

**THE ROLE OF THE ROBERTSON  
COUNTY SCHOOL COUNSELOR**

**BY**

**PAMELA BAUHOFFER GOWER**

022  
9x  
136

THE ROLE OF THE ROBERTSON  
COUNTY SCHOOL COUNSELOR

---

A Research Paper  
Presented to  
the Graduate Council of  
Austin Peay State University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in Education


---

by  
Pamela Bauhofer Gower

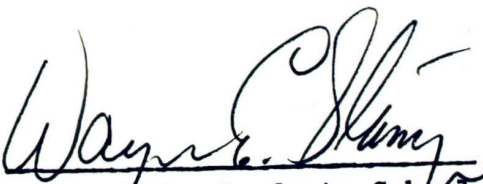
June 1973

To the Graduate Council:

I am submitting herewith a Research Paper written by Pamela Bauhofer Gower entitled "The Role of the Robertson County School Counselor." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education.

  
Major Professor

Accepted for the Council:

  
Dean of the Graduate School



# THE ROLE OF THE ROBERTSON COUNTY SCHOOL COUNSELOR

## Introduction

Counseling is a mutual learning process involving two individuals in an educational environment, one who is seeking help from a professionally trained person, and the other, who by reason of his breadth of training and background, utilizes many adjustment techniques and methods in assisting the individual to orient and direct himself toward a goal leading to maximum growth and development in a social and democratic society (Willey and Andrew 1955).

As the students of Robertson County progress through life they ask the same questions that people have always asked - Who am I going to be? What am I going to do? and Where am I going? As society grows more complex and a person's place within it seems less clear-cut, they increasingly seek assistance in finding answers to their questions. The guidance counselors of Robertson County are placed in the schools to help these students with their questions.

## Purpose of Study

The purpose of this study was to compare the existing activities and roles of the Robertson County school guidance



counselors with the approved roles and functions of the school counselor as recommended by the American School Counselor Association (ASCA) (1963) and other previous studies by Gibson (1962) Hollis and Isaacson (1962) Hoyt (1955) and Isaksem (1962).

After several informal conversations with a few of the Robertson County school counselors, the investigator saw a need to conduct a study investigating the perceived roles of Robertson County school counselors. Many counselors expressed a feeling that they were only secretaries doing clerical work. One mentioned the fact that she also had classes along with her guidance functions. The investigator wanted to see how much time each counselor spends in his daily activities doing the functions listed by the ASCA Report (1963).

A study such as this has never been undertaken in Robertson County and it seemed that much could be accomplished by this investigation.

#### Definition of Terms

For the purpose of this study, the following definition was used for the various terms.

Pupil Personnel Services - Services to be performed by certain members of the staff such as attendance, class scheduling, health records, clinic duty, school banking,

etc. Some of these members are trained while others are teachers with these additional duties.

### Limitations of the Study

This study was limited to the Robertson County School guidance counselors employed during the 1972-1973 school year.

The sample consisted of six full-time school counselors as well as one part-time counselor, i.e. counselors who were assigned non-guidance activities along with their guidance functions.

The study was limited by the data accumulated through personal interviews, guidance activity logs prepared by the counselors involved in the study, and estimates of time spent for various activities recorded by the counselors under the ASCA headings.

Before the study began, the assumption was made that the existing role of the Robertson County school guidance counselor should be in agreement with the roles and activities suggested by the ASCA.

### Review of the Literature

The guidance service has become more fully accepted as a necessity for education in the past several years. Evidence for this comes from many sources. The bold

recommendations for guidance from sources such as the White House Conference on Education and the President's Committee on Education Beyond the High School are major factors in promoting the necessity of guidance. Educators also rely on the recommendations of the Southern Association of Schools and Colleges to justify the increase in the number of secondary and elementary school guidance programs. Emphasis on the importance of the guidance function in public schools was recognized by the United States Congress when it extended the National Defense Education Act of 1958 (U. S. Department of Health, Education, and Welfare, 1961).

Many basic needs are fulfilled by the guidance counselor. Foremost is the guidance counselor's function to assist all pupils in assessing and understanding their abilities, aptitudes, interests and educational needs. The guidance program acquaints the student with educational and occupational opportunities through the formulation and achievement of realistic goals. The guidance program consists of areas which help the pupils to maintain normal personal-social adjustments. Staff members benefit from this total knowledge of the student and even parents and community are made more aware of the total school program (Carney, 1962).

