The Role of the Parent in the Counseling Interview with the Secondary School Student

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THE ROLE OF THE PARENT IN THE COUNSELING INTERVIEW

WITH THE SECONDARY SCHOOL STUDENT

by

Paul F. Quinn

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education

June

1961
LIFE

Paul F. Quinn was born in Chicago, Illinois, October 21, 1910.

He was graduated from St. Ignatius High School, Chicago, Illinois, June, 1929; from Loyola University, Chicago, Illinois, June, 1933, with the degree of Bachelor of Arts; from the Chicago Teachers College, June, 1936, with an elementary teaching certificate; from Loyola University, June, 1940, with the degree of Master of Arts; and attended Chicago University as a student-at-large in 1941 and 1942, until attendance was interrupted by entrance into military service. During service with the Armed Forces of the United States, the author was graduated from the Officer Candidate School, Miami Beach, Florida, February, 1943, and from the Adjutant General School, Fort Washington, Maryland, November, 1943.

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CHAPTER I

STATEMENT OF THE PROBLEM AND PROCEDURE INVOLVED

The Problem

In fairly recent years the focus of interest in educational matters has been centered on various aspects of the whole teaching and learning procedure. Since the year 1892 the acceleration has been tremendous. To mention but a few of the phases that have been foremost from time to time, one may start with the Herbartian influence, and then continue to enumerate the new psychological approach with the related child-study movement; the test and measurement emphasis; and the influence of John Dewey and his adherents. At the present time educators are concerned with providing a sound educational opportunity for all types of children, with particular emphasis on the problem of the gifted.$^1$

Along with the developments indicated above and in addition to many others, it is interesting to note the importance of the guidance program from its inception through its subsequent advancement. A wealthy philanthropist, Mrs. Quincy Shaw, gave the movement its start. Frank Parsons introduced and directed the first organized program in 1909. His book$^2$


tells of the origin, purpose, and early development of this movement. Mayer Bloomfield continued the work of Parsons and was instrumental in issuing the call for the first national conference on vocational guidance in 1910.

The first attempts at guidance were strictly vocational in nature; it was not until the first decade of this century that the holistic concept began to influence guidance activities. Jessie B. Davis in Grand Rapids was in part responsible for this new approach. In the late 1930's the influence of the personnel movement became apparent in business and industry as well as in affairs of a governmental nature. Guidance also was influenced by the development of personnel concepts and techniques. Today guidance has finally come into its own as one of the most important elements in the total educational sphere of activity. It is no longer considered as a fad or a passing fancy but is now an integral part of the educational structure and program. The National Defense Education Act of 1958 attests to the importance of guidance in education at this stage of our national development. Guidance, as understood today, has been influenced by various factors. "The antecedents of contemporary guidance concepts have their roots in four spheres of influence: sociology, economics, psychology, and education."  

It was noted by the writer that in all the voluminous literature

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3 Roy DeVerly Willey and Dean C. Andrews, Modern Methods and Techniques in Guidance (New York, 1955), p. 11.
pertaining to guidance and more particularly in that devoted to counseling, that one phase seems to receive little attention. That aspect is the role of the parent with the student in the counseling process. The parent is admitted, by all in the literature, to be a most important entity; his significance in the scheme of things educational in nature is indeed recognized. However, it is a fact, verified by a rather complete search of the literature, that any detailed treatment of the parent in relation to the counseling interview is not given. From the discovery that extant writings are anything but replete on the aspect of the parent in relation to his role with the student in the counseling process did the problem of this study evolve. In order to somewhat substantiate the findings of the writer that little does exist in regard to this phase of counseling, a letter was addressed to Science Research Associates, Chicago, Illinois, requesting information about this topic. Mildred McQueen, research editor for that organization, in her response makes the following statement: "However, none of the recent texts on counseling make specific mention of the place of the parent in the counselor's interview with the student."

In an attempt to delimit the general problem of the parent as related to counseling, the specific matter for investigation might be summarized in one sentence: What should be and what is the role of the parent with the student in the counseling interview? An analysis of this proposition indicates several aspects. First, there is the implication that the problem involves both the theoretical and the practical. Secondly, there is needed some delineation of the generality, "role of the parent".

It seems obvious that the best source of information in regard to
matters of guidance and counseling should be found in the tenets of those engaged in training future personnel for work in these fields. These individuals are the educators in the institutions of higher learning. In regard to the problem of this dissertation, that of the theoretical and the actual, the fact must be faced that the best procedures in guidance and counseling taught to personnel who will do this work in the future may or may not be those found operative. Theory and practice may coincide or they may not. The degree of correlation is an important aspect in the discussion of the problem of this study.

In addition to a consideration of theory as advocated by educators in the higher institutions of learning, and practice as they interpret it, there is still another level at which guidance and counseling activities are extensive. This is the secondary school segment of our educational hierarchy. At this level there also exists the possibility of contrasting theory as advocated by those engaged in these activities and practice as actually taking place.

Briefly, then, in resume, the discussion of the role of the parent with the student in the guidance and counseling process will treat of both theory and practice as held and observed by educators at the university level and those at the secondary level.

"Role of the parent" is the second consideration which must be defined. An entire yearbook has been devoted to the problem of the parents and the schools. A reading of this volume reveals great study of the importance

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of the parent in the total educational pattern. However, it must be emphasized that although the treatment is most comprehensive, it still does not touch upon the problem of this study, except in a very general way. By "role of the parent" in this discussion is meant the importance of the parent with the student in the counseling interview, which interview has for its purpose the discovering, accepting, attacking and solving of problems of many types. It is concerned with the role of the parent in definite problem areas and in specific difficulties in each of the categories. The problem is one of the degree of participation by the parent in the interview.

No discussion of the role of the parent in the counseling interview would be complete without one understanding. There is a definitely accepted principle with educators that the counseling interview is one of a personal nature and that the counselor and counselee share the knowledge of the problem which is present or arises at the interview or interviews. The intimate, personal, and confidential aspect of the situation cannot be denied nor overlooked. However, since the recognition, acceptance, appraisal, and solution of problems is the real justification for any counseling interview, it seems intelligent to state that any and all devices, agencies, and persons who might contribute to a successful solution should certainly be utilized. But this does not imply that the utilization of other persons in a counseling interview is strictly discretionary on the part of the counselor. Unless specific authorization is given by the counselee, the strict one-to-one relationship must be maintained.
In this study due respect is given to accepted counseling ethics. There is no insinuation intended that these should be changed nor modified in any way. In speaking of participation by the parent in the counseling interview it is to be understood that the presence of the parent is with the specific permission of the person being counseled. This underlying assumption must be understood in all that follows. Involvement with the parent is not to be construed as a cancellation nor abrogation of professional counseling ethics.

The Procedure

It has been indicated that the institutions of higher learning are considered as a primary source from which to obtain the best opinion in regard to the role of the parent with the student in the counseling interview.

In order to obtain a sampling of theory and practice, the North Central area was selected. It is felt that this region should be representative of the country as a whole because of the presence of the many recognized universities and colleges in the area. Evaluation of responses received from personnel in this region should approximate consensus throughout the country. Now, rather than to be merely concerned with addressing an instrument to an institution, it was deemed better to contact those individuals specifically concerned with guidance and counseling. The 1960 Directory of the National Association of Guidance Supervisors and Counselor Trainees in the North

5As of May, 1961, this organization is known as the Association for Counseling Education and Supervision.
Central region was utilized as a source from which to select schools and personnel to be contacted.

There is sufficient reason to justify the selection of the 1960 Directory as a source for university and college personnel. Since many schools now have practicums in operation it seems logical to assume that the personnel on this list would either be directing the work of the practicums or would have great familiarity with them. It is not too presumptuous to assume that persons directing or being very familiar with practicums might be among the best qualified to answer questions concerning guidance and counseling in the schools of today. These individuals, in addition to being most cognizant of theory and practice in regard to guidance and counseling matters, have the additional advantage of a laboratory situation. Work in the practicum should enable these individuals to be most exact in their conceptions of guidance and counseling in the schools both from the viewpoint of what is the best theory and also from the vantage point of expressing practice as they see it operative in the schools. Even admitting that in certain schools practicums are non-existent, the mere fact that individuals were interested in and had been accepted as members of the Association would argue for the presence at least of interest in matters pertaining to guidance and counseling. To assume only interest would certainly seem to be unjust to these individuals.

Still another reason for the selection of the 1960 Directory as a source of contacts is the fact that personnel on this list should be in an excellent position to present not only their opinions as to the best theory in regard to the role of the parent in the counseling interview, but should be able to delineate practice as operative. This statement is made because in schools
in which practicums are in operation much of the guidance and counseling done is with individuals below the higher institution level. Where practicums are not in operation much of the work in the field is with persons at the secondary school level.

In order to obtain some idea of both theory and practice from the viewpoint of persons in the higher institutions, a questionnaire seemed to be in order. The writer is only too cognizant of the disadvantages of this type of instrument but feels that in regard to this problem a questionnaire is probably the best approach to obtain the desired information. The construction of the questionnaire will be discussed in detail somewhat later.

All eighty colleges and universities listed in the 1960 Directory were contacted. Individuals were chosen who, in the opinion of the writer, seemed to be the ranking member in their institutions (in cases where more than one person from a school was a member of the Association). Since the population being sampled was in itself stratified, the real goal was to secure as many responses as possible from different institutions. The ability of the individual responding was not being tested, but his responses were being evaluated.

Now since the number of secondary schools in the North Central area is large in comparison with the number of institutions of higher learning and hence is a more extensive field in which guidance and counseling are operative, a second questionnaire was sent to local directors of guidance in schools in the North Central states. The purpose of this instrument was to obtain an opinion regarding theory at the secondary school level. It is to be noted that this opinion is from persons who are actually in guidance and counseling work. Moreover, it was desired to obtain some idea of actual
practice at this level as observed by secondary school personnel.

A publication of the United States Department of Health, Education, and Welfare, accurate as of March 1958, was utilized in order to select schools and individuals. This publication, Guide Lines, is a compilation of local directors of guidance furnished by the states giving name, title, and address of individuals responsible for directing their programs in their respective school systems. It is to be noted that Guide Lines covers all states. Therefore, states in the North Central region were selected for sampling purposes. A reprint from the North Central Association publications was selected in order to determine the states currently in the North Central Association.6

After the states to be contacted had been determined, there remained the problem of selecting the specific school systems to be reached. Every fourth high school listed for each North Central state in the Guide Lines was selected as a recipient of the questionnaire.

The questionnaire sent to the secondary schools was precisely the same as that forwarded to the universities and colleges, with but one exception. The problem areas and the specific problems are identical. However, a different set of questions is used after the structured portion of each questionnaire, in order to secure information pertinent to the problem at both the university and college level and at the high school level. As was indicated above, the specific function of the instrument

is to determine theory and practice at the secondary level in regard to
the role of the parent with the student in the counseling interview.

From a study of the results of both questionnaires and from an
evaluation of the literature that exists pertaining either directly or
indirectly to the problem of this study, the writer offers some implications
for counseling. This material will be presented in the last chapter.

The Questionnaire at the University Level

The purpose of the questionnaire at the university and college level
was, as has been indicated above, to determine both theory as expounded
to students who will be engaged in guidance and counseling activities
(predominantly at the secondary level), and practice as operative from
the viewpoint of the personnel responding. It was expected that theory
delineation might be obtained from the reaction of the respondents to
specific problem areas; it was hoped that an indication of practices
might be secured from the indicated answers. In summary, the goal was
to determine theory as expounded by specialists in the field of guidance
and counseling, and practice as they believed it to be operative. The
terminology "should be" was used in all questions pertaining to theory
and the word "is" was employed to secure responses in regard to practice.

The questionnaire was constructed with the thought in mind of
securing reaction to both theory and practice in terms of degree of
participation by the parent in the counseling interview with the student.
Hence, the terms "Nearly Always", "Very Often", "50%", "Very Seldom", and
"Almost Never" were used with the purpose of indicating the degree of
reaction to specific items.

The selection of the general areas and the specific problems listed under each one was a difficult one. In the literature pertinent to problem areas in guidance and counseling many groupings are to be found. Williamson establishes five major headings and enumerates specific problems under each:

A. Personality problems
   1. Social maladjustment
   2. Speech adjustment
   3. Family conflicts
   4. Student discipline

B. Problems of educational orientation and achievement
   1. Unwise choice of courses of study and curricula
   2. Differential scholastic achievement
   3. Insufficient general scholastic aptitude
   4. Ineffective study habits
   5. Reading disabilities
   6. Insufficient scholastic motivation
   7. Oversuccess
   8. Underachievement
   9. Problems of the superior student

C. Problems of occupational orientation
   1. Uncertain occupational choice
   2. No vocational choice
   3. Discrepancy between interests and aptitudes
   4. Unwise vocational choice

D. Financial problems
   1. Self-support in school and college
   2. Problems of student placement

E. Health problems
   1. Health
   2. Physical disabilities

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7E. G. Williamson, How to Counsel Students (New York, 1939), pp. 180, 514.
Dressel lists five problem areas that are in general similar to those of Williamson:

A. Vocational problems
   1. Vocational choice
   2. Occupational information
   3. Job hunting

B. Academic problems
   1. Educational planning
   2. Academic difficulties

C. Social and emotional problems
   1. Personal difficulties
   2. Family conflicts

D. Health and physical handicaps

E. Financial problems
   1. Part-time work
   2. Educational opportunities

Still another classification of problems is given by Robinson in a more recent work. He simplifies the question of areas by giving only three. Each of these embrace specific difficulties:

A. Adjustment problems
   1. Vocational choice
   2. Curricular planning
   3. Social acceptance
   4. Financial problems
   5. Difficulties such as religious confusion and personal maladjustment

B. Skill learning
   1. Study skills
   2. Language disabilities
   3. Social skills

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C. Immaturity
   1. Dependence
   2. Overconscientiousness as to the opinion of others
   3. Religious or moral worries
   4. Egocentrism

Stoops and Wahlquist indicate that a classification of problems might be in the areas pertaining to educational, personality, vocational, and home difficulties.\(^9\)

Another classification of problems would be that which includes those encountered while in school, and potential difficulties of post-school life. This is the designation of Willey and Andrew:

A. In-school problems
   1. Selection of courses of study
   2. Helping the failing student and the underachiever
   3. Developing study skills and habits
   4. Lack of interest
   5. Helping students with subject-matter disabilities

B. Post-school problems
   1. Selecting the right vocation
   2. Choosing a college
   3. Selecting other schools
   4. Special problems of the times such as acceleration, deceleration, enlisting or awaiting the draft call, and others of a similar nature\(^10\)


\(^11\)Willey and Andrew, p. 369.
From the viewpoint of a psychological worker, problems might be listed as does Marzolf:

1. Retarded development
2. School learning difficulties
3. Personal and social maladjustment
4. Educational prognosis
5. Vocational choice
6. Premarital counseling

Germane states as typical classes of problems for clinical study and individual counseling:

1. Educational
2. Physical health
3. Social emotional
4. Family
5. Economic
6. Leisure

It can be seen from the above brief and admittedly incomplete enumeration of areas and problems, that merely arriving at these categories and placing specific difficulties under the indicated headings is in itself a major study. This, as has been indicated, has been done by various authors. However, enumeration and classification of problems is not the purpose of this writing. Hence, the writer drew from the above, from other readings, and from personal experience, the five problem areas with the subproblems used in the questionnaire. These are given below:

A. Emotional, social, and personality problems
   1. Affectional needs
   2. Attainment of status

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12 Stanley S. Marzolf, Psychological Diagnosis and Counseling in the Schools (New York, 1956), pp. 103-105.
3. Group membership needs
4. Moral difficulties
5. Pupil-parent conflicts
6. Pupil-teacher conflicts

B. Educational and academic problems
1. Choice of curriculum
2. Lack of aptitude and/or motivation
3. Overachievement
4. Underachievement
5. Mental retardation
6. Student orientation to school
7. School leaving

C. Vocational problems
1. Occupational-scholastic information
2. Capacity and interest for vocation
3. Selection of vocation
4. Employment opportunities
5. Further schooling
6. Military service
7. Job hunting
8. Preparation for, entrance upon, and advancement on job

D. Health problems
1. Physical handicaps
2. Chronic illness
3. Nutrition problems
4. Sanitation

E. Financial problems
1. Part-time work
2. Lack of funds for high school
3. Lack of funds for higher education

In the questionnaire, the last section of each problem area is designed to be "open end" in order to eliminate, if possible, a psychological set in answering the specific items. It is readily recognized that in a topic such as this that many aspects may be discovered that bear upon the problem of this study, if some attempt at an unstructured approach is attempted. Hence, blank spaces are left on the questionnaire. These are provided in order that respondents might be able to write in problems which they
considered belonging in the general areas as set down by the writer.

