Score Ranges |
|----------------|-----------------------|
| I              | 0 to 100              |
| II             | 101 to 200            |
| III            | 201 to 300            |
| IV             | 301 to 400            |
| V              | 401 to 500            |

To verify the validity of the conceptual model, an instrument was devised to determine the degree to which guidance supervisors in Maryland agreed on the existence of these types of counselors. (Exhibit N). This same instrument tested the appropriateness of the ASCA Policy Statement with the supervisors' conception of the functioning of Maryland counselors. Each of the supervisors was asked to indicate his perceptions

of the percentage of time counselors spent in these various categories of professional activities. From their responses means and medians were calculated and compared with the conceptual model developed for this study. A detailed report of these findings is presented in Chapter V.

#### Development of Counselor Type Tables

In order to convert the counselor types, based on the percentages of time spent in the four "Wrenn categories", to counselor type scores for use in statistical calculations four Tables of Type Scores" were developed based on a 500 point range. (Tables Four, Five, Six, and Seven in Appendix A.) The plan for converting the responses obtained from the Activities Logs into counselor types and counselor type scores is outlined in Chart 7 on the following page.

#### V. DISTRIBUTION OF INSTRUMENTS

At a special conference with guidance supervisors the decision was made that each county should be visited for a short explanatory meeting with the counselors selected for the study. A schedule was established and beginning on February 22, 1968, a thirty-minute session was held in each of the counties for this purpose.

A packet of materials, including a letter inviting participation in the study (Exhibit O), Information and Directions (Exhibit P), the Personal Information Form (Exhibit A), a Sample Activities Log (Exhibit C), a summary of the proposal (Exhibit D), and a self-addressed and stamped envelope for the return of the Personal Information Form, was given to each counselor with an appropriate explanation.

## CHART 7

PLAN FOR CONVERSION OF ACTIVITIES LOG RESPONSES INTO COUNSELOR TYPES

I. Collection of data utilizing the "School Counselor Activities Log."

II. Organization of this data into categories by utilizing a three-dimensional scheme including the following areas:

| PERSONS WITH WHOM<br>FUNCTION IS PERFORMED | ACTION THAT IS<br>REPORTED          | PRIMARY EMPHASIS OF THE<br>ACTIVITY PERFORMED |
|--|-------------------------------------|---|
| 1. Student(s) 1 to 8<br>Students 9 or more | 1. Preparation and<br>planning      | 1. Counseling                                 |
| 2. Parent(s)                               | 2. Conferring                       | 2. Educational-<br>vocational planning        |
| 3. Referral personnel                      | 3. Administering                    | 3. Placement                                  |
| 4. School staff                            | 4. Clerical                         | 4. Appraisal                                  |
| 5. Guidance personnel                      | 5. Evaluating                       | 5. Referral                                   |
| 6. Placement personnel                     | 6. Professional<br>self-development | 6. Planning and<br>preparation                |
| 7. Clerical personnel                      | 7. Other general                    | 7. Research                                   |
| 8. Public                                  | school duties                       | 8. Public relations                           |
| 9. Self                                    |                                     |   |

III. Using a specially developed computer program, sorting by data processing into the fifty specific functions designated by the American School Counselors Association.

IV. Further sorting of these fifty specific functions into thirteen major categories.

V. Further sorting of these thirteen major categories into the four categories of function identified by C. Gilbert Wrenn in The Counselor in a Changing World.

VI. Computation of the time each counselor spent in each of the thirteen ASCA and the four Wrenn categories and conversion to percentages of the total work week.

VII. Conversion to "Counselor Type Scores" utilizing the "Tables of Counselor Type Scores" developed for this study.

VIII. Assignment of "Counselor Types" from the "Table of Counselor Type Score Ranges."

### The Counselor Coding System

To insure anonymity of the participating counselors and schools and to underscore the non-evaluative purpose of the study, a five-digit code number was assigned to each counselor. The first digit indicated the sex of the counselor (1--Male; 2--Female); the second and third digits identified the county; the fourth, the school; and the fifth digit, the counselor within the school.

### Revision of Calendar for Collection of Logs

The calendar for collection of data was established to cover a ten-week period in the spring and to include two of each of the days of the work week. When school holidays interfered in some counties, adjustments were made so that data were collected in the following week on the same week day as had been missed. The same procedure was utilized for individual counselors absent for personal reasons. Absence for professional purposes was recorded on the log.

## VI. COLLECTION OF DATA

The decision to maintain the logs over a ten-day period was based on the following considerations:

1. A large sampling of counselors was involved, and a greater number of days would have resulted in an unwieldy number of log sheets for processing.
2. Counselors could not reasonably be asked to give more time than the ten days.
3. Fewer days would not give a complete picture of the counselor's work schedule.

4. Variations in daily routine could be verified by having two of each week day recorded.

5. The reliability of the instrument could be checked by correlating one five-day period against another and against the total ten days.

The period of time (March 1 to May 15) provided a ten-week period when various guidance and counseling activities might reasonably be anticipated. The time selected was not too near the closing of school to have nuisance value; yet it was sufficiently so as to include some of the special activities involved in the pressure of ending the school year. This period of time also included at least one major professional development activity in which some counselors might be expected to participate, a State-wide professional meeting.

Early in May each counselor received instructions (Exhibit Q) for collating the materials for final submission. A random sample of one third of the participants was interviewed at the time the logs were collected to determine reaction to the instrument as well as to assess problems created by the extra work load. Most counselors reported the experience to have been an interesting one which forced them to do some self-evaluating. A few found it time-consuming; most indicated that they were able to respond on each log sheet quickly and without undue effort.

The "Primary Emphasis" section created the most concern because it forced the counselor to identify one major emphasis. Although the alternative of using more than one log sheet per activity in case of a dual purpose was provided, few resorted to this. A few counselors thought that this section should have had a "catch-all" response or should have allowed for more than one response. However, the majority expressed the

belief that forcing a single choice was more effective in demanding that the counselor define precisely what he was doing in terms of purpose.

#### VIII. STATISTICAL ANALYSIS

The initial data processing of the Digetek forms was accomplished by the Research Division of the Maryland State Department of Education where the forms were read and recorded onto computer tape. At the same time the computer program for sorting the data into the various categories for analysis was developed.

The original draft of this sorting program (Exhibit K) classified 63.5 percent of the logs on the first computer run. Further refinements of the sorting program resulted in the categorization of 98.5 percent of the logs, leaving only 364 forms to be hand-sorted.

Other appropriate computer programs were developed to sort the fifty categories of functions into "Counselor Types" and to evolve "Counselor Type Scores."

Data concerning the administrative factors to be examined were placed on key-punched cards, as were data on "Counselor Type" and "Counselor Type Scores," which were derived from the sorting process. Chi-square contingency coefficients were derived by computer for the discrete data and the "Counselor Types." Pearson Product-Moment correlations were determined for the continuous data and the "Counselor Type Scores." The "F-Test" was applied to determine the significance of the F-ratios derived by a simple one-way analysis of variance of the means of the Counselor Type Scores.

A record of the time distribution of each counselor was prepared by computer and distributed to each participating counselor (Exhibit R). Each county superintendent received a report showing the State means as well as the individual county means. A formal report was made to the State Superintendent of Schools.

## CHAPTER V

### FINDINGS FROM THE PRELIMINARY STUDIES

As preparation for the main study of the impact of specified administrative factors on counselor functioning, several preliminary studies were completed. The findings from two of these studies are reported in this chapter in sections entitled:

1. Verification of the Conceptual Model of Counselor Type
2. Verification of the Categorization of Counselor Functions

#### VERIFICATION OF THE CONCEPTUAL MODEL OF COUNSELOR TYPES

Responses of the twenty-four Maryland guidance supervisors to the instrument entitled "Conceptual Model of Counselor Type Based on Percentages of Time Devoted to the Various Professional Functions Defined by Wrenn" (Exhibit N, Part A, of Appendix B) provided one verification of the conceptual model of counselor types developed for the study. These supervisors indicated on this instrument their perceptions of the percentage of time each of five types of school counselors might be expected to spend in the four categories of counseling, consulting, coordinating and change, and other.

The types of counselors identified in this model ranged on a five-point scale from the Type I counselor who devotes a minimum amount of time to counseling and consulting and a maximum amount of time to administrative functions to the Type V counselor who spends a maximum

amount of time in counseling and consulting and a minimum amount in administrative duties. The means and medians of the percentages of time suggested by these guidance supervisors are reported in the following two tables.

TABLE 1  
CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON MEANS OF  
RESPONSES OF TWENTY-FOUR MARYLAND GUIDANCE  
SUPERVISORS IN TERMS OF PERCENTAGES  
OF TIME SPENT ON EACH FUNCTION

| Wrenn<br>Function          | Counselor Type  |   |   |   |   |
|----------------------------|---|---|---|---|---|
|                            | I<br>Heavy<br>emphasis<br>on<br>administrative<br>functions | II<br>Moderate<br>emphasis<br>on<br>administrative<br>functions | III<br>Emphasis<br>consistent<br>with<br>guidance<br>supervisors'<br>expectations | IV<br>Moderate<br>emphasis<br>on<br>counsel-<br>ing | V<br>Heavy<br>emphasis<br>on<br>counsel-<br>ing |
| Counseling                 | 16.3  | 34.8  | 56.5  | 63.2  | 73.7  |
| Consulting                 | 21.9  | 21.5  | 20.5  | 17.0  | 12.2  |
| Coordinating<br>and change | 20.9  | 17.1  | 13.0  | 10.6  | 7.2   |
| Other                      | 40.9  | 26.6  | 10.0  | 9.2   | 6.9   |
| Total                      | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   |

TABLE 2  
 CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON MEDIANS OF  
 RESPONSES OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS  
 IN TERMS OF PERCENTAGES OF TIME SPENT ON EACH  
 FUNCTION

| Wrenn<br>Function          | Counselor Type |       |       |       |       |
|----------------------------|----------------|-------|-------|-------|-------|
|                            | I              | II    | III   | IV    | V     |
| Counseling                 | 17.0           | 35.6  | 53.6  | 65.6  | 75.6  |
| Consulting                 | 22.0           | 22.3  | 23.9  | 18.6  | 13.1  |
| Coordinating<br>and Change | 20.9           | 17.4  | 14.0  | 11.5  | 8.1   |
| Other                      | 42.0           | 29.9  | 10.0  | 8.8   | 7.0   |
| Total                      | 100.0          | 100.0 | 100.0 | 100.0 | 100.0 |

The responses of the individual guidance supervisors from which these tables were derived, as well as the frequency distribution of these responses, are recorded in Appendix A, Tables 8 through 15. Examination of these tables reveals a wide variation in the expectations of some supervisors. However, the mean of 73.7 percent of time to be devoted to counseling for the Type V counselor indicates an opinion of these supervisors that even the most counseling-oriented counselor is expected to perform in the school situation certain functions in addition to counseling.

Further verification of the conceptual model of counselor functioning was provided by these same supervisors in their completion of Part B of this same instrument (Exhibit N). This time the supervisors indicated the percentage of time they thought reasonable to expect a

school counselor to devote to each of the ten major categories of function defined by ASCA. In effect, these supervisors were recording their expectations of the functioning of a Type III counselor. The means and medians of their responses are indicated below.

TABLE 3

MEANS AND MEDIANS DERIVED FROM THE RESPONSES OF TWENTY-THREE MARYLAND GUIDANCE SUPERVISORS TO A REASONABLE EXPECTATION OF THE FUNCTIONING OF AN AVERAGE (TYPE III) COUNSELOR IN TERMS OF THE PERCENTAGE OF TIME DEVOTED TO THE ASCA CATEGORIES OF FUNCTION

| ASCA Functions                        | Percentage of Time |        |
|---------------------------------------|--------------------|--------|
|                                       | Mean               | Median |
| I. Planning and program development   | 7.4                | 8.67   |
| II. Counseling                        | 42.0               | 44.00  |
| III. Pupil appraisal                  | 7.7                | 8.56   |
| IV. Educational-occupational planning | 10.5               | 10.57  |
| V. Referral                           | 3.4                | 3.92   |
| VI. Placement                         | 3.9                | 5.85   |
| VII. Parent help                      | 8.0                | 10.46  |
| VIII. Staff consultation              | 8.4                | 9.78   |
| IX. Local Research                    | 3.8                | 3.61   |
| X. Public relations                   | 3.2                | 3.09   |
| Other                                 | 1.7                | 2.53   |
| Total                                 | 100.0              | 100.00 |

Calculated from Tables 16 and 17 of Appendix A.

Two different sets of data were now available to describe the expectations of Maryland guidance supervisors for the functioning of

school counselors. The first set of expectations (Tables 1 and 2) was based on the Wrenn model for classifying counselor functions. The second set of expectations of an "average" school counselor was based on the ASCA model of counselor functioning. The two sets of data were necessary because the "Activities Log" used in the main study was related to the ASCA classification, and the statistical analysis to be used was based on the Wrenn classification of functions.

To reconcile the ASCA categories with the Wrenn categories each of the twenty-four guidance supervisors completed the instrument entitled "A Categorization of Counselor Duties" (Exhibit G, Appendix B). This procedure indicated the Wrenn category to which each of the forty-eight ASCA functions was assigned by these supervisors. Their individual responses to this instrument are recorded in Table 18 in Appendix A.

The percentage of the supervisors agreeing with the categorization established originally for this study is indicated in Table 4 on the following pages. In this table the Roman numerals indicate the major ASCA categories, and the Arabic numerals represent the specific functions within the categories. Each function is defined in detail in Exhibit F which appears in Appendix B of this report.

In only two major areas was there complete agreement among the guidance supervisors as to which Wrenn category the various ASCA functions belonged. All twenty-four classified the three ASCA counseling functions (II.a,b,c) as belonging in the Wrenn counseling category, and all of them placed "interpreting to parents" (VII.a) in the Wrenn consulting category. However, sufficient agreement was indicated on all forty-eight ASCA functions to verify the assignment of each of these functions to one of the four Wrenn categories in the conceptual model.

TABLE 4  
 PERCENTAGE OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS  
 WHO CLASSIFIED EACH ASCA FUNCTION INTO THE FOUR WRENN  
 CATEGORIES UTILIZED IN THE CONCEPTUAL MODEL  
 DEVELOPED FOR THIS STUDY

| Wrenn<br>Cate-<br>gory                         | ASCA Function*   | Per-<br>cent |
|--|--|--------------|
|  | <b>II. Counseling</b>  |              |
| C<br>o<br>u<br>n<br>s<br>e<br>l<br>i<br>n<br>g | a. Pupil self-understanding  | 100          |
|  | b. Personal information to the pupil   | 100          |
|  | c. Problem-solving and personal planning for the pupil                       | 100          |
|  | <b>III. Pupil Appraisal</b>  |              |
|  | d. Identification of the pupil's special needs and abilities                 | 46           |
|  | <b>IV. Educational and Occupational Planning</b>                             |              |
|  | a. Educational-occupational planning   | 71           |
|  | b. Provision of educational-occupational information to individual pupils    | 63           |
|  | c. Help with college planning  | 58           |
|  | d. Help with military service plans  | 83           |
|  | f. Help to dropouts in planning  | 46           |
|  | <b>VI. Placement</b>   |              |
|  | a. Long-range educational planning with the pupil                            | 79           |
|  | d. Helping pupil to understand job and college placement procedures          | 83           |
| C<br>o<br>u<br>n<br>s<br>e<br>l<br>i<br>n<br>g | <b>I. Planning and Development of the Guidance Program</b>                   |              |
|  | c. Help the staff in developing plans for the guidance program of the school | 50           |
|  | <b>III. Pupil Appraisal</b>  |              |
|  | c. Interpretation of pupil data to staff and parents                         | 54           |
|  | <b>IV. Educational and Occupational Planning</b>                             |              |
|  | e. Conferences with staff on curriculum                                      | 54           |
|  | <b>V. Referral Work</b>  |              |
|  | a. Development with parents of the acceptance of referral resources          | 42           |
|  | <b>VI. Placement</b>   |              |
|  | b. Work with staff on educational placement of pupils within the school      | 83           |

\* Defined in detail in Exhibit F, Appendix B, Page 260.

TABLE 4  
(Continued)

PERCENTAGE OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS  
WHO CLASSIFIED EACH ASCA FUNCTION INTO THE FOUR WRENN  
CATEGORIES UTILIZED IN THE CONCEPTUAL MODEL  
DEVELOPED FOR THIS STUDY

| Wrenn<br>Cate-<br>gory   | ASCA Function*   | Per-<br>cent  |
|--|--|---|
| C<br>o<br>n<br>s<br>u<br>l<br>t<br>i<br>n<br>g<br>(Cont.)                | VII. Parent Help   |   |
|  | a. Interpretation of guidance services   | 100   |
|  | b. Assistance to parents in understanding pupils   | 83  |
|  | c. Provision of information to parents   | 63  |
|  | VIII. Staff Consulting   |   |
|  | a. Sharing of pupil data with staff  | 92  |
|  | b. Helping staff to identify pupil needs   | 96  |
|  | c. Helping with staff in-service training  | 92  |
|  | d. Assisting the staff with group guidance activities                                    | 75  |
|  | C<br>o<br>r<br>d<br>i<br>n<br>a<br>t<br>i<br>n<br>g<br>and<br>C<br>h<br>a<br>n<br>g<br>e | I. Planning and Development of the Guidance Program |
| a. Assistance in defining guidance objectives of the school              |  | 62  |
| b. Identification of school's guidance needs                             |  | 50  |
| d. Coordination of guidance services                                     |  | 96  |
| e. Assistance in planning guidance program and in curriculum development |  | 75  |
| f. Evaluation of the guidance program                                    |  | 67  |
| III. Pupil Appraisal   |  |   |
| a. Coordination of the pupil data system                                 |  | 58  |
| b. Coordination of the confidential files                                |  | 79  |
| e. Utilization of data processing  |  | 80  |
| V. Referral Work   |  |   |
| b. Coordination of referrals   |  | 92  |
| c. Identification of pupils for referral                                 |  | 58  |
| d. Identification of community resources                                 |  | 63  |
| e. Assistance with referral procedures                                   |  | 63  |
| f. Coordination of referral follow-up                                    |  | 100   |
| VI. Placement  |  |   |
| c. Coordination of transfer of pupil data                                | 79   |   |
| e. Work with placement officials   | 84   |   |

\* Defined in detail in Exhibit F, Appendix 3, Pages

TABLE 4  
(Continued)

PERCENTAGE OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS  
WHO CLASSIFIED EACH ASCA FUNCTION INTO THE FOUR WRENN  
CATEGORIES UTILIZED IN THE CONCEPTUAL MODEL  
DEVELOPED FOR THIS STUDY

| Wrenn<br>Cate-<br>gory  | ASCA Function*  | Per-<br>cent |
|---|---|--------------|
| C<br>o<br>o<br>r<br>d<br>i<br>n<br>a<br>t<br>i<br>n<br>g<br>and<br>C<br>h<br>a<br>n<br>g<br>e | VIII. Staff Consulting  |              |
|   | e. Provision of information on relevant environ-<br>mental conditions to school officials | 75           |
|   | IX. Local Research  |              |
|   | a. Conducting follow-up studies of graduates and<br>dropouts                              | 75           |
|   | c. Conducting placement studies   | 63           |
|   | d. Conducting studies on use of data systems  | 59           |
|   | e. Conducting studies of community trends in<br>occupations                               | 84           |
|   | f. Evaluating the school's guidance services  | 75           |
|   | X. Public Relations   |              |
|   | a. Participation in civic programs  | 79           |
| b. Preparation of publications  | 71  |              |
| O<br>t<br>h<br>e<br>r   | No such ASCA category; for this study three<br>additional categories were added:          |              |
|   | XI. Professional self-development   |              |
|   | XII. Clerical functions   |              |
|   | XIII. Other school responsibilities not directly<br>related to the guidance program       |              |

\* Defined in detail in Exhibit F, Appendix B, Page 260.

To convert the percentages of time suggested by these supervisors as a reasonable expectation of a Type III (average) counselor for fulfilling the ASCA functions (Table 3, Page 64) to percentages of time devoted to the Wrenn categories so that a comparison could be made of the expectations arrived at in these two different ways (Exhibit N, Parts A and B), the following steps were taken:

1. The mean percentage of time suggested by these supervisors for each major ASCA category (Roman numerals, Table 3, Page 64) was divided by the number of specific functions (Arabic numerals, Table 5, Page 70) within the ASCA major category.

2. The resulting percentage of time was apportioned to the Wrenn category to which the ASCA function (Arabic numerals) was assigned in Table 4. The resulting distribution of time is reported in Table 5 on the following page.

TABLE 5

PERCENTAGE OF TIME SUGGESTED BY TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS AS A REASONABLE EXPECTATION OF A TYPE THREE (AVERAGE) COUNSELOR FOR THE ASCA CATEGORIES OF FUNCTION CONVERTED TO THE WRENN CATEGORIES AS DEFINED IN THE CONCEPTUAL MODEL USED IN THE STUDY

| ASCA Major Category                 | Total Percent of Time Suggested (Table 3) | Number of Functions per Category | Percent of Time Per Function (Column One : Column Two) | Percentages to be allotted from Table 4 |            |              |       |
|-------------------------------------|---|----------------------------------|--|---|------------|--------------|-------|
|                                     |   |                                  |  | Counseling                              | Consulting | Coordinating | Other |
| I. Planning                         | 7.4                                       | 6                                | 1.2  |   | 1.2        | 6.2          |       |
| II. Counseling                      | 42.0                                      | 3                                | 14.0   | 42.0                                    |            |              |       |
| III. Appraisal                      | 7.7                                       | 5                                | 1.5  | 1.5                                     | 1.5        | 4.7          |       |
| IV. Educational-vocational planning | 10.5                                      | 6                                | 1.75   | 8.75                                    | 1.75       |              |       |
| V. Referral                         | 3.4                                       | 6                                | .60  |   | .60        |              |       |
| VI. Placement                       | 3.9                                       | 5                                | .80  | 1.5                                     | .80        | 1.6          |       |
| VII. Parent help                    | 8.0                                       | 3                                | 2.70   |   | 8.0        |              |       |
| VIII. Staff Consultation            | 8.4                                       | 5                                | 1.70   |   | 6.7        | 1.7          |       |
| IX. Local research                  | 3.8                                       | 6                                | .63  |   |            | 3.8          |       |
| X. Public relations                 | 3.2                                       | 2                                | 1.60   |   |            | 3.2          |       |
| XI. Other                           | 1.7                                       | 3                                | 5.7  |   |            |              | 1.7   |
| Total                               | 100.0                                     | 50                               |  | 53.75                                   | 20.55      | 24.00        | 1.7   |

A comparison of the total percentages reported for each Wrenn category in Table 5 with the means of the responses of the guidance supervisors reported in Table 1 shows a close similarity.

TABLE 6

COMPARISON OF THE PERCENTAGES OF TIME SUGGESTED AS REASONABLE EXPECTATIONS FOR A TYPE III (AVERAGE) COUNSELOR ARRIVED AT USING TWO DIFFERENT APPROACHES -- THE WRENN APPROACH (EXHIBIT N, PART A) AND THE ASCA APPROACH (EXHIBIT N, PART B)

| Wrenn Categories        | Percentages of Time Suggested |                     |                           |       |       |
|-------------------------|-------------------------------|---------------------|---------------------------|-------|-------|
|                         | Using Wrenn Approach          | Using ASCA Approach |                           |       |       |
| Counseling              | 56.5                          | 77.0                | Counseling-Type Functions | 74.3  | 53.75 |
| Consulting              | 20.5                          |                     |                           | 20.55 |       |
| Coordinating and change | 13.0                          | 23.0                | Administrative Functions  | 25.7  | 24.0  |
| Other                   | 10.0                          |                     |                           | 1.7   |       |

The original conceptual model was then adjusted to correlate with the findings given above and to provide rounded numbers for ease of calculation. The resulting model utilized in the main study is presented on the following page in Table 7.

TABLE 7  
 CONCEPTUAL MODEL OF COUNSELOR FUNCTION DEVELOPED FOR THE  
 STUDY AND SHOWING PERCENTAGES OF TIME SPENT  
 BY THE COUNSELOR IN EACH CATEGORY  
 OF FUNCTION

| Functions                       | Counselor Type  |   |   |   |   |
|---------------------------------|---|---|---|---|---|
|                                 | I<br>Heavy<br>emphasis<br>on<br>administrative<br>functions | II<br>Moderate<br>emphasis<br>on<br>administrative<br>functions | III<br>Emphasis<br>consistent<br>with<br>guidance<br>supervisors'<br>expectations | IV<br>Moderate<br>emphasis<br>on<br>counsel-<br>ing | V<br>Heavy<br>emphasis<br>on<br>counsel-<br>ing |
| Counseling                      | 15  | 35  | 55  | 65  | 75  |
| Consulting                      | 10  | 15  | 20  | 22  | 25  |
| Coordin-<br>ating and<br>change | 35  | 25  | 15  | 5   | 0   |
| Other                           | 40  | 25  | 10  | 8   | 0   |
| Total                           | 100   | 100   | 100   | 100   | 100   |

#### VERIFICATION OF THE CATEGORIZATION OF COUNSELOR FUNCTIONS

To develop the computer program for sorting the myriad counselor activities recorded on the Activities Log into the forty-eight ASCA functions and then into the four Wrenn categories it was necessary to establish keys for the first sorting of each of the three dimensions of the log--"Activities Performed", "Primary Emphasis", and "Performed With Whom". The purpose of the second preliminary study was to verify the accuracy of these keys in the opinion of Maryland guidance supervisors.

Because the third dimension--"Performed With Whom"--was judged to be so obvious as to need no verification, the tentative key (Exhibit I

in Appendix B) was adopted as final.

To verify the "Activities Performed" key the twenty-four guidance supervisors responded to an instrument entitled "Classification of Actions Performed" (Exhibit M, Appendix B). The frequency of their responses and the percentages of agreement with the tentative key are reported in Table 19 of Appendix A. These responses indicate a wide variation in classification of activities by these supervisors. The greatest disagreement occurred in defining the area of "administering." However, sufficient agreement with the total key was established (64 percent overall) to permit adoption for the main study. (Exhibit J, Appendix B.)

A summary of the degree of agreement of these supervisors is presented in Table 8.

TABLE 8

AMOUNT AND PERCENTAGE OF AGREEMENT OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS ON THE CLASSIFICATION OF ACTIONS PERFORMED BY SCHOOL COUNSELORS WITH THE KEYS ESTABLISHED FOR THIS STUDY

| Classification of Action Performed | Number of Items on the Log | Number Items with Majority Agreement | Number of Items with Plurality Agreement | Total Percent Agreement |
|------------------------------------|----------------------------|--------------------------------------|--|-------------------------|
| Preparation and planning           | 9                          | 4                                    | 2  | 67                      |
| Conferring                         | 13                         | 8                                    | 0  | 61                      |
| Administering                      | 13                         | 3                                    | 2  | 39                      |
| Clerical                           | 8                          | 8                                    | 0  | 100                     |
| Evaluating                         | 5                          | 3                                    | 0  | 60                      |
| Professional self-development      | 3                          | 2                                    | 0  | 66                      |
| Other                              | 4                          | 3                                    | 0  | 75                      |
| <b>Total</b>                       | <b>55</b>                  | <b>31</b>                            | <b>4</b>                                 | <b>64</b>               |

In order to verify the key to the second dimension of the log-- "Primary Emphasis"--the same guidance supervisors responded to the instrument entitled "Classification by Emphasis" (Exhibit L, Appendix B). The number and percentages of supervisors placing the various items in each category of emphasis are reported in Table 20 of Appendix A. The amount of agreement between these responses and the key used in the study is indicated in Table 9.

TABLE 9

AMOUNT AND PERCENTAGE OF AGREEMENT OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS ON THE CLASSIFICATION OF PRIMARY EMPHASIS OF THE FUNCTIONS PERFORMED BY SCHOOL COUNSELORS WITH THE KEY ESTABLISHED FOR THE STUDY

| Classification of Primary Emphasis | Number of Items on Log | Number of Items with Majority Agreement | Number of Items with Plurality Agreement | Total Percent Agreement |
|------------------------------------|------------------------|---|--|-------------------------|
| Counseling                         | 9                      | 6                                       | 1  | 78                      |
| Educational-vocational planning    | 4                      | 3                                       |  | 75                      |
| Placement                          | 4                      | 4                                       |  | 100                     |
| Appraisal                          | 3                      | 3                                       |  | 100                     |
| Referral                           | 2                      | 1                                       |  | 50                      |
| Planning and preparation           | 4                      | 3                                       |  | 75                      |
| Research                           | 1                      | 1                                       |  | 100                     |
| Public relations                   | 1                      | 1                                       |  | 100                     |
| <b>Total</b>                       | <b>28</b>              | <b>22</b>                               | <b>1</b>                                 | <b>78.6</b>             |

Sufficient agreement with the key was established (78.6 percent overall) to permit its adoption for the main study. (Exhibit H, Appendix B). There appeared to be more agreement among the supervisors in their classification of functions by emphasis than by specific actions performed. In developing the computer program it was possible to minimize any discrepancies through an appropriate combination of the three dimensions reported on each Activities Log, thus reducing the error in final classification by types.

## CHAPTER VI

### FINDINGS FROM THE SURVEY OF SPECIFIED ADMINISTRATIVE FACTORS

Preliminary to the main study a survey was conducted of those counties, schools, and counselors selected to make up the research sample. The purpose of this survey was to collect data concerning the administrative factors specified as having possible impact on counselor functioning.

In addition to providing data on these variables for use in the main study, these findings present an overview of the status of guidance and pupil services in Maryland during the 1967-68 school year. A summary of these findings is reported in this chapter for the purpose of establishing a background for interpreting the findings of the main study which are reported in Chapters VII and VIII.

These data from the survey are reported in terms of:

1. the twenty-three counties of Maryland
2. the schools involved in the study
3. the participating counselors
4. arrangements by county organizational plans
5. relationships between these various administrative factors

#### The Twenty-three Counties of Maryland

The twenty-three counties of Maryland vary considerably in size, ranging from four counties with fewer than five thousand pupils in the total school population to three counties enrolling more than one

hundred thousand. Corresponding variations occur in the number of professional personnel employed by these counties.

Among the administrative factors to be examined in the main study for their relationship to counselor functioning are county size by secondary school enrollment and the degree to which counties employ secondary school counselors, guidance supervisors, psychologists, pupil personnel workers, and speech therapists. The amount of variation in these areas of interest is indicated below in Table 10.

TABLE 10

RANGE AND MEDIAN OF THE TWENTY-THREE MARYLAND COUNTIES FOR STUDENT ENROLLMENT AND THE NUMBER OF SPECIFIED PROFESSIONALS EMPLOYED DURING THE 1967-68 SCHOOL YEAR

| Factor                                | Minimum | Median | Maximum |
|---------------------------------------|---------|--------|---------|
| Student enrollment                    | 3,636   | 16,500 | 136,469 |
| Full-time secondary school counselors | 2.00    | 10.20  | 157.70  |
| Guidance supervisors                  | .10     | .37    | 4.50    |
| School psychologists                  | 0.00    | .62    | 23.00   |
| Pupil personnel workers               | 1.00    | 2.71   | 34.00   |
| Speech therapists                     | 0.00    | 1.85   | 74.00   |

Detailed information is given in Tables 21, 22, and 25, Appendix A.

Throughout this report frequent reference is made to the size of the county. The following classification system is used to identify counties by the number of students enrolled:

|                    |  |
|--------------------|--|
| Very small county  | (VS) . . . . fewer than 5,000 students |
| Small county       | (S) . . . . 5,000 to 9,999 students    |
| Medium-size county | (M) . . . . 10,000 to 49,999 students  |
| Large county       | (L) . . . . 50,000 to 99,999 students  |
| Very large county  | (VL) . . . . 100,000 or more students  |

The distribution of the school counselors among the various Maryland counties is presented in Table 11 on the following page. This table also indicates the pupil/counselor ratio per county and specifies the variation across the State in this factor. In one county the ratio is as low as 309/1, and at the other extreme, the ratio is 1159/1.

The distribution of guidance supervisors as well as the counselor/supervisor ratio per county is presented in Table 12 on page 80. This table gives some indication of the amount of local leadership provided for the guidance program. Again there is a great range in terms of ratios (from 11 to 160). These counselor/supervisor ratios do not reflect only the number of counselors supervised in the small counties but the total supervisory responsibility, including supervision of instructional personnel.

TABLE 11  
 DISTRIBUTION OF COUNTIES BY THE NUMBER OF FULL-TIME EQUIVALENT  
 SECONDARY SCHOOL COUNSELORS WITH THE PUPIL/COUNSELOR  
 RATIO AND SIZE OF STUDENT ENROLLMENT INDICATED  
 FOR EACH MARYLAND COUNTY FOR 1967-68

| Number of Full-time<br>Equivalent Secondary<br>School Counselors | Number<br>of<br>Counties | Size by<br>Student<br>Enrollment | Pupil/Counselor<br>Ratio<br>per County |
|--|--------------------------|----------------------------------|--|
| 1 to 9   | 11                       | (S)                              | 574                                    |
|  |                          | (S)                              | 381                                    |
|  |                          | (S)                              | 595                                    |
|  |                          | (S)                              | 1159                                   |
|  |                          | (S)                              | 360                                    |
|  |                          | (S)                              | 487                                    |
|  |                          | (VS)                             | 349                                    |
|  |                          | (VS)                             | 328                                    |
|  |                          | (VS)                             | 500                                    |
|  |                          | (VS)                             | 397                                    |
|  |                          | (M)                              | 442                                    |
| 10 to 19   | 6                        | (M)                              | 555                                    |
|  |                          | (M)                              | 405                                    |
|  |                          | (M)                              | 389                                    |
|  |                          | (M)                              | 390                                    |
|  |                          | (M)                              | 309                                    |
|  |                          | (M)                              | 512                                    |
| 20 to 49   | 2                        | (M)                              | 530                                    |
|  |                          | (M)                              | 434                                    |
| 50 to 99   | 1                        | (L)                              | 495                                    |
| 100 to 149   | 2                        | (VL)                             | 414                                    |
|  |                          | (VL)                             | 376                                    |
| 150 to 199   | 1                        | (VL)                             | 320                                    |

TABLE 12  
 DISTRIBUTION OF COUNTIES BY THE NUMBER OF FULL-TIME EQUIVALENT  
 GUIDANCE SUPERVISORS EMPLOYED AND WITH COUNSELOR/SUPERVISOR  
 RATIOS AND SIZE OF STUDENT ENROLLMENT INDICATED FOR  
 EACH MARYLAND COUNTY FOR 1967-68

| Number of Full-time<br>Equivalent Guidance<br>Supervisors | Number<br>of<br>Counties | Size by<br>Student<br>Enrollment: | Counselor/Super-<br>visor Ratio<br>per County |
|---|--------------------------|-----------------------------------|---|
| 0 to .24  | 9                        | (VS)                              | 30  |
|   |                          | (VS)                              | 13  |
|   |                          | (VS)                              | 50  |
|   |                          | (S)                               | 80  |
|   |                          | (S)                               | 50  |
|   |                          | (S)                               | 60  |
|   |                          | (S)                               | 40  |
|   |                          | (M)                               | 150   |
|   |                          | (M)                               | 160   |
| .25 to .49  | 8                        | (VS)                              | 28  |
|   |                          | (S)                               | 36  |
|   |                          | (M)                               | 80  |
|   |                          | (M)                               | 34  |
|   |                          | (M)                               | 74  |
|   |                          | (M)                               | 55  |
|   |                          | (M)                               | 32  |
| .50 to .74  | 2                        | (M)                               | 34  |
|   |                          | (M)                               | 38  |
| .75 to .99  | 0                        |                                   |   |
| 1.00 to 1.99  | 1                        | (S)                               | 11  |
| 2.00 to 2.99  | 1                        | (VL)                              | 84  |
| 3.00 to 3.99  | 1                        | (VL)                              | 60  |
| 4.00 to 5.00  | 1                        | (VL)                              | 27  |

In order to examine the relationships between county size and the provision of guidance and other pupil services, the counties were ranked in order of their provision of such services and of their total student enrollments. A summary of the results of these rankings is presented below in Table 13.

TABLE 13

COMPARISON OF THE RANKING OF THE THREE LARGEST, THREE MEDIUM-SIZE, AND THREE SMALLEST COUNTIES OF MARYLAND IN TERMS OF STUDENT ENROLLMENT AND THE EMPLOYMENT OF VARIOUS PUPIL SERVICES PERSONNEL DURING 1967-68

| Selected counties | Rank                     |                              |                                |                                       |                                 |   |  |
|-------------------|--------------------------|------------------------------|--------------------------------|---------------------------------------|---------------------------------|---|--|
|                   | Total Student Enrollment | Secondary Student Enrollment | Number of Secondary Counselors | Number of Other Pupil Service Workers | Secondary Pupil/Counselor Ratio | Other Pupil Resource Worker/Pupil Ratio |  |
| Three largest     | 1                        | 2                            | 1                              | 1                                     | 2                               | 2                                       |  |
|                   | 2                        | 1                            | 3                              | 2                                     | 12                              | 4                                       |  |
|                   | 3                        | 3                            | 2                              | 3                                     | 6                               | 16                                      |  |
| Three medium-size | 11                       | 10                           | 5                              | 21                                    | 18                              | 22                                      |  |
|                   | 12                       | 12                           | 10                             | 11                                    | 8                               | 14                                      |  |
|                   | 13                       | 13                           | 13                             | 15                                    | 14                              | 19                                      |  |
| Three smallest    | 21                       | 20                           | 20                             | 20                                    | 17                              | 13                                      |  |
|                   | 22                       | 21                           | 19                             | 22                                    | 10                              | 20                                      |  |
|                   | 23                       | 23                           | 15                             | 17                                    | 4                               | 3                                       |  |

Ranking of each county is presented in Tables 24 and 26 in Appendix A.

These variations in rank indicated different points of view regarding the provision of pupil services among the counties of Maryland. Spearman rank-correlations were determined to examine the significance of the relationships between these various county rankings. These correlation coefficients are reported in Table 14 on the following page.

TABLE 14

SPEARMAN RANK CORRELATIONS BETWEEN COUNTY RANKINGS ON THE  
EMPLOYMENT OF VARIOUS PUPIL SERVICES WORKERS AND  
SECONDARY SCHOOL ENROLLMENTS IN MARYLAND  
COUNTIES DURING 1967-68

| Secondary school enrollment<br>correlated with            | Spearman rank-<br>correlation coefficient |
|---|---|
| Number of secondary school counselors                     | .911                                      |
| Number of pupil services workers                          | .829                                      |
| Number of pupil services workers other than<br>counselors | .671                                      |
| Pupil/counselor ratio                                     | -.01                                      |
| Pupil/pupil services worker ratio                         | .011                                      |

Both tables 13 and 14 indicate a high degree of correlation between the size of the county by enrollment and the number of pupil services personnel employed. However, the low degree of correlation between county size and ratios of pupil services workers employed suggests that other factors in addition to size need to be examined in a study of the pupil services program's implementation in any county.

Additional Spearman rank correlations emphasize the variations in the numbers of different pupil services workers employed on a per pupil basis by the counties. A summary of these data is presented in Table 15 on page 83.

TABLE 15

SPEARMAN RANK CORRELATIONS BETWEEN COUNTY RANKINGS ON THE  
EMPLOYMENT OF SCHOOL COUNSELORS AND THE EMPLOYMENT OF  
OTHER PUPIL SERVICES SPECIALISTS IN MARYLAND  
1967-68

| Pupil/counselor ratio<br>correlated with | Spearman rank-<br>correlation coefficient |
|--|---|
| Pupil/pupil personnel worker ratio       | .267                                      |
| Pupil/school psychologist ratio          | .530                                      |
| Pupil/speech therapist ratio             | .383                                      |

Ratios for each county are given in Tables 23 and 26 in Appendix A.

The low correlation between pupil/counselor and pupil/pupil personnel worker ratios is influenced probably by the mandate that all Maryland counties employ pupil personnel workers regardless of local interest in the program. The higher correlation between pupil/counselor and pupil/school psychologist ratios appears to reflect the more voluntary nature of both these pupil services programs. Counties vary considerably in their ability to support educational programs, including pupil services, and consequently priorities are assigned within the framework of the State requirements and in accordance with local need and interest.

During 1967-68 a total of \$7,498,087 was spent by the Maryland counties for guidance salaries and materials. These expenditures varied considerably from county to county, as is indicated in Table 16 on the following page.

TABLE 16  
RANGES, MEDIANS, AND MEANS OF PER PUPIL GUIDANCE EXPENDITURES  
BY MARYLAND COUNTIES DURING 1967-68

| Source of funds      | Maximum | Minimum | Median  | Mean    |
|----------------------|---------|---------|---------|---------|
| All sources combined | \$38.55 | \$11.17 | \$24.25 | \$24.65 |
| Local county sources | 29.30   | 3.79    | 14.25   | 15.37   |

Expenditures by county are reported in Table 27 in Appendix A.

Although the State's equalization plan helps to minimize the differences in benefits to students who reside in less affluent counties, Table 16 shows clearly that a considerable gap still exists in terms of pupil services expenditures.

The total guidance expenditure per county is closely related to county enrollment, as might be expected. However, per pupil guidance expenditures vary considerably in spite of size, as is indicated in Table 17 on the following page. This situation reflects to a considerable degree the ability of the local unit to support programs beyond the minimum required by numbers of students.

Also reflected, however, is the interest in the program shown by the local system. The very similar rankings for expenditures from local and total sources of support indicate, in spite of the various local studies and recommendations reported on page of this report, an absence of unusual local commitment to the pupil services program.

TABLE 17

COMPARISON OF THE RANKING OF THE THREE LARGEST, THREE  
MEDIUM-SIZE, AND THREE SMALLEST MARYLAND COUNTIES  
IN TERMS OF EXPENDITURES FOR THE SUPPORT OF  
GUIDANCE SERVICES DURING 1967-68

| Selected<br>Counties     | Rank                           |                                    |                                  |   |  |  |  |
|--------------------------|--------------------------------|------------------------------------|----------------------------------|---|--|--|--|
|                          | Total<br>Student<br>Enrollment | Secondary<br>Student<br>Enrollment | Total<br>Guidance<br>Expenditure | Guidance Ex-<br>penditure from<br>Local Support | Total Per Pu-<br>pil Guidance<br>Expenditure | Per Pupil<br>Guidance Ex-<br>penditure from<br>Local Support | Percent of<br>Guidance<br>Expenditure<br>from Local<br>Support |
| Three<br>largest         | 1                              | 2                                  | 1                                | 1   | 4  | 2  | 3  |
|                          | 2                              | 1                                  | 2                                | 2   | 7  | 3  | 2  |
|                          | 3                              | 3                                  | 3                                | 3   | 1  | 1  | 4  |
| Three<br>medium-<br>size | 11                             | 10                                 | 14                               | 14  | 17   | 19   | 19   |
|                          | 12                             | 12                                 | 9                                | 11  | 5  | 7  | 8  |
|                          | 13                             | 13                                 | 8                                | 10  | 6  | 4  | 5  |
| Three<br>small-<br>est   | 21                             | 20                                 | 21                               | 21  | 19   | 22   | 23   |
|                          | 22                             | 21                                 | 20                               | 19  | 16   | 14   | 13   |
|                          | 23                             | 23                                 | 16                               | 15  | 3  | 5  | 7  |

Data for each county is presented in Table 28 in Appendix A.

A Spearman rank-correlation coefficient of 0.727 (significant at the two percent level) was derived in an examination of the relationship between total guidance expenditures and the percent of local effort expended for guidance services. However, only a 0.32 coefficient was calculated when the relationship between percent of local support of guidance services and pupil/counselor ratios was explored. This lack of significance suggests the expenditure of funds in some counties for guidance services other than counselor salaries.

Such additional elements are introduced into the discussion with the consideration of the number of guidance clerks provided by each county

as well as the number of counselors employed on an extended work-year basis. Detailed information concerning these two elements is presented for each county in Tables 29, 30 and 31 of Appendix A.

A rank-correlation coefficient of 0.042 for the relationship between clerk/counselor ratios and pupil/counselor ratios indicates a wide variation in approaches to the staffing for provision of guidance services. Counties which reduce pupil/counselor ratios do not necessarily increase clerical assistance in proportion to the number of counselors added.

Nor do all counties provide guidance services during the summer months. Only fourteen counties employed counselors on an extended work-year basis in 1967-68. Five of these counties employed all of their counselors for some portion of the summer, and nine of them employed no counselors beyond the regular school term.

The urban counties tended to provide such summer guidance services; the more rural and the smallest counties did not. A mean of 67 percent of senior high school counselors in Maryland were employed during the summer months in 1967-68. A rank-correlation coefficient of 0.34 was derived in examining the relationship between the percentage of counselors employed during the summer by each county and the total per pupil expenditure for guidance services.

Both the factors of clerical assistance and employment of counselors are examined in the main study for their relationship to counselor functioning.

To summarize the data collected concerning the counties and their provision of guidance services, there is great variation in every aspect of this program. Although the size and wealth of the county seem to

contribute to the provision of services in terms of persons employed, there are few significant relationships. Most highly significant are the rank-correlations between the number of students enrolled and the number of counselors and other pupil services workers employed. However, this does not prove to be true on a ratio basis where there exists only a rank correlation of 0.30 between the number of counselors and the pupil/counselor ratio.

The different approaches to the provision of pupil services among the counties is emphasized by the low rank correlation (0.267) between the ratios of counselors and pupil personnel workers. Significant is the more positive rank-correlation between pupil/counselor ratios and pupil/school psychologist ratios (0.53).

#### The Schools Involved in the Study

The sixty-five schools involved in the study represented a cross-section of Maryland senior high schools. Geographically, they were located in every section of the State except Baltimore City, including the rural areas of Eastern, Southern, and Western Maryland and the metropolitan areas around Baltimore and Washington, D.C. Such urban communities as Hagerstown, Frederick, and Salisbury were included as were suburban centers and small towns across the State.

As might be expected, the small rural schools employed single counselors, the urban areas reported two to four counselors per school, and the large metropolitan schools listed from five to eight counselors each.

The educational programs and guidance needs and services of these schools were varied, as is indicated by the follow-up studies of

their graduates. The range of students from the Class of 1967 who enrolled in degree-granting institutions extended from 4.2 percent for the small rural school to 79.1 percent for one large five-counselor metropolitan area school. The median percentage of college-bound was calculated to be 32.06 percent. <sup>1</sup> (Table 32 of Appendix A)

The student organizational pattern adopted by these schools showed a definite pattern, as is shown in Table 18 on this page. The one-counselor schools were organized to include either six grades (seven through twelve) or four grades (nine through twelve). In contrast, the large schools tended to be organized on a three-year basis and included grades ten through twelve.

TABLE 18

DISTRIBUTION OF MARYLAND STUDY SCHOOLS BY GRADE  
ORGANIZATIONAL PATTERN DURING 1967-68

| Number of<br>counselors<br>per school | Grades |      |      | Total |
|---------------------------------------|--------|------|------|-------|
|                                       | 10-12  | 9-12 | 7-12 |       |
| 1                                     |        | 6    | 15   | 21    |
| 2                                     | 1      | 4    | 6    | 11    |
| 3                                     | 1      | 9    | 1    | 11    |
| 4                                     | 6      | 5    | 1    | 12    |
| 5                                     | 4      | 1    |      | 5     |
| 6                                     | 4      |      |      | 4     |
| 7                                     | -      | -    |      | -     |
| 8                                     | 1      |      |      | 1     |
| Total                                 | 17     | 25   | 23   | 65    |
| Percent                               | 26     | 38   | 36   | 100   |

<sup>1</sup>Division of Research Statistical Report, "Follow-up of Graduates," Maryland State Department of Education, 1968.

Among the administrative factors to be examined in the main study for their possible relationship to counselor functioning were the size of the school by student enrollment, the school's organizational pattern for guidance, the provision of clerical assistance to the counselor, the assignment of guidance department chairmen, and the provision of guidance services by the school during the summer months.

The sixty-five schools in the study represented a wide range in student enrollment, as is indicated in Table 19 below. The smallest school had only two hundred and five students in grades seven through twelve. The largest school enrolled 2578 sophomores, juniors, and seniors. For all sixty-five schools, the median size was 1250.5 students.

TABLE 19  
DISTRIBUTION OF MARYLAND STUDY SCHOOLS BY SIZE OF  
STUDENT ENROLLMENT DURING 1967-68

| Number of<br>counselors<br>per school | Student Enrollment |              |               |               |               | Total     |
|---------------------------------------|--------------------|--------------|---------------|---------------|---------------|-----------|
|                                       | 500 or<br>fewer    | 501-<br>1000 | 1001-<br>1500 | 1501-<br>2000 | 2001-<br>2600 |           |
| 1                                     | 8                  | 12           | 1             |               |               | 21        |
| 2                                     |                    | 8            | 3             |               |               | 11        |
| 3                                     |                    | 1            | 7             | 3             |               | 11        |
| 4                                     |                    |              | 5             | 6             | 1             | 12        |
| 5                                     |                    |              |               | 3             | 2             | 5         |
| 6                                     |                    |              |               | 2             | 2             | 4         |
| 8                                     |                    |              |               |               | 1             | 1         |
| <b>Total</b>                          | <b>8</b>           | <b>21</b>    | <b>16</b>     | <b>14</b>     | <b>6</b>      | <b>65</b> |

To serve these students one hundred and eighty-one counselors were employed, and various guidance department organizational patterns were adopted to utilize their services. A description of each of these patterns based on the method of assigning students, as well as the distribution by schools is given below in Table 20. In all of the study schools 78 percent of the students were served by the same counselor for three or more years.

TABLE 20  
DISTRIBUTION OF SCHOOLS BY GUIDANCE DEPARTMENT  
ORGANIZATIONAL PATTERN - 1967-68

| Size of school by number of counselors | School Guidance Department Organizational Pattern by Assignment of Counselors |  |  |  |   | Total |
|--|---|--|--|--|---|-------|
|  | Only One Counselor  | Counselor Remains with Students throughout school experience | Counselor is assigned same grade year after year | Counselor is assigned by guidance function (College Placement) | Some other pattern or combination of patterns |       |
| 1                                      | 21  |  |  |  |   | 21    |
| 2                                      |   | 5  | 4  | 1  | 1   | 11    |
| 3                                      |   | 6  |  | 2  | 3   | 11    |
| 4                                      |   | 11   |  |  | 1   | 12    |
| 5                                      |   | 5  |  |  |   | 5     |
| 6                                      |   | 3  | 1  |  |   | 4     |
| 8                                      |   |  |  |  | 1   | 1     |
| Total                                  | 21  | 30   | 5  | 3  | 6   | 65    |
| Percent                                | 32  | 46   | 8  | 5  | 9   | 100   |

Detailed information is presented in Table 33 of Appendix A.

Guidance clerks were assigned to fifty-three (81 per cent) of the study schools to assist the counselors with clerical responsibilities. The large counties and the large schools tended to employ such clerks, but smaller counties tended to vary in this practice, as is shown below in Table 21. Twelve (57 percent) of the single-counselor schools received such clerical assistance.

TABLE 21

PERCENTAGE OF STUDY SCHOOLS IN THE THREE LARGEST, THREE MEDIUM-SIZE, AND THREE SMALLEST COUNTIES OF MARYLAND RECEIVING GUIDANCE CLERICAL ASSISTANCE DURING 1967-68

| County by rank in student enrollment | Percent of study schools |                      |                   |
|--------------------------------------|--------------------------|----------------------|-------------------|
|                                      | Largest counties         | Medium-size counties | Smallest counties |
| 1                                    | 100                      |                      |                   |
| 2                                    | 100                      |                      |                   |
| 3                                    | 100                      |                      |                   |
| 11                                   |                          | 50                   |                   |
| 23                                   |                          | 100                  |                   |
| 23                                   |                          | 100                  |                   |
| 21                                   |                          |                      | 100               |
| 22                                   |                          |                      | 0                 |
| 23                                   |                          |                      | 100               |

The distribution by schools and by counties is presented in Table 34 in Appendix A.

Variations also occurred in the assignment of guidance department chairman within the study schools. In thirty-five (54 percent) of the schools such a chairman was named. This represented eighty percent

of the multiple-counselor schools. In the single-counselor schools there was, of course, no person designated as chairman.

Again the large counties and the large schools tended to follow the practice of naming these chairmen, as is shown below in Table 22.