The chief figure in the program of school guidance services is the school counselor. The trend towards



increasing the number of counselors and making school personnel more acceptable to guidance duty seems to be very effective. This is evident in the increase of school guidance programs. Nevertheless, the role of the guidance counselor has not been clearly defined in terms of responsibilities and functions (Loughary 1963). Many broad and differing definitions of the school counselor's role have appeared since the conception of guidance resulting in the counselor's performing various duties for the school. This lack of definition of responsibility has caused many school counselors to question their present role. The increase of non-instructional services in public schools has brought about the grouping together of certain services under pupil personnel services, with specialists performing their respective function, such as: attendance, health and health records, social work, school nurse, locker assignments, and secretary.

Thus, the school counselor being the chief personnel worker soon is faced with a multitude of responsibilities in many school systems. If the size or policy of the school system does not permit the entire staff to become personnel workers (involved in non-instructional areas), often the counselor is assigned the function of the other team member. The promotion of these pupil personnel services can lead only to a more complicated role, and a less effective counselor.

A study conducted by Gibson (1962) was undertaken to evaluate the student's perception of the role of the guidance counselor. Staff members of the Department of Guidance and Counselor Education of the University of Toledo administered a questionnaire to 904 high school seniors in twelve secondary schools from three states. These schools had organized guidance programs which had been in operation for a minimum of four years and under the direction of a trained counselor, who had a minimum of four years experience. Results of the study suggested that students see the counselor variously as an administrator, a disciplinarian, an activity director, a part-time librarian, and a substitute teacher. A few follow-up interviews revealed that many students did not recognize the counseling function as a major duty of the school guidance counselor.

In an attempt to clarify the counselor's role, a self-study was conducted in the secondary schools of Lexington, Massachusetts (Isaksem, 1962). The counselors developed a job description defining their proper duties and responsibilities, and the duties for which they should not be responsible. This description was accepted by the principals and served as a guide for counselor activities. The Director of Pupil Personnel Services of the Lexington school district believed the job description demonstrated

that school counselors can establish themselves as professionals and avoid doing the kind of work which is not pertinent to their role.

According to the Lexington study, the Guidance Counselor should:

1. Demonstrate and utilize academic counseling.
2. Motivate students to seek counseling.
3. Conduct research to measure the effectiveness of counseling services.
4. Provide information for educational, vocational, and personal-social needs.
5. Function as a resource consultant.
6. Assist in providing testing services.
7. Assist in placing and grouping students.
8. Provide in-service programs for staff members to acquaint them with the school's guidance philosophy.

The Counselor should not:

1. Perform administrative duties.
2. Perform instructional, tutorial or supervisory duties.
3. Schedule classes.
4. Check attendance or serve as a truant officer.

Because of a lack of universal agreement regarding the counselor's role, various groups have developed projects to resolve the role, philosophy, and functions



included in the school counseling program. One of the major investigations regarding the role of the school guidance counselor was sponsored by the ASCA, which is a division of the American Personnel and Guidance Association. This Association has developed a nation-wide "grass-roots" project to clearly define the role, philosophy, functions, and conditions of work that should be done by the school counselor. This study was conducted under a grant from the Fund for the Advancement of Education to the American Personnel and Guidance Association. The members of the commission represented education, the behavioral sciences, and the humanities. As a result of this investigation, a final report of the modern-day counselor was prepared by Wrenn (1962).

Robertson County school counselors also face many of the aforementioned problems. The counselors are trying to define their appropriate role in the Robertson County school system, and want to know if the services they are now providing are effective and advantageous to the students.

This investigation is in large part supported by a similar study involving the role of the counselor. The related reports are in two universal categories, one of which concerns what the roles and activities of counselors in public schools should be, and the other involves the counselor's role as perceived by various people, including the counselors themselves.

Some difficulty was encountered in making comparisons of the different types of studies due to definitions of terms and the various types of categories recorded for every activity. Table I compares data obtained from earlier investigations with the results of this study of the role of the Robertson County school counselors. Table I deals with one section of the list of functions as described in the ASCA Report.