The last section of the questionnaire attempts to determine if, in the university or college concerned, a practicum is in operation; the frequency of the involvement of the parent with the student in the activity of that practicum; the percentage of personnel being trained for guidance and counseling who have an opportunity to function with parents in the practicum; the request that items of interest about the practicum with emphasis on the involvement of the parent be enumerated; and finally, the respondent's conception of the role of the parent in the counseling interview.

The Questionnaire at the Secondary School Level

This instrument, as has been indicated, is identical with that prepared for the universities and colleges, with the exception of the last parts in which respondents are requested to answer a different set of questions than those asked of the other personnel. The reason for having the structured sections of the questionnaire identical is to have a basis for comparison.

The final section of the secondary school questionnaire attempts to discover the percentage of guidance personnel who have received their training in a college or university in the North Central area; the highest degree obtained by the respondent; the emphasis in work done in the pursuit of that degree; items of interest in the high school guidance program with particular reference to the place of the parent; and finally,
the respondent's conception of the role of the parent in the counseling interview.

**Definition of Terms Used in the Questionnaires**

*Guidance* is a process of a dynamic nature involving interpersonal relationships; it is designed to "influence the attitude and subsequent behavior of a person." Guidance may be considered as "a form of systematic assistance (aside from regular instruction) to pupils, students, or others, to help them assess their abilities and liabilities and to use that information effectively in daily living."  

*Counseling interview* is used in reference to the intimate session or sessions held by a counselor with a counselee, for the specific purpose of helping the individual to the degree that the counselee might solve or at least be helped to resolve his own problem or problems.

*Practicum* may be considered as "a course of instruction aimed at closely relating the study of theory and practical experience, both usually being carried on simultaneously." It can also be considered as an "academic exercise consisting of study and practical work."  

The role of the parent in the counseling interview refers to the participation by either the father, mother, or guardian (or any combination of these) in the interview or interviews between counselor and counselee.

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15 Ibid., 258.
or in an interview or interviews separate from that with the client dealing with some problem. Mere presence is not the only concern; the degree of contribution to the discovery, identification, acceptance, and solution of problems is the important element.

The parent in the counseling interview with the student admits of two possibilities of interpretation. The first refers to the actual presence of the parent with the student in the session. In other words, more than two persons would be involved at the same chronological time. The second interpretation refers to the introduction of the parent in the interviewing process. Conceivably, physical presence might be before or after the actual interview itself. Regardless of the interpretation the results should not be invalidated since participation is the point at issue. Judging from the responses, it appears that practically all of the respondents answered the questionnaire with the first interpretation in mind. This was the interpretation intended by the writer.

The next chapter will present a review of the literature pertaining to the problem of this study.
CHAPTER II

SURVEY OF THE LITERATURE

The purpose of this chapter is to present certain aspects of the role of the parent in the counseling interview as discovered in the literature treating directly or indirectly upon the problem of this study. Specific references to the role of the parent in such an interview are extremely few and are suggestive rather than detailed in treatment. However, the premise that any and all persons and agencies that might contribute to the betterment of the child should be enlisted seems readily acceptable. Moehlman, in listing the nineteen objectives given in the Children's Charter of the White House Conference, at even such a relatively early date as 1930, makes a significant statement. "These nineteen objectives are broad and sweeping. They recognize that educational needs cannot be satisfied by the schools alone and the home, the Church, and the community must carry their share of the burden."16

The same general reference to the necessity of concerted efforts by all agencies in the work with the child is stated in one of the works of the National Society for the Study of Education in the following:

Above all else, personnel service in education is predicted upon seeing the learner totally. We attempt to see him (a generic term) beyond the classroom as a person

16 Arthur B. Moehlman, School Administration (Boston, 1951), p. 39.
with a life, present and past, which is more heavily non-school than school oriented. He has interests, associations, and motivations which have their origins in his family, his community, his age peers—in a total world of which the classroom and the school as a whole are only a part, often a minor part. This is a reality which all educators, but particularly counselors and other personnel workers, must accept although it is damaging to our egos. Other agencies contribute as well as the school.17

From the above, since it appears logical that participation by the parent has a place in the total educational scheme, it certainly should be evident that parental activity in counseling is constructive. Counseling is universally accepted by educators as an important adjunct in the education of the child.

In a survey of the literature directly or indirectly applicable to the problem being discussed, it appears that a division of available material into two distinct divisions might be conducive to a better understanding. The two phases that will be discussed are the need for the parent in the counseling interview and general findings from the literature indicating the role of the parent in the counseling interview with the student. Again, it must be emphasized, that very little could be discovered that bears directly upon the problem of this study. However, inference can be of importance in the understanding of a situation.

The Need for the Parent

The first phase, in reviewing the literature, is concerned with the

need for the parent in the counseling interview. The lead is taken from
the natural order. Through matrimony, the perpetuation of the race is
secured and guaranteed. It seems reasonable to state that procreation is
accepted by all faiths as the primary or at least the concomitant end of
marriage. Since parents are the cause per se of their children, it follows
from the natural order of things that adults are a vital aspect in the
entire life of a child. Any and all phases of child participation in the
total educational picture should come within the purview of the parent.
Counseling is one of the aspects of the total educational picture and hence
should have some concern for the parent. That guidance and counseling are
educational aspects we have the statement of Traxler:

As personnel work has matured, however, and as the aims
and processes of education have, at the same time, been re-
examined, it has become increasingly clear that, when the
objectives of education are stated and analyzed, the
important objectives stress the growth and development of
the individual and draw upon the principles of guidance
as they do upon the principles of learning. The ultimate
purposes of counselors and teachers are not only similar,
they are virtually identical. Not only do the aims of
instruction and counseling coincide, but their processes
likewise have identical elements. 18

An important consideration is that of the educational need for
counseling with parents. A concise statement of the reasons for this
participation of parents and educators is given by McKinney:

First, there are the spontaneous requests from parents
who have problems or are concerned about their offspring.
They come for help, reassurance, or possibly to register
complaint. Second, there are the requests on the part of

the school personnel—the counselor, the principal, or the teacher—for the parents' presence in his office....

The psychological counselor and the social worker (sometimes called visiting teacher) often seeks a relationship with the parents when the child has emotional difficulties, it being associated with conditions in the home.¹⁹

When the parent initiates the interview by a request for it, one of the requirements for good counseling has already been met—a need exists. The next step is that "...the trained counselor exploits the need in an attempt to solve the basic difficulty."²⁰

A survey of the literature dealing with child-guidance clinics reveals some indication of the need for the parent in the counseling interview. From the establishment in the United States of the first psychological clinic in 1896 at the University of Pennsylvania by Witmer, child guidance clinics have improved in scope as well as in general purpose. Some of these clinics are independent while others are forced to rely upon taxation as a source of revenue. Medical institutions and the courts are often associated in action with these clinics. The parent has, in many cases, been an important entity working with other members of a clinical team by contributing information for the definition and solution of problems. By "being on the team" parents are often helped to achieve more normal personal lives with the subsequent influence upon home life. Changing the attitudes and actions of the parent is reflected in the general progress of the child, providing that therapy has been successful.


²⁰Ibid., 495.
Burton and Brueckner, in discussing the contributions of specialists and clinical services for the improvement of achievement on the part of the pupil, list five services rendered by specialists. In discussing these they say that one of these is "advisory and consultative services for administrators and supervisors for dealing with educational problems of the school and community, also for parents, teachers, and pupils...."21

Parents are needed in the total educational picture in order to develop the entire child potential. Gordon claims that: "Counseling with parents has the additional purpose of creating a home-school team working to achieve the guidance goals which have been delineated."22

In recent years the interest in matters educational in nature has shifted from intense concern for the slower than average child to an appraisal of the problem of the gifted. As has been indicated (the attention of the reader is invited to Chapter I), the National Society for the Study of Education has devoted a yearbook to the study of this subject.23 In this volume the contributors treat of many aspects of handling the gifted. The section devoted to the problem of guidance and counseling gives particular attention to the question of self-appraisal and self-conceptualization. Although the question of the parent is not mentioned specifically, the very

23The Fifty-Seventh Yearbook, Education for the Gifted.
nature of the complex problem of educating the gifted suggests the necessity of the parent in the process. If parents are needed in the education of the "normal" child, how much more so are they required in the work with the gifted. Intelligent acceleration, grouping, and enrichment, the three general methods of handling this type of youngster, certainly suggest the keen need for a parent in the counseling process.

In summary, it seems to be apparent that no great documentation is necessary to establish the fact that there is a positive need for a parent in all educational problems. Since guidance and counseling are now accepted as facets of the educational framework, it seems reasonable to state that there is a need for the parent in the counseling interview with the student. That the guidance program is important in coordinating home, community, and school influences cannot be doubted:

The guidance program serves as a connecting link between the school and the child's out-of-school living.... It recognizes the importance of related agencies and influences, and attempts to help parents meet their parental responsibilities in a more effective way. It gathers information about community resources, carries on community studies, and helps to mobilize the community so that its youth services may become more effective. In addition, it helps the youngster understand the influences of these many experiences upon his own behavior. In these and in many other ways, the guidance program strives to bring the school, the home, and the community closer together.24

**General Findings from the Literature**

In an issue of a fairly recent periodical, there is an interesting

article that indicates the reaction of the parent to counseling. The article is concerned with pre-enrollment counseling at the college level, but in general seems apropos to the problem of this study. One significant statement is made: "Most of us agree that successful school experience is the result of the combined home, school, and student effort and yet in practically every college counseling program very little, if anything, is done to include the parent." 25

The article referred to above concludes that the lack of communication is due to the non-existence of readily employable method. There is a suggestion that a direct communication with the parents may be considered as a violation of the confidence existent between counselor and student or that the parents have no great desire for such a contact. In the study 167 parents were contacted regarding pre-enrollment counseling. Seven questions were asked. The first was concerned with the method by which the parents obtained knowledge and information concerning the counseling conference. One hundred fourteen answered that knowledge and information were based on reading and discussing the summary that was sent.

In response to another question, 103 parents felt that a separate letter should be sent containing a summary of the counseling conference. Only fifty parents indicated a desire to participate in the conference. In answering another question, 123 felt that counseling supplied useful information. Only thirty-five felt that sound decisions and conclusions were the

result. In responding to still another question, 103 thought that the conference was very useful.

The specific conclusions of the above study are that parents read and discuss summaries of counseling information which are sent and that parents would like more information and would welcome opportunities to confer with the counselor personally. 26

Cooperative action by a clinic team often helps to solve adjustment problems. A typical team might consist of an adjustment teacher or guidance worker, a teacher-nurse, and a trained psychologist. Katz describes the activity of such a team in the city of Chicago. He points out that very often there is a difficulty for "the problem of involvement of parents in clinic team participation must be carefully considered. The roles of the other participants are well established: that of the parent is not. Many approach such a conference with trepidation and anxiety.... Tone and climate, it appears, are all important in involving the parent as a working member of the clinic team." 27

There is evidence, as discovered in the literature, which supports the contention that parent participation adds positively to the educational picture. "The parent is an important functionary in the pupil personnel program of the elementary school. Interviews between parents and teachers very early in the child's school life may set the stage for cordial

26Ibid., 151.

27Philip M. Katz et al, "Solving Pupil Problems at the Local Level" Chicago Schools Journal, XXXX, No. 7 (April, 1959), 337.
cooperating between the home and the school and may obviate later misunderstandings. 28 Although this quotation makes specific reference to the elementary school, there seems to be no reason why it would not be applicable to the secondary level.

Much in agreement with the above is the statement of another writer in the field of guidance:

Parents' knowledge of modern education and of the aims of guidance, their knowledge of the pupil's interest in school work and their contact with members of the school staff socially and recreationally pave the way for effective cooperation between parent and guidance workers. From the guidance point of view, however, those things can be looked upon as preparatory steps, important as they are. Parents should be convinced through their own contact with and participation in the guidance work that the guidance program is worth while as an essential part of the education they want their children to have. As guidance workers have achieved this aim, parents will want to cooperate that the program may become more effective. 29

The author cited above continues by saying that a four way interpretation is necessary to assure success. The school, the pupil, the parent, and the community are all intimately bound together in the educational enterprise. Cooperation, not domination, is the key to success. Where a conflict exists between the home and guidance, the first step is to get the understanding and confidence of parents. Once rapport has been established, it is important to furnish information giving the nature of modern education, the aims of education, and an explanation of the goals of democracy inasmuch


as these have a bearing upon the guidance of youngsters.30

It cannot be taken for granted that the parent and the school will always work together. "Selling" is an apropos term for the activity of the school in this regard. "Cooperation cannot be taken for granted nor can adequate understanding the first step."31

The psychological literature, definitely or remotely touching upon the problem of this study, is worthy of a glance. Recent and more remote studies show that personality is largely the result of the interaction of parent and child.32 The influence of the family conditions the attitude of the child toward institutions of a social nature such as the Church, the school, the playground, and the community. It is important to note that the history of education indicates that the psychological aspects were given due consideration only in a relatively recent period in the general educational picture. The late nineteenth century saw the introduction of studies treating of the student as an organism of a psychological nature. As time progressed, the psychological elements dealing with the education of the child became a part of the total educational program. From the founding of the first psychological laboratory by Wundt in 1879 and the writings of Hall in his The Contents of Children's Minds Upon Entering School grew

30Ibid., 299-313.
the child study movement. Then came the stress on individual differences through the work of such men as Cattell. Finally, the contributions of outstanding thinkers such as Thorndike, Judd, Lewin, and others added to the psychological portrait and gave it coloring, dimension, and depth.

Grant has produced an excellent pamphlet which has for its purpose the indications of how the home and the school can best work together in their common project—good adjustment and well-educated children. This booklet also is strong in its emphasis upon the place of the parent in the education of the child.33

Practically all aspects of the relationship between the parent and school are discussed in a previously mentioned publication of a department of the National Educational Association.34 An unusually thorough treatment is developed in this yearbook which deals very intensively with the problem of the participation of the parent in school matters.

Remmlein, a noted authority on school law, discusses the question of parent participation from the viewpoint of the lawyer. She sets aside educational values, community esprit de corps, and public relations, and looks at the law which exists and cannot be ignored. Remmlein informs the reader that the right of the parent to file complaint against a teacher with the Board of Education is not always clear. She states:

Over half of these laws (state) are silent as to who may

33 Eva N. Grant, Parents and Teachers as Partners (Chicago, 1952).
34 The Thirty-Sixth Yearbook, Parents and the Schools.
prefer charges; in many jurisdictions judicial interpretation would be required to determine whether parents could file charges. The other half of these laws are about equally divided between those stating that only the superintendent or a school officer may present complaints to the board and those stating that charges may be filed by persons. Only one case is known to have hinged upon the right of a group of parents to file charges. . . .

However, even when the right of the parents to prefer charges seems clear, the board of education has the right to dismiss the complaint if it considers the charges trivial or immaterial. 35

Remmlein goes on to say that parents have recourse to the courts in any case where a constitutional right of the child has been violated. Just what is a denial of a constitutional right is a question for the courts to consider.

Remmlein concludes her article by emphasizing that she is in no way attempting to discourage the participation by parents in school matters. She merely states that legal limitations upon parent participation do exist.

The writer of this study has made every attempt to discover legal cases which might pertain to the problem of this study. Not a single case could be found. It appears that whatever might be said by a counselor to a counselee (other than a violation of some constitutional right) would probably fall into the category of "discussion" or "advice" and as such not be subject to legal remedy.

In regard to the problem of this study, the literature suggests the

idea and possibility of "multiple counseling" mentioned by Wright in 1959. Good indicates that this term is at times incorrectly used as a synonym for group guidance. According to him it is "counseling simultaneously with two or more clients who have at least one symptom or problem in common." Hence, it is synonymous with the often disputed term of group counseling.

Wright indicates that the concept of a one-to-one relationship has been challenged recently. Involvement of another person or persons is called by him "multiple counseling." The term is not his, but was originated by Froehlich. Such counseling is really a group situation with the distinction that each counselee makes individual decisions within a group situation. Wright enumerates the requirement for such counseling as given by Froehlich:

1. All members of the group have a common problem.
2. All of the members identify with this common element which has real meaning for them.
3. The counselor functions as the leader of the group but does so from within the group.
4. A permissive atmosphere favors free expression.
5. Interaction and mutual help among members is essential. Members have the opportunity to evaluate pressures created by the group situation.