TABLE 22  
PERCENTAGE OF STUDY SCHOOLS IN THE THREE LARGEST, THREE  
MEDIUM-SIZE, AND THREE SMALLEST MARYLAND COUNTIES IN  
WHICH A GUIDANCE DEPARTMENT CHAIRMAN WAS NAMED  
DURING 1967-68

| County by rank in student enrollment | Percent of study schools |                      |                   |
|--------------------------------------|--------------------------|----------------------|-------------------|
|                                      | Largest counties         | Medium-size counties | Smallest counties |
| 1                                    | 80                       |                      |                   |
| 2                                    | 100                      |                      |                   |
| 3                                    | 100                      |                      |                   |
| 11                                   |                          | 0                    |                   |
| 12                                   |                          | 0                    |                   |
| 13                                   |                          | 0                    |                   |
| 21                                   |                          |                      | 0                 |
| 22                                   |                          |                      | 0                 |
| 23                                   |                          |                      | 0                 |

The distribution by counties and by schools is presented in Table 35 of Appendix A.

Guidance services were provided during some portion of the summer months in forty-four (68 percent) of the study schools. Schools in nine counties offered no such summer programs, and these counties tended to be small, as is shown in Table 23 on the following page. All schools having four or more counselors did provide some extended services following the close of the school term.

TABLE 23

PERCENTAGE OF STUDY SCHOOLS IN THE THREE LARGEST, THREE  
MEDIUM-SIZE, AND THREE SMALLEST MARYLAND COUNTIES  
PROVIDING GUIDANCE SERVICES DURING SOME PORTION  
OF THE SUMMER OF 1968

| County by<br>rank in<br>student<br>enrollment | Percent of study schools |                         |                      |
|---|--------------------------|-------------------------|----------------------|
|   | Largest<br>counties      | Medium-size<br>counties | Smallest<br>counties |
| 1   | 100                      |                         |                      |
| 2   | 100                      |                         |                      |
| 3   | 100                      |                         |                      |
| 11  |                          | 50                      |                      |
| 12  |                          | 100                     |                      |
| 13  |                          | 100                     |                      |
| 21  |                          |                         | 0                    |
| 22  |                          |                         | 0                    |
| 23  |                          |                         | 0                    |

The distribution by counties is presented in Table 36 in Appendix A.

In summary, the sixty-five study schools varied in size from 205 to 2578 students with a median enrollment of 1250.5 students. One to eight counselors were employed in each school. Three organizational patterns for students were evenly distributed among the schools, but the organization of guidance services in terms of counselee assignment showed a heavy emphasis on Pattern II for multiple-counselor schools.

Both clerical assistance for counselors and summer guidance services were provided more often than not by these schools. The concept of a guidance department chairman was implemented by a majority of the multiple-counselor schools in the study.

### The Participating Counselors

Personal data were collected from one hundred and seventy-six counselors assigned to the schools described above. These data concerned additional variables to be examined in the main study for their relationship to counselor functioning. They included counselor sex, age, and certification status; whether the counselor had ever participated in a guidance institute, held a master's degree, and had received the majority of his guidance training within the State of Maryland; the number of guidance and counseling credits earned; the counselor's years of teaching, counseling, and other professional work experience; the pupil load carried by the counselor; the grade level(s) of counselees assigned to the counselor; and the counselor's own perception of his functioning.

A summary of these data presents an overview of the status of guidance personnel within the State during 1967-68 and contributes to the background for interpreting the findings of the main study.

The counselors in the study were fairly evenly distributed both in terms of sex and age, as is shown in Table 24 below. There was a slight preponderance of men in the total sample with more counselors of both sexes in the 35 to 44 year age bracket.

TABLE 24  
AGE AND SEX OF MARYLAND COUNSELORS PARTICIPATING IN THE STUDY--  
1967-68

| Age         | Males | Females | Total |
|-------------|-------|---------|-------|
| Under 35    | 17.5% | 7.5%    | 25.0% |
| 35 to 44    | 22.1  | 14.9    | 37.0  |
| 45 to 54    | 12.5  | 11.9    | 24.4  |
| 55 and over | 6.1   | 7.5     | 13.6  |
| Total       | 58.2  | 41.8    | 100.0 |

The range of the counselors' ages is presented in Table 25. Women counselors tended to be older.

TABLE 25  
RANGE OF THE AGES OF COUNSELORS PARTICIPATING  
IN THE STUDY 1967-68

| Percentile | Males | Females | Both  |
|------------|-------|---------|-------|
| 25th       | 32.80 | 36.52   | 34.50 |
| 50th       | 39.76 | 43.54   | 41.27 |
| 75th       | 47.80 | 52.00   | 49.85 |

The distribution of counselors by age and sex among the counties is recorded in Tables 37, 38, and 39 in Appendix A.

In terms of certification status, this survey revealed that eighty percent of the participating counselors held a Maryland guidance certificate. This was true of 83.5 percent of the women and 76.7 percent of the men. An examination of Table 26 below indicates a lack of correlation between county size and certification status.

TABLE 26  
PERCENTAGE OF STUDY COUNSELORS IN THE THREE LARGEST, THREE MEDIUM-SIZE,  
AND THREE SMALLEST COUNTIES WHO WERE CERTIFIED IN GUIDANCE BY THE  
MARYLAND STATE DEPARTMENT OF EDUCATION DURING 1967-68

| County by rank in student enrollment | Percent of counselors |                      |                   |
|--------------------------------------|-----------------------|----------------------|-------------------|
|                                      | Largest counties      | Medium-size counties | Smallest counties |
| 1                                    | 80.0                  |                      |                   |
| 2                                    | 81.0                  |                      |                   |
| 3                                    | 96.5                  |                      |                   |
| 11                                   |                       | 33.5                 |                   |
| 12                                   |                       | 80.0                 |                   |
| 13                                   |                       | 50.0                 |                   |
| 21                                   |                       |                      | 50.0              |
| 22                                   |                       |                      | 100.0             |
| 23                                   |                       |                      | 100.0             |

Reference to Table 40 of Appendix A, which presents the certification status of the counselors by county, reveals that in eight counties all counselors were certified.

The counselors in the study presented a wide range of professional training, both in terms of the number of graduate credits earned and in the approaches to the training.

A summary of the State-wide training status in terms of different approaches to preparation is presented below in Table 27. The majority of the counselors received most of their guidance training from institutions located within the State of Maryland. This was not true when the women were considered alone; only 32 percent of the female counselors were trained primarily in Maryland.

TABLE 27

DIFFERENT APPROACHES TO COUNSELOR TRAINING EXPERIENCED BY  
THE COUNSELORS IN THE MARYLAND STUDY OF 1967-68

| Training approach  | Percent of counselors |         |      |
|--|-----------------------|---------|------|
|  | Males                 | Females | Both |
| Attendance at a guidance institute                               | 32.0                  | 30.0    | 30.5 |
| Trained within the State of Maryland primarily                   | 56.0                  | 32.0    | 54.5 |
| Received a master's degree in guidance                           | 36.0                  | 53.0    | 42.5 |
| Received a master's degree in some other field                   | 30.0                  | 31.0    | 30.5 |
| Received both a master's degree in guidance and in another field | 3.0                   | 6.0     | 4.0  |

Detailed information is presented in Tables 41 and 42 in Appendix A.

The amount of preparation for guidance and counseling reported by the participating counselors is reported in Tables 28 and 29.

TABLE 28

DISTRIBUTION OF GRADUATE CREDITS IN GUIDANCE AND COUNSELING  
REPORTED BY PARTICIPATING COUNSELORS IN THE MARYLAND  
STUDY DURING 1967-68

| Number of<br>graduate<br>credits earned | Percent of Counselors |             |              |
|---|-----------------------|-------------|--------------|
|   | Males                 | Females     | Both         |
| 1 to 6                                  | 0                     | .6          | .5           |
| 7 to 12                                 | 4.0                   | .6          | 4.7          |
| 13 to 18                                | 1.8                   | 1.7         | 3.5          |
| 19 to 24                                | 10.2                  | 7.0         | 17.0         |
| 25 to 36                                | 20.7                  | 17.2        | 37.8         |
| 37 to 48                                | 10.2                  | 11.5        | 21.5         |
| 49 to 60                                | 7.9                   | 1.2         | 9.3          |
| more than 60                            | 3.4                   | 2.0         | 5.9          |
| <b>Total</b>                            | <b>58.2</b>           | <b>41.8</b> | <b>100.0</b> |

Detailed information is presented in Tables 43 and 44 in Appendix A.

TABLE 29

RANGE OF GRADUATE CREDITS IN GUIDANCE AND COUNSELING EARNED  
BY PARTICIPATING COUNSELORS IN MARYLAND STUDY--1967-68

| Percentile | Number of Credits |         |       |
|------------|-------------------|---------|-------|
|            | Males             | Females | Both  |
| 25th       | 24.30             | 25.00   | 24.30 |
| 50th       | 29.71             | 32.30   | 30.74 |
| 75th       | 42.15             | 41.38   | 41.30 |

These counselors presented an equally wide range of professional experience as is shown in the tables on the following page which summarize the State-wide situation with regard to the study counselors' counseling, teaching, and other work experience.

TABLE 30

DISTRIBUTION OF THE STUDY COUNSELORS BY COUNSELING, TEACHING,  
AND OTHER WORK EXPERIENCE DURING 1967-68

| Number of years               | Percent of counselors |                     |                       |
|-------------------------------|-----------------------|---------------------|-----------------------|
|                               | Counseling experience | Teaching experience | Other work experience |
| <b>Males</b>                  |                       |                     |                       |
| None                          | 0                     | 1.0                 | 4.4                   |
| 1 to 2                        | 20.0                  | 4.4                 | 7.0                   |
| 3 to 4                        | 13.0                  | 15.3                | 13.7                  |
| 5 to 6                        | 6.1                   | 6.2                 | 11.5                  |
| 7 to 10                       | 10.7                  | 15.3                | 10.9                  |
| 11 to 14                      | 4.4                   | 5.8                 | 4.1                   |
| 15 or more                    | 4.0                   | 10.2                | 6.6                   |
| <b>Females</b>                |                       |                     |                       |
| None                          | 0.0                   | 2.5                 | 5.6                   |
| 1 to 2                        | 10.0                  | 1.0                 | 13.0                  |
| 3 to 4                        | 5.7                   | 3.4                 | 7.7                   |
| 5 to 6                        | 4.6                   | 7.3                 | 7.3                   |
| 7 to 10                       | 9.9                   | 14.6                | 7.7                   |
| 11 to 14                      | 3.7                   | 7.3                 | 0.0                   |
| 15 or more                    | 7.9                   | 5.7                 | .5                    |
| <b>Both Males and Females</b> |                       |                     |                       |
| None                          | 0.0                   | 3.5                 | 10.0                  |
| 1 to 2                        | 30.0                  | 5.4                 | 2.0                   |
| 3 to 4                        | 18.7                  | 18.7                | 21.4                  |
| 5 to 6                        | 10.7                  | 13.5                | 18.8                  |
| 7 to 10                       | 20.6                  | 29.9                | 18.6                  |
| 11 to 14                      | 8.1                   | 13.1                | 4.1                   |
| 15 or more                    | 11.9                  | 15.9                | 7.1                   |

TABLE 31  
 RANGE OF YEARS OF PROFESSIONAL EXPERIENCE PRESENTED  
 BY THE PARTICIPATING COUNSELORS IN THE MARYLAND  
 STUDY IN 1967-68

| Percentile        | Number of years |          |            |
|-------------------|-----------------|----------|------------|
|                   | Counseling      | Teaching | Other work |
| Males             |                 |          |            |
| 25th              | 2.00            | 3.70     | 3.06       |
| 50th              | 3.91            | 7.10     | 5.40       |
| 75th              | 7.87            | 10.95    | 8.81       |
| Females           |                 |          |            |
| 25th              | 2.75            | 7.30     | 1.20       |
| 50th              | 6.50            | 8.23     | 3.00       |
| 75th              | 11.05           | 15.22    | 5.70       |
| Males and Females |                 |          |            |
| 25th              | 2.30            | 4.10     | 2.04       |
| 50th              | 4.76            | 8.10     | 4.40       |
| 75th              | 8.75            | 11.63    | 7.45       |

The distribution by counties is presented in Tables 45, 46, and 47, of Appendix A.

The women counselors tended to present more experience in counseling and teaching, while the men had more years of work in other fields. Although the percentage is small (3.5), a few counselors entered the profession without having had any teaching experience. Only ten percent brought no work experience in a field other than teaching or counseling.

The pupil loads carried by the participating counselors varied from a low of 200 to a high of 1350 with a median of 411.25. This median

approximates closely the 404 pupil load median reported by all secondary school counselors in the annual report of the Maryland State Department of Education for the same year (1967-68).<sup>2</sup> A summary of the pupil loads carried by the study counselors is presented in Table 32 below and the range of pupil loads in Table 33.

TABLE 32  
PUPIL LOADS CARRIED BY THE PARTICIPATING COUNSELORS  
IN THE MARYLAND STUDY OF 1967-68

| Number of students assigned to the counselor | Percent of study counselors | Number of students assigned to the counselor | Percent of study counselors |
|--|-----------------------------|--|-----------------------------|
| 250 or fewer                                 | 4                           | 501 to 550                                   | 8                           |
| 251 to 300                                   | 7                           | 551 to 600                                   | 6                           |
| 301 to 350                                   | 15                          | 601 to 650                                   | .5                          |
| 351 to 400                                   | 20                          | 651 to 700                                   | 2                           |
| 401 to 450                                   | 23                          | 701 to 750                                   | 2                           |
| 451 to 500                                   | 11                          | 751 and over                                 | 1.5                         |

The distribution of pupil/counselor ratios by county is reported in Table 48 of Appendix A.

TABLE 33  
RANGE OF PUPIL LOADS CARRIED BY PARTICIPATING COUNSELORS

| 25th percentile | 50th percentile | 75th percentile |
|-----------------|-----------------|-----------------|
| 350.5           | 411.25          | 535.5           |

According to the reports of the counselors in the study, their student loads were assigned to them in a variety of patterns. Fifty-seven percent of these counselors were responsible for seniors either

<sup>2</sup>Annual N.D.E.A. Report, 1968.

alone or in some combination with other classes. Two counselors had no student loads; one of them reported himself as a "coordinator."

A summary of the different counselee assignment patterns which are examined in the main study for their relationship to counselor functioning is presented below in Table 34.

TABLE 34  
DISTRIBUTION OF THE STUDY COUNSELORS BY PATTERNS OF COUNSELEE ASSIGNMENTS BY GRADE LEVELS DURING 1967-68

| Counselee assignment pattern  | Percent of counselors |
|---|-----------------------|
| I<br>Grade 12 alone or in any combination   | 57                    |
| II<br>Grade 11 alone or in any combination<br>except with grade 12                | 20                    |
| III<br>Grade 10 alone or in any combination<br>except with grades 11 and/or 12    | 17                    |
| IV<br>Grade 9 alone or in any combination<br>except with grades 10, 11, and/or 12 | 5.5                   |
| V<br>No students assigned to the counselor  | .5                    |
| Total   | 100.0                 |

A detailed distribution is recorded in Table 49 of Appendix A.

As part of this survey of participating counselors, each person was asked to make an estimate of how he spent his work day in terms of the percentage of time devoted to major guidance activities. Eight of the study counselors did not complete this assignment. Examination of responses of those who did resulted in a "self-type" score for each

counselor which was in effect a measure of the counselor's perception of his own functioning. The results are presented below in Table 35.

TABLE 35.

SUMMARY OF "SELF-TYPES" DESIGNATED BY PARTICIPATING COUNSELORS THROUGH AN ASSESSMENT OF HOW THEY SPENT THEIR TIME DURING THE WORK DAY THROUGHOUT THE SCHOOL YEAR OF 1967-68

| Counselor type as specified in the conceptual model developed for the study | Percent of counselors |         |       |
|---|-----------------------|---------|-------|
|   | Males                 | Females | Both  |
| I<br>(25% of time in counseling and consulting)                             | 21.0                  | 15.5    | 36.5  |
| II<br>(50% of time in counseling and consulting)                            | 26.5                  | 19.0    | 45.5  |
| III<br>(75% of time in counseling and consulting)                           | 9.0                   | 7.0     | 16.0  |
| IV<br>(87% of time in counseling and consulting)                            | .5                    | 1.5     | 2.0   |
| V<br>(95% of time in counseling and consulting)                             | 0.0                   | 0.0     | 0.0   |
| Total   | 57.0                  | 43.0    | 100.0 |

Detailed information is presented in Table 50, Appendix A.

In summary then, a profile of the typical senior high school counselor in Maryland during the 1967-68 school year emerged from the personal data collected from the participating counselors:

Sex -- male, 3 times out of 5

Age -- 35 to 44

Certification status -- for guidance in Maryland, 4 times out of 5

Training received with Maryland -- 11 times out of 20

Degree -- master's 7 times out of 10

Graduate credits in guidance -- 25 to 36

Experience -- 1-4 years as a counselor

7-10 years as a teacher

3-4 years of other work experience

Pupil load -- 350 to 400

Self-estimate of his functioning -- 50 percent of his time  
in people-oriented counseling and consulting  
activities

The main study assessed the degree to which this typical counselor was actually devoting his time to these functions and examined the relationship between these personal factors and the counselor's style of carrying out his responsibilities. The results are reported in chapters VII and VIII.

#### Arrangements by County Organizational Plans

One of the administrative factors selected for examination in this study for its relationship to counselor functioning was the organizational plan adopted by the county for the provision of guidance services. The four plans and two major organizational approaches in existence in Maryland are described earlier in this report and are reviewed briefly in Chart 8 on the following page. This chart identifies the determining factor in organizational pattern as the line of responsibility through which the guidance supervisor functions.

## CHART 8

SUMMARY OF THE FOUR PLANS AND TWO APPROACHES UTILIZED BY  
THE MARYLAND COUNTIES IN THE ORGANIZATION OF GUIDANCE  
SERVICES DURING THE SCHOOL YEAR OF 1967-68

| Plan for larger counties  | Plan for smaller counties   |
|---|---|
| <b>Pupil Services Team Approach</b>   |   |
| <p style="text-align: center;">I.a.</p> Supervisor of Guidance reports to a Director or Assistant Superintendent of Pupil Services.           | <p style="text-align: center;">I.b.</p> Supervisor of Guidance serves also as Supervisor or Director of Pupil Services and reports to the Superintendent of Schools.        |
| <b>Instructional Team Approach</b>  |   |
| <p style="text-align: center;">II.a.</p> Supervisor of Guidance reports directly to the Director or Assistant Superintendent for Instruction. | <p style="text-align: center;">II.b.</p> Supervisor of Guidance serves also as Supervisor or Director of Instruction and reports directly to the Superintendent of Schools. |

The data obtained from the survey conducted in the preliminary study provide insight into the extent to which these various plans and approaches have been adopted in the State and make possible an assessment of their status, as is summarized in the following table.

TABLE 36  
 EXTENT OF THE ADOPTION OF DIFFERENT ORGANIZATIONAL PLANS  
 AND APPROACHES FOR GUIDANCE SERVICES IN MARYLAND  
 COUNTIES DURING THE SCHOOL YEAR OF 1967-68

| Organizational pattern               | Number of counties and size of each | Percent of secondary enrollment of all counties | Percent of secondary counselors of all counties | Percent of other pupil service workers |
|--------------------------------------|-------------------------------------|---|---|--|
| Plan                                 |                                     |   |   |  |
| I.a.<br>Director of Pupil Services   | 3 VL }<br>1 S } 4                   | 59.5  | 65.0  | 70.0                                   |
| I.b.<br>Supervisor of Pupil Services | 2 M }<br>2 S } 7<br>3 VS }          | 9.0   | 8.0   | 8.0                                    |
| II.a.<br>Supervisor of Guidance      | 1 L }<br>5 M } 6                    | 21.0  | 19.0  | 14.0                                   |
| II.b.<br>Supervisor of Instruction   | 2 M }<br>3 S } 6<br>1 VS }          | 10.5  | 8.0   | 8.0                                    |
| Approach                             |                                     |   |   |  |
| I.a.b.<br>Pupil Services Team        | 3 VL-3 S }<br>2 M-3 VS } 11         | 68.5  | 73.0  | 78.0                                   |
| II.a.b<br>Instructional Team         | 1 L-3 S }<br>7 M-1 VS } 12          | 31.5  | 27.0  | 22.0                                   |

As is indicated in Table 36, the I.a. and II.a. counties were the larger ones with all three of the very large counties organized under the Pupil Services approach. The small counties were equally divided in their adoption of the different approaches and tended to have

their guidance supervisor report directly to the Superintendent of Schools. They are reported as I.b. and II.b. counties.

Plan I counties provided a greater percentage of both counselors and other pupil services workers than might be expected for the percentage of school population. Plan I.a. appears to favor other pupil services workers in terms of numbers, and Plan II.a. to favor counselors.

The data on personnel, schools, and counties which were presented previously in this chapter have been organized in terms of these four plans and two approaches and detailed summaries are reported in Tables 51 through 69 of Appendix A. An assessment of the status of the counties adopting these various plans and approaches is possible by an examination of the profiles presented in the following tables (37, 38, and 39).

Counselors in Plans II.a. and II.b. appear to have earned more guidance credits, to have more counseling experience, to be older, and to be carrying heavier pupil loads than their matched colleagues in Plans I.a. and I.b. These same counselors were receiving less clerical help per guidance department than were the Pupil Services (I.a. and I.b.) counselors.

TABLE 37

PROFILE OF COUNTY GUIDANCE ORGANIZATIONAL PLANS UTILIZING  
THE MEDIANS OF SELECTED ADMINISTRATIVE FACTORS--1967-68

| Factor                                   | County organizational plan |       |       |       | State total |
|--|----------------------------|-------|-------|-------|-------------|
|  | I.a.                       | I.b.  | II.a. | II.b. |             |
| Guidance credits earned                  | 31.5                       | 26.5  | 32.0  | 28.1  | 30.74       |
| Years of teaching experience             | 7.9                        | 9.0   | 6.5   | 9.7   | 8.10        |
| Years of counseling experience           | 4.0                        | 4.5   | 6.3   | 7.0   | 4.76        |
| Counselor's age                          | 37.3                       | 42.0  | 40.3  | 44.5  | 41.27       |
| Pupil load                               | 375.5                      | 430.5 | 470.5 | 517.2 | 410.76      |
| Number of clerks per guidance department | 1.0                        | .5    | .9    | .4    | 1.18        |

An examination of Table 38 on the next page indicates that the Instructional Team counties (II.a. and II.b.) had larger ratios for several personnel factors than did the Pupil Services counties (I.a. and I.b.). Especially important in a study of counselor functioning is the variation in the amount of guidance supervision provided. Plan II.b. counties reported a much higher counselor/supervisor ratio than counties in any of the other three plans. This was true also of pupil/counselor ratios.

TABLE 38

PROFILE OF COUNTY GUIDANCE ORGANIZATIONAL PLANS UTILIZING  
THE MEANS OF THE RATIOS OF SPECIFIED ADMINISTRATIVE  
FACTORS FOR THE SCHOOL YEAR OF 1967-68

| Factor<br>(ratios)               | County organizational plan |       |         |         | State<br>total |
|----------------------------------|----------------------------|-------|---------|---------|----------------|
|                                  | I.a.                       | I.b.  | II.a.   | II.b.   |                |
| Pupil/counselor                  | 367.5                      | 425.0 | 430.1   | 612.5   | 414.6          |
| Pupil/pupil<br>services worker   | 1378                       | 1439  | 2569    | 2254    | 1126           |
| Pupil/pupil<br>personnel worker  | 3887                       | 4107  | 3876    | 4735    | 4368           |
| Pupil/school<br>psychologist     | 9601                       | 6346  | 10,538+ | 11,693+ | 8334+          |
| Counselor/guidance<br>supervisor | 45.5                       | 51.6  | 54.3    | 81.7    | 59.0           |
| Counselor/guidance<br>clerk      | 3.6                        | 3.2   | 4.7     | 3.1     | 3.5            |

The profile presented in Table 39 on the following page gives the percentage of participating counselors from each county who fit the administrative factors described. The resulting picture shows more similarities between counties organized under plans I.a. and II.a. and under plans I.b. and II.b. This situation is probably because of the similarity in size of the counties in these two groupings.

Counties organized under plan II.b. appear to trail the other counties in terms of the amount of guidance training of their counselors, certification status, and the extension of guidance services throughout the summer months. This same group of counties leads the others in the percentage of counselors holding master's degrees in fields other than

guidance. The assignment of counselees in these counties is more likely to be some combination of plans.

TABLE 39

PROFILE OF COUNTY ORGANIZATIONAL PLANS FOR GUIDANCE UTILIZING  
PERCENTAGES OF PARTICIPATING COUNSELORS FROM EACH  
COUNTY FOR 1967-68

| Factor                                | County organizational plan |      |       |       | State<br>Total |
|---------------------------------------|----------------------------|------|-------|-------|----------------|
|                                       | I.a.                       | I.b. | II.a. | II.b. |                |
| Master's degree<br>in guidance        | 45                         | 44   | 45    | 27    | 43             |
| Other master's degree                 | 29                         | 28   | 22    | 55    | 31             |
| Both master's degrees                 | 5                          | 0    | 6     | 0     | 4              |
| No master's degree                    | 21                         | 28   | 27    | 18    | 22             |
| Employed during summer<br>(counselor) | 73                         | 54   | 72    | 24    | 67             |
| Guidance institute                    | 24                         | 33   | 40    | 46    | 31             |
| Maryland trained                      | 54                         | 44   | 60    | 60.5  | 54.5           |
| Guidance certified                    | 85                         | 67   | 83    | 60    | 80             |
| One-counselor schools                 | 0                          | 44   | 13    | 32    | 12             |
| Remain with counselees                | 79                         | 36   | 60    | 13.5  | 61             |
| Remain with a grade                   | 9                          | 18   | 14    | 9     | 10             |
| Specialize by function                | 1                          | 0    | 8     | 0     | 2.5            |
| Combined assignment                   | 11                         | 2    | 5     | 45.5  | 13.5           |

The financial support for guidance services provided by the counties organized under these different plans is shown in Table 40 on the following page. Again, when the plans are paired by size

(I.a. with II.a. and I.b. with II.b.), the Pupil Services approach (I.a. and I.b.) seems to entail a greater expenditure of funds from both total and local support.

TABLE 40

PER PUPIL GUIDANCE EXPENDITURES REPORTED BY COUNTIES ORGANIZED UNDER THE VARIOUS GUIDANCE ORGANIZATIONAL PLANS (EXPRESSED AS MEANS)--1967-68

| Source of support | County organizational plan |         |         |         | State total |
|-------------------|----------------------------|---------|---------|---------|-------------|
|                   | I.a.                       | I.b.    | II.a.   | II.b.   |             |
| All sources       | \$34.48                    | \$21.22 | \$26.76 | \$19.97 | \$24.65     |
| Local only        | 24.62                      | 10.85   | 17.61   | 9.80    | 15.37       |

Reviewing the percentages of student population served by the counties in each plan and comparing these with guidance expenditures provides the picture given in Table 41 below. Once again there is indicated a greater expenditure for guidance services under Plan I.a. and under the Pupil Services approach (I.a. and b.)

TABLE 41

COMPARISON OF PERCENTAGES OF STUDENT POPULATION SERVED WITH TOTAL GUIDANCE EXPENDITURES BY COUNTIES ORGANIZED INTO THE FOUR PLANS FOR GUIDANCE SERVICES DURING 1967-68

| Organizational plan | Percent of total student enrollment of all Maryland counties | Percent of total guidance expenditure of all Maryland counties |
|---------------------|--|--|
| I.a.                | 59.5   | 65.5   |
| I.b.                | 9.0  | 7.4  |
| II.a.               | 21.0   | 19.9   |
| II.b.               | 8.5  | 7.2  |

Relationships between the Specified Administrative Factors

Examination of the material presented in these various tables survey data suggests some relationships between certain of these factors. Pearson Product-Moment correlation coefficients were derived to measure statistically such relationships. Only those greater than 0.50 are reported below as being worthy of further consideration.

Age: with years of counseling experience . . . . . (0.598)  
with years of teaching experience . . . . . (0.657)

Sex: no correlation with any other of these factors to the extent of producing a coefficient of 0.50.

Counselor training:

attendance at a guidance institute with counselor/guidance supervisor ratio . . . . . (0.505)

Experience: None--other than those already mentioned as existing between age and counseling and teaching experience.

County Organizational Plan for Guidance Services: When the organizational plan was considered in view of the line of administrative report of the guidance supervisor (Chart 8), three patterns evolved. Small counties showed this supervisor as reporting directly to Superintendent of Schools, and the larger counties were divided between reporting to a Director of Pupil Services or of Instruction. This factor of "reporting to whom" produced several coefficients beyond the 0.50 level.

Also the factor of which of the four plans previously described was adopted by the county produced some correlations beyond the 0.50 level. The coefficients resulting from

correlating these two approaches with other administrative factors are reported in Table 42 below.

Examination of this table indicates that size of the county has some effect on the provision of clerical help. However, regardless of county size, organizational plan has some impact on the provision of psychological services, the assignment of appropriately trained guidance supervisors, and a greater expenditure of funds for guidance services.

TABLE 42

COEFFICIENTS OF CORRELATION EXCEEDING (0.50) BETWEEN FACTORS OF GUIDANCE ADMINISTRATIVE PATTERNS AT THE COUNTY LEVEL AND OTHER SPECIFIED ADMINISTRATIVE FACTORS

| Guidance supervisors reports to whom | Other specified administrative factors   | Organizational plan for guidance services at county level |
|--------------------------------------|--|---|
| 0.8176                               | county secondary enrollment              | 0.8112  |
| 0.7855                               | number of guidance supervisors           | 0.7584  |
| 0.6165                               | guidance supervisors trained in guidance | 0.5583  |
| 0.7793                               | total per pupil guidance expenditure     | 0.7093  |
| 0.8501                               | local per pupil guidance expenditure     | 0.7418  |
| 0.5389                               | pupil/school psychologist ratio          | 0.5498  |
| 0.5765                               | provision of guidance clerical help      | - - - -   |

When the number of guidance supervisors, as well as whether or not they are trained in guidance, are considered as factors, regardless

of organizational pattern, certain relationships are indicated. These coefficients of correlation are reported in Table 43 below.

They suggest the likelihood of a greater number of guidance supervisors with specialized training in counties where more school psychologists are employed and where more funds are devoted to guidance services.

TABLE 43

COEFFICIENTS OF CORRELATION EXCEEDING (0.50) BETWEEN FACTORS  
OF GUIDANCE SUPERVISION AND OTHER ADMINISTRATIVE FACTORS

| Number of guidance supervisors | Other factors                        | Guidance supervisor trained in guidance |
|--------------------------------|--------------------------------------|---|
| 0.5165                         | Pupil/school psychologist ratio      | 0.5476                                  |
| 0.8067                         | Total per pupil guidance expenditure | 0.5471                                  |
| 0.8674                         | Local per pupil guidance expenditure | 0.5395                                  |

Ratios: There appeared to be a very limited degree of correlation between pupil/counselor ratio and others of the specified administrative factors being examined in the study. The following coefficients were derived for these relationships between pupil/counselor ratio and--

total per pupil guidance expenditure . . . . . (-0.366)  
 local per pupil guidance expenditure . . . . . (-0.390)  
 clerical aid per school for guidance . . . . . (-0.225)  
 county organizational plan for guidance . . . . . (-0.490)

|   |          |
|---|----------|
| guidance supervisor reports to whom . . . . .     | (-0.450) |
| guidance supervisor trained in guidance . . . . . | ( 0.381) |
| secondary enrollment . . . . .                    | (-0.336) |
| number of guidance supervisors . . . . .          | (-0.282) |
| pupil/pupil personnel worker ratio . . . . .      | ( 0.236) |
| pupil/school psychologist ratio . . . . .         | ( 0.312) |
| pupil/speech therapist ratio . . . . .            | ( 0.187) |

Although pupil/counselor ratios produced low correlation coefficients, examination of the relationship between pupil/school psychologist ratios and the various administrative factors revealed a number of correlation coefficients exceeding 0.50. They include the following:

|   |          |
|---|----------|
| secondary enrollment . . . . .                    | (0.5924) |
| total per pupil guidance expenditure . . . . .    | (0.6484) |
| pupil/speech therapist ratio . . . . .            | (0.5875) |
| pupil/pupil services worker ratio . . . . .       | (0.5820) |
| number of guidance supervisors . . . . .          | (0.5165) |
| county organizational plan for guidance . . . . . | (0.5498) |

These correlations suggest that the larger counties which emphasize the pupil services approach utilizing trained guidance supervisors and providing more specialized services of all kinds are apt to provide more psychological service per pupil.

Secondary Enrollment: There appeared to be some relationship between the number of secondary students and certain other administrative factors. Those producing Pearson Product-Moment correlation coefficients exceeding the 0.50 level included the following:

|   |          |
|---|----------|
| number of guidance supervisors . . . . .          | (0.8282) |
| total per pupil guidance expenditure . . . . .    | (0.6900) |
| local per pupil guidance expenditure . . . . .    | (0.8132) |
| pupil/school psychologist ratio . . . . .         | (0.5924) |
| county organizational plan for guidance . . . . . | (0.8112) |
| guidance supervisor reports to whom . . . . .     | (0.8176) |

Expenditures: Finally, there were calculated a number of coefficients of correlation over the 0.50 level for relationships between per pupil guidance expenditures and other factors, as indicated below in Table 44.

TABLE 44

COEFFICIENTS OF CORRELATION EXCEEDING (0.50) FOR RELATIONSHIPS BETWEEN FACTORS OF GUIDANCE EXPENDITURES AND OTHER FACTORS

| Total per pupil expenditure | Other factor                             | Local per pupil expenditure |
|-----------------------------|--|-----------------------------|
| 0.6900                      | secondary enrollment                     | 0.8132                      |
| 0.6041                      | pupil/psychologist ratio                 | -0.6484                     |
| 0.8067                      | number of guidance supervisors           | 0.8674                      |
| 0.5471                      | guidance supervisors trained in guidance | 0.5395                      |
| 0.7093                      | organizational approach                  | 0.7418                      |
| 0.7793                      | supervisor of guidance reports to whom   | 0.8501                      |

In addition, the total and local per pupil expenditures for guidance produced a coefficient of (0.9425) when correlated with one another.

In summary, certain of the administrative factors selected for examination in the main study for their possible relationship to counselor functioning do indicate some degree of relationship with one another. Whether or not these factors actually influence one another cannot be determined by a survey approach. However, the findings reported above appear to indicate that a sufficient relationship does exist between certain of them to warrant further investigation.

Of particular interest is the relationship between the organizational plan for guidance services adopted at the county level and seven other factors--secondary enrollment, number of guidance supervisors, especially trained guidance supervisors, total and local per pupil guidance expenditures, pupil/school psychologist ratio, and amount of clerical assistance for the guidance department.

In the next two chapters the findings of the main study will be reported. These findings will include the relationship between counselor functioning in Maryland and these various administrative factors discussed in detail in this chapter.

## CHAPTER VII

### RESULTS OBTAINED FROM THE COMPUTER SORTING PROCESSES AND FROM THE CLASSIFICATION OF PARTICIPANTS INTO COUNSELOR TYPES

The findings from the main study of the impact of specified administrative factors on counselor functioning in the senior high schools of Maryland counties during 1967-68 are reported in Chapters VII and VIII. The results obtained from the computer sorting processes and the classification by counselor type are reported in three sections of this chapter:

1. sorting of the logs into ASCA categories
2. sorting into the Wrenn categories
3. calculation of counselor type scores and the classification into counselor types.

The results obtained from the statistical analyses of the relationships between counselor types and the specified administrative factors are reported in Chapter VIII.

#### Results of the Sorting of Logs into ASCA Categories

The one hundred and seventy-four participating counselors submitted 25,241 log sheets at the end of the ten days of collecting data, an average of 147.153 logs per counselor. There was great variation in the number of logs submitted by different counselors, indicating a wide variety of guidance practices across the State. One counselor recorded as many as 411 different activities during the ten-day period. At the other extreme, one person submitted only forty-one logs. The median number of logs submitted was computed to be 140.8 per counselor.

Records were processed by computer for one hundred and seventy counselors. Two of the original one hundred and seventy-six participants were excluded because they did not complete the ten days of assigned collection. Data for four others were lost in transferring from the Digetek forms to computer tape. It was possible to process two of these sets by hand.

Utilizing the original computer program which attempted to identify all of the possible combinations of activities from the three sections of the Activities Log, the first computer run sorted sixty-eight and one half percent of the logs into the ASCA categories. Refinement of the sorting program in order to classify those combinations of activities identified by the computer as not being included in the original program was begun and continued until fewer than one half percent of the logs remained as unclassifiable. This was the limit of acceptance originally established for the sorting operation.

The computer program provided for the following tasks to be completed by the computer: 1. sorting the logs into the ASCA categories; 2. calculating the total number of minutes recorded by each counselor; 3. calculation of the number of minutes per counselor for each ASCA category; 4. calculating the percentage of time spent by each counselor in each ASCA category.

Completion of the second of the above tasks provided the following information: The mean time which all participating counselors devoted to professional duties during these ten days was 4041.6 minutes. This amounted to 404.16 minutes or 7.73 hours per day.

The range of the working day of these counselors was extensive. The longest day was recorded by one counselor as consisting of an average of 14.13 hours. This was not an impossibility in view of the provision on the log for reporting work done after school hours and work taken home. At the other extreme, one counselor recorded an average work day of 3.6 hours. Whether this was a result of failure to log all activities was impossible to determine.

The average counselor in the study recorded 14.76 different activities per day and devoted a mean of 27.38 minutes to each activity.

The percentage of time having been calculated by the computer for each counselor in each ASCA category of function, it was possible to determine the means and medians of the percentages of time actually spend by all the counselors in the study in each ASCA category. It was also possible to compare these means and medians with those suggested as reasonable expectations for the average school counselor by the twenty-four guidance supervisors who participated in one of the preliminary studies reported in Table 3 on Page of Chapter V. The resulting comparison is presented in Table 45. Some major discrepancies are indicated between actual performance and expectations, especially in the category of "counseling".

The category of "other activities" which produced a much heavier allotment of counselor time than anticipated, included three areas-- professional self-development (7.8 percent), clerical duties (12.30 percent), and other non-guidance related school responsibilities (6.00 percent).

!

TABLE 45

COMPARISON OF THE MEANS AND MEDIANS OF GUARDIAN SUPERVISORS' EXPECTATIONS OF AN AVERAGE COUNSELOR'S FUNCTIONING WITH THE MEANS AND MEDIANS OF THE ACTUAL PERCENTAGE OF TIME DEVOTED BY COUNSELORS IN THE MARYLAND STUDY TO EACH OF THE ASCA CATEGORIES OF FUNCTION-- 1967-68

| ASCA Function                     | Percentage of Time        |                   |                           |                   |
|-----------------------------------|---------------------------|-------------------|---------------------------|-------------------|
|                                   | Means                     |                   | Medians                   |                   |
|                                   | Supervisors' expectations | Actually reported | Supervisors' expectations | Actually reported |
| Program planning                  | 7.4                       | 12.3              | 8.57                      | 12.33             |
| Counseling                        | 41.2                      | 22.3              | 44.00                     | 24.88             |
| Appraisal                         | 7.7                       | 4.7               | 8.58                      | 2.82              |
| Educational-occupational planning | 12.3                      | 8.4               | 12.57                     | 7.80              |
| Referral                          | 3.4                       | 3.3               | 3.32                      | 3.35              |
| Placement                         | 3.6                       | 6.6               | 3.65                      | 5.33              |
| Parent help                       | 6.2                       | 4.8               | 12.48                     | 3.22              |
| Staff consultation                | 8.4                       | 7.3               | 8.78                      | 8.34              |
| Local research                    | 3.3                       | 2.2               | 3.32                      | 2.33              |
| Public relations                  | 3.2                       | 1.1               | 3.38                      | 1.43              |
| Other activities                  | 1.7                       | 16.12             | 1.53                      | 11.74             |
| Total                             | 100.0                     | 100.0             | 100.0                     | 100.0             |

Distribution of means by counties is presented in Table 46 of Appendix A.

Individual counselor print-offs were prepared and mailed to each participant so that he could compare his own expenditure of time with the State means in each of the ASCA categories. (EXHIBIT B, Appendix B).

In order to examine the time distribution in the ASCA categories in terms of the various county organizational plans for guidance which were discussed earlier, the mean of the percentages of time devoted to each ASCA category was computed for the counselors working in the counties operating under these different plans. The results are reported in Table 46 on the following page. The means in this table have been arranged so that a comparison can be made between the Pupil Services and Instructional approaches and also between the smaller counties (Plan I.b. and II.b.) and the larger counties (Plans I.a. and II.a.).

When the two approaches are examined, the Pupil Services pattern reports slightly less time devoted to clerical chores and other school responsibilities and more time in program planning, parent and staff consultation, placement, and professional self-development. In contrast, the Instructional approach shows a heavier emphasis time-wise on personal counseling, educational-occupational planning, appraisal, referral, and research.

However, examination of the means reported under the four plans gives a different picture when the scores are compared for the larger counties and the smaller ones. Such a comparison indicates that in four of the functions where the Pupil Services approach appeared to be more favorable time-wise, there were discrepancies. Less time is spent both in clerical chores and other school responsibilities by Plan II.b. and I.a. counties when compared with their matched pair counties. Because II.b. represents small counties and I.a., large counties, size does not seem to be the deciding factor in these two functions.

TABLE 46

MEANS OF THE PERCENTAGES OF TIME DEVOTED BY COUNSELORS TO EACH ASCA CATEGORY OF FUNCTION ACCORDING TO COUNTY ORGANIZATIONAL PATTERN FOR GUIDANCE SERVICES IN MARYLAND--1967-68

| ASCA<br>Function                 | County Organizational Plan |       |           |       | Approach          |                    |
|----------------------------------|----------------------------|-------|-----------|-------|-------------------|--------------------|
|                                  | (Larger)                   |       | (Smaller) |       | Pupil<br>Services | Instruc-<br>tional |
|                                  | I.a.                       | II.a. | I.b.      | II.b. |                   |                    |
| Planning                         | 13.70                      | 9.54  | 11.99     | 10.16 | 13.44             | 9.78               |
| Counseling                       | 20.10                      | 22.15 | 17.10     | 18.88 | 19.64             | 20.91              |
| Appraisal                        | 4.69                       | 5.70  | 4.05      | 4.60  | 4.60              | 5.29               |
| Ed.-occ.<br>planning             | 8.57                       | 9.26  | 10.80     | 12.23 | 8.91              | 10.38              |
| Referral                         | 4.14                       | 4.43  | 2.55      | 4.18  | 3.89              | 4.34               |
| Placement                        | 9.19                       | 7.37  | 8.73      | 8.16  | 9.12              | 7.67               |
| Parent help                      | 5.65                       | 3.93  | 4.54      | 3.76  | 5.48              | 3.76               |
| Staff con-<br>sultation          | 8.44                       | 6.23  | 5.89      | 7.14  | 8.05              | 6.57               |
| Local<br>research                | 1.09                       | 1.70  | .52       | 1.71  | .59               | 1.71               |
| Public<br>relations              | 1.17                       | 1.35  | 1.01      | .77   | 1.15              | 1.14               |
| Professional<br>development      | 8.16                       | 7.62  | 7.89      | 7.15  | 8.12              | 7.43               |
| Clerical<br>duties               | 11.49                      | 14.54 | 14.01     | 10.80 | 11.88             | 13.16              |
| Other school<br>responsibilities | 4.04                       | 6.17  | 11.06     | 10.60 | 5.12              | 7.87               |

On the other hand, discrepancies also occur in the functions of public relations and staff consultation with Plan II.a. surpassing I.a.

on the former function, and II.b. surpassing I.b. on the latter. Inasmuch as II.a. and I.a. are both large county groups, and II.b. and I.b. are both small county combinations, the influence of size is indicated. It therefore seems imperative to be cautious about the effects of county size and to control this factor in evaluating the two organizational approaches.

#### Results of the Sorting into the Wrenn Categories

A further computer program sorted the fifty ASCA functions into the four Wrenn categories and calculated the percentages of time devoted to each category by each counselor. State-wide means were then derived for the four Wrenn categories, indicating the actual time devoted by Maryland counselors to these functions.

A comparison of these means with those suggested by the guidance supervisors in one of the preliminary studies is presented below in Table 47.

TABLE 47

COMPARISON OF THE MEANS OF GUIDANCE SUPERVISORS' EXPECTATIONS OF AN AVERAGE COUNSELOR'S FUNCTIONING WITH THE MEANS OF THE ACTUAL PERCENTAGES OF TIME DEVOTED BY THE MARYLAND STUDY COUNSELORS TO EACH OF THE WRENN CATEGORIES OF FUNCTION--1967-68

| Wrenn Function          | Means of Percentage of Time |        |
|-------------------------|-----------------------------|--------|
|                         | Supervisors' Expectation    | Actual |
| Counseling              | 56.5                        | 31.74  |
| Consulting              | 20.5                        | 16.84  |
| Coordinating and change | 13.0                        | 24.79  |
| Other                   | 10.0                        | 26.32  |

Distribution of the means by counties is reported in Table 71 of Appendix A.

Considerably more time was devoted to the third and fourth categories of function than had been expected, and considerably less time in the areas of counseling and consulting.

To determine the status of functioning according to the Wrenn categories in the different organizational plans for guidance, means were calculated for the counties in each of the four plans with the results as reported below.

TABLE 48  
MEANS OF THE PERCENTAGES OF TIME DEVOTED TO THE WRENN  
CATEGORIES OF FUNCTION BY PARTICIPATING COUNSELORS  
ARRANGED BY COUNTY ORGANIZATIONAL PLANS FOR  
GUIDANCE SERVICES DURING 1967-68

| Wrenn<br>Category | County Organizational Plan |       |           |       | Approach          |                    |
|-------------------|----------------------------|-------|-----------|-------|-------------------|--------------------|
|                   | (Larger)                   |       | (Smaller) |       | Pupil<br>Services | Instruc-<br>tional |
| I.a.              | II.a.                      | I.b.  | II.b.     |       |                   |                    |
| Counseling        | 31.27                      | 33.55 | 30.61     | 31.77 | 31.10             | 32.88              |
| Consulting        | 18.88                      | 15.44 | 14.77     | 14.75 | 18.23             | 14.42              |
| Coordinating      | 26.49                      | 22.56 | 20.79     | 24.92 | 25.60             | 23.46              |
| Other             | 23.66                      | 28.91 | 34.09     | 30.22 | 25.31             | 29.41              |

The Instructional approach appeared to produce a somewhat larger percentage of time devoted to counseling, and the Pupil Services approach more time for consulting. Also, counselors working under the Instructional approach spent more time in duties other than guidance functions, and the Pupil Services counselors devoted more time to coordinating. However, again size seems to have some influence, and the

Plan II.b. means when compared with the Plan I.b. means reverse the results obtained through the consideration by approaches for "coordinating" and "other".

#### Counselor Types and Counselor Type Scores

Using the appropriate tables of scores (Tables 5 through 8 of Appendix A), the computer provided for the derivation of counselor type scores for each of the four Wrenn categories. The average of these four separate scores was then calculated to provide the total counselor type score for each counselor in the study. From these were derived counselor type designations for each counselor. A summary of the results for the State is recorded below.

TABLE 49

#### NUMBER AND PERCENTAGE OF PARTICIPATING COUNSELORS CLASSIFIED BY COUNSELOR TYPES AFTER THE FINAL COMPUTER SORTING

| Counselor Type by percentage of time spent in counseling and consulting | Number of Counselors | Percentage of Counselors |
|---|----------------------|--------------------------|
| I --- 25 percent  | 12                   | 7.0                      |
| II --- 50 percent   | 121                  | 70.5                     |
| III --- 75 percent  | 38                   | 22.0                     |
| IV --- 87 percent   | 1                    | .5                       |
| V --- 95 percent  | 0                    | 0.0                      |
| Total   | 172                  | 100.0                    |

Distribution by counties is presented in Table 72 of Appendix A.

Variation in counselor work patterns was indicated by the differences in the number of Activities Logs submitted. These variations are shown in Table 50 on the following page.

TABLE 50

MEANS, MEDIANS, AND RANGES OF THE NUMBER OF ACTIVITIES LOGS  
SUBMITTED BY COUNSELORS ARRANGED BY COUNSELOR TYPES

| Number of Logs     | Counselor Type |       |       |       |       |
|--------------------|----------------|-------|-------|-------|-------|
|                    | I              | II    | III   | IV    | Total |
| Mean               | 150.7          | 151.6 | 132.7 | 186.0 | 147.6 |
| 25th percentile    | 93.5           | 103.3 | 99.5  | ----- | 100.8 |
| Median             | 125.5          | 127.5 | 128.0 | 186.0 | 140.8 |
| 75th percentile    | 162.5          | 182.1 | 163.7 | ----- | 173.4 |
| Standard deviation | 79.4           | 60.4  | 43.7  | ----- | 57.4  |

The distribution of the number of logs is presented in Table 73 of Appendix A.

The above table indicates that Type III counselors were more consistent in submitting fewer logs. They also devoted more time to each activity recorded on the logs, as is shown in Table 51 below.

Not only did the counselors differ in the length of any one activity but also in the length of the work day, as is presented in Table 52 on the following page. The longest work days were reported by Type I counselors, and the shortest by Type III counselors who recorded two thirds of an hour less per day than did any other type.

TABLE 51

MEANS OF THE NUMBER OF MINUTES DEVOTED TO ANY ONE  
ACTIVITY BY THE VARIOUS COUNSELOR TYPES

| Counselor Type | Number of Minutes |
|----------------|-------------------|
| I              | 25.29             |
| II             | 25.35             |
| III            | 28.30             |
| IV             | 22.28             |

The distribution is reported in Tables 74 to 77 of Appendix A.

TABLE 52

MEANS OF THE NUMBER OF HOURS DEVOTED TO PROFESSIONAL DUTIES  
BY THE PARTICIPATING COUNSELORS BY COUNSELOR TYPES

| Counselor Type | Number of Working Hours per Day |
|----------------|---------------------------------|
| I              | 6.96                            |
| II             | 6.87                            |
| III            | 6.24                            |
| IV             | 6.90                            |

The percentages of counselors in each counselor type arranged according to county organizational plan for guidance services are presented in Table 53 below. The largest percentage of Type III and IV was employed in counties organized under the Pupil Services approach.

TABLE 53

PERCENTAGE DISTRIBUTION OF COUNSELOR TYPES BY COUNTY  
ORGANIZATIONAL PLANS FOR GUIDANCE SERVICES

| Counselor Type | County Organizational Plan |      |       |       | Approach       |                |
|----------------|----------------------------|------|-------|-------|----------------|----------------|
|                | I.a.                       | I.b. | II.a. | II.b. | Pupil Services | Instruc-tional |
| I              | 5                          | 6    | 8     | 14    | 6              | 10             |
| II             | 67                         | 76   | 75    | 72    | 68.5           | 74             |
| III            | 27                         | 18   | 17    | 14    | 25             | 16             |
| IV             | 1                          | 0    | 0     | 0     | .5             | 0              |
| Total          | 100                        | 100  | 100   | 100   | 100.0          | 100            |

A similar picture is presented when the means and medians of counselor type scores are arranged by county organizational plans, as is shown in Table 54 below.

TABLE 54  
MEANS AND MEDIANS OF COUNSELOR TYPE SCORES BY COUNTY  
ORGANIZATIONAL PLANS FOR GUIDANCE SERVICES

| Counselor<br>Type Score | County Organizational Plan |        |        |        | Approach          |                    |
|-------------------------|----------------------------|--------|--------|--------|-------------------|--------------------|
|                         | I.a.                       | I.b.   | II.a.  | II.b.  | Pupil<br>Services | Instruc-<br>tional |
| Mean                    | 171.91                     | 153.66 | 161.92 | 146.86 | 168.95            | 156.21             |
| Median                  | 166.00                     | 154.10 | 163.00 | 138.00 | 164.40            | 156.30             |

The mean counselor type score calculated for all of the participating counselors was 164.65. Counselors working in counties organized under the Pupil Services approach produced a mean counselor type score of 168.95 which exceeded this State mean, as did counties under Plan I.a. (171.91). However, Plan II.a. counties produced a higher mean counselor type score than did either Plan I.b. or Plan II.b. counties. This suggests that the larger counties tended to produce higher scores regardless of organizational plan.