As shown in Table I, the Robertson County schools at the Junior High School level had the highest percent of counseling. The Robertson County Elementary School level had the lowest percent.

In the above studies, the counselors were recognized by students, teachers, parents and administrators as being educational and vocational counselors. Counselors frequently viewed themselves as "personal problem" counselors along with the educational and vocational function. However, the studies involving the actual reporting of functions revealed that educational counseling and vocational counseling were the fundamental activities of the counselors.

In reviewing these studies, it was interesting to find that the portion of ideal time involving counselors' opinions differed a great deal from the investigations where the actual time percentages of the counselors' functions were recorded and noted.

TABLE I

## Counselor's Time Spent in Counseling

Study	Percent of Time Spent in Counseling
Pinellas County (Survey 1) <sup>a</sup>	17
Pinellas County (Survey 2) <sup>b</sup>	21
California State Department of Education <sup>c</sup>	39
Indiana Division of Pupil Personnel and Guidance Services <sup>d</sup>	36
Robertson County (Elementary) <sup>e</sup>	12
Robertson County (Junior High) <sup>f</sup>	47
Robertson County (Secondary) <sup>g</sup>	20

<sup>a</sup>Paul W. Fitzgerald, "The School Counselor: A Snapshot and Projection," Counselor Education and Supervision, 1 (Summer, 1962, 216-219).

<sup>b</sup>Paul W. Fitzgerald, "Results of Two Guidance Activity Studies," (Florida: Pinellas County Schools, 1961). (Mimeographed).

<sup>c</sup>California State Department of Education, Bureau of Pupil Personnel Services, "Professional Preparation of California High School Counselors," (Sacramento: California State Department of Education, 1962). pp. 1-8.

<sup>d</sup>Indiana State Department of Education, "Preliminary Report: Use of Assigned Time in Indiana Schools" (A Report Prepared by the Division of Pupil Personnel & Guidance Services of the Indiana State Department of Education, February, 1964), pp. 1-5.

<sup>e</sup>Based on the results of this investigation.

<sup>f</sup>Based on the results of this investigation.

<sup>g</sup>Based on the results of this investigation.



Hoyt suggested an estimate of percentages of total time a counselor should devote to each of eight duties based on his views as an educator.

Hoyt (1955) listed four activities which involved as much as ten percent of the school counselor's time. (Table II) The Robertson County school counselors coincide with the percentages of counseling, appraisal, and working with teachers which is the same as staff consulting. It is difficult to compare environmental information with the list of activities of the Robertson County school counselors.

TABLE II

Activities Involving as Much as Ten Percent  
Of the Counselor's Time

Function	Percentage of Counselor's Time
Counseling	50
Appraisal	10
Working with Teachers	10
Environmental Information	10

Note - Reprinted from an article by Kenneth B. Hoyt published in the October 1955 Personnel & Guidance Journal.

The remaining four of these eight duties listed by Hoyt (1955) involve as much as five percent of the school counselor's time. These duties are shown in Table III. According to this table, the Robertson County school counselors do not meet the requirements for these areas. Group activities are higher than the others listed but is still on the slight side of five percent.

TABLE III

Activities Involving as Much as Five Percent  
Of the Counselor's Time

Function	Percentage of Counselor's Time
Group Activities	5
Administrative & Clerical Work	5
Working with Parents & Community	5
Local Research	5

Note - Reprinted from an article by Kenneth B. Hoyt published in the October 1955 Personnel & Guidance Journal.

A study of counselors by Hollis and Isaacson (1962) presented an article reporting the percent of time spent on different guidance duties by a selected group of counselors and how these counselors perceived an acceptable schedule.

Hoyt's opinions were used by Hollis and Isaacson as a foundation for the comparison of other studies. The data presented by Hollis and Isaacson regarding the recorded percentages of time spent by counselors were based on the evaluation of how the counselors spent their time, and not a motion study of working conditions.

Hollis and Isaacson reported existing percentages of time spent by the school counselors compared to the recommended percentages of time for counselors. Table IV compares these. According to this table, these selected counselors did not satisfy the recommended time percentage in follow-up, research, budget and resource person. The Robertson County school counselors also follow this pattern with the exception of placement, where the percentage is less than five.

