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A SURVEY OF COUNSELOR OPINION
CONCERNING ADDITIONAL PROFESSIONAL EDUCATION
(TITLE)

BY

Ferrell F. Wiman
B.S., University of Illinois, 1966

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE


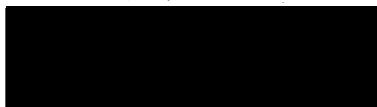
Education 591

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1967
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

July 25, 1967
DATE
July 25, 1967
DATE


ADVISER

DEPARTMENT HEAD

ACKNOWLEDGMENTS

The writer extends sincere appreciation to his wife, Mary Lynn, whose help has been invaluable to the completion of this study. Paul D. Overton, Associate Professor of Education at Eastern Illinois University, is acknowledged for his useful suggestions.

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CHAPTER I

INTRODUCTION

Counselors should be interested in keeping informed of innovations in their profession and in furthering their education about guidance related items. The Department of Educational Psychology and Guidance, Eastern Illinois University, can foster this attitude by increasing its services to counselors. What services should be offered? In what study areas do the counselors seek additional education? The answers to these questions can provide a basis for initiating additional services to counselors in the surrounding area. Previously, sufficient evidence has not been presented to encourage the department to increase its services to counselors. This study is intended to help provide this evidence.

Purpose of the Study

The study attempts to ascertain if the counselors are interested in gaining further study about specific items related to guidance and to ascertain how they would prefer to obtain this study, by surveying counselors other than Eastern graduates.

Scope of the Study

The study includes the school counselors within the Eastern Division counties of the Illinois Education Association and the public school counselors of those counties bordering the Illinois Education Association Eastern Division. The study was designed to eliminate those counselors whose Master of Science in Education degree

with a major in guidance was received from Eastern Illinois University. The net effect was to survey those counselors working no more than eighty-five miles from Charleston, Illinois, and those not included in a recently conducted follow-up study of graduates of the Department of Educational Psychology and Guidance of Eastern Illinois University.

Definitions

Counselors:

Counselors within the Illinois Education Association Eastern Division are those persons listed as having "guidance" or "counseling" functions by their individual superintendents in the respective individual school district 1966-1967 directories.

Counselors in counties bordering the Illinois Education Association Eastern Division are those persons identified as having "guidance" and/or "counseling" functions as listed in the 1966-1967 Directory Supplement, Illinois Secondary Teachers, published by the Office of the Superintendent of Public Instruction, Ray Page, Superintendent.

Illinois Education Association Eastern Division:

The counties included in this division are: Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Moultrie, and Shelby.

Counties bordering the Illinois Education Association Eastern Division:

The counties included in this group are: Bond, Champaign, Christian, Clay, Crawford, Lawrence, Macon, Marion, Montgomery, Piatt, Richland, and Vermilion.

Procedure

A questionnaire was used to conduct this survey. The first section of the questionnaire is intended to gather descriptive personal information about the population studied. This information includes: name, age, sex, marital status, degree held, position, college or university from which degree was received, and the number of semester hours received in guidance courses.

The format for the second section of the questionnaire is modified fill-in-the-blank. The statement is made, "Further study about this item is _____ to my interests and work." This blank is to be filled in with either critical, beneficial, or unnecessary commensurate with the counselor's feelings about thirty separate guidance related items. This section provides a measure of the degree of need for further study.

The items are those thirty most often chosen by graduates of Eastern Illinois University's Department of Educational Psychology and Guidance as being most worthy of further study.¹ The counselors were given the opportunity to list their suggestions for additional study items.

¹"Follow-up Study of Graduates, 1955-1966" (Department of Educational Psychology and Guidance, Eastern Illinois University, 1967, an unpublished departmental study.)

In the third section, the counselors were asked to rank, in their order of preference, thirteen suggested means for obtaining this further study. These suggestions are identical to those listed on the Educational Psychology and Guidance Department questionnaire.²

The recipients of this questionnaire were chosen from boundaries already defined. No recipient was farther than seventy miles north, seventy-five miles south, forty miles east, or eighty-five miles west from Charleston, Illinois.

Two mailings of the questionnaire were made. The original mailing included a cover letter, the questionnaire, and a self-addressed, postage-paid envelope. One hundred twenty-eight questionnaires were sent. The second mailing went to those counselors whose response had not been received within a ten-day period. A follow-up letter was sent with a duplicate questionnaire and return envelope. The data compiled is reported and analyzed in this study.

Limitations of the Study

The study was limited in two ways common to mailed questionnaire surveys. The interpretation of the questions and methods of responding, although given in direction form, rests solely with the recipient of the questionnaire. The conductor of the study, therefore, cannot be sure that he and the recipients interpreted the questions and means of answering them in the same manner. The degree of regard in which the counselors held the questionnaire is not measured. Presumably,

²"Follow-up Study of Graduates, 1955-1966" (Department of Educational Psychology and Guidance, Eastern Illinois University, 1967, an unpublished departmental study.)

each counselor answered the questions with a reasonable amount of care and consideration.

Another limitation was that nineteen of the counselors did not return the questionnaire. Although the utmost care has been taken to insure accuracy, hand tabulation is subject to error, and whatever degree of error this represents has become inherent in the study. One specific limitation has been uncovered as the study progressed; nine counselors listed their degree as having been received from Eastern Illinois University. The study was specifically designed to exclude graduates of Eastern's Department of Educational Psychology and Guidance. Apparently, these nine counselors are not graduates of this department.

Review of Related Research

Research directly related to gathering evidence about counselors' opinions concerning their professional education is very limited. A follow-up study of counseling and guidance trainees reported by Baker suggested a need for more study of testing procedures.³ In a follow-up study conducted by Munger and others, National Defense Education Act counseling and guidance institute enrollees indicated the counseling practicum to be of benefit to them.⁴ Counselors have expressed interest in additional course work in developmental psychology, data

³Roberta G. Baker, "A Follow-up Study of Trainees of the Counseling and Guidance Training Institute," Dissertation Abstracts, XXIV (November 6, 1963), 2319-20.

⁴Munger, Paul F., et al., "NDEA Institute Participants Two Years Later," Personnel and Guidance Journal, XLII (June, 1964), 987.

processing, and video tape use according to the findings of other studies reported in the professional literature.⁵

An unpublished study,⁶ "Follow-up Study of Graduates, 1955-1966," conducted by the Department of Educational Psychology and Guidance of Eastern Illinois University has been used as a pattern for this study. Similar questionnaires have been used; and consequently, similar data has been collected. The results of that follow-up significant to this study are:

1. Counselors considered further study about the item "counseling potential dropouts" as most critical or beneficial to their interests or work.
2. The sixth year program was ranked as the most preferred means of obtaining further study.
3. The graduates preferred means of obtaining further study that fell within a credit category.

A table comparing the significant results of the departmental study with the results to be present by this study is given in Appendix I.