The counselor type score is a composite of the scores obtained by each counselor in each of the four Wrenn categories of function. The means of the number of minutes spent by each counselor type in each of these four functions is reported in Table 55 on the following page.

TABLE 55  
 MEANS OF THE NUMBER OF MINUTES PER DAY DEVOTED TO EACH OF  
 THE WRENN CATEGORIES OF FUNCTION BY COUNSELOR TYPES

| Means of minutes | Counselor Type |        |        |        |        |
|------------------|----------------|--------|--------|--------|--------|
|                  | I.             | II.    | III.   | IV.    | Total  |
| Counseling       | 88.46          | 129.40 | 124.35 | 234.50 | 126.05 |
| Consulting       | 42.41          | 65.27  | 93.66  | 112.00 | 70.13  |
| Coordinating     | 168.43         | 104.15 | 91.16  | 48.50  | 105.53 |
| Other            | 138.00         | 118.60 | 68.20  | 19.50  | 108.40 |

Distributions are reported in Tables 74-77 of Appendix A.

Examination of Table 55 reveals that Type II counselors actually spent five more minutes per day in counseling than did the Type III counselors, but the longer work day put in by the Type II counselor, as reported in Table 52, resulted in a lesser percentage of total time in counseling.

The distribution by counselor types within any one school is one indication of the influence on counselor functioning of the administration of that school. The summary presented on the following page in Table 56 shows that counselor type does not depend on the school assignment of the counselor.

The means and medians of the pupil loads of the counselors by Counselor Type is summarized in Table 57, also on the following page. The lone Type IV counselor reported a pupil load considerably in excess of the State mean of 404. The variation between the means of the Type II and Type III counselors was negligible.

TABLE 56

DISTRIBUTION OF COUNSELOR TYPES BY SIZE OF GUIDANCE DEPARTMENT  
STAFFS WITHIN THE SCHOOLS IN THE STUDY

| Schools by size of<br>guidance department<br>staff | Counselor Types |     |     |    |       |
|--|-----------------|-----|-----|----|-------|
|  | I               | II  | III | IV | Total |
| Eight counselors<br>(one school)                   | 1               | 3   | 3   | 1  | 7     |
| Six counselors<br>(four schools)                   | 2               | 15  | 5   |    | 22    |
| Five counselors<br>(five schools)                  | 0               | 17  | 6   |    | 23    |
| Four counselors<br>(twelve schools)                | 1               | 33  | 12  | 1  | 47    |
| Three counselors<br>(eleven schools)               | 5               | 22  | 6   |    | 33    |
| Two counselors<br>(ten schools)                    | 1               | 16  | 3   |    | 20    |
| One counselor<br>(twenty schools)                  | 2               | 15  | 3   |    | 20    |
| Total  | 12              | 121 | 38  | 1  | 172   |

Distributions are reported in Tables 78 and 79 of Appendix A.

TABLE 57

MEANS AND MEDIANS OF THE PUPIL LOADS OF PARTICIPATING  
COUNSELORS BY COUNSELOR TYPES

| Pupil load<br>of the<br>counselor | Counselor Type |        |        |        |        |
|-----------------------------------|----------------|--------|--------|--------|--------|
|                                   | I              | II     | III    | IV     | Total  |
| Mean                              | 453.92         | 430.18 | 435.08 | 575.00 | 433.76 |
| Median                            | 438.00         | 418.56 | 404.66 | 575.00 | 413.80 |

The distribution is given in Table 87 of Appendix A.

When the counselor types derived by log were compared with the counselor types provided in the survey by a self-evaluation, some discrepancies were revealed (Table 58).

TABLE 58  
COMPARISON OF COUNSELOR TYPES DERIVED BY LOG  
AND BY SELF-ASSESSMENT

| Discrepancy              | Percentage of counselors |         |       |
|--------------------------|--------------------------|---------|-------|
|                          | Males                    | Females | Total |
| None (same for both)     | 34                       | 42      | 36    |
| Under on self-evaluation | 43                       | 36      | 40    |
| Over on self-evaluation  | 15                       | 16      | 16    |
| No self-assessment made  | 8                        | 6       | 8     |
| Total                    | 100                      | 100     | 100   |

The distribution is given in Table 80 of Appendix A.

The counselor types and counselor type scores having been derived, they were now available for use in the statistical analyses reported in the next chapter. However, prior to this step, the following report on the reliability of the Activities Log and the sorting procedure is given.

#### Reliability Check

The split-half method was utilized to determine the degree of reliability of the Activities Log and the sorting procedure adopted for the study. The amount of time each counselor devoted to the four Wrenn categories was calculated. Then the means for all counselors in each

category were computed for the first five-day period of the study, for the second five-day period, and for all ten days. The results of these computations are summarized in Table 59.

TABLE 59

MEANS OF THE PERCENTAGES OF TIME DEVOTED TO THE WRENN CATEGORIES OF FUNCTION BY THE PARTICIPATING COUNSELORS

| Five-day periods | Wrenn Categories |            |              |       |
|------------------|------------------|------------|--------------|-------|
|                  | Counseling       | Consulting | Coordinating | Other |
| Both             | 31.74            | 16.84      | 24.79        | 26.32 |
| First            | 34.01            | 17.14      | 25.91        | 22.94 |
| Second           | 29.88            | 16.99      | 24.12        | 29.59 |

Coefficients of correlation were derived to measure the relationship between the percentage of time each counselor spent in each category the first and second five-day period, the first period and all ten days and the second period and all ten days. The resulting coefficients are reported in Table 60 on the following page, as are the coefficients computed for the correlation between counselor type scores derived for the same periods of time.

There was higher correlation between the percentages of time derived for the Wrenn categories than between the counselor type scores derived during these same time periods. This would seem to indicate a greater reliability for the Activities Log and for the Wrenn sorting procedure than for the technique of deriving counselor type scores.

Also, in every case the correlation was greater between both time periods and either one than it was between the two time periods

separately. This suggests that the reliability of the log, of the sorting procedure, and of the counselor type technique increases over a longer period of usage.

TABLE 60

COEFFICIENTS OF CORRELATION CALCULATED FOR THE RELATIONSHIPS BETWEEN THE PERCENTAGES OF TIME DERIVED FOR THE WRENN CATEGORIES OF FUNCTION FOR DIFFERENT TIME PERIODS OF THE STUDY AND FOR COUNSELOR TYPE SCORES DURING THOSE SAME TIME PERIODS

| Wrenn category                      | Time periods examined              |                                      |                                   |
|-------------------------------------|------------------------------------|--------------------------------------|-----------------------------------|
|                                     | Ten days and first five-day period | Ten days and second five-day periods | First and second five-day periods |
| Counseling                          | 0.7849                             | 0.8414                               | 0.4025                            |
| Consulting                          | 0.7979                             | 0.7044                               | 0.2850                            |
| Coordinating                        | 0.7617                             | 0.6872                               | 0.1810                            |
| Other non-guidance responsibilities | 0.8128                             | 0.8377                               | 0.4341                            |
| Counselor type score                | 0.5200                             | 0.5500                               | 0.0700                            |

## CHAPTER VIII

### FINDINGS FROM THE STATISTICAL ANALYSES OF THE RELATIONSHIPS BETWEEN THE SPECIFIED ADMINISTRATIVE FACTORS AND COUNSELOR FUNCTIONING IN THE MARYLAND COUNTIES

Three types of statistical analysis were applied to the data to determine the significance of the relationships between the twenty-eight specified administrative factors and counselor function as identified by the counselor types and counselor type scores derived for the study. The findings are reported accordingly in this chapter under the following headings:

1. results of chi-square computations
2. results from the application of the Pearson Product-Moment method of correlation
3. results from an analysis of variance

#### Results of Chi-Square Computations

The Chi-square technique was utilized to test the hypothesis-- $H_0 : \pi_1 = \pi_2$  with regard to the discrete administrative factors selected for the study. The following hypotheses were tested in this manner:

There is no significant difference between counselor type as derived from the Activities Log and sorting procedure adopted for this study and the following variables:

1. the age of the counselors in the study
2. the sex of these counselors

3. the certification status of the counselors
4. the attainment of the master's degree
5. participation in a guidance institute
6. having received the majority of the guidance training within the State of Maryland
7. grade levels of counselees assigned to counselors
8. counselor-type by self-assessment
9. the pattern through which the guidance supervisor reports administratively
10. the plan of organization for guidance services adopted at the county level
11. the school organizational pattern for guidance services
12. the assignment of a guidance department chairman
13. the employment of a guidance supervisor especially trained in guidance and counseling

There was not sufficient evidence to reject the null hypothesis at the .05 level of significance in any of these cases with the exception of number six. A chi-square of 6.1730 with two degrees of freedom permitted rejection of the null hypothesis at the .05 level with regard to the relationship between counselor type and the counselor's having received the majority of his training in guidance within the State of Maryland. This result permitted the conclusion that there is such a relationship with the likelihood that the Maryland trained counselor will achieve a higher counselor type designation using the model derived for this study.

Results of the various chi-square calculations are presented below in Table 61.

TABLE 61

RESULTS OF THE CHI-SQUARE COMPUTATIONS OF THE RELATIONSHIP  
BETWEEN COUNSELOR TYPE AND SPECIFIED VARIABLES

| Variable                                | $\chi^2$ | p = .05 | p = .01 | Degrees of freedom | Level of probability |
|---|----------|---------|---------|--------------------|----------------------|
| Sex                                     | 2.3003   | 5.991   | 9.210   | 2                  | .33                  |
| Age                                     | 5.4468   | 12.592  | 16.812  | 6                  | .51                  |
| Certification status                    | .1102    | 5.991   | 9.210   | 2                  | .94                  |
| Master's degree                         | 1.9836   | 9.488   | 13.277  | 4                  | .85                  |
| Guidance institute                      | 1.5850   | 9.488   | 13.277  | 4                  | .96                  |
| Maryland trained                        | 6.1730*  | 5.991   | 9.210   | 2                  | .05                  |
| Self-type                               | 2.8175   | 12.592  | 16.812  | 6                  | .88                  |
| Grade level of students                 | 1.9568   | 9.488   | 13.277  | 4                  | .76                  |
| Guidance supervisor's line of reporting | 6.8492   | 9.438   | 13.277  | 4                  | .16                  |
| County organizational plan              | 5.7579   | 12.592  | 16.812  | 6                  | .46                  |
| School organizational plan              | 2.8333   | 12.592  | 16.812  | 6                  | .83                  |
| Guidance chairman                       | .0283    | 5.991   | 9.210   | 2                  | .99                  |
| Guidance supervisor especially trained  | 2.7687   | 5.991   | 9.210   | 2                  | .22                  |

\*Significant at the .05 level

Result: of Deriving Pearson Product-Moment Correlations

The Pearson Product-Moment method was used to measure the relationships between the continuous administrative factors selected for examination in the study and counselor type scores as derived in this study. The following coefficients of correlation were derived for the relationship between counselor type score and the following factors:

1. the pupil load of the counselor . . . . . (-0.0595)
2. the number of years of counseling experience . . . . . ( 0.0391)
3. the number of years of teaching experience . . . . . (-0.0118)
4. the number of graduate hours earned in guidance . . . . . ( 0.0331)
5. the number of years of work experience other than  
teaching or counseling . . . . . (-0.0226)
6. the amount of clerical assistance provided . . . . . ( 0.0724)
7. the number of weeks of summer employment as a counselor . . ( 0.0197)
8. the counselor load of the supervisor . . . . . (-0.0312)
9. the pupil load of the pupil services workers in the county. (-0.0210)
10. the pupil load of pupil personnel workers . . . . . (-0.0948)
11. the pupil load of school psychologists . . . . . (-0.1169)
12. the pupil load of speech therapists . . . . . (-0.0377)
13. the number of guidance supervisors . . . . . ( 0.1950)
14. the per pupil expenditure for guidance salaries and  
materials from local effort . . . . . ( 0.1610)
15. the per pupil expenditure for guidance salaries and  
materials from total effort . . . . . ( 0.1295)
16. the counselor/guidance clerk ratio per county . . . . . (-0.0312)

|   |           |
|---|-----------|
| 17. the number of minutes devoted to guidance . . . . . | ( 0.0316) |
| 18. percent of time in counseling . . . . .             | ( 0.1333) |
| 19. percent of time in consulting . . . . .             | ( 0.7718) |
| 20. percent of time in coordinating . . . . .           | (-0.0770) |
| 21. percent of time in other duties . . . . .           | ( 0.0964) |

The Pearson Product-Moment method yielded only one significant relationship between counselor type score and each of the variables examined. A 0.7718 coefficient of correlation was derived between counselor type score and the percent of time devoted to consulting. This correlation seems to suggest that the conceptual model and sorting procedure adopted for this study identify most clearly the counselor who consults.

#### Results of the Analysis of Variance

An analysis of variance for a one-way design was used to test the hypothesis:  $H_0 : M_1 = M_2 = M_3$ . The means used in this analysis were derived from the counselor type scores for each of the three types of counselors identified in the study. The lone Type IV counselor's score was included with the Type III scores.

With only two exceptions the analyses of the means of the various continuous administrative factors being examined in the study yielded F-ratios which failed to exceed the limits defined for the degrees of freedom specified at the .05 level of acceptance. Therefore, in the case of each of the following factors insufficient evidence was present to reject the null hypothesis, and there was no indication of a significant relationship between counselor type score and years of counseling, teaching, and other work experience; number of credits earned

in guidance; amount of clerical assistance per school; counselor/supervisor ratio; pupil/school psychologist ratio; pupil/pupil personnel worker ratio; pupil/pupil services worker ratio; pupil/speech therapist ratio; pupil/counselor ratio; counselor/clerk ratio; total and local per pupil expenditures for guidance salaries and materials; total number of minutes devoted to professional duties; and the number of weeks of summer employment for counselors.

The two exceptions which did produce F-ratios exceeding the defined limits were the number of guidance supervisors per county and the secondary enrollment per county. In these two cases then the null hypothesis that there was no significant relationship between each of these variables and counselor type score was rejected at the .05 level of acceptance.

A summary of the F-Test Analysis is presented in Table 62 on the following pages. The F-ratio for county secondary enrollment is reported as 3.6218 and the F-ratio for the number of guidance supervisors as 3.4414, both exceeding the 3.05 ratio for 2 and 169 degrees of freedom at the five percent level.

TABLE 62

SUMMARY OF THE F-TEST ANALYSIS OF COUNSELOR TYPE SCORE MEANS  
FOR SPECIFIED ADMINISTRATIVE FACTORS IN DESCENDING  
ORDER OF SIGNIFICANCE

| $F_{169,2,95} = 19.49$               |                |         |                    |         |                      |
|--------------------------------------|----------------|---------|--------------------|---------|----------------------|
| Administrative factor                | Counselor type | Mean    | Standard Deviation | F-Ratio | Level of Probability |
| Pupil/pupil personnel worker ratio   | I              | 4184.75 | 1097.67            | 0.9069  | .67                  |
|                                      | II             | 3883.36 | 980.12             |         |                      |
|                                      | III            | 3649.08 | 859.75             |         |                      |
| Total minutes logged                 | I              | 4143.75 | 1336.43            | 0.6523  | .79                  |
|                                      | II             | 3940.34 | 1206.28            |         |                      |
|                                      | III            | 3752.05 | 901.79             |         |                      |
| Pupil/counselor ratio                | I              | 453.92  | 151.88             | 0.5019  | .87                  |
|                                      | II             | 435.65  | 124.30             |         |                      |
|                                      | III            | 457.90  | 131.72             |         |                      |
| Number of weeks of summer employment | I              | 2.50    | 2.88               | 0.4759  | .88                  |
|                                      | II             | 2.64    | 2.86               |         |                      |
|                                      | III            | 3.13    | 2.75               |         |                      |
| Years of other work experience       | I              | 5.17    | 3.86               | 0.3479  | .95                  |
|                                      | II             | 6.61    | 9.03               |         |                      |
|                                      | III            | 5.64    | 4.46               |         |                      |
| Pupil/pupil services worker ratio    | I              | 1357.58 | 482.55             | 0.0341  | 1.00                 |
|                                      | II             | 1435.65 | 1144.29            |         |                      |
|                                      | III            | 1407.51 | 1002.58            |         |                      |

TABLE 62--Continued

| $F_{169,2,95} = 19.49$                    |                |        |                    |         |                      |
|---|----------------|--------|--------------------|---------|----------------------|
| Administrative factor                     | Counselor type | Mean   | Standard Deviation | F-Ratio | Level of Probability |
| Counselor/clerk ratio                     | I              | 3.19   | 200.28             | 0.2337  | .99                  |
|   | II             | 3.22   | 166.47             |         |                      |
|   | III            | 2.85   | 65.32              |         |                      |
| $F_{2,169,95} = 3.05$                     |                |        |                    |         |                      |
| County secondary enrollment               | I              | 23,151 | 22,111             | 3.6218* | .03                  |
|   | II             | 32,138 | 22,731             |         |                      |
|   | III            | 38,676 | 20,061             |         |                      |
| Number of guidance supervisors per county | I              | 1.14   | 129.82             | 3.4414* | .04                  |
|   | II             | 1.79   | 157.30             |         |                      |
|   | III            | 2.23   | 158.89             |         |                      |
| Number of guidance credits earned         | I              | 28.42  | 13.68              | 1.9699  | .15                  |
|   | II             | 34.90  | 14.51              |         |                      |
|   | III            | 38.56  | 20.34              |         |                      |
| Years of teaching experience              | I              | 8.00   | 5.13               | 1.7605  | .18                  |
|   | II             | 10.30  | 7.73               |         |                      |
|   | III            | 7.97   | 6.85               |         |                      |
| Years of counseling experience            | I              | 5.25   | 4.03               | 1.6678  | .20                  |
|   | II             | 6.75   | 5.99               |         |                      |
|   | III            | 5.59   | 4.31               |         |                      |

\*Significant at the .05 level

TABLE 62--Continued

$F_{2,169,95} = 3.05$

| Administrative factor                                      | Counselor type | Mean   | Standard Deviation | F-Ratio | Level of Probability |
|--|----------------|--------|--------------------|---------|----------------------|
| Pupil/school psychologist ratio                            | I              | 26.06  | 35.33              | 1.5225  | .23                  |
|  | II             | 25.95  | 37.25              |         |                      |
|  | III            | 14.91  | 25.15              |         |                      |
| Clerical help per school guidance department in percentage | I              | 98.33  | 74.08              | 1.5168  | .23                  |
|  | II             | 109.79 | 49.81              |         |                      |
|  | III            | 122.95 | 39.85              |         |                      |
| Total per pupil guidance expenditure                       | I              | 28.34  | 67.40              | 1.3253  | .27                  |
|  | II             | 28.68  | 67.19              |         |                      |
|  | III            | 30.31  |                    |         |                      |
| Counselor/supervisor ratio                                 | I              | 83.33  | 48.70              | 1.1176  | .23                  |
|  | II             | 66.62  | 40.73              |         |                      |
|  | III            | 72.77  | 37.91              |         |                      |
| Pupil/speech therapist ratio                               | I              | 7.90   | 9.99               | 1.2157  | .34                  |
|  | II             | 21.91  | 34.69              |         |                      |
|  | III            | 17.74  | 28.10              |         |                      |
| Local per pupil guidance expenditure                       | I              | 18.90  | 63.30              | 1.0996  | .34                  |
|  | II             | 20.30  | 65.80              |         |                      |
|  | III            | 22.29  | 56.86              |         |                      |

## CHAPTER IX

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The findings presented in the preceding four chapters are summarized and discussed in this final chapter. Recommendations for future studies related to this study conclude the report.

#### SUMMARY

This study examined the relationships between counselor functioning and specified administrative factors of three types: organizational patterns, staffing considerations, and financing. Counselor functioning was not considered in terms of effectiveness but rather in terms of the amount of time devoted to the various guidance activities identified by the American School Counselor Association.

A preliminary study involving twenty-four Maryland guidance supervisors indicated the appropriateness of this A.S.C.A. Statement of Functions for Maryland guidance programs at the time of the study.

The thrust of the study was directed toward the identification of those administrative factors which could impede or enhance the counselor's fulfilling his professional assignment. The extent to which such identification was accomplished is summarized in the following paragraphs.

Three major null hypotheses based on the thesis presented on page 3 of this report were examined in this study. These null hypotheses predicted the lack of any significant relationship between counselor functioning and three major types of administrative variables: (1) the

professional preparation and experience of the counselor; (2) the organizational pattern adopted for the implementation of the guidance and pupil services programs; (3) the financial support provided for the programs of guidance and pupil services.

Hypothesis Number One: There is no relationship between the competencies implied by professional preparation and experience and the functions performed by senior high school counselors.

The assumption underlying the selection of this null hypothesis for the study was that a person tends to do what he feels most competent to do and that he usually feels most competent in those areas in which he has had training and experience.

Within the framework of this major hypothesis, a number of relevant relationships were examined. Only for the variable of the counselor's having received the majority of his guidance training within the State of Maryland was there revealed sufficient evidence to permit the rejection of this null hypothesis. That there is a relationship between counselor functioning as defined by the conceptual model adopted for this study and this variable was supported at the .05 level of acceptance by the calculation of a chi-square of 6.1730 with two degrees of freedom.

This seems to indicate that counselors who have been trained primarily within the State of Maryland are more prepared to provide the services of consulting with parents and staff and of counseling with students than are counselors trained elsewhere. These locally trained persons are devoting a larger percentage of their working hours to these counseling-type functions than are their colleagues with out-of-

state training who tend to spend more time in the administrative-type functions of coordinating and other non-guidance related school activities.

The fact that locally trained counselors tend to approach more closely the expected model perceived by local guidance supervisors would suggest that there is communication between the guidance leadership in the field and the counselor educators who have considerable understanding of State on-the-job expectations. Another contributing factor could be that many of the guidance supervisors also received their training locally, and they are expecting what they themselves were taught to expect of a guidance program.

One additional factor for consideration is the trend for local guidance supervisors to teach part-time in a number of State graduate programs. Not only does this tend to increase communication with counselor educators, but it also provides a direct communication between supervisors and prospective counselors for intensive training.

None of the other staffing factors yielded sufficient evidence to permit rejection of the null hypothesis. No significant relationships were identified between counselor functioning as defined in this study and age; sex; certification status; attainment of the master's degree; number of guidance credits earned; participation in a guidance institute; number of years of teaching, counseling, and other work experience; and counselor-type by self-assessment.

Hypothesis Number Two: There is no relationship between organizational pattern of guidance and pupil services and the functions performed by senior high school counselors.

Underlying this hypothesis was the assumption that certain patterns of organization tend to facilitate functioning. In the case of guidance, where the goal is service to people, that organizational structure which provides the greatest opportunity for contact with the persons to be served might be expected to contribute toward more effective functioning.

The application of the statistical techniques of the analysis of variance of means, chi-square derivation, and the calculation of the Pearson Product-Moment correlation yielded no results within the prescribed .05 level of acceptance when applied appropriately to the following variables: the pupil services versus the instructional approach to guidance services at the county level; the assignment of counselees at the school level; the appointment of guidance department chairmen; the length of the work day; provision of specially trained guidance supervisors; and the pattern of administrative reporting practiced by the guidance supervisor.

However, the calculation of an F-ratio of  $3.62 > 3.05$  for  $F_{2,169,95}$  did provide the basis for rejection of the null hypothesis that there is no significant relationship between counselor type score and secondary school enrollment by county. The larger the county the more likely was the counselor to be devoting more time to counseling and consulting.

The importance of this variable of secondary student enrollment was emphasized further by its correlation with six other administrative factors to produce coefficients ranging from 0.5924 to 0.8282. Where there were more students enrolled in the county, there were likely to be

a larger number of guidance supervisors, a greater per pupil expenditure for guidance from both local and total support, a smaller pupil/school psychologist ratio, the pupil services organizational plan, and the guidance supervisors reporting to a Director of Pupil Services.

This variable of the line of reporting produced a relationship with counselor functioning that approached the level of acceptance prescribed for the study, but did not actually reach that level. A chi-square of 6.8492 was calculated for this factor and had a probability of .16 (6.705) with four degrees of freedom. This relationship is reported here in spite of its failure to meet the prescribed level of acceptance because this same variable correlated with seven other administrative factors to produce coefficients greater than 0.50. This study then calls attention to the need for further investigation of this variable, especially in light of the national discussion of its importance.

The numerous high correlations between the various administrative factors being examined in this study emphasize the complexity of the relationships and the difficulty of isolating any one factor to determine its effectiveness. Certainly the evidence uncovered does not provide a clear picture of the most appropriate organizational pattern for enhancing the effectiveness of guidance services either at the county or school level. A combination of factors rather than any factor alone appears to offer more potential for achieving the desired objective.

Hypothesis Number Three: There is no relationship between the financial support provided for guidance and pupil services programs and the

functions performed by senior high school counselors.

The assumption underlying this hypothesis was that the provision of relevant resources will probably expedite the functioning of the person knowledgeable about their usage and that the more resources available the greater should be the effectiveness of the services provided.

A number of variables related to support of the guidance program and to the provision of resources were examined. However, with one exception, sufficient evidence was not uncovered to permit rejection of the null hypothesis. The one exception was the number of guidance supervisors employed per county.

The analysis of variance of the means of the counselor type scores with regard to this one factor produced an F-ratio of 3.4414, significant at the .05 level of acceptance with degrees of freedom of 2 and 169. This ratio permitted rejection of the null hypothesis and identified as significant the relationship between the number of guidance supervisors and the functioning of the counselor. The more guidance supervisors assigned in the county the more likely was the counselor to devote a greater portion of his time to counseling and consulting and a lesser portion to administrative and other functions.

Although no other significant relationships were identified between counselor functioning and support factors, the high coefficients derived for the correlation between the number of supervisors and per pupil guidance expenditures as well as pupil/school psychologist ratio suggest again a complex relationship.

Where there are more guidance supervisors, there tend to be more school psychologists, and theoretically, these supervisors help the counselors to utilize these psychological services more effectively. Where there are more guidance supervisors, more money is being spent per pupil for guidance services. Hence, there is more likelihood for the provision of other resources, including clerical help, summer programs, materials, and equipment. Also, the supervisor is more likely to be trained in guidance and counseling.

Nevertheless, this study did not yield empirical evidence to isolate any of these support factors other than the number of guidance supervisors as affecting significantly the functioning of the school counselor. No significant relationships were identified between counselor functioning and pupil/counselor ratio; pupil/pupil services worker ratio; counselor/supervisor ratio; counselor/guidance clerk ratio; amount of clerical assistance per school; number of weeks of summer employment; or total and local per pupil expenditures for guidance materials and salaries.

The 0.8282 coefficient derived for the correlation between the number of guidance supervisors and the size of the secondary school enrollment again emphasizes the inter-relatedness of many factors.

Although every other variable examined in the study, while not producing evidence of a significant relationship with counselor functioning, did tend in the expected direction, the variable of pupil/counselor ratio produced a very low (-0.0595) coefficient when correlated with counselor type score. Nor did this factor show much relationship with any of the other factors. Only when examined with the pupil

services organizational pattern did pupil/counselor ratio produce a coefficient approaching the prescribed 0.50 level. Application of the Pearson Product-Moment method yielded a 0.49 coefficient for this relationship. Thus did the study raise the question of the effectiveness of a continued emphasis on reduction of the counselee load for the counselor. Perhaps there is a point beyond which this reduction in the number of counselees is not significant, and other factors are of greater importance in encouraging and enabling the counselor to devote more time to counseling and consulting functions.

In summary then, it was in only three cases that this study actually found empirical evidence to support the assumption that counselor functioning is influenced significantly by the impact of selected administrative factors. Whether the counselor was trained in guidance primarily within the State of Maryland rather than elsewhere, the size of the county by secondary enrollment, and the number of guidance supervisors employed per county were the only three factors so identified as being significant in affecting counselor functioning time-wise.

The larger the secondary enrollment within the county, the greater the number of guidance supervisors employed by the county, and the more counselors assigned within the county who had been trained primarily in the graduate schools of the State of Maryland, the larger was the percentage of time devoted by the counselors in this study to the functions of counseling and consulting and the less time to coordinating and other non-guidance duties.

Furthermore, the study indicated that Maryland senior high school counselors were in fact performing the functions recommended by

the American School Counselor Association but that they were doing so to varying degrees and with differing priorities. In general, counselors were not fulfilling the expectations established for them by their guidance supervisors. Why different priorities were adopted by counselors within the same state, the same county, and the same school was not revealed in this study. An examination of possible contributing factors did yield some clues, but future studies might address themselves to an examination of the individual differences within the counselors (as persons) to try to determine why one counselor functions in one way and a second functions in a completely different manner when all of the contributing administrative factors appear to be identical.

#### CONCLUSIONS

A wide range characterized every distribution of the one hundred and seventy-six participating counselors regardless of which of the administrative factors was being examined. These variations seem to emphasize the existence of many individual differences among the counselors of the State of Maryland.

Furthermore, the failure of the study to identify more than three administrative factors from among the twenty-eight examined for a significant relationship to counselor functioning suggests that counselors function as persons regardless of, rather than because of, such factors.

This suggestion does not mean that such administrative factors are of no importance in counselor functioning. On the contrary, in every instance, with the exception of pupil/counselor ratio, the trend toward more counseling oriented types of counselors was consistent with

the expected application of such factors. It does mean that even were all such factors controlled to the maximum in what appears to be the most advantageous direction, there would probably still be differences in the types of counselors in terms of the amount of time devoted to these various categories of function.

Certainly this finding has implications for the careful selection of counselors and suggests that more intensive research is necessary in the identification of those personal characteristics which allow or encourage a counselor to function as a professional counselor rather than as an administrator.

The theory expressed by Kehas and stated on page 28 of this report is supported by these findings. Changing structure or organization does not change functioning. "Change must occur in the functional definitions and in the behavioral processes of the individuals and groups concerned." The identification in this study of the three specific factors which produced significant relationships with counselor functioning underscores the points made by Kehas and suggests some ways of enhancing the provision of guidance services within the public schools.

The knowledge that training for guidance within the State of Maryland, where there has been a long history of close cooperation between the counselor educators, the State Department of Education, and the guidance supervisors in the local school systems, has been significant in producing counselors who spend more time in counseling and

---

<sup>1</sup>Chris D. Kehas, *op. cit.*

consulting (desirable expectations according to the guidance supervisors) indicates the importance of communication between the local units and those counselor training programs serving the local needs. Such communication is essential if functional definitions most appropriate to pupil needs are to emerge and if relevant content for counselor training is to be provided.

A significant training relationship suggests further the need for developing certification requirements based on such functional definitions and sufficiently flexible to reflect changes in societal needs as they emerge. Although no significant relationships between counselor functioning and personnel factors other than training within the State of Maryland were identified, the fact that eighty percent of the participating counselors exceeded current Maryland guidance certification requirements in terms of graduate credits earned as well as professional experience needed suggests that this minimal program may be ready for revision and up-grading. With so many certified counselors failing to meet the expectations of guidance supervisors in terms of the distribution of their professional services, such a conclusion seems justified. Either the supervisors are unrealistic in their expectations or the counselors need assistance and direction in reaching the desired goals. As Kehas puts it, "Change must occur...in the behavioral processes of the individuals and groups concerned."<sup>2</sup>

The school system must first determine the kind of guidance services actually expected from counselors by all of the recipients of those services, not just administrators. Then counselors must be

---

<sup>2</sup>Chris D. Kehas, *op. cit.*

selected who have the kind of training, experience, and personality most likely to contribute toward the fulfillment of those expectations.

The failure of this study to identify significant relationships between counselor functioning and such areas of concern in current certification requirements as the number of graduate credits earned, years of teaching experience, and specialized kinds of programs indicates the possibility of introducing more flexibility into certification requirements without endangering counselor effectiveness.

The second significant relationship identified in the study-- that between counselor functioning and the number of guidance supervisors-- stresses the greater importance of providing leadership to facilitate changes in the behavioral processes of the counselors for whom the supervisors have responsibility. Effecting such behavioral changes requires close and continuous support, encouragement, and direction from the supervisor if the counselor is to devote his time and energies to the desired functions. This guidance supervisor, however, needs to be knowledgeable about the appropriate functional definitions of guidance and the techniques for implementing them if he is to provide effective assistance to the counselor. Although not significant at the prescribed .05 level of acceptance, this variable of trained versus untrained guidance supervisor was significant at the .22 level in this study.

In addition, those counties in Maryland having such trained guidance supervisors tended to be the school systems with large student enrollments. The county's size made possible the employment of specialists in the supervision of a variety of fields, including guidance. Also, the large Maryland counties tend to be located within easy

commuting distance of the State graduate schools so that their counselors have the benefit not only of the inservice efforts of trained supervisors but also of the availability of graduate school programs.

These findings suggest the need to consider the consolidation of those small local systems which cannot provide such specialized services into regional patterns for the organization and administration of pupil services, patterns which can meet the criteria of size and the provision of specially trained supervisors.

The factors of size and the number of guidance supervisors are also significant in the very large counties where the tendency is to add counselors at a faster rate than supervisors. Here, too, the need for continuous individual supervision to ensure the development and growth in the behavioral processes of individual counselors and the appropriate utilization of counselor time demands that a sufficient number of qualified supervisors be employed. As the number of counselors increases, the number of supervisors should increase proportionately, or the role of the supervisor will become primarily an administrative one. A comparative examination of the three largest counties in this study illustrates this point clearly.

According to the findings of this study, whether the organizational groupings of counselors, psychologists, pupil personnel workers, and health personnel should be assigned administratively to Pupil Services or to Instruction appears to have little relevance in terms of counselor functioning as far as time is concerned. The organizational pattern, however, does appear to have some relationship to the number of personnel employed. Where large numbers of pupil services specialists

are employed, the Pupil Services pattern is more frequently adopted. Whether this pattern of organization encourages the addition of more such personnel or whether the addition of large numbers of such specialists results in the need for this type of organization is not clear.

In summary then, the many reasons offered by counselors for their failure to devote more time to counseling and consulting do not appear to be valid in light of the findings of this study. The entire range of counselor types and counselor type scores was identified within the same school under the same principal; within every type of organizational pattern at both county and school level; and within each administrative factor considered in this study. These various counselor types appeared regardless of the expenditure of funds for guidance services and in spite of the number and kinds of referral resources provided, with the single exception of the number of guidance supervisors.

The importance then of the counselor as a person emerges from this study. To enhance counselor functioning it would seem that the administrator must: 1) identify, through careful selection procedures, those persons possessing the appropriate personal characteristics, 2) be certain that the preservice training was relevant, effective, and thorough, and 3) provide for continuous inservice training through a sufficiently adequate supervisory staff. Further, there must be agreement among the counselors, the consumers of their services, the administrators, the supervisors, and the counselor educators concerning the functional definition of guidance and counseling services.

## RECOMMENDATIONS

The focus of the study was an assessment of the distribution of the counselor's time among the professionally prescribed functions to determine what factors, if any, influence the pattern of work. The study made no attempt to evaluate the effectiveness of the expenditure of time in meeting the needs of the persons to be served through any of these functions. Nor did the study attempt to judge the value of the functions prescribed. Such evaluative approaches are left to future studies.

Such studies might concentrate on the degree to which specified guidance and counseling objectives are achieved. Others might be based on an assessment of the effectiveness of counselor types as determined by students, parents, teachers, administrators, and community. These assessments would provide some understanding of the kind of person as well as the kind of services these various consumers are seeking within the guidance program.

This study suggested that administrative factors were of less significance in counselor functioning than the counselor himself. Because the counselor as a person appears to be of such importance, future studies exploring counselor characteristics by types would prove helpful in determining both selection procedures and criteria as well as approaches to the assignment of counselors within school systems. Within the framework of individual differences can there be identified some common thread which guarantees a good counselor? Can counselors with different strengths and weaknesses be blended within guidance departments to provide overall effectiveness?

Utilizing the concept of counselor type developed for this study, future studies might compare the evaluations of counselors by principals and supervisors with both the self-evaluations of these same counselors and the evaluations arrived at using this sorting system.

Utilization of the Activities Log and the technique for sorting and typing could provide the basis at any time for self-evaluation by individual counselors or by groups. These persons could then compare themselves with State and county norms as well as with the expectations established for them by supervisors and administrators. Such assessments could provide the basis for further self-evaluation and could identify needs for professional training and development. Although this type of evaluation would not measure the effectiveness of services rendered, it would indicate the degree to which such services were being attempted.

Using the information obtained from this study as baseline data, additional studies employing the same technique could be applied at the end of various experimental approaches to the implementation of guidance services. One such approach might be the employment of para-professionals to relieve counselors of certain coordinating and non-guidance functions. After a year or two of such a program, how would the counselors function in terms of the expenditure of time in comparison with their records from this study?

Some matched-pair studies of counties comparable in size and wealth in which the data collected in this study is used would provide valuable information on the effectiveness of more detailed approaches to the organization and provision of guidance services. A detailed comparison of the three largest counties of the State might yield significant results.

In view of the rapid increase in the numbers and kinds of pupil services specialists at all levels of public education, a similar study of the functioning of all such personnel, including counselors at the elementary, middle, junior high, and community college levels, might provide a wealth of information on the duplication of efforts and the need for more clearly defined articulation.

In consideration of the significant relationship between the number of guidance supervisors and counselor functioning, a more detailed investigation of the effects of various approaches to guidance supervision should be meaningful. Such a study could examine the impact on counselor types of various kinds of supervision and might provide the basis for future assignments of personnel and suggest the need for various inservice training experiences. The procedure developed for this study could be utilized to measure changes in counselor functioning before and after such training experiences.

The relationship between counselor type and the many detailed areas of information recorded on the log and not explored in this study would be of interest. Such areas include the specific items under the three main categories of "kinds of activities", "kinds of emphases", and "persons with whom the activity was performed". These areas also include such facts as the grade levels of the students in terms of emphases and activities of the counselor.

Of further interest would be the relationship of counselor type to that portion of the log inquiring into the place where the function was performed, the type of contact, the kinds of tests and research instruments used, the sex of the students, the numbers of students

involved, the frequency of student small group involvement, and the size of the groups with which the counselor works.

In view of the potential of the emerging position of Director of Pupil Services as indicated in the study, more effort should be expended in research into the role of this relatively new professional to determine what kinds of services from this person might be most beneficial in increasing the effectiveness of guidance and other pupil services. Also, lacking a definitive solution to the most effective pattern for the organization of pupil services, personnel in the field should be free to explore innovative approaches to this problem.

APPENDIX A

STATISTICAL TABLES

TABLE 1

DISTRIBUTION OF THE STUDY SAMPLING BY COUNTY AND SCHOOL SIZE  
(Number of Participants/Total Number in Existence)

| County | Size of school by number of counselors |       |       |       |      |     |     |     | Total   |                           |
|--------|--|-------|-------|-------|------|-----|-----|-----|---------|---------------------------|
|        | 1                                      | 2     | 3     | 4     | 5    | 6   | 7   | 8   | Schools | Coun-<br>sellers          |
| 1      | 2/5                                    | 0/1   | 2/2   |       |      |     |     |     | 4/8     | 8/13                      |
| 2      |  | 1/1   | 1/5   | 2/3   |      |     |     |     | 4/9     | 13/29                     |
| 3      |  |       | 1/2   | 6/9   | 2/5  |     |     |     | 9/17    | 37/68                     |
| 4      | 1/1                                    |       |       |       |      |     |     |     | 1/1     | 1/1                       |
| 5      |  | 1/1   | 0/1   |       |      |     |     |     | 1/2     | 2/5                       |
| 6      | 1/3                                    |       | 1/2   |       |      |     |     |     | 2/5     | 4/9                       |
| 7      | 1/1                                    | 2/6   |       |       |      |     |     |     | 3/7     | 5/13                      |
| 8      | 2/2                                    |       | 0/1   |       |      |     |     |     | 2/3     | 2/5                       |
| 9      | 2/3                                    | 0/1   |       |       |      |     |     |     | 2/4     | 2/5                       |
| 10     | 3/3                                    | 1/4   | 0/1   |       |      |     |     |     | 4/8     | 5/14                      |
| 11     | 1/2                                    |       |       |       |      |     |     |     | 1/2     | 1/2                       |
| 12     | 0/2                                    | 1/1   | 2/3   |       |      |     |     |     | 3/6     | 8/13                      |
| 13     |  | 1/2   | 1/1   |       |      |     |     |     | 2/3     | 5/7                       |
| 14     | 1/3                                    |       |       |       |      |     |     |     | 1/3     | 1/3                       |
| 15     |  | 1/2   | 1/2   | 2/4   | 3/6  | 1/2 |     |     | 8/16    | 34/68                     |
| 16     |  |       | 0/2   | 1/5   |      | 3/3 | 0/1 | 1/2 | 5/13    | 30/67                     |
| 17     |  |       | 1/1   |       |      |     |     |     | 1/1     | 3/3                       |
| 18     | 2/4                                    |       |       |       |      |     |     |     | 2/4     | 2/4                       |
| 19     |  | 0/1   | 1/1   |       |      |     |     |     | 1/2     | 3/5                       |
| 20     | 0/1                                    | 1/1   |       |       |      |     |     |     | 1/2     | 2/3                       |
| 21     | 2/5                                    | 1/1   |       | 1/2   |      |     |     |     | 4/8     | 8/15                      |
| 22     | 1/3                                    | 1/2   |       |       |      |     |     |     | 2/5     | 3/7                       |
| 23     | 2/4                                    |       |       |       |      |     |     |     | 2/4     | 2/4                       |
| Total  | 21/43                                  | 11/24 | 11/24 | 12/23 | 5/11 | 4/5 | 0/1 | 1/2 | 65/133  | 181/363<br>(less<br>five) |

TABLE 2  
 SELECTED AND ACTUAL SAMPLING OF SCHOOLS AND COUNSELORS BY  
 SIZE OF SCHOOLS IN TERMS OF NUMBER OF COUNSELORS

| School size<br>by number of<br>counselors | Total number<br>in existence | Number selected<br>for the sample | Number par-<br>ticipating | Percent of<br>total par-<br>ticipating |
|---|------------------------------|-----------------------------------|---------------------------|--|
| Schools                                   |                              |                                   |                           |  |
| 1   | 43                           | 21                                | 21                        | 48                                     |
| 2   | 24                           | 11                                | 11                        | 46                                     |
| 3   | 24                           | 11                                | 11                        | 46                                     |
| 4   | 23                           | 12                                | 12                        | 52                                     |
| 5   | 11                           | 5                                 | 5                         | 45                                     |
| 6   | 5                            | 4                                 | 4                         | 80                                     |
| 7   | 1                            | 1                                 | 0                         | 0                                      |
| 8   | 2                            | 1                                 | 1                         | 50                                     |
| <b>Total</b>                              | <b>133</b>                   | <b>66</b>                         | <b>65</b>                 | <b>49</b>                              |
| Counselors                                |                              |                                   |                           |  |
| 1   | 43                           | 21                                | 21                        | 48                                     |
| 2   | 48                           | 22                                | 21                        | 44                                     |
| 3   | 72                           | 33                                | 33                        | 46                                     |
| 4   | 92                           | 48                                | 47                        | 51                                     |
| 5   | 55                           | 25                                | 24                        | 44                                     |
| 6   | 30                           | 24                                | 22                        | 72                                     |
| 7   | 7                            | 7                                 | 0                         | 0                                      |
| 8   | 16                           | 8                                 | 8                         | 50                                     |
| <b>Total</b>                              | <b>363</b>                   | <b>188</b>                        | <b>176</b>                | <b>48</b>                              |

TABLE 3

SAMPLING BY COUNTIES ARRANGED ACCORDING TO ORGANIZATIONAL  
PATTERNS FOR GUIDANCE AT THE COUNTY LEVEL

| County by<br>Code<br>Number | Number of<br>Senior High<br>Schools | Number of<br>Schools<br>Selected | Number of<br>Schools<br>Participating | Percent of<br>Schools<br>Participating | Number of<br>Senior High<br>Counselors | Number of<br>Counselors<br>Selected | Number of<br>Counselors<br>Participating | Percent of<br>Counselors<br>Participating |
|-----------------------------|-------------------------------------|----------------------------------|---------------------------------------|--|--|-------------------------------------|--|---|
| Organizational Plan I.a.    |                                     |                                  |                                       |  |  |                                     |  |   |
| 3                           | 17                                  | 9                                | 9                                     | 53                                     | 68                                     | 37                                  | 37                                       | 54  |
| 15                          | 16                                  | 8                                | 8                                     | 50                                     | 68                                     | 34                                  | 30                                       | 44  |
| 16                          | 13                                  | 6                                | 5                                     | 39                                     | 67                                     | 37                                  | 30                                       | 45  |
| 18                          | 2                                   | 1                                | 1                                     | 50                                     | 5                                      | 3                                   | 3  | 60  |
| <b>Total</b>                | <b>48</b>                           | <b>24</b>                        | <b>23</b>                             | <b>48</b>                              | <b>208</b>                             | <b>111</b>                          | <b>100</b>                               | <b>48</b>                                 |
| Organizational Plan I.b.    |                                     |                                  |                                       |  |  |                                     |  |   |
| 4                           | 1                                   | 1                                | 1                                     | 100                                    | 1                                      | 1                                   | 1  | 100                                       |
| 5                           | 2                                   | 1                                | 1                                     | 50                                     | 5                                      | 2                                   | 2  | 40  |
| 6                           | 5                                   | 2                                | 2                                     | 40                                     | 9                                      | 4                                   | 4  | 44  |
| 17                          | 1                                   | 1                                | 1                                     | 100                                    | 3                                      | 3                                   | 3  | 100                                       |
| 10                          | 8                                   | 4                                | 4                                     | 50                                     | 14                                     | 5                                   | 5  | 40  |
| 19                          | 4                                   | 2                                | 2                                     | 50                                     | 4                                      | 2                                   | 2  | 50  |
| 20                          | 2                                   | 1                                | 1                                     | 50                                     | 3                                      | 2                                   | 1  | 34  |
| <b>Total</b>                | <b>23</b>                           | <b>12</b>                        | <b>12</b>                             | <b>52</b>                              | <b>39</b>                              | <b>19</b>                           | <b>18</b>                                | <b>46</b>                                 |
| Organizational Plan II.a.   |                                     |                                  |                                       |  |  |                                     |  |   |
| 2                           | 9                                   | 4                                | 4                                     | 44                                     | 29                                     | 13                                  | 13                                       | 45  |
| 7                           | 7                                   | 3                                | 3                                     | 43                                     | 13                                     | 5                                   | 5  | 33  |
| 8                           | 3                                   | 2                                | 2                                     | 67                                     | 5                                      | 2                                   | 2  | 40  |
| 13                          | 3                                   | 2                                | 2                                     | 67                                     | 7                                      | 5                                   | 5  | 71  |
| 21                          | 8                                   | 4                                | 4                                     | 50                                     | 15                                     | 8                                   | 8  | 53  |
| 22                          | 5                                   | 2                                | 2                                     | 40                                     | 7                                      | 3                                   | 3  | 43  |
| <b>Total</b>                | <b>35</b>                           | <b>17</b>                        | <b>17</b>                             | <b>48</b>                              | <b>76</b>                              | <b>36</b>                           | <b>36</b>                                | <b>47</b>                                 |

TABLE 3--Continued

| County by<br>Code<br>Number            | Number of<br>Senior High<br>Schools | Number of<br>Schools<br>Selected | Number of<br>Schools<br>Participating | Percent of<br>Schools<br>Participating | Number of<br>Senior High<br>Counselors | Number of<br>Counselors<br>Selected | Number of<br>Counselors<br>Participating | Percent of<br>Counselors<br>Participating |
|--|-------------------------------------|----------------------------------|---------------------------------------|--|--|-------------------------------------|--|---|
| Organizational Plan II.b.              |                                     |                                  |                                       |  |  |                                     |  |   |
| 1                                      | 8                                   | 4                                | 4                                     | 50                                     | 13                                     | 8                                   | 8  | 61  |
| 9                                      | 4                                   | 2                                | 2                                     | 50                                     | 5                                      | 2                                   | 2  | 40  |
| 11                                     | 2                                   | 1                                | 1                                     | 50                                     | 2                                      | 1                                   | 1  | 50  |
| 12                                     | 6                                   | 3                                | 3                                     | 50                                     | 13                                     | 8                                   | 8  | 62  |
| 14                                     | 3                                   | 1                                | 1                                     | 33                                     | 3                                      | 1                                   | 1  | 33  |
| 23                                     | 4                                   | 2                                | 2                                     | 50                                     | 4                                      | 2                                   | 2  | 50  |
| Total                                  | 27                                  | 13                               | 13                                    | 46                                     | 40                                     | 22                                  | 22                                       | 55  |
| Pupil Services Approach I.a. and I.b.  |                                     |                                  |                                       |  |  |                                     |  |   |
| Total                                  | 71                                  | 36                               | 35                                    | 49                                     | 247                                    | 130                                 | 118                                      | 48  |
| Instructional Approach II.a. and II.b. |                                     |                                  |                                       |  |  |                                     |  |   |
| Total                                  | 62                                  | 30                               | 30                                    | 48                                     | 116                                    | 58                                  | 58                                       | 51  |
| Entire Sample                          |                                     |                                  |                                       |  |  |                                     |  |   |
| Total                                  | 133                                 | 66                               | 65                                    | 49                                     | 363                                    | 188                                 | 176                                      | 48  |

TABLE 4  
TABLE OF COUNSELING TYPE SCORES BY COUNSELOR TYPES

| I  |       | II |       | III |       | IV |       | V   |       |
|----|-------|----|-------|-----|-------|----|-------|-----|-------|
| %  | Score | %  | Score | %   | Score | %  | Score | %   | Score |
| 0  | 0     | 26 | 105   | 46  | 206   | 61 | 310   | 71  | 403   |
| 1  | 4     | 27 | 110   | 47  | 213   | 62 | 320   | 72  | 406   |
| 2  | 8     | 28 | 115   | 48  | 219   | 63 | 330   | 73  | 409   |
| 3  | 12    | 29 | 120   | 49  | 226   | 64 | 340   | 74  | 412   |
| 4  | 16    | 30 | 125   | 50  | 233   | 65 | 350   | 75  | 415   |
| 5  | 20    | 31 | 130   | 51  | 240   | 66 | 360   | 76  | 418   |
| 6  | 24    | 32 | 135   | 52  | 246   | 67 | 370   | 77  | 421   |
| 7  | 28    | 33 | 140   | 53  | 253   | 68 | 380   | 78  | 424   |
| 8  | 32    | 34 | 145   | 54  | 260   | 69 | 390   | 79  | 427   |
| 9  | 36    | 35 | 150   | 55  | 266   | 70 | 400   | 80  | 430   |
| 10 | 40    | 36 | 155   | 56  | 273   |    |       | 81  | 433   |
| 11 | 44    | 37 | 160   | 57  | 280   |    |       | 82  | 436   |
| 12 | 48    | 38 | 165   | 58  | 286   |    |       | 83  | 439   |
| 13 | 52    | 39 | 170   | 59  | 293   |    |       | 84  | 442   |
| 14 | 56    | 40 | 175   | 60  | 300   |    |       | 85  | 445   |
| 15 | 60    | 41 | 180   |     |       |    |       | 86  | 448   |
| 16 | 64    | 42 | 185   |     |       |    |       | 87  | 451   |
| 17 | 68    | 43 | 190   |     |       |    |       | 88  | 454   |
| 18 | 72    | 44 | 195   |     |       |    |       | 89  | 457   |
| 19 | 76    | 45 | 200   |     |       |    |       | 90  | 460   |
| 20 | 80    |    |       |     |       |    |       | 91  | 463   |
| 21 | 84    |    |       |     |       |    |       | 92  | 466   |
| 22 | 88    |    |       |     |       |    |       | 93  | 469   |
| 23 | 92    |    |       |     |       |    |       | 94  | 472   |
| 24 | 96    |    |       |     |       |    |       | 95  | 475   |
| 25 | 100   |    |       |     |       |    |       | 96  | 478   |
|    |       |    |       |     |       |    |       | 100 | 500   |