All of the items recommended by Hollis and Isaacson could not be compared with all of the items recommended by Hoyt (1955). However, comparisons seem to be possible in certain areas. These comparisons are shown by Table V. According to this table, counseling ranked first in recommended time percentage. Testing was equivalent with Hoyt's term appraisal (used for the table) and has a recommended time percentage of ten. As seen by Hoyt and Hollis and Isaacson, research has a recommended time percentage of five. The Robertson County school counselors coincide with



TABLE IV

Estimated Existing Time Percentage & Recommended  
Time Percentage as Perceived by the Counselors

Function	Recommended Time Percentage	Estimated Time Percentage
Informal Service	10	15
Testing	10	40
Counseling	50	50
Placement	5	5
Follow Up	5	0
Research	5	0
Evaluation	5	5
In-service Education	5	5
Community Relations	5	5
Communications	5	5
Budget	5	0
Resource Person	5	0

Note - Reprinted from an article by Joseph Hollis & Lee E. Isaacson published in the March 1962 School Counselor.

the time percentage recommended for counseling and appraisal but fall short of reaching five percent in research.

TABLE V

A Comparison of Hoyt's Recommendation with  
Counselor's Ideal Time Reported by Hollis & Isaacson

Function	Hoyt's Recommended Time Percentage	Hollis & Isaacson's Counselor Recommended Ideal Time Percentage
Counseling	50	50
Appraisal	10	10
Research	5	5

Note - Reprinted from articles by Kenneth B. Hoyt published in the October 1955 Personnel & Guidance Journal and Joseph Hollis and Lee E. Isaacson published in the March 1962 School Counselor.

It was noted that fifty percent of the counselor's time should be spent in counseling. This was recommended by Hoyt (1955), Hollis and Isaacson (1962), and by the ASCA Report (1963). The ASCA counselor report listed ten activities of the school counselor but only in respect to "counseling" was there a recommended percentage of time (Loughary, 1963).

In the ASCA report, the section with reference to Professional Environment stated that the school counselor

fulfills his obligations for meeting pupils' needs by engaging his skillful capabilities in two branches, counseling and related guidance services (Loughary, 1963).

Counseling is concerned with promoting the pupil's self-understanding and self-acceptance, facilitating personal decision-making and planning, and the resolving of special problems. Counseling can be characterized as a confidential, accepting, non-evaluative, permissive, face to face relationship, in which the counselor uses his professional knowledge and competencies to assist the pupil to resolve better those problems and issues which he would normally resolve less satisfactorily without counseling assistance. The responsibility for decisions and plans in counseling rests primarily with the pupil, with due respect for his level of maturity. (Loughary, 1963)

#### Methods and Procedure

The sample for this study was chosen by the investigator as a result of interviews with several Robertson County school guidance counselors to determine if they would participate in this study. Robertson County has only seven school guidance counselors.

The schools represented in this sample are Springfield High School, Greenbrier High School, East Robertson High School, Jo Byrns High School, Springfield Junior High School, and Greenbrier Elementary School.

An outline of the roles and activities of the school guidance counselor as prepared in the "ASCA Report on the Function and Role of the School Counselor" was prepared for this study (Loughary, 1963).



From this ASCA Report, the investigator arrived at descriptions of the roles of the school counselors based on existing activities of the Robertson County school guidance counselors. The ASCA Report stated what the role and activities of the school guidance counselors should be. No attempt was made by the investigator to alter the activities of the counselor as stated by the ASCA and for every activity, explicit duties were listed for that guidance activity.

In order to ascertain the existing functions and activities performed by the Robertson County school counselors, the investigator visited each school and asked the counselors if they would take part in the study by keeping an account of actual duties performed for one school week. The week of November 6 through November 10 of the 1972-1973 school year was randomly selected from a three and one-half month span. Precise directions were given to each counselor in respect to the commencement and the method in which the duties were to be recorded.