⁵Cash, William Jr., and Munger, Paul F., "Counselors and Their Preparation," Review of Educational Research, XXXVI (April, 1966), 256.

⁶"Follow-up Study of Graduates, 1955-1966" (Department of Educational Psychology and Guidance, Eastern Illinois University, 1967, an unpublished departmental study.)

CHAPTER II

RESULTS OF THE STUDY

Response to Questionnaire

The mailing list for this study was comprised of one hundred twenty-eight names, which included ninety men and thirty-eight women. Ninety-two of these persons responded to the first mailing and seventeen returned the questionnaire after the second mailing. The total of one hundred and nine respondents is equal to an 85.2% return. While 90% of the men returned the questionnaire, only 74% of the women responded. One response was accompanied by a letter informing the sender of the death of the original recipient. This left a total of one hundred and eight questionnaires to be used in tabulating results.

Results of Section A of Questionnaire

The personal descriptive information showed that the sample consisted of eighty men and twenty-eight women. Of the seventy-one men reporting their marital status, four were single and sixty-seven were married. Twenty-six women reported their marital status: two were divorced, eight single, and sixteen married.

TABLE 1

COUNSELORS' MARITAL STATUS

Counselors	Married	Single	Divorced
Men	67	4	0
Women	16	8	2
Total	83	12	2

From the figures reported, the range of ages for the entire population studied was twenty-five to sixty-four. The average age was forty years. The range of ages for male respondents was twenty-six to sixty-four with an average age of thirty-nine and two-tenths years. The average age of the female counselors was forty-two and eight-tenths years and ranged from twenty-five to sixty-four. Three men and four women declined to list their ages.

TABLE 2
COUNSELORS' AGE

Counselors	Range	Average
Men	26-64	39.2
Women	25-64	42.8
Total	25-64	40.0

Collectively, the counselors have received their degrees from twenty-five different colleges or universities. The University of Illinois, having been named forty-four times, was by far the most frequently mentioned. It was found that two other distinct separations existed when the college or university was considered. Thirty-eight counselors received their degrees from other schools within Illinois. Out-of-state schools were listed by twenty-six counselors as being the granter of their degrees. A complete list of the colleges and universities named is given in Table 3 along with the frequency of mention.

TABLE 3

COLLEGE OR UNIVERSITY
FROM WHICH COUNSELORS RECEIVED DEGREES

College or University	Frequency of Mention
University of Illinois	44
Indiana State University	10
Southern Illinois University	9
Eastern Illinois University	9
Millikin University	7
Illinois State University	6
Western Illinois University	3
Colorado State University	2
Indiana University	2
Arizona State University	1
Boston University	1
Columbia Teachers College	1
Eastern Michigan University	1
Greenville College	1
Iowa State University	1
Nebraska State University	1
Northeast Missouri State Teachers College	1
Northern Illinois University	1
Northwestern University	1
Ohio State University	1
University of Arkansas	1
University of California	1
University of Chicago	1
University of North Dakota	1
Washington University	1
Total	108

The counselors were asked to record the number of semester hours credit they had earned in guidance courses. The men reported a range from eight to sixty-four hours and the women from twenty-five to sixty-eight hours. The average number of semester hours earned by men was thirty-four and thirty-six by women. The average earned by the entire sample was thirty-four.

TABLE 4

COUNSELORS' EARNED HOURS IN GUIDANCE

Counselors	Range	Average
Men	8-64	34
Women	25-68	36
Total	8-68	35

The highest degree earned by the counselors was reported as follows: three held the Bachelor of Arts; seven held the Bachelor of Science; thirty-three held the Master of Arts; and, forty-seven held the Master of Science. The "other" category included thirteen Master of Education degrees and five advanced certificates.

TABLE 5

HIGHEST DEGREE HELD BY COUNSELORS

Counselors	BA	BS	MA	MS	Other
Men	3	6	21	37	13
Women	0	1	12	10	5
Total	3	7	33	47	18

The total population studied contained both male and female counselors. Subsequent data will continue to be reported on the basis of this division. As stated previously, the counselors fall into three distinct categories according to the institution from which they received their degrees. The results will also be given in accordance with these three groupings. The colleges or universities composing these groups are:

Group 1: University of Illinois

Group 2: Other Illinois Schools

Eastern Illinois University
Greenville College
Illinois State University
Millikin University
Northern Illinois University
Northwestern University
Southern Illinois University
University of Chicago
Western Illinois University

Group 3: Out-of-State Schools

Arizona State University
Boston University
Colorado State University
Columbia Teachers College
Eastern Michigan University
Indiana State University
Indiana University
Iowa State University
Nebraska State University
Northeast Missouri State Teachers College
Ohio State University
University of Arkansas
University of California
University of North Dakota
Washington University

Results of Section B of Questionnaire

On the second section of the questionnaire, thirty items of study generally included in a counseling curriculum were listed. The counselors were asked to answer whether further study about each item was critical, beneficial, or unnecessary to his interests and work. Reflected in the results of this section is the counselors' degree of need for further study about each item. The times checked as "critical," "beneficial," or "unnecessary" were tabulated for each item. These tabulations were then expressed as a percentage of the one hundred and eight counselors. Similarly, for each of the other

ways the counselors were grouped, the responses for each item were tabulated and expressed as percentages.

Of the one hundred and eight counselors, 45% considered further study about counseling the socially maladjusted as critical to their interests and work. Counseling potential dropouts was considered by 44% as being most worthy of additional study. This item was followed by a 41% response to the item, "counseling the individual."

Most of the counselors felt that it would be beneficial to obtain further study about all of the items. The three items to which either a critical or a beneficial response was most often applied are: "counseling socially maladjusted," "studying behavioral problems," and "analyzing disturbances within students." The items regarded by the counselors as most unnecessary for further study are "establishing a testing program," "obtaining educational information," and "using statistical methods" (Table 6).

In a pattern similar to the whole group, the men indicated critical need for study about counseling the socially maladjusted, counseling the individual, and counseling potential dropouts, in that order. Further study about counseling potential dropouts was considered by half of the women as being critical to their interests and work. Counseling the socially maladjusted and analyzing disturbances within students followed closely.