TABLE 5  
TABLE OF CONSULTING TYPE SCORES BY COUNSELOR TYPES

| I  |       | II |       | III |       | IV |       | V   |       |
|----|-------|----|-------|-----|-------|----|-------|-----|-------|
| %  | Score | %  | Score | %   | Score | %  | Score | %   | Score |
| 1  | 8     | 13 | 120   | 18  | 225   | 22 | 350   | 24  | 401   |
| 2  | 16    | 14 | 140   | 19  | 250   | 23 | 400   | 25  | 402   |
| 3  | 24    | 15 | 160   | 20  | 276   |    |       | 26  | 404   |
| 4  | 32    | 16 | 180   | 21  | 300   |    |       | 27  | 405   |
| 5  | 40    | 17 | 200   |     |       |    |       | 28  | 406   |
| 6  | 48    |    |       |     |       |    |       | 29  | 408   |
| 7  | 56    |    |       |     |       |    |       | 30  | 409   |
| 8  | 65    |    |       |     |       |    |       | 31  | 410   |
| 9  | 74    |    |       |     |       |    |       | 32  | 412   |
| 10 | 83    |    |       |     |       |    |       | 33  | 413   |
| 11 | 92    |    |       |     |       |    |       | 34  | 414   |
| 12 | 100   |    |       |     |       |    |       | 35  | 416   |
|    |       |    |       |     |       |    |       | 36  | 417   |
|    |       |    |       |     |       |    |       | 37  | 418   |
|    |       |    |       |     |       |    |       | 38  | 420   |
|    |       |    |       |     |       |    |       | 39  | 421   |
|    |       |    |       |     |       |    |       | 40  | 422   |
|    |       |    |       |     |       |    |       | 50  | 435   |
|    |       |    |       |     |       |    |       | 60  | 448   |
|    |       |    |       |     |       |    |       | 70  | 463   |
|    |       |    |       |     |       |    |       | 80  | 476   |
|    |       |    |       |     |       |    |       | 90  | 489   |
|    |       |    |       |     |       |    |       | 100 | 500   |

TABLE 6  
TABLE OF COORDINATING TYPE SCORES BY COUNSELOR TYPES

| I   |       | II |       | III |       | IV |       | V |       |
|-----|-------|----|-------|-----|-------|----|-------|---|-------|
| %   | Score | %  | Score | %   | Score | %  | Score | % | Score |
| 100 | 0     | 29 | 110   | 19  | 210   | 9  | 314   | 2 | 435   |
| 90  | 12    | 28 | 120   | 18  | 220   | 8  | 328   | 1 | 470   |
| 80  | 25    | 27 | 130   | 17  | 230   | 7  | 342   | 0 | 500   |
| 70  | 40    | 26 | 140   | 16  | 240   | 6  | 357   |   |       |
| 60  | 55    | 25 | 150   | 15  | 250   | 5  | 372   |   |       |
| 50  | 70    | 24 | 160   | 14  | 260   | 4  | 386   |   |       |
| 49  | 72    | 23 | 170   | 13  | 270   | 3  | 400   |   |       |
| 48  | 73    | 22 | 180   | 12  | 280   |    |       |   |       |
| 47  | 75    | 21 | 190   | 11  | 290   |    |       |   |       |
| 46  | 76    | 20 | 200   | 10  | 300   |    |       |   |       |
| 45  | 78    |    |       |     |       |    |       |   |       |
| 44  | 79    |    |       |     |       |    |       |   |       |
| 43  | 81    |    |       |     |       |    |       |   |       |
| 42  | 82    |    |       |     |       |    |       |   |       |
| 41  | 84    |    |       |     |       |    |       |   |       |
| 40  | 85    |    |       |     |       |    |       |   |       |
| 39  | 86    |    |       |     |       |    |       |   |       |
| 38  | 87    |    |       |     |       |    |       |   |       |
| 37  | 89    |    |       |     |       |    |       |   |       |
| 36  | 90    |    |       |     |       |    |       |   |       |
| 35  | 92    |    |       |     |       |    |       |   |       |
| 34  | 95    |    |       |     |       |    |       |   |       |
| 33  | 95    |    |       |     |       |    |       |   |       |
| 32  | 97    |    |       |     |       |    |       |   |       |
| 31  | 98    |    |       |     |       |    |       |   |       |
| 30  | 100   |    |       |     |       |    |       |   |       |

TABLE 7  
 TABLE OF "OTHER SCHOOL RESPONSIBILITY" TYPE SCORES BY  
 COUNSELOR TYPES

| I   |       | II |       | III |       | IV |       | V |       |
|-----|-------|----|-------|-----|-------|----|-------|---|-------|
| %   | Score | %  | Score | %   | Score | %  | Score | % | Score |
| 100 | 0     | 32 | 106   | 16  | 212   | 8  | 325   | 4 | 420   |
| 99  | 1     | 31 | 112   | 15  | 224   | 7  | 350   | 3 | 440   |
| 98  | 3     | 30 | 118   | 14  | 236   | 6  | 375   | 2 | 460   |
| 97  | 4     | 29 | 124   | 13  | 248   | 5  | 400   | 1 | 480   |
| 96  | 6     | 28 | 130   | 12  | 260   |    |       | 0 | 500   |
| 95  | 7     | 27 | 136   | 11  | 272   |    |       |   |       |
| 94  | 9     | 26 | 142   | 10  | 288   |    |       |   |       |
| 93  | 10    | 25 | 148   | 9   | 300   |    |       |   |       |
| 92  | 11    | 24 | 154   |     |       |    |       |   |       |
| 91  | 13    | 23 | 161   |     |       |    |       |   |       |
| 90  | 14    | 22 | 168   |     |       |    |       |   |       |
| 89  | 16    | 21 | 175   |     |       |    |       |   |       |
| 85  | 21    | 20 | 182   |     |       |    |       |   |       |
| 80  | 28    | 19 | 188   |     |       |    |       |   |       |
| 75  | 35    | 18 | 194   |     |       |    |       |   |       |
| 70  | 42    | 17 | 200   |     |       |    |       |   |       |
| 65  | 49    |    |       |     |       |    |       |   |       |
| 60  | 56    |    |       |     |       |    |       |   |       |
| 55  | 63    |    |       |     |       |    |       |   |       |
| 50  | 70    |    |       |     |       |    |       |   |       |
| 45  | 77    |    |       |     |       |    |       |   |       |
| 44  | 79    |    |       |     |       |    |       |   |       |
| 43  | 80    |    |       |     |       |    |       |   |       |
| 42  | 82    |    |       |     |       |    |       |   |       |
| 41  | 84    |    |       |     |       |    |       |   |       |
| 40  | 86    |    |       |     |       |    |       |   |       |
| 39  | 88    |    |       |     |       |    |       |   |       |
| 38  | 90    |    |       |     |       |    |       |   |       |
| 37  | 92    |    |       |     |       |    |       |   |       |
| 36  | 94    |    |       |     |       |    |       |   |       |
| 35  | 96    |    |       |     |       |    |       |   |       |
| 34  | 98    |    |       |     |       |    |       |   |       |
| 33  | 100   |    |       |     |       |    |       |   |       |

TABLE 8

RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF  
COUNSELOR TYPES BASED ON PERCENTAGES OF TIME DEVOTED TO THE  
MAJOR CATEGORY OF FUNCTION CALLED "COUNSELING"

| Guidance supervisor | Counselor type |      |      |      |      |
|---------------------|----------------|------|------|------|------|
|                     | I              | II   | III  | IV   | V    |
| 1                   | 20             | 40   | 60   | 75   | 90   |
| 2                   | 20             | 30   | 40   | 45   | 50   |
| 3                   | 5              | 20   | 30   | 30   | 75   |
| 4                   | 20             | 25   | 30   | 45   | 60   |
| 5                   | 5              | 30   | 60   | 60   | 60   |
| 6                   | 30             | 40   | 50   | 55   | 60   |
| 7                   | 30             | 50   | 65   | 75   | 90   |
| 8                   | 10             | 30   | 50   | 65   | 80   |
| 9                   | 25             | 35   | 50   | 50   | 50   |
| 10                  | 30             | 45   | 60   | 75   | 90   |
| 11                  | 10             | 30   | 50   | 60   | 70   |
| 12                  | 15             | 35   | 60   | 65   | 70   |
| 13                  | 10             | 35   | 60   | 70   | 80   |
| 14                  | 5              | 35   | 65   | 75   | 80   |
| 15                  | 10             | 30   | 50   | 65   | 80   |
| 16                  | 20             | 35   | 50   | 65   | 80   |
| 17                  | 20             | 45   | 70   | 75   | 80   |
| 18                  | 0              | 45   | 85   | 90   | 100  |
| 19                  | 40             | 50   | 60   | 70   | 75   |
| 20                  | 10             | 35   | 60   | 65   | 70   |
| 21                  | 20             | 35   | 50   | 65   | 80   |
| 22                  | 10             | 20   | 40   | 50   | 70   |
| 23                  | 10             | 20   | 30   | 45   | 60   |
| 24                  | --             | --   | 50   | --   | --   |
| Mean                | 16.3           | 34.4 | 56.5 | 63.2 | 74.7 |

TABLE 9

RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF  
COUNSELOR TYPES BASED ON PERCENTAGES OF TIME DEVOTED TO  
THE MAJOR CATEGORY OF FUNCTION CALLED "CONSULTING"

| Guidance supervisor | Counselor Type |      |      |      |      |
|---------------------|----------------|------|------|------|------|
|                     | I              | II   | III  | IV   | V    |
| 1                   | 60             | 40   | 25   | 15   | 10   |
| 2                   | 20             | 20   | 20   | 20   | 20   |
| 3                   | 5              | 7    | 10   | 12   | 15   |
| 4                   | 25             | 25   | 25   | 28   | 28   |
| 5                   | 30             | 30   | 25   | 15   | 10   |
| 6                   | 30             | 30   | 30   | 25   | 20   |
| 7                   | 20             | 20   | 25   | 15   | 5    |
| 8                   | 20             | 20   | 20   | 15   | 15   |
| 9                   | 30             | 25   | 20   | 20   | 20   |
| 10                  | 20             | 20   | 20   | 10   | 5    |
| 11                  | 10             | 20   | 30   | 30   | 25   |
| 12                  | 5              | 10   | 20   | 15   | 10   |
| 13                  | 10             | 15   | 20   | 15   | 10   |
| 14                  | 15             | 15   | 15   | 10   | 10   |
| 15                  | 5              | 15   | 20   | 15   | 5    |
| 16                  | 30             | 30   | 30   | 20   | 10   |
| 17                  | 30             | 20   | 15   | 10   | 5    |
| 18                  | 5              | 5    | 5    | 0    | 0    |
| 19                  | 20             | 20   | 25   | 20   | 15   |
| 20                  | 20             | 20   | 15   | 15   | 15   |
| 21                  | 60             | 45   | 30   | 20   | 10   |
| 22                  | 10             | 10   | 20   | 20   | 10   |
| 23                  | 20             | 35   | 50   | 30   | 10   |
| 24                  | --             | --   | 25   | --   | --   |
| Mean                | 21.7           | 21.5 | 20.5 | 17.0 | 12.2 |

TABLE 10

RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF  
COUNSELOR TYPES BASED ON PERCENTAGES OF TIME DEVOTED TO  
THE MAJOR CATEGORY OF FUNCTION CALLED "COORDINATING"

| Guidance supervisor | Counselor type |      |      |      |     |
|---------------------|----------------|------|------|------|-----|
|                     | I              | II   | III  | IV   | V   |
| 1                   | 0              | 5    | 10   | 10   | 10  |
| 2                   | 20             | 20   | 20   | 20   | 20  |
| 3                   | 10             | 13   | 15   | 10   | 0   |
| 4                   | 20             | 13   | 2    | 7    | 13  |
| 5                   | 5              | 8    | 10   | 10   | 5   |
| 6                   | 20             | 15   | 10   | 10   | 10  |
| 7                   | 30             | 20   | 8    | 5    | 3   |
| 8                   | 20             | 20   | 20   | 15   | 5   |
| 9                   | 5              | 15   | 25   | 25   | 25  |
| 10                  | 20             | 15   | 10   | 8    | 3   |
| 11                  | 60             | 40   | 20   | 10   | 5   |
| 12                  | 5              | 10   | 10   | 10   | 5   |
| 13                  | 30             | 20   | 15   | 10   | 5   |
| 14                  | 10             | 10   | 10   | 7    | 5   |
| 15                  | 5              | 5    | 10   | 5    | 0   |
| 16                  | 40             | 28   | 15   | 10   | 5   |
| 17                  | 10             | 10   | 10   | 10   | 5   |
| 18                  | 80             | 40   | 2    | 2    | 0   |
| 19                  | 20             | 15   | 10   | 5    | 5   |
| 20                  | 20             | 15   | 15   | 10   | 10  |
| 21                  | 20             | 20   | 20   | 15   | 10  |
| 22                  | 10             | 20   | 20   | 20   | 10  |
| 23                  | 20             | 15   | 10   | 10   | 10  |
| 24                  | --             | --   | 15   | --   | --  |
| Mean                | 20.9           | 17.1 | 13.0 | 10.6 | 7.2 |

TABLE 11  
 RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL  
 OF COUNSELOR TYPES BASED ON PERCENTAGES OF TIME DEVOTED  
 TO THE MAJOR CATEGORY OF FUNCTION CALLED "OTHER"

| Guidance supervisor | Counselor type |      |      |     |     |
|---------------------|----------------|------|------|-----|-----|
|                     | I              | II   | III  | IV  | V   |
| 1                   | 10             | 10   | 5    | 5   | 0   |
| 2                   | 40             | 30   | 20   | 15  | 10  |
| 3                   | 80             | 60   | 45   | 28  | 10  |
| 4                   | 35             | 37   | 40   | 20  | 2   |
| 5                   | 60             | 32   | 5    | 15  | 25  |
| 6                   | 20             | 15   | 10   | 10  | 10  |
| 7                   | 20             | 10   | 2    | 5   | 2   |
| 8                   | 50             | 30   | 10   | 5   | 0   |
| 9                   | 40             | 25   | 5    | 5   | 5   |
| 10                  | 30             | 20   | 10   | 7   | 2   |
| 11                  | 20             | 10   | 0    | 0   | 0   |
| 12                  | 75             | 45   | 10   | 10  | 15  |
| 13                  | 50             | 30   | 5    | 5   | 5   |
| 14                  | 70             | 40   | 10   | 8   | 8   |
| 15                  | 80             | 50   | 20   | 15  | 15  |
| 16                  | 10             | 7    | 5    | 5   | 5   |
| 17                  | 40             | 25   | 5    | 5   | 5   |
| 18                  | 15             | 10   | 8    | 8   | 0   |
| 19                  | 20             | 15   | 5    | 5   | 5   |
| 20                  | 50             | 30   | 10   | 10  | 5   |
| 21                  | 0              | 0    | 0    | 0   | 0   |
| 22                  | 70             | 50   | 20   | 10  | 10  |
| 23                  | 50             | 30   | 10   | 15  | 20  |
| 24                  | --             | --   | 10   | --  | --  |
| Mean                | 40.9           | 26.6 | 10.0 | 9.2 | 6.9 |

TABLE 12

FREQUENCY DISTRIBUTION OF THE RESPONSES OF GUIDANCE SUPERVISORS  
TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED  
ON PERCENTAGES OF TIME DEVOTED TO THE MAJOR  
CATEGORY CALLED "COUNSELING"

| Percentage<br>of time | Counselor type |      |      |      |      |
|-----------------------|----------------|------|------|------|------|
|                       | I              | II   | III  | IV   | V    |
| 100                   |                |      |      |      |      |
| 95-99                 |                |      |      | 1    | 1    |
| 90-94                 |                |      | 1    |      | 3    |
| 85-89                 |                |      |      |      |      |
| 80-84                 |                |      |      |      | 7    |
| 75-79                 |                |      |      | 4    | 2    |
| 70-74                 |                |      | 1    | 3    | 4    |
| 65-69                 |                |      | 2    | 5    |      |
| 60-64                 |                |      | 6    | 3    | 4    |
| 55-59                 |                |      | 1    | 1    |      |
| 50-54                 |                | 2    | 8    | 3    | 2    |
| 45-49                 |                | 3    |      | 3    |      |
| 40-44                 | 1              | 2    | 2    |      |      |
| 35-39                 |                | 7    |      |      |      |
| 30-34                 | 3              | 5    | 3    |      |      |
| 25-29                 | 1              | 1    |      |      |      |
| 20-24                 | 6              | 4    |      |      |      |
| 15-19                 | 1              |      |      |      |      |
| 10-14                 | 7              |      |      |      |      |
| 5-9                   | 3              |      |      |      |      |
| 0-4                   | 1              |      |      |      |      |
| Total                 | 23             | 23   | 24   | 23   | 23   |
| Median                | 17.0           | 35.6 | 53.6 | 65.6 | 75.6 |

TABLE 13

FREQUENCY DISTRIBUTION OF RESPONSES OF GUIDANCE SUPERVISORS  
TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON  
PERCENTAGE OF TIME DEVOTED TO THE MAJOR CATEGORY  
CALLED "CONSULTING"

| Percentage<br>of time | Counselor type |             |             |             |             |
|-----------------------|----------------|-------------|-------------|-------------|-------------|
|                       | I              | II          | III         | IV          | V           |
| 100                   |                |             |             |             |             |
| 95-99                 |                |             |             |             |             |
| 90-94                 |                |             |             |             |             |
| 85-89                 |                |             |             |             |             |
| 80-84                 |                |             |             |             |             |
| 75-79                 |                |             |             |             |             |
| 70-74                 |                |             |             |             |             |
| 65-69                 |                |             |             |             |             |
| 60-64                 | 2              |             |             |             |             |
| 55-59                 |                |             |             |             |             |
| 50-54                 |                |             | 1           |             |             |
| 45-49                 |                | 1           |             |             |             |
| 40-44                 |                | 1           |             |             |             |
| 35-39                 |                | 1           |             |             |             |
| 30-34                 | 5              | 3           | 4           | 2           |             |
| 25-29                 | 1              | 2           | 6           | 2           | 2           |
| 20-24                 | 7              | 8           | 8           | 6           | 3           |
| 15-19                 | 1              | 3           | 3           | 8           | 4           |
| 10-14                 | 3              | 2           | 1           | 4           | 9           |
| 5-9                   | 4              | 2           | 1           |             | 4           |
| 0-4                   |                |             |             |             |             |
| <b>Total</b>          | <b>23</b>      | <b>23</b>   | <b>24</b>   | <b>23</b>   | <b>23</b>   |
| <b>Median</b>         | <b>22.0</b>    | <b>22.3</b> | <b>23.9</b> | <b>18.6</b> | <b>13.1</b> |

TABLE 14

FREQUENCY DISTRIBUTION OF RESPONSES OF GUIDANCE SUPERVISORS  
TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON  
PERCENTAGE OF TIME DEVOTED TO THE MAJOR CATEGORY  
CALLED "COORDINATING"

| Percentage<br>of time | Counselor type |             |             |             |            |
|-----------------------|----------------|-------------|-------------|-------------|------------|
|                       | I              | II          | III         | IV          | V          |
| 100                   |                |             |             |             |            |
| 95-99                 |                |             |             |             |            |
| 90-94                 |                |             |             |             |            |
| 85-89                 |                |             |             |             |            |
| 80-84                 | 1              |             |             |             |            |
| 75-79                 |                |             |             |             |            |
| 70-74                 |                |             |             |             |            |
| 65-69                 |                |             |             |             |            |
| 60-64                 | 1              |             |             |             |            |
| 55-59                 |                |             |             |             |            |
| 50-54                 |                |             |             |             |            |
| 45-49                 |                |             |             |             |            |
| 40-44                 | 1              | 2           |             |             |            |
| 35-39                 |                |             |             |             |            |
| 30-34                 | 2              |             |             |             |            |
| 25-29                 |                | 1           | 1           | 1           | 1          |
| 20-24                 | 9              | 6           | 5           | 2           | 1          |
| 15-19                 |                | 6           | 5           | 2           |            |
| 10-14                 | 4              | 5           | 10          | 11          | 7          |
| 5-9                   | 4              | 3           | 1           | 6           | 9          |
| 0-4                   | 1              |             | 2           | 1           | 5          |
| <b>Total</b>          | <b>23</b>      | <b>23</b>   | <b>24</b>   | <b>23</b>   | <b>23</b>  |
| <b>Median</b>         | <b>20.9</b>    | <b>17.4</b> | <b>14.0</b> | <b>11.5</b> | <b>8.1</b> |

TABLE 15  
 FREQUENCY DISTRIBUTION OF RESPONSES OF GUIDANCE SUPERVISORS  
 TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON  
 PERCENTAGE OF TIME DEVOTED TO THE MAJOR CATEGORY  
 CALLED "OTHER ACTIVITIES"

| Percentage<br>of time | Counselor type |      |      |     |     |
|-----------------------|----------------|------|------|-----|-----|
|                       | I              | II   | III  | IV  | V   |
| 100                   |                |      |      |     |     |
| 95-99                 |                |      |      |     |     |
| 90-94                 |                |      |      |     |     |
| 85-89                 |                |      |      |     |     |
| 80-84                 | 2              |      |      |     |     |
| 75-79                 | 2              |      |      |     |     |
| 79-74                 | 2              |      |      |     |     |
| 65-69                 |                |      |      |     |     |
| 60-64                 | 1              | 1    |      |     |     |
| 55-59                 |                |      |      |     |     |
| 50-54                 | 4              | 2    |      |     |     |
| 45-49                 |                | 1    | 1    |     |     |
| 40-44                 | 3              | 1    | 1    |     |     |
| 35-39                 | 1              | 1    |      |     |     |
| 30-34                 | 1              | 6    |      |     |     |
| 25-29                 |                | 2    |      | 1   | 1   |
| 20-24                 | 4              | 1    | 3    | 1   | 1   |
| 15-19                 | 1              | 2    |      | 4   | 2   |
| 10-14                 | 2              | 4    | 8    | 4   | 4   |
| 5-9                   |                | 1    | 8    | 11  | 7   |
| 0-4                   | 1              | 1    | 3    | 2   | 8   |
| Total                 | 23             | 23   | 24   | 23  | 23  |
| Median                | 42.0           | 29.9 | 10.0 | 8.8 | 7.0 |

TABLE 16

RESPONSES OF THE GUIDANCE SUPERVISORS TO THE PERCENTAGES OF TIME AN AVERAGE (TYPE III) COUNSELOR MIGHT BE EXPECTED TO DEVOTE TO EACH OF THE ASCA CATEGORIES OF FUNCTION

| Supervisor | Program Planning | Counseling | Appraisal | Educational-Vocational Planning | Referral | Placement | Parent Help | Staff Consultation | Research | Public Relations |
|------------|------------------|------------|-----------|---------------------------------|----------|-----------|-------------|--------------------|----------|------------------|
| 1          | 10               | 50         | 5         | 5                               | 5        | 0         | 10          | 10                 | 5        | 0                |
| 2          | 5                | 10         | 15        | 40                              | 5        | 5         | 10          | 5                  | 3        | 2                |
| 3          | 15               | 75         | 4         | 0                               | 0        | 0         | 0           | 3                  | 2        | 1                |
| 4          | 5                | 25         | 15        | 25                              | 3        | 2         | 10          | 10                 | 2        | 1                |
| 5          | 10               | 30         | 5         | 10                              | 5        | 5         | 5           | 10                 | 5        | 10               |
| 6          | 5                | 65         | 2         | 0                               | 1        | 2         | 10          | 10                 | 2        | 2                |
| 7          | 3                | 40         | 2         | 20                              | 1        | 0         | 5           | 25                 | 1        | 3                |
| 8          | 5                | 40         | 7         | 5                               | 2        | 5         | 10          | 5                  | 5        | 10               |
| 9          | 3                | 50         | 3         | 2                               | 2        | 3         | 15          | 15                 | 3        | 2                |
| 10         | 10               | 20         | 5         | 10                              | 5        | 10        | 10          | 10                 | 10       | 5                |
| 11         | 10               | 35         | 10        | 10                              | 5        | 5         | 10          | 5                  | 5        | 5                |
| 12         | 10               | 25         | 15        | 15                              | 5        | 5         | 10          | 10                 | 5        | 5                |
| 13         | 10               | 60         | 5         | 5                               | 2        | 5         | 5           | 3                  | 3        | 2                |
| 14         | 5                | 45         | 10        | 5                               | 3        | 5         | 10          | 5                  | 5        | 5                |
| 15         | 5                | 60         | 5         | 4                               | 3        | 3         | 10          | 5                  | 3        | 2                |
| 16         | 5                | 50         | 10        | 5                               | 5        | 3         | 10          | 10                 | 0        | 2                |
| 17         | 5                | 50         | 5         | 20                              | 3        | 3         | 4           | 7                  | 1        | 1                |
| 18         | 5                | 50         | 5         | 5                               | 5        | 5         | 5           | 15                 | 2.5      | 1.5              |
| 19         | 15               | 15         | 15        | 15                              | 4        | 4         | 10          | 10                 | 4        | 4                |
| 20         | 10               | 40         | 10        | 10                              | 5        | 5         | 5           | 5                  | 3        | 2                |
| 21         | 2                | 70         | 3         | 10                              | 1        | 5         | 2           | 1                  | 2        | 2                |
| 22         | 10               | 40         | 10        | 10                              | 5        | 5         | 5           | 5                  | 5        | 5                |
| 23         | 0                | 40         | 10        | 10                              | 3        | 5         | 10          | 10                 | 10       | 2                |
| 24         | --               | --         | --        | --                              | --       | --        | --          | --                 | --       | --               |
| Mean       | 7.4              | 42         | 7.7       | 10.5                            | 3.4      | 3.9       | 8.0         | 8.4                | 3.8      | 3.2              |

TABLE 17

FREQUENCY DISTRIBUTION OF RESPONSES OF GUIDANCE SUPERVISORS  
TO PERCENTAGE OF TIME AN AVERAGE (TYPE III) COUNSELOR  
MIGHT BE EXPECTED TO DEVOTE TO EACH OF THE  
ASCA CATEGORIES OF FUNCTION

| Percentage of time | Program Planning | Counseling | Appraisal | Educational-Vocational Planning | Referral | Placement | Parent Help | Staff Consultation | Research | Public Relations |
|--------------------|------------------|------------|-----------|---------------------------------|----------|-----------|-------------|--------------------|----------|------------------|
| 100                |                  |            |           |                                 |          |           |             |                    |          |                  |
| 95-99              |                  |            |           |                                 |          |           |             |                    |          |                  |
| 90-94              |                  |            |           |                                 |          |           |             |                    |          |                  |
| 85-89              |                  |            |           |                                 |          |           |             |                    |          |                  |
| 80-84              |                  |            |           |                                 |          |           |             |                    |          |                  |
| 75-79              |                  | 1          |           |                                 |          |           |             |                    |          |                  |
| 70-74              |                  | 1          |           |                                 |          |           |             |                    |          |                  |
| 65-69              |                  | 1          |           |                                 |          |           |             |                    |          |                  |
| 60-64              |                  | 2          |           |                                 |          |           |             |                    |          |                  |
| 55-59              |                  |            |           |                                 |          |           |             |                    |          |                  |
| 50-54              |                  | 5          |           |                                 |          |           |             |                    |          |                  |
| 45-49              |                  | 1          |           |                                 |          |           |             |                    |          |                  |
| 40-44              |                  | 5          |           | 1                               |          |           |             |                    |          |                  |
| 35-39              |                  | 1          |           |                                 |          |           |             |                    |          |                  |
| 30-34              |                  | 1          |           |                                 |          |           |             |                    |          |                  |
| 25-29              |                  | 2          |           | 1                               |          |           |             | 1                  |          |                  |
| 20-24              |                  | 1          |           | 2                               |          |           |             |                    |          |                  |
| 15-19              | 2                | 1          | 4         | 2                               |          |           | 1           | 2                  |          |                  |
| 10-14              | 8                | 1          | 6         | 7                               |          |           | 13          | 9                  | 2        | 2                |
| 5-9                | 9                |            | 8         | 6                               | 10       | 13        | 6           | 8                  | 7        | 5                |
| 0-4                | 4                |            | 5         | 4                               | 13       | 8         | 3           | 3                  | 14       | 16               |
| Total              | 23               | 23         | 23        | 23                              | 23       | 23        | 23          | 23                 | 23       | 23               |
| Median             | 8.67             | 44.0       | 8.56      | 10.57                           | 3.92     | 5.85      | 10.46       | 9.78               | 3.61     | 3.09             |

TABLE 18  
 RESPONSES OF GUIDANCE SUPERVISORS TO INSTRUMENT ENTITLED  
 "A CATEGORIZATION OF COUNSELOR DUTIES"

| ASCA Function  |                         | Wrenn Categories |     |            |    |                         |     |
|----------------|-------------------------|------------------|-----|------------|----|-------------------------|-----|
| Printed number | Computer program number | Counseling       |     | Consulting |    | Coordinating and Change |     |
|                |                         | Number           | %   | Number     | %  | Number                  | %   |
| I. a.          | 501                     | 1                | 4   | 8          | 33 | 15                      | 62  |
| b.             | 502                     | 7                | 29  | 4          | 17 | 12                      | 50  |
| c.             | 503                     | 2                | 8   | 12         | 50 | 9                       | 38  |
| d.             | 504                     |                  |     | 1          | 4  | 23                      | 96  |
| e.             | 505                     |                  |     | 6          | 25 | 18                      | 75  |
| f.             | 506                     |                  |     | 8          | 33 | 16                      | 67  |
| II. a.         | 507                     | 24               | 100 |            |    |                         |     |
| b.             | 508                     | 24               | 100 |            |    |                         |     |
| c.             | 509                     | 24               | 100 |            |    |                         |     |
| III. a.        | 510                     | 7                | 29  | 3          | 14 | 13                      | 58  |
| b.             | 511                     | 2                | 8   | 3          | 19 | 13                      | 79  |
| c.             | 512                     | 7                | 29  | 13         | 4  | 54                      | 17  |
| d.             | 513                     | 11               | 46  | 6          | 7  | 25                      | 30  |
| e.             | 514                     | 2                | 8   | 3          | 19 | 13                      | 80  |
| IV. a.         | 515                     | 17               | 71  | 5          | 2  | 21                      | 8   |
| b.             | 516                     | 15               | 63  | 7          | 2  | 29                      | 8   |
| c.             | 517                     | 14               | 58  | 7          | 3  | 29                      | 13  |
| d.             | 518                     | 20               | 83  | 2          | 1  | 8                       | 4   |
| e.             | 519                     |                  |     | 13         | 11 | 54                      | 46  |
| f.             | 520                     | 11               | 46  | 2          | 11 | 8                       | 46  |
| v. a.          | 521                     | 6                | 25  | 10         | 8  | 42                      | 33  |
| b.             | 522                     |                  |     | 1          | 22 | 4                       | 92  |
| c.             | 523                     | 4                | 17  | 5          | 14 | 21                      | 58  |
| d.             | 524                     |                  |     | 9          | 15 | 38                      | 63  |
| e.             | 525                     |                  |     | 9          | 15 | 38                      | 63  |
| f.             | 526                     |                  |     |            | 24 |                         | 100 |

TABLE 18--Continued

| ASCA Function  |                         | Wrenn Categories |    |            |     |                           |    |
|----------------|-------------------------|------------------|----|------------|-----|---------------------------|----|
| Printed number | Computer program number | Counseling       |    | Consulting |     | Coordinating and Changing |    |
|                |                         | Number           | %  | Number     | %   | Number                    | %  |
| VI.a.          | 527                     | 19               | 79 | 5          | 21  |                           |    |
| b.             | 528                     | 4                | 17 | 20         | 83  |                           |    |
| c.             | 529                     | 4                | 17 | 14         | 58  | 5                         | 21 |
| d.             | 530                     | 20               | 83 |            |     | 4                         | 17 |
| e.             | 531                     | 4                | 17 | 5          | 21  | 15                        | 63 |
| VII.a.         | 532                     |                  |    | 24         | 100 |                           |    |
| b.             | 533                     | 4                | 17 | 20         | 83  |                           |    |
| c.             | 534                     |                  |    | 15         | 63  | 9                         | 38 |
| VIII.a.        | 535                     |                  |    | 22         | 92  | 2                         |    |
| b.             | 536                     |                  |    | 23         | 96  | 1                         | 4  |
| c.             | 537                     |                  |    | 22         | 92  | 2                         | 8  |
| d.             | 538                     | 1                | 4  | 18         | 75  | 3                         |    |
| e.             | 539                     |                  |    | 5          | 21  | 19                        |    |
| IX.a.          | 540                     | 3                | 13 |            |     | 19                        |    |
| b.             | 541                     | 5                | 21 | 4          | 17  | 15                        |    |
| c.             | 542                     | 4                | 17 | 1          | 4   | 17                        |    |
| d.             | 543                     | 5                | 21 | 4          | 17  | 15                        |    |
| e.             | 544                     | 2                | 8  | 2          | 8   | 20                        |    |
| f.             | 545                     | 1                | 4  | 5          | 21  | 18                        |    |
| X.a.           | 546                     |                  |    | 4          | 17  | 19                        |    |
| b.             | 547                     |                  |    | 5          | 21  | 17                        |    |

TABLE 19  
 PERCENTAGE OF RESPONSES OF GUIDANCE SUPERVISORS TO THE  
 INSTRUMENT ENTITLED "CLASSIFICATION  
 OF ACTIONS PERFORMED"

| Action performed                                 | Classification of Action |            |                    |                   |            |                                      |       |
|--|--------------------------|------------|--------------------|-------------------|------------|--------------------------------------|-------|
|  | Preparation and Planning | Conferring | Adminis-<br>tering | Clerical<br>Chore | Evaluating | Professional<br>self-<br>Development | Other |
| Received suggestions                             | 12                       | 56         |                    |                   | 16         | 12                                   | 4     |
| Made out transcripts                             |                          |            |                    | 95                |            |                                      | 5     |
| Composed letters, etc.                           | 5                        |            | 26                 | 16                | 33         |                                      | 20    |
| Gave instructions about<br>guidance program      | 39                       | 12         | 32                 |                   |            | 5                                    | 12    |
| Conducted an activity                            | 31                       |            | 43                 |                   |            |                                      | 26    |
| Coordinated an activity                          | 38                       |            | 50                 |                   |            |                                      | 12    |
| Received information                             |                          | 52         | 5                  |                   | 9          | 9                                    | 25    |
| Interpreted information                          | 8                        | 38         |                    |                   | 42         |                                      | 12    |
| Recorded data                                    |                          |            |                    | 95                | 5          |                                      |       |
| Developed personal notes                         | 22                       | 4          | 4                  | 12                | 8          | 22                                   | 28    |
| Observed   | 8                        |            | 4                  |                   | 56         | 20                                   | 12    |
| Checked answer sheets<br>for machine scoring     |                          |            |                    | 100               |            |                                      |       |
| Studied reference works<br>to understand problem | 7                        |            |                    |                   | 14         | 72                                   | 7     |
| Studied professional<br>literature               | 5                        |            |                    |                   |            | 89                                   | 5     |
| Prepared personal work<br>schedule               | 28                       |            | 32                 | 16                | 4          | 20                                   |       |

TABLE 19--Continued

| Action performed                       | Classification of Action |            |               |                |            |                               |       |
|--|--------------------------|------------|---------------|----------------|------------|-------------------------------|-------|
|  | Preparation and Planning | Conferring | Administering | Clerical Chore | Evaluating | Professional Self-Development | Other |
| Discussed plans about guidance program | 80                       | 20         |               |                |            |                               |       |
| Developed guidance program plans       | 85                       | 4          | 11            |                |            |                               |       |
| Revised such plans                     | 70                       | 5          | 5             |                | 15         | 5                             |       |
| Monitored (cafeteria, etc.)            |                          |            | 41            | 5              |            |                               | 54    |
| Attended meeting                       | 5                        | 20         | 12            |                |            | 58                            | 5     |
| Prepared speci.                        | 20                       | 5          | 12            |                |            | 30                            | 33    |
| Discussed plans about/with person      | 40                       | 55         |               |                | 5          |                               |       |
| Scored tests                           |                          |            |               | 95             |            |                               | 5     |
| Filed                                  |                          |            |               | 100            |            |                               |       |
| Collected data                         | 5                        |            |               | 45             | 50         |                               |       |
| Gave special tests                     |                          |            | 50            | 12             | 29         |                               |       |
| Gave support, encouragement            | 5                        | 70         |               |                | 5          |                               | 20    |
| Reviewed progress                      | 12                       |            |               | 5              | 83         |                               |       |
| Made a speech                          | 25                       |            | 5             |                |            | 25                            | 45    |
| Utilized data processing               | 12                       |            | 16            | 30             | 12         |                               | 30    |
| Assisted with activity                 | 8                        | 5          | 25            |                |            |                               | 62    |
| Supervised an activity                 |                          |            | 66            |                | 5          |                               | 29    |
| Prepared written report                | 21                       |            | 12            | 21             | 25         |                               | 21    |

TABLE 19--Continued

| Action performed                                    | Classification of Action |            |               |                |            |                               |       |
|---|--------------------------|------------|---------------|----------------|------------|-------------------------------|-------|
|   | Preparation and Planning | Conferring | Administering | Clerical Chore | Evaluating | Professional Self-Development | Other |
| Collected information                               | 33                       |            |               | 33             | 26         |                               | 8     |
| Helped student develop program of studies           | 17                       | 54         | 17            |                | 4          |                               | 8     |
| Gave instructions about other than guidance program | 4                        | 8          | 59            |                | 4          |                               | 25    |
| Analyzed data                                       | 8                        | 8          |               | 5              | 71         |                               | 8     |
| Received orientation or instructions                | 12                       | 21         |               |                | 59         |                               | 8     |
| Responded to professional non-guidance survey       |                          |            | 4             | 4              | 4          | 34                            | 54    |
| Prepared guidance material                          | 75                       |            | 8             | 12             |            |                               | 5     |
| Substituted for teacher                             |                          |            | 30            |                |            |                               | 70    |
| Visited   | 5                        | 12         |               |                | 8          | 45                            | 30    |
| Advised extracurricular activity                    | 8                        | 34         | 26            |                |            | 5                             | 17    |
| Participated in conference                          |                          | 21         | 5             |                |            | 66                            | 8     |
| Prepared conference material                        | 36                       |            | 12            | 12             |            | 28                            | 12    |
| Organized an activity                               | 50                       |            | 42            |                |            | 4                             | 4     |
| Prepared publication(s)                             | 38                       |            | 8             | 8              |            | 21                            | 25    |
| Prepared master schedule                            |                          |            | 92            |                |            |                               | 8     |
| Responded to feelings to permit expression          |                          | 64         |               |                | 4          | 4                             | 28    |

TABLE 19--Continued

| Action performed           | Classification of Action |            |                    |                   |            |                                     |       |
|----------------------------|--------------------------|------------|--------------------|-------------------|------------|-------------------------------------|-------|
|                            | Preparation and Planning | Conferring | Adminis-<br>tering | Clerical<br>Chore | Evaluating | Professional<br>Self<br>Development | Other |
| Typed                      |                          |            |                    | 100               |            |                                     |       |
| Attended college class     | 4                        |            |                    |                   | 4          | 92                                  |       |
| Checked cumulative records | 4                        |            |                    | 80                | 16         |                                     |       |
| Registered students        |                          | 16         | 30                 | 50                |            |                                     | 4     |
| Made suggestions           | 12                       | 76         |                    |                   | 4          |                                     | 8     |
| Gave information           | 8                        | 76         |                    |                   |            |                                     | 16    |
| Made out pupil's schedule  |                          | 17         | 34                 | 41                |            |                                     | 8     |
| Changed pupil's schedule   | 5                        | 20         | 45                 | 25                |            |                                     | 5     |

TABLE 20

PERCENTAGE OF RESPONSES OF GUIDANCE SUPERVISORS TO THE  
INSTRUMENT ENTITLED "CLASSIFICATION BY EMPHASIS:"

| Emphasis                                    | Classification by Emphasis |  |           |           |          |                                     |          |                     |     |
|---|----------------------------|--|-----------|-----------|----------|-------------------------------------|----------|---------------------|-----|
|   | Counseling                 | Educational-<br>Vocational<br>Planning | Placement | Appraisal | Referral | Program<br>Plannin &<br>Preparation | Research | Public<br>Relations |     |
| Transfer and/or<br>orientation              | 28                         | 5                                      | 62        | 5         |          |                                     |          |                     |     |
| Self-understanding                          | 84                         |  |           | 16        |          |                                     |          |                     |     |
| Referral                                    |                            |  | 5         | 10        | 85       |                                     |          |                     |     |
| Curriculum development                      |                            | 14                                     |           | 5         |          | 81                                  |          |                     |     |
| Health-physical<br>development              | 34                         | 5                                      |           | 39        | 9        | 13                                  |          |                     |     |
| Vocational<br>planning                      | 34                         | 66                                     |           |           |          |                                     |          |                     |     |
| Job placement                               | 11                         | 8                                      | 77        |           |          |                                     | 4        |                     |     |
| Cumulative records                          | 11                         | 5                                      |           | 79        |          |                                     | 5        |                     |     |
| Social-emotional<br>adjustment              | 100                        |  |           |           |          |                                     |          |                     |     |
| Decision-making                             | 95                         | 5                                      |           |           |          |                                     |          |                     |     |
| Post-high school educa-<br>tional placement | 9                          | 16                                     | 75        |           |          |                                     |          |                     |     |
| Avocational development                     | 75                         | 16                                     |           | 9         |          |                                     |          |                     |     |
| Grading-reporting                           | 6                          |  | 6         | 88        |          |                                     |          |                     |     |
| In-school placement-<br>grouping            | 6                          | 6                                      | 82        | 6         |          |                                     |          |                     |     |
| Public relations                            |                            |  |           |           |          |                                     |          |                     | 100 |

TABLE 20--Continued

| Emphasis                                | Classification by Emphasis |  |           |           |          |                                      |          |                     |
|---|----------------------------|--|-----------|-----------|----------|--------------------------------------|----------|---------------------|
|   | Counseling                 | Educational-<br>Vocational<br>Planning | Placement | Appraisal | Referral | Program<br>Planning &<br>Preparation | Research | Public<br>Relations |
| Local research                          |                            |  |           |           |          |                                      | 100      |                     |
| Educational planning                    | 26                         | 64                                     |           |           |          | 10                                   |          |                     |
| Military planning                       | 30                         | 54                                     |           |           | 6        |                                      |          | 10                  |
| School program, policies,<br>procedures | 5                          | 5                                      |           | 5         |          | 75                                   |          | 10                  |
| Problem solving                         | 85                         |  |           | 5         |          |                                      |          |                     |
| Confidential records                    | 30                         |  | 5         | 54        | 11       |                                      |          |                     |
| Pupil analysis-appraisal                | 6                          |  | 6         | 82        | 6        |                                      |          |                     |
| Vocational development                  | 30                         | 62                                     |           | 4         |          | 4                                    |          |                     |
| Academic progress                       | 43                         | 13                                     |           | 38        |          | 6                                    |          |                     |
| Guidance program                        | 18                         |  |           | 10        |          | 72                                   |          |                     |
| Total adjustment of<br>pupil            | 82                         |  |           | 18        |          |                                      |          |                     |
| Environmental<br>influences             | 50                         |  |           | 18        |          |                                      | 20       | 12                  |
| Finances                                | 18                         | 14                                     |           | 8         | 8        | 52                                   |          |                     |

TABLE 21

RELEVANT DATA CONCERNING THE SIZE OF THE MARYLAND COUNTIES  
1967-68

| County | Number of   |                                   |                                     |  |   |
|--------|---|-----------------------------------|-------------------------------------|--|---|
|        | Secondary and<br>Elementary<br>Students<br>Enrolled | Secondary<br>Students<br>Enrolled | Secondary<br>Instructional<br>Staff | Full-time<br>Equivalent<br>Secondary<br>Counselors | Other pupil<br>Services<br>Workers Plus<br>Speech-hearing<br>Therapists |
| 1      | 16,448  | 8,325                             | 421.0                               | 12.8   | 6.0   |
| 2      | 62,175  | 26,727                            | 1467.3                              | 54.5   | 47.0  |
| 3      | 118,356   | 54,710                            | 3261.2                              | 129.5  | 144.0   |
| 4      | 5,284   | 2,294                             | 121.0                               | 2.0  | 5.95  |
| 5      | 5,265   | 2,286                             | 133.6                               | 6.8  | 2.65  |
| 6      | 13,864  | 6,083                             | 311.6                               | 14.3   | 8.75  |
| 7      | 11,700  | 5,047                             | 278.4                               | 13.0   | 7.0   |
| 8      | 10,765  | 4,425                             | 264.0                               | 10.4   | 5.0   |
| 9      | 6,501   | 2,975                             | 159.0                               | 3.9  | 5.5   |
| 10     | 17,905  | 8,184                             | 450.1                               | 17.2   | 20.7  |
| 11     | 5,341   | 2,318                             | 119.0                               | 3.0  | 8.0   |
| 12     | 24,941  | 10,583                            | 607.6                               | 21.1   | 18.5  |
| 13     | 13,078  | 5,566                             | 397.1                               | 16.5   | 7.1   |
| 14     | 3,636   | 1,569                             | 102.0                               | 4.2  | 2.5   |
| 15     | 116,015   | 51,210                            | 3131.5                              | 135.0  | 62.0  |
| 16     | 136,469   | 53,283                            | 2928.0                              | 157.7  | 189.0   |
| 17     | 4,605   | 1,971                             | 138.5                               | 4.3  | 3.75  |
| 18     | 9,390   | 3,606                             | 212.1                               | 9.0  | 5.5   |
| 19     | 4,484   | 2,014                             | 111.6                               | 3.4  | 2.75  |
| 20     | 4,483   | 1,983                             | 135.4                               | 4.1  | 2.9   |
| 21     | 23,122  | 9,988                             | 564.6                               | 22.0   | 12.0  |
| 22     | 12,746  | 5,626                             | 330.1                               | 10.5   | 2.5   |
| 23     | 6,776   | 2,924                             | 167.1                               | 5.0  | 1.0   |
| Total  | 633,347   | 273,707                           | 15,811.8                            | 660.2  | 564.45  |

TABLE 22  
 RELEVANT DATA CONCERNING GUIDANCE SUPERVISION IN THE  
 MARYLAND COUNTIES DURING 1967-68

| Relevant Data |   |  |  |  |  |  |
|---------------|---|--|--|--|--|--|
| County        | Year the<br>County<br>Assigned a<br>Guidance<br>Supervisory<br>Position | Order of<br>Counties in<br>Establishing<br>this Position | Percent of<br>Time Allotted<br>for Guidance<br>Supervision | Counselor/<br>Supervisor<br>Ratio<br>(No. Coun-<br>selsors Divided<br>by Col. 3) | Total Number<br>Persons<br>Supervised by<br>Guidance<br>Supervisor |  |
| 1             | 1959  | 5  | 10   | 150  | 29   |  |
| 2             | 1961  | 7  | 45   | 133  | 60   |  |
| 3             | 1947  | 1  | 300  | 60   | 178  |  |
| 4             | None  |  | 5  | 80   | 7  |  |
| 5             | None  |  | 35   | 36   | 17   |  |
| 6             | 1958  | 4  | 25   | 80   | 35   |  |
| 7             | 1967  | 10   | 50   | 34   | 19   |  |
| 8             | 1967  | 10   | 30   | 34   | 11   |  |
| 9             | None  |  | 10   | 50   | 160  |  |
| 10            | 1957  | 3  | 30   | 74   | 78   |  |
| 11            | None  |  | 5  | 40   | 104  |  |
| 12            | None  |  | 15   | 160  | 45+  |  |
| 13            | 1965  | 9  | 35   | 55   | 46   |  |
| 14            | 1960  | 6  | 20   | 30   | 6+   |  |
| 15            | 1960  | 6  | 450  | 27   | 139  |  |
| 16            | 1957  | 3  | 200  | 84   | 167  |  |
| 17            | None  |  | 25   | 28   | 11   |  |
| 18            | 1962  | 8  | 100  | 11   | 11   |  |
| 19            | None  |  | 25   | 13   | 8  |  |
| 20            | None  |  | 10   | 50   | 5  |  |
| 21            | 1948  | 2  | 60   | 38   | 23   |  |
| 22            | 1962  | 8  | 40   | 32   | 42   |  |
| 23            | None  |  | 10   | 60   | 75+  |  |

Column Five includes classroom teachers supervised by persons having dual responsibilities in the instructional program as well as other pupil services personnel supervised by the guidance supervisor.