After the data were collected for the Robertson County school counselors, the information was classified and recorded for the different schools, according to the different levels within the schools. The activities recommended by the ASCA Report are as follows (Loughary, 1963):

1. Planning and development of the guidance programs
2. Counseling

3. Pupil appraisal
4. Educational and occupational planning
5. Referral work
6. Placement
7. Parent help
8. Staff consulting
9. Local research
10. Public relations

The functions of the school counselor obtained from the ASCA Report did not provide for the various duties listed by the Robertson County school counselor. Other activities were added to the list in order to group the duties in some meaningful way. These additional duties were chosen by the investigator after visiting and corresponding with the participating counselors. They were added to aid the counselors by providing a list of uncertain activities, both guidance and non-guidance. The additional duties included were correspondence, group guidance, miscellaneous, clerical activities, other pupil personnel activities, administrative service and miscellaneous non-guidance activities.

The activities recommended by the ASCA Report together with the duties added by the writer, were used for the classification of the different categories that the Robertson County school counselors had recorded.

The Robertson County school counselors reported numerous types of activities which were classified and

recorded in number of hours and percentages of time spent in each of the seventeen duties.

### Summary and Interpretation

After reviewing the study and the list of functions prepared by the ASCA Report it seems that "counseling" could have been broken down into many various types. Counseling per se should include educational counseling, orientation counseling, social counseling, and vocational counseling as well as personal counseling. With these different types of counseling as in personal counseling, the students should be the focus and not the problems. When this principle is followed, almost any conference the counselor and student have will involve counseling.

This study showed that the counselors spent more time in counseling than any other single function. This is a very good result. The counselors met the ASCA Report recommendation of required time spent in this area.

Two other areas competed for much of the counselors' time. These were pupil appraisal and educational and occupational planning. Although these areas are becoming more and more time-consuming, they still lag far behind counseling.

Recent legislation at the national and state levels has caused increased emphasis on vocational and occupational education. Counselors have long been handicapped by lack of information concerning vocational schools and other



opportunities for training. Apparently the Robertson County school counselors are aware of this need and they are trying to fulfill it.

The Robertson County school counselors also rated high in miscellaneous non-guidance activities which hinders the guidance program. However, this includes the one part-time counselor who has a lot of this type of work in his daily activities.

### Recommendations

Based on information attained from this study, these recommendations are made.

1. Local needs should be the regulator of how counselors spend their time.
2. Counselors should become acquainted with the community in which the school is located for coordination of non-school resources.
3. The ultimate objectives of counseling should be for the needs of the majority of the school, not just a select few.
4. More emphasis should be upon parent help, public relations, and local research.
5. The counselor should work to serve faculty and staff members as well as students.
6. The counselor should have an adequate understanding of all guidance functions.

7. The counselor should evaluate himself frequently so that he can see need for more emphasis on a subject that should not be neglected.

#### Recommendations for Further Research

Since the sample in this study was so small, a study should be made using a larger sample. Also, it should be divided according to the different school levels and not have them together as this study did. A study should be conducted with either all full-time counselors or all part-time counselors and not have both as this study did simply because a counselor's job differs greatly in the two areas.

## APPENDIX



SPRINGFIELD HIGH  
(Entire Guidance Department)

Guidance Activities	Hours Reported	Percentage of Time
1. Planning and Development	1.00	2½
2. Counseling	1.50	3½
3. Pupil Appraisal	12.25	31
4. Educational and Occupational Planning	10.00	18
5. Referral Work	.00	0
6. Placement	6.00	15
7. Parent Help	.00	0
8. Staff Consulting	8.75	22½
9. Local Research	3.50	8
10. Public Relations	3.00	7½
11. Correspondence	3.25	7½
12. Group Guidance*	.00	0
13. Miscellaneous	4.00	10
14. Clerical Activities	5.00	12½
15. Other Pupil Personal Activities	7.25	18½
16. Administrative Services	1.00	2½
17. Miscellaneous Non-Guidance Activities	13.50	36

\*This category includes only those group activities not designated by the counselor as Pupil Appraisal.