It seems that the presence of the parent in the counseling interview or process is not contrary to the above requirements. The presence of the

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37 Carter V. Good, p. 138.
38 Ibid.
parent could develop in an individual a definition of "social reality" (Wright). The latter points out that "interaction operates to produce shared standards of judgment, opinions, and ways of behaving." In the opinion of the present writer this is a valid justification for the parent in the counseling interview or process, simply because such presence aids in the identification, acceptance, and solution of the problem or problems.

In summary, this chapter has been offered in order to recapitulate the principal findings in the literature which might cast some light upon the problem of this study. Much has been written concerning the role of the parent in the entire educational procedure; much has been produced showing the value of parental participation in general. However, the author has been able to discover little bearing directly upon the problem herein being undertaken. A great deal may be inferred and interpreted although not specifically stated in the literature.

The writer suggests that much research would be possible in regard to the role of the parent with the student in the counseling interview. One approach would be from the viewpoint of physical participation with the counselor and the student at the same session or sessions. Thus a relationship involving three persons would exist at the time of the interview. Another approach would be from the viewpoint of the involvement of the parent in any phase of the counseling process, whether it be before, during, or after the actual interview with the student. If this study does no more than suggest further avenues of investigation in regard to the problem of the parent in the counseling interview, it will have been worth
the effort involved.

The following chapter will be a presentation of the results of the questionnaire sent to the university and college personnel.
CHAPTER III

THEORY AS EXPOUNDED AND PRACTICE AS BELIEVED OPERATIVE

BY PERSONNEL IN THE HIGHER INSTITUTIONS OF LEARNING

As has been previously explained, questionnaires were prepared and forwarded to personnel in the universities and colleges. These individuals were requested to react to certain problems grouped under specific areas. Their answers were to indicate the degree of participation on the part of the parent in the counseling interview with the student; the questions were so arranged that each offered a gradient scale which had the purpose of indicating the degree of activity.

The first purpose of this chapter is to summarize the reactions of the respondents in the higher institutions of learning in regard to the theory of the role of the parent in the counseling interview with the student. It is felt that these educators in the universities and colleges should be extremely well qualified to respond since most of them are directing practicums in their schools or are very familiar with them. It is fairly obvious that convictions and beliefs are expressed in teaching, and therefore that the opinions held by these educators are in all probability those expounded by them in their instructional activity. The individuals to be influenced by the teaching of the university and college personnel are those who, in part, will become the future counseling
incumbents in the secondary schools. The responses of the educators in
the higher institutions are important because they should reflect the
theory held by them. In all probability the answers mirror the tenets
taught to students pursuing guidance and counseling studies. An analysis
of theory as held by the individuals responding is possible from a study
of the responses made by them to the "should be" phase of the questionnaire.

The second purpose of this chapter is to recapitulate the feelings
of personnel in the higher institutions in regard to the question of
what is actually happening in reference to the role of the parent with
the student in the counseling interview. Practice, as believed operative
by the educators, was obtained from a study of the "is" phase of the
questionnaire.

Specific information regarding the states represented, the number
of questionnaires sent, and a tabulation of returns is given in Table I.

The percentage of questionnaires returned is 58.8.

Particular attention is invited to the fact that Kentucky is not
listed in the North Central Association Quarterly giving accredited
institutions of higher education as of July, 1959. Questionnaires were
sent to schools in this state since it was included in the 1960 Directory
of the National Association of Guidance Supervisors and Counselor Trainers.

It will be remembered that the writer placed certain problems under
general areas. These areas are:

1. Emotional, social, and personality problems
2. Educational and academic problems
3. Vocational problems
4. Health problems
5. Financial problems
In an attempt to summarize the findings as discovered from an analysis of the questionnaires, it is deemed better to present the results of each area separately.

**TABLE I**

**NORTH CENTRAL AREA STATES TO WHOM UNIVERSITY AND COLLEGE QUESTIONNAIRES WERE SENT WITH A TABULATION OF THE RETURNS BY STATES**

<table>
<thead>
<tr>
<th>State</th>
<th>Questionnaires sent</th>
<th>Questionnaires returned</th>
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</thead>
<tbody>
<tr>
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<td>6</td>
</tr>
<tr>
<td>Indiana</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Iowa</td>
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</tr>
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<td>4</td>
</tr>
<tr>
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<td>4</td>
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</tr>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>North Dakota</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ohio</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>South Dakota</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>West Virginia</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Wyoming</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

**Emotional, Social, and Personality Problems**

This area of difficulties is the first one appearing on the questionnaire. A frequency tabulation of the responses given by the university and college personnel is presented in Table II.
TABLE II

FREQUENCY TABULATION OF ANSWERS GIVEN BY THE UNIVERSITY AND COLLEGE RESPONDENTS TO EMOTIONAL, SOCIAL, AND PERSONALITY PROBLEMS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Participation</th>
<th>Nearly Always</th>
<th>Very Often</th>
<th>50%</th>
<th>Very Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil-teacher conflicts</td>
<td>&quot;Should be&quot;</td>
<td>4</td>
<td>17</td>
<td>7</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>10</td>
<td>13</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Group membership needs</td>
<td>&quot;Should be&quot;</td>
<td>7</td>
<td>15</td>
<td>9</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>4</td>
<td>14</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Moral difficulties</td>
<td>&quot;Should be&quot;</td>
<td>20</td>
<td>15</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>4</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Pupil-parent conflicts</td>
<td>&quot;Should be&quot;</td>
<td>18</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>3</td>
<td>5</td>
<td>14</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Attainment of status</td>
<td>&quot;Should be&quot;</td>
<td>14</td>
<td>16</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>Affectional needs</td>
<td>&quot;Should be&quot;</td>
<td>24</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>2</td>
<td>8</td>
<td>15</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

The tabulation above reveals a strong theory reaction for moral difficulties and affectional needs as indicated by the frequency under the "Nearly Always" column. Practice lags behind.

Pupil-parent conflicts in theory is also high in the number of responses placed under the "Nearly Always" heading. Practice is very low.

The frequency figure in the column "Very Seldom" in regard to attainment of status is high in practice, but fairly low in theory.

Group membership needs under "Very Often" in theory is balanced by the figure under "Very Seldom" for practice.

Pupil-teacher conflicts indicate that in theory the parent is involved
"Very Often", to a fairly high degree, while in practice the greatest frequency is found under "50%".

In addition to the frequency table presented above, it is felt that a better understanding of the results might be possible through a study of the medians, consensus, and differences found for both theory and practice. However, before these are given in table form, a short explanation of each item is in order.

The frequency table was used to compute the medians for each problem. In determining these the number of responses to each item is utilized and not necessarily the number of individuals returning the questionnaire. Not all of the problems were answered by all the respondents. In computing the medians, a value of 1 was given to "Almost Never", 2 to "Very Seldom", 3 to "50%", 4 to "Very Often", and 5 to "Nearly Always". The numbers are considered as midpoints. The real limits are considered to extend .5 in each direction from the midpoints.

In order that the medians obtained might be more meaningful than those expressed in numbers, a different presentation based on the medians was attempted. This indicates in words the midpoint closer to the median. The consensus of the respondents is taken to be that midpoint which is closer to the median obtained. This consensus was determined for each problem both for theory and practice. It is felt that this presentation is more meaningful in a discussion of the results of this study. Statistical accuracy, in the true sense of the word, is not claimed for the consensus indicated, but the results are indicative of the feelings of the respondents.
With the idea in mind of arriving at some comparison of the reaction of the respondents at the university and college level regarding theory as held and practice as believed operative by these individuals, differences were found between the medians obtained for theory and for practice for each problem. These differences do not have any statistical significance; they are merely indices of the approach of practice to theory. A small difference indicates that theory and practice are about in accord, while a large difference indicates a greater discrepancy between the two.

In the material which follows, problems are listed with first ranking being given to that difficulty in which there is the least difference between the median obtained for theory ("Should be") and the median obtained for practice ("Is"). Other problems are given in the order of the differences obtained. It cannot be emphasized too strongly that rank is only an indication of the difference between theory and practice for each problem. It does not indicate that certain problems are of greater importance than others; rank is determined by the amount of discrepancy between what is held and what is observed.

Table III below is a presentation of medians, consensus, and differences found for each problem for theory and practice.

As seen in Table III, it appears that pupil-teacher conflicts as a problem ranks as an important one to the university and college personnel. It seems to be the feeling that this is a problem in which the parent should be directly involved in the counseling interview with the student and is one in this category of difficulties in which the parent is definitely a factor.
### TABLE III

MEDIAN, CONSENSUS, AND DIFFERENCES BETWEEN THEORY AND PRACTICE OF RESPONSES OF UNIVERSITY PERSONNEL IN THE AREA PERTAINING TO EMOTIONAL, SOCIAL, AND PERSONALITY PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Median</th>
<th>Consensus</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil-teacher conflicts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.53</td>
<td>Very Often</td>
<td>.76</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.77</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Group membership needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.60</td>
<td>Very Often</td>
<td>1.23</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.37</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Moral difficulties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.50</td>
<td>Nearly Always</td>
<td>1.37</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.13</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Pupil-parent conflicts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.27</td>
<td>Very Often</td>
<td>1.66</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.61</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Attainment of status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.09</td>
<td>Very Often</td>
<td>1.73</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.35</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Affectional needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.65</td>
<td>Nearly Always</td>
<td>1.85</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.80</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

The results indicated for group membership needs seem to show that the respondents to the university and college questionnaire feel in general that inadequacies of students might best be coped with when the parent is present. Group membership needs are very close to personal needs of students in regard to adjustment to life situations and could require a parent in the interview in order to contribute to the better solution of the problem at hand.
It is to be noted that moral difficulties as a problem is of great importance to the educators. However, it is an area which, according to many individuals, is one in which the school should proceed with caution. This is an area which involves much more than adherence to the mores of the times. Moral problems are, in general, closer to the purview of the parent and the church than to the school. Hence, the indicated participation seems to be considerably behind that which the educators would like to see in theory.

The answers given to the problem of pupil-parent conflicts would indicate to the observer that respondents probably consider this problem as one leading to many others and that it can actually be better solved with the parent present in the counseling process.

Attainment of status is rather general as a problem and is possibly more the result of individual striving than of the efforts of the parent and the pupil combined. Since the justification, in general, of education could be summarized in this aim, there is little wonder that it stands so high in priority in the minds of the university and college personnel. It appears that the parent might be more concerned in a problem of a slightly more specific nature.

The theory median for affectional needs seems to be indicative of the realization by the university and college respondents of the importance of the psychological aspects of child development in the total education of the individual. However, the fulfillment of this need is certainly more within the province of the home and the parent than of the school. This factor might account for the difference between theory and practice.
In the above summarization the responses of the university and college personnel indicate the theory that they advocate and the practice that they believe operative in the schools in regard to the role of the parent in the counseling interview with the student.

**Educational and Academic Problems**

This problem area includes difficulties educational in nature and those pertaining to academic aspects. A frequency tabulation of the responses of the university and college respondents is offered in Table IV.

**TABLE IV**

FREQUENCY TABULATION OF ANSWERS GIVEN BY THE UNIVERSITY AND COLLEGE RESPONDENTS TO EDUCATIONAL AND ACADEMIC PROBLEMS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Participation</th>
<th>Nearly Always</th>
<th>Very Often</th>
<th>50%</th>
<th>Very Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of curriculum</td>
<td>&quot;Should be&quot;</td>
<td>16</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>11</td>
<td>17</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Mental retardation</td>
<td>&quot;Should be&quot;</td>
<td>30</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>9</td>
<td>13</td>
<td>12</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Lack of aptitude and/or motivation</td>
<td>&quot;Should be&quot;</td>
<td>14</td>
<td>15</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>2</td>
<td>6</td>
<td>13</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Underachievement</td>
<td>&quot;Should be&quot;</td>
<td>20</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>11</td>
<td>13</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Pupil orientation to school</td>
<td>&quot;Should be&quot;</td>
<td>11</td>
<td>17</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Overachievement</td>
<td>&quot;Should be&quot;</td>
<td>16</td>
<td>13</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>School leaving</td>
<td>&quot;Should be&quot;</td>
<td>28</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>3</td>
<td>9</td>
<td>10</td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>
It is interesting to note that mental retardation and school leaving show a very high figure under "Nearly Always" for theory. Practice under this column is very low relatively.

Pupil orientation to school and overachievement received a fairly large number of responses under the category "Almost Never" for practice. In regard to these two problems for theory the tendency is toward the other end of the gradient scale.

Lack of aptitude and/or motivation seems to have a rather unusually high figure under the category "Very Seldom" for practice.

Underachievement for practice shows a very definite trend toward the "50%" category with the greatest figure being in this gradient column.

Choice of curriculum indicates a tendency toward the upper end of the scale for theory and toward the lower end for practice.

As was done with the first area of problems, medians, consensus, and differences were determined for this area of difficulties, --educational and academic problems. The theory medians are computed from the responses made to the "Should be" phase of the problems while the actual practice medians are determined from the answers to the "Is" section of the questionnaire. The consensus and the differences are arrived at in the same manner as for the first area of problems. A summarization of the results is given in Table V, page 44.

Table V reveals that choice of curriculum shows the least difference between theory and practice. This may be somewhat surprising. It is true that university and college personnel probably are more "specialist"
minded necessarily because of the nature of their work. However, the indicated participation is far better than might be expected.

**TABLE V**

MEDIANs, CONSENSUS, AND DIFFERENCES BETWEEN THEORY AND PRACTICE OF RESPONSES OF UNIVERSITY PERSONNEL IN THE AREA PERTAINING TO EDUCATIONAL AND ACADEMIC PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Median</th>
<th>Consensus</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.05</td>
<td>Very Often</td>
<td>1.05</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.00</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Mental retardation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.83</td>
<td>Nearly Always</td>
<td>1.18</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.65</td>
<td>Very Often</td>
<td></td>
</tr>
<tr>
<td>Lack of aptitude and/or motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.07</td>
<td>Very Often</td>
<td>1.53</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.54</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Underachievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.50</td>
<td>Nearly Always</td>
<td>1.62</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.88</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Pupil orientation to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.97</td>
<td>Very Often</td>
<td>1.94</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.03</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Oversubjective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.19</td>
<td>Very Often</td>
<td>2.07</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.12</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>School leaving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.79</td>
<td>Nearly Always</td>
<td>2.09</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.70</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

It is easy to understand that mental retardation is a serious concern of educators. Table V reveals that this problem has a high median. That
the parent is brought into the interview with the frequency indicated is not a surprise since any and all agencies which will help the "slow" learner should be sought out and utilized.

The next problem, that of lack of aptitude and/or motivation, might suggest that the university and college personnel consider the home as one of the primary agencies that might alleviate this problem and aid in its solution. The fact, as seen in Table V, that there is less actual participation in the interview might be explained by the fact that the parent is but one of the possibilities available in working toward a solution of this problem.

Underachievement is recognized by all educators as a problem of tremendous importance. Hence, the theory median given in Table V is not startling. Participation by the parent is not at the level expected. Could it be that parents feel that scholastic success primarily is the "job" of the school?

Pupil orientation to school is not too serious a problem involving the parent per se. Hence, the low practice figure is not too startling. Even the educators do not place too high a stress in theory upon this item.

That overachievement should be far down the list in practice is not startling, since this is a "problem" of success rather than one of failure. That educators feel that a parent is needed in "problems" in this area might indicate a desire to keep the achieving student at the level attained.

School leaving ranks next (after mental retardation) as a problem, which in the minds of the university and college personnel should directly
involve the parent. Parental participation is very low. This might be explained by the fact that departure from school is often at the request of the parent.

The above discussion summarizes the results received in regard to the second area of problems, those of an educational and academic nature. The next category of difficulties is the present concern.

**Vocational Problems**

Table VI, page 47, presents a frequency tabulation of the responses of the university and college personnel in regard to problems of a vocational nature.

Further schooling, under the "Nearly Always" column, shows a large concentration for theory, while the practice figure has a tendency to be at or near the "50%" designation.

Job hunting in practice shows a tendency in practice toward the lower end of the gradient scale. Theory shows a larger figure at "50%" and above.

Preparation for, entrance upon, and advancement on job in practice is weighted toward the lower end of the scale, whereas theory is, in general, more or less scattered.