When the critical and beneficial responses are combined, the men regarded counseling the socially maladjusted, helping students adjust, studying behavioral problems, and analyzing disturbances within students more relevant than any of the other items. Similarly, the

TABLE 6
COUNSELORS' RESPONSES TO SECTION B OF QUESTIONNAIRE*

Item	Critical		Beneficial		Subtotal		Unnecessary		No Response	
	#	%	#	%	#	%	#	%	#	%
Counseling socially maladjusted	49	45	54	50	103	95	3	3	2	2
Studying behavioral problems	34	32	69	63	103	95	4	4	1	1
Analyzing disturbance within students	42	39	60	56	102	95	3	3	3	3
Helping students adjust	40	37	61	57	101	94	6	6	1	1
Counseling potential dropouts	47	44	53	49	100	93	5	5	3	3
Counseling emotionally handicapped	28	26	71	66	99	92	8	7	1	1
Using referral agencies	33	30	64	59	97	89	8	7	3	3
Investigating group counseling procedures	25	23	71	66	96	89	9	8	3	3
Studying emotional development	25	23	70	63	95	86	10	9	3	3
Studying adolescent needs	26	24	66	61	92	85	13	12	3	3
Reviewing current research in counseling and guidance	14	13	78	72	92	85	12	11	4	4
Studying intellectual development	11	10	80	74	91	84	15	14	2	2
Counseling the individual	44	41	46	42	90	83	13	12	5	5
Identifying potential dropouts	40	37	50	46	90	83	14	13	4	4
Establishing identity during adolescence	28	26	61	57	89	83	11	10	8	7
Testing individuals	19	18	69	64	88	82	18	17	2	2
Studying social development	12	11	76	70	88	81	17	16	3	3
Evaluating the guidance program	25	23	61	57	86	80	18	17	4	4
Establishing a working relationship with students	38	35	47	44	85	79	16	15	7	6
Establishing public relations	29	27	56	52	85	79	18	17	5	5
Studying counseling techniques	18	17	66	61	84	78	19	18	5	5
Interpreting tests	23	21	56	52	79	73	24	22	5	5
Testing aptitude	10	9	68	63	78	72	26	24	4	4
Testing personality	16	15	62	57	78	72	24	22	6	6
Obtaining occupational information	31	29	45	42	76	71	28	26	4	4
Testing achievement	10	9	62	57	72	66	32	30	4	4
Grouping by ability	4	4	67	62	71	66	32	30	5	5
Using statistical methods	9	8	59	55	68	63	34	32	6	6
Establishing a testing program	16	15	50	46	66	61	39	36	3	3
Obtaining educational information	10	9	56	52	66	61	37	34	5	5

*Percentages in this and succeeding tables may exceed 100% due to rounding procedures

women indicated the items "counseling emotionally handicapped," "studying behavioral problems," and "analyzing disturbances within students" as having the highest percentage of the combined responses.

The men indicated that study about the items "grouping by ability," "obtaining educational information," "using statistical methods," and "establishing a testing program" was least necessary to their interests and work. Study about establishing a testing program and obtaining educational information were also reported by the women as being least necessary, along with testing achievement (Tables 7 & 8).

The results recorded on section B of the questionnaire may also be reported according to university affiliation. (Group 1--University of Illinois graduates; Group 2--graduates of other Illinois institutions; and, Group 3--out-of-state schools' graduates)

An analysis of the critical column responses shows that the University of Illinois group regarded as most important further study about counseling the socially maladjusted, establishing a working relationship with students, and counseling potential dropouts. Indications from the second group were that further education about studying behavioral problems, counseling the individual, analyzing disturbances within students, and counseling the socially maladjusted was most urgently needed. The third group reported that counseling potential dropouts, counseling the socially maladjusted, and helping students adjust headed their list of items most worthy of further study.

A combination of the critical and beneficial responses shows that helping students adjust and analyzing disturbances within students

TABLE 7
MALE COUNSELORS' RESPONSES TO SECTION B OF QUESTIONNAIRE

Item	Critical		Beneficial		Subtotal		Unnecessary		No Response	
	#	%	#	%	#	%	#	%	#	%
Counseling socially maladjusted	36	45	42	53	89	98	2	3	0	0
Studying behavioral problems	24	30	52	65	76	95	3	4	1	1
Analyzing disturbance within students	31	39	45	56	76	95	1	1	3	4
Helping students adjust	30	38	47	59	77	97	3	4	0	0
Counseling potential dropouts	31	39	36	45	67	84	9	11	4	5
Counseling emotionally handicapped	23	29	48	60	71	89	8	10	1	1
Using referral agencies	26	32	48	60	74	92	4	5	2	3
Investigating group counseling procedures	18	23	54	68	72	91	6	8	2	3
Studying emotional development	21	26	52	65	73	91	4	5	3	4
Studying adolescent needs	22	28	47	59	69	87	9	11	2	3
Reviewing current research in counseling and guidance	11	14	60	75	71	89	6	8	3	4
Studying intellectual development	11	14	58	73	69	87	10	12	1	1
Counseling the individual	35	44	36	45	71	89	6	8	3	4
Identifying potential dropouts	31	39	36	45	67	84	9	11	4	5
Establishing identity during adolescence	20	25	44	55	64	80	9	11	7	9
Testing individuals	19	24	48	60	67	84	11	14	2	3
Studying social development	11	14	56	70	67	84	11	14	2	3
Evaluating the guidance program	19	23	51	64	70	87	7	9	3	4
Establishing a working relationship with students	32	40	36	45	68	85	8	10	4	5
Establishing public relations	23	29	42	53	65	82	11	14	4	5
Studying counseling techniques	17	21	50	63	67	84	10	12	3	4
Interpreting tests	21	26	44	55	65	82	12	15	3	4
Testing aptitude	9	11	55	69	64	80	13	16	3	4
Testing personality	13	16	50	63	63	79	12	15	5	6
Obtaining occupational information	26	32	35	44	61	76	16	20	3	4
Testing achievement	9	11	51	64	60	75	17	21	3	4
Grouping by ability	3	4	50	63	53	67	22	28	5	6
Using statistical methods	8	10	49	61	57	71	20	25	3	4
Establishing a testing program	15	19	43	54	57	73	20	25	2	3
Obtaining educational information	9	11	46	58	55	69	21	26	4	5