SPRINGFIELD HIGH  
(Head Counselor)

Guidance Activities	Hours Reported	Percentage of Time
1. Planning and Development	1.00	2½
2. Counseling	1.00	2½
3. Pupil Appraisal	7.25	18
4. Education and Occupational Planning	8.00	13
5. Referral Work	.00	0
6. Placement	2.00	5
7. Parent Help	.00	0
8. Staff Consulting	6.75	17½
9. Local Research	.00	0
10. Public Relations	3.00	7½
11. Correspondence	1.00	2½
12. Group Guidance*	.00	0
13. Miscellaneous	2.00	5
14. Clerical Activities	1.00	2½
15. Other Pupil Personal Activities	1.00	2½
16. Administrative Services	1.00	2½
17. Miscellaneous Non-Guidance Activities	5.00	14

\*This category includes only those group activities not designated by the counselor as Pupil Appraisal.

SPRINGFIELD HIGH  
(Second Counselor)

Guidance Activities	Hours Reported	Percentage of Time
1. Planning and Development	.00	0
2. Counseling	.50	1
3. Pupil Appraisal	5.00	13
4. Educational and Occupational Planning	2.00	5
5. Referral Work	.00	0
6. Placement	4.00	10
7. Parent Help	.00	0
8. Staff Consulting	2.00	5
9. Local Research	3.50	8
10. Public Relations	.00	0
11. Correspondence	2.25	5
12. Group Guidance*	.00	0
13. Miscellaneous	2.00	5
14. Clerical Activities	4.00	10
15. Other Pupil Personal Activities	6.25	16
16. Administrative Services	.00	0
17. Miscellaneous Non-Guidance Activities	8.50	22

\*This category includes only those group activities not designated by the counselor as Pupil Appraisal.



## JO BYRNS HIGH

Guidance Activities	Hours Reported	Percentage of Time
1. Planning and Development	3.00	7½
2. Counseling	3.00	7½
3. Pupil Appraisal	7.25	18
4. Educational and Occupational Planning	11.00	27½
5. Referral Work	.25	.6
6. Placement	2.00	5
7. Parent Help	.25	.6
8. Staff Consulting	2.00	5
9. Local Research	1.00	2½
10. Public Relations	1.00	2½
11. Correspondence	2.00	5
12. Group Guidance*	1.00	2½
13. Miscellaneous	3.00	7½
14. Clerical Activities	.00	0
15. Other Pupil Personal Activities	1.00	2½
16. Administrative Services	.00	0
17. Miscellaneous Non-Guidance Activities	2.25	6

\*This category includes only those group activities not designated by the counselor as Pupil Appraisal.

## EAST ROBERTSON HIGH

Guidance Activities	Hours Reported	Percentage of Time
1. Planning	1	2.5
2. Counseling	10	25.0
3. Pupil Appraisal	2	5.0
4. Educational and Occupational Planning	5	12.5
5. Referral Work	1	2.5
6. Placement	2	5.0
7. Parent Help	$\frac{1}{2}$	1.25
8. Staff Consulting	2	5.00
9. Local Research	1	2.50
10. Public Relations	$\frac{1}{2}$	1.25
11. Correspondence	1	2.50
12. Group Guidance*	1	2.50
13. Miscellaneous	1	2.50
14. Clerical Activities	1	2.50
15. Other Pupil Personal Activities	1	2.50
16. Administrative Services	1	2.50
17. Miscellaneous Non-Guidance Activities	9	22.50

\*This category includes only those group activities not designated by the counselor as Pupil Appraisal.

## GREENBRIER HIGH

Guidance Activities	Hours Reported	Percentage of Time
1. Planning and Development	2.25	6
2. Counseling	18.00	45
3. Pupil Appraisal	6.00	15
4. Educational and Occupational Planning	2.40	6
5. Referral Work	.80	2
6. Placement	1.20	3
7. Parent Help	.40	1
8. Staff Consulting	1.20	3
9. Local Research	2.40	6
10. Public Relations	.40	1
11. Correspondence	.80	2
12. Group Guidance*	2.40	6
13. Miscellaneous	.40	1
14. Clerical Activities	.80	2
15. Other Pupil Personal Activities	.40	1
16. Administrative Services	.00	0
17. Miscellaneous Non-Guidance Activities	.00	0

\*This category includes only those group activities not designated by the counselor as Pupil Appraisal.