Attention is invited to the rather large figure for practice under the "Very Seldom" category for the problems of capacity and interest for vocation and occupational-scholastic information. Theory under this category for these problems is relatively low.
**TABLE VI**

**FREQUENCY TABULATION OF ANSWERS GIVEN BY THE UNIVERSITY AND COLLEGE RESPONDENTS TO VOCATIONAL PROBLEMS**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Participation</th>
<th>Nearly Always</th>
<th>Very Often</th>
<th>50%</th>
<th>Very Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of vocation</td>
<td>&quot;Should be&quot;</td>
<td>12</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>8</td>
<td>15</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Preparation for,</td>
<td>&quot;Should be&quot;</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>entrance upon, and</td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>advancement on job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job hunting</td>
<td>&quot;Should be&quot;</td>
<td>8</td>
<td>13</td>
<td>7</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>4</td>
<td>15</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Employment opportunities</td>
<td>&quot;Should be&quot;</td>
<td>9</td>
<td>13</td>
<td>10</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Further schooling</td>
<td>&quot;Should be&quot;</td>
<td>21</td>
<td>13</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Capacity and interest for</td>
<td>&quot;Should be&quot;</td>
<td>11</td>
<td>15</td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>vocation</td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>3</td>
<td>15</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Occupational-scholastic</td>
<td>&quot;Should be&quot;</td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>information</td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Military service</td>
<td>&quot;Should be&quot;</td>
<td>13</td>
<td>15</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>6</td>
<td>13</td>
<td>14</td>
<td>6</td>
</tr>
</tbody>
</table>

Employment opportunities shows a rather surprising figure for practice under the "Almost Never" category. The "Very Seldom" figure is also rather large for this problem in practice.

Selection of vocation and military service show a rather definite clustering at and about the "50%" point for practice.

Using the frequency tabulation, medians, consensus, and differences
were computed as with the other problem areas and using the same procedure as previously described. Table VII on page 49 indicates the results obtained.

Referring to Table VII, it can be seen that selection of a vocation ranks fairly high with the university and college educators as a problem in which the parent involvement in the counseling interview is of importance. The practice median would indicate that the "success" aspect of each child is a fairly vital concern of the parent.

Preparation for, entrance upon, and advancement on the job, although not ranked in Table VII as a problem in which the parent is most needed in the interview, still is average in the eyes of the educators in regard to theory. The practice median could be indicative of a general lack of concern of the parent for the success of the child.

Job hunting and employment opportunities, the next two problems in order of rank, are given some stress by the educators as important for conference involvement by the parent. The two problems are apparently considered by the parents as being about equal in importance.

Further schooling is indicated as a problem in which, in the minds of the respondents, the parent is particularly important. The parents themselves show a higher participation figure than for other problems in this area. This participation could be due to the fact that education is considered by the American people as a part of their heritage.

The respondents place more emphasis upon capacity and interest for vocation than they do on occupational-scholastic information as a problem
TABLE VII
MEDIAN'S, CONSENSUS, AND DIFFERENCES BETWEEN THEORY AND PRACTICE
OF RESPONSES OF UNIVERSITY PERSONNEL IN THE AREA PERTAINING
TO VOCATIONAL PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Median</th>
<th>Consensus</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of vocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.77</td>
<td>Very Often</td>
<td>1.00</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.77</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Preparation for, entrance upon, and advancement on job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.31</td>
<td>50%</td>
<td>1.11</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.20</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Job hunting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.58</td>
<td>Very Often</td>
<td>1.17</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.41</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Employment opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.65</td>
<td>Very Often</td>
<td>1.32</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.33</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Further schooling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.55</td>
<td>Nearly Always</td>
<td>1.51</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.04</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Capacity and interest for vocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.90</td>
<td>Very Often</td>
<td>1.52</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.38</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Occupational-scholastic information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.68</td>
<td>Very Often</td>
<td>1.53</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.35</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Military service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.97</td>
<td>Very Often</td>
<td>1.57</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.50</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

for parental participation. Activity by the parents is about the same in both problems.
Military service is considered fairly important in the minds of the university and college personnel. The parents' lack of participation might be due to the fact that military service is inevitable and that really not too much can be done about it.

The next area to be considered will be that pertaining to health problems.

**Health Problems**

The fourth area of problems on the questionnaire sent to the university and college personnel is concerned with problems dealing with health. A frequency tabulation of the results is presented in Table VIII.

**TABLE VIII**

**FREQUENCY TABULATION OF ANSWERS GIVEN BY THE UNIVERSITY AND COLLEGE RESPONDENTS TO HEALTH PROBLEMS**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Participation</th>
<th>Nearly Always</th>
<th>Very Often</th>
<th>50%</th>
<th>Very Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic illness</td>
<td>&quot;Should be&quot;</td>
<td>32</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>10</td>
<td>18</td>
<td>9</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Physical handicaps</td>
<td>&quot;Should be&quot;</td>
<td>29</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>7</td>
<td>18</td>
<td>8</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Nutrition problems</td>
<td>&quot;Should be&quot;</td>
<td>31</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>5</td>
<td>6</td>
<td>18</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Sanitation</td>
<td>&quot;Should be&quot;</td>
<td>26</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>4</td>
<td>6</td>
<td>16</td>
<td>11</td>
<td>4</td>
</tr>
</tbody>
</table>

Chronic illness, the first of the problems listed, shows a very large figure under the "Nearly Always" column for theory. In fact only nine
other tabulations were made in other than this category. Practice, in general, tends to be toward the upper end of the gradient scale.

Nutrition problems also shows a high theory reaction under the "Nearly Always" category. Practice is fairly well concentrated about the "50%" column.

Physical handicaps shows a relatively large figure under the "Nearly Always" column for theory, while practice shows a sizable concentration under the "Very Often" category.

Sanitation has a greater grouping toward the upper end of the scale for theory, while practice tends to be toward the lower end.

Utilizing the frequency distribution and using the same plan of approach as was indicated for the other problem areas, it is possible to determine the medians, consensus, and differences in this area of health problems. Table IX, on page 52, presents the results of these computations.

Referring to Table IX it can be seen that chronic illness has the highest median as far as theory is concerned. The university and college personnel may associate attendance at school with this problem. It is a known fact that often absenteeism is actually unnecessary and not really due to illness. The need for the parent in the counseling interview is apparent from the results obtained. With the parent present a determination could be made as to whether the problem is one of actual illness. If "illness" is not real the curtailment of malingering might be considered. Chronic illness seems to be a real concern to the parent as indicated by the practice median. Apparently, it is rather obvious that working with
the counselor in regard to this problem is sound procedure from the viewpoint of the parent.

Physical handicaps are seen by the educators as being a problem vitally important to the parent in theory. The practice median might indicate that handicaps are accepted by parents as facts more readily than is the plague of chronic illness.

### TABLE IX

MEDIANs, CONSENSUS, AND DIFFERENCES BETWEEN THEORY AND PRACTICE OF RESPONSES OF UNIVERSITY PERSONNEL IN THE AREA PERTAINING TO HEALTH PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Median</th>
<th>Consensus</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic illness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot; had</td>
<td>4.86</td>
<td>Nearly Always</td>
<td>.94</td>
</tr>
<tr>
<td>&quot;is&quot;</td>
<td>3.92</td>
<td>Very Often</td>
<td></td>
</tr>
<tr>
<td>Physical handicaps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot; had</td>
<td>4.81</td>
<td>Nearly Always</td>
<td>1.03</td>
</tr>
<tr>
<td>&quot;is&quot;</td>
<td>3.78</td>
<td>Very Often</td>
<td></td>
</tr>
<tr>
<td>Nutrition problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot; had</td>
<td>4.84</td>
<td>Nearly Always</td>
<td>1.37</td>
</tr>
<tr>
<td>&quot;is&quot;</td>
<td>2.97</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Sanitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot; had</td>
<td>4.71</td>
<td>Nearly Always</td>
<td>1.37</td>
</tr>
<tr>
<td>&quot;is&quot;</td>
<td>2.81</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

As might be expected, both nutrition and sanitation show about the same differential, since these problems are very similar in nature. It is interesting to note the fair participation by parents in sanitation problems—something not readily expected, --since the manner of living is one not
usually changed by individuals.

The above presentation concludes the treatment of problems dealing with health. Financial problems is the next area for consideration.

**Financial Problems**

The category of financial problems has three subproblems. A frequency tabulation of the responses of the university and college personnel is presented in Table X.

**TABLE X**

FREQUENCY TABULATION OF ANSWERS GIVEN BY THE UNIVERSITY AND COLLEGE RESPONDENTS TO FINANCIAL PROBLEMS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Participation</th>
<th>Nearly Always</th>
<th>Very Often</th>
<th>50%</th>
<th>Very Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time work</td>
<td>&quot;Should be&quot;</td>
<td>10</td>
<td>19</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>7</td>
<td>15</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Lack of funds for high school</td>
<td>&quot;Should be&quot;</td>
<td>21</td>
<td>16</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>3</td>
<td>9</td>
<td>14</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Lack of funds for higher education</td>
<td>&quot;Should be&quot;</td>
<td>26</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>5</td>
<td>7</td>
<td>17</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

The frequency tabulation in Table X indicates a fairly large grouping of responses for part-time work under the columns "Nearly Always" and "Very Often" for theory, while the concentration for practice is toward the lower end of the gradient scale.

Lack of funds for high school, as evident in Table X, also indicates a trend toward the upper end of the scale for theory and a concentration
about the "50%" figure for practice.

Lack of funds for higher education has a very high figure under the "Nearly Always" column for theory. The grouping in this problem is also around the "50%" column for practice.

Using the frequency tabulation above, medians, consensus, and differences are computed in the same manner as for the other problem areas. The results are presented in Table XI.

**TABLE XI**

**MEDIANs, CONSENSUS, AND DIFFERENCES BETWEEN THEORY AND PRACTICE OF RESPONSES OF UNIVERSITY PERSONNEL IN THE AREA PERTAINING TO FINANCIAL PROBLEMS**

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Median</th>
<th>Consensus</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.95</td>
<td>Very Often</td>
<td>1.35</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.60</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Lack of funds for high school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.52</td>
<td>Nearly Always</td>
<td>1.63</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.89</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Lack of funds for higher education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.71</td>
<td>Nearly Always</td>
<td>1.71</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.00</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

From the median obtained it appears that the educators do not consider the question of part-time work one in which the parent is a "must" at all times in the counseling interview. The practice median shows that the parent is concerned with the problem, since the median indicates that in almost 50% of the cases the parent is involved in the interview with the student.
Lack of funds for both high school and higher education looms as an important issue to the educators, if the medians obtained are any kind of an index. The practice medians also indicate rather active participation by the parents.

The above concludes the discussion of problems of a financial nature. In regard to all of the material presented for each of the five problem areas, it must be emphasized that although the indicated returns from the respondents are only in a sense objective, nevertheless the results set forth are mathematically accurate. As in all questionnaires dealing with opinion, objectivity cannot be claimed for the answers but only for their treatment. However, the fact that the responses are coming from among the best qualified persons in the country should lend considerable weight to their validity. Again, it cannot be pointed out too strongly that the theory responses are actually largely subjective in nature and that even the reported practice is in great part the opinion of the respondents. All that can be claimed in this study is that certain trends may be noted. The salient conclusion must be that extensive research activity in regard to this problem can still be done. Only the surface has been touched in this undertaking.

The material presented above after the mathematical findings is strictly subjective in nature and is offered by the writer as a possible explanation of the results obtained. To claim that these interpretations definitely are objective or that they admit of no other variation would be untrue.
After the area study in the questionnaire, certain questions were put to the university and college personnel. A discussion of these is in order.

Supplementary Questions

The questions asked of the respondents in this section of the questionnaire are definitely more productive of objective responses than those in the first part of the instrument. The greater part of this section is concerned with a statement of facts. The results are presented as they were obtained from the respondents in answering the questionnaire. That some parts herein treated have only an indirect bearing upon the problem of the study is readily admitted. It is felt that the answers deal directly with guidance and counseling activities and as such are very revealing. Since the problem of this study is a phase of counseling work, the results are interesting even if all answers do not deal directly with the place of the parent in the counseling interview with the student.

After the area study, the university and college respondents were asked:

Do you have a counseling practicum in operation?

Twenty-eight of the educators answered in the affirmative while thirteen said that there was no practicum existing. This response is interesting, because it is an indication that even at this time the importance of guidance and counseling may not be fully appreciated even at the university and college level. However, the operation of a practicum involves a monetary expenditure and very definitely this could be a problem from a fiscal viewpoint. The factual finding is that this
important adjunct to successful training in guidance and counseling has not been fully exploited as of this time. It is certainly to be hoped that all institutions of higher learning offering courses and training in this area will have practicums in operation in the very near future. The existence of practicums in all institutions may increase the frequency with which parents are brought into the counseling situation with the student.

The second question asked of the personnel in the higher institutions is:

Please indicate the approximate frequency in which the parent is brought into the counseling situation with the student in the operation of the practicum.

The responses to this question are presented in Table XII shown below.

**TABLE XII**

PERCENTAGE OF PARTICIPATION OF PARENTS IN THE COUNSELING SITUATION WITH THE STUDENT IN THE PRACTICUM

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90%</td>
</tr>
<tr>
<td>1</td>
<td>75%</td>
</tr>
<tr>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>1</td>
<td>40%</td>
</tr>
<tr>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>7</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>1</td>
<td>.01%</td>
</tr>
<tr>
<td>2</td>
<td>0%</td>
</tr>
</tbody>
</table>

It is to be noted that only twenty-eight responses are tabulated since, as has been indicated, thirteen of the universities and colleges do not
have a practicum in operation and hence for personnel in these institutions the question is meaningless.

Table XIII reveals that the median of 10.5% is a very low one but it is to be remembered that this result is based on only twenty-eight responses and hence is indicative only to a degree. It is important to note, however, that five respondents of the twenty-eight indicate that the parent is involved in the work of the practicum with the student in about 50% of the cases. That seven respondents indicate that the parent is not involved in about 90% of the cases is discouraging as far as utilization of the parent in the counseling interview with the student is concerned. The one case in which the respondent indicates a 90% participation is worthy of note. On the other hand, in almost three cases in the twenty-eight the parent seems to be actually or almost completely ignored.

The next question asked of the personnel in the universities and colleges also pertains to work in the practicum:

About what per cent of the personnel you are training for guidance get an opportunity to function in the practicum with parents?

The results obtained from an analysis of answers to this question are found on page 59 in Table XIII.

Referring to Table XIII, it is obvious that the parents are being brought into the counseling situation in the practicum. It cannot be assumed that the parent is present with the student to the degree indicated, but the mere fact that the parent is involved at all in the counseling is revealed. Conceivably, participation by the parent might be with the
counselor alone, either before or after the interview with the student, or with the counselor and the student in the session itself. At any rate definite involvement is indicated by the responses of the university and college personnel. Significantly, participation does not seem to be as high as would be expected when the importance of the parent in the life of the child is considered.

### TABLE XIII

**PERCENTAGE OF PARTICIPATION BY GUIDANCE AND COUNSELING TRAINERS IN WORK IN THE PRACTICUM WITH PARENTS**

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>1</td>
<td>90%-100%</td>
</tr>
<tr>
<td>1</td>
<td>90%</td>
</tr>
<tr>
<td>1</td>
<td>80%-90%</td>
</tr>
<tr>
<td>2</td>
<td>75%</td>
</tr>
<tr>
<td>1</td>
<td>70%</td>
</tr>
<tr>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>No response</td>
</tr>
</tbody>
</table>

That three institutions have 100% participation by the parents seems, to the writer, to be open to question. It is felt that this figure might indicate more accurately the reaction "To a great degree". 100% activity appears to be impossible to achieve considering all factors.
The next question was asked with the purpose of discovering information about some of the activities of the practicum which might have some bearing upon the problem of this study. The most pertinent responses, in the opinion of the writer, will be given. The question is:

Please indicate any items of interest you feel are unusual or different in the operation of your practicum with emphasis on the involvement of the parent.

One respondent indicates that involvement of the parent is governed by the type of case and is contingent upon the fact that the counselee requests it. The latter part of this statement is most significant since it is accepted as a cardinal principle of counseling that a professional code of ethics prevails in regard to the privacy and intimacy of an interview in the counseling procedure. It can be categorically stated that no counselor has the right to introduce any person or persons without the consent and willingness of the counselee.