TABLE 8

FEMALE COUNSELORS' RESPONSES TO SECTION B OF QUESTIONNAIRE

Item	Critical		Beneficial		Subtotal		Unnecessary		No Response	
	#	%	#	%	#	%	#	%	#	%
Counseling socially maladjusted	13	46	12	43	25	89	1	4	2	7
Studying behavioral problems	10	36	17	61	27	97	1	4	0	0
Analyzing disturbance within students	11	39	15	54	26	93	2	7	0	0
Helping students adjust	10	36	14	50	24	86	3	11	1	4
Counseling potential dropouts	14	50	11	39	25	89	3	11	0	0
Counseling emotionally handicapped	5	18	23	82	28	100	0	0	0	0
Using referral agencies	7	25	16	57	23	82	4	14	1	4
Investigating group counseling procedures	7	25	17	61	24	86	3	11	1	4
Studying emotional development	4	14	18	64	22	78	6	21	0	0
Studying adolescent needs	4	14	19	68	23	82	4	14	1	4
Reviewing current research in counseling and guidance	3	11	18	64	21	75	6	21	1	4
Studying intellectual development	0	0	22	79	22	79	5	18	1	4
Counseling the individual	9	32	10	36	19	68	7	25	2	7
Identifying potential dropouts	9	32	14	50	23	82	5	18	0	0
Establishing identity during adolescence	8	29	17	61	25	89	2	7	1	4
Testing individuals	0	0	21	75	21	75	7	25	0	0
Studying social development	1	4	20	71	21	75	6	21	1	4
Evaluating the guidance program	6	21	10	36	16	57	11	39	1	4
Establishing a working relationship with students	6	21	11	39	17	60	8	29	3	11
Establishing public relations	6	21	14	50	20	71	7	25	1	4
Studying counseling techniques	1	4	16	57	17	60	9	32	2	7
Interpreting tests	2	7	12	43	14	50	12	43	2	7
Testing aptitude	1	4	13	46	14	50	13	46	1	4
Testing personality	3	11	12	43	15	54	12	43	1	4
Obtaining occupational information	5	18	10	36	15	54	12	43	1	4
Testing achievement	1	4	11	39	12	43	15	54	1	4
Grouping by ability	1	4	17	61	18	65	10	36	0	0
Using statistical methods	1	4	10	36	11	40	14	50	3	11
Establishing a testing program	1	4	7	25	8	29	19	68	1	4
Obtaining educational information	1	4	10	36	11	40	16	57	1	4

were regarded highly by both the second and third groups. Group 1 and group 2 both indicated great interest in counseling potential dropouts. Counseling the socially maladjusted was recorded by a large percentage of both the University of Illinois group and the out-of-state group.

Establishing a testing program was considered by all three groups as one of the three items least necessary for further study. The University of Illinois group and the other Illinois schools group also agreed that continued study about grouping by ability was unnecessary. Additional items listed by the out-of-state group included obtaining educational information, testing achievement, and testing aptitude. (Tables 9, 10, 11).

The counselors were asked to list suggestions for other study items. Twenty-nine widely varying additional study items were stated. Improvement in relationships was the only recurrent idea. Suggested for additional study were teacher-counselor, administrator-counselor, and community-school relationships. Of these themes, the teacher-counselor relationship idea was suggested most often. Table 12 shows the complete list of the counselors' suggestions for other study items exactly as they appeared on the questionnaires.

TABLE 12

COUNSELORS' SUGGESTED STUDY ITEMS

1. How to improve teacher-counseling relations
2. How to convince public counselors are necessary
3. Organization of guidance program--limited clerical help
4. Play therapy and counseling for elementary counselors
5. School psychologist's techniques
6. Longer internship or practicum
7. At elementary level practice with group procedures
8. Establishing a follow-up program after graduation
9. Evaluation of new testing programs

TABLE 9

RESPONSES OF COUNSELORS HOLDING DEGREES FROM THE UNIVERSITY OF ILLINOIS TO SECTION B OF QUESTIONNAIRE

Item	Critical		Beneficial		Subtotal		Unnecessary		No Response	
	#	%	#	%	#	%	#	%	#	%
Counseling socially maladjusted	19	43	25	57	44	100	0	0	0	0
Studying behavioral problems	17	39	25	57	42	96	1	2	1	2
Analyzing disturbance within students	14	32	26	59	40	91	1	2	3	7
Helping students adjust	15	34	25	57	40	91	3	7	1	2
Counseling potential dropouts	17	39	24	55	41	94	0	0	3	7
Counseling emotionally handicapped	11	25	30	68	41	94	2	5	1	2
Using referral agencies	9	20	29	66	38	86	4	9	2	5
Investigating group counseling procedures	9	20	31	70	40	91	1	2	3	7
Studying emotional development	9	20	31	70	40	91	2	5	2	5
Studying adolescent needs	11	25	26	59	37	84	5	11	2	5
Reviewing current research in counseling and guidance	7	16	34	77	41	94	1	2	2	5
Studying intellectual development	5	11	31	70	36	81	6	14	2	5
Counseling the individual	16	36	22	50	38	86	3	7	3	7
Identifying potential dropouts	17	39	24	55	41	94	0	0	3	7
Establishing identity during adolescence	10	23	27	61	37	84	4	9	3	7
Testing individuals	10	23	29	66	39	89	4	9	1	2
Studying social development	6	14	28	64	34	78	8	18	2	5
Evaluating the guidance program	9	20	28	64	37	84	5	11	2	5
Establishing a working relationship with students	18	41	19	43	37	84	5	11	2	5
Establishing public relations	10	23	25	57	35	86	6	14	3	7
Studying counseling techniques	5	11	33	75	38	86	4	9	2	5
Interpreting tests	9	20	25	57	34	78	7	16	3	7
Testing aptitude	3	7	32	73	35	80	6	14	3	7
Testing personality	4	9	25	57	29	66	11	25	4	9
Obtaining occupational information	14	32	20	45	34	78	7	16	3	7
Testing achievement	4	9	30	68	34	78	7	16	3	7
Grouping by ability	2	5	27	61	29	66	12	27	3	7
Using statistical methods	4	9	27	61	33	70	9	20	4	9
Establishing a testing program	8	18	24	55	32	73	10	23	2	5
Obtaining educational information	6	14	30	68	36	81	6	14	2	5

TABLE 10
 RESPONSES FROM COUNSELORS HOLDING DEGREES FROM ILLINOIS SCHOOLS
 OTHER THAN THE UNIVERSITY OF ILLINOIS TO SECTION B OF QUESTIONNAIRE

Item	Critical		Beneficial		Subtotal		Unnecessary		No Response	
	#	%	#	%	#	%	#	%	#	%
Counseling socially maladjusted	16	42	18	47	34	89	2	5	2	5
Studying behavioral problems	19	20	16	42	35	92	1	3	2	5
Analyzing disturbance within students	16	42	21	55	37	97	1	3	0	0
Helping students adjust	12	32	23	61	35	92	3	8	0	0
Counseling potential dropouts	15	39	21	55	36	94	2	5	0	0
Counseling emotionally handicapped	8	21	27	71	35	92	3	8	0	0
Using referral agencies	14	37	21	55	35	92	2	5	1	3
Investigating group counseling procedures	8	21	26	68	34	89	4	10	0	0
Studying emotional development	8	21	23	61	31	82	6	16	1	3
Studying adolescent needs	7	18	25	66	32	84	5	13	1	3
Reviewing current research in counseling and guidance	3	8	27	71	30	79	6	16	2	5
Studying intellectual development	3	8	29	76	32	84	6	16	0	0
Counseling the individual	16	42	15	39	31	82	6	16	1	3
Identifying potential dropouts	15	39	15	39	30	79	8	21	0	0
Establishing identity during adolescence	9	24	19	50	28	74	6	16	4	10
Testing individuals	5	13	23	61	28	74	9	24	1	3
Studying social development	4	10	27	71	31	82	6	16	1	3
Evaluating the guidance program	13	34	18	49	31	82	6	16	1	2
Establishing a working relationship with students	11	29	18	47	29	76	6	16	3	8
Establishing public relations	11	29	20	53	31	82	5	13	2	5
Studying counseling techniques	8	21	18	47	26	68	9	24	3	8
Interpreting tests	12	32	18	47	30	79	7	18	1	3
Testing aptitude	6	16	22	58	28	74	9	24	1	3
Testing personality	7	18	24	63	31	82	6	16	1	3
Obtaining occupational information	12	32	15	39	27	71	12	32	1	3
Testing achievement	6	16	17	45	23	61	14	37	1	3
Grouping by ability	2	5	19	50	21	55	15	39	2	5
Using statistical methods	4	10	16	42	20	52	17	45	1	3
Establishing a testing program	6	16	14	37	20	52	17	45	1	3
Obtaining educational information	3	8	13	34	16	42	20	53	2	5