## GREENBRIER ELEMENTARY

Guidance Activities	Hours Reported	Percentage of Time
1. Planning and Development	4.00	10
2. Counseling	4.80	12
3. Pupil Appraisal	4.80	12
4. Educational and Occupational Planning	.00	0
5. Referral Work	5.20	13
6. Placement	.00	0
7. Parent Help	4.00	10
8. Staff Consulting	6.40	16
9. Local Research	2.80	7
10. Public Relations	1.20	3
11. Correspondence	.80	2
12. Group Guidance*	5.60	14
13. Miscellaneous	.40	1
Non-Guidance Activities		
14. Clerical Activities	.00	0
15. Other Pupil Personal Activities	.00	0
16. Administrative Services	.00	0
17. Miscellaneous Non-Guidance Activities	.00	0

\*This category includes only those group activities not designated by the counselor as Pupil Appraisal.

## SPRINGFIELD JUNIOR HIGH

Guidance Activities	Hours Reported	Percentage of Time
1. Planning	2.00	6
2. Counseling	15.00	47
3. Pupil Appraisal	1.50	5
4. Educational and Occupational Planning	5.00	15.5
5. Referral Work	2.50	8.5
6. Placement	.00	0
7. Parent Help	.00	0
8. Staff Consulting	2.00	6
9. Local Research	.00	0
10. Public Relations	.00	0
11. Correspondence	.25	.8
12. Group Guidance*	.25	.8
13. Miscellaneous	.25	.8
14. Clerical Activities	.25	.8
15. Other Pupil Personal Activities	.50	1.5
16. Administrative Services	.50	1.5
17. Miscellaneous Non-Guidance Activities	2.00	6

\*This category includes only those group activities not designated by the counselor as Pupil Appraisal.

## SECONDARY SCHOOLS

Guidance Activities	Hours Reported	Percentage of Time
1. Planning and Development	7 $\frac{1}{4}$	3.62
2. Counseling	32 $\frac{1}{2}$	20.00
3. Pupil Appraisal	27 $\frac{1}{2}$	15.00
4. Educational and Occupational Planning	28.40	16.00
5. Referral Work	2.05	.30
6. Placement	11.20	6.50
7. Parent Help	1.90	.01
8. Staff Consulting	13.95	7.87
9. Local Research	7.90	3.75
10. Public Relations	4.90	2.06
11. Correspondence	7.05	3.25
12. Group Guidance*	4.40	2.00
13. Miscellaneous	8.40	4.00
14. Clerical Activities	6.80	2.75
15. Other Pupil Personal Activities	9.65	5.12
16. Administrative Services	2.00	.30
17. Miscellaneous Non-Guidance Activities	24.75	12.13

\*This category includes only those group activities not designated by the counselor as Pupil Appraisal.



## ROBERTSON COUNTY

Guidance Activities	Hours Reported	Percentage of Time
1. Planning	13.25	5.00
2. Counseling	51.50	20.00
3. Pupil Appraisal	33.80	13.00
4. Educational and Occupational Planning	33.40	13.00
5. Referral Work	9.75	3.75
6. Placement	11.20	4.00
7. Parent Help	5.90	2.50
8. Staff Consulting	22.35	9.00
9. Local Research	10.70	4.00
10. Public Relations	6.10	2.50
11. Correspondence	8.10	3.50
12. Group Guidance*	10.25	4.00
13. Miscellaneous	9.05	3.50
14. Clerical Activities	7.05	2.75
15. Other Pupil Personal Activities	10.15	4.00
16. Administrative Services	2.50	.75
17. Miscellaneous Non-Guidance Activities	26.75	10.00

\*This category includes only those group activities not designated by the counselor as Pupil Appraisal.