Another respondent states that he feels that the practicum in operation at his institution is one of the few, in his opinion, that involves parents in the practicum course. From this statement it might be inferred that participation by the parent in most practicums is more or less incidental: the parent is not considered as intrinsically necessary in the counseling interview with the pupil.

Still another respondent indicates that in his school, in the second year, counselor, practicum student, and parent study a cumulative record of pupil progress. He indicates that twenty-seven parents have asked for these meetings. Whether parents are desired by the students in the
institution being discussed seems to be a matter of conjecture. However, the statement is made that the meeting is not compulsory.

One respondent thinks that involvement by the parent is an important feature which should be expanded. Participation is indicated as being a new feature and hence experimentation in this area seems to be taking place.

The answer of another individual reveals how the local situation may alter the case. In the school concerned, apparently most of the pupils are non-residents in the town. Hence, except for real problem cases, there is little opportunity to secure the presence of the parent.

Again, another respondent points out the need for strict adherence to professional ethics. He indicates that an interview is held with the parent at the close of counseling in order to summarize developments. He stresses that the approval of the client is obtained. The writer questions the advisability of having parents present only at the conclusion of counseling activities. Perhaps involvement at an earlier time might prove beneficial.

It is to be pointed out that the majority of the personnel responding to the questionnaire did not answer this question. This could be due to the fact that "Unusual or different" is included in the question, or it may be due to the fact that, as has been shown, parental participation is by no means a decidedly prevalent thing.

The responses received in answer to another question on the questionnaire are very revealing. The question is:

What is your conception of the place of the parent in the counseling interview?

An examination of these statements from respondents seems highly
imperative since the responses directly pertain to the problem of this study. It is emphasized again that these answers are coming from individuals intimately associated with guidance and counseling. Many of the respondents are directing or working in practicums in the universities.

The responses, which in the opinion of the writer, have the greatest bearing upon the problem are presented.

One respondent gives a response which seems educationally sound. He states that parents are available on call, when pupil and counselor concur. He also indicates the necessity of maintaining a "careful" balance in regard to dependency needs, parental responsibility, and growth of the pupil toward self-sufficiency. This opinion, to the writer, stands as one of considerable value.

Another person indicates that parents should be involved when counselor or student or both feel it is appropriate. The latter part of this answer is accepted by the writer without question, but the question arises as to the existence of a professional approach if only the counselor sees the need for parental participation.

Use of the parent as a consultant but only with the knowledge and consent of the counselee is advocated by a respondent.

One person feels that he does not see the parent as a participant in the counseling interview. He mentions the fact that if the parent needs counseling it should be handled by another agency. It appears that the main point of the question has been missed by this individual for the concern here is for the pupil and parent in the handling of the pupil's difficulty.
A very significant point is made by another respondent. He maintains, and rightfully so, that parents are not by any means to be involved in making decisions for their children, nor are they, the parents, to be pressured into accepting the appraisal of the school regarding a child.

An individual gives as her definition of counseling a situation between two people. Since this is her basic assumption, there can be, according to her, little place for the parent in the counseling interview with the student. She stresses the point of having the student himself see alternatives and solutions to problems.

Another individual states in regard to the place of the parent in the counseling interview, that in the initial stage the latter has no part, is always included in the follow-up, and at all times is interviewed individually before being placed in a group or conference situation. The writer questions the use of "always" in the follow-up, since such action might not be according to the wishes of the counselee.

One educator recognizes the importance of the parent but does not condone the presence of the student and the counselor at the same time. He advocates a separate approach with each.

The response of still another individual again emphasizes the point of consent of the counselee. He also distinguishes somewhat by stating that at the college level parental involvement should be with the consent of the counselee "in all instances" except in cases where the student has lost his ability to cope with his environment. Whether the same attitude exists on the part of the respondent in regard to the area below college counseling is not stated.
Another respondent states that the parent should be brought in when it is determined that he may help in the solution of the problem. This attitude, to the writer, seems to be consistent with the use of additional medical personnel where the occasion demands it.

One respondent indicates that in the child-guidance clinic the presence of the parent is mandatory for the interviewing and staffing of the case. Once the case is opened, the parent is kept in contact as the need develops. It appears to the writer that mandatory presence might destroy the validity and worth of true counseling, but since the term "child guidance clinic" is mentioned it may be assumed that parents bring their children primarily of their own volition. That cases thus initiated are the best examples of school counseling at work is questionable. Hence, it appears that the statement of this respondent is not too significant in regard to the whole area of counseling but is more apropos to clinical work.

A respondent considers the level rather than the problem as the determining factor. He claims that the parent is important in the counseling relationship with the counselor and student at all times in the elementary school, sometimes at the high school level, and at times at the college level, especially for emotional problems. It appears to the writer that the case and not necessarily the age bracket involved should be the determining point of parental participation as well as the all-important factor of consent by the client.

A percentage figure is given by one educator. He holds that parent participation would be desirable in about 25% of the cases. This figure is not too high.
Another answer indicates that the demands of the situation and the request of the counselee are the determining factors for parental participation.

A respondent distinguishes as to the proper problem when parents should be present. He claims that in personal adjustment difficulties parents have no place along with counselees. However, in problems of vocational choice, parents may be present but should maintain largely a listening role.

Another response is given which is very similar to the above. This individual also limits the participation by the parent. The statement is made that in dealing with vocational and educational problems the parents should be in the interview or counseling process.

Still another respondent makes a distinction between what he considers "situation" problems or those that are part of the environment, as money, employment, and education; adjustment difficulties such as school, society, self, peers, and the like. In the first group, according to the respondent, parental cooperation is imperative and parents should be thoroughly involved. In the second group, he feels that parental participation might actually inhibit the development of the independence of the student.

One educator considers parental participation "essential" for problems of mental retardation, school leaving, physical handicaps, chronic illness, and nutrition problems.

An individual indicates age and the problem as the determining factors. The younger the child the more the parent is needed. The parent
is most important, according to this person, in "environmental" difficulties and less required in problems centering about "feelings". His supreme test is a good one: Will the introduction of the parent help the student?

A respondent mentions the fact that he cannot think of any counseling situation involving college students where it would be right to have the parent present. He states that the same is true of adolescents and children. However, this person is well aware of the value of the parent in helping the child. He concludes his remarks by again stating that working with the parent and student separately is "fine", but that working with them jointly in the same interview would be "unsatisfactory".

One individual feels that too often the important area of parental help is neglected. The writer suggests that the reason might be that the one-to-one relationship is considered sacred and that a counseling situation is not felt to exist with more than two persons present at the same time.

Complete school-home understanding is dependent upon the role of the parent in the counseling interview, according to one educator.

The determination, analysis, and solution of problems calls for close cooperation between the parent and the school representative, in the eyes of one respondent.

Another person feels that the viewpoint of the parent is needed for an understanding of the case. He believes that the parent needs to comprehend aims and procedures, and is an important entity as an information giver.
A respondent sees the parent as essential and vital in at least 50% of the counseling interviews. He emphasizes, however, the importance of skill in "pupil-parent" counseling.

The parent should be informed of such things as test results, academic progress, and other problems of the student, in the opinion of one educator. He stresses the aspect of "communication" with the parent and says nothing of the role of the parent in the actual counseling interview.

As a source of information and because of his value as a catalyst, the parent is important according to another respondent.

One person believes that the parent should be contacted in all referral cases. This puts, in the opinion of the writer, a limitation on parental involvement.

A statement made by another respondent is the closest of all to a specific answer which bears very directly upon the problem of this study. He points out that the general feeling is that counseling involves only the client and the counselor. However, in practice he sees no repugnance to other than a two person relationship, especially where the presence of the parent may be necessary. Interaction of three persons is envisioned by this respondent as a possible counseling relationship.

One answer stresses a point that has not been given in stating a resume of the remarks received. Mention is made of the fact that many problems of maladjustment stem from pupil-parent relationships, and that the parent must be made to see and to understand the problem. In many cases the parent can be very helpful.
The above presentation concludes the summarization of the comments received from the university and college personnel. The responses reveal the attitude of authorities toward the problem of this study, the role of the parent in the counseling interview with the student.

In all of the responses indicated above, there seems to be consensus that in regard to guidance in general, the parent is definitely an asset and has an important part in the solution of problems. But in regard to counseling, the consensus is not so definite. The sanctity of a one-to-one concept of interviewing seems to loom as of tremendous importance. Again, it is reiterated, that some of the answers might be from the viewpoint of guidance and not from that of counseling per se.

Certain information, in addition to that given above, is included in order that the treatment of the results of the university and college questionnaire may be complete.

Six questionnaires that were returned were not tabulated. In the interest of objectivity in presenting the results of this study, the returns not utilized are herein analyzed and the reason for excluding them is stated.

One individual indicates that he feels that the study is of no value. He made no response of any kind but did return the questionnaire indicating that he considered it of little worth.

Another individual states that to him the questionnaire did not make any sense in a counseling situation. No further comments are given
and no answers are stated.

A third individual answered the questionnaire from the viewpoint of guidance. He makes that declaration initially. Since he conceives of an interview as consisting of only two people, to include his tabulation would, in the opinion of the writer, have influenced the results.

A fourth individual indicates that she feels that the first part of the questionnaire is difficult to answer. However, this individual was most helpful in completing the latter part and gave every indication of extreme willingness to contribute her thoughts toward the problem in question. She indicates that a practicum is in operation in her institution, that about 15% of the time the parent is brought into the counseling situation with the student in the operation of the practicum, and that 100% of the personnel being trained for guidance work have an opportunity to function in the practicum with parents. She conceives of the counseling interview as confidential, but feels that work with the parent is almost therapeutic in nature since a change in the attitude of parents could lead to the disappearance of the problem as far as the child is concerned.

A fifth respondent, whose questionnaire was not used, did not answer the questions regarding problems and indicated that interpretation would be needed prior to responding. No follow-up was attempted by the writer, since a structuring of the responses might be produced. This individual was kind enough to enclose a proposed philosophy for counselor educators at his institution but a development or exposition of this philosophy does not seem to be apropos here since it does not touch directly or indirectly
upon the problem at hand. This respondent indicates that a practicum is in operation, that parents are not involved in the counseling situation with the student, and that personnel get an opportunity to function with parents in the practicum. He states that participation by the parent depends upon the interest of the parent and the nature of the problem of the counselee.

The sixth questionnaire not used was rejected because the statement was made that the respondent was not sure of the precise meaning of the questionnaire. A practicum is in operation in the institution concerned. Five per cent of the time the parent is brought into the counseling situation with the student in the practicum.

The "write-ins" should be listed since they show the thinking that the respondents gave to the questionnaire. They are indicated below under the area in which they appeared.

A. Emotional, social, and personality problems
   1. Development of values
   2. Referral for special interest
   3. Understanding self
   4. Religious conflicts
   5. Intra-peer group conflicts
   6. Marked personality deviations
   7. Self-direction

B. Educational and academic problems
   1. Post high school educational plans

C. Health problems
   1. Sex development

D. Financial problems
   1. Scholarship loans

Regarding the above problems, it is felt that they definitely are
difficulties which might arise in the lives of counselees. However, it is felt that, in general, the greater part of these have been included in the problems listed in the questionnaire.

The above information is a recapitulation of the findings obtained from an analysis of the questionnaire sent to the university and college personnel. As has been repeatedly indicated, an attempt was made to determine both theory as held by these educators and practice as they believe it operative in the schools in regard to the role of the parent in the counseling interview. An analysis of the findings as discovered on the secondary school level should be of interest. This is the discussion of the next chapter.
CHAPTER IV

THEORY AND PRACTICE IN SECONDARY EDUCATION IN REGARD TO THE
ROLE OF THE PARENT IN THE COUNSELING INTERVIEW
WITH THE STUDENT

In Chapter I of this study, it was shown that the questionnaire forwarded to respondents at the secondary school level is essentially the same as that used with the university and college personnel. The presentation of areas and the problems used are identical; the gradient scale is precisely the same. The only difference between the two instruments is the questions asked after the area study. These of necessity are different because of the levels involved.

The primary purpose of this chapter is to present an analysis of the answers given by the personnel at the secondary school level in regard to their conception in theory of the role of the parent in the counseling interview with the student. Although many of the respondents are actually in the secondary school field, it will be remembered that the questionnaires were sent to the heads of guidance in the school system concerned. With the anticipation that some of the answers might not reflect theory in regard to the secondary school specifically, a card was attached to each questionnaire (see appendix, page 150). This card instructed the respondents to consider the questionnaire from the viewpoint of the secondary school

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only. Even if the jurisdiction of the person contacted was over a larger area, he was requested to react in light of the secondary level. The purpose of this addendum was to get a reaction regarding theory at the level indicated, in order that a comparison might be made between the responses received and those given by the university and college personnel.

The secondary purpose of this chapter is to present the results as evidenced by answers of personnel at the secondary level in regard to what is actually taking place concerning the parent in the counseling situation with the student. Just as theory was obtained from the "Should be" phase of the questionnaire, so practice was obtained from the responses to the "Is" section.

Information as to the states involved, the number of questionnaires dispatched, and an indication of returns is presented in Table XIV.

The percentage of questionnaires returned is 36.5.

It is to be noted that Kentucky is again included in the mailing list since this state appeared in the 1960 Directory of the National Association of Guidance Supervisors and Counselor Trainers.

Attention is again invited to the fact that in this questionnaire, as in that sent to the university and college personnel, problems are placed under general areas of applicability. These are:

1. Emotional, social, and personality problems
2. Educational and academic problems
3. Vocational problems
4. Health problems
5. Financial problems

Just as in the treatment presenting the results in Chapter III of the
higher education questionnaire, the findings are presented here for each area considered individually and totally.

**TABLE XIV**

**NORTH CENTRAL AREA STATES TO WHOM SECONDARY SCHOOL QUESTIONNAIRES WERE SENT WITH A TABULATION OF THE RETURNS BY STATES**

<table>
<thead>
<tr>
<th>State</th>
<th>Questionnaires sent</th>
<th>Questionnaires returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Colorado</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Illinois</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td>Indiana</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Iowa</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Kansas</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Kentucky</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Michigan</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Minnesota</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Missouri</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Nebraska</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>New Mexico</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>North Dakota</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ohio</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>South Dakota</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>West Virginia</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

_**Emotional, Social, and Personality Problems**_

This area of difficulties is the one appearing as the first category on the secondary school questionnaire. A frequency tabulation of the responses of the personnel at this level is presented in Table XIV.
TABLE XV
FREQUENCY TABULATION OF ANSWERS GIVEN BY SECONDARY SCHOOL RESPONDENTS TO EMOTIONAL, SOCIAL, AND PERSONALITY PROBLEMS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Participation</th>
<th>Nearly Always</th>
<th>Very Often</th>
<th>50%</th>
<th>Very Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil-teacher conflicts</td>
<td>&quot;Should be&quot;</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>4</td>
<td>11</td>
<td>16</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Attainment of status</td>
<td>&quot;Should be&quot;</td>
<td>12</td>
<td>16</td>
<td>11</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>3</td>
<td>12</td>
<td>20</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Pupil-parent conflicts</td>
<td>&quot;Should be&quot;</td>
<td>14</td>
<td>15</td>
<td>6</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>2</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Group membership needs</td>
<td>&quot;Should be&quot;</td>
<td>8</td>
<td>19</td>
<td>11</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>9</td>
<td>17</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Affectional needs</td>
<td>&quot;Should be&quot;</td>
<td>23</td>
<td>12</td>
<td>4</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>14</td>
<td>18</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Moral difficulties</td>
<td>&quot;Should be&quot;</td>
<td>26</td>
<td>14</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>15</td>
<td>8</td>
<td>18</td>
<td>7</td>
</tr>
</tbody>
</table>

The very high frequency under "Nearly Always" for theory in the problems of moral difficulties and affectional needs is worthy of notice. Practice shows a tendency toward the "50%" column or lower.

Group membership needs is weighted toward the upper end of the gradient scale for theory but tends toward the middle of the distribution for practice.

Pupil-parent conflicts shows a higher theory reaction than for practice while pupil-teacher conflicts tend toward the middle of the scale for both theory and practice.
Attainment of status indicates a considerable figure under "Almost Never" for both theory and practice.

In the problems, practice shows a considerable concentration in the "50%" column with the exception of moral difficulties. The tendency for this problem is toward the lower end of the scale for practice.

As in the university and college questionnaire the determination of the medians, consensus, and differences is the next step.