TABLE 11
 RESPONSES OF COUNSELORS HOLDING DEGREES FROM OUT-OF-STATE COLLEGES AND UNIVERSITIES
 TO SECTION B OF QUESTIONNAIRE

Item	Critical		Beneficial		Subtotal		Unnecessary		No Response	
	#	%	#	%	#	%	#	%	#	%
Counseling socially maladjusted	14	54	11	42	25	96	1	4	0	0
Studying behavioral problems	6	23	19	73	25	96	1	4	0	0
Analyzing disturbance within students	12	46	13	50	25	96	1	4	0	0
Helping students adjust	13	50	13	50	26	100	0	0	0	0
Counseling potential dropouts	15	58	8	31	23	89	3	12	0	0
Counseling emotionally handicapped	9	35	14	54	23	89	3	12	0	0
Using referral agencies	10	38	14	54	24	92	2	8	0	0
Investigating group counseling procedures	8	31	14	54	22	85	4	15	0	0
Studying emotional development	8	31	16	62	24	92	2	8	0	0
Studying adolescent needs	8	21	15	58	23	89	3	12	0	0
Reviewing current research in counseling and guidance	4	15	17	65	21	80	5	19	0	0
Studying intellectual development	3	12	21	81	24	92	2	8	0	0
Counseling the individual	12	46	9	35	21	80	4	15	1	4
Identifying potential dropouts	9	35	14	54	23	89	3	12	0	0
Establishing identity during adolescence	9	35	15	58	24	92	1	4	1	4
Testing individuals	4	15	17	65	21	80	5	19	0	0
Studying social development	2	8	21	81	23	89	3	12	0	0
Evaluating the guidance program	3	12	15	58	18	70	7	27	1	4
Establishing a working relationship with students	7	27	10	38	17	65	7	27	2	8
Establishing public relations	8	31	11	42	19	73	7	27	0	0
Studying counseling techniques	5	19	15	58	20	77	6	23	0	0
Interpreting tests	2	8	13	50	15	58	10	38	1	4
Testing aptitude	1	4	14	54	15	58	11	42	0	0
Testing personality	5	19	13	50	18	70	7	27	1	4
Obtaining occupational information	5	19	12	46	17	65	9	35	0	0
Testing achievement	0	0	15	58	15	58	11	42	0	0
Grouping ability	0	0	21	81	21	81	15	19	0	0
Using statistical methods	1	4	16	62	17	65	8	31	1	4
Establishing a testing program	2	8	12	46	14	54	12	46	0	0
Obtaining educational information	1	4	13	50	14	54	11	42	1	4

10. Defining counselor-administrator relations
11. Culturally deprived
12. Morality revolution
13. Underachievement
14. Vocational exploration
15. Counseling practicum
16. Psychological testing
17. Relationship between curriculum and student adjustment
18. Place of counselor in scheduling classes and subjects
19. Counselor's relationship with classroom teacher
20. Counselors ability to work and fit in school situations
21. More psychology
22. More referral
23. More techniques
24. More vocational study
25. School-community relations
26. Data processing
27. Norming, rating scales, test scoring special information
on storage and retrieval practical research systems and
record keeping and reporting
28. Relationship of counselor and other faculty
29. Study of philosophy of counseling

Results of Section C of Questionnaire

Thirteen means were suggested in section C for satisfying the need for additional study about the above mentioned items. The counselors were asked to rank, in order of their preference, these various means. In order to rank the suggested means in a way reflective of the entire populations' attitude, a formula was devised to weight responses. Letting x equal the number of times chosen at a specific rank, each item was given a weighted, numerical value based upon the following formula:

$$\begin{aligned} \text{Numerical value} = & (1) (x) + (2) (x) + (3) (x) + (4) (x) + (5) (x) + (6) (x) \\ & (7) (x) + (8) (x) + (9) (x) + (10) (x) + (11) (x) + (12) (x) \\ & + (13) (x). \end{aligned}$$

Therefore, a low numerical value indicated a high ranking (Appendix II).

The means most preferred by the counselors was the National Defense Education Act summer institute. They chose the special summer course, the workshop, the special extension course, and the special course on-campus as second, third, fourth, and fifth, respectively. Conversely, the population demonstrated least interest in the letter or phone service from a university consultant or a state office professional consultant.

TABLE 13
MEANS FOR OBTAINING
FURTHER STUDY AS RANKED BY THE COUNSELORS

Means	Rank
NDEA summer institute	1
Special summer course	2
Workshop	3
Special extension course	4
Special course on-campus	5
Seminar	6
Sixth year program	7
Visitation from university consultant	8
Professional organizations (IGPA-APGA) discussion groups	9
Visitation from state office professional consultant	10
Professional organizations (IGPA-APGA) speaker	11
Letter or phone service from university consultant	12
Letter or phone service from state office professional consultant	13

When the population was considered as being composed of two groups based upon sex, the male counselors chose the National Defense Education Act summer institute as first, while the female counselors preferred it second. However, the female counselors indicate their first preference as the special summer course which was the males'

second choice. Both groups ranked the letter or phone service from a university consultant or state office professional consultant as twelfth and thirteenth, respectively.

TABLE 14
MEANS FOR OBTAINING FURTHER STUDY
AS RANKED BY MALE AND FEMALE COUNSELORS

Means	Rank		
	Men	Women	Total
NDEA summer institute	1	2	1
Special summer course	2	1	2
Workshop	5	3	3
Special extension course	3	4	4
Special course on-campus	4	5	5
Seminar	7	6	6
Sixth year program	6	7	7
Visitation from university consultant	8	8	8
Professional organizations (IGPA-APGA) discussion groups	9	9	9
Visitation from state office professional consultant	11	10	10
Professional organizations (IGPA-APGA) speaker	10	11	11
Letter or phone service from university consultant	12	12	12
Letter or phone service from state office professional consultant	13	13	13

When analyzing the counselors' responses according to university affiliation, the following results were determined. Graduates of the University of Illinois and out-of-state institutions ranked the special summer course as their first preference. The counselors from Illinois schools other than the University of Illinois recorded the National Defense Education Act summer institute as the most desired means.