TABLE 23  
STUDENT LOADS CARRIED BY PUPIL SERVICES WORKERS IN THE  
MARYLAND COUNTIES DURING 1967-68

| County | Type of Pupil Service Worker |                             |  |                        |                     |                  |
|--------|------------------------------|-----------------------------|--|------------------------|---------------------|------------------|
|        | Secondary Counselor          | Elementary School Counselor | Pupil Service Worker Other than Counselor Including Speech Therapist | Pupil Personnel Worker | School Psychologist | Speech Therapist |
| 1      | 555                          | none                        | 2741   | 4412                   | none                | none             |
| 2      | 495                          | 5843                        | 1322   | 4145                   | 7772                | 3109             |
| 3      | 414                          | 1337                        | 0827   | 3818                   | 7888                | 2367             |
| 4      | 574                          | none                        | 888  | 1790                   | none                | 5175             |
| 5      | 381                          | none                        | 1404   | 4931                   | none                | 4931             |
| 6      | 405                          | 1556                        | 1596   | 2919                   | 6932                | 6932             |
| 7      | 389                          | 1664                        | 1800   | 2925                   | none                | 5850             |
| 8      | 442                          | none                        | 2153   | 2691                   | 10,765              | none             |
| 9      | 595                          | none                        | 1182   | 6501                   | 6501                | 6501             |
| 10     | 390                          | 9721                        | 865  | 3141                   | 5968                | 2238             |
| 11     | 1159                         | none                        | 668  | 5341                   | none                | none             |
| 12     | 530                          | 3547                        | 1348   | 3563                   | 24,941              | 8314             |
| 13     | 309                          | 6497                        | 1842   | 3269                   | 13,078              | 6539             |
| 14     | 349                          | 1378                        | 808  | 1818                   | 3636                | none             |
| 15     | 376                          | 13,795                      | 1871   | 3135                   | 5801                | 38,672           |
| 16     | 320                          | none                        | 726  | 3900                   | 5934                | 1844             |
| 17     | 328                          | 2304                        | 1228   | 6137                   | 6137                | 6137             |
| 18     | 360                          | 5312                        | 2087   | 4695                   | 18,780              | 4695             |
| 19     | 500                          | none                        | 1724   | 7473                   | none                | none             |
| 20     | 397                          | none                        | 2360   | 2360                   | none                | none             |
| 21     | 434                          | none                        | 1927   | 3853                   | none                | 7707             |
| 22     | 512                          | 3555                        | 6373   | 6373                   | none                | none             |
| 23     | 487                          | none                        | 6776   | 6776                   | none                | none             |
| Mean   | 414.58                       | 4995.0                      | 1126   | 4368                   | 8334                | 3661             |

TABLE 24  
RANKING OF MARYLAND COUNTIES IN TERMS OF DATA ON SIZE

| County | Rank by Size Factors |                      |                               |   |                              |
|--------|----------------------|----------------------|-------------------------------|---|------------------------------|
|        | Total Enrollment     | Secondary Enrollment | Secondary Instructional Staff | Secondary Full-time Equivalent Counselors | Other Pupil Services Workers |
| 1      | 8                    | 7                    | 8                             | 11  | 11                           |
| 2      | 4                    | 4                    | 4                             | 4   | 4                            |
| 3      | 2                    | 1                    | 1                             | 3   | 2                            |
| 4      | 18                   | 18                   | 20                            | 23  | 13                           |
| 5      | 19                   | 19                   | 19                            | 16  | 18                           |
| 6      | 9                    | 9                    | 11                            | 9   | 8                            |
| 7      | 12                   | 12                   | 12                            | 10  | 11                           |
| 8      | 13                   | 13                   | 13                            | 13  | 15                           |
| 9      | 16                   | 15                   | 16                            | 20  | 14                           |
| 10     | 7                    | 8                    | 7                             | 7   | 5                            |
| 11     | 17                   | 17                   | 21                            | 22  | 9                            |
| 12     | 5                    | 5                    | 5                             | 6   | 6                            |
| 13     | 10                   | 11                   | 9                             | 8   | 10                           |
| 14     | 23                   | 23                   | 23                            | 18  | 17                           |
| 15     | 3                    | 3                    | 2                             | 2   | 3                            |
| 16     | 1                    | 2                    | 3                             | 1   | 1                            |
| 17     | 20                   | 22                   | 17                            | 17  | 19                           |
| 18     | 14                   | 14                   | 14                            | 14  | 16                           |
| 19     | 21                   | 20                   | 22                            | 20  | 20                           |
| 20     | 22                   | 21                   | 18                            | 19  | 22                           |
| 21     | 6                    | 6                    | 6                             | 6   | 5                            |
| 22     | 11                   | 10                   | 10                            | 5   | 21                           |
| 23     | 15                   | 16                   | 15                            | 15  | 23                           |

TABLE 25

DISTRIBUTION OF PUPIL SERVICES PERSONNEL AMONG THE  
TWENTY-THREE COUNTIES OF MARYLAND DURING 1967-68

| County        | Number of Specialists |                        |                      |  |                           |
|---------------|-----------------------|------------------------|----------------------|--|---------------------------|
|               | Secondary Counselors  | Pupil Personnel Worker | School Psychologists | Pupil Services Workers beyond Counselors | Speech-Hearing Therapists |
| 1             | 12.8                  | 4                      | 0                    | 5.00                                     | 0                         |
| 2             | 54.5                  | 15                     | 8                    | 27.00                                    | 20                        |
| 3             | 129.5                 | 29                     | 15                   | 89.00                                    | 50                        |
| 4             | 2.0                   | 1                      | 0                    | 4.95                                     | 1                         |
| 5             | 6.8                   | 1                      | 0                    | 1.65                                     | 1                         |
| 6             | 14.3                  | 4                      | 2                    | 6.75                                     | 2                         |
| 7             | 13.0                  | 3                      | 0                    | 5.00                                     | 2                         |
| 8             | 10.4                  | 3                      | 1                    | 5.00                                     | 0                         |
| 9             | 3.9                   | 0                      | .5                   | 4.50                                     | 1                         |
| 10            | 17.2                  | 4                      | 3                    | 12.70                                    | 8                         |
| 11            | 3.0                   | 0                      | 0                    | 8.00                                     | 0                         |
| 12            | 21.1                  | 6                      | .5                   | 15.50                                    | 3                         |
| 13            | 16.5                  | 3                      | 1                    | 5.00                                     | 2                         |
| 14            | 4.2                   | 1                      | .5                   | 2.50                                     | 0                         |
| 15            | 135.0                 | 29                     | 20                   | 59.00                                    | 3                         |
| 16            | 157.7                 | 34                     | 23                   | 115.00                                   | 74                        |
| 17            | 4.3                   | 0                      | 1                    | 2.75                                     | 1                         |
| 18            | 9.0                   | 1                      | .5                   | 3.50                                     | 2                         |
| 19            | 3.4                   | 0                      | 0                    | 2.75                                     | 0                         |
| 20            | 4.1                   | 1                      | 0                    | 2.90                                     | 0                         |
| 21            | 22.0                  | 5                      | 0                    | 9.00                                     | 3                         |
| 22            | 10.5                  | 1                      | 0                    | 2.00                                     | 0                         |
| 23            | 5.0                   | 0                      | 0                    | 1.00                                     | 0                         |
| <b>Total</b>  | <b>660.2</b>          | <b>145</b>             | <b>76</b>            | <b>391.45</b>                            | <b>173</b>                |
| <b>Median</b> | <b>10.20</b>          | <b>2.71</b>            | <b>.62</b>           | <b>5.40</b>                              | <b>1.85</b>               |

TABLE 26

RANKING OF THE TWENTY-THREE MARYLAND COUNTIES IN TERMS OF  
RATIOS OF PUPILS TO PUPIL SERVICES SPECIALISTS 1967-68

| County | Rank                         |  |   |                                       |   |
|--------|------------------------------|--|---|---------------------------------------|---|
|        | Pupil/<br>Counselor<br>Ratio | Pupil/Pupil<br>Services<br>Worker other<br>than Coun-<br>selor Ratio | Pupil/Pupil<br>Personnel<br>Worker<br>Ratio | Pupil/School<br>Psychologist<br>Ratio | Pupil/<br>Speech-<br>Hearing<br>Specialist<br>Ratio |
| 1      | 20                           | 21   | 15  | --                                    | --  |
| 2      | 16                           | 9  | 14  | 8                                     | 4   |
| 3      | 12                           | 4  | 11  | 9                                     | 3   |
| 4      | 21                           | 6  | 1   | --                                    | 7   |
| 5      | 7                            | 11   | 17  | --                                    | 6   |
| 6      | 11                           | 12   | 5   | 7                                     | 12  |
| 7      | 8                            | 14   | 6   | --                                    | 8   |
| 8      | 14                           | 19   | 4   | 10                                    | --  |
| 9      | 22                           | 7  | 21  | 6                                     | 10  |
| 10     | 9                            | 5  | 8   | 4                                     | 2   |
| 11     | 23                           | 1  | 18  | --                                    | --  |
| 12     | 19                           | 10   | 10  | 13                                    | 14  |
| 13     | 1                            | 15   | 9   | 11                                    | 12  |
| 14     | 4                            | 3  | 2   | 1                                     | --  |
| 15     | 6                            | 16   | 7   | 2                                     | 15  |
| 16     | 2                            | 2  | 13  | 3                                     | 1   |
| 17     | 3                            | 8  | 19  | 5                                     | 9   |
| 18     | 5                            | 18   | 16  | 12                                    | 5   |
| 19     | 17                           | 13   | 23  | --                                    | --  |
| 20     | 10                           | 20   | 3   | --                                    | --  |
| 21     | 13                           | 17   | 12  | --                                    | --  |
| 22     | 18                           | 22   | 20  | --                                    | --  |
| 23     | 15                           | 23   | 22  | --                                    | --  |

TABLE 27

SECONDARY SCHOOL GUIDANCE EXPENDITURES FOR THE MARYLAND  
COUNTIES IN 1967-68--AS REPORTED TO THE MARYLAND  
STATE DEPARTMENT OF EDUCATION IN NATIONAL  
DEFENSE EDUCATION ACT REPORTS

| County | Expenditures for Guidance Salaries and Materials |                    |                            |                 |                 |
|--------|--|--------------------|----------------------------|-----------------|-----------------|
|        | Total  | From local support | Percent from local support | Total Per Pupil | Local Per Pupil |
| 1      | \$ 120,040                                       | \$ 99,580          | 83                         | \$14.46         | \$12.00         |
| 2      | 672,737  | 421,947            | 63                         | 25.72           | 16.20           |
| 3      | 1,624,266  | 1,261,076          | 78                         | 30.16           | 23.52           |
| 4      | 33,150   | 13,007             | 39                         | 15.14           | 6.00            |
| 5      | 58,610   | 23,930             | 41                         | 25.64           | 10.51           |
| 6      | 132,143  | 80,297             | 61                         | 22.20           | 13.54           |
| 7      | 152,722  | 98,661             | 65                         | 31.56           | 20.35           |
| 8      | 133,364  | 99,474             | 75                         | 30.91           | 23.18           |
| 9      | 49,488   | 28,240             | 57                         | 16.29           | 9.29            |
| 10     | 203,406  | 130,806            | 64                         | 24.85           | 15.90           |
| 11     | 24,367   | 8,437              | 34                         | 11.17           | 3.79            |
| 12     | 235,806  | 148,419            | 63                         | 23.25           | 14.64           |
| 13     | 186,721  | 139,448            | 75                         | 28.38           | 21.14           |
| 14     | 56,200   | 36,750             | 65                         | 35.01           | 22.76           |
| 15     | 1,453,759  | 1,106,938          | 76                         | 38.55           | 29.30           |
| 16     | 1,716,975  | 1,327,317          | 77                         | 32.94           | 25.36           |
| 17     | 43,675   | 24,234             | 56                         | 22.11           | 12.16           |
| 18     | 126,631  | 70,304             | 56                         | 36.25           | 20.30           |
| 19     | 35,734   | 7,260              | 30                         | 17.74           | 5.32            |
| 20     | 39,989   | 24,174             | 60                         | 20.85           | 12.51           |
| 21     | 237,503  | 139,317            | 59                         | 24.30           | 14.34           |
| 22     | 105,785  | 56,756             | 53                         | 19.68           | 10.43           |
| 23     | 55,016   | 30,819             | 56                         | 19.63           | 10.99           |
| Total  | \$7,498,087                                      | \$5,377,191        | 70.4                       |                 |                 |
| Mean   |  |                    |                            | \$24.65         | \$15.37         |
| Median |  |                    |                            | \$24.25         | \$14.25         |

TABLE 28

RANKING OF THE TWENTY-THREE MARYLAND COUNTIES IN TERMS OF  
EXPENDITURES FOR SECONDARY GUIDANCE SALARIES AND  
MATERIALS DURING 1967-68

| County | Rank                             |                                     |                             |   |  |
|--------|----------------------------------|-------------------------------------|-----------------------------|---|--|
|        | Total<br>Guidance<br>Expenditure | Local<br>Support<br>for<br>Guidance | Percent<br>Local<br>Support | Total per<br>Pupil<br>Guidance<br>Expenditure | Local Per<br>Pupil Guidance<br>Expenditure |
| 1      | 13                               | 9                                   | 1                           | 22  | 16   |
| 2      | 4                                | 4                                   | 11                          | 9   | 9  |
| 3      | 2                                | 2                                   | 2                           | 7   | 3  |
| 4      | 22                               | 21                                  | 21                          | 21  | 21   |
| 5      | 15                               | 20                                  | 20                          | 10  | 18   |
| 6      | 11                               | 12                                  | 12                          | 14  | 13   |
| 7      | 9                                | 11                                  | 8                           | 5   | 7  |
| 8      | 10                               | 10                                  | 5                           | 6   | 4  |
| 9      | 18                               | 17                                  | 15                          | 20  | 20   |
| 10     | 7                                | 8                                   | 9                           | 11  | 10   |
| 11     | 23                               | 22                                  | 22                          | 23  | 23   |
| 12     | 6                                | 5                                   | 10                          | 13  | 11   |
| 13     | 8                                | 6                                   | 6                           | 8   | 6  |
| 14     | 16                               | 15                                  | 7                           | 3   | 5  |
| 15     | 3                                | 3                                   | 4                           | 1   | 1  |
| 16     | 1                                | 1                                   | 3                           | 4   | 2  |
| 17     | 19                               | 18                                  | 18                          | 15  | 15   |
| 18     | 12                               | 13                                  | 17                          | 2   | 8  |
| 19     | 21                               | 21                                  | 23                          | 19  | 22   |
| 20     | 20                               | 19                                  | 13                          | 16  | 14   |
| 21     | -                                | 7                                   | 14                          | 12  | 12   |
| 22     | 14                               | 14                                  | 19                          | 17  | 19   |
| 23     | 17                               | 16                                  | 16                          | 18  | 17   |

TABLE 29

PROVISION OF GUIDANCE CLERICAL ASSISTANCE IN THE TWENTY-THREE  
COUNTIES OF MARYLAND DURING 1967-68

| County        | Number of<br>guidance<br>clerks | Ratio of<br>guidance clerks<br>to counselors | County rank in<br>order of clerk/<br>counselor ratio |
|---------------|---------------------------------|--|--|
| 1             | 4.00                            | 1/3.20                                       | 12   |
| 2             | 15.00                           | 1/3.63                                       | 13   |
| 3             | 28.00                           | 1/4.63                                       | 15   |
| 4             | 0.00                            | 0.00   | 21   |
| 5             | 1.40                            | 1/4.86                                       | 16   |
| 6             | 7.00                            | 1/2.04                                       | 3  |
| 7             | 5.50                            | 1/2.36                                       | 6  |
| 8             | 0.00                            | 0.00   | 21   |
| 9             | 0.00                            | 0.00   | 21   |
| 10            | 4.26                            | 1/4.04                                       | 14   |
| 11            | 1.50                            | 1/2.00                                       | 2  |
| 12            | 8.00                            | 1/2.44                                       | 7  |
| 13            | 7.20                            | 1/2.29                                       | 5  |
| 14            | .75                             | 1/5.60                                       | 17   |
| 15            | 38.00                           | 0.00   | 21   |
| 16            | 52.00                           | 1/3.03                                       | 11   |
| 17            | 1.90                            | 1/2.26                                       | 4  |
| 18            | 3.50                            | 1/2.67                                       | 10   |
| 19            | 2.00                            | 1/1.70                                       | 1  |
| 20            | 0.00                            | 0.00   | 21   |
| 21            | 3.00                            | 1/7.33                                       | 18   |
| 22            | 4.00                            | 1/2.63                                       | 9  |
| 23            | 2.00                            | 1/2.50                                       | 8  |
| <b>Total</b>  | <b>189.01</b>                   |  |  |
| <b>Mean</b>   | <b>8.22</b>                     | <b>2.46</b>                                  |  |
| <b>Median</b> | <b>3.375</b>                    | <b>2.425</b>                                 |  |

TABLE 30

DISTRIBUTION BY MARYLAND COUNTIES OF THE GUIDANCE CLERICAL  
ASSISTANCE PROVIDED EACH GUIDANCE DEPARTMENT IN  
THE STUDY SCHOOLS DURING 1967-68

| County       | Number of clerks per guidance department |          |           |          |           |           |
|--------------|--|----------|-----------|----------|-----------|-----------|
|              | none                                     | .25      | .50       | .75      | 1.00      | 1.00+     |
| 1            | 1  |          | 1         |          | 6         |           |
| 2            |  |          |           | 2        | 8         | 3         |
| 3            |  |          |           |          | 15        | 22        |
| 4            | 1  |          |           |          |           |           |
| 5            |  | 2        |           |          |           |           |
| 6            |  |          |           | 1        | 3         |           |
| 7            |  |          |           |          | 5         |           |
| 8            |  | 1        | 1         |          |           |           |
| 9            | 1  |          | 1         |          |           |           |
| 10           | 1  |          | 2         |          | 1         | 1         |
| 11           |  |          |           |          | 1         |           |
| 12           |  |          | 2         |          | 6         |           |
| 13           |  |          |           |          | 2         | 3         |
| 14           |  |          | 1         |          |           |           |
| 15           |  |          | 2         |          | 11        | 17        |
| 16           |  |          | 1         |          | 8         | 21        |
| 17           | 3  |          |           |          |           |           |
| 18           |  |          |           |          | 3         |           |
| 19           | 1  |          | 1         |          |           |           |
| 20           | 1  |          |           |          |           |           |
| 21           | 4  |          |           |          |           | 4         |
| 22           | 1  |          |           | 2        |           |           |
| 23           | 1  |          |           |          | 1         |           |
| <b>Total</b> | <b>15</b>                                | <b>3</b> | <b>12</b> | <b>5</b> | <b>70</b> | <b>71</b> |

25th percentile: 1.02;

50th percentile: 1.19;

75th percentile: 1.35

TABLE 31

PROVISION OF GUIDANCE SERVICES DURING THE SUMMER MONTHS  
IN THE TWENTY-THREE MARYLAND COUNTIES--1967-68

| County       | Number of<br>counselors<br>employed | Percent of<br>counselors<br>employed | County rank by<br>percent of coun-<br>selor: employed |
|--------------|-------------------------------------|--------------------------------------|---|
| 1            | 0.0                                 | 0.00                                 | 19  |
| 2            | 54.5                                | 100.00                               | 3   |
| 3            | 52.0                                | 40.15                                | 12  |
| 4            | 2.0                                 | 100.00                               | 3   |
| 5            | 0.0                                 | 0.00                                 | 19  |
| 6            | 14.3                                | 100.00                               | 3   |
| 7            | 0.0                                 | 0.00                                 | 19  |
| 8            | 10.4                                | 100.00                               | 3   |
| 9            | 3.0                                 | 76.90                                | 9   |
| 10           | 10.0                                | 58.10                                | 10  |
| 11           | 0.0                                 | 0.00                                 | 19  |
| 12           | 9.0                                 | 43.75                                | 11  |
| 13           | 4.0                                 | 24.34                                | 14  |
| 14           | 0.0                                 | 00.00                                | 19  |
| 15           | 135.0                               | 100.00                               | 3   |
| 16           | 120.0                               | 77.48                                | 8   |
| 17           | 0.0                                 | 0.00                                 | 19  |
| 18           | 8.0                                 | 88.88                                | 6   |
| 19           | 0.0                                 | 0.00                                 | 19  |
| 20           | 0.0                                 | 0.00                                 | 19  |
| 21           | 18.0                                | 81.81                                | 7   |
| 22           | 4.0                                 | 38.09                                | 13  |
| 23           | 0.0                                 | 0.00                                 | 19  |
| <b>Total</b> | <b>189.01</b>                       |                                      |   |
| <b>Mean</b>  |                                     | <b>66.98%</b>                        |   |

TABLE 32  
 DISTRIBUTION OF STUDY SCHOOLS BY PERCENTAGE OF GRADUATES  
 OF THE CLASS OF 1967 ENROLLED IN DEGREE-GRANTING  
 INSTITUTIONS

| Percent of Graduates | Number of Schools |                |                  |                 |                 |                |                  | Total     |
|----------------------|-------------------|----------------|------------------|-----------------|-----------------|----------------|------------------|-----------|
|                      | One Counselor     | Two Counselors | Three Counselors | Four Counselors | Five Counselors | Six Counselors | Eight Counselors |           |
| 1-5                  | 2                 |                |                  |                 |                 |                |                  | 2         |
| 6-10                 | 1                 |                |                  |                 |                 |                |                  | 1         |
| 11-15                | 3                 |                |                  |                 |                 |                |                  | 3         |
| 16-20                | 1                 | 1              | 1                | 1               |                 |                |                  | 4         |
| 21-25                | 4                 | 4              |                  | 4               |                 |                |                  | 12        |
| 26-30                | 6                 |                | 1                | 1               |                 |                |                  | 8         |
| 31-35                | 1                 | 4              | 1                | 1               |                 | 1              |                  | 8         |
| 36-40                | 1                 | 1              | 3                |                 | 1               | 1              |                  | 7         |
| 41-45                | 2                 |                | 2                | 1               |                 |                |                  | 5         |
| 46-50                |                   | 1              |                  |                 | 1               | 1              | 1                | 4         |
| 51-55                |                   |                | 1                | 1               |                 |                |                  | 2         |
| 56-60                |                   |                |                  | 3               | 1               |                |                  | 4         |
| 61-65                |                   |                | 2                |                 |                 |                |                  | 2         |
| 66-70                |                   |                |                  |                 |                 | 1              |                  | 1         |
| 71-75                |                   |                |                  |                 | 1               |                |                  | 1         |
| 76-80                |                   |                |                  |                 | 1               |                |                  | 1         |
| <b>Total</b>         | <b>21</b>         | <b>11</b>      | <b>11</b>        | <b>12</b>       | <b>5</b>        | <b>4</b>       | <b>1</b>         | <b>65</b> |

25th percentile: 23.10;  
 50th percentile: 32.06  
 75th percentile: 44.25

TABLE 33

DISTRIBUTION BY MARYLAND COUNTIES OF COUNSELORS BY ORGANIZATIONAL PATTERNS WITHIN THE SCHOOL DURING 1967-68

| County                                    | School organizational pattern for guidance* |            |           |          |           |            |
|---|---|------------|-----------|----------|-----------|------------|
|   | One   | Two        | Three     | Four     | Five      | Total      |
| 1   | 1   |            |           |          | 7         | 8          |
| 2   |   | 11         | 2         |          |           | 13         |
| 3   |   | 34         |           |          | 3         | 37         |
| 4   |   |            |           |          | 1         | 1          |
| 5   |   |            | 2         |          |           | 2          |
| 6   | 1   | 3          |           |          |           | 4          |
| 7   | 1   | 4          |           |          |           | 5          |
| 8   | 1   |            | 1         |          |           | 2          |
| 9   | 2   |            |           |          |           | 2          |
| 10  | 4   |            | 1         |          |           | 5          |
| 11  | 1   |            |           |          |           | 1          |
| 12  |   | 3          | 2         |          | 3         | 8          |
| 13  |   |            | 2         | 3        |           | 5          |
| 14  | 1   |            |           |          |           | 1          |
| 15  |   | 26         | 3         | 1        |           | 30         |
| 16  |   | 16         | 6         |          | 8         | 30         |
| 17  |   | 3          |           |          |           | 3          |
| 18  |   | 3          |           |          |           | 3          |
| 19  | 2   |            |           |          |           | 2          |
| 20  | 1   |            |           |          |           | 1          |
| 21  | 2   | 6          |           |          |           | 8          |
| 22  | 1   |            |           |          | 2         | 3          |
| 23  | 2   |            |           |          |           | 2          |
| <b>Total</b>                              | <b>20</b>                                   | <b>109</b> | <b>19</b> | <b>4</b> | <b>24</b> | <b>176</b> |
| Percent of 156 multiple counselor schools |   | 70         | 12        | 2.5      | 15.5      |            |

\*Pages 16-18 of this report

TABLE 34

DISTRIBUTION OF STUDY SCHOOLS BY NUMBER HAVING SOME  
GUIDANCE CLERICAL ASSISTANCE DURING 1967-68

| County         | Number of Schools     |                        |                          |                         |                         |                        |                          | Total     |
|----------------|-----------------------|------------------------|--------------------------|-------------------------|-------------------------|------------------------|--------------------------|-----------|
|                | One<br>Coun-<br>selor | Two<br>Coun-<br>selors | Three<br>Coun-<br>selors | Four<br>Coun-<br>selors | Five<br>Coun-<br>selors | Six<br>Coun-<br>selors | Eight<br>Coun-<br>selors |           |
| 1              | 1                     |                        | 2                        |                         |                         |                        |                          | 3         |
| 2              |                       | 1                      | 1                        | 2                       |                         |                        |                          | 4         |
| 3              |                       |                        | 1                        | 6                       | 2                       |                        |                          | 9         |
| 4              |                       |                        |                          |                         |                         |                        |                          | -         |
| 5              |                       | 1                      |                          |                         |                         |                        |                          | 1         |
| 6              | 1                     |                        | 1                        |                         |                         |                        |                          | 2         |
| 7              | 1                     | 2                      |                          |                         |                         |                        |                          | 3         |
| 8              | 2                     |                        |                          |                         |                         |                        |                          | 2         |
| 9              | 1                     |                        |                          |                         |                         |                        |                          | 1         |
| 10             | 2                     | 1                      |                          |                         |                         |                        |                          | 3         |
| 11             | 1                     |                        |                          |                         |                         |                        |                          | 1         |
| 12             |                       | 1                      | 2                        |                         |                         |                        |                          | 3         |
| 13             |                       | 1                      | 1                        |                         |                         |                        |                          | 2         |
| 14             | 1                     |                        |                          |                         |                         |                        |                          | 1         |
| 15             |                       | 1                      | 1                        | 2                       | 3                       | 1                      |                          | 8         |
| 16             |                       |                        |                          | 1                       |                         | 3                      | 1                        | 5         |
| 17             |                       |                        | 1                        |                         |                         |                        |                          | 1         |
| 18             |                       |                        | 1                        |                         |                         |                        |                          | 1         |
| 19             | 1                     |                        |                          |                         |                         |                        |                          | 1         |
| 20             |                       |                        |                          |                         |                         |                        |                          | -         |
| 21             |                       |                        |                          | 1                       |                         |                        |                          | 1         |
| 22             |                       | 1                      |                          |                         |                         |                        |                          | 1         |
| 23             | 1                     |                        |                          |                         |                         |                        |                          | 1         |
| <b>Total</b>   | <b>12</b>             | <b>8</b>               | <b>11</b>                | <b>12</b>               | <b>5</b>                | <b>4</b>               | <b>1</b>                 | <b>53</b> |
| <b>Percent</b> |                       |                        |                          |                         |                         |                        |                          | <b>81</b> |

TABLE 35  
 DISTRIBUTION OF SCHOOLS BY THE NUMBER HAVING GUIDANCE  
 DEPARTMENT CHAIRMEN DURING 1967-68

| County         | Number of schools     |                        |                          |                         |                         |                        |                          | Total |
|----------------|-----------------------|------------------------|--------------------------|-------------------------|-------------------------|------------------------|--------------------------|-------|
|                | One<br>Coun-<br>selor | Two<br>Coun-<br>selors | Three<br>Coun-<br>selors | Four<br>Coun-<br>selors | Five<br>Coun-<br>selors | Six<br>Coun-<br>selors | Eight<br>Coun-<br>selors |       |
| 1              |                       |                        | 1                        |                         |                         |                        |                          | 1     |
| 2              |                       | 1                      | 1                        | 2                       |                         |                        |                          | 4     |
| 3              |                       |                        | 1                        | 6                       | 2                       |                        |                          | 9     |
| 4              |                       |                        |                          |                         |                         |                        |                          | 0     |
| 5              |                       |                        |                          |                         |                         |                        |                          | 0     |
| 6              |                       |                        | 1                        |                         |                         |                        |                          | 1     |
| 7              |                       |                        |                          |                         |                         |                        |                          | 0     |
| 8              |                       |                        |                          |                         |                         |                        |                          | 0     |
| 9              |                       |                        |                          |                         |                         |                        |                          | 0     |
| 10             |                       | 1                      |                          |                         |                         |                        |                          | 1     |
| 11             |                       |                        |                          |                         |                         |                        |                          | 0     |
| 12             |                       | 1                      |                          |                         |                         |                        |                          | 1     |
| 13             |                       | 1                      | 1                        |                         |                         |                        |                          | 2     |
| 14             |                       |                        |                          |                         |                         |                        |                          | 0     |
| 15             |                       | 1                      | 2                        | 1                       | 3                       | 1                      |                          | 8     |
| 16             |                       |                        |                          | 1                       |                         | 2                      | 1                        | 4     |
| 17             |                       |                        | 1                        |                         |                         |                        |                          | 1     |
| 18             |                       |                        | 1                        |                         |                         |                        |                          | 1     |
| 19             |                       |                        |                          |                         |                         |                        |                          | 0     |
| 20             |                       |                        |                          |                         |                         |                        |                          | 0     |
| 21             |                       | 1                      |                          | 1                       |                         |                        |                          | 2     |
| 22             |                       |                        |                          |                         |                         |                        |                          | 0     |
| 23             |                       |                        |                          |                         |                         |                        |                          | 0     |
| <b>Total</b>   |                       | 6                      | 9                        | 11                      | 5                       | 3                      | 1                        | 35    |
| <b>Percent</b> |                       |                        |                          |                         |                         |                        |                          | 54    |

TABLE 36  
 DISTRIBUTION BY COUNTIES OF MARYLAND STUDY SCHOOLS HAVING  
 SUMMER GUIDANCE SERVICES DURING 1967-68

| County         | Number of Schools     |                        |                          |                         |                         |                        |                          | Total       |
|----------------|-----------------------|------------------------|--------------------------|-------------------------|-------------------------|------------------------|--------------------------|-------------|
|                | One<br>Coun-<br>selor | Two<br>Coun-<br>selors | Three<br>Coun-<br>selors | Four<br>Coun-<br>selors | Five<br>Coun-<br>selors | Six<br>Coun-<br>selors | Eight<br>Coun-<br>selors |             |
| 1              |                       |                        |                          |                         |                         |                        |                          | 0           |
| 2              |                       | 1                      | 1                        | 2                       |                         |                        |                          | 4           |
| 3              |                       |                        | 1                        | 6                       | 2                       |                        |                          | 9           |
| 4              | 1                     |                        |                          |                         |                         |                        |                          | 1           |
| 5              |                       |                        |                          |                         |                         |                        |                          | 0           |
| 6              | 1                     |                        | 1                        |                         |                         |                        |                          | 2           |
| 7              |                       |                        |                          |                         |                         |                        |                          | 0           |
| 8              | 2                     |                        |                          |                         |                         |                        |                          | 2           |
| 9              | 2                     |                        |                          |                         |                         |                        |                          | 2           |
| 10             | 3                     | 1                      |                          |                         |                         |                        |                          | 4           |
| 11             |                       |                        |                          |                         |                         |                        |                          | 0           |
| 12             |                       | 1                      |                          |                         |                         |                        |                          | 1           |
| 13             |                       | 1                      | 1                        |                         |                         |                        |                          | 2           |
| 14             |                       |                        |                          |                         |                         |                        |                          | 0           |
| 15             |                       | 1                      | 1                        | 2                       | 3                       | 1                      |                          | 8           |
| 16             |                       |                        |                          | 1                       |                         | 3                      | 1                        | 5           |
| 17             |                       |                        |                          |                         |                         |                        |                          | 0           |
| 18             |                       |                        | 1                        |                         |                         |                        |                          | 1           |
| 19             |                       |                        |                          |                         |                         |                        |                          | 0           |
| 20             |                       |                        |                          |                         |                         |                        |                          | 0           |
| 21             | 1                     |                        |                          | 1                       |                         |                        |                          | 2           |
| 22             |                       | 1                      |                          |                         |                         |                        |                          | 1           |
| 23             |                       |                        |                          |                         |                         |                        |                          | 0           |
| <b>Total</b>   | <b>10</b>             | <b>6</b>               | <b>6</b>                 | <b>12</b>               | <b>5</b>                | <b>4</b>               | <b>1</b>                 | <b>44</b>   |
| <b>Percent</b> |                       |                        |                          |                         |                         |                        |                          | <b>67.7</b> |

TABLE 37  
 DISTRIBUTION BY SEX OF THE COUNSELORS IN THE MARYLAND STUDY  
 1967-68

| County | Males  |         | Females |         | Total |
|--------|--------|---------|---------|---------|-------|
|        | Number | Percent | Number  | Percent |       |
| 1      | 6      | 75.0    | 2       | 25.0    | 8     |
| 2      | 9      | 70.0    | 4       | 30.0    | 13    |
| 3      | 23     | 62.0    | 14      | 38.0    | 37    |
| 4      | 0      | 0.0     | 1       | 100.0   | 1     |
| 5      | 2      | 100.0   | 0       | 0.0     | 2     |
| 6      | 3      | 75.0    | 1       | 25.0    | 4     |
| 7      | 2      | 40.0    | 3       | 60.0    | 5     |
| 8      | 0      | 0.0     | 2       | 100.0   | 2     |
| 9      | 1      | 50.0    | 1       | 50.0    | 2     |
| 10     | 4      | 80.0    | 1       | 20.0    | 5     |
| 11     | 1      | 100.0   | 0       | 0.0     | 1     |
| 12     | 6      | 75.0    | 2       | 25.0    | 8     |
| 13     | 3      | 60.0    | 2       | 40.0    | 5     |
| 14     | 0      | 0.0     | 1       | 100.0   | 1     |
| 15     | 17     | 57.0    | 13      | 43.0    | 30    |
| 16     | 16     | 53.0    | 14      | 47.0    | 30    |
| 17     | 1      | 33.0    | 2       | 67.0    | 3     |
| 18     | 1      | 33.0    | 2       | 67.0    | 3     |
| 19     | 1      | 50.0    | 1       | 50.0    | 2     |
| 20     | 0      | 0.0     | 1       | 100.0   | 1     |
| 21     | 5      | 62.5    | 3       | 37.5    | 8     |
| 22     | 2      | 67.5    | 1       | 33.0    | 3     |
| 23     | 0      | 0.0     | 2       | 100.0   | 2     |
| Total  | 103    | 58.5    | 73      | 41.5    | 176   |

TABLE 38  
 DISTRIBUTION BY AGE OF THE COUNSELORS IN THE MARYLAND STUDY  
 1967-68

| County  | Age in years |          |          |         | Total |
|---------|--------------|----------|----------|---------|-------|
|         | Under 35     | 35 to 44 | 45 to 54 | 55 plus |       |
| 1       | 1            | 4        | 1        | 2       | 8     |
| 2       | 4            | 4        | 3        | 2       | 13    |
| 3       | 14           | 10       | 8        | 5       | 37    |
| 4       |              | 1        |          |         | 1     |
| 5       | 1            | 1        |          |         | 2     |
| 6       | 2            |          | 2        |         | 4     |
| 7       | 3            |          |          | 2       | 5     |
| 8       | 1            |          |          | 1       | 2     |
| 9       |              |          | 2        |         | 2     |
| 10      |              | 3        | 2        |         | 5     |
| 11      |              |          | 1        |         | 1     |
| 12      | 4            | 1        | 2        | 1       | 8     |
| 13      | 1            | 2        | 1        | 1       | 5     |
| 14      |              |          | 1        |         | 1     |
| 15      | 4            | 16       | 7        | 3       | 30    |
| 16      | 6            | 12       | 7        | 5       | 30    |
| 17      |              | 2        | 1        |         | 3     |
| 18      | 1            | 1        | 1        |         | 3     |
| 19      |              |          | 2        |         | 2     |
| 20      |              | 1        |          |         | 1     |
| 21      | 2            | 4        | 1        | 1       | 8     |
| 22      |              | 2        | 1        |         | 3     |
| 23      |              | 1        |          | 1       | 2     |
| Total   | 44           | 65       | 43       | 24      | 176   |
| Percent | 25           | 37       | 25       | 13      |       |

25th percentile: 34.5;  
 50th percentile: 41.27;  
 75th percentile: 49.85

TABLE 39  
 DISTRIBUTION BY AGE AND SEX OF THE COUNSELORS IN THE  
 MARYLAND STUDY DURING 1967-68  
 (Males/Females)

| County          | Age in years   |                |                |                | Total           |
|-----------------|--|----------------|----------------|----------------|-----------------|
|                 | Under 35   | 35 to 44       | 45 to 54       | 55 plus        |                 |
| 1               | 0 / 1  | 3 / 1          | 1 / 0          | 2 / 0          | 6 / 2           |
| 2               | 3 / 1  | 3 / 1          | 1 / 2          | 2 / 0          | 9 / 4           |
| 3               | 11 / 3   | 6 / 4          | 5 / 3          | 1 / 4          | 23 / 14         |
| 4               |  | 0 / 1          |                |                | 0 / 1           |
| 5               | 1 / 0  | 1 / 0          |                |                | 2 / 0           |
| 6               | 2 / 0  |                | 1 / 1          |                | 3 / 1           |
| 7               | 2 / 1  |                |                | 0 / 2          | 2 / 3           |
| 8               | 0 / 1  |                |                | 0 / 1          | 0 / 2           |
| 9               |  |                | 1 / 1          |                | 1 / 1           |
| 10              |  | 3 / 0          | 1 / 1          |                | 4 / 1           |
| 11              |  |                | 1 / 0          |                | 1 / 0           |
| 12              | 4 / 0  | 1 / 0          | 1 / 1          | 0 / 1          | 6 / 2           |
| 13              | 0 / 1  | 2 / 0          | 1 / 0          | 0 / 1          | 3 / 2           |
| 14              |  |                | 0 / 1          |                | 0 / 1           |
| 15              | 2 / 2  | 9 / 7          | 4 / 3          | 2 / 1          | 17 / 13         |
| 16              | 3 / 3  | 6 / 6          | 3 / 4          | 4 / 1          | 16 / 14         |
| 17              |  | 1 / 1          | 0 / 1          |                | 1 / 2           |
| 18              | 1 / 0  | 0 / 1          | 0 / 1          |                | 1 / 2           |
| 19              |  |                | 1 / 1          |                | 1 / 1           |
| 20              |  | 0 / 1          |                |                | 0 / 1           |
| 21              | 2 / 0  | 3 / 1          | 0 / 1          | 0 / 1          | 5 / 3           |
| 22              |  | 1 / 1          | 1 / 0          |                | 2 / 1           |
| 23              |  | 0 / 1          |                | 0 / 1          | 0 / 2           |
| <b>Total</b>    | <b>31 / 13</b>   | <b>39 / 26</b> | <b>22 / 21</b> | <b>11 / 13</b> | <b>103 / 73</b> |
| <b>Males:</b>   | <b>25th percentile: 32.8; 50th: 39.76; 75th: 47.8</b>  |                |                |                |                 |
| <b>Females:</b> | <b>25th percentile: 36.52; 50th: 43.54; 75th: 52.0</b> |                |                |                |                 |

TABLE 40  
DISTRIBUTION BY COUNTIES OF STUDY COUNSELORS IN TERMS OF  
MARYLAND CERTIFICATION STATUS IN 1967-68

| County               | Number certified<br>in guidance | Percent certified<br>in guidance |
|----------------------|---------------------------------|----------------------------------|
| 1                    | 5                               | 62.5                             |
| 2                    | 11                              | 84.5                             |
| 3                    | 30                              | 81.0                             |
| 4                    | 1                               | 100.0                            |
| 5                    | 0                               | 0.0                              |
| 6                    | 3                               | 75.0                             |
| 7                    | 4                               | 80.0                             |
| 8                    | 1                               | 50.0                             |
| 9                    | 1                               | 50.0                             |
| 10                   | 3                               | 60.0                             |
| 11                   | 1                               | 100.0                            |
| 12                   | 3                               | 37.5                             |
| 13                   | 5                               | 100.0                            |
| 14                   | 1                               | 100.0                            |
| 15                   | 29                              | 96.5                             |
| 16                   | 24                              | 80.0                             |
| 17                   | 3                               | 100.0                            |
| 18                   | 2                               | 66.5                             |
| 19                   | 1                               | 50.0                             |
| 20                   | 1                               | 100.0                            |
| 21                   | 8                               | 100.0                            |
| 22                   | 1                               | 33.5                             |
| 23                   | 2                               | 100.0                            |
| <b>Total</b>         | <b>140</b>                      | <b>80.0</b>                      |
| <b>Total Males</b>   | <b>79</b>                       | <b>76.7</b>                      |
| <b>Total Females</b> | <b>61</b>                       | <b>83.5</b>                      |

TABLE 41

DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN  
TERMS OF ATTENDANCE AT A GUIDANCE INSTITUTE AND  
WHETHER GUIDANCE TRAINING WAS RECEIVED IN  
THE STATE OF MARYLAND

| County | Attended a guidance institute |                            | Trained in guidance in Maryland |                            |
|--------|-------------------------------|----------------------------|---------------------------------|----------------------------|
|        | Number                        | Percent                    | Number                          | Percent                    |
| 1      | 5                             | 62.5                       | 3                               | 37.5                       |
| 2      | 4                             | 31.0                       | 11                              | 85.0                       |
| 3      | 10                            | 27.0                       | 26                              | 70.0                       |
| 4      | 0                             | 0.0                        | 1                               | 100.0                      |
| 5      | 0                             | 0.0                        | 0                               | 0.0                        |
| 6      | 1                             | 25.0                       | 2                               | 50.0                       |
| 7      | 2                             | 40.0                       | 0                               | 0.0                        |
| 8      | 1                             | 50.0                       | 1                               | 50.0                       |
| 9      | 1                             | 50.0                       | 2                               | 100.0                      |
| 10     | 2                             | 40.0                       | 2                               | 40.0                       |
| 11     | 1                             | 100.0                      | 1                               | 100.0                      |
| 12     | 2                             | 25.0                       | 6                               | 75.0                       |
| 13     | 1                             | 20.0                       | 5                               | 100.0                      |
| 14     | 0                             | 0.0                        | 0                               | 0.0                        |
| 15     | 9                             | 30.0                       | 15                              | 50.0                       |
| 16     | 5                             | 16.5                       | 12                              | 40.0                       |
| 17     | 1                             | 33.5                       | 2                               | 66.5                       |
| 18     | 0                             | 0.0                        | 1                               | 33.5                       |
| 19     | 1                             | 50.0                       | 1                               | 50.0                       |
| 20     | 1                             | 100.0                      | 0                               | 0.0                        |
| 21     | 5                             | 62.5                       | 3                               | 37.5                       |
| 22     | 1                             | 33.5                       | 1                               | 33.5                       |
| 23     | 1                             | 50.0                       | 1                               | 50.0                       |
| Total  | 54<br>(21W)<br>(33M)          |                            | 96<br>(38W)<br>(58M)            |                            |
| Mean   |                               | 30.5<br>(30% W)<br>(32% M) |                                 | 54.5<br>(32% W)<br>(56% M) |

TABLE 42

DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN  
TERMS OF PROFESSIONAL TRAINING DURING 1967-68

| County  | Master's degree     |                        |                  |                   | Total |
|---------|---------------------|------------------------|------------------|-------------------|-------|
|         | In guidance         | In other than guidance | In both          | None              |       |
| 1       | 3                   | 5                      | 0                | 0                 | 8     |
| 2       | 3                   | 4                      | 2                | 4                 | 13    |
| 3       | 19                  | 9                      | 0                | 9                 | 37    |
| 4       | 0                   | 1                      | 0                | 0                 | 1     |
| 5       | 1                   | 0                      | 0                | 1                 | 2     |
| 6       | 3                   | 0                      | 0                | 1                 | 4     |
| 7       | 3                   | 0                      | 0                | 2                 | 5     |
| 8       | 2                   | 0                      | 0                | 0                 | 2     |
| 9       | 0                   | 1                      | 0                | 1                 | 2     |
| 10      | 1                   | 3                      | 0                | 1                 | 5     |
| 11      | 0                   | 0                      | 0                | 1                 | 1     |
| 12      | 3                   | 4                      | 0                | 1                 | 8     |
| 13      | 2                   | 2                      | 0                | 1                 | 5     |
| 14      | 0                   | 1                      | 0                | 0                 | 1     |
| 15      | 10                  | 12                     | 3                | 5                 | 30    |
| 16      | 15                  | 8                      | 2                | 5                 | 30    |
| 17      | 2                   | 0                      | 0                | 1                 | 3     |
| 18      | 1                   | 0                      | 0                | 2                 | 3     |
| 19      | 1                   | 1                      | 0                | 0                 | 2     |
| 20      | 0                   | 0                      | 0                | 1                 | 1     |
| 21      | 5                   | 2                      | 0                | 1                 | 8     |
| 22      | 1                   | 0                      | 0                | 2                 | 3     |
| 23      | 0                   | 1                      | 0                | 1                 | 2     |
| Total   | 75 (38W)<br>(37M)   | 54 (23W)<br>(31M)      | 7 (4W)<br>(3M)   | 40 (8W)<br>(32M)  | 176   |
| Percent | 42.5 (53W)<br>(36M) | 30.5 (31W)<br>(30M)    | 4.0 (6W)<br>(3M) | 23 (10W)<br>(31M) | 100   |

TABLE 43

DISTRIBUTION BY COUNTIES OF GRADUATE CREDITS IN GUIDANCE  
EARNED BY THE MARYLAND STUDY COUNSELORS BY 1967-'68

| C<br>o<br>u<br>n<br>t<br>y                            | Number of guidance credits earned |               |                |                |                |                |                |                |                |                |     | Total<br>Coun-<br>selors |
|---|-----------------------------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----|--------------------------|
|   | 1<br>to<br>6                      | 7<br>to<br>12 | 13<br>to<br>18 | 19<br>to<br>24 | 25<br>to<br>30 | 31<br>to<br>36 | 37<br>to<br>42 | 43<br>to<br>48 | 49<br>to<br>54 | 55<br>to<br>60 | 61+ |                          |
| 1   |                                   | 1             |                | 1              | 2              | 1              | 3              |                |                |                |     | 8                        |
| 2   |                                   |               |                | 2              | 4              | 4              |                |                | 2              |                | 1   | 13                       |
| 3   | 1                                 |               | 3              | 6              | 12             | 1              | 5              | 1              | 3              | 3              | 2   | 37                       |
| 4   |                                   |               |                | 1              |                |                |                |                |                |                |     | 1                        |
| 5   |                                   |               |                | 1              | 1              |                |                |                |                |                |     | 2                        |
| 6   |                                   | 1             |                | 1              |                |                |                |                |                | 2              |     | 4                        |
| 7   |                                   |               |                |                | 2              | 2              | 1              |                |                |                |     | 5                        |
| 8   |                                   |               |                |                | 1              | 1              |                |                |                |                |     | 2                        |
| 9   |                                   | 1             |                |                | 1              |                |                |                |                |                |     | 2                        |
| 10  |                                   |               |                | 2              | 1              |                |                | 1              |                | 1              |     | 5                        |
| 11  |                                   |               |                |                |                |                | 1              |                |                |                |     | 1                        |
| 12  |                                   | 3             | 1              | 1              | 1              | 1              |                |                | 1              |                |     | 8                        |
| 13  |                                   |               |                | 2              |                | 2              | 1              |                |                |                |     | 5                        |
| 14  |                                   |               |                |                |                |                |                |                | 1              |                |     | 1                        |
| 15  |                                   | 1             |                | 7              | 5              | 4              | 5              | 3              |                | 1              | 4   | 30                       |
| 16  |                                   | 1             |                | 5              | 5              | 5              | 4              | 5              |                | 2              | 3   | 30                       |
| 17  |                                   |               | 1              |                |                |                |                | 2              |                |                |     | 3                        |
| 18  |                                   |               |                |                | 2              |                |                | 1              |                |                |     | 3                        |
| 19  |                                   |               | 1              |                | 1              |                |                |                |                |                |     | 2                        |
| 20  |                                   |               |                |                |                |                | 1              |                |                |                |     | 1                        |
| 21  |                                   |               |                |                | 2              | 3              | 3              |                |                |                |     | 8                        |
| 22  |                                   |               |                | 1              | 1              |                | 1              |                |                |                |     | 3                        |
| 23  |                                   |               |                |                | 1              | 1              |                |                |                |                |     | 2                        |
| Total   | 1                                 | 8             | 6              | 30             | 42             | 25             | 25             | 13             | 7              | 9              | 10  | 176                      |
| % Men   | 0                                 | 4             | 1.8            | 10.2           | 15.1           | 5.6            | 7.4            | 2.8            | 3.4            | 4.5            | 3.4 | 58.2                     |
| % W.  | .6                                | .6            | 1.7            | 7.0            | 8.6            | 8.6            | 7.0            | 4.5            | .6             | .6             | 2.0 | 42.8                     |
| Total: 25th percentile--24.3; 50th--30.74; 75th--41.3 |                                   |               |                |                |                |                |                |                |                |                |     |                          |
| Male: 24.3 29.71 42.15                                |                                   |               |                |                |                |                |                |                |                |                |     |                          |
| Female: 25.0 32.30 41.38                              |                                   |               |                |                |                |                |                |                |                |                |     |                          |

TABLE 44  
 FREQUENCY DISTRIBUTION OF THE NUMBER OF GRADUATE CREDITS  
 IN GUIDANCE EARNED BY THE MARYLAND STUDY COUNSELOR:  
 BY 1967-68

| Number  |            | Number  |            |
|---------|------------|---------|------------|
| Credits | Counselors | Credits | Counselors |
| 0-5     | 0          | 40      | 5          |
| 6       | 1          | 41      | 1          |
| 7       | 0          | 42      | 5          |
| 8       | 0          | 43      | 1          |
| 9       | 2          | 44      | 2          |
| 10      | 0          | 45      | 7          |
| 11      | 0          | 46      | 1          |
| 12      | 6          | 47      | 0          |
| 13      | 0          | 48      | 2          |
| 14      | 0          | 49      | 0          |
| 15      | 4          | 50      | 3          |
| 16      | 0          | 51      | 1          |
| 17      | 0          | 52      | 0          |
| 18      | 2          | 53      | 1          |
| 19      | 1          | 54      | 2          |
| 20      | 6          | 55      | 0          |
| 21      | 6          | 56      | 2          |
| 22      | 3          | 57      | 0          |
| 23      | 0          | 58      | 1          |
| 24      | 14         | 59      | 0          |
| 25      | 1          | 60      | 6          |
| 26      | 2          | 61      | 1          |
| 27      | 12         | 62      | 0          |
| 28      | 5          | 63      | 1          |
| 29      | 4          | 64      | 1          |
| 30      | 18         | 65      | 1          |
| 31      | 2          | 66 - 71 | 0          |
| 32      | 4          | 72      | 2          |
| 33      | 3          | 73      | 0          |
| 34      | 3          | 74      | 1          |
| 35      | 4          | 75 - 79 | 0          |
| 36      | 9          | 80      | 1          |
| 37      | 1          | 81 - 97 | 0          |
| 38      | 7          | 98      | 1          |
| 39      | 6          | 99      | 0          |
|         |            | 100     | 1          |

Total 176

TABLE 45

DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN  
TERMS OF COUNSELING EXPERIENCE BY 1967-68  
(Males/Females)

| County  |       |       |       |       |       |       |      | Total<br>Coun-<br>selors |
|---------|-------|-------|-------|-------|-------|-------|------|--------------------------|
|         | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 -10 | 11-14 | 15+  |                          |
| 1       | 1/2   | 1/0   |       | 2/0   |       | 1/0   | 1/0  | 6/2                      |
| 2       | 1/1   | 1/0   |       | 2/2   |       | 3/1   | 2/0  | 9/4                      |
| 3       | 10/3  | 5/2   | 2/2   | 2/0   | 2/2   | 1/0   | 1/5  | 23/14                    |
| 4       |       |       | 0/1   |       |       |       |      | 0/1                      |
| 5       | 2/0   |       |       |       |       |       |      | 2/0                      |
| 6       | 2/0   |       |       |       |       | 1/0   | 0/1  | 3/1                      |
| 7       | 1/1   |       | 1/0   |       |       |       | 0/2  | 2/3                      |
| 8       |       | 0/1   |       |       |       | 0/1   |      | 0/2                      |
| 9       |       | 0/1   |       |       |       |       | 1/0  | 1/1                      |
| 10      | 2/0   | 2/0   |       |       |       | 0/1   |      | 4/1                      |
| 11      |       |       |       |       |       |       | 1/0  | 1/0                      |
| 12      | 2/0   | 2/0   | 1/0   | 0/1   | 0/1   |       | 1/0  | 6/2                      |
| 13      | 1/0   | 0/1   |       | 1/0   | 1/0   |       | 0/1  | 3/2                      |
| 14      |       |       |       |       |       |       | 0/1  | 0/1                      |
| 15      | 4/3   | 4/2   | 4/2   | 5/3   | 0/2   | 0/1   |      | 17/13                    |
| 16      | 6/5   | 7/2   | 0/2   | 0/1   | 2/2   | 1/1   | 0/1  | 16/14                    |
| 17      |       |       | 1/0   | 0/1   | 0/1   |       |      | 1/2                      |
| 18      | 1/2   |       |       |       |       |       |      | 1/2                      |
| 19      | 1/0   |       |       |       |       |       | 0/1  | 1/1                      |
| 20      |       |       |       | 0/1   |       |       |      | 0/1                      |
| 21      |       | 1/1   | 2/0   |       | 1/0   | 1/1   | 0/1  | 5/3                      |
| 22      | 1/0   |       | 0/1   |       | 1/0   |       |      | 2/1                      |
| 23      |       |       |       | 0/1   |       |       | 0/1  | 0/2                      |
| Total   | 35/17 | 23/10 | 11/8  | 12/10 | 7/8   | 8/6   | 7/14 | 103/73                   |
| Percent | 30    | 18.7  | 10.7  | 12.4  | 8.2   | 8.1   | 11.9 | 100                      |

Total: 25th percentile--2.30; 50th--4.76; 75th--8.75  
Males: 25th percentile--2.00; 50th--3.91; 75th--7.87  
Females: 25th percentile--2.75; 50th--6.50; 75th--11.05