Each category on the gradient scale is given a point value starting with 1 for the lower end up to 5 for "Nearly Always". The numbers themselves are considered as midpoints, and hence each is thought to extend .5 in either direction. The medians are presented in Table XVI on page 77.

The consensus is obtained in precisely the same manner as that used in treating the material of the university and college questionnaire. In other words, the midpoint closer to the median is taken as the consensus. The consensus obtained for each problem for theory and for practice is given in Table XVI, page 77.

As with the other questionnaire, differences were found between the medians obtained for theory and those for practice. It is again pointed out that differences show only the discrepancy in the results between theory and practice. The results shown do not indicate statistical significance. Rank, too, is nothing more than the placing of the problems in the order which shows the least difference between theory and practice and proceeding to that which indicates the greatest difference. The ranking given to the problems is not an indication of their relative importance. The differences are also given in Table XVI, page 77.
### TABLE XVI

MEDIANs, CONSENSUS, AND DIFFERENCES BETWEEN THEORY AND PRACTICE
OF RESPONSES OF SECONDARY PERSONNEL IN THE AREA PERTAINING
TO EMOTIONAL, SOCIAL, AND PERSONALITY PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Median</th>
<th>Consensus</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil-teacher conflicts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.25</td>
<td>50%</td>
<td>.34</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.91</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Attainment of status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.75</td>
<td>Very Often</td>
<td>.72</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.03</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Pupil-parent conflicts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.83</td>
<td>Very Often</td>
<td>.95</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.88</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Group membership needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.63</td>
<td>Very Often</td>
<td>.98</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.65</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Affectional needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.38</td>
<td>Very Often</td>
<td>1.44</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.94</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Moral difficulties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.56</td>
<td>Nearly Always</td>
<td>2.09</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.47</td>
<td>Very Seldom</td>
<td></td>
</tr>
</tbody>
</table>

A look at Table XVI indicates that pupil-teacher conflicts is a problem in which the parent is definitely involved with the student in the counseling interview. The theory median indicates that the personnel in the secondary school consider this a problem of decided concern to the parent. The close approach of the practice median to that of theory, besides indicating to the observer that the problem is one of vital concern to the parent, may imply that the latter is willing to do something about it.
Attainment of status looms as fairly important from the viewpoint of the personnel while participation by the parent is slightly above the 50% level.

Pupil-parent conflicts, in the third ranking place as far as the difference between theory and practice is concerned, is important in the eyes of the secondary school personnel, but parental participation does not reach a high level. This could be due to the fact that problems of this sort are often solved (or left unsolved) without involving the counselor.

The theory median for group membership needs is high, possibly since the fulfillment of this need eliminates many other problems either potential or actual. The participation figure seems to the observer to be unusually high. This could be explained by the fact that this rather general category includes problems more properly belonging to another area.

The respondents show their realization of the importance of the parent in problems dealing with affectional needs, since they seem aware of the importance of having this need gratified. All leading psychologists include affectional as one of the most important needs of an individual. Parental participation in practice is average.

Moral difficulties rank high in theory with the respondents but are low as far as parental participation is concerned. This could be due to the fact that such problems are delicate, often involving the element of "shame" which factor might tend to "scare" the parent from participation. The writer personally feels that this is one area in which the theory and practice medians should coincide or nearly so.
The above discussion concludes the presentation of the findings in regard to the first category of problems on the questionnaire sent to the secondary school people.

**Educational and Academic Problems**

As was true in the university and college questionnaire, the second area of problems is concerned with matters pertaining to educational and academic matters. The frequency tabulation prepared from the responses to this category is presented in Table XVII, page 80.

In Table XVII the unusually high response for school leaving for theory under "Nearly Always" is of interest. The practice figure in the same column is extremely small.

Mental retardation for theory also has a high figure under "Nearly Always". Even practice under this column is relatively good. However, the tendency for practice is toward the center of the distribution.

Overachievement tends toward the lower end of the scale for practice but toward the upper end in theory.

Choice of curriculum reflects a concentration for theory toward the upper part of the gradient scale while practice for this problem is fairly well clustered about the middle of the distribution.

Pupil orientation to school appears to be rather consistent in practice hovering as it does about the "50%" point. In theory, the larger numbers are found under "Nearly Always" and "Very Often".

Lack of aptitude shows a rather high figure for practice under "Very Seldom".
TABLE XVII
FREQUENCY TABULATION OF ANSWERS GIVEN BY SECONDARY SCHOOL RESPONDENTS TO EDUCATIONAL AND ACADEMIC PROBLEMS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Participation</th>
<th>Nearly Always</th>
<th>Very Often</th>
<th>50%</th>
<th>Very Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of curriculum</td>
<td>&quot;Should be&quot;</td>
<td>19</td>
<td>11</td>
<td>6</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>6</td>
<td>12</td>
<td>19</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Pupil orientation to school</td>
<td>&quot;Should be&quot;</td>
<td>17</td>
<td>16</td>
<td>9</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>12</td>
<td>18</td>
<td>11</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Lack of aptitude and/or motivation</td>
<td>&quot;Should be&quot;</td>
<td>18</td>
<td>18</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3</td>
<td>13</td>
<td>12</td>
<td>16</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Overachievement</td>
<td>&quot;Should be&quot;</td>
<td>14</td>
<td>16</td>
<td>6</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3</td>
<td>12</td>
<td>7</td>
<td>18</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Mental retardation</td>
<td>&quot;Should be&quot;</td>
<td>33</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>12</td>
<td>7</td>
<td>12</td>
<td>11</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Underachievement</td>
<td>&quot;Should be&quot;</td>
<td>26</td>
<td>14</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>13</td>
<td>12</td>
<td>18</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>School leaving</td>
<td>&quot;Should be&quot;</td>
<td>35</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2</td>
<td>12</td>
<td>11</td>
<td>15</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

From the frequency tabulation presented in Table XVII it is possible to compute medians, consensus indication, and differences. The same values are assigned to each column in computing the median as were used in the first area of problems. The consensus, too, is taken to be the median closer to the midpoint of the interval. The difference found between the theory and the practice median for each problem determines the ranking given to the problem. Again, as in the first area of problems, ranking has no relation to importance, as far as the problem is concerned.
The rank indicates only the difference involved between theory and practice.

The medians, consensus, and differences found are presented in Table XVIII.

**Table XVIII**

MEDIANs, CONSENSUS, AND DIFFERENCES BETWEEN THEOry AND PRACTICE
OF RESPONSES OF SECONDARY PERSONNEL IN THE AREA PERTAINING
TO EDUCATIONAL AND ACADEMIC PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Median</th>
<th>Consensus</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.05</td>
<td>Very Often</td>
<td>.89</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.16</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Pupil orientation to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.06</td>
<td>Very Often</td>
<td>1.25</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.81</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Lack of aptitude and/or motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.19</td>
<td>Very Often</td>
<td>1.36</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.83</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Overachievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.91</td>
<td>Very Often</td>
<td>1.52</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.39</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Mental retardiation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.77</td>
<td>Nearly Always</td>
<td>1.60</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.17</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Underachievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.56</td>
<td>Nearly Always</td>
<td>1.89</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.67</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>School leaving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.81</td>
<td>Nearly Always</td>
<td>2.26</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.55</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>
Table XVIII reveals that just as with the results obtained from the college and university questionnaire, choice of curriculum rates as an extremely important problem to the secondary school personnel. It also is seen to be of considerable importance to the parent. "Quo vadis" seems certainly to be important in the educational picture.

Pupil orientation to school is given a very high position by educators at the secondary level, while participation by parents is about average.

Lack of aptitude and/or motivation is considered as very important in the secondary school, as it should be. Aptitude, apparently, cannot be modified; motivation is a focal point in the learning process. To distinguish precisely where aptitude stops and motivation begins is a difficult point. In this problem parental participation in practice is average.

It may come as a surprise to some that overachievement rated so high in the minds of the respondents. There are two possible explanations. First, some of these cases may be the result of "routine" interviews of students in which cases overachievement would be considered. Secondly, counselors might conceivably be much concerned over overachievement because of the stress that such activity might place upon the physical and psychological well-being of the student. At any rate parental participation seems rather high and this could be because of the reasons stated above.

Mental retardation is given the second highest rating by the secondary personnel, as far as theory is a factor. This seems to be as it should. Since the United States has adopted the concept of mass education, it is
natural that a considerable number of the educands would fall into the category of mental retardation. These must be dealt with in the educational scheme of things. Hence, the importance given to this problem by the respondents is readily understood. Participation by the parent seems to be about what would be expected in a problem of this type and importance.

Underachievement has a high rank in theory with those responding. This problem probably is one of the biggest with which administrators and teachers have to cope. The degree of parental participation shown in this type of problem is relatively low. It may be that "passing" satisfies a large number where the potential on the part of the student is present with which to produce better results in the educational endeavor.

School leaving achieves the highest rating in the minds of the personnel handling guidance and counseling at the secondary level. Since this is one of the problems ranking as very important, its position in the thinking of the respondents is not a surprise. It is somewhat disheartening to discover that parental participation is so low. This certainly should be a problem that is of great importance to parents since their own offspring are involved.

The findings in regard to educational and academic problems as discovered by an analysis of the responses to the secondary school questionnaire have been presented in the above summarization.

**Vocational Problems**

The third area on the questionnaire covers the general category of vocational difficulties. A tabulation of the frequencies obtained in
regard to both theory and practice is presented in Table XIX.

**TABLE XIX**

**FREQUENCY TABULATION OF ANSWERS GIVEN BY SECONDARY SCHOOL RESPONDENTS TO VOCATIONAL PROBLEMS**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Participation</th>
<th>Nearly Always</th>
<th>Very Often</th>
<th>50%</th>
<th>Very Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of vocation</td>
<td>&quot;Should be&quot;</td>
<td>15</td>
<td>15</td>
<td>8</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>2</td>
<td>9</td>
<td>21</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Job hunting</td>
<td>&quot;Should be&quot;</td>
<td>7</td>
<td>18</td>
<td>8</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>2</td>
<td>2</td>
<td>16</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Preparation for, entrance upon, and</td>
<td>&quot;Should be&quot;</td>
<td>7</td>
<td>17</td>
<td>13</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>advancement on job</td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>6</td>
<td>13</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Further schooling</td>
<td>&quot;Should be&quot;</td>
<td>26</td>
<td>18</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>6</td>
<td>12</td>
<td>20</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Capacity and interest for vocation</td>
<td>&quot;Should be&quot;</td>
<td>12</td>
<td>22</td>
<td>8</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>7</td>
<td>18</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Occupational-scholastic information</td>
<td>&quot;Should be&quot;</td>
<td>10</td>
<td>22</td>
<td>11</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Employment opportunities</td>
<td>&quot;Should be&quot;</td>
<td>1/4</td>
<td>1/4</td>
<td>10</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>0</td>
<td>4</td>
<td>15</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Military service</td>
<td>&quot;Should be&quot;</td>
<td>16</td>
<td>21</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>3</td>
<td>6</td>
<td>15</td>
<td>16</td>
<td>7</td>
</tr>
</tbody>
</table>

Selection of vocation is indicated as a problem in which the parent is slightly involved in theory in approximately 20% of the cases. Practice, as with many problems in this area, tends toward the middle of the scale.

Job hunting shows a large concentration for practice under the "Very
Seldod column. This figure is almost balanced by the report for theory under "Very Often".

Preparation for, entrance upon, and advancement on the job, as a problem, reveals the same tabulation for theory and practice at the "50%" point.

The figure for theory for the problem of further schooling is very high for "Nearly Always". Practice tends toward the "50%" designation.

Capacity and interest in vocation shows a negative figure for theory under the "Almost Never" column. In practice, under the same heading, the figure is also very low.

Occupational-scholastic information shows a very definite trend toward the upper end of the scale for theory. Practice tends toward the middle of the distribution with a large concentration below the "50%" column.

Employment opportunities shows an interesting result since there are just as many cases above the "50%" column for theory as there are below this column for practice.

Military service indicates that in about half of the cases the parent is "Very Seldom" or "Almost Never" involved in practice. All but three of the cases in theory are at or above the "50%" point.

Just as with the other two areas of problems, it is of interest to know the median, consensus, and difference between theory and practice for each problem. The medians are computed in the same manner as with the other problems. The consensus again is taken to be the median closer to
the midpoint. The differences are found by subtracting practice from theory medians. It is emphasized again that ranking is nothing more than the placing of problems so that they range from those showing the least difference between theory and practice to those showing the greatest. Ranking is not associated with importance in the listing given. Medians, consensus, and difference are presented in Table IX on page 87.

Table IX reveals that selection of vocation has a rather high median as regards theory but an average median for practice. It is the feeling of the writer that vocational planning is often left too much to chance. It seems that this should be a most important area for parental participation, but the results do not so indicate. Could it be that the schools are somewhat remiss in this important phase of guidance and counseling?

Job hunting is rated fairly high in theory with the respondents showing a median for practice just short of the 50% mark.

Preparation for, entrance upon, and advancement on the job ranks in third place comparing theory and practice. Since employment is a problem of such great importance to all, the practice figure seems relatively low.

Further schooling is indicated as of great importance to the secondary school personnel and of considerable importance to the parents. It seems that at the secondary school level participation by the parents in the counseling interview should show a higher figure. However, in view of the overall "drop-out" figure in the secondary school on a nation-wide basis, the figure obtained here seems to be about what would be expected.
<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Median</th>
<th>Consensus</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of vocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.87</td>
<td>Very Often</td>
<td>.99</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.88</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Job hunting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.56</td>
<td>Very Often</td>
<td>1.23</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.33</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Preparation for, entrance upon, and advancement on job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.53</td>
<td>Very Often</td>
<td>1.27</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.26</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Further schooling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.52</td>
<td>Nearly Always</td>
<td>1.29</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.23</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Capacity and interest for vocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.93</td>
<td>Very Often</td>
<td>1.32</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.61</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Occupational-scholastic information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.84</td>
<td>Very Often</td>
<td>1.34</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.50</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Employment opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>3.75</td>
<td>Very Often</td>
<td>1.50</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.25</td>
<td>Very Seldom</td>
<td></td>
</tr>
<tr>
<td>Military service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.12</td>
<td>Very Often</td>
<td>1.59</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.53</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Capacity and interest for vocation does not reach too high a figure in theory and is below the midpoint in practice.
Occupational-scholastic information shows a fairly wide difference between theory and practice. This writer feels that the results obtained are about what would be expected.

The results obtained for employment opportunities compare very favorably with those secured in regard to preparation for, entrance upon, and advancement on job. Since these two problems are very similar in nature of difficulty to the student, the results seem fairly good.

Military service, being high in theory results, indicates the concern for this problem on the part of the schools. This may be due to the fact that military service is so imminent for the high school student. The practice figure could indicate that the parents feel that service is inevitable. However, since further schooling is intrinsically associated with military service, it seems that participation should be at a higher level.

The above discussion summarizes the findings from the questionnaire in regard to the area of vocational problems. The next category to be considered is that of health problems.

**Health Problems**

In indicating the results obtained from the questionnaire to the secondary school people concerning the area of problems related to health, a frequency tabulation is presented on page 89 in Table XXI.

Referring to Table XXI, it can be seen that all problems in this area show a large figure for theory under "Nearly Always". Practice has a low figure comparatively in this column.
### TABLE XXI
FREQUENCY TABULATION OF ANSWERS GIVEN BY SECONDARY SCHOOL RESPONDENTS TO HEALTH PROBLEMS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Participation</th>
<th>Nearly Always</th>
<th>Very Often</th>
<th>50%</th>
<th>Very Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical handicap</td>
<td>&quot;Should be&quot;</td>
<td>32</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>9</td>
<td>23</td>
<td>11</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Chronic illness</td>
<td>&quot;Should be&quot;</td>
<td>30</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>10</td>
<td>17</td>
<td>13</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Sanitation</td>
<td>&quot;Should be&quot;</td>
<td>32</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>2</td>
<td>8</td>
<td>18</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Nutrition problems</td>
<td>&quot;Should be&quot;</td>
<td>29</td>
<td>15</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>2</td>
<td>8</td>
<td>14</td>
<td>16</td>
<td>7</td>
</tr>
</tbody>
</table>

All problems in the health area tend very definitely for theory toward the upper end of the gradient scale in frequency distribution. This is apparent from Table XXI. Practice tends also to be at the "50%" mark or better.

Table XXI also reveals either low or no tabulation under "Almost Never" both for theory and practice in two problems. Practice in the other two is rather large under the same category.