All three groups ranked the letter or phone service from a state office professional consultant as thirteenth. The group 2 counselors indicated the professional organization speaker as their twelfth preference, while the other two groups recorded the letter or phone service from a university consultant in this place.

TABLE 15
MEANS FOR OBTAINING FURTHER STUDY AS RANKED
BY COUNSELORS ACCORDING TO UNIVERSITY AFFILIATION*

Means	Rank			Total
	Group 1	Group 2	Group 3	
NDEA summer institute	2	1	3	1
Special summer course	1	4	1	2
Workshop	5	2	2	3
Special extension course	4	3	5	4
Special course on-campus	3	5	4	5
Seminar	7	6	7	6
Sixth year program	6	7	6	7
Visitation from university consultant	9	8	8	8
Professional organizations (IGPA-APGA) discussion groups	11	9	9	9
Visitation from state office professional consultant	10	11	11	10
Professional organizations (IGPA-APGA) speaker	8	12	10	11
Letter or phone service from university consultant	12	10	12	12
Letter or phone service from office professional consultant	13	13	13	13

*Group 1--Graduates of University of Illinois
Group 2--Graduates of Illinois School Other than University of Illinois
Group 3--Graduates of Out-of-State Institutions

Seven of the suggested means for obtaining further study are means that could be offered by a university for credit. They are:

sixth year program, special summer course, special course on campus, special extension course, National Defense Education Act summer institute, workshop, and seminar. The remaining six means would not convey credit to the recipient of the service. These six are: visitation from a university consultant, letter or phone service from a university consultant, visitation from a state office professional consultant, letter or phone service from a state office professional consultant, professional organizations (IGPA-APGA) speaker, and professional organizations (IGPA-APGA) discussion groups.

The total group of counselors indicated, by their ranking of the means, that they preferred credit-bearing methods of further study rather than non-credit-bearing methods. The credit means were ranked first through seven inclusively, and the non-credit means occupied the bottom six ranks. When analyzed according to groups divided by sex or by university affiliation, the same results were obtained.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions may be drawn from the data presented by this study:

1. The study surveyed counselors other than Eastern graduates no further than eighty-five miles distant from Eastern Illinois University.

2. One hundred and twenty-eight counselors were included in the survey.

3. The counselors' response was very good as indicated by an 85.2% return.

4. In this study, men responded better than women.

5. Over 85% of the population studied were married.

6. The average age of the population was forty years.

7. The population represented twenty-five universities.

8. The counselors averaged approximately thirty-five semester hours in guidance.

9. All but ten of the counselors held degrees beyond the Bachelor's.

10. Most of the counselors felt that it would be beneficial to obtain further study about all of the items.

11. Counselors indicated that further study about counseling the socially maladjusted, studying behavioral problems, and analyzing disturbances within students would be most beneficial to their interests and work.

12. Men indicated a critical need for further study about the counseling of socially maladjusted.

13. Women considered additional study about counseling the emotionally handicapped as most beneficial.

14. Counselors from the University of Illinois showed a critical need for additional education about counseling the socially maladjusted.

15. Counselors from other Illinois schools most desired further study in analyzing disturbances with students.

16. Graduates from schools out-of-state regarded further education about helping students adjust as most important.

17. The population surveyed regarded further study about establishing a testing program as least necessary to their interests and work.

18. Additional education about grouping by ability was considered least necessary by both the male counselors surveyed and the graduates of the University of Illinois.

19. Female counselors, graduates of other Illinois schools, and graduates of out-of-state schools indicated further study about establishing a testing program as least necessary to their interests and work.

20. The total population surveyed preferred a National Defense Education Act summer institute, above all others suggested, as the means for obtaining further study.

21. Male counselors and the group composing the other Illinois schools ranked the National Defense Education Act summer institute as the most preferred means of obtaining further study.

22. A special summer course was most preferred as a means for obtaining further study by female counselors, University of Illinois graduates, and the graduates from out-of-state schools.

23. The counselors preferred a means for obtaining further study that provided credit.

Recommendations

Based upon the foregoing conclusions, the following recommendations may be made:

1. Eastern Illinois University should increase its services to counselors.

2. Results of this study indicate that these services should be in the form of a National Defense Education Act summer institute or a special summer course.

3. The services offered should stress study in the areas of counseling the socially maladjusted, studying behavioral problems, and analyzing disturbances within students.

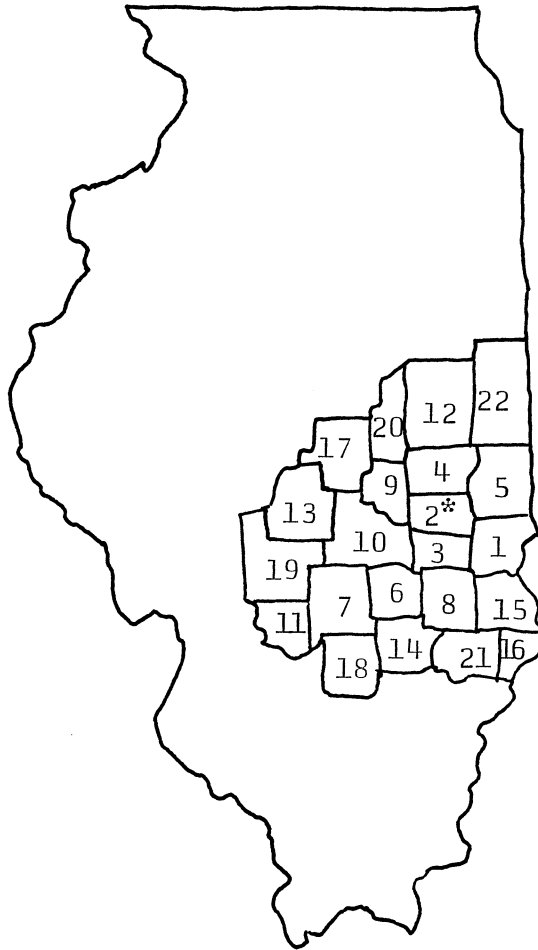
4. Any additional services to counselors should be offered for credit.

It is also recommended that future survey studies be designed for machine tabulation.

APPENDIX I

MATERIAL RELATING TO CHAPTER I

GEOGRAPHICAL AREA COVERED BY THE STUDY



IEA Eastern Division
Counties

- 1 Clark
- 2 Coles
- 3 Cumberland
- 4 Douglas
- 5 Edgar
- 6 Effingham
- 7 Fayette
- 8 Jasper
- 9 Moultrie
- 10 Shelby

Counties Bordering
IEA Eastern Division

- 11 Bond
- 12 Champaign
- 13 Christian
- 14 Clay
- 15 Crawford
- 16 Lawrence
- 17 Macon
- 18 Marion
- 19 Montgomery
- 20 Piatt
- 21 Richland
- 22 Vermilion


May 10, 1967

Your opinions are needed in helping the Guidance Department at Eastern Illinois University expand its services to school counselors in the East-Central Illinois area. The enclosed questionnaire presents some topics and asks you to check whether further study about them is critical, beneficial, or unnecessary to your interests and/or work. It then suggests various means school counselors could use to obtain this additional study and asks you to choose the ones you prefer.