TABLE 46  
 DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN  
 TERMS OF TEACHING EXPERIENCE BY 1967-68  
 (Males/Females)

| County   | Years of teaching experience |       |             |       |             |       |       | Total<br>Coun-<br>selsors |
|----------|------------------------------|-------|-------------|-------|-------------|-------|-------|---------------------------|
|          | None                         | 1 - 2 | 3 - 4       | 5 - 6 | 7 -10       | 11-14 | 15+   |                           |
| 1        | 0/1                          |       | 1/0         |       | 2/0         | 0/1   | 3/0   | 6/2                       |
| 2        |                              | 1/1   | 3/0         | 1/0   | 2/0         | 1/3   | 1/0   | 9/4                       |
| 3        | 1/0                          | 1/1   | 10/2        | 3/5   | 5/5         | 1/0   | 2/3   | 23/14                     |
| 4        |                              |       |             |       |             | 0/1   |       | 0/1                       |
| 5        |                              |       | 1/0         |       |             | 1/0   |       | 2/0                       |
| 6        | 1/0                          | 1/0   |             |       | 1/1         |       |       | 3/1                       |
| 7        | 0/1                          | 1/0   |             | 1/0   |             |       | 0/2   | 2/3                       |
| 8        |                              |       |             | 0/2   |             |       |       | 0/2                       |
| 9        |                              |       |             |       |             | 1/0   | 0/1   | 1/1                       |
| 10       |                              |       | 1/0         | 1/0   | 0/1         | 1/0   | 1/0   | 4/1                       |
| 11       |                              |       |             |       | 1/0         |       |       | 1/0                       |
| 12       |                              |       |             | 2/0   | 3/1         | 1/1   |       | 6/2                       |
| 13       |                              |       | 1/1         |       | 1/0         | 0/1   | 1/0   | 3/2                       |
| 14       |                              |       |             | 0/1   |             |       |       | 0/1                       |
| 15       | 0/1                          |       | 3/0         | 1/2   | 5/5         | 3/3   | 5/2   | 17/13                     |
| 16       | 0/1                          | 2/0   | 3/3         | 2/2   | 6/6         | 0/1   | 3/1   | 16/14                     |
| 17       |                              | 1/0   |             | 0/1   | 0/1         |       |       | 1/2                       |
| 18       |                              | 1/0   |             |       | 0/1         | 0/1   |       | 1/2                       |
| 19       | 0/1                          |       |             |       |             |       | 1/0   | 1/1                       |
| 20       |                              |       |             |       |             | 0/1   |       | 0/1                       |
| 21       |                              |       | 3/0         |       | 1/3         | 1/0   |       | 5/3                       |
| 22       |                              |       | 1/0         | 0/1   |             |       | 1/0   | 2/1                       |
| 23       |                              |       |             | 0/1   |             |       | 0/1   | 0/2                       |
| Total    | 2/5                          | 8/2   | 27/6        | 11/13 | 27/24       | 10/13 | 18/10 | 103/73                    |
| Percent  | 3.5                          | 5.4   | 18.7        | 13.5  | 29.9        | 13.1  | 15.9  | 100                       |
| Total:   | 25th percentile--4.10;       |       | 50th--8.10; |       | 75th--11.63 |       |       |                           |
| Males:   | 25th percentile--3.70;       |       | 50th--7.10; |       | 75th--10.95 |       |       |                           |
| Females: | 25th percentile--7.30;       |       | 50th--8.23; |       | 75th--15.22 |       |       |                           |

TABLE 47  
 DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN  
 TERMS OF OTHER WORK EXPERIENCE BY 1967-68  
 (Males/Females)

| County   | Years of other work experience                |       |       |       |       |       | Total<br>Coun-<br>selors |
|----------|---|-------|-------|-------|-------|-------|--------------------------|
|          | None  | 1 - 4 | 5 - 8 | 9 -12 | 13-16 | 17-22 |                          |
| 1        |   | 1/1   | 3/0   | 0/1   | 1/0   | 1/0   | 6/2                      |
| 2        | 1/0   | 3/1   | 1/2   | 1/1   | 2/0   | 1/0   | 9/4                      |
| 3        | 1/2   | 11/8  | 8/2   | 3/2   |       |       | 23/14                    |
| 4        |   | 0/1   |       |       |       |       | 0/1                      |
| 5        |   | 2/0   |       |       |       |       | 2/0                      |
| 6        |   | 1/1   |       | 1/0   |       | 1/0   | 3/1                      |
| 7        |   | 0/3   | 1/0   | 1/0   |       |       | 2/3                      |
| 8        | 0/1   | 0/1   |       |       |       |       | 0/2                      |
| 9        |   | 0/1   | 1/0   |       |       |       | 1/1                      |
| 10       | 0/1   | 1/0   | 2/0   |       | 1/0   |       | 4/1                      |
| 11       |   |       |       | 1/0   |       |       | 1/0                      |
| 12       | 1/1   | 3/1   | 1/0   |       | 1/0   |       | 6/2                      |
| 13       | 0/1   | 2/1   | 1/0   |       |       |       | 3/2                      |
| 14       |   |       | 0/1   |       |       |       | 0/1                      |
| 15       | 1/2   | 7/5   | 4/6   | 3/0   |       | 2/0   | 17/13                    |
| 16       | 2/1   | 2/6   | 6/4   | 3/2   | 0/1   | 3/0   | 16/14                    |
| 17       | 0/1   | 0/1   |       | 1/0   |       |       | 1/2                      |
| 18       |   | 1/1   | 0/1   |       |       |       | 1/2                      |
| 19       |   | 0/1   | 1/0   |       |       |       | 1/1                      |
| 20       |   | 0/1   |       |       |       |       | 0/1                      |
| 21       | 1/0   | 2/1   | 2/2   |       |       |       | 5/3                      |
| 22       |   |       | 2/1   |       |       |       | 2/1                      |
| 23       |   | 0/2   |       |       |       |       | 0/2                      |
| Total    | 7/10  | 36/37 | 33/19 | 14/6  | 5/1   | 8/0   | 103/73                   |
| Percent  | 10.0  | 41.4  | 29.6  | 11.3  | 3.6   | 4.1   | 100                      |
| Total:   | 25th percentile--2.04; 50th--4.40; 75th--7.45 |       |       |       |       |       |                          |
| Males:   | 25th percentile--3.06; 50th--5.40; 75th--8.81 |       |       |       |       |       |                          |
| Females: | 25th percentile--1.20; 50th--3.00; 75th--5.70 |       |       |       |       |       |                          |

TABLE 48  
 DISTRIBUTION BY COUNTIES OF PUPIL LOADS CARRIED BY THE  
 MARYLAND STUDY COUNSELORS DURING 1967-68

| County  | Pupil load  |             |             |             |             |             |             |      | Total<br>Coun-<br>selors |
|---------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------|--------------------------|
|         | 250<br>less | 251-<br>350 | 351-<br>450 | 451-<br>550 | 551-<br>650 | 651-<br>750 | 751-<br>850 | 850+ |                          |
| 1       |             |             | 2           | 2           |             | 4           |             |      | 8                        |
| 2       |             | 2           | 3           | 3           | 3           | 2           |             |      | 13                       |
| 3       | 3           | 6           | 22          | 4           | 2           |             |             |      | 37                       |
| 4       |             |             |             |             |             | 1           |             |      | 1                        |
| 5       |             |             |             | 2           |             |             |             |      | 2                        |
| 6       |             | 3           | 1           |             |             |             |             |      | 4                        |
| 7       |             |             | 2           | 2           |             | 1           |             |      | 5                        |
| 8       |             |             | 2           |             |             |             |             |      | 2                        |
| 9       |             |             |             |             |             | 1           | 1           |      | 2                        |
| 10      |             |             | 2           |             |             |             | 1           |      | 5                        |
| 11      |             |             |             |             |             |             |             | 1    | 1                        |
| 12      |             |             | 4           | 2           | 2           |             |             |      | 8                        |
| 13      |             | 1           | 3           |             |             | 1           |             |      | 5                        |
| 14      |             |             | 1           |             |             |             |             |      | 1                        |
| 15      | 1           | 5           | 14          | 7           | 3           |             |             |      | 30                       |
| 16      | 3           | 15          | 12          |             |             |             |             |      | 30                       |
| 17      |             |             | 3           |             |             |             |             |      | 3                        |
| 18      |             | 2           | 1           |             |             |             |             |      | 3                        |
| 19      |             |             | 1           | 1           |             |             |             |      | 2                        |
| 20      |             |             | 1           |             |             |             |             |      | 1                        |
| 21      |             | 2           |             | 4           | 2           |             |             |      | 8                        |
| 22      |             |             | 1           | 2           |             |             |             |      | 3                        |
| 23      |             | 1           |             | 1           |             |             |             |      | 2                        |
| Total   | 7           | 37          | 75          | 32          | 12          | 10          | 2           | 1    | 176                      |
| Percent | 4           | 22          | 43          | 19          | 6.5         | 4           | 1           | .5   | 100                      |

Range: 25th percentile--350.5; 50th--411.25; 75th--535.50

TABLE 49

DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN  
TERMS OF THE GRADE ASSIGNMENTS OF COUNSELEES--1967-68

| County         | Grade assignments by code numbers* |           |           |            |           | Total<br>Coun-<br>sels |
|----------------|------------------------------------|-----------|-----------|------------|-----------|------------------------|
|                | One                                | Two       | Three     | Four       | Five      |                        |
| 1              | 6                                  |           | 1         | 1          |           | 8                      |
| 2              | 4                                  | 3         | 5         | 1          |           | 13                     |
| 3              | 17                                 | 9         | 7         | 4          |           | 37                     |
| 4              | 1                                  |           |           |            |           | 1                      |
| 5              | 1                                  | 1         |           |            |           | 2                      |
| 6              | 2                                  | 1         | 1         |            |           | 4                      |
| 7              | 3                                  | 2         |           |            |           | 5                      |
| 8              | 2                                  |           |           |            |           | 2                      |
| 9              | 2                                  |           |           |            |           | 2                      |
| 10             | 5                                  |           |           |            |           | 5                      |
| 11             | 1                                  |           |           |            |           | 1                      |
| 12             | 3                                  | 2         | 1         | 2          |           | 8                      |
| 13             | 3                                  |           | 2         |            |           | 5                      |
| 14             | 1                                  |           |           |            |           | 1                      |
| 15             | 19                                 | 5         | 4         | 1          | 1         | 30                     |
| 16             | 15                                 | 8         | 6         |            | 1         | 30                     |
| 17             | 1                                  | 1         | 1         |            |           | 3                      |
| 18             | 3                                  |           |           |            |           | 3                      |
| 19             | 2                                  |           |           |            |           | 2                      |
| 20             |                                    |           | 1         |            |           | 1                      |
| 21             | 4                                  | 2         | 1         | 1          |           | 8                      |
| 22             | 3                                  |           |           |            |           | 3                      |
| 23             | 2                                  |           |           |            |           | 2                      |
| <b>Total</b>   | <b>100</b>                         | <b>34</b> | <b>30</b> | <b>10</b>  | <b>2</b>  | <b>176</b>             |
| <b>Percent</b> | <b>57</b>                          | <b>20</b> | <b>17</b> | <b>5.5</b> | <b>.5</b> | <b>100</b>             |

\*Page 101 of this report

TABLE 50  
 DISTRIBUTION BY COUNTIES OF COUNSELORS IN THE MARYLAND  
 STUDY IN TERMS OF THEIR SELF-TYPES--1967-68

| County  | Self-type designation |      |      |     |   | Total Coun-<br>sellers |
|---------|-----------------------|------|------|-----|---|------------------------|
|         | I                     | II   | III  | IV  | V |                        |
| 1       | 6                     | 1    | 1    |     |   | 8                      |
| 2       | 2                     | 9    | 2    |     |   | 13                     |
| 3       | 9                     | 18   | 5    | 1   |   | 33                     |
| 4       |                       | 1    |      |     |   | 1                      |
| 5       | 1                     | 1    |      |     |   | 2                      |
| 6       | 1                     | 2    | 1    |     |   | 4                      |
| 7       | 1                     | 4    |      |     |   | 5                      |
| 8       | 2                     |      |      |     |   | 2                      |
| 9       | 1                     | 1    |      |     |   | 2                      |
| 10      | 2                     | 2    | 1    |     |   | 5                      |
| 11      |                       | 1    |      |     |   | 1                      |
| 12      | 4                     | 1    | 2    | 1   |   | 8                      |
| 13      | 1                     | 2    | 2    |     |   | 5                      |
| 14      | 1                     |      |      |     |   | 1                      |
| 15      | 8                     | 14   | 5    | 1   |   | 28                     |
| 16      | 11                    | 11   | 5    | 1   |   | 28                     |
| 17      | 3                     |      |      |     |   | 3                      |
| 18      | 3                     |      |      |     |   | 3                      |
| 19      | 1                     | 1    |      |     |   | 2                      |
| 20      |                       | 1    |      |     |   | 1                      |
| 21      | 3                     | 5    |      |     |   | 8                      |
| 22      | 2                     |      | 1    |     |   |                        |
| 23      |                       | 1    | 1    |     |   |                        |
| Total   | 62                    | 76   | 26   | 4   | 0 |                        |
| Percent | 36.5                  | 45.5 | 16.0 | 2.0 | 0 |                        |

TABLE 51  
 DISTRIBUTION BY SIZE OF STUDENT ENROLLMENT AMONG THE  
 ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT  
 THE COUNTY LEVEL DURING 1967-68

| Pattern            | Total student enrollment |                |                  |                  |                  | Total number of counties |
|--------------------|--------------------------|----------------|------------------|------------------|------------------|--------------------------|
|                    | 1 to 4,999               | 5,000 to 9,999 | 10,000 to 49,999 | 50,000 to 99,999 | 100,000 and over |                          |
| Plan               |                          |                |                  |                  |                  |                          |
| I.a.               |                          | 1              |                  |                  | 3                | 4                        |
| I.b.               | 3                        | 2              | 2                |                  |                  | 7                        |
| II.a.              |                          |                | 5                | 1                |                  | 6                        |
| II.b.              | 1                        | 3              | 2                |                  |                  | 6                        |
| Approach           |                          |                |                  |                  |                  |                          |
| Pupil Services     | 3                        | 3              | 2                |                  | 3                | 11                       |
| Instructional Team | 1                        | 3              | 7                | 1                |                  | 12                       |
| All Patterns       |                          |                |                  |                  |                  |                          |
| Total              | 4                        | 6              | 9                | 1                | 3                | 23                       |
| Percent            | 16.5                     | 24.5           | 42.0             | 4.5              | 12.5             | 100.0                    |

TABLE 52  
 DISTRIBUTION OF STUDENTS AND STAFFS OF MARYLAND COUNTY  
 SCHOOL SYSTEMS BY ORGANIZATIONAL PATTERNS FOR  
 GUIDANCE SERVICES AT THE COUNTY LEVEL--  
 1967-68

| Pattern            | Total Enrollment | % of Enrollment of 23 Counties | Sec. Enrollment | % of Sec. Enrollment | Sec. Instr. Staff | % Instr. Staff |
|--------------------|------------------|--------------------------------|-----------------|----------------------|-------------------|----------------|
| Plan               |                  |                                |                 |                      |                   |                |
| I.a.               | 380,230          | 60.5                           | 162,809         | 59.5                 | 9,532.8           | 60             |
| I.b.               | 55,888           | 8.0                            | 24,815          | 9.0                  | 1,401.8           | 8.5            |
| II.a.              | 133,586          | 21.0                           | 57,389          | 21.0                 | 3,301.5           | 21.0           |
| II.b.              | 63,643           | 10.5                           | 28,694          | 10.5                 | 1,575.7           | 10.5           |
| Approach           |                  |                                |                 |                      |                   |                |
| Pupil Services     | 436,118          | 68.5                           | 187,624         | 68.5                 | 10,934.6          | 68.5           |
| Instructional Team | 197,229          | 31.5                           | 86,083          | 31.5                 | 4,877.2           | 31.5           |
| All Patterns       |                  |                                |                 |                      |                   |                |
| Total              | 633,347          | 100.0                          | 273,707         | 100.0                | 15,811.8          | 100.0          |

TABLE 53

DISTRIBUTION OF PUPIL SERVICES WORKERS OF MARYLAND COUNTY  
SCHOOL SYSTEMS BY ORGANIZATIONAL PATTERNS FOR GUIDANCE  
SERVICES AT THE COUNTY LEVEL DURING 1967-68

| Pattern                    | No. Full-Time<br>Equivalent<br>Secondary<br>Counselors | % of<br>Counselors<br>in<br>Counties | No. of other<br>Pupil Ser-<br>vice<br>Workers | % of other<br>Pupil Ser-<br>vice<br>Workers |
|----------------------------|--|--------------------------------------|---|---|
| Plan                       |  |                                      |   |   |
| I.a.                       | 431.2  | 65                                   | 397.5   | 70  |
| I.a.                       | 52.1   | 8                                    | 47.4  | 8   |
| II.a.                      | 126.9  | 19                                   | 79.6  | 14  |
| II.b.                      | 50.0   | 8                                    | 43.5  | 8   |
| Approach                   |  |                                      |   |   |
| Pupil<br>Services          | 483.3  | 73                                   | 444.9   | 78  |
| Instruc-<br>tional<br>Team | 176.9  | 27                                   | 123.1   | 22  |
| All Patterns               |  |                                      |   |   |
| Total                      | 660.2  | 100                                  | 567.0   | 100   |

TABLE 54

DATA ON COUNTY GUIDANCE SUPERVISION DISTRIBUTED BY  
ORGANIZATIONAL PATTERN FOR GUIDANCE SERVICES AT  
THE COUNTY LEVEL DURING 1967-68

| Pattern            | Mean time allotted for guidance supervisor | Mean of counselor/guidance supervisor ratio | Ranking by date of appointment of guidance supervisor | Mean number of persons supervised by guidance supervisor | Number of counties with no guidance supervisor |
|--------------------|--|---|---|--|--|
| Plan               |  |   |   |  |  |
| I.a.               | 262.5%                                     | 45.5  | 1,3,6,8   | 123.75   | None   |
| I.b.               | 22.1                                       | 51.6  | 3,4   | 23.0   | 5  |
| II.a.              | 43.3                                       | 54.3  | 2,7,8,9,10<br>10                                      | 33.5   | None   |
| II.b.              | 11.7                                       | 81.7  | 5,6   | 69.8   | 4  |
| Approach           |  |   |   |  |  |
| Pupil Services     | 109.5                                      | 49.4  | 1,3,3,6,8,4   | 59.7   | 5  |
| Instructional Team | 27.5                                       | 68.0  | 2,5,6,8,9,10,<br>10                                   |  | 4  |
| All Patterns       |  |   |   |  |  |
| Total              | 66.74                                      | 59.0  |   | 55.5   | 9  |

TABLE 55  
 DISTRIBUTION OF COUNSELORS BY PUPIL LOADS INTO THE  
 ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES  
 AT THE COUNTY LEVEL IN MARYLAND--1967-68

| Pattern                        | Percen-<br>tiles<br>25th<br>50th<br>75th | Pupil Loads        |                  |                  |                  |                  |                  |                   | Total<br>Coun-<br>selors |
|--------------------------------|--|--------------------|------------------|------------------|------------------|------------------|------------------|-------------------|--------------------------|
|                                |  | 250<br>and<br>less | 251<br>to<br>350 | 351<br>to<br>450 | 451<br>to<br>550 | 551<br>to<br>650 | 651<br>to<br>750 | 751<br>or<br>more |                          |
| Plan                           |  |                    |                  |                  |                  |                  |                  |                   |                          |
| I.a.                           | 320.0<br>375.5<br>426.2                  | 7                  | 28               | 49               | 11               | 5                | -                | -                 | 100                      |
| I.b.                           | 375.5<br>430.5<br>469.3                  | -                  | 3                | 8                | 5                | -                | 1                | 1                 | 18                       |
| II.a.                          | 406.8<br>470.5<br>550.5                  | -                  | 5                | 11               | 11               | 6                | 3                | -                 | 36                       |
| II.b.                          | 425.5<br>517.2<br>675.5                  | -                  | 1                | 7                | 5                | 2                | 5                | 2                 | 22                       |
| Approach                       |  |                    |                  |                  |                  |                  |                  |                   |                          |
| Pupil<br>Ser-<br>vices<br>Team | 329.3<br>385.5<br>438.5                  | 7                  | 31               | 57               | 16               | 5                | 1                | 1                 | 118                      |
| Instruc-<br>tional<br>Team     | 413.9<br>486.5<br>575.5                  | -                  | 6                | 18               | 16               | 7                | 9                | 2                 | 58                       |
| All Patterns                   |  |                    |                  |                  |                  |                  |                  |                   |                          |
| Total                          | 350.5<br>410.8<br>484.7                  | 7                  | 37               | 75               | 32               | 12               | 10               | 3                 | 176                      |

TABLE 56

DISTRIBUTION OF COUNSELORS BY AGE INTO THE ORGANIZATIONAL  
PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL  
IN MARYLAND DURING 1967-68

| Pattern                    | Percentiles<br>25th<br>50th<br>75th | Years of age      |                |                |                   | Total<br>counselors |
|----------------------------|-------------------------------------|-------------------|----------------|----------------|-------------------|---------------------|
|                            |                                     | 34<br>and<br>less | 35<br>to<br>44 | 45<br>to<br>54 | 55<br>and<br>over |                     |
| Plan                       |                                     |                   |                |                |                   |                     |
| I.a.                       | 34.5<br>37.3<br>45.0                | 25                | 39             | 23             | 13                | 100                 |
| I.b.                       | 36.4<br>42.0<br>48.0                | 3                 | 8              | 7              | 0                 | 18                  |
| II.a.                      | 32.7<br>40.3<br>51.2                | 11                | 12             | 6              | 7                 | 36                  |
| II.b.                      | 35.3<br>44.5<br>52.4                | 5                 | 6              | 7              | 4                 | 22                  |
| Approach                   |                                     |                   |                |                |                   |                     |
| Pupil<br>Services<br>Team  | 34.8<br>41.1<br>48.3                | 28                | 47             | 30             | 13                | 118                 |
| Instruc-<br>tional<br>Team | 34.3<br>41.7<br>49.5                | 16                | 18             | 13             | 11                | 58                  |
| All Patterns               |                                     |                   |                |                |                   |                     |
| Total                      | 34.5<br>41.3<br>49.9                | 44                | 65             | 43             | 24                | 176                 |

TABLE 57  
 DISTRIBUTION OF COUNSELORS BY AGE AND SEX INTO THE  
 ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES  
 AT THE COUNTY LEVEL IN MARYLAND DURING  
 1967-68

(Males/Females)

| Pattern                    | Median Age | Years of age      |                |                |                   | Total<br>of<br>Counselors |
|----------------------------|------------|-------------------|----------------|----------------|-------------------|---------------------------|
|                            |            | 34<br>and<br>less | 35<br>to<br>44 | 45<br>to<br>54 | 55<br>and<br>over |                           |
| Plan                       |            |                   |                |                |                   |                           |
| I.a.                       | 39.9/42.0  | 17/8              | 21/18          | 12/11          | 7/6               | 57/43                     |
| I.b.                       | 39.5/46.2  | 3/0               | 5/3            | 3/4            | 0/0               | 11/7                      |
| II.a.                      | 38.4/46.2  | 7/4               | 9/3            | 3/3            | 2/5               | 21/15                     |
| II.b.                      | 42.0/47.9  | 4/1               | 4/2            | 4/3            | 2/2               | 14/8                      |
| Approach                   |            |                   |                |                |                   |                           |
| Pupil<br>Services<br>Team  | 39.9/42.6  | 20/8              | 26/21          | 15/15          | 7/6               | 68/50                     |
| Instruc-<br>tional<br>Team | 39.0/47.0  | 11/5              | 13/5           | 7/6            | 4/7               | 35/23                     |
| All Patterns               |            |                   |                |                |                   |                           |
| Total                      | 39.7/43.5  | 31/13             | 39/26          | 22/21          | 11/13             | 103/73                    |

TABLE 58  
 DISTRIBUTION OF COUNSELORS BY CERTIFICATION STATUS INTO THE  
 ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE  
 COUNTY LEVEL IN MARYLAND DURING 1967-68

| Pattern                | Certification Status        |                                 | Total<br>Counselors |
|------------------------|-----------------------------|---------------------------------|---------------------|
|                        | Certified<br>in<br>Guidance | Not Certified<br>in<br>Guidance |                     |
| Plan                   |                             |                                 |                     |
| I.a.                   | 85                          | 15                              | 100                 |
| I.b.                   | 12                          | 6                               | 18                  |
| II.a.                  | 30                          | 6                               | 36                  |
| II.b.                  | 13                          | 9                               | 22                  |
| Approach               |                             |                                 |                     |
| Pupil Services<br>Team | 97                          | 21                              | 118                 |
| Instructional<br>Team  | 43                          | 15                              | 58                  |
| All Patterns           |                             |                                 |                     |
| Total                  | 140                         | 36                              | 176                 |

TABLE 59  
 DISTRIBUTION OF COUNSELORS BY PROFESSIONAL TRAINING INTO  
 THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT  
 THE COUNTY LEVEL IN MARYLAND DURING 1967-68

| Pattern             | Type of professional training |                       |                       |                    | Total Counselors |
|---------------------|-------------------------------|-----------------------|-----------------------|--------------------|------------------|
|                     | Master's degree in guidance   | Other master's degree | Both master's degrees | No master's degree |                  |
| Plan                |                               |                       |                       |                    |                  |
| I.a.                | 45                            | 29                    | 5                     | 21                 | 100              |
| I.b.                | 8                             | 5                     | 0                     | 5                  | 18               |
| II.a.               | 16                            | 8                     | 2                     | 10                 | 36               |
| II.b.               | 6                             | 12                    | 0                     | 4                  | 22               |
| Approach            |                               |                       |                       |                    |                  |
| Pupil Services Team | 53                            | 34                    | 5                     | 26                 | 118              |
| Instructional Team  | 22                            | 20                    | 2                     | 14                 | 58               |
| All Patterns        |                               |                       |                       |                    |                  |
| Total               | 75                            | 54                    | 7                     | 40                 | 176              |

TABLE 60  
 DISTRIBUTION OF COUNSELORS BY ATTENDANCE AT GUIDANCE  
 INSTITUTES AND BY TRAINING WITHIN THE STATE OF  
 MARYLAND INTO THE ORGANIZATIONAL PATTERNS  
 FOR GUIDANCE SERVICES AT THE COUNTY  
 LEVEL IN MARYLAND DURING 1967-68

| Pattern             | Attended guidance institute |     | Received majority of guidance training in Maryland |    | Total Counselors |
|---------------------|-----------------------------|-----|--|----|------------------|
|                     | Yes                         | No  | Yes  | No |                  |
| Plan                |                             |     |  |    |                  |
| I.a.                | 24                          | 76  | 54   | 46 | 100              |
| I.b.                | 6                           | 12  | 8  | 10 | 18               |
| II.a.               | 14                          | 22  | 21   | 15 | 36               |
| II.b.               | 10                          | 12  | 13   | 9  | 22               |
| Approach            |                             |     |  |    |                  |
| Pupil Services Team | 30                          | 88  | 62   | 56 | 118              |
| Instructional Team  | 24                          | 34  | 34   | 24 | 58               |
| All Patterns        |                             |     |  |    |                  |
| Total               | 54                          | 122 | 96   | 80 | 176              |

TABLE 61

DISTRIBUTION OF COUNSELORS BY THE NUMBER OF GUIDANCE CREDITS  
EARNED INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE  
SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING  
1967-68

| Pattern                    | Percentiles<br>25th<br>50th<br>75th | Number of guidance credits |                |                |                |                |                |                |                  | Total<br>Coun-<br>selors |
|----------------------------|-------------------------------------|----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|--------------------------|
|                            |                                     | 1<br>to<br>12              | 13<br>to<br>18 | 19<br>to<br>24 | 25<br>to<br>30 | 31<br>to<br>36 | 37<br>to<br>42 | 43<br>to<br>54 | 55<br>or<br>more |                          |
| Plan                       |                                     |                            |                |                |                |                |                |                |                  |                          |
| I.a.                       | 24.8<br>31.5<br>44.3                | 3                          | 3              | 18             | 24             | 10             | 14             | 13             | 6                | 100                      |
| I.b.                       | 20.3<br>26.5<br>45.5                | 1                          | 2              | 5              | 3              | 0              | 1              | 3              | 3                | 18                       |
| II.a.                      | 26.9<br>32.0<br>36.5                | 0                          | 0              | 5              | 10             | 12             | 6              | 2              | 1                | 36                       |
| II.b.                      | 15.5<br>28.1<br>44.0                | 5                          | 1              | 2              | 5              | 3              | 4              | 2              | 0                | 22                       |
| Approach                   |                                     |                            |                |                |                |                |                |                |                  |                          |
| Pupil<br>Services<br>Team  | 23.6<br>30.5<br>44.0                | 4                          | 5              | 23             | 27             | 10             | 15             | 16             | 18               | 118                      |
| Instruc-<br>tional<br>Team | 25.1<br>30.9<br>36.8                | 5                          | 1              | 7              | 15             | 15             | 10             | 4              | 1                | 58                       |
| All Patterns               |                                     |                            |                |                |                |                |                |                |                  |                          |
| Total                      | 24.3<br>30.7<br>41.3                | 9                          | 6              | 30             | 42             | 25             | 25             | 20             | 19               | 176                      |

TABLE 62

DISTRIBUTION OF COUNSELORS BY YEARS OF COUNSELING EXPERIENCE  
 INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICE  
 AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

| Pattern                    | Percentiles<br>25th<br>50th<br>75th | Years of counseling experience |     |     |     |      |     | Total<br>Coun-<br>sellers |
|----------------------------|-------------------------------------|--------------------------------|-----|-----|-----|------|-----|---------------------------|
|                            |                                     | 1-2                            | 3-4 | 5-6 | 7-8 | 9-12 | 13+ |                           |
| Plan                       |                                     |                                |     |     |     |      |     |                           |
| I.a.                       | 2.1<br>4.0<br>7.8                   | 31                             | 25  | 12  | 11  | 14   | 7   | 100                       |
| I.b.                       | 1.8<br>4.5<br>9.5                   | 7                              | 2   | 2   | 2   | 2    | 3   | 18                        |
| II.a.                      | 3.7<br>6.3<br>9.7                   | 6                              | 5   | 8   | 5   | 6    | 6   | 36                        |
| II.b.                      | 2.3<br>7.0<br>8.3                   | 5                              | 4   | 1   | 4   | 2    | 6   | 22                        |
| Approach                   |                                     |                                |     |     |     |      |     |                           |
| Pupil<br>Services<br>Team  | 2.0<br>4.1<br>7.3                   | 38                             | 27  | 14  | 13  | 16   | 10  | 118                       |
| Instruc-<br>tional<br>Team | 3.3<br>6.5<br>9.8                   | 11                             | 9   | 9   | 9   | 8    | 12  | 58                        |
| All Patterns               |                                     |                                |     |     |     |      |     |                           |
| Total                      | 2.3<br>7.0<br>8.3                   | 49                             | 36  | 23  | 22  | 24   | 22  | 176                       |

TABLE 63

DISTRIBUTION OF COUNSELORS BY YEARS OF TEACHING EXPERIENCE  
 INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES  
 AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

|                            | Percentiles<br>25th<br>50th<br>75th | Years of teaching experience |     |     |     |     |      |     | Total<br>Coun-<br>selors |
|----------------------------|-------------------------------------|------------------------------|-----|-----|-----|-----|------|-----|--------------------------|
|                            |                                     | 0                            | 1-2 | 3-4 | 5-6 | 7-8 | 9-12 | 13+ |                          |
| Plan                       |                                     |                              |     |     |     |     |      |     |                          |
| I.a.                       | 4.1<br>7.9<br>11.2                  | 4                            | 7   | 18  | 12  | 13  | 25   | 21  | 100                      |
| I.b.                       | 3.0<br>9.0<br>11.3                  | 2                            | 2   | 2   | 2   | 0   | 8    | 2   | 18                       |
| II.a.                      | 3.5<br>6.5<br>11.8                  | 1                            | 4   | 8   | 5   | 3   | 7    | 8   | 36                       |
| II.b.                      | 6.3<br>9.7<br>13.0                  | 1                            | 0   | 1   | 4   | 2   | 8    | 6   | 22                       |
| Approach                   |                                     |                              |     |     |     |     |      |     |                          |
| Pupil<br>Services<br>Team  | 3.9<br>6.5<br>11.2                  | 6                            | 9   | 20  | 14  | 13  | 33   | 23  | 118                      |
| Instruc-<br>tional<br>Team | 4.4<br>8.5<br>12.3                  | 2                            | 4   | 9   | 9   | 5   | 15   | 14  | 58                       |
| All Patterns               |                                     |                              |     |     |     |     |      |     |                          |
| Total                      | 4.1<br>8.1<br>11.6                  | 8                            | 13  | 29  | 23  | 18  | 48   | 37  | 176                      |

TABLE 64

DISTRIBUTION OF COUNSELORS BY YEARS OF OTHER WORK EXPERIENCE  
 INTO ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT  
 THE COUNTY LEVEL IN MARYLAND DURING 1967-68

| Pattern                    | Percentiles<br>25th<br>50th<br>75th | Years of other work experience |     |     |      |       |       | Total<br>Coun-<br>selors |
|----------------------------|-------------------------------------|--------------------------------|-----|-----|------|-------|-------|--------------------------|
|                            |                                     | 0                              | 1-4 | 5-8 | 9-12 | 13-16 | 17-22 |                          |
| Plan                       |                                     |                                |     |     |      |       |       |                          |
| I.a.                       | 2.0<br>4.5<br>7.2                   | 9                              | 41  | 31  | 13   | 1     | 5     | 100                      |
| I.b.                       | 1.6<br>3.6<br>7.8                   | 2                              | 9   | 3   | 2    | 1     | 1     | 18                       |
| II.a.                      | 2.2<br>4.5<br>7.5                   | 4                              | 14  | 12  | 3    | 2     | 1     | 36                       |
| II.b.                      | 2.1<br>4.5<br>8.2                   | 2                              | 9   | 6   | 2    | 2     | 1     | 22                       |
| Approach                   |                                     |                                |     |     |      |       |       |                          |
| Pupil<br>Services<br>Team  | 2.0<br>4.3<br>7.8                   | 11                             | 50  | 34  | 15   | 2     | 6     | 118                      |
| Instruc-<br>tional<br>Team | 2.0<br>4.5<br>7.7                   | 6                              | 23  | 18  | 5    | 4     | 2     | 58                       |
| All Patterns               |                                     |                                |     |     |      |       |       |                          |
| Total                      | 2.0<br>4.4<br>7.5                   | 17                             | 73  | 52  | 20   | 6     | 8     | 176                      |

TABLE 65  
 DISTRIBUTION OF COUNSELORS BY SCHOOL ORGANIZATIONAL PATTERN  
 INTO COUNTY ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES  
 IN MARYLAND DURING 1967-68

| County Pattern      | School organizational pattern* |     |       |      |      | Total Counselors |
|---------------------|--------------------------------|-----|-------|------|------|------------------|
|                     | One                            | Two | Three | Four | Five |                  |
| Plan                |                                |     |       |      |      |                  |
| I.a.                | 0                              | 79  | 9     | 1    | 11   | 100              |
| I.b.                | 8                              | 6   | 3     | 0    | 1    | 18               |
| II.a.               | 5                              | 21  | 5     | 3    | 2    | 36               |
| II.b.               | 7                              | 3   | 2     | 0    | 10   | 22               |
| Approach            |                                |     |       |      |      |                  |
| Pupil Services Team | 8                              | 85  | 12    | 1    | 12   | 118              |
| Instructional Team  | 12                             | 24  | 7     | 3    | 12   | 58               |
| All Patterns        |                                |     |       |      |      |                  |
| Total               | 20                             | 109 | 19    | 4    | 24   | 176              |

\*Key to school organizational patterns:

One: one counselor per school

Two: several counselors, each assigned one or more classes with whom the counselor remains throughout the student's school experience

Three: several counselors, each assigned the same grade year after year

Four: several counselors, each assigned by guidance function (vocational; college-bound)

Five: other patterns or some combination of above patterns

TABLE 66  
 DISTRIBUTION OF COUNSELORS BY THE AMOUNT OF CLERICAL  
 ASSISTANCE PER GUIDANCE DEPARTMENT INTO  
 ORGANIZATIONAL PATTERNS FOR GUIDANCE  
 SERVICES AT THE COUNTY LEVEL IN  
 MARYLAND DURING 1967-68

| Pattern                    | Percentiles<br>25th<br>50th<br>75th | Number of clerks per department |                  |                  |                  |                   |                    | Total<br>Coun-<br>selors |
|----------------------------|-------------------------------------|---------------------------------|------------------|------------------|------------------|-------------------|--------------------|--------------------------|
|                            |                                     | 0                               | .10<br>to<br>.25 | .26<br>to<br>.50 | .51<br>to<br>.75 | .76<br>to<br>1.00 | 1.10<br>or<br>more |                          |
| Plan                       |                                     |                                 |                  |                  |                  |                   |                    |                          |
| I.a.                       | .91<br>1.09<br>1.20                 | 0                               | 0                | 3                | 0                | 37                | 60                 | 100                      |
| I.b.                       | .16<br>.50<br>1.06                  | 7                               | 2                | 3                | 1                | 4                 | 1                  | 18                       |
| II.a.                      | .51<br>.87<br>1.03                  | 5                               | 1                | 1                | 4                | 15                | 10                 | 36                       |
| II.b.                      | .38<br>.40<br>.90                   | 3                               | 0                | 5                | 0                | 14                | 0                  | 22                       |
| Approach                   |                                     |                                 |                  |                  |                  |                   |                    |                          |
| Pupil<br>Services<br>Team  | .83<br>1.13<br>1.18                 | 7                               | 2                | 6                | 1                | 41                | 61                 | 118                      |
| Instruc-<br>tional<br>Team | .48<br>.84<br>.97                   | 8                               | 1                | 6                | 4                | 29                | 10                 | 58                       |
| All Patterns               |                                     |                                 |                  |                  |                  |                   |                    |                          |
| Total                      | 1.02<br>1.18<br>1.35                | 15                              | 3                | 12               | 5                | 70                | 71                 | 176                      |

TABLE 67  
 DISTRIBUTION OF GUIDANCE CLERKS BY ORGANIZATIONAL PATTERNS  
 FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN  
 MARYLAND DURING 1967-68

| Pattern                    | Total number of<br>guidance clerks<br>employed in counties | Ratio of guidance<br>counselors to guidance<br>clerks in counties |
|----------------------------|--|---|
| Plan                       |  |   |
| I. a.                      | 121.50   | 3.55 /1   |
| I. b.                      | 16.56  | 3.15 /1   |
| II. a.                     | 34.70  | 3.66 /1   |
| II. b.                     | 16.25  | 3.08 /1   |
| Approach                   |  |   |
| Pupil<br>Services<br>Team  | 138.60   | 3.21 /1   |
| Instruc-<br>tional<br>Team | 50.95  | 3.47 /1   |
| All Patterns               |  |   |
| Total                      | 189.01   | 3.49 /1   |

TABLE 68  
 DISTRIBUTION OF COUNSELORS BY EMPLOYMENT DURING SUMMER  
 MONTHS INTO ORGANIZATIONAL PATTERNS FOR GUIDANCE  
 SERVICES AT THE COUNTY LEVEL IN MARYLAND  
 DURING 1967-68

| Pattern                    | Total number of<br>secondary school<br>counselors em-<br>ployed during<br>summer months | Percent of<br>secondary school<br>counselors em-<br>ployed during<br>summer months |
|----------------------------|---|--|
| Plan                       |   |  |
| I.a.                       | 315.0   | 73.05  |
| I.b.                       | 26.3  | 50.48  |
| II.a.                      | 90.9  | 71.63  |
| II.b.                      | 12.0  | 24.00  |
| Approach                   |   |  |
| Pupil<br>Services<br>Team  | 341.3   | 70.62  |
| Instruc-<br>tional<br>Team | 102.9   | 58.14  |
| All Patterns               |   |  |
| Total                      | 444.2   | 66.98  |

TABLE 69  
 DISTRIBUTION OF GUIDANCE EXPENDITURES BY ORGANIZATIONAL  
 PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL  
 IN MARYLAND DURING 1967-68

| Pattern                    | Total<br>Guidance<br>Expend-<br>iture | Amount<br>from<br>Local<br>Support | Percent<br>from<br>Local<br>Support | Average Per Pupil<br>Guidance Expenditure |               |
|----------------------------|---------------------------------------|------------------------------------|-------------------------------------|---|---------------|
|                            |                                       |                                    |                                     | Total                                     | Local Support |
| Plan                       |                                       |                                    |                                     |   |               |
| I. a.                      | \$4,921,631                           | \$3,765,635                        | 76.51                               | \$34.48                                   | \$24.62       |
| I. b.                      | 546,707                               | 303,708                            | 55.55                               | 21.22                                     | 10.85         |
| II. a.                     | 1,488,832                             | 955,603                            | 64.12                               | 26.76                                     | 17.61         |
| II. b.                     | 540,917                               | 352,245                            | 65.12                               | 19.97                                     | 9.80          |
| Approach                   |                                       |                                    |                                     |   |               |
| Pupil<br>Services<br>Team  | \$5,468,338                           | \$4,069,343                        | 74.42                               | \$26.04                                   | \$15.86       |
| Instruc-<br>tional<br>Team | 2,029,749                             | 1,307,848                          | 65.00                               | 20.92                                     | 13.60         |
| All Patterns               |                                       |                                    |                                     |   |               |
| Total                      | \$7,498,087                           | \$5,377,191                        | 70.38                               | \$24.65                                   | \$15.37       |

TABLE 70  
 MEANS OF THE PERCENTAGES OF TIME DEVOTED TO EACH ASCA CATEGORY OF FUNCTION  
 BY TWENTY-THREE COUNTIES OF MARYLAND--1967-68

ASCA CATEGORY OF FUNCTION

| COUNTY | GUIDANCE PROGRAM PLANNING | COUNSELING | PUPIL APPRAISAL | EDUCATIONAL PLANNING | REFERRAL | PLACEMENT | PARENT HELP | STAFF CONSULTATION | LOCAL RESEARCH | PUBLIC RELATIONS | PROFESSIONAL SELF-DEVELOPMENT | CLERICAL DUTIES | OTHER SCHOOL RESPONSIBILITIES |
|--------|---------------------------|------------|-----------------|----------------------|----------|-----------|-------------|--------------------|----------------|------------------|-------------------------------|-----------------|-------------------------------|
| 1      | 13.93                     | 14.54      | 3.13            | 9.70                 | 4.27     | 8.92      | 3.03        | 8.69               | 3.89           | .63              | 3.65                          | 10.70           | 14.94                         |
| 2      | 10.63                     | 22.84      | 3.56            | 10.25                | 4.15     | 11.31     | 3.36        | 5.39               | .87            | 2.30             | 10.11                         | 11.30           | 5.41                          |
| 3      | 12.11                     | 26.75      | 2.95            | 8.69                 | 3.96     | 9.55      | 4.83        | 9.15               | 1.74           | 1.09             | 6.28                          | 10.08           | 3.66                          |
| 4      | 16.57                     | 19.65      | 0.00            | 18.67                | 2.00     | 1.97      | 6.00        | 5.75               | .37            | .48              | 7.87                          | 14.82           | 5.84                          |
| 5      | 8.04                      | 27.04      | 4.60            | 3.79                 | .30      | 9.36      | 2.53        | 4.25               | .00            | .87              | 6.04                          | 18.06           | 17.57                         |
| 6      | 10.41                     | 15.78      | 4.46            | 7.78                 | 4.01     | 12.20     | 5.88        | 11.11              | .32            | .77              | 6.39                          | 12.61           | 7.29                          |
| 7      | 7.74                      | 25.68      | 6.16            | 6.71                 | 3.99     | 5.03      | 4.75        | 6.35               | 1.76           | .97              | 10.21                         | 18.70           | 3.36                          |
| 8      | 9.34                      | 16.28      | 7.18            | 9.69                 | 1.58     | 17.17     | 3.02        | 6.83               | 1.56           | .31              | 2.45                          | 19.40           | 4.61                          |
| 9      | 14.70                     | 19.92      | 6.96            | 9.09                 | 2.39     | 12.75     | 3.77        | 7.18               | .21            | .94              | 6.13                          | 12.44           | 3.45                          |
| 10     | 14.57                     | 17.19      | 1.37            | 14.33                | .52      | 6.09      | 4.89        | 5.15               | .73            | .89              | 7.64                          | 10.51           | 16.10                         |
| 11     | 5.30                      | 13.66      | 1.64            | 11.32                | 5.85     | 24.87     | 6.49        | 9.82               | 3.26           | 5.53             | 1.19                          | 8.13            | 2.91                          |
| 12     | 7.83                      | 26.08      | 5.02            | 7.53                 | 3.63     | 6.37      | 4.05        | 6.43               | .09            | .19              | 9.90                          | 10.98           | 11.66                         |
| 13     | 11.87                     | 31.66      | 4.42            | 3.56                 | 5.84     | 7.18      | 4.32        | 6.18               | 3.48           | .28              | 1.71                          | 15.79           | 3.67                          |
| 14     | 9.03                      | 29.88      | 7.12            | 12.75                | 5.56     | 1.54      | 4.66        | 5.91               | 0.00           | 1.57             | 1.12                          | 19.94           | .90                           |
| 15     | 13.95                     | 16.04      | 7.86            | 6.85                 | 4.85     | 8.77      | 5.88        | 9.72               | .50            | 1.25             | 10.02                         | 10.25           | 3.75                          |

TABLE 70 (Continued)  
 MEANS OF THE PERCENTAGES OF TIME DEVOTED TO EACH ASCA CATEGORY OF FUNCTION  
 BY TWENTY-THREE COUNTIES OF MARYLAND -- 1967-68

| COUNTY | ASCA CATEGORY OF FUNCTION |            |                 |                      |          |           |             |                    |                |                  |                               |                 |                               |
|--------|---------------------------|------------|-----------------|----------------------|----------|-----------|-------------|--------------------|----------------|------------------|-------------------------------|-----------------|-------------------------------|
|        | GUIDANCE PROGRAM PLANNING | COUNSELING | PUPIL APPRAISAL | EDUCATIONAL PLANNING | REFERRAL | PLACEMENT | PARENT HELP | STAFF CONSULTATION | LOCAL RESEARCH | PUBLIC RELATIONS | PROFESSIONAL SELF-DEVELOPMENT | CLERICAL DUTIES | OTHER SCHOOL RESPONSIBILITIES |
| 16     | 16.04                     | 17.02      | 4.26            | 10.08                | 3.71     | 8.94      | 5.49        | 6.45               | .56            | 1.15             | 7.72                          | 14.60           | 4.59                          |
| 17     | 7.13                      | 9.70       | 11.23           | 6.97                 | 7.39     | 9.99      | 2.41        | 5.14               | 1.35           | 2.04             | 19.16                         | 12.74           | 4.73                          |
| 18     | 6.95                      | 19.72      | 2.33            | 6.64                 | 4.59     | 11.00     | 1.55        | 8.67               | 3.74           | 1.73             | 19.09                         | 8.24            | 5.68                          |
| 19     | 16.12                     | 13.54      | 1.56            | 19.75                | 1.00     | 10.92     | 5.72        | 1.11               | 0.00           | .38              | .43                           | 16.09           | 13.34                         |
| 20     | 15.03                     | 27.97      | 2.17            | 4.55                 | .41      | 5.51      | 4.04        | 4.04               | 0.00           | 1.97             | .00                           | 27.77           | 7.53                          |
| 21     | 10.12                     | 16.67      | 7.88            | 11.14                | 4.88     | 5.03      | 4.72        | 6.69               | 1.83           | 1.32             | 7.25                          | 13.86           | 9.04                          |
| 22     | 5.85                      | 15.85      | 6.30            | 13.42                | 4.75     | 5.79      | 2.89        | 8.35               | 2.01           | .45              | 4.12                          | 18.15           | 11.70                         |
| 23     | 6.67                      | 3.59       | 6.70            | 44.46                | 6.41     | 2.66      | .63         | 3.00               | 1.09           | .70              | 21.11                         | 6.74            | 5.52                          |
| STATE  | 12.30                     | 20.30      | 4.70            | 9.40                 | 3.90     | 8.90      | 4.60        | 7.50               | 1.20           | 1.10             | 7.80                          | 12.30           | 6.00                          |
| MEDIAN | 12.10                     | 24.68      | 2.61            | 7.80                 | 3.65     | 5.30      | 3.10        | 6.24               | 1.30           | 1.40             | 6.04                          | 11.20           | 4.50                          |

TABLE 71

MEANS BY COUNTIES OF THE PERCENTAGES OF TIME DEVOTED BY  
PARTICIPATING COUNSELORS TO THE WRENN CATEGORIES OF  
FUNCTION AND MEANS OF THE COUNSELOR TYPE SCORES  
DERIVED IN MARYLAND DURING 1967-68

| County | Percentage of time devoted to |            |              |       | Counselor<br>Type<br>Score |
|--------|-------------------------------|------------|--------------|-------|----------------------------|
|        | Counseling                    | Consulting | Coordinating | Other |                            |
| 1      | 29.80                         | 10.27      | 27.16        | 32.17 | 149                        |
| 2      | 34.91                         | 19.48      | 20.51        | 26.00 | 166                        |
| 3      | 36.87                         | 18.00      | 24.67        | 20.30 | 183                        |
| 4      | 31.90                         | 15.80      | 22.80        | 29.40 | 134                        |
| 5      | 33.85                         | 8.65       | 14.05        | 43.20 | 143                        |
| 6      | 28.72                         | 19.67      | 22.82        | 28.52 | 182                        |
| 7      | 33.76                         | 11.68      | 22.80        | 32.48 | 148                        |
| 8      | 33.45                         | 15.15      | 24.75        | 26.40 | 148                        |
| 9      | 30.55                         | 14.45      | 32.95        | 21.85 | 138                        |
| 10     | 30.82                         | 15.96      | 19.62        | 33.40 | 152                        |
| 11     | 24.90                         | 18.40      | 43.80        | 12.70 | 138                        |
| 12     | 34.63                         | 9.68       | 21.89        | 33.23 | 137                        |
| 13     | 38.36                         | 15.42      | 23.82        | 21.76 | 176                        |
| 14     | 37.40                         | 14.50      | 22.40        | 25.60 | 141                        |
| 15     | 25.63                         | 20.15      | 29.36        | 24.65 | 166                        |
| 16     | 29.33                         | 18.17      | 26.24        | 26.05 | 165                        |
| 17     | 23.53                         | 12.73      | 25.27        | 37.30 | 120                        |
| 18     | 28.17                         | 16.30      | 22.23        | 33.13 | 160                        |
| 19     | 38.65                         | 12.55      | 18.60        | 30.01 | 154                        |
| 20     | 34.40                         | 10.90      | 21.00        | 34.10 | 131                        |
| 21     | 26.78                         | 17.74      | 25.34        | 29.28 | 155                        |
| 22     | 33.33                         | 16.03      | 16.57        | 33.80 | 173                        |
| 23     | 40.00                         | 9.55       | 15.85        | 34.40 | 146                        |
| State  | 31.74                         | 16.84      | 24.79        | 26.32 | 165                        |

TABLE 72  
 DISTRIBUTION OF COUNSELOR TYPES BY MARYLAND COUNTIES  
 1967-68

| County | Counselor type |     |       |      |      | Total coun-<br>selors |
|--------|----------------|-----|-------|------|------|-----------------------|
|        | One            | Two | Three | Four | Five |                       |
| 1      | 0              | 6   | 2     | 0    | 0    | 8                     |
| 2      | 1              | 8   | 4     | 0    | 0    | 13                    |
| 3      | 0              | 26  | 10    | 1    | 0    | 37                    |
| 4      | 0              | 1   | 0     | 0    | 0    | 1                     |
| 5      | 0              | 2   | 0     | 0    | 0    | 2                     |
| 6      | 0              | 3   | 1     | 0    | 0    | 4                     |
| 7      | 1              | 4   | 0     | 0    | 0    | 5                     |
| 8      | 0              | 2   | 0     | 0    | 0    | 2                     |
| 9      | 1              | 1   | 0     | 0    | 0    | 2                     |
| 10     | 0              | 3   | 2     | 0    | 0    | 5                     |
| 11     | 0              | 1   | 0     | 0    | 0    | 1                     |
| 12     | 2              | 5   | 1     | 0    | 0    | 8                     |
| 13     | 0              | 4   | 1     | 0    | 0    | 5                     |
| 14     | 0              | 1   | 0     | 0    | 0    | 1                     |
| 15     | 1              | 18  | 8     | 0    | 0    | 27                    |
| 16     | 3              | 19  | 7     | 0    | 0    | 29                    |
| 17     | 1              | 2   | 0     | 0    | 0    | 3                     |
| 18     | 1              | 1   | 1     | 0    | 0    | 3                     |
| 19     | 0              | 2   | 0     | 0    | 0    | 2                     |
| 20     | 0              | 1   | 0     | 0    | 0    | 1                     |
| 21     | 1              | 7   | 0     | 0    | 0    | 8                     |
| 22     | 0              | 2   | 1     | 0    | 0    | 3                     |
| 23     | 0              | 2   | 0     | 0    | 0    | 2                     |
| Total  | 12             | 121 | 38    | 1    | 0    | 172                   |