To complete the analysis of results on this area, medians, consensus, and differences were determined using the same approach as in the other problem areas. These findings are presented in Table XXII, on page 90.

Table XXII reveals that all health problems are given top priority in theory. The first two indicate fairly high parental participation, while the last two fall rather short as far as participation is concerned.
### TABLE XXII

**MEDIANs, CONSENSUS, AND DIFFERENCES BETWEEN THEORY AND PRACTICE Of RESPONSES OF SECONDARY PERSONNEL IN THE AREA PERTAINING TO HEALTH PROBLEMS**

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Median</th>
<th>Consensus</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical handicaps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.75</td>
<td>Nearly Always</td>
<td>.92</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.63</td>
<td>Very Often</td>
<td></td>
</tr>
<tr>
<td>Chronic illness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.72</td>
<td>Nearly Always</td>
<td>1.04</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.58</td>
<td>Very Often</td>
<td></td>
</tr>
<tr>
<td>Sanitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.75</td>
<td>Nearly Always</td>
<td>2.00</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.75</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Nutrition problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.67</td>
<td>Nearly Always</td>
<td>2.13</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.54</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Much the same picture was discovered in an analysis of the responses on the university and college questionnaire.

All of the health problems reach a placement of "Nearly Always" in theory, as far as consensus is any indication. Two of the problems achieve the "Very Often" placement in consensus for practice. The lowest consensus in practice is "50%".

It will be noted that the responses for both theory and practice in regard to health matters reveal a very favorable situation from the viewpoint of both what is the ideal situation and what is actually happening in the field. The theory reaction is very positive while that of practice shows a very definite concern of the parent for these important problems.
The above brief treatment is a resume of the findings regarding health problems as arrived at by an examination of the responses of the personnel in the secondary field of education. The last category of problems is now to be considered.

Financial Problems

This area of difficulties has to do with those of a monetary nature. Finance is intrinsically associated with attendance at school, both at the secondary and higher levels. A frequency tabulation of the results obtained from the questionnaire sent to the secondary school personnel is presented below in Table XXIII.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Participation</th>
<th>Nearly Always</th>
<th>Very Often</th>
<th>50%</th>
<th>Very Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time work</td>
<td>&quot;Should be&quot;</td>
<td>18</td>
<td>17</td>
<td>8</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>&quot;Is&quot;</td>
<td>3</td>
<td>7</td>
<td>19</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Lack of funds for</td>
<td>&quot;Should be&quot;</td>
<td>34</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>higher education</td>
<td>&quot;Is&quot;</td>
<td>3</td>
<td>13</td>
<td>17</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Lack of funds for</td>
<td>&quot;Should be&quot;</td>
<td>26</td>
<td>14</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>high school</td>
<td>&quot;Is&quot;</td>
<td>5</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>9</td>
</tr>
</tbody>
</table>

Table XXIII shows a rather high concentration of responses for theory under the headings of "Nearly Always" and "Very Often". Practice under these headings is of a low frequency.
Table XXIII indicates a distribution for all problems for theory in about the same relative frequency. Practice, on the other hand, concentrates at about the "50%" point or in the "Very Seldom" category.

Using the frequency tabulation above it is possible to determine medians for both theory and practice. As in the other areas of problems, the consensus is taken to be the median closer to the midpoint of the column concerned. Differences are found by subtracting practice medians from theory medians. Again, as in all problem areas discussed, ranking and importance of problem are not related. Table XXIV is a presentation of the results obtained.

### TABLE XXIV

MEDIANs, CONSENSUS, AND DIFFERENCES BETWEEN THEORY ANd PRACTICE OF RESPONSES OF SECONDARY PERSONNEL IN THE AREA PERTAINING TO FINANCIAL PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Median</th>
<th>Consensus</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.15</td>
<td>Very Often</td>
<td>1.36</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.79</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Lack of funds for higher education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.79</td>
<td>Nearly Always</td>
<td>1.73</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>3.06</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Lack of funds for high school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Should be&quot;</td>
<td>4.58</td>
<td>Nearly Always</td>
<td>2.20</td>
</tr>
<tr>
<td>&quot;Is&quot;</td>
<td>2.38</td>
<td>Very Seldom</td>
<td></td>
</tr>
</tbody>
</table>

It can be seen by referring to Table XXIV that part-time work has a high theory median which might indicate that educators see finances as a vital aspect of keeping pupils in school. Parental participation is not
nearly as high as might be expected.

Lack of funds for higher education has a higher median for theory than the problem of part-time work. This could be explained by the fact that higher education is the "next step" for pupils in the secondary school. The median for lack of funds for high school is very high in theory. The fact that one of the two problems has a higher practice median could be explained by the consideration that parents may be giving to possible college work. The presence of the child in school now, despite all difficulties, could be an explanation for the low practice median in the last of the three problems just mentioned above.

The results obtained for both theory and practice for this entire area of financial problems indicate that it is one in which the respondents feel that involvement by the parent is very important. It is also indicated that in practice such involvement is taking place to a fairly satisfactory degree.

All of the material presented above in the discussion of the five problem areas is based on the returns as indicated by the respondents to the questionnaire. That these results are mathematically correct is not the question, but that the results correspond to reality is the real point of issue. However, since there do not exist objective criteria against which to compare the results, all that can be hoped for is some indication of the state of affairs both in theory and practice. Even the practice medians could be distorted since the reports received are as the individuals reporting see and understand the situation. Moreover, from an
examination of the returns it seems that there is a possibility that some of the high school respondents may be giving their answers regarding practice from a guidance and not a counseling viewpoint. As will be indicated later, 52% of the respondents had their own training with emphasis on guidance while 22% of those answering indicate that their own preparation was primarily in counseling. Sixteen per cent indicate that the emphasis was on both counseling and guidance.

It is felt that further studies may fill in the gaps suggested by this study. The field is still practically untouched in regard to the role of the parent in the counseling interview. It is hoped that this study may further investigation of the problem.

Certain questions were put to the respondents of the secondary school questionnaire after the area study. The responses to these will now be considered.

Supplementary Questions

These questions are different from those asked of the personnel in the higher institutions. They are included only because it is felt that the answers may reveal certain facts about the counseling picture in the secondary school and they may have some bearing, however remote, upon the problem at hand.

The questions asked of the personnel in the secondary school are intended to ferret out information about the guidance and counseling situation as a whole, and as has been stated, there may be some relation-
ship between the answers received and the problem of this study. It was considered wise to attempt to discover something about the training of the counseling and guidance personnel who are engaged in this work at the secondary level. In originally contemplating the problem of this study, it was thought that probably a very large percentage of the personnel employed at the secondary level had received their training in universities and colleges in the North Central area. Hence, the first question is an attempt to find out if this assumption is true and if so to what degree.

The question is:

About what per cent of your guidance personnel have received their training in an institution of higher learning in the North Central area?

The results obtained from a study of the answers is given in Table XXV.

**TABLE XXV**

**PERCENTAGE OF PERSONNEL IN SECONDARY SYSTEMS OBTAINING GUIDANCE AND COUNSELING TRAINING IN NORTH CENTRAL INSTITUTIONS**

<table>
<thead>
<tr>
<th>Systems</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>90%</td>
</tr>
<tr>
<td>1</td>
<td>85%</td>
</tr>
<tr>
<td>1</td>
<td>75%</td>
</tr>
<tr>
<td>1</td>
<td>67%</td>
</tr>
<tr>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

The median obtained in Table XXV is 97.3%. This would indicate that approximately all of the institutions involved employ personnel trained in
institutions of higher learning in the North Central region. If such is the case it might be permissible to assume that there should be some consistency between the results obtained from the college and university questionnaire and those from the secondary school in regard to practice. A trend toward consistency would indicate that training (theory) in the higher institutions is being carried out in practice in the secondary field. However, there are certain factors which it is recognized could distort the results. The first is that the theory figures are in part subjective inasmuch as they reflect the thinking of the personnel in the higher institutions. The second is that the study being made is based on results obtained from personnel now engaged in guidance in the higher institutions. Other personnel may have been on duty at the time the present secondary personnel were being trained. A third factor is that the personnel at work in the secondary school may not have attended the institutions sampled and hence different thinking might result. A fourth point is that the training received by the secondary school personnel may not have been with emphasis on guidance and counseling. The only logical conclusion, it seems to the writer, that can be drawn in a study of this kind is that, based on the results of this sampling, there is or there is not consistency in both theory and practice in the institutions of higher learning and those at the secondary level. Specific conclusions so drawn will be presented in another part of this writing.

Referring to Table XXV, the total systems reporting is 47. Three indicated no response to the question. Thus 50 are accounted for.
The next question asked of the respondents to the questionnaire is included in the instrument so that some indication of the training of personnel engaged in leading the guidance and counseling activities in the secondary schools might be had. The question is:

Please indicate the highest degree that you hold.

A tabulation of the responses is presented in Table XXVI.

TABLE XXVI
TRAINING OF PERSONNEL RESPONSIBLE FOR GUIDANCE AND COUNSELING ACTIVITIES IN THE SECONDARY SCHOOLS

<table>
<thead>
<tr>
<th>Training</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Education</td>
<td>5</td>
</tr>
<tr>
<td>Master of Education</td>
<td>7</td>
</tr>
<tr>
<td>Master of Science in Education</td>
<td>4</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>20</td>
</tr>
<tr>
<td>Master of Science</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>1</td>
</tr>
<tr>
<td>&quot;Master's&quot;</td>
<td>3</td>
</tr>
<tr>
<td>&quot;Specialist in Education&quot;</td>
<td>1</td>
</tr>
<tr>
<td>24 graduate hours</td>
<td>1</td>
</tr>
<tr>
<td>Not indicated</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

Certain inferences can be drawn from a glance at Table XXVI. Based on the degrees and work indicated, eighteen of the respondents must of necessity have had courses in education. To infer that the others had none may or may not be presumptuous, for it is to be assumed that persons
assigned to lead guidance activities in the schools would have been selected because of their training. However, the amount of such training is not revealed. Hence, no assumptions can be made with certainty. Nonetheless it is gratifying, for the sake of guidance and counseling, to see that the personnel responding have, in general, training at the Master's level or better.

At the risk of being rather critical, it might be stated that for persons heading guidance and counseling activities in school systems the training of some seems rather meager. It would appear that preparation below the Master's degree is not sufficient. However, personality factors, experience, and other points of strength could account for the assignment of these individuals to the important positions that they hold. In general, though, it appears that training of all personnel heading guidance and counseling activities should be strongly oriented to the specific field of education. It is an unanswered question just how much training was had in educational matters by some of the individuals responding.

The next question put to the respondents of the secondary school questionnaire is the following:

In the degree that you indicated above was the emphasis in your work on: Guidance_____ Counseling_____?

The responses to the above question are presented in Table XXVII on page 99.

From Table XXVII it can be seen that only three or 6% of those responding had no training in guidance and/or counseling. It appears that there should be some question regarding these individuals being in
TABLE XXVII

EMPHASIS IN TRAINING OF PERSONNEL HEADING GUIDANCE AND COUNSELING ACTIVITIES IN THE SECONDARY SCHOOLS

<table>
<thead>
<tr>
<th>Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance</td>
<td>26</td>
<td>52%</td>
</tr>
<tr>
<td>Counseling</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Both</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>Neither</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Curriculum</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Not indicated</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The capacity in which they serve. Only nineteen or 38% of the respondents indicate specific training in counseling. This suggests that perhaps the higher institutions should require more extensive training in counseling in the required work leading to degrees in these institutions. Training in counseling, the heart of the guidance program, certainly seems to be weak as revealed by the answers of the respondents. However, it is noted that 45 of the 50 respondents had training in counseling and/or guidance. This fact is important to this study.

The next question asked of the secondary school personnel is:

Please indicate any items of interest that you feel are important in your guidance program with particular emphasis on the place of the parent in counseling.

The statements that follow are selected as those having the greatest significance to the problem:
Attempting to counsel students without the involvement of their parents is an inefficient use of time.

Parents are educated to a team approach for educational guidance.

There is a summer counseling program involving parents.

There is not enough counselor-pupil-parent relationship.

On personal problems that center around parent-pupil relationship, the counselor may be accused of "meddling".

Conferences with parents have shown a gradual increase over a five-year period.

The number of parents seeking interviews is steadily increasing.

Parents are brought in for subject selection and for interpretation of test results.

At present this area of the program is rather weak.

A summer parent-student-counselor session for students entering high school is held.

Parent conferences with counselors, teachers, principal, and parent are held as needed.

When invited to take part in the counseling program, parents have consistently failed to do so.

In many cases the complete cooperation of the parents is essential from the beginning, while in others it must be introduced gradually.

Only when no good can be gained should parents be excluded. Parents are a part of the informative, the catharsis, and the acceptance components of counseling.

Parents should be involved with seniors for higher education, with sophomores and their advanced science program, for juniors and their occupation and educational plans, for freshmen and their scholastic achievement.

Eighth grade parent conferences are held for course selection.
Parents should be directly involved in curriculum planning and occupational information matters.

Inviting disinterested parents in on the counseling of students helps to aid them in a better understanding of the educational, occupational, and personal problems confronting students.

The next question asked of the respondents of the questionnaire at the secondary school level is exactly the same as the one put to the university and college personnel. It follows:

What is your conception of the place of the parent in the counseling interview?

The responses that seem most relevant to the problem of this study are given in essence in the following recapitulation:

If parents are included they can be a great help to students. Students want their parents present whether they admit it or not.

The parent should have an active role in the counseling interview. To state otherwise is the same as contending that only the counselor is needed and the role of the parent should be a passive one.

Presence of the parent depends upon the problem. However, parents should be brought in more often than they are.

Parents should be involved where major decisions are to be made. Involvement depends upon the nature of the problem.

The parent is as important in many cases as the pupil or counselor.

Parents should be included whenever possible in order that an understanding of the ramifications of the problem is possible.

Parents should be invited to participate at the request of the child.

Whether the parent is present or not depends upon the nature of the problem. In some problems presence is required.
at the beginning. In others, it should be introduced gradually.

Parents should not be present in routine interviews but should have a place in some counseling sessions.

In many cases the parent may be the key figure since he gives clues and reflects insights.

Every attempt should be made to have parent-child-counselor interviews.

Parents are involved when it is thought that involvement will help in the adjustment of the child.

Most parents should be considered in the interview where they are interested in the child.

An attempt is made to have the parent present at all counseling interviews. It is felt that little is accomplished without the parent. Conclusions are easier to arrive at, public relations are improved, and parents do not object.

More can be accomplished by having separate interviews with parent and child. The conference can be discussed together at home.

At the secondary level, many pupils are still tied, regarding dependency, to their homes. Not considering the family in counseling is taking too much for granted.

Presence of the parent depends upon the case. In some instances the child speaks more freely when the parent is not present.

The place of the parent is fast becoming important in the fourth, fifth, and sixth grade.

Parents are a part of the initial interview in regard to pupil "dropouts".

The parent is a contributing member to share observations, help in diagnosis, and offer assistance to a pupil in helping him achieve his goals.

Parents should always be involved in the problems of their children and their solution.

Parents are very important.
Parents should be interviewed about the problems of their children but not with the pupil.

Secondary level students should be allowed to make decisions without the constant presence of parents.

Participation by the parents should diminish as the child matures.

Students should solve their own problems in about 95% of the cases. Parents are needed in some cases.

Parents need to gain greater insight into their role in helping students achieve maturity.

Parents should confer with counselors at least once a year to discuss problems of their children.

Parents should make use of information furnished by the guidance department. The same use should be made of this material as of health information.

The parent and the school are both charged with the obligation of development of the child. Most "problem" children seem to have similar parents or none at all.

There is help from parent-teacher-counselor interviews.

The parent's role should be one of learning, of rapport, with the goal of being the greatest good for the child, the school, and society.

Parents should have the role of support, interest, and encouragement. Students in high school assume more responsibility as they progress.

Counselors should know the parents. The latter should have a part in the planning of the child's education.

The above comments are given in essence because it is felt that they are most revealing. That many of the respondents were thinking in terms of guidance and not alone of counseling is not to be denied. The question itself was specifically worded, but this does not necessarily mean that it was specifically answered. However, all comments do bear directly or
indirectly upon the problem and hence are of concern.

As in the university and college results, it can be inferred from all of the material found in the answers to the questionnaire that the parent is most certainly considered an important figure in guidance but the same cannot be said with certainty for counseling.