## REFERENCES

1. American Educational Research Association. "Guidance, Counseling and Personnel Services," Review of Educational Research, XXXIII (April, 1963), 158-59.
2. American School Counselor Association. "School Counselor Role and Function Project," Instructions for Local ASCA Policy Formation Groups, 1962. (Mimeographed.)
3. American School Counselor Association. "Tentative Guidelines for Implementation of the ASCA," Statement of Policy for XLII (October, 1963), 198-201.
4. Arbuckle, D. S. "The Conflicting Functions of the School Counselor," Counselor Education and Supervision, I (Winter, 1961), 54-59.
5. Byrne, R. H. The School Counselor. Boston: Houghton Mifflin Company, 1963.
6. California State Department of Education, Bureau of Pupil Personnel Services. Professional Preparation of California High School Counselors. A Research Brief Prepared by the Department. Sacramento: California State Department of Education, 1962.
7. Carney, R. E. Counselor's Handbook. New York: Chronicle Guidance Publications, Inc., 1962.
8. Council of Chief State School Officers. Responsibilities of State Departments of Education for Pupil Personnel Services. Washington: Council of Chief State School Officers, 1960. (Mimeographed.)
9. Counselor Education, A Progress Report on Standards. A Joint Publication of the Association for Counselor Education and Supervision and the American School Counselor Association. Washington: American Personnel and Guidance Association, 1962.
10. Cox, R. D. Counselors and Their Work. Harrisburg, Pennsylvania: Archives Press, 1945.
11. Euraiff, W. "Perceptions of the Counselor," The School Counselor, VIII (March, 1961), 78-82.



12. Fitzgerald, P. W. "The School Counselor: A Snapshot and Projection," Counselor Education and Supervision, I (Summer, 1962), 216-19. Microfilm.
13. Gibbs, J. E. Public Education in Tennessee, A Report to the Education Survey Subcommittee of the Tennessee Legislative Council. Nashville: State of Tennessee, 1957.
14. Gibson, R. S. "Pupil Opinions of High School Guidance Programs," Personnel and Guidance Journal, (January, 1962).
15. Grant, C. W. "How Students Perceive the Counselor's Role," The Personnel and Guidance Journal, XXXII (March, 1954).
16. Heilfron, M. "The Function of Counseling as Perceived by High School Students," Personnel and Guidance Journal, (October, 1960).
17. Hitchcock, W. L. "Counselors Feel They Should," The Personnel and Guidance Journal, XXXII (September, 1953), 72-74.
18. Hollis, J. and L. E. Isaacson. "How School Counselors Spend Their Time," The School Counselor, IX (March, 1962), 89-95.
19. Hoyt, K. B. "What Should Be the Pupil Load for the School Counselor?" The Personnel and Guidance Journal, XXXIV (October, 1955), 86-88.
20. Hoyt, K. B. "What the School Has a Right to Expect of Its Counselor," Personnel and Guidance Journal, (October, 1961).
21. Hutson, P. W. "Deriving Counselor Education from Activity Analysis," Counselor Education and Supervision, I (Summer, 1962), 216-19.
22. Indiana State Department of Education, "Preliminary Report: Use of Assigned Time in Indiana Schools." Prepared by the Division of Pupil Personnel and Guidance Services of the Indiana State Department of Education. (February, 1964). (Mimeographed.)
23. Isaksem, H. L. "An Answer to Dr. Hoyt: Job Description of the Secondary School Counselor (Letters and Comments)," Personnel and Guidance Journal, (April, 1962).

24. Loughary, J. W. and Paul W. Fitzgerald. "Progress Report of the ASCA Counselor Study." The Personnel and Guidance Journal, XLII (October, 1963), 191-203.
25. McCully, C. H. and K. B. Hoyt and Joseph Samler. "The School Counselor: Psychologist, Educator, Bath?" Presentations: "Guidance," "A Constellation of Services," and "Comments," Personnel and Guidance Journal, (April, 1962).
26. Robinson, F. P. "Guidance for All: In Principle and Practice," Personnel and Guidance Journal, (May, 1953).
27. Sorenson, A. G. "On the Functions of a School Counselor," Journal of Secondary Education, XXXVI (February, 1961), 89-91.
28. Swann, M. H. "The Changing Role of the School Counselor," The School Counselor, XI (December, 1963), 94-101.
29. United States Department of Health, Education, and Welfare. Office of Education. Guidance Counseling and Testing, Program Evaluation. Washington: Government Printing Office, 1961.
30. Warnath, C. R. "Ethic, Training Research," Journal of Counseling Psychology, III (Winter, 1956), 281-83.
31. Willey, R. D. and D. C. Andrew. Modern Methods and Techniques in Guidance, New York: Harper & Brothers Company, 1955.
32. Wrenn, C. G. The Counselor in a Changing World. Washington, D. C.: The Commission on Guidance in American Schools, American Personnel and Guidance Association, 1962.