The brief personal data selection will also be of benefit to us. The "number of hours in guidance" called for in section A may be defined as those hours accepted by the state as meeting guidance certification requirements.

Your return of the completed questionnaire as soon as possible would be greatly appreciated. Thank you for your time and cooperation.

Sincerely,



Ferrell F. Wiman
Graduate Assistant
Department of Educational Psychology
and Guidance

Enclosure

QUESTIONNAIRE

A.

Name: _____ Position: _____

Age: _____ Sex: M F Marital Status: M S Div. Degree Held: BA E

Degree Rec'd From: _____ No. Semester Hours

B. FURTHER STUDY ABOUT THIS ITEM IS CRITICAL BENEFICIAL UNNECES

	CRITICAL	BENEFICIAL	UNNECES
Counseling emotionally handicapped			
Testing Individuals			
Establishing a working relationship with students			
Counseling socially maladjusted			
Evaluating the guidance program			
Grouping by ability			
Studying social development			
Obtaining occupational information			
Studying intellectual development			
Helping students adjust			
Establishing a testing program			
Studying adolescent needs			
Using referral agencies			
Counseling the individual			
Counseling potential dropouts			
Identifying potential dropouts			
Investigating group counseling procedures			
Reviewing current research in			

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C.

May 22, 1967

Dear Counselor,

Recently you received a questionnaire intended to gather data relative to the question: In what areas do counselors desire further study and by what means do they prefer to obtain this study? Your opinion, as expressed on the enclosed duplicate questionnaire, is needed to help complete this data.

This study is being conducted to meet part of the requirements of a graduate degree program with the results being used to help Eastern Illinois University provide more services to East-Central Illinois counselors.

I realize your time is valuable but it would be most appreciated if you would take a few minutes to complete and return the questionnaire. Thank you for your cooperation.

Ferrell F. Wiman



Graduate Assistant
Department of Educational Psychology
and Guidance

TABLE 16
 COUNSELORS' AND GRADUATES' * RESPONSES TO THE STUDY ITEMS

Study Item	Percentage of Each Group Regarding Further Study About The Item As Critical or Beneficial	
	Counselors	Graduates
Counseling emotionally handicapped	92	68
Testing individuals	82	73
Establishing a working relationship with students	79	70
Counseling socially maladjusted	95	83
Evaluating the guidance program	80	69
Grouping by ability	71	66
Studying social development	82	85
Obtaining occupational information	70	64
Studying intellectual development	84	71
Helping students adjust	95	82
Establishing a testing program	61	63
Studying adolescent needs	85	70
Using referral agencies	90	73
Counseling the individual	83	82
Counseling potential dropouts	93	87
Identifying potential dropouts	83	71
Investigating group counseling procedures	89	77
Reviewing current research in counseling and guidance	85	70
Testing personality	72	64
Establishing public relations	79	68
Studying counseling techniques	79	83
Studying emotional development	88	86
Interpreting tests	73	80
Using statistical methods	63	73
Obtaining educational information	61	64
Studying behavioral problems	95	85
Analyzing disturbances within students	95	81
Testing achievement	67	70
Testing aptitude	72	68
Establishing identity during adolescence	81	64

*Refers to graduates included in the "Follow-up Study of Graduates, 1955-1966."

TABLE 17
 SUGGESTED MEANS FOR OBTAINING FURTHER STUDY
 AS RANKED BY COUNSELORS AND GRADUATES*

Suggested Means	Rank	
	Counselors	Graduates
Sixth year program	7	1
Special summer course	2	2
Special course--on campus	5	5
Special extension course	4	6
N.D.E.A. summer institute	1	3
Workshop	3	4
Seminar	6	7
Visitation from university consultant	8	8
Letter or phone service from university consultant	12	11
Visitation from state office professional consultant	10	12
Letter or phone service from state office professional consultant	13	13
Professional organizations (I.G.P.A.--A.P.G.A.) speaker	11	10
Professional organizations (I.G.P.A.--A.P.G.A.) discussion groups	9	9

*Refers to graduates included in the "Follow-up Study of Graduates, 1955-1966."

APPENDIX II

MATERIAL RELATING TO CHAPTER II

TABLE 18

CHOICE DISTRIBUTION OF COUNSELORS' PREFERENCES FOR MEANS OF OBTAINING FURTHER STUDY

Means	Times Ranked As													Total Numerical Value
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	
Sixth Year Program	25	4	3	8	10	5	21	1	3	4	3	1	12	577
Special summer course	12	27	27	11	11	7	3	2	0	0	0	0	1	356
Special course--on campus	7	10	17	19	15	12	9	4	0	2	1	2	0	451
Special extension course	12	18	13	20	15	8	8	5	0	2	0	1	1	431
NDEA summer institute	33	18	11	12	10	6	4	0	2	0	3	1	1	340
Workshop	13	14	13	13	12	18	9	3	2	0	0	1	1	430
Seminar	2	3	12	11	12	26	20	5	1	2	2	0	1	548
Visitation from university consultant	2	2	0	4	1	4	7	29	16	20	9	2	2	825
Letter or phone service from university consultant	1	2	0	1	1	0	3	7	12	16	19	16	18	994
Visitation from state office professional consultant	1	2	2	0	4	0	5	11	24	18	11	12	7	906
Letter or phone service from state office prof. cons.	0	1	0	2	0	1	1	1	4	9	24	23	29	1074
Prof. org. (IGPA-APGA) speaker	1	2	2	0	4	7	3	6	15	10	12	13	19	912
Prof. org. (IGPA-APGA) discussion groups	1	3	2	3	4	6	4	21	11	11	7	16	9	872

TABLE 19

CHOICE DISTRIBUTION OF MALE COUNSELORS' PREFERENCES FOR MEANS OF OBTAINING FURTHER STUDY

Means	Times Ranked As													Total Numerical Value
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	
Sixth Year Program	20	3	3	8	8	3	17	0	2	3	0	1	7	395
Special summer course	9	20	20	10	7	6	2	1	1	0	0	0	1	264
Special course--on campus	6	10	12	15	10	8	8	1	0	1	1	1	0	317
Special extension course	5	16	10	15	12	6	4	5	0	2	0	0	0	311
NDEA summer institute	26	12	9	5	9	5	4	0	2	0	0	1	1	243
Workshop	9	8	10	9	9	15	8	2	2	0	0	0	1	329
Seminar	2	2	8	10	8	20	14	3	0	1	2	0	1	397
Visitation from university consultant	1	1	0	2	1	3	4	25	12	13	8	2	1	625
Letter or phone service from university consultant	1	0	0	0	1	0	3	5	11	13	13	9	15	742
Visitation from state office professional consultant	1	1	0	0	2	0	2	9	19	15	7	8	7	684
Letter or phone service from state office prof. consultant	0	0	0	1	0	1	1	1	1	6	22	17	20	800
Prof. org. (IGPA-APGA) speaker	1	1	2	0	3	3	2	4	10	7	9	10	15	662
Prof. org. (IGPA-APGA) discussion groups	1	1	1	3	2	3	2	14	8	9	5	14	8	661