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As in the treatment of the results of the other questionnaire, certain points will be included here with the purpose of rendering a complete report regarding the questionnaire sent to the secondary personnel.

Four of the returned questionnaires were not used in this study. The reasons for the rejection of these will be stated briefly.

One person indicated that he did not understand if the five-point scale referred to the degree of parental involvement in the problem, the solution of the problem, or other factors. It was evident that if a clarification were made the respondent would be glad to complete and return the questionnaire. No other information was given.

Another person felt, and this is certainly his right, that the questionnaire was not good. He or she stopped answering in the first part of page 1. No name was given but there was an indication that 100% of the guidance personnel used in the school were trained in institutions in the North Central area. The person had a Master of Science degree. In his or her training the emphasis was evenly divided
between guidance and counseling. No further information was revealed.

The third rejected questionnaire was not used because the individual stated that it would be meaningless to complete it due to the prevalent philosophy of counseling in the institution. Just what was meant here is not clear to this writer. In a letter, the respondent revealed that all guidance personnel were trained in the North Central area, that all had Master's degrees but none had higher. He advocates conferences with the pupil and the parent, but with each privately.

The last rejected questionnaire stated that it was not clear. No other information was given but the instrument was signed.

The listing of the "write-ins" reveals, as in the university and college questionnaire, the thinking of the respondents at the secondary level. These are listed below under the area in which they appeared.

A. Emotional, social, and personality problems
   1. "Going steady"
   2. Referral for psychological help
   3. Boy-girl relationships
   4. Sibling rivalry

B. Educational and academic problems
   1. Choice of college
   2. Advanced placement

C. Vocational problems
   1. Scholarship

D. Health problems
   1. Medical examinations

In reference to the above problems, it is again admitted that these might certainly be issues in the lives of students. However, it is felt that the problems presented to the respondents for consideration, touch, at least in part, on these.
This concludes the presentation of the findings obtained from a study of the questionnaire forwarded to the secondary personnel. As with the other questionnaire, an attempt was made to discover theory as held by these respondents and practice as they see it to be operative, in reference to the role of the parent in the counseling interview.

The following chapter will attempt to present a comparison of the results obtained from the two questionnaires used in this study.
CHAPTER V

A COMPARISON OF THE RESULTS OBTAINED FROM THE RESPONDENTS OF THE QUESTIONNAIRES

In previous chapters there has been presented an analysis of the responses to the university and college questionnaire and to that pertaining to the secondary level. In these chapters medians were given, consensus was indicated, and the differences between theory and practice were shown.

It is felt that a synthesis of the findings should be given at this time in order to present for the sake of comparison the medians and consensus as found and given in Chapters III and IV. It is to be noted that no conclusions have been or are being drawn as yet. However, the graphic presentation of the findings from personnel in the higher institutions of learning and from the heads of guidance services in various secondary school systems in the North Central area should certainly establish some basis for stating conclusions.

It is reiterated that the purpose of this study is to determine, if possible, the role of the parent in the counseling interview with the student. As has been pointed out repeatedly, the problem is one in which two aspects are being surveyed—the theoretical and the actual. In other words, an attempt is being made to determine what the best thinking is in regard to the "should be" aspect, and what the best observations are in
reference to the "is" phase of this problem.

In the tables presented on the following pages are given the same results indicated in other chapters of this writing. This summarization is made for the sake of clarity so that ready comparisons may be made without the necessity of having to ferret out information from other sections of this study. Problems are presented in these tables in exactly the same order as they appear on the questionnaires sent to the university and college personnel and those sent to the heads of guidance in the secondary school field.

Table XXVIII on page 109 presents a synthesis of the findings from both questionnaires in regard to emotional, social, and personality problems.

Table XXVIII is in itself explanatory and requires but little comment. The trend towards consistency for both theory and practice as obtained from the two sources is to be noted. In no problem is there a wide discrepancy in the results received from the university and college personnel and those from the secondary educators.

Comparing the results from both questionnaires for affectional needs there is a difference in consensus for theory but the difference is slight. The secondary school median is within .12 of passing into the consensus range of the higher level median.

Attainment of status for practice at the higher level is within .14 of having the same consensus as the secondary school median indicates.

Group membership needs for practice for the higher level is within .13
of passing into the same consensus as for the secondary school level.

TABLE XXVIII

MEDIANs AND CONSENSUS FROM THE QUESTIONNAIRES IN REGARD TO EMOTIONAL, SOCIAL, AND PERSONALITY PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Higher level median</th>
<th>Consensus</th>
<th>Secondary level median</th>
<th>Consensus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affectional needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.65</td>
<td>Nearly Always</td>
<td>4.38</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.80</td>
<td>50%</td>
<td>2.94</td>
<td>50%</td>
</tr>
<tr>
<td>Attainment of status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.09</td>
<td>Very Often</td>
<td>3.75</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.36</td>
<td>Very Seldom</td>
<td>3.03</td>
<td>50%</td>
</tr>
<tr>
<td>Group membership needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3.60</td>
<td>Very Often</td>
<td>3.63</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.37</td>
<td>Very Seldom</td>
<td>2.65</td>
<td>50%</td>
</tr>
<tr>
<td>Moral difficulties</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.50</td>
<td>Nearly Always</td>
<td>4.56</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>3.13</td>
<td>50%</td>
<td>2.47</td>
<td>Very Seldom</td>
</tr>
<tr>
<td>Pupil-parent conflicts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.27</td>
<td>Very Often</td>
<td>3.83</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.61</td>
<td>50%</td>
<td>2.88</td>
<td>50%</td>
</tr>
<tr>
<td>Pupil-teacher conflicts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3.53</td>
<td>Very Often</td>
<td>3.25</td>
<td>50%</td>
</tr>
<tr>
<td>Practice</td>
<td>2.77</td>
<td>50%</td>
<td>2.91</td>
<td>50%</td>
</tr>
</tbody>
</table>

Moral difficulties for practice at the lower level is within .03 of having the same consensus as that given for the higher level.
Pupil-teacher conflicts in theory at the lower level lacks .25 of agreeing with the consensus of the university and college result.

All other problems, excepting those listed above, agree in consensus for both theory and practice at both the higher level and that of the secondary in regard to emotional, social, and personality difficulties.

The second area of difficulties is concerned with educational and academic problems. Medians and consensus for both theory and practice as determined from the two questionnaires are presented in Table XXIX on page 111.

Table XXIX indicates that choice of curriculum is almost identical in results for both theory and practice on both questionnaires.

Lack of aptitude and/or motivation, as well as overachievement, underachievement, and school leaving have the same consensus results for both theory and practice on the two questionnaires.

Mental retardation in practice for the secondary school consensus is within .33 of being in the same consensus range as that for the higher level.

Pupil orientation to school in practice at the university and college level is .47 short of having a median which would place this problem in the same consensus as that obtained for the secondary schools.

The third area of difficulties is concerned with vocational problems. The medians and consensus discovered from both questionnaires are presented in Table XXX on page 112.
TABLE XXIX
MEDIANs AND CONSENSUS FROM THE QUESTIONNAIRES IN REGARD TO EDUCATIONAL AND ACADEMIC PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Higher level median</th>
<th>Consensus</th>
<th>Secondary level median</th>
<th>Consensus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.05</td>
<td>Very Often</td>
<td>4.05</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>3.00</td>
<td>50%</td>
<td>3.16</td>
<td>50%</td>
</tr>
<tr>
<td>Lack of aptitude and/or motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.07</td>
<td>Very Often</td>
<td>4.19</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.54</td>
<td>50%</td>
<td>2.83</td>
<td>50%</td>
</tr>
<tr>
<td>Oversachievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.19</td>
<td>Very Often</td>
<td>3.91</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.12</td>
<td>Very Seldom</td>
<td>2.39</td>
<td>Very Seldom</td>
</tr>
<tr>
<td>Undersachievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.50</td>
<td>Nearly Always</td>
<td>4.56</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>2.88</td>
<td>50%</td>
<td>2.67</td>
<td>50%</td>
</tr>
<tr>
<td>Mental retardation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.63</td>
<td>Nearly Always</td>
<td>4.77</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>3.65</td>
<td>Very Often</td>
<td>3.17</td>
<td>50%</td>
</tr>
<tr>
<td>Pupil orientation to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3.97</td>
<td>Very Often</td>
<td>4.06</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.03</td>
<td>Very Seldom</td>
<td>2.51</td>
<td>50%</td>
</tr>
<tr>
<td>School leaving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.79</td>
<td>Nearly Always</td>
<td>4.81</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>2.70</td>
<td>50%</td>
<td>2.55</td>
<td>50%</td>
</tr>
</tbody>
</table>

Referring to Table XXX it is evident that occupational-scholastic information for practice at the higher level is within .35 of having the same consensus as that for the secondary level.
### TABLE XXX

MEDIANs AND CONSENSUS FROM THE QUESTIONNAIRES IN REGARD TO VOCATIONAL PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Higher level median</th>
<th>Consensus</th>
<th>Secondary level median</th>
<th>Consensus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational-scholastic information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3.68</td>
<td>Very Often</td>
<td>3.84</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.15</td>
<td>Very Seldom</td>
<td>2.50</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Capacity and interest for vocation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3.90</td>
<td>Very Often</td>
<td>3.93</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.38</td>
<td>Very Seldom</td>
<td>2.61</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Selection of vocation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3.77</td>
<td>Very Often</td>
<td>3.87</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.77</td>
<td>50%</td>
<td>2.88</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Employment opportunities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3.65</td>
<td>Very Often</td>
<td>3.75</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.33</td>
<td>Very Seldom</td>
<td>2.25</td>
<td>Very Seldom</td>
</tr>
<tr>
<td><strong>Further schooling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.55</td>
<td>Nearly Always</td>
<td>4.52</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>3.04</td>
<td>50%</td>
<td>3.23</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Military service</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.07</td>
<td>Very Often</td>
<td>4.12</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.50</td>
<td>50%</td>
<td>2.53</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Job hunting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3.58</td>
<td>Very Often</td>
<td>3.56</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.41</td>
<td>Very Seldom</td>
<td>2.33</td>
<td>Very Seldom</td>
</tr>
<tr>
<td><strong>Preparation for, entrance upon, and advancement on job</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3.31</td>
<td>50%</td>
<td>3.53</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.20</td>
<td>Very Seldom</td>
<td>2.26</td>
<td>Very Seldom</td>
</tr>
</tbody>
</table>
In Table XXX in the problem capacity and interest for vocation, the higher level median lacks .12 of having the same consensus as for the secondary school in regard to practice.

Preparation for, entrance upon, and advancement on job for theory at the higher level is within .19 of having the same consensus as for that obtained for the secondary school. In the areas of problems dealing with vocational problems, five were found to have the same consensus for both theory and practice at both the higher and secondary levels.

The fourth area of problems considers those pertaining to health. Medians and consensus for both levels are presented in Table XXXI.

### TABLE XXXI

**MEDIANs AND CONSENSUS FROM THE QUESTIONNAIRES REGARDING HEALTH PROBLEMS**

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Higher level median</th>
<th>Consensus</th>
<th>Secondary level median</th>
<th>Consensus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical handicaps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.81</td>
<td>Nearly Always</td>
<td>4.75</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>3.78</td>
<td>Very Often</td>
<td>3.83</td>
<td>Very Often</td>
</tr>
<tr>
<td>Chronic illness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.86</td>
<td>Nearly Always</td>
<td>4.72</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>3.92</td>
<td>Very Often</td>
<td>3.68</td>
<td>Very Often</td>
</tr>
<tr>
<td>Nutrition problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.84</td>
<td>Nearly Always</td>
<td>4.67</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>2.97</td>
<td>50%</td>
<td>2.54</td>
<td>50%</td>
</tr>
<tr>
<td>Sanitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.71</td>
<td>Nearly Always</td>
<td>4.75</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>2.81</td>
<td>50%</td>
<td>2.75</td>
<td>50%</td>
</tr>
</tbody>
</table>
All problems in the health area are found, as shown in Table XXXI, to have the same consensus at both levels for both theory and practice.

The last table to be presented is that regarding financial problems.

This table follows:

TABLE XXXII

MEDIAN AND CONSENSUS FROM THE QUESTIONNAIRES IN REGARD TO FINANCIAL PROBLEMS

<table>
<thead>
<tr>
<th>Specific problem</th>
<th>Higher level median</th>
<th>Consensus</th>
<th>Secondary level median</th>
<th>Consensus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>3.95</td>
<td>Very Often</td>
<td>4.15</td>
<td>Very Often</td>
</tr>
<tr>
<td>Practice</td>
<td>2.60</td>
<td>50%</td>
<td>2.79</td>
<td>50%</td>
</tr>
<tr>
<td>Lack of funds for high school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.52</td>
<td>Nearly Always</td>
<td>4.58</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>2.39</td>
<td>50%</td>
<td>2.38</td>
<td>Very Seldom</td>
</tr>
<tr>
<td>Lack of funds for higher education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>4.71</td>
<td>Nearly Always</td>
<td>4.79</td>
<td>Nearly Always</td>
</tr>
<tr>
<td>Practice</td>
<td>3.00</td>
<td>50%</td>
<td>3.06</td>
<td>50%</td>
</tr>
</tbody>
</table>

In regard to financial problems it can be seen from Table XXXII that the results are the same for both questionnaires as far as consensus is concerned, except for the problem of lack of funds for high school. In this difficulty the practice median for the secondary school is within .12 of reaching the same consensus as for the college and university result.

In all of the above discussion, it can be seen that the results
obtained from both questionnaires are certainly comparable as far as consensus is concerned. It is again pointed out that the consensus is being used as a rough frame of reference to indicate the reactions of the respondents to the questions put to them. The consensus is intended to indicate the trend in the results, and nothing more is claimed for it.

In the next chapter an attempt will be made to draw some conclusions from the entire study.
CHAPTER VI

SUMMARY AND CONCLUSIONS

The specific function of this chapter is to present a summary of the work done on the problem of the role of the parent with the student in the counseling interview and to formulate conclusions which it is believed can be validly drawn from the evidence obtained from the responses to the college and university questionnaire and that sent to the secondary school personnel.

As has been repeatedly indicated, the purpose and justification for the two questionnaires is to obtain information in regard to the theory and practice aspects of the problem. The university and college questionnaire and that sent to the secondary school personnel were prepared after the literature pertinent to problem areas and specific difficulties in each field or category had been analyzed. Both questionnaires, besides seeking to find reaction to both theory and practice, were so designed that answers might be indicated on a gradient scale.

The recipients of the college and university questionnaire were individuals selected from the 1960 Directory of the National Association of Guidance Supervisors and Counselor Trainers in the North Central region. Eighty questionnaires were sent out and forty-seven were returned or a 58.8% response. The answers were studied, analyzed, and presented in Chapter III.
The educators who received the secondary school instrument were individuals heading guidance and counseling activities in secondary school systems. *Guide Lines*, a publication of the United States Department of Health, Education, and Welfare, was used as a source reference in order to secure the names of individuals in charge of programs in school systems in the North Central region. One hundred and forty-eight questionnaires were sent out and fifty-four were returned for a response of 36.5%. The findings from the questionnaire sent to the secondary school personnel were given in Chapter IV.

In presenting the results of both questionnaires, medians, consensus, and differences between theory and practice for each problem in a category were indicated. In Chapter V a comparison of the results of both questionnaires was attempted.

Both instruments, the college and university and the secondary questionnaires, had certain questions after the structured section. These were included because it is felt that the responses might reveal certain information that would have a bearing either of a direct or indirect nature upon the problem being undertaken. The responses to these questions were also analyzed and are presented in Chapters III and IV.

Before attempting to formulate conclusions from the data obtained, it is felt that some statement should be made justifying the belief that the conclusions offer a certain validity. The first point in such a justification is that the recipients of the questionnaire at both levels are either highly trained and/or are in a position to know and to react
to the instrument. Many of the educators at the college and university level, in addition to having the educational training and background as evidenced by their degrees, are either conducting the operation of practicums or are closely associated or familiar with them. Moreover, the personnel at the secondary level are, for the greater part, persons heading the guidance and counseling programs in school systems in the North Central region. The second point arguing for the validity of the responses is the fact that the results obtained for both theory and practice are essentially the same on both questionnaires. To the writer this appears as a very strong point.

The first general conclusion that may be drawn from a study of the responses to both questionnaires is that the parent is not utilized to the extent that he should be in dealing with problems in the counseling interview with the student. The substantiation of this conclusion is that theory reaction in every case does not fall below the practice reported