TABLE 73  
 DISTRIBUTION OF THE NUMBER OF ACTIVITIES LOGS SUBMITTED  
 BY THE COUNSELORS PARTICIPATING IN THE MARYLAND  
 STUDY DURING 1967-68

| Number of logs     | Counselor types |       |       |       | Total |
|--------------------|-----------------|-------|-------|-------|-------|
|                    | One             | Two   | Three | Four  |       |
| 401-425            |                 | 1     |       |       | 1     |
| 376-400            | 1               |       |       |       | 1     |
| 351-375            |                 | 1     |       |       | 1     |
| 326-350            |                 |       |       |       | 0     |
| 301-325            |                 |       |       |       | 0     |
| 276-300            |                 | 1     |       |       | 1     |
| 251-275            |                 | 4     |       |       | 4     |
| 226-250            | 1               | 4     | 1     |       | 5     |
| 201-225            |                 | 6     | 2     |       | 9     |
| 176-200            | 2               | 18    | 3     | 1     | 24    |
| 151-175            | 2               | 21    | 8     |       | 29    |
| 126-150            |                 | 20    | 6     |       | 28    |
| 101-125            | 2               | 17    | 8     |       | 27    |
| 76-100             | 4               | 18    | 9     |       | 31    |
| 51-75              |                 | 8     | 1     |       | 9     |
| 26-50              |                 | 2     |       |       | 2     |
| 1-25               |                 |       |       |       | 0     |
| Total              | 12              | 121   | 38    | 1     | 172   |
| Mean               | 150.7           | 151.6 | 132.7 | 186.0 | 147.6 |
| Standard Deviation | 79.36           | 60.35 | 43.66 | 0.00  | 57.35 |
| 25th percentile    | 93.5            | 103.3 | 99.5  |       | 100.8 |
| Median             | 125.5           | 127.5 | 128.0 |       | 140.8 |
| 75th Percentile    | 162.5           | 182.1 | 163.7 |       | 173.4 |

TABLE 74

DISTRIBUTION OF THE NUMBER OF MINUTES DEVOTED TO COUNSELING  
BY THE VARIOUS COUNSELOR TYPES--1967-68--MARYLAND

| Number of minutes | Counselor type |               |               |             | Total         |
|-------------------|----------------|---------------|---------------|-------------|---------------|
|                   | One            | Two           | Three         | Four        |               |
| 2901-3000         |                | 1             |               |             | 1             |
| 2801-2900         |                | 1             |               |             | 1             |
| 2501-2800         |                |               |               |             | 0             |
| 2401-2500         |                | 2             |               |             | 2             |
| 2301-2400         |                |               |               | 1           | 1             |
| 2201-2300         |                |               | 1             |             | 1             |
| 2101-2200         |                | 1             |               |             | 1             |
| 2001-2100         |                | 5             |               |             | 5             |
| 1901-2000         |                | 3             |               |             | 3             |
| 1801-1900         |                | 7             | 1             |             | 8             |
| 1701-1800         |                | 3             | 2             |             | 5             |
| 1601-1700         |                | 5             | 3             |             | 8             |
| 1501-1600         |                | 9             | 5             |             | 14            |
| 1401-1500         |                | 13            | 4             |             | 17            |
| 1301-1400         |                | 12            | 3             |             | 15            |
| 1201-1300         | 3              | 9             | 1             |             | 13            |
| 1101-1200         |                | 7             | 3             |             | 10            |
| 1001-1100         | 2              | 8             | 3             |             | 13            |
| 901-1000          |                | 11            | 3             |             | 14            |
| 801-900           | 1              | 1             | 4             |             | 6             |
| 701-800           | 4              | 12            | 1             |             | 17            |
| 601-700           |                | 4             | 4             |             | 8             |
| 501-600           | 1              | 4             |               |             | 5             |
| 401-500           |                | 1             |               |             | 1             |
| 301-400           | 1              | 1             |               |             | 2             |
| 201-300           |                |               |               |             | 0             |
| 101-200           |                | 1             |               |             | 1             |
| <b>Total</b>      | <b>12</b>      | <b>121</b>    | <b>38</b>     | <b>1</b>    | <b>172</b>    |
| <b>Mean</b>       | <b>884.6</b>   | <b>1294.0</b> | <b>1243.5</b> | <b>2345</b> | <b>1260.5</b> |
| <b>Median</b>     | <b>800.5</b>   | <b>1313.0</b> | <b>1250.5</b> |             | <b>1265.9</b> |

TABLE 75

DISTRIBUTION OF THE NUMBER OF MINUTES DEVOTED TO CONSULTING  
BY THE VARIOUS COUNSELOR TYPES--1967-68--MARYLAND

| Number of minutes | Counselor type |               |               |             | Total         |
|-------------------|----------------|---------------|---------------|-------------|---------------|
|                   | One            | Two           | Three         | Four        |               |
| 1701-1800         |                |               | 1             |             | 1             |
| 1601-1700         |                | 1             |               |             | 1             |
| 1501-1600         |                | 1             |               |             | 1             |
| 1401-1500         |                |               | 2             |             | 2             |
| 1301-1400         |                | 1             | 1             |             | 2             |
| 1201-1300         |                | 2             | 4             |             | 6             |
| 1101-1200         |                |               | 5             | 1           | 6             |
| 1001-1100         |                | 7             | 5             |             | 12            |
| 901-1000          |                | 4             | 1             |             | 5             |
| 801-900           |                | 14            | 5             |             | 19            |
| 701-800           |                | 16            | 2             |             | 18            |
| 601-700           | 1              | 21            | 4             |             | 26            |
| 501-600           | 1              | 15            | 2             |             | 18            |
| 401-500           | 1              | 15            | 2             |             | 18            |
| 301-400           | 4              | 11            | 1             |             | 16            |
| 201-300           | 3              | 9             | 3             |             | 15            |
| 101-200           | 2              | 4             |               |             | 6             |
| 1-100             |                |               |               |             | 0             |
| <b>Total</b>      | <b>12</b>      | <b>121</b>    | <b>38</b>     | <b>1</b>    | <b>172</b>    |
| <b>Mean</b>       | <b>422.09</b>  | <b>652.73</b> | <b>936.62</b> | <b>1120</b> | <b>701.27</b> |
| <b>Median</b>     | <b>325.5</b>   | <b>636.6</b>  | <b>890.5</b>  |             | <b>652.4</b>  |

TABLE 76

DISTRIBUTION OF THE NUMBER OF MINUTES DEVOTED TO COORDINATING  
BY THE VARIOUS COUNSELOR TYPES--1967-68--MARYLAND

| Number of minutes | Counselor type |        |       |       | Total  |
|-------------------|----------------|--------|-------|-------|--------|
|                   | One            | Two    | Three | Four  |        |
| 2601-2700         |                |        | 1     |       | 1      |
| 2501-2600         |                | 1      |       |       | 1      |
| 2401-2500         |                | 2      | 1     |       | 3      |
| 2101-2400         |                |        |       |       | 0      |
| 2001-2100         |                | 1      |       |       | 1      |
| 1901-2000         |                | 1      |       |       | 1      |
| 1801-1900         |                | 1      |       |       | 1      |
| 1701-1800         |                | 2      |       |       | 2      |
| 1601-1700         | 1              | 4      | 1     |       | 6      |
| 1501-1600         |                | 1      | 1     |       | 2      |
| 1401-1500         | 1              | 8      | 1     |       | 10     |
| 1301-1400         |                | 7      | 2     |       | 9      |
| 1201-1300         | 1              | 9      | 2     |       | 12     |
| 1101-1200         | 2              | 5      | 2     |       | 9      |
| 1001-1100         | 2              | 15     | 1     |       | 18     |
| 901-1000          | 3              | 15     | 4     |       | 22     |
| 801-900           | 2              | 13     | 5     |       | 20     |
| 701-800           |                | 12     | 4     |       | 16     |
| 601-700           |                | 4      | 2     |       | 6      |
| 501-600           |                | 10     | 3     |       | 13     |
| 401-500           |                | 6      | 2     | 1     | 9      |
| 301-400           |                | 2      | 2     |       | 4      |
| 201-300           |                |        | 4     |       | 4      |
| 101-200           |                | 1      |       |       | 1      |
| 1-100             |                | 1      |       |       | 1      |
| Total             | 12             | 121    | 38    | 1     | 172    |
| Mean              | 1684.3         | 1041.5 | 911.6 | 485.0 | 1055.3 |
| Median            | 1050.5         | 977.5  | 830.5 |       | 955.5  |

TABLE 77

DISTRIBUTION OF THE NUMBER OF MINUTES DEVOTED TO OTHER FUNCTIONS  
BY THE VARIOUS COUNSELOR TYPES--1967-68--MARYLAND

| Number of minutes | Counselor type |        |       |       | Total  |
|-------------------|----------------|--------|-------|-------|--------|
|                   | One            | Two    | Three | Four  |        |
| 2201-plus         |                | 5      |       |       | 5      |
| 2101-2200         |                | 1      |       |       | 1      |
| 2001-2100         |                | 1      |       |       | 1      |
| 1901-2000         | 1              | 4      |       |       | 5      |
| 1801-1900         |                | 2      |       |       | 2      |
| 1701-1800         |                | 2      | 1     |       | 3      |
| 1601-1700         | 4              | 8      | 1     |       | 13     |
| 1501-1600         | 1              | 5      |       |       | 6      |
| 1401-1500         |                | 6      |       |       | 6      |
| 1301-1400         | 1              | 8      |       |       | 9      |
| 1201-1300         |                | 9      | 1     |       | 10     |
| 1101-1200         | 3              | 7      | 1     |       | 11     |
| 1001-1100         |                | 9      | 1     |       | 10     |
| 901-1000          |                | 11     | 2     |       | 13     |
| 801-900           | 1              | 11     | 6     |       | 18     |
| 701-800           | 1              | 14     | 5     |       | 20     |
| 601-700           |                | 6      | 2     |       | 8      |
| 501-600           |                | 6      | 3     |       | 9      |
| 401-500           |                | 3      | 5     |       | 8      |
| 301-400           |                | 1      | 4     |       | 5      |
| 201-300           |                | 2      | 3     | 1     | 5      |
| 101-200           |                |        | 3     |       | 3      |
| Total             | 12             | 121    | 38    | 1     | 172    |
| Mean              | 1380.0         | 1186.0 | 682.0 | 195.0 | 1084.0 |
| Median            | 1450.5         | 1072.3 | 625.5 |       | 1119.5 |

TABLE 78  
 DISTRIBUTION OF COUNSELORS BY COUNSELOR TYPES WITHIN SINGLE  
 COUNSELOR SCHOOLS OF MARYLAND DURING 1967-68

| School number | Counselor Type |     |       |      |      |
|---------------|----------------|-----|-------|------|------|
|               | One            | Two | Three | Four | Five |
| 1             |                | 1   |       |      |      |
| 2             |                |     | 1     |      |      |
| 3             |                |     | 1     |      |      |
| 4             |                | 1   |       |      |      |
| 5             |                | 1   |       |      |      |
| 6             |                | 1   |       |      |      |
| 7             |                | 1   |       |      |      |
| 8             | 1              |     |       |      |      |
| 9             |                |     | 1     |      |      |
| 10            |                | 1   |       |      |      |
| 11            |                | 1   |       |      |      |
| 12            |                | 1   |       |      |      |
| 13            |                | 1   |       |      |      |
| 14            |                | 1   |       |      |      |
| 15            |                | 1   |       |      |      |
| 16            |                | 1   |       |      |      |
| 17            |                | 1   |       |      |      |
| 18            | 1              |     |       |      |      |
| 19            |                | 1   |       |      |      |
| 20            |                | 1   |       |      |      |
| Total         | 2              | 15  | 3     | 0    | 0    |

TABLE 79  
 DISTRIBUTION OF COUNSELORS BY COUNSELOR TYPES WITHIN  
 MULTIPLE COUNSELOR SCHOOLS OF MARYLAND DURING  
 1967-68

| School number           | Counselor type |     |       |      |      |
|-------------------------|----------------|-----|-------|------|------|
|                         | One            | Two | Three | Four | Five |
| Two-counselor schools   |                |     |       |      |      |
| 1                       |                | 1   | 1     |      |      |
| 2                       |                | 2   |       |      |      |
| 3                       | 1              | 1   |       |      |      |
| 4                       |                | 2   |       |      |      |
| 5                       |                | 1   | 1     |      |      |
| 6                       |                | 2   |       |      |      |
| 7                       |                | 2   |       |      |      |
| 8                       |                | 2   |       |      |      |
| 9                       |                | 1   | 1     |      |      |
| 10                      |                | 2   |       |      |      |
| Total                   | 1              | 16  | 3     | 0    | 0    |
| Three-counselor schools |                |     |       |      |      |
| 1                       |                | 2   | 1     |      |      |
| 2                       |                | 3   |       |      |      |
| 3                       | 1              |     | 2     |      |      |
| 4                       |                | 3   |       |      |      |
| 5                       |                | 3   |       |      |      |
| 6                       | 1              | 2   |       |      |      |
| 7                       | 1              | 1   | 1     |      |      |
| 8                       |                | 2   | 1     |      |      |
| 9                       |                | 3   |       |      |      |
| 10                      | 1              | 2   |       |      |      |
| 11                      | 1              | 1   | 1     |      |      |
| Total                   | 5              | 22  | 6     | 0    | 0    |

TABLE 79--Continued

| School number          | Counselor type |     |       |      |      |
|------------------------|----------------|-----|-------|------|------|
|                        | One            | Two | Three | Four | Five |
| Four-counselor schools |                |     |       |      |      |
| 1                      |                | 3   | 1     |      |      |
| 2                      |                | 4   |       |      |      |
| 3                      |                |     | 4     |      |      |
| 4                      |                | 2   | 2     |      |      |
| 5                      |                | 3   |       | 1    |      |
| 6                      |                | 3   | 1     |      |      |
| 7                      |                | 3   | 1     |      |      |
| 8                      |                | 3   | 1     |      |      |
| 9                      | 1              | 2   |       |      |      |
| 10                     |                | 2   | 2     |      |      |
| 11                     |                | 4   |       |      |      |
| 12                     |                | 4   |       |      |      |
| Total                  | 1              | 33  | 12    | 1    | 0    |
| Five-counselor schools |                |     |       |      |      |
| 1                      |                | 4   | 1     |      |      |
| 2                      |                | 5   |       |      |      |
| 3                      |                | 2   | 3     |      |      |
| 4                      |                | 3   | 1     |      |      |
| 5                      |                | 3   | 1     |      |      |
| Total                  |                | 17  | 6     | 0    | 0    |
| Six-counselor schools  |                |     |       |      |      |
| 1                      | 1              | 3   | 2     |      |      |
| 2                      |                | 3   | 1     |      |      |
| 3                      | 1              | 4   | 1     |      |      |
| 4                      |                | 5   | 1     |      |      |
| Total                  | 2              | 15  | 5     | 0    | 0    |
| Eight-counselor school |                |     |       |      |      |
| 1                      | 1              | 3   | 3     | 0    | 0    |

TABLE 80  
 COMPARISON BY COUNTIES OF COUNSELOR TYPES DERIVED BY LOG  
 AND BY SELF-ASSESSMENT IN THE MARYLAND STUDY  
 OF 1967-68

| County | Evaluation comparison       |                                    |                                   |                    |
|--------|-----------------------------|------------------------------------|-----------------------------------|--------------------|
|        | Same type from both methods | Under-estimated on self-assessment | Over-estimated on self-assessment | No self-assessment |
| 1      | 1                           | 6                                  |                                   | 1                  |
| 2      | 6                           | 4                                  | 2                                 | 1                  |
| 3      | 11                          | 15                                 | 5                                 | 6                  |
| 4      | 1                           |                                    |                                   |                    |
| 5      | 1                           | 1                                  |                                   |                    |
| 6      | 1                           | 2                                  | 1                                 |                    |
| 7      | 3                           | 3                                  | 1                                 |                    |
| 8      |                             |                                    |                                   |                    |
| 9      | 2                           | 2                                  |                                   |                    |
| 10     | 1                           | 1                                  | 1                                 |                    |
| 11     | 1                           | 1                                  |                                   |                    |
| 12     | 3                           | 11                                 | 3                                 |                    |
| 13     | 3                           | 11                                 | 1                                 |                    |
| 14     |                             | 2                                  |                                   |                    |
| 15     | 11                          | 2                                  | 6                                 | 2                  |
| 16     | 10                          | 1                                  | 5                                 | 3                  |
| 17     | 1                           |                                    |                                   |                    |
| 18     | 1                           | 3                                  |                                   |                    |
| 19     | 1                           | 2                                  |                                   |                    |
| 20     | 1                           |                                    |                                   |                    |
| 21     | 4                           |                                    | 1                                 |                    |
| 22     |                             |                                    | 1                                 |                    |
| 23     | 1                           |                                    | 1                                 |                    |
| Total  | 64 (36%)                    | 70 (40%)                           | 28 (16%)                          | 12 (7%)            |
| Women  | 29 (40%)                    | 26 (35%)                           | 12 (16%)                          | 5 (7%)             |
| Men    | 35 (34%)                    | 44 (43%)                           | 16 (15%)                          | 7 (7%)             |

TABLE 81

FREQUENCY DISTRIBUTION OF COUNSELORS BY PUPIL LOADS WITHIN  
THE SPECIFIED COUNSELOR TYPES--MARYLAND STUDY--1967-68

| Pupil load |       |       |       |      |      | Total<br>Counselors |
|------------|-------|-------|-------|------|------|---------------------|
|            | One   | Two   | Three | Four | Five |                     |
| 926-950    |       | 1     |       |      |      | 1                   |
| 851-925    |       |       |       |      |      | 0                   |
| 826-850    |       |       | 1     |      |      | 1                   |
| 801-825    |       |       |       |      |      | 0                   |
| 776-800    | 1     |       |       |      |      | 1                   |
| 751-775    |       |       |       |      |      | 0                   |
| 726-750    |       | 1     | 2     |      |      | 3                   |
| 701-725    |       | 1     | 1     |      |      | 2                   |
| 676-700    |       | 3     | 1     |      |      | 4                   |
| 651-675    |       | 1     |       |      |      | 1                   |
| 601-625    |       |       |       |      |      | 0                   |
| 576-600    | 1     | 2     |       |      |      | 3                   |
| 551-575    | 1     | 6     |       | 1    |      | 8                   |
| 526-550    |       | 5     | 2     |      |      | 7                   |
| 501-525    |       | 5     |       |      |      | 5                   |
| 476-500    | 1     | 9     |       |      |      | 10                  |
| 451-475    | 1     | 8     | 3     |      |      | 12                  |
| 426-450    | 2     | 16    | 4     |      |      | 22                  |
| 401-425    |       | 9     | 6     |      |      | 15                  |
| 376-400    | 2     | 11    | 7     |      |      | 20                  |
| 351-375    |       | 11    | 6     |      |      | 17                  |
| 326-350    | 1     | 16    | 1     |      |      | 18                  |
| 301-325    | 1     | 6     | 1     |      |      | 8                   |
| 276-300    |       | 4     | 3     |      |      | 7                   |
| 251-275    |       | 3     |       |      |      | 3                   |
| 226-250    |       | 1     |       |      |      | 1                   |
| 201-225    |       | 1     |       |      |      | 1                   |
| 176-200    | 1     | 2     |       |      |      | 3                   |
| Total      | 12    | 121   | 38    | 1    | 0    | 172                 |
| Mean       | 453.9 | 430.2 | 435.1 | 575  | -    | 433.8               |
| Median     | 438.0 | 418.6 | 404.7 | -    | -    | 413.8               |

EXHIBITS

## EXHIBIT A

Professional Preparation Experience, and Assignment

Counselor's Code No. \_\_\_\_\_ Age Bracket (Encircle)  
 25-34 35-44 45-54 55+

Training

1. Do you now hold a guidance certificate in Maryland? \_\_\_\_\_
2. Do you have a master's degree in guidance and counseling? \_\_\_\_\_
3. Do you have a master's degree in another field? \_\_\_\_\_
4. Have you ever participated in a guidance institute? \_\_\_\_\_
5. How many graduate hours have you had in guidance and counseling and related subjects such as psychology, sociology, and anthropology? \_\_\_\_\_
6. Did you receive the majority of your guidance training within the State of Maryland? \_\_\_\_\_

Experience

1. Counting this year, how many years have you served as a public school counselor? \_\_\_\_\_
2. How many years did you teach before becoming a counselor? \_\_\_\_\_
3. How many years of employment outside the school system have you had? (Include summer work and estimate years.) \_\_\_\_\_

Assignment

1. For how many pupils are you responsible this year? \_\_\_\_\_
  2. Check the type of organizational pattern under which the guidance department functions in your school.
    - a. One counselor a. \_\_\_\_\_
    - b. Several counselors in the school, each being assigned one or more classes of students and remaining with them throughout the student's school experience b. \_\_\_\_\_
    - c. Several counselors in the school, each being assigned the same grade year after year c. \_\_\_\_\_
    - d. Several counselors, each being assigned a group of students by counselor function--vocational, college-bound, etc. d. \_\_\_\_\_
    - e. Other, describe briefly e. \_\_\_\_\_
- 
-

EXHIBIT A (Continued)

- 2 -

1. Counselor Code No. \_\_\_\_\_
2. Grade(s), if any, for which you are responsible \_\_\_\_\_
3. Special assignments (such as Department Chairman, officer in professional organization, etc.) \_\_\_\_\_
4. Amount of paid clerical help assigned to your guidance department (Encircle one): more than one full-time person; one person full-time; 3/4 time; 1/2 time; 1/4 time; none
5. How many weeks beyond the school year do you work for pay? \_\_\_\_\_
6. Indicate percentage of your working month spent on activities which consumed a large amount of time, such as orientation, test administration, scheduling.

| Activity | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | June | July | Aug. |
|----------|-------|------|------|------|------|------|------|------|------|
|          |       |      |      |      |      |      |      |      |      |
|          |       |      |      |      |      |      |      |      |      |
|          |       |      |      |      |      |      |      |      |      |
|          |       |      |      |      |      |      |      |      |      |
|          |       |      |      |      |      |      |      |      |      |
|          |       |      |      |      |      |      |      |      |      |
|          |       |      |      |      |      |      |      |      |      |
|          |       |      |      |      |      |      |      |      |      |

EXHIBIT B

INFORMATION ON ORGANIZATION AND SUPPORT FACTORS FOR STUDY ON "SELECTED ADMINISTRATIVE FACTORS AND GUIDANCE FUNCTIONS"

COUNTY \_\_\_\_\_ NAME \_\_\_\_\_

TITLE \_\_\_\_\_ YEAR OF APPOINTMENT TO YOUR POSITION \_\_\_\_\_

- 1. When was the first Guidance Supervisor appointed in your county? \_\_\_\_\_
- 2. Who was this person? \_\_\_\_\_
- 3. Title of the person to whom you report directly? \_\_\_\_\_
- 4. Title of person to whom he reports? \_\_\_\_\_
- 5. How many persons, if any, report directly to you? \_\_\_\_\_
- 6. Their title(s) \_\_\_\_\_

THE FOLLOWING DATA APPLIES TO THE SCHOOL YEAR 1967-68:

- 7. Approximately what percentage of your time was devoted to the supervision of guidance? \_\_\_\_\_
- 8. How many secondary school counselors did you supervise? \_\_\_\_\_
- 9. How many elementary school counselors did you supervise? \_\_\_\_\_
- 10. How many other persons, if any, did you supervise? \_\_\_\_\_
- 11. Who were they? \_\_\_\_\_
- 12. On what basis are your counselors paid? (Teachers scale, multiple, extra weeks of work, etc.) \_\_\_\_\_
- 13. How many of your secondary counselors will work this summer? \_\_\_\_\_
- 14. For how many weeks? \_\_\_\_\_ Paid from what funds? \_\_\_\_\_
- 15. How are they chosen for summer employment? \_\_\_\_\_
- 16. How many worked last summer? \_\_\_\_\_ How many weeks? \_\_\_\_\_
- 17. How many elementary counselors will work this summer? \_\_\_\_\_
- 18. For how many weeks? \_\_\_\_\_ Paid from what funds? \_\_\_\_\_
- 19. How are they chosen? \_\_\_\_\_
- 20. How many worked last summer? \_\_\_\_\_ How many weeks? \_\_\_\_\_
- 21. How many supervisors were employed in your county in 1967-68 for:  
PUPIL PERSONNEL \_\_\_\_\_ PSYCHOLOGISTS \_\_\_\_\_ NURSES \_\_\_\_\_ SPEECH THERAPISTS \_\_\_\_\_
- 22. How many of each of the following were employed? P.P.W.'s \_\_\_\_\_  
School Psychologists \_\_\_\_\_ School Nurses \_\_\_\_\_ Speech Therapists \_\_\_\_\_



SCHOOL COUNSELOR ACTIVITIES LOC SHEET

Standard Pupils Schools

1. Use black pencil only - 1/2 lead preferable.
2. Make marks heavy and within the boxes.
3. Make all erasures complete.

|   |  |   |  |  |  |   |  |  |  |
|---|--|---|--|--|--|---|--|--|--|
| <b>Counselor Code No.</b><br><br><br>   |  | <b>Minutes Spent (mark one)</b><br><input type="checkbox"/> 5<br><input type="checkbox"/> 15<br><input type="checkbox"/> 30<br><input type="checkbox"/> 45<br><input type="checkbox"/> 60<br><input type="checkbox"/> 75<br><input type="checkbox"/> 90<br><input type="checkbox"/> 105<br><input type="checkbox"/> 120<br><input type="checkbox"/> 150<br><input type="checkbox"/> 180   |  | <b>Location of Activity (mark one)</b><br><input type="checkbox"/> GUIDANCE OFFICE<br><input type="checkbox"/> CLASSROOM<br><input type="checkbox"/> TEACHER'S ROOM<br><input type="checkbox"/> PRINCIPAL'S OFFICE<br><input type="checkbox"/> PLACEMENT IN SCHOOL<br><input type="checkbox"/> PUPIL'S HOME<br><input type="checkbox"/> COUNSELOR'S HOME<br><input type="checkbox"/> OTHER |  | <b>Activity Performed (mark only the number and an alpha letter for that number as apply)</b><br><input type="checkbox"/> 1 PREPARATION/PLANNING (a) (b) (c) (d) (e) (f) (g) (h) (i)<br><input type="checkbox"/> 2 COUNSELING (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m)<br><input type="checkbox"/> 3 ADMINISTERING (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m)<br><input type="checkbox"/> 4 EVALUATING (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m)<br><input type="checkbox"/> 5 INVESTIGATING (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m)<br><input type="checkbox"/> 6 S. OF THE DIVISION (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m)   |  |  |  |
| <b>Date</b><br>// // yr.<br>no. day yr.   |  | <b>Sex of Pupil(s)</b><br><input type="checkbox"/> BOY(S)<br><input type="checkbox"/> GIRL(S)<br><input type="checkbox"/> BOTH  |  | <b>No. of Pupils Present (mark one)</b><br><input type="checkbox"/> 0<br><input type="checkbox"/> 1<br><input type="checkbox"/> 2-4<br><input type="checkbox"/> 5-9<br><input type="checkbox"/> 10-20<br><input type="checkbox"/> 21-50<br><input type="checkbox"/> 51-100<br><input type="checkbox"/> 100+<br><input type="checkbox"/> STUDENT BODY                                       |  | <b>Activity Performed With (mark all that apply)</b><br><input type="checkbox"/> SUPERVISOR (S)<br><input type="checkbox"/> COUNSELOR(S)<br><input type="checkbox"/> ADMINISTRATIVE SUPERVISOR(S)<br><input type="checkbox"/> I.T.A.<br><input type="checkbox"/> PSYCHOLOGIST<br><input type="checkbox"/> SOCIAL WORKER<br><input type="checkbox"/> PARENTS<br><input type="checkbox"/> TEACHERS<br><input type="checkbox"/> COMMUNITY GROUPS<br><input type="checkbox"/> EMPLOYMENT COUNSELORS<br><input type="checkbox"/> VOLUNTEERS<br><input type="checkbox"/> COUNSELORS<br><input type="checkbox"/> HOME TEACHERS<br><input type="checkbox"/> BUSINESS/IND. REPRESENTATIVE<br><input type="checkbox"/> SCHOOL CLERK(S)<br><input type="checkbox"/> TEACHERS - OTHER EMPLOYEES<br><input type="checkbox"/> AGENCY PERSONNEL<br><input type="checkbox"/> TEACHER(S)<br><input type="checkbox"/> STUDENT-ALONE<br><input type="checkbox"/> OTHER |  | <b>Primary Emphasis of Activity (mark one)</b><br><input type="checkbox"/> SELF-UNDERSTANDING<br><input type="checkbox"/> SOCIAL-EMOTIONAL ADJUSTMENT<br><input type="checkbox"/> PROBLEM-SOLVING<br><input type="checkbox"/> HEALTH-PHYSICAL DEVELOPMENT<br><input type="checkbox"/> ENVIRONMENTAL INFLUENCES<br><input type="checkbox"/> DECISION-MAKING<br><input type="checkbox"/> ACADEMIC PROGRESS<br><input type="checkbox"/> VOCATIONAL DEVELOPMENT<br><input type="checkbox"/> VOCATIONAL PLANNING<br><input type="checkbox"/> EDUCATIONAL PLANNING<br><input type="checkbox"/> RECREATION<br><input type="checkbox"/> TRANSFER AND/OR ORIENTATION<br><input type="checkbox"/> IN-SCHOOL PLACEMENT---GROUPING<br><input type="checkbox"/> JOB PLACEMENT<br><input type="checkbox"/> POST-HIGH SCHOOL EDUCATIONAL PLACEMENT<br><input type="checkbox"/> PUPIL ANALYSIS---APPRAISAL<br><input type="checkbox"/> REGULATIVE RECORDS<br><input type="checkbox"/> CONFIDENTIAL RECORDS<br><input type="checkbox"/> TOTAL ADJUSTMENT OF PUPIL(S)<br><input type="checkbox"/> REFERRAL(S)<br><input type="checkbox"/> DISTANCE PROGRAM<br><input type="checkbox"/> SCHOOL PROGRAM---POLICIES AND PROCEDURES<br><input type="checkbox"/> INSTRUCTION DEVELOPMENT<br><input type="checkbox"/> TRAINING---REPORTING<br><input type="checkbox"/> LOCAL RESEARCH<br><input type="checkbox"/> PUBLIC RELATIONS |  |
| <b>Type of Communication (mark one)</b><br><input type="checkbox"/> PAGE TO PAGE<br><input type="checkbox"/> TELEPHONE<br><input type="checkbox"/> WRITTEN<br><input type="checkbox"/> NONE |  | <b>Test of Inventories (mark all that apply)</b><br><input type="checkbox"/> GROUP ACHIEVEMENT<br><input type="checkbox"/> GROUP INTELLIGENCE<br><input type="checkbox"/> PROGNOSTIC<br><input type="checkbox"/> GENERAL APTITUDE<br><input type="checkbox"/> VOCATIONAL APTITUDE<br><input type="checkbox"/> INTEREST<br><input type="checkbox"/> PERSONALITY<br><input type="checkbox"/> INDIVIDUAL INTELLIGENCE<br><input type="checkbox"/> PROTECTIVE<br><input type="checkbox"/> OTHER |  | <b>Grade Level(s) of Pupils (mark all that apply)</b><br><input type="checkbox"/> 7<br><input type="checkbox"/> 8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10<br><input type="checkbox"/> 11<br><input type="checkbox"/> 12<br><input type="checkbox"/> P.O.<br><input type="checkbox"/> D.O.   |  | <b>Studies (mark all that apply)</b><br><input type="checkbox"/> GRADUATING<br><input type="checkbox"/> DROPOUTS<br><input type="checkbox"/> TEST DATA<br><input type="checkbox"/> ATTENDING<br><input type="checkbox"/> COMMUNITY TRAINING<br><input type="checkbox"/> SCHOOL PROGRAM<br><input type="checkbox"/> RECORD USE<br><input type="checkbox"/> OTHER   |  |  |  |

### DIRECTIONS

1. COUNSELOR'S CODE NUMBER and the DATE should be on every log sheet.
2. An individual log sheet should be completed for each activity performed by the counselor during the work day being studied. Activities beyond the normal work day should be recorded if they are professional responsibilities.
3. Examples of ACTIVITIES; conferences or interviews, telephone calls, meetings, classes, visits, and work sessions (clerical, preparation, planning, study).
4. Each counselor should complete a NUMBER of log sheets for each day being studied. The log should be completed AS SOON AS POSSIBLE after the activity has been concluded. With a little practice, the procedure takes only a few minutes.
5. Directions for marking are given in each section and should be followed carefully.
6. If an activity has more than one PRIMARY emphasis and consumes enough time to warrant doing so, more than one log sheet may be used to differentiate the important parts of the activity. This might occur with a meeting or conference, for example. However, under no circumstances should more than ONE ITEM be marked in this "primary emphasis" section on any one log sheet.
7. Should an activity last beyond three hours, a second log sheet should be used.
8. The time indicated for each activity should approximate closely the actual time spent.

### ABBREVIATIONS

DO--Dropout PJ--Post-graduate KON--Kindergarten EC--Early Childhood (Prior to K)

### CODE FOR ACTIONS PERFORMED

(Mark only ONE NUMBERED item; mark as MANY LETTERED items for that NUMBERED item as apply)

1. PREPARATION AND PLANNING
  - a. Discussed plans about school or guidance program
  - b. Developed--revised such plans
  - c. Prepared speech--presentation
  - d. Prepared written report(s)
  - e. Prepared guidance materials
  - f. Prepared publication(s)
  - g. Prepared conference material(s)
  - h. Developed notes for personal use
  - i. Developed personal work schedule
  - j. Made out pupil's schedule
  - k. Changed pupil's schedule
  - l. Utilized data processing procedures
  - m. Composed letter(s) or transcript(s) or reference(s)
2. CONFERRING
  - a. Discussed plan(s) about/with person
  - b. Developed--revised such plans
  - c. Reviewed progress
  - d. Gave instruction(s) other than about guidance program
  - e. Gave support and encouragement
  - f. Responded to feelings or emotions to permit their release and expression
  - g. Received suggestions
  - h. Made suggestions
  - i. Received--collected information
  - j. Gave information
  - k. Interpreted information or data
  - l. Helped develop pupil's program of studies
  - n. Participated in a conference
3. ADMINISTERING
  - a. Organized an activity (test program, orientation, job placement, etc.)
  - b. Coordinated such an activity
  - c. Conducted an activity (group testing)
  - d. Assisted with an activity
  - e. Supervised an activity
  - f. Gave instruction about guidance program
  - g. Attended a meeting
  - h. Made a presentation
  - i. Prepared master schedule
  4. CLERICAL
    - a. Made out transcript(s), application(s) etc.
    - b. Scored test(s)
    - c. Checked answer sheets for machine scoring
    - d. Filed
    - e. Typed
    - f. Recorded data
    - g. Checked cumulative record(s)
    - h. Registered student(s)
    - i. Other
  5. EVALUATING
    - a. Collected data
    - b. Gave special test(s)
    - c. Analyzed data
    - d. Studied reference work to understand a problem better
    - e. Observed
    - f. Other
  6. SELF-PROFESSIONAL-DEVELOPMENT
    - a. Received instruction-orientation
    - b. Attended college class
    - c. Studied professional literature
    - d. Other
  7. OTHER-school activities not directly related to the professional role of the counselor
    - a. Attended school function
    - b. Monitored (cafeteria, etc.)
    - c. Advised-sponsored extra-curricular activity
    - d. Responded to non-guidance survey or study
    - e. Substituted for teacher
    - f. Other

## EXHIBIT D

A STUDY OF THE FUNCTIONS BEING PERFORMED BY SENIOR HIGH SCHOOL COUNSELORS  
IN THE COUNTIES OF MARYLAND AND OF THE RELATIONSHIPS BETWEEN THESE  
FUNCTIONS AND SPECIFIED ORGANIZATIONAL STAFFING AND SUPPORT FACTORSPURPOSES OF THE STUDY

1. To identify those functions actually being performed by senior high school counselors in the counties of Maryland.
2. To discover the degree of relatedness between these functions and (a) the organizational pattern of guidance services within the school and county, (b) the level of financial support of the guidance program and the pupil services program, (c) the counselor's training and professional experience.

HYPOTHESES

1. There is a relationship between the functions being performed by senior high school counselors in the counties of Maryland and the organizational pattern of the guidance program at the school and county levels.
2. There is a relationship between the functions being performed by these counselors and the county level of financial support of the guidance and pupil services programs.
3. There is a relationship between the functions performed by school counselors in Maryland and their professional training and experience.

THE PROBLEM

School administrators are faced with the responsibility of providing the most effective guidance and counseling services for all pupils in their school systems. Hopefully this study will help to determine what functions counselors in the senior high schools of Maryland actually are performing and to indicate the kinds of organizational patterns, support and staffing factors which tend to encourage the provision of the desired services.

PROCEDURES

1. All of the counselors (approximately 190) from a randomly selected sampling of some 62 Maryland senior high schools in the 23 counties will be asked to keep a functions log for ten days distributed over the period from March 1 to May 15. The counselors, schools and counties will be identified on these logs only by a code number.
2. The same functions log will be maintained by a small sampling (about 12) of additional counselors one day in February and a second day in May for a reliability check of the functions log itself.

## EXHIBIT D (Continued)

- 2 -

3. Guidance supervisors and counselor educators from the State will be asked to respond to a questionnaire designed to relate the specific functions identified by the log to the functions proposed in the "Policy Statement of the American School Counselors' Association". This statement attempts to define the role of the school counselor.
4. County budgets for 1967-68 will be studied to determine expenditures for various aspects of the guidance and pupil services programs. Where it is impossible to isolate expenditures for these services, ratios of pupils to professional pupil services workers will be used.
5. Participating counselors will be asked to provide information concerning organizational patterns within the school, counselor training and professional experience. Completion of this questionnaire will require a minimum of counselor time.
6. A random sampling of the counselors involved in the study will be interviewed during March and April for the purpose of establishing further a reliability check on the use of the functions log.
7. Participating counselors will be asked to provide information concerning their major functions at times during the school year other than the period being recorded.

REPORT

All data from the functions log will be reported in percentages of time devoted by the counselors to the specific kinds of functions identified in the A.S.C.A. Policy Statement. Relationships between types of counselor functioning and the selected staffing, support and organizational factors will be reported as correlation coefficients.

County superintendents and their staffs will be provided with copies of the study when completed.

No individual counselors, schools or counties will be identified in any way in this study. All reporting will be made in terms of the administrative factors being examined.

## EXHIBIT D (Continued)

- 3 -

School Organizational Patterns to be Studied

- I. One counselor in the school
- II. Several counselors in the school, each being assigned one or more classes of students and remaining with them throughout the students' school experience
- III. Several counselors in the school, each being assigned the same grade year after year
- IV. Several counselors, each being assigned a group of students by counselor function--vocational, college-bound, etc.

County Organizational Patterns

- I. County has a Director of Pupil Services to whom one or more Guidance Supervisors reports directly
- II. County has a Pupil Services Director or Supervisor who also has the responsibility for supervising guidance
- III. County has a Supervisor of Guidance who reports directly to a Director of Instruction
- IV. County has a Supervisor of Instruction who also has the responsibility for supervising guidance

## EXHIBIT E

MARYLAND STATE DEPARTMENT OF EDUCATION  
STATE OFFICE BUILDING  
301 WEST PRESTON STREET. BALTIMORE 21201

James A. Sensenbaugh  
State Superintendent of Schools

February 19, 1968

To the Superintendent's of Schools:

Enclosed is the proposal for a research study which Miss Annabelle Ferguson, Supervisor of Guidance Services, hopes to conduct during the next three months in selected senior high schools in the 23 counties of Maryland. While this research will serve the purpose of fulfilling one of the requirements for Miss Ferguson's doctorate, it will also provide valuable information for work with the State guidance program. This Department has therefore heartily endorsed this study.

Your cooperation in implementing this research in your county will be deeply appreciated. Miss Ferguson will be available to discuss the study with you or members of your staff at your convenience. With your approval, she will work directly with the person responsible for the supervision of guidance in each county in carrying out the procedures of the study.

Respectfully,

JAMES A SENSENBAUGH  
State Superintendent of Schools

S:F:M

Enclosure

CC: Dr. Theophil Muellen  
Miss Sarah Leiter

## EXHIBIT F

COUNSELOR FUNCTIONS AS RECOMMENDED BY  
THE AMERICAN SCHOOL COUNSELORS ASSOCIATION

- I. Planning and Development of the Guidance Program
  - a. Assists in defining objectives of the program.
  - b. Identifies the guidance needs of pupils.
  - c. Assists in developing plans of action.
  - d. Coordinates various aspects of the program in a meaningful sequence of guidance services.
  - e. Assists in continued guidance program planning and curriculum development.
  - f. Evaluates the program and assists other members of the school staff in evaluating their contributions to guidance services.
  
- II. Counseling
  - a. Assists the pupil to understand and accept himself as an individual, thereby making it possible for the pupil to express and develop an awareness of his own ideas, feelings, values, and needs.
  - b. Furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems.
  - c. Seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible.
  
- III. Pupil Appraisal
  - a. Coordinates the accumulation of meaningful information concerning pupils through such means as conferences with pupils and parents, standardized test scores, academic records, anecdotal records, personal data forms, records of past experience, inventories, and rating scales.
  - b. Coordinates the organization and maintenance of confidential files of pupil data.
  - c. Interprets pupil information to pupils, parents, teachers, administrators, and others professionally concerned with the pupil.
  - d. Identifies pupils with special abilities or needs.
  - e. Takes advantage of available data-processing equipment for facilitating the processing and transmission of data.

## EXHIBIT F (Continued)

## IV. Educational and Occupational Planning

- a. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities and requirements, long-range educational plans, and choices.
- b. Collects and disseminates to pupils and parents information concerning careers, opportunities for further education and training, and school curricular offerings. These activities should be provided through a carefully planned sequence and may include group and individual sessions with pupils and parents, special programs, provision of up-to-date educational and occupational files readily accessible to pupils, bulletin boards, guidance newsletters, and visits by pupils to educational institutions and business and industry.
- c. Assists pupils and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.
- d. Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests, and needs of the pupils.
- e. Consults with school administrators and faculty regarding curricular offering to meet the needs, abilities, and interests of pupils.
- f. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.

## Referral Work

- a. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists in pupil services and community agencies.
- b. Maintains a close working relationship in referrals to other specialists in pupil personnel services.
- c. Identifies pupils with special needs which require the services of referral sources.
- d. Identifies community referral agencies and their services.
- e. Assists in the development of referral procedures and in the maintenance of liaison and cooperative working relationships with community resources.
- f. Provides a follow-up of referral of agency recommendations to help the pupil and/or his family work through the problems.
- g. Encourages the development and/or extension of community agencies for handling pupil referrals.

## EXHIBIT F (Continued)

## VI. Placement

- a. Helps pupils and parents to make long-range plans of study for the high school years and assumes responsibility for periodic review and revision of such plans according to need as shown by such factors as changes in the curriculum, pupil appraisal data, school achievement, the pupil's maturity, and new goals.
- b. Plans with administrators and teachers (1) to provide appropriate classroom placement for pupils with special abilities or disabilities and (2) to establish procedures for course selection by pupils and grouping of pupils.
- c. Help furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies.
- d. Assists in giving pupils and parents an understanding of procedures for making applications and financial plans for attending educational or training institutions and for making an application for employment.
- e. Confers with admissions personnel and personnel directors and visits educational and training institutions as well as businesses and industries applicable to pupils in his school.

## VII. Parent Help (through individual or group counseling)

- a. Interprets the guidance and counseling services of the school.
- b. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development.
- c. Provides parents with information about school policies and procedures, school course offerings, educational and occupational opportunities and requirements, and resources that can contribute to the fullest development of their children.

## VIII. Staff Consulting

- a. Shares appropriate individual pupil data with staff members, with due regard to confidentiality.
- b. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation.
- c. Participates in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance services given by teachers.

## EXHIBIT F (Continued)

- d. Assists teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.
  - e. Provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.
- IX. Local Research - Conducts or cooperates with others in conducting studies in such areas as the following:
- a. Follow-up of graduates or pupils who have withdrawn.
  - b. Relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and post-high school education and occupational placement.
  - c. Characteristics, as well as educational and guidance needs of the pupils.
  - d. The use of records and pupil personnel data.
  - e. Occupational trends in the community.
  - f. Evaluation of the school's counseling and guidance services.
- X. Public Relations
- a. Participate in programs of civic organizations and other community groups.
  - b. Prepare or furnish information for articles in school and community publications.
  - c. Assists in programs for presentation by radio or television.<sup>1</sup>

---

1

American School Counselor Association, Statement of Policy for Secondary School Counselors and Guidelines for Implementation of the ASCA Statement of Policy for Secondary School Counselors, Washington, D.C.: American Personnel and Guidance Association; 1964.

## EXHIBIT G

POSITION: \_\_\_\_\_ DATE: \_\_\_\_\_

## A CATEGORIZATION OF COUNSELOR DUTIES

part of

A STUDY OF THE RELATIONSHIPS BETWEEN STAFFING FACTORS AND THE FUNCTIONS PERFORMED BY SENIOR HIGH SCHOOL COUNSELORS IN THE COUNTIES OF MARYLAND

(To be completed by Supervisors of Guidance in the Counties of Maryland)

This study will attempt to define by means of a functions log the activities being performed by senior high school counselors in the counties of Maryland. It will attempt further to measure the percentage of time being devoted by counselors to each of the various categories of functions defined in the POLICY STATEMENT OF THE AMERICAN SCHOOL COUNSELORS ASSOCIATION. In his book, THE COUNSELOR IN A CHANGING WORLD, published by the American Personnel and Guidance Association, Dr. C. Gilbert Wrenn also categorizes the functions of the school counselor.

For purposes of classification in this study, it is essential that there be professional agreement on how these two systems of categorization of counselor functions coincide, if they do. As a supervisor of guidance who has had considerable first-hand experience functioning both as a school counselor and as a supervisor of school counselors, you are in a position to make a sound professional judgment about these categories.

You are invited to read carefully the statements about these two systems, and then to indicate where you see the two coinciding, if at all.

From THE COUNSELOR IN A CHANGING WORLD---by Wrenn

"That the professional job description of a school counselor specify that he perform four major functions: (a) counsel with students; (b) consult with teachers, administrators, and parents as they in turn deal with students; (c) study the changing facts about the student population and interpret what is found to school committees and administrators; (d) coordinate counseling resources in school and between school and community .....Activities that do not fall into one of these four areas neither should be expected nor encouraged as part of the counselor's regular working schedule." p.137

The ASCA Policy Statement, published in 1963, recommends forty-eight specific functions for school counselors. These are divided into ten major categories. Each category is listed on the following pages along with the forty-eight specific statements of function.

Supervisors are invited to add to this list of ASCA statements any functions which they believe should be included in this study and to categorize them, if possible, with Wrenn's grouping.