TABLE 20

CHOICE DISTRIBUTION OF FEMALE COUNSELORS' PREFERENCES FOR MEANS OF OBTAINING FURTHER STUDY

Means	Times Ranked As													Total Numerical Value
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	
Sixth Year Program	5	1	0	0	2	2	4	1	1	1	3	0	5	182
Special summer course	3	7	7	1	4	1	1	1	1	0	0	0	0	92
Special course--on campus	1	0	5	4	5	4	1	3	0	1	0	1	0	134
Special extension course	7	2	3	5	3	2	4	0	0	0	0	1	1	120
NDEA summer institute	7	6	2	7	1	1	0	0	0	0	3	0	0	97
Workshop	4	6	3	4	3	3	1	1	0	0	0	1	0	101
Seminar	0	1	4	1	4	6	6	2	1	1	0	0	0	151
Visitation from university consultant	1	1	0	2	0	1	3	4	4	7	1	0	1	200
Letter or phone service from university consultant	0	2	0	1	0	0	0	2	1	3	6	7	3	252
Visitation from state office professional consultant	0	1	2	0	2	0	3	2	5	3	4	4	0	222
Letter or phone service from state office prof. consultant	0	1	0	1	0	0	0	0	3	3	2	6	9	274
Prof. org. (IGPA-APGA) speaker	0	1	0	0	1	4	1	2	5	3	3	3	4	250
Prof. org. (IGPA-APGA) discussion groups	0	2	1	0	2	3	2	7	3	2	2	2	1	211

TABLE 21

CHOICE DISTRIBUTION OF GROUP 1* COUNSELORS' PREFERENCES FOR MEANS OF OBTAINING FURTHER STUDY

Means	Times Ranked As													Total Numerical Value
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	
Sixth Year Program	10	2	2	4	3	1	8	0	0	2	0	1	6	223
Special summer course	7	10	13	5	3	3	0	0	1	0	0	0	0	128
Special course--on campus	3	7	7	7	6	6	0	0	0	0	1	1	0	155
Special extension course	3	8	5	6	9	2	5	1	0	1	0	0	0	168
NDEA summer institute	10	6	4	5	7	3	1	0	0	0	1	1	0	137
Workshop	5	1	6	5	3	9	5	1	2	0	0	1	1	200
Seminar	2	2	0	5	4	10	10	2	0	1	2	0	0	224
Visitation from university consultant	1	1	0	1	0	1	4	14	7	5	3	1	1	324
Letter or phone service from university consultant	0	1	0	0	1	0	0	3	4	7	8	6	8	401
Visitation from state office professional consultant	1	0	2	0	2	0	2	5	13	5	3	5	0	331
Letter or phone service from state office prof. consultant	0	0	0	2	0	1	1	0	0	3	11	8	11	411
Prof. org. (IGPA-APGA) speaker	0	1	1	0	1	3	2	1	6	6	2	3	6	300
Prof. org. (IGPA-APGA) discussion groups	0	1	1	1	1	0	1	9	4	6	3	6	4	346

of

*Refers to counselors holding degrees from the University of Illinois

TABLE 22

CHOICE DISTRIBUTION OF GROUP 2* COUNSELORS' PREFERENCES FOR MEANS OF OBTAINING FURTHER STUDY

Means	Times Ranked As													Total Numerical Value
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	
Sixth Year Program	7	1	1	3	4	3	8	0	2	1	2	0	4	220
Special summer course	1	8	9	3	6	4	3	1	0	0	0	0	1	152
Special course--on campus	2	2	3	7	5	5	8	3	0	0	0	0	0	178
Special extension course	7	6	6	9	3	2	0	4	0	1	0	0	0	142
NDEA summer institute	14	11	3	2	2	2	1	0	1	0	0	0	1	104
Workshop	6	6	5	7	4	4	3	1	0	0	0	0	0	134
Seminar	0	1	7	5	7	9	5	1	0	0	0	0	0	175
Visitation from university consultant	0	0	0	0	1	3	2	13	3	8	3	1	1	306
Letter or phone service from university consultant	1	0	0	0	0	0	3	2	7	5	5	5	6	344
Visitation from state office professional consultant	0	0	0	0	1	0	1	2	7	11	5	4	4	356
Letter or phone service from state office prof. consultant	0	0	0	0	0	0	0	1	3	3	11	8	9	399
Prof. org. (IGPA-APGA) speaker	1	1	1	0	1	1	0	2	7	2	5	8	10	397
Prof. org. (IGPA-APGA) discussion groups	1	2	1	2	1	3	1	5	3	4	4	6	4	321

*Refers to counselors holding degrees from Illinois colleges other than the University of Illinois

TABLE 23

CHOICE DISTRIBUTION OF GROUP 3* COUNSELORS' PREFERENCES FOR MEANS OF OBTAINING FURTHER STUDY

Means	Times Ranked As													Total Numerical Value
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	
Sixth Year Program	8	1	0	1	3	1	5	1	1	1	1	0	2	134
Special summer course	4	9	5	3	2	0	0	1	1	0	0	0	0	76
Special course--on campus	2	1	7	5	4	1	1	1	0	2	0	1	0	118
Special extension course	2	4	2	5	3	4	3	0	0	0	0	1	1	121
NDEA summer institute	9	1	4	5	1	1	2	0	1	0	2	0	0	99
Workshop	2	7	2	1	5	5	1	1	0	0	0	0	0	96
Seminar	0	0	5	1	1	7	5	2	1	1	0	0	1	149
Visitation from university consultant	1	1	0	3	0	0	1	2	6	7	3	0	0	195
Letter or phone service from university consultant	0	1	0	1	0	0	0	2	1	4	6	5	4	249
Visitation from state office professional consultant	0	2	0	0	1	0	2	4	4	2	3	3	3	219
Letter or phone service from state office prof. consultant	0	1	0	0	0	0	0	0	1	3	2	7	9	264
Prof. org. (IGPA-APGA) speaker	0	0	0	0	2	3	1	3	2	2	5	2	3	215
Prof. org. (IGPA-APGA) discussion groups	0	0	0	0	2	3	2	7	4	1	0	4	1	205

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*Refers to counselors holding degrees from out-of-state colleges

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