## EXHIBIT G (Continued)

PLEASE CHECK THE CATEGORY OR CATEGORIES INTO WHICH YOU WOULD CLASSIFY EACH ASCA FUNCTION

| ASCA STATEMENT OF FUNCTION  | COUNSELING STUDENTS | CONSULTING ADMIN.<br>PARENTS, TEACHERS | STUDY CHANGE | COORDINATING<br>COUNSELING<br>RESOURCES |
|---|---------------------|--|--------------|---|
| I. PLANNING AND DEVELOPING GUIDANCE PROGRAM   |                     |  |              |   |
| a. Assists in defining objectives   |                     |  |              |   |
| b. Identifies guidance needs of pupils  |                     |  |              |   |
| c. Assists in developing plans of action  |                     |  |              |   |
| d. Coordinates various aspects of the program of guidance services  |                     |  |              |   |
| e. Assists in continued guidance program planning and curriculum development  |                     |  |              |   |
| f. Evaluates the guidance program and assists others of the staff to evaluate their contribution to guidance services   |                     |  |              |   |
| II. COUNSELING  |                     |  |              |   |
| a. Assists pupils to understand and accept himself as an individual making it possible for pupil to express and develop an awareness of his own ideas, feelings, needs and values.        |                     |  |              |   |
| b. Furnishes personal and environmental information to pupil as required, regarding his plans, choices or problems  |                     |  |              |   |
| c. Seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible |                     |  |              |   |

## EXHIBIT G (Continued)

| ASCA STATEMENT OF FUNCTION   | COUNSELING STUDENTS | CONSULTING ADMIN.<br>PARENTS, TEACHERS | STUDY CHANGE | COORDINATING<br>COUNSELING<br>RESOURCES |
|--|---------------------|--|--------------|---|
| III. PUPIL APPRAISAL   |                     |  |              |   |
| a. Coordinates the accumulation of meaningful information about pupils as needed through interviews, standardized test scores, academic records, anecdotal records, personal data forms, records of past experience, inventories and rating scales |                     |  |              |   |
| b. Coordinates the organization and maintenance of confidential files of pupil data.   |                     |  |              |   |
| c. Interprets pupil information to pupils, parents, teachers, administrators and others professionally concerned with the pupil.   |                     |  |              |   |
| d. Identifies pupils with special abilities or needs.  |                     |  |              |   |
| e. Takes advantage of available data processing for transmittal of pupil data.   |                     |  |              |   |
| IV. EDUCATIONAL AND OCCUPATIONAL PLANNING  |                     |  |              |   |
| a. Assists pupil and parents in relating pupil's interests, aptitudes and abilities to current future educational and occupational opportunities and requirements and to long-range educational plans and choices.                                 |                     |  |              |   |

EXHIBIT G (Continued)

| ASCA STATEMENT OF FUNCTION  | COUNSELING STUDENTS | CONSULTING ADMIN.<br>PARENTS, TEACHERS | STUDY CHANGE | COORDINATING<br>COUNSELING<br>RESOURCES |
|---|---------------------|--|--------------|---|
| b. Collects, and disseminates to pupils and parents information about careers, educational opportunities and school offerings--through a planned sequence of individual sessions with pupils and parents, special programs, provision of up-to-date files to read, bulletin boards, newsletters, and visits to business & inquiry |                     |  |              |   |
| c. Assists pupils and parents in understanding the procedures for making application and planning for financing pupil's educational goals beyond high school  |                     |  |              |   |
| d. Assists pupils in obtaining information about educational and occupational opportunities in the military service.  |                     |  |              |   |
| e. Consults with school administration and faculty about curriculum offerings to meet the needs, abilities and interests of pupils.   |                     |  |              |   |
| f. Assists in educational and occupational planning of dropouts or post-graduates.  |                     |  |              |   |
| V. REFERRAL WORK  |                     |  |              |   |
| a. Assists pupils and parents who need such services to be aware of and to accept referral to the specialist.   |                     |  |              |   |
| b. Maintains close working relationship to other specialists in pupil personnel services.   |                     |  |              |   |

## EXHIBIT G (Continued)

| ASCA STATEMENT OF FUNCTION  | COUNSELING STUDENTS | CONSULTING ADMIN.<br>PARENTS, TEACHERS | STUDY CHANGE | COORDINATING<br>COUNSELING<br>RESOURCES |
|---|---------------------|--|--------------|---|
| c. Identifies pupils with special needs which require services of referral resources.   |                     |  |              |   |
| d. Assists in development of referral procedures and in maintenance of liaison and cooperative working relationships with community resources.  |                     |  |              |   |
| e. Provides a follow-up of referral agency recommendations to help pupil and his family work through problems.  |                     |  |              |   |
| f. Encourages the development and extension of community agencies for handling pupil referrals  |                     |  |              |   |
| VI. PLACEMENT   |                     |  |              |   |
| a. Helps pupils and parents make long-range plans of study for high school years and assumes responsibility for a periodic review of such plans   |                     |  |              |   |
| b. Plans with administration and teachers:<br>(1) to provide appropriate classroom placement for pupils with special abilities or disabilities.<br>(2) to establish procedures for course selection by pupils and grouping of pupils. |                     |  |              |   |
| c. Furnishes pupil data to receiving school when pupil transfers, obtains pupil data for new pupils and gives individual pupil data to educational and training institutions, prospective employers and employment agencies.          |                     |  |              |   |

EXHIBIT G (Continued)

| ASCA STATEMENT OF FUNCTION   | COUNSELING STUDENTS | CONSULTING ADMIN.<br>PARENTS, TEACHERS | STUDY CHANGES | COORDINATING<br>COUNSELING<br>RESOURCES |
|--|---------------------|--|---------------|---|
| d. Assists in giving pupils and parents an understanding of the procedures for making application and financial plans for attending educational or training institutions and for making application for employment.                      |                     |  |               |   |
| e. Confers with admissions personnel and personnel directors and visits educational and training institutions as well as business and industry applicable to pupils in his school.   |                     |  |               |   |
| VII. PARENT HELP   |                     |  |               |   |
| a. Interprets guidance services of school.   |                     |  |               |   |
| b. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interest, attitudes and developments related to educational and occupational planning, school progress and personal-social development. |                     |  |               |   |
| c. Provides parents with information about school policies and procedures, course offerings, educational and occupational opportunities and requirements and resources that can contribute to the fullest development of children        |                     |  |               |   |

| ASCA STATEMENT OF FUNCTION   | CONSULTING, STUDENTS | CONSULTING, FACULTY,<br>PARENTS, COMMUNITY | SCHOOL COUNSELOR | ADMINISTRATIVE,<br>COUNSELING,<br>DEVELOPMENTAL |
|--|----------------------|--|------------------|---|
| VIII. STAFF CONSULTING   |                      |  |                  |   |
| a. Shares appropriate individual pupil data with staff members, with due regard to confidentiality.  |                      |  |                  |   |
| b. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing on the classroom situation.  |                      |  |                  |   |
| c. Participates in in-service training programs, staff meetings and case conferences through which he discusses his own role, interprets child-centered point of view and encourages effective use of pupil data in teaching activities and guidance services given by teachers. |                      |  |                  |   |
| d. Assists teachers in providing group guidance experiences for pupils.  |                      |  |                  |   |
| e. Provides materials and information about such matters as characteristics and needs of the pupil population, follow-up studies and employment trends for use in curriculum study and revision.   |                      |  |                  |   |
| IX. LOCAL RESEARCH   |                      |  |                  |   |
| a. Follow-up of graduates or dropouts.   |                      |  |                  |   |
| b. Relationship of scholastic aptitude and achievement to selection of courses of study, class placement and post high school educational and occupational placement.  |                      |  |                  |   |

## EXHIBIT G (Continued)

| ASCA STATEMENT OF FUNCTION   | COUNSELING STUDENTS | CONSULTING ADMIN.<br>PARENTS, TEACHERS | STUDY CHANGE | COORDINATING<br>COUNSELING<br>RESOURCES |
|--|---------------------|--|--------------|---|
| c. Characteristics as well as educational and guidance needs of pupils.                |                     |  |              |   |
| d. Use of records and pupil personnel data   |                     |  |              |   |
| e. Occupational trends in the community  |                     |  |              |   |
| f. Evaluation of school's counseling and guidance services                             |                     |  |              |   |
| X. PUBLIC RELATIONS  |                     |  |              |   |
| a. Participates in programs of civic organizations and other community groups          |                     |  |              |   |
| b. Prepares or furnishes information for articles in school and community publications |                     |  |              |   |

## EXHIBIT H

## PRIMARY EMPHASIS CATEGORY KEY

## SECTION K

- |  |  |
|--|--|
| I. COUNSELING                              | 1. Self-understanding                          |
|  | 2. Social-emotional adjustment                 |
|  | 3. Problem-solving                             |
|  | 4. Health-physical development                 |
|  | 5. Environmental influences                    |
|  | 6. Decision-making                             |
|  | 7. Academic progress                           |
|  | 8. Avocational development                     |
|  | 9. Vocational development                      |
| II. VOCATIONAL-EDUCATIONAL<br>PLANNING     | 10. Vocational planning                        |
|  | 11. Educational planning                       |
|  | 12. Finances                                   |
|  | 13. Military                                   |
| III. PLACEMENT                             | 14. Transfer and/or orientation                |
|  | 15. In-school placement----grouping            |
|  | 16. Job placement                              |
|  | 17. Post-high-school placement                 |
| IV. APPRAISAL                              | 18. Pupil analysis and appraisal               |
|  | 19. Cumulative records                         |
|  | 20. Confidential records                       |
| V. REFERRAL                                | 21. Total adjustment of pupil(s)               |
|  | 22. Referral(s)                                |
| VI. PLANNING AND PREPARATION<br>OF PROGRAM | 23. Guidance program                           |
|  | 24. School program--policies and<br>procedures |
|  | 25. Curriculum development                     |
|  | 26. Grading--reporting                         |
| VII. RESEARCH                              | 27. Local research                             |
| VIII. PUBLIC RELATIONS                     | 28. Public relations                           |

## EXHIBIT I

CLASSIFICATION KEY FOR FUNCTIONS LOG SECTION "K"  
"ACTIVITY PERFORMED WITH"

|                         |  |
|-------------------------|--|
| I. STUDENT(S)           | 1. Student(s)  |
| II. PARENT(S)           | 2. Parent(s)<br>3. P.T.A.  |
| III. REFERRAL RESOURCES | 4. School Psychologist<br>5. Pupil Personnel Worker<br>6. Nurse<br>7. Speech/Reading Specialist<br>8. Rehabilitation Counselor<br>9. Home Teacher<br>10. Court Representative<br>11. Nonschool Professional Person<br>12. Agency Personnel |
| IV. SCHOOL STAFF        | 13. Teacher(s)<br>14. Administrator(s)<br>15. Librarian(s)<br>16. Instructional Supervisor<br>17. Counselor(s)-Same School   |
| V. GUIDANCE PERSONNEL   | 18. Guidance Supervisor<br>19. Counselor Trainee<br>20. Counselor(s)-Other Schools<br>21. Professional Organization  |
| VI. PLACEMENT PERSONNEL | 22. Employment Counselor<br>23. College Representative<br>24. Business/Industry Representative   |
| VII. CLERICAL PERSONNEL | 25. School Clerk(s)<br>26. Personnel-Other Schools   |
| VIII. PUBLIC            | 27. Community Organization<br>28. Radio/Television Audience  |
| IX. SELF                | 29. Alone  |
| X. OTHER                | 30. Other  |

## EXHIBIT J

## CLASSIFICATION KEY FOR "ACTIONS PERFORMED"

(taken from the back of the Functions Log - Exhibit C)

1. PREPARATION AND PLANNING
  - a. Discussed plans about school or guidance program
  - b. Developed--revised such plans
  - c. Prepared speech--presentation
  - d. Prepared written report(s)
  - e. Prepared guidance material(s)
  - f. Prepared publication(s)
  - g. Prepared conference material(s)
  - h. Developed notes for personal use
  - i. Developed personal work schedule
  
2. CONFERRING
  - a. Discussed plan(s) about/with person
  - b. Developed--revised such plans
  - c. Reviewed progress
  - d. Gave instruction(s) other than about guidance program
  - e. Gave support and encouragement
  - f. Responded to feelings or emotions to permit their release and expression
  - g. Received suggestions
  - h. Made suggestions
  - i. Received--collected information
  - j. Gave information
  - k. Interpreted information or data
  - l. Helped develop pupil's program of studies.
  - m. Participated in a conference
  
3. ADMINISTERING
  - a. Organized an activity (test program, orientation, job placement, etc.)
  - b. Coordinated such an activity
  - c. Conducted an activity (group testing)
  - d. Assisted with an activity
  - e. Supervised an activity
  - f. Gave instruction about guidance program

## EXHIBIT J (Continued)

## CLASSIFICATION KEY FOR "ACTIONS PERFORMED"

(taken from the back of the Functions Log - Exhibit C)

- |   |  |
|---|--|
|   | g. Attended a meeting                                    |
|   | h. Made a presentation                                   |
|   | i. Prepared master schedule                              |
|   | j. Made out pupil's schedule                             |
|   | k. Changed pupil's schedule                              |
|   | l. Utilized data processing procedures                   |
|   | m. Composed letter(s) or transcript(s) or reference(s)   |
| 4. CLERICAL   | a. Made ext transcript(s), application(s) etc.           |
|   | b. Scored test(s)  |
|   | c. Checked answer sheets for machine scoring             |
|   | d. Filed   |
|   | e. Typed   |
|   | f. Recorded data   |
|   | g. Checked cumulative record(s)                          |
|   | h. Registered student(s)                                 |
|   | i. Other   |
| 5. EVALUATING   | a. Collected data  |
|   | b. Gave special test(s)                                  |
|   | c. Analyzed data   |
|   | d. Studied reference work to understand a problem better |
|   | e. Observed  |
|   | f. Other   |
| 6. SELF-PROFESSIONAL-DEVELOPMENT  | a. Received instruction-orientation                      |
|   | b. Attended college class                                |
|   | c. Studied professional literature                       |
|   | d. Other   |
| 7. OTHER-school activities not directly related to the professional role of the counselor | a. Attended school function                              |
|   | b. Monitored (cafeteria, etc.)                           |
|   | c. Advised-sponsored extra-curricular activity           |
|   | d. Responded to non-guidance survey or study             |
|   | e. Substituted for teacher                               |
|   | f. Other   |

## EXHIBIT K

COMPUTER PROGRAM KEY FOR SORTING INTO ASCA FUNCTIONS

| Category     | Number of Pupils-C                | Performed With--K   | Action Performed-L | Emphasis <sup>M</sup>  | Special |
|--------------|-----------------------------------|---|--------------------|--|---------|
| I. a.<br>(1) | G-1 to 9<br>Any number<br>or none | Anyone or any<br>combination except<br>II alone or IV alone<br>in any combination                   | L-2                | M-VI<br>23,24,<br>25,26                                      |         |
| I. b.<br>(2) | G-1 to 9                          | Any one or any<br>combination   | L-1                | M-I<br>1,2,3,<br>4,5,6,<br>7,8,9<br><br>M-IV<br>18,19,<br>20 |         |
|              | G-1 to 9                          | X Alone   | L-2                | M-I  |         |
| I. c.<br>(3) | G-1 to 9                          | Any one or any<br>combination except<br>IV alone or any<br>combination of IV                        | L-1                | M-III<br>14,15,<br>16,17                                     |         |
|              | G-1 to 9                          | Any one or any<br>combination   | L-1                | M-II<br>10,11,<br>12,13                                      |         |
|              | G-1 (None)                        | VII alone   | L-2                | M-I<br>1,2,3,<br>4,5,6,<br>7,8,9                             |         |
| I. d.<br>(4) | G-1 to 9                          | Any one or any<br>combination<br>except II alone and<br>IV alone or II and<br>IV in any combination | L-3                | M-I  |         |
|              |                                   |   | L-3                | M-VI<br>23,24,<br>25,26                                      |         |

## EXHIBIT V (Continued)

| Category      | Number of Pupils-G           | Performed With--K          | Action Performed-L | Emphasis M   | Special |
|---------------|------------------------------|----------------------------|--------------------|--|---------|
| I. e.<br>(5)  | G-1 to 9                     | Any one or any combination | L-1                | M-VI<br>23,24,<br>25,26  |         |
| I. f.<br>(6)  | G-1 to 9                     | Any one or any combination | L-5                | M-VI<br>23<br>only   |         |
| II. a.<br>(7) | G-2<br>(Individual students) | I alone<br>(Student)       | L-2                | M-I<br>1,2,4,<br>7,8,9<br><br>M-V-21<br><br>M-IV<br>18,19,<br>20 |         |
|               | G-3 (2 to 4)<br>G-4 (5 to 8) | I alone                    | L-2                | M-I<br>1,2,4,<br>7,8,9<br><br>M-V-21<br><br>M-IV<br>18,19,<br>20 |         |
| II. b.<br>(8) | G-2                          | I alone                    | L-2                | M-II<br>10,11,<br>12,13<br><br>M-I-5                             |         |
|               | G-3<br>G-4                   | I alone                    | L-2                | M-II<br>10,11,<br>12,13<br><br>M-I-5                             |         |

## EXHIBIT K (Continued)

| Category        | Number of Pupils-C                                  | Performed With--K   | Action Performed-L     | Emphasis M              | Special |
|-----------------|---|---|------------------------|-------------------------|---------|
| II. c.<br>(9)   | G-2   | I alone   | L-2                    | M-1<br>3,6              |         |
|                 | G-3<br>G-4  | I alone   | L-2                    | M-1<br>3,6              |         |
| III. a.<br>(10) | G-1 to 9  | I, III, VIII, IX,<br>X alone or any<br>combination<br>together and/or<br>with II and/or IV    | L-3<br>except<br>L-3-1 | M-IV<br>18,19           |         |
|                 | G-3 to 9<br>(2 or more)                             | I, II, III, VII,<br>alone or any<br>combination<br>together and/or<br>with IV                 | L-5                    | M-IV<br>18,19,<br>20    |         |
|                 | G-1 to 9  | VII   | L-2,5                  | M-IV<br>18,19,<br>20    |         |
| III. b.<br>(11) | G-1 to 9  | I, III, VIII, IX,<br>X alone or in any<br>combination<br>together and/or<br>with II and/or IV | L-3<br>except<br>L-3-1 | M-IV<br>20              |         |
| III. c.<br>(12) | G-5 to 9<br>or<br>G-2 to 4<br>in any<br>combination | I, V, VI, IX, X alone<br>or in any combination<br>together and/or with<br>II, III, IV, VIII   | L-2                    | M-IV, V<br>18,19,<br>20 |         |

## EXHIBIT K (Continued)

| Category        | Number of Pupils-C                                   | Performed With--K   | Action Performed-L | Emphasis M               | Special |
|-----------------|--|---|--------------------|--------------------------|---------|
| III. d.<br>(13) | G-1 to 9   | I, II, III, IV, V,<br>VI, VII, VIII, IX,<br>X alone or in any<br>combination                        | L-5                | M-I<br>ALL               |         |
|                 | G-2 or<br>G-1 (None)                                 | I, V, VI, VIII, IX, X<br>alone or in any<br>combination together<br>and/or with IV and/or<br>II     | L-5                | M-IV<br>18, 19,<br>20    |         |
| III. e.<br>(14) | G-1 to 9   | I, III, V, VI, VII, VIII,<br>IX, X alone or in any<br>combination together<br>and/or with II and IV | L-31               | M-IV<br>18, 19,<br>20    |         |
| IV. a.<br>(15)  | G-5 to 9<br>(More than<br>8 students)                | I alone or with II or<br>any possible combi-<br>nation of I except<br>III, V, VI, VII, and X        | L-2                | M-I<br>1 to 9            |         |
| IV. b.<br>(16)  | G-5 to 9<br>or<br>G-2 to 4<br>with<br>anyone<br>else | I alone or with II or<br>any possible<br>combination of I   | L-2                | M-II<br>10, 11           |         |
|                 | G-1  | III, V, VII, VIII, X<br>alone or in any<br>combination together<br>and excluding I                  | L-2                | M-II<br>10, 11,<br>12-13 |         |

## EXHIBIT K (Continued)

| Category                  | Number of Pupils-G | Performed With--K  | Action Performed-L | Emphasis M                | Special      |
|---------------------------|--------------------|--|--------------------|---------------------------|--------------|
| IV. b.<br>(Cont.)<br>(16) | G-1 to 9           | I, II, III, V, VI, VII, VIII, IX, X alone or in any combination including a combination with IV but not IV alone | L-5                | M-II<br>10, 11,<br>12, 13 |              |
|                           | G-1 to 9           | Except II and IV alone, any others alone or in combination, including II and/or IV                               | L-3                | M-II<br>10, 11,<br>12, 13 |              |
| IV. c.<br>(17)            | G-5 to 9           | I alone or with II or any combination with I   | L-2                | M-II<br>12                |              |
| IV. d.<br>(18)            | G-5 to 9           | I alone or any combination with I  | L-2                | M-II<br>13                |              |
| IV. e.<br>(19)            | G-1 to 9           | IV alone or in any combination   | L-2                | M-VI<br>23, 24,<br>25, 26 |              |
| IV. f.<br>(20)            | G-1 to 9           | I alone or any combination of I  | L-2                | M-II<br>10, 11,<br>12, 13 | H-15<br>H-16 |
| V. a.<br>(21)             | G-2, 3, 4,         | Any combination of I except VI and X   | L-2                | M-I                       |              |
|                           | G-1 to 9           | I and II alone, together, or in any combination except with VIII   | L-2                | M-V<br>22                 |              |

## EXHIBIT K (Continued)

| Category                 | Number of Pupils-C | Performed With--K  | Action Performed-L | Emphasis M           | Special |
|--------------------------|--------------------|--|--------------------|----------------------|---------|
| V. a.<br>(Cont.)<br>(21) | G-1 to 9           | II alone or in any combination except with I and VIII                            | L-1                | M-V<br>21,22         |         |
| V. b.<br>(22)            | G-1                | III and V alone or combined with each other or any other not in another category | L-2                | M-I                  |         |
|                          | G-1                | III and V alone or together or with IV and VI                                    | L-2                | M-V<br>21,22         |         |
| V. c.<br>(23)            | G-1 to 9           | III alone or with IV and/or V  | L-2                | M-IV<br>18,19,<br>20 |         |
|                          | G-1 to 9           | I, IX, X alone or combined together  | L-1                | M-V<br>21,22         |         |
|                          | G-1 to 9           | Any alone except VI and VIII or any combination excluding VI and VIII            | L-5<br>b,c,<br>d,e | M-V<br>21,22         |         |
| V. d.<br>(24)            | G-1                | III, IV, V, VI, VII alone or in any combination together                         | L-1                | M-V<br>21,22         |         |
|                          | G-1                | VII  | L-3                | M-V<br>21,22         |         |
|                          | G-1                | VII, X alone   | L-2                | M-V<br>21,22         |         |

## EXHIBIT K (Continued)

| Category       | Number of Pupils-C | Performed With--K   | Action Performed-L | Emphasis M           | Special |
|----------------|--------------------|---|--------------------|----------------------|---------|
| V. e.<br>(25)  | G-1 to 9           | I,II,III,IV,V,IX,<br>X alone or together  | L-3                | M-V<br>21,22         |         |
| V. f.<br>(26)  | G-1 to 9           | I,II,III,IV,V,IX,<br>X alone or in any<br>combination except<br>with VI or VIII | L-5<br>a           | M-V<br>21,22         |         |
|                | G-1 to 9           | VIII alone or in<br>any combination   | L-1<br>2,3,5       | M-V<br>21,22         |         |
|                | G-1 to 9           | VIII alone  | L-2                | M-IV<br>18,19,<br>20 |         |
| VI. a.<br>(27) | G-1 to 9           | I alone or in any<br>combination with II  | L-2                | M-III<br>14,15       |         |
| VI. b.<br>(28) | G-1 to 9           | IV and V alone or<br>together   | L-1,2              | M-III<br>14,15       |         |
|                | G-1                | III,VIII,X alone or<br>together or IX alone                                     | L-3                | M-III                |         |
|                | G-1 to 9           | IV alone or with I,<br>II,III,V   | L-5                | M-III<br>14,15       |         |
| VI. c.<br>(29) | G-1 to 9           | VI alone or in any<br>combination   | L-2                | M-I                  |         |

## EXHIBIT K (Continued)

| Category                  | Number of Pupils-C | Performed With--K                                       | Action Performed-L | Emphasis <sup>M</sup> | Special |
|---------------------------|--------------------|---|--------------------|-----------------------|---------|
| VI. c.<br>(Cont.)<br>(29) | G-1 to 9           | III alone or in any combination except with IV          | L-2,5              | M-III                 |         |
|                           | G-1                | VI alone or in combination with VII, IX,X,III,IV, and V | L-2                | M-III<br>14,15,<br>16 |         |
|                           | G-1 to 9           | VII or any combination of VII                           | L-2                | M-III                 |         |
|                           | G-1 to 9           | VI alone  | L-2,5              | M-V<br>III            |         |
|                           | G-1                | V, VI alone   | L-3                | M-III                 |         |
|                           | G-1                | V,VI,VII alone or together                              | L-3<br>(not 1)     | M-IV                  |         |
| VI. d.<br>(30)            | G-1 to 9           | I alone or with II in any combination                   | L-3                | M-III                 |         |
|                           | G-1                | VI alone  | L-3                | M-I                   |         |
|                           | G-1 to 9           | I alone or in any combination                           | L-2                | M-III<br>16,17        |         |
| VI. e.<br>(31)            | G-1 to 9           | VI alone or in any combination except with I            | L-2                | M-III<br>16           |         |

## EXHIBIT K (Continued)

| Category                  | Number of Pupils-G | Performed With--K  | Action Performed-L | Emphasis M        | Special |
|---------------------------|--------------------|--|--------------------|-------------------|---------|
| VI. e.<br>(Cont.)<br>(31) | G-1 to 9           | VIII, X alone or in any combination except with I and VI | L-2                | M-III<br>16,17    |         |
|                           | G-1                | VI alone   | L-2                | M-II              |         |
|                           | G-1                | VI alone   | L-3                | M-II,V            |         |
|                           | G-1                | VI alone   | L-5                | M-V               |         |
|                           | G-1 to 9           | VIII, IX, X alone  | L-3                | M-III<br>16,17    |         |
|                           | G-1                | VI alone or any combination except with I                | L-2                | M-IV              |         |
| VII. a.<br>(32)           | G-1 to 9           | II alone or in any combination                           | L-2,3              | M-VI<br>23        |         |
| VII. b.<br>(33)           | G-1 to 9           | II alone or in any combination                           | L-3                | M-I, IV           |         |
|                           | G-1 to 9           | II and anything (except students) not already sorted     | L-2                | M-I, IV<br>M-V-21 |         |
|                           | G-1 to 9           | VIII alone   | L-2                | M-I               |         |

## EXHIBIT K (Continued)

| Category         | Number of Pupils-G | Performed With--K  | Action Performed-L | Emphasis M           | Special |
|------------------|--------------------|--|--------------------|----------------------|---------|
| VII. c.<br>(34)  | G-1                | II alone   | L-3                | M-II,<br>III         |         |
|                  | G-1                | II alone   | L-2                | M-II,<br>III         |         |
|                  | G-1 to 9           | II alone or in any combination                             | L-2,3              | M-VI<br>24,25,<br>26 |         |
| VIII. a.<br>(35) | G-1 to 9           | IV alone   | L-2                | M-IV                 |         |
| VIII. b.<br>(36) | G-1                | IV alone   | L-2                | M-V                  |         |
|                  | G-1                | IV alone   | L-5                | M-IV                 |         |
| VIII. c.<br>(37) | G-1                | IV alone   | L-3                | M-IV,I               |         |
|                  | G-1                | IV alone   | L-3                | M-VI,23              |         |
| VIII. d.<br>(38) | G-1                | IV or V alone or in any combination not including students | L-3                | M-II,<br>III         |         |
| VIII. e.<br>(39) | G-1                | IV or V alone or in any combination not including students | L-2,5              | M-II                 |         |

## EXHIBIT K (Continued)

| Category                    | Number of Pupils-G | Performed With--K                  | Action Performed-L | Emphasis M           | Special |
|-----------------------------|--------------------|------------------------------------|--------------------|----------------------|---------|
| VIII. e.<br>(Cont.)<br>(39) | G-1                | IV alone                           | L-2                | M-I                  |         |
|                             | G-1                | IV alone                           | L-5                | M-VI-25              |         |
| IX. a.<br>(40)              | G-1 to 9           | Any possible choice or combination | L-1,2,3,5          | M-VII                | I-1,2   |
|                             | G-1 to 9           | Any combination except with IV     | L-5                | M-III                | I-1,2   |
|                             | G-1 to 9           | Any choice or combination          | L-5                | M-VI<br>24,25,<br>26 | I-1,2   |
| IX. b.<br>(41)              | G-1 to 9           | Any choice or combination          | L-1,2,3,5          | M-VII                | I-3     |
| IX. c.<br>(42)              | G-1 to 9           | Any choice or combination          | L-1,2,3,5          | M-VII                | I-4     |
| IX. d.<br>(43)              | G-1 to 9           | Any choice or combination          | L-1,2,3,5          | M-VII                |         |
| IX. e.<br>(44)              | G-1 to 9           | Any choice or combination          | L-1,2,3,5          | M-VII                |         |
| IX. f.<br>(45)              | G-1 to 9           | Any choice or combination          | L-1,2,3,5          | M-VII                |         |

## EXHIBIT K (Continued)

| Category         | Number of Pupils-G | Performed With--K         | Action Performed-L | Emphasis <sub>M</sub> | Special |
|------------------|--------------------|---------------------------|--------------------|-----------------------|---------|
| X. a.<br>(46)    | G-1 to 9           | Any choice or combination | L-1c,<br>2,3,5     | M-VIII                |         |
| X. b.<br>(47)    | G-1 to 9           | Any choice or combination | L-1d,<br>e,f       | M-VIII                |         |
| XI. a.<br>(48)   | G-1 to 9           | Any choice or combination | L-6                | Any M                 |         |
| XII. a.<br>(49)  | G-1 to 9           | Any choice or combination | L-4                | Any M                 |         |
| XIII. a.<br>(50) | G-1 to 9           | Any choice or combination | L-7                | Any M                 |         |

EXHIBIT L

POSITION HELD: \_\_\_\_\_ DATE: \_\_\_\_\_

CLASSIFICATION BY EMPHASIS

For each primary emphasis on the left, please check the right-hand column which seems, in your professional judgment, to best classify that emphasis in terms of the ASCA categories of functions.

| EMPHASIS                                | COUNSELING | VOCATIONAL<br>EDUCATIONAL<br>PLANNING | PLACEMENT | APPRAISAL | REFERRAL | PLANNING<br>PREP.<br>PROGRAM | RESEARCH | PUBLIC<br>RELATIONS |
|---|------------|---------------------------------------|-----------|-----------|----------|------------------------------|----------|---------------------|
| Transferred and/or orientation          |            |                                       |           |           |          |                              |          |                     |
| Self-understanding                      |            |                                       |           |           |          |                              |          |                     |
| Referral                                |            |                                       |           |           |          |                              |          |                     |
| Curriculum development                  |            |                                       |           |           |          |                              |          |                     |
| Health-physical development             |            |                                       |           |           |          |                              |          |                     |
| Vocational planning                     |            |                                       |           |           |          |                              |          |                     |
| Job placement                           |            |                                       |           |           |          |                              |          |                     |
| Cumulative records                      |            |                                       |           |           |          |                              |          |                     |
| Social-emotional adjustment             |            |                                       |           |           |          |                              |          |                     |
| Decision making                         |            |                                       |           |           |          |                              |          |                     |
| Post h.s. educ. placement               |            |                                       |           |           |          |                              |          |                     |
| Avocational development                 |            |                                       |           |           |          |                              |          |                     |
| Grading-reporting                       |            |                                       |           |           |          |                              |          |                     |
| In-school placement--grouping           |            |                                       |           |           |          |                              |          |                     |
| Public relations                        |            |                                       |           |           |          |                              |          |                     |
| Local research                          |            |                                       |           |           |          |                              |          |                     |
| Educational planning                    |            |                                       |           |           |          |                              |          |                     |
| Military                                |            |                                       |           |           |          |                              |          |                     |
| School program--policies and procedures |            |                                       |           |           |          |                              |          |                     |
| Problem-solving                         |            |                                       |           |           |          |                              |          |                     |
| Confidential records                    |            |                                       |           |           |          |                              |          |                     |
| Pupil analysis-appraisal                |            |                                       |           |           |          |                              |          |                     |
| Vocational development                  |            |                                       |           |           |          |                              |          |                     |
| Academic progress                       |            |                                       |           |           |          |                              |          |                     |
| Guidance program                        |            |                                       |           |           |          |                              |          |                     |
| Total adjustment of pupil(s)            |            |                                       |           |           |          |                              |          |                     |
| Environmental influences                |            |                                       |           |           |          |                              |          |                     |
| Finances                                |            |                                       |           |           |          |                              |          |                     |

## EXHIBLT M

POSITION HELD: \_\_\_\_\_ DATE: \_\_\_\_\_

CLASSIFICATION OF ACTIONS PERFORMED

For each action listed on the left, please check the right-hand column which seems, in your professional judgment, to best classify that action.

| Action  | Preparation<br>Planning<br>Development of<br>Guidance Program | Conferring | Administering | Clerical | Evaluating | Self<br>Professional<br>Development | Other |
|---|---|------------|---------------|----------|------------|-------------------------------------|-------|
| Discussed plans about school<br>or guidance program |   |            |               |          |            |                                     |       |
| Developed such plans                                |   |            |               |          |            |                                     |       |
| Revised such plans                                  |   |            |               |          |            |                                     |       |
| Monitored (cafeteria, etc.)                         |   |            |               |          |            |                                     |       |
| Attended meeting                                    |   |            |               |          |            |                                     |       |
| Prepared speech or presentation                     |   |            |               |          |            |                                     |       |
| Discussed plans about/with a person                 |   |            |               |          |            |                                     |       |
| Developed plans about/with a person                 |   |            |               |          |            |                                     |       |
| Scored tests  |   |            |               |          |            |                                     |       |
| Filed   |   |            |               |          |            |                                     |       |
| Collected data                                      |   |            |               |          |            |                                     |       |

## EXHIBIT M (Continued)

| Action  | Preparation<br>Planning<br>Development of<br>Guidance Program | Conferring | Administering | Clerical | Evaluating | Self<br>Professional<br>Development | Other |
|---|---|------------|---------------|----------|------------|-------------------------------------|-------|
| Gave special test(s)  |   |            |               |          |            |                                     |       |
| Gave support or encouragement   |   |            |               |          |            |                                     |       |
| Reviewed progress   |   |            |               |          |            |                                     |       |
| Advised E.C.A.  |   |            |               |          |            |                                     |       |
| Participated in conference  |   |            |               |          |            |                                     |       |
| Prepared conference material(s)   |   |            |               |          |            |                                     |       |
| Organized an activity (test program,<br>orientation, job placement, etc.)     |   |            |               |          |            |                                     |       |
| Prepared publication(s)   |   |            |               |          |            |                                     |       |
| Prepared master schedule  |   |            |               |          |            |                                     |       |
| Responded to feelings or emotions<br>to permit their release or<br>expression |   |            |               |          |            |                                     |       |
| Typed   |   |            |               |          |            |                                     |       |
| Attended college class  |   |            |               |          |            |                                     |       |

## EXHIBIT M (Continued)

| Action                                      | Preparation<br>Planning<br>Development of<br>Guidance Program | Conferring | Administering | Clerical | Evaluating | Self<br>Professional<br>Development | Other |
|---|---|------------|---------------|----------|------------|-------------------------------------|-------|
| Checked cumulative records                  |   |            |               |          |            |                                     |       |
| Registered students                         |   |            |               |          |            |                                     |       |
| Made suggestions                            |   |            |               |          |            |                                     |       |
| Gave information                            |   |            |               |          |            |                                     |       |
| Made out pupil's schedule                   |   |            |               |          |            |                                     |       |
| Changed pupil's schedule                    |   |            |               |          |            |                                     |       |
| Received suggestions                        |   |            |               |          |            |                                     |       |
| Made out transcripts,<br>applications, etc. |   |            |               |          |            |                                     |       |
| Composed letter(s),<br>references, etc.     |   |            |               |          |            |                                     |       |
| Gave instructions about<br>guidance program |   |            |               |          |            |                                     |       |
| Conducted an activity                       |   |            |               |          |            |                                     |       |
| Coordinated an activity                     |   |            |               |          |            |                                     |       |

EXHIBIT M (Continued)

| Action   | Preparation<br>Planning<br>Development of<br>Guidance Program | Conferring | Administering | Clerical | Evaluating | Self<br>Professional<br>Development | Other |
|--|---|------------|---------------|----------|------------|-------------------------------------|-------|
| Received information   |   |            |               |          |            |                                     |       |
| Interpreted information or data                                |   |            |               |          |            |                                     |       |
| Recorded data  |   |            |               |          |            |                                     |       |
| Developed notes for personal use                               |   |            |               |          |            |                                     |       |
| Observed   |   |            |               |          |            |                                     |       |
| Checked answer sheets for machine scoring                      |   |            |               |          |            |                                     |       |
| Studied reference works to better understand a problem or need |   |            |               |          |            |                                     |       |
| Studied professional literature                                |   |            |               |          |            |                                     |       |
| Prepared personal work schedule                                |   |            |               |          |            |                                     |       |
| Made speech  |   |            |               |          |            |                                     |       |
| Utilized data processing procedures                            |   |            |               |          |            |                                     |       |
| Assisted with an activity                                      |   |            |               |          |            |                                     |       |
| Supervised an activity   |   |            |               |          |            |                                     |       |

## EXHIBIT M (Continued)

| Action   | Preparation<br>Planning<br>Development of<br>Guidance Program | Conferring | Administering | Clerical | Evaluating | Self<br>Professional<br>Development | Other |
|--|---|------------|---------------|----------|------------|-------------------------------------|-------|
| Prepared written report(s)                             |   |            |               |          |            |                                     |       |
| Collected information                                  |   |            |               |          |            |                                     |       |
| Helped develop pupil's program of studies              |   |            |               |          |            |                                     |       |
| Gave instruction(s) other than about guidance program  |   |            |               |          |            |                                     |       |
| Analyzed data or information                           |   |            |               |          |            |                                     |       |
| Received instruction or orientation                    |   |            |               |          |            |                                     |       |
| Responded to professional survey not guidance centered |   |            |               |          |            |                                     |       |
| Prepared guidance material(s)                          |   |            |               |          |            |                                     |       |
| Substituted for teacher                                |   |            |               |          |            |                                     |       |
| Visited  |   |            |               |          |            |                                     |       |

## EXHIBIT N .

CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON PERCENTAGE OF TIME DEVOTED  
TO THE VARIOUS PROFESSIONAL FUNCTIONS DEFINED BY WRENN AND ASCA

Assuming that typical school counselors might fall along a continuum in terms of the percentage of time spent in the counseling function, please complete the table below giving the percentage of time which you, in your professional judgment, believe might be spent for each function category by each of the five types of counselors. The "center" type should represent your opinion of the "ideal" situation in a public school setting today.

(Based on Wrenn's Categories)

| FUNCTION     | COUNSELOR TYPES |       |       |       |       |
|--------------|-----------------|-------|-------|-------|-------|
|              | ONE             | TWO   | THREE | FOUR  | FIVE  |
| Counseling   | %               | %     | %     | %     | %     |
| Consulting   |                 |       |       |       |       |
| Coordinating |                 |       |       |       |       |
| Other        |                 |       |       |       |       |
| Total        | 100 %           | 100 % | 100 % | 100 % | 100 % |

Please indicate below the percentage of time which you believe it might be reasonable to expect a school counselor to devote to each of these categories if he is working under normal school conditions.

(Based on ASCA Categories)

| Function                                 | Percentage of time |
|--|--------------------|
| Planning and developing guidance program |                    |
| Counseling                               |                    |
| Pupil appraisal                          |                    |
| Educational-occupational planning        |                    |
| Referral                                 |                    |
| Placement                                |                    |
| Parent help                              |                    |
| Staff consultation                       |                    |
| Local research                           |                    |
| Public relations                         |                    |
| Other                                    |                    |
| Total                                    | 100%               |

MARYLAND STATE DEPARTMENT OF EDUCATION  
STATE OFFICE BUILDING  
301 WEST PRESETON STREET. BALTIMORE 21201

James A. Sensenbaugh  
State Superintendent of Schools

EXHIBIT O

LETTER TO COUNSELORS INVITING PARTICIPATION IN THE STUDY

February 15, 1968

Dear

I need your help with a study which I am about to undertake, a study which I believe will have a great deal of meaning for all counselors in Maryland.

In my work throughout the State during the past two and a half years, I have been impressed with the concern voiced by counselors and guidance supervisors about the demands made on the counselor's time. In many Maryland counties real progress has been made in reducing counselor/pupil ratios. In other counties there still exist ratios above the level recommended by the State. Everywhere, however, there is the additional problem of finding ways to utilize more effectively the time and talents of school counselors, regardless of the ratios.

School administrators continue to express concern about the need to provide good guidance services for all young people. It seems to me, however, that we need to know, first of all, how counselors are actually spending their time. Then, I believe, we need to relate their functioning to those staffing, organizational and support factors that seem to help or hinder the utilization of the counselor's professional talent.

This is why, when I needed to select a topic to fulfill the research requirement for my doctoral degree at the University of Maryland, I chose to conduct a study of the functions being performed by senior high school counselors in the counties of Maryland. Needless to say, knowing how many demands are made on counselors' time in the normal course of their duties and knowing from experience how many research studies counselors are involved in, I am reluctant to ask you to take on an additional assignment.

## EXHIBIT O (Continued)

- 2 -

However, I have tried to develop an instrument which will be easy to use and will require a minimum amount of time. I hope, also, that the study will be sufficiently meaningful to make the time and effort expended of value.

Enclosed is detailed information about the study as well as the log sheets needed to complete it. There is no way of telling you how much your cooperation in this effort means to me personally.

Sincerely,

Annabelle E. Ferguson  
State Supervisor of Guidance Services

AEF:blm

Enclosures

## EXHIBIT P

Information and Directions

1. If the results of this study are to have any meaning, the participating counselors must be completely frank about reporting on the expenditure of their time. For example, if a counselor is spending an excessive amount of time on clerical work, this should be reported to establish some basis for requesting the necessary help to alleviate the problem.
2. The purpose of this study is not to evaluate individual counselors, schools or counties. A coding system has been devised to protect the identity of all concerned. In order that counselor logs may be organized for correlation purposes, the assigned code number must appear on every log sheet completed by each counselor.
3. The activities log has been developed with the intention of providing a quick and simple recording technique. In a trial run, counselors found that they could complete a log sheet in a matter of two or three minutes after a little practice. Therefore, participating counselors are urged to "practice" on a variety of activities a day or two before the study begins.
4. Because there is much overlapping in the various duties performed by the counselor, it is often difficult to sort out various activities in order to measure and classify them. This log is so designed that the counselor should react to the questions quickly and without spending too much time analyzing actions. The trial run showed that counselors became unduly involved in making decisions, especially about "primary emphasis," if they waited to complete the logs until the end of the day. The log for each activity should be completed immediately following the activity.
5. The time spent in various functions will be related to staffing, organizational and support factors. Therefore, the information on the questionnaire entitled "Professional Preparation, Experience and Assignment" should be completed and returned in the envelope provided by April 1.
6. Counselors will log every activity one day per week for ten weeks beginning with the week of March 11 and concluding with the week of May 13. All counselors should complete logs for the following days:

Thursday, March 14  
 Friday, March 22  
 Monday, March 25  
 Tuesday, April 2  
 Wednesday, April 10  
 Thursday, April 18  
 Friday, April 26  
 Monday, April 29  
 Tuesday, May 7  
 Wednesday, May 15

EXHIBIT P (Continued)

In case of inclement weather, or other unusual occurrences, first day classes are resumed following the day missed should be recorded.

7. The date must appear on every log sheet. Log sheets for an entire day should be bound together by each counselor and stored in a safe place until the study is concluded. At this time they should be collected.
8. Careful attention should be paid to the directions given in each section. If any section does not apply, do not attempt to complete it. This could be true of the sections entitled "Studies" and "Tests or Inventories."
9. Definition of Terms

In the "Activity Performed" section the counselor should record the letter or letters appropriate to the activity and then check the one number under which these letters appear. These seven major categories are one method of organizing activities. The counselor may disagree with the system, but he should follow it for the purposes of this study.

In the "Primary Emphasis" section the following terms should be differentiated: (From Funk & Wagnalls Standard College Dictionary)

- Development - the expansion or bringing out of potentialities, capabilities, etc; gradual unfolding; evolution; growth
- Planning - the formation of a scheme or method for doing, achieving or attaining
- Placement - putting or arranging in a particular place or position
- Analysis - a method of determining or describing the nature of a thing by separating it into its parts
- Appraisal - an evaluation; estimation of the amount, quality or worth of

## EXHIBIT Q

May 1, 1968

MEMO

To: Research Project Participants  
 From: Annabelle Ferguson  
 Subject: Collection of Activities Logs

As you know, Wednesday, May 15, is the last scheduled day for completing the Activities Logs for our special research project. I hope that keeping the logs has not been too demanding, and I do thank you for being so gracious about the extra work.

I plan to come to each school to collect the logs beginning on Monday, May 20. It will be very helpful if each counselor will have his logs organized by DAYS with a rubber band around each of these ten bundles. The bundles should then be arranged by dates with the first week on top and tied together into one large packet. Then, if all the packets from one school are collected and left with the school or guidance clerk, I can pick them up without interrupting anyone's schedule or taking too much of my time. Because I will be collecting from sixty-four schools, I will need to keep moving.

Each counselor packet should contain ten bundles of logs. If any counselor has missed recording one or more days, you should record substitute days to make up the ten. Try to end up with two Mondays, two Tuesdays, etc. If necessary, you may continue to record until I pick up the logs.

Most of the Personal Information Forms have been returned to me by mail. If you have not yet done so, please complete and return yours at your earliest convenience. If you have misplaced the form, I will be glad to mail you another one.

Following is a tentative schedule for my collecting the logs:

|                   |  |
|-------------------|--|
| Monday, May 20    | - Baltimore and Carroll Counties                                       |
| Tuesday, May 21   | - Prince George's, St. Mary's,<br>Calvert and Charles Counties         |
| Wednesday, May 22 | - Montgomery and Anne Arundel Counties                                 |
| Thursday, May 23  | - Washington, Frederick and Howard<br>Counties                         |
| Friday, May 24    | - Harford, Cecil, Kent, Queen Anne's,<br>Talbot, and Caroline Counties |
| Monday, May 27    | - Somerset, Wicomico, Dorchester, and<br>Worcester Counties            |

## EXHIBIT Q (Continued)

I am deeply grateful to each of you for your cooperation in this project. I am eager to hear your reactions to the log and will welcome any comments you might want to jot down. I hope to have a chance to talk with each of you individually as soon as time permits. Many thanks for your help.

COUNSELOR NUMBER 218131

WEEK NUMBER 1

THE TOTAL NUMBER OF MINUTES REPORTED WAS 1395

| ASCA CATEGORY                            | PERCENT OF TIME |
|--|-----------------|
| PLANNING AND DEVELOPING GUIDANCE PROGRAM | 5.71            |
| COUNSELING                               | 13.23           |
| PUPIL APPRAISAL                          | 0.75            |
| EDUCATIONAL AND OCCUPATIONAL PLANNING    | 11.53           |
| REFERRAL WORK                            | 3.26            |
| PLACEMENT                                | 26.32           |
| PARENT HELP                              | 0.75            |
| STAFF CONSULTING                         | 7.02            |
| LOCAL RESEARCH                           | 1.75            |
| PUBLIC RELATIONS                         | 0.25            |
| PROFESSIONAL SELF-DEVELOPMENT            | 10.53           |
| CLERICAL                                 | 15.79           |
| GENERAL SCHOOL RESPONSIBILITIES          | 3.76            |

THANK YOU FOR COOPERATING

FOR FURTHER INFORMATION WRITE MISS A. FERGUSON  
 MARYLAND STATE DEPARTMENT OF EDUCATION  
 600 WYNDHURST AVENUE  
 BALTIMORE, MD, 21211

EXHIBIT R--Continued

COUNSELOR NUMBER 218132

WEEK NUMBER 2

THE TOTAL NUMBER OF MINUTES REPORTED WAS 2145

| ASCA CATEGORY                            | PERCENT OF TIME |
|--|-----------------|
| PLANNING AND DEVELOPING GUIDANCE PROGRAM | 2.80            |
| COUNSELING                               | 20.75           |
| PUPIL APPRAISAL                          | 1.40            |
| EDUCATIONAL AND OCCUPATIONAL PLANNING    | 1.63            |
| REFERRAL WORK                            | 7.46            |
| PLACEMENT                                | 8.86            |
| PARENT HELP                              | 0.70            |
| STAFF CONSULTING                         | 3.73            |
| LOCAL RESEARCH                           | 0.              |
| PUBLIC RELATIONS                         | 1.40            |
| PROFESSIONAL SELF-DEVELOPMENT            | 34.27           |
| CLERICAL                                 | 14.92           |
| GENERAL SCHOOL RESPONSIBILITIES          | 2.10            |

THANK YOU FOR COOPERATING

FOR FURTHER INFORMATION WRITE MISS A. FERGUSON  
 MARYLAND STATE DEPARTMENT OF EDUCATION  
 600 WYNDHURST AVENUE  
 BALTIMORE, MD, 21210

SELECTED BIBLIOGRAPHY

## BOOKS

- Conant, James. The American High School Today. New York: McGraw Hill. 1959
- Gross, Neal and Herriott, Robert. Staff Leadership in Public Schools. New York: John Wiley and Sons. 1965.
- Hollis, Joseph W. and Hollis, Lucile W. Organizing for Effective Guidance. Chicago: Science Research Associates. 1965.
- Landy, Edward. "Implementing Change in Programs of Pupil Personnel Service". Guidance in American Education II: Current Issues and Suggested Action. Boston: Harvard University Press. 1965.
- Mardin, Robert H. "The Political Environment of the Public Schools." Guidance in American Education I: Backgrounds and Prospects. Edited by Edward Landy and Paul A. Perry. Cambridge: Harvard University Press. 1964.
- Shear, Bruce L. "Administration of Pupil Personnel Services." Guidance in American Education III: Needs and Influencing Forces. Edited by Edward Landy and Arthur Kroll. Boston: Harvard University Press. 1966.
- Waetjen, Walter B. "Policies and Practices in Pupil Personnel Services." Guidance in American Education III: Needs and Influencing Forces. Edited by Edward Landy and Arthur Kroll. Cambridge: Harvard University Press. 1966.
- Wrenn, C. Gilbert. The Counselor in a Changing World. Washington, D.C.: American Personnel and Guidance Association. 1962.

## UNPUBLISHED MATERIALS

- Koon, Donald Z. "Raw Cost Analysis of Pupil Services in the Public Schools of Maryland." Unpublished Doctoral Dissertation. University of Maryland. 1963.
- Lawlor, Patricia M. "School Counseling: The Person and the Profession." Unpublished Doctoral Dissertation. George Washington University. 1967.
- Leiter, Sarah L. and Ferguson, Annabelle E. "Three Decades of Guidance in Maryland." Unpublished Report. Maryland State Department of Education. Baltimore. 1968.

- Longley, Gladys. "The Roles of the Secondary School Guidance Director and the Secondary School Guidance Counselor in Pennsylvania." Unpublished Doctoral Dissertation. Teachers College, Columbia University. 1965.
- Makolin, Jewell. "The Felt Needs of Teachers and Students for Guidance Services in Carroll County, Maryland." Unpublished Master's Thesis. Western Maryland College. 1968.
- \_\_\_\_\_. "Follow-up of Graduates." Annual Report. Maryland State Department of Education Division of Research. Baltimore. 1968.
- \_\_\_\_\_. "National Defense Education Act Annual Report." Maryland State Department of Education. Baltimore. 1968.
- Spitznas, James. "History of Guidance in Maryland." Archives of the Maryland State Department of Education. Baltimore. 1954.

#### REPORTS

- Alexander, William and Anderson, Robert. Toward 1975: a Guide to Schools for 1966-75 in Howard County, Maryland. Clarksville, Maryland: Howard County Board of Education, 1966.
- American School Counselor Association. "Guidelines for Implementation of Policy Statement." Washington, D.C.: American Personnel and Guidance Association, 1964.
- Byrne, Richard H., et. al. The Elementary School Project. College Park, Maryland: University of Maryland Research Center of the Inter-professional Research Commission on Pupil Personnel Services. 1963.
- Citizens' School Advisory Committee. Guidance in the Baltimore Public Schools. Baltimore, Maryland: Baltimore City Board of Education. 1963.
- Council of Chief State School Officers. Responsibilities of Education for Pupil Personnel. Washington, D.C.: Council of Chief State School Officers. 1960.
- Eckerson, Louise O. and Smith, Hyrum M. Scope of Pupil Personnel Services. Washington, D.C.: U.S. Department of Health, Education, and Welfare. 1966.
- Fitzgerald, Paul W. "The Professional Role of School Counselors," Counseling, A Growing Profession. Report of the American Personnel and Guidance Association Concerned with the Professionalization of Counseling. Edited by John W. Loughary. Washington, D.C.: American Personnel and Guidance Association. 1965.

- \_\_\_\_\_. The School Counselor. Towson, Maryland: Baltimore County Board of Education, 1962.
- \_\_\_\_\_. Handbook for School Counselors. Annapolis, Maryland: Anne Arundel County Board of Education. 1963.
- \_\_\_\_\_. Handbook for School Counselors. LaPlata, Maryland: Charles County Board of Education. 1967.
- \_\_\_\_\_. Handbook for School Counselors. Clarksville, Maryland: Howard County Board of Education. 1967.
- \_\_\_\_\_. Handbook for School Counselors. Upper Marlboro, Maryland. Prince George's County Board of Education. 1969.
- \_\_\_\_\_. A Decade of Progress in the Maryland Public Schools--1939-1949. Maryland School Bulletin 31:1. Baltimore: Maryland State Department of Education. 1950.
- \_\_\_\_\_. Fiftieth Annual Report. Baltimore, Maryland: Maryland State Department of Education. 1916.
- \_\_\_\_\_. Eighty-First Annual Report. Baltimore, Maryland: Maryland State Department of Education. 1947.
- \_\_\_\_\_. Ninety-Second Annual Report. Baltimore, Maryland: Maryland State Department of Education. 1958.
- \_\_\_\_\_. Maryland School Bulletin. 38:1. Baltimore, Maryland: Maryland State Department of Education. 1961.
- \_\_\_\_\_. "Interim Certification Requirements." Report of the Division of Certification and Accreditation. Baltimore, Maryland: Maryland State Department of Education. 1965.
- Striping, Robert O. "Standards for the Education of School Counselors." Counseling a Growing Profession, Report of the American Personnel and Guidance Association Concerned with the Professionalization of Counseling. Edited by John W. Loughary. Washington, D.C.: American Personnel and Guidance Association. 1965.
- Werner, O. Ray. Cost of Secondary School Guidance Services. Washington, D.C.: U.S. Department of Health, Education, and Welfare. 1965.

#### PERIODICALS

- Brandt, Richard M. "Needed: A Director of Pupil Assessment." Educational Leadership. 24:245. December, 1966.
- Brown, Duane. "Pseudo-Guidance Programs in Our Schools." Bulletin of the National Association of Secondary School Principals. 50:311-343. September, 1966.

- Crary, Robert W. "Specialized Counseling--a New Trend." Personnel and Guidance Journal. 44:1056-1057. June, 1966.
- Findley, Robert and Shertzer, Bruce. "Time Activities Study--What Is an Adequate Counselor-Student Ratio?" The School Counselor. 15:32-38. September, 1967.
- Fisher, John K. "Subprofessionals in Pupil Personnel Services." Bulletin of the National Association of Secondary School Principals. 52:55-57. January, 1965.
- Frederickson, R. and Pippert, R. "Teaching Experience in the Employment of School Counselors." Counselor Education and Supervision. 4:24-27. Fall, 1964.
- Gaetane, Carl R. "Counselor Assignment." The School Counselor. 10:149. March, 1963.
- Goodman, Samuel M. "The Counselor Role--A Research Study of Prevailing Conditions." Research Digest. Montgomery County Board of Education. 2:2-4. Fall, 1967.
- Hansen, James C. "Job Satisfactions and Job Activities of School Counselors." Personnel and Guidance Journal. 45:790-793. April, 1967.
- Hoyt, Kenneth B. "Guidance: a Constellation of Services." Personnel and Guidance Journal. 40:690-691. April, 1962.
- Hummel, Dean L. "The Other Counselor." Counselor Education and Supervision. 4:171. Summer, 1965.
- Jessel, John C. and Rothney, John W. "The Effectiveness of Parent-Counselor Conferences." Personnel and Guidance Journal. 44:142-145. December, 1965.
- Kehas, Chris D. "Administrative Structure and Guidance Theory." Counselor Education and Supervision. 4:148. Spring, 1965.
- Landy, Edward. "Who Does What in the Guidance Program?" The School Counselor. 10:112. March, 1963.
- Liddle, Gordon P. and Ferguson, Donald G. "Leadership for Guidance and Personnel Services." Bulletin of the National Association of Secondary School Principals. 52:324. January, 1968.
- Pierson, George A. and Grant, Claude W. "The Road Ahead for School Counselors." Personnel and Guidance Journal. 3:207. November, 1959.
- Sanborn, Marshall P. "A Comparison of Four High School Guidance Programs in Terms of Four Criteria." Personnel and Guidance Journal. 43:293-298. November, 1964.

- Weitz, Henry. "The Role of the Guidance Worker in the School." Personnel and Guidance Journal. 38:266-272. November, 1958.
- Willis, Benjamin C. "The Contribution of Guidance to the High School Educational Program." Personnel and Guidance Journal. 35:489. April, 1957.
- Wrenn, C. Gilbert. "Guidance: an Overview." N.E.A. Journal. 48:106. January, 1959.

#### STYLE MANUALS

- Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. Chicago: University of Chicago Press, 1967.
- University of Maryland Graduate School. Thesis Manual of the University of Maryland. College Park, Maryland: University of Maryland, 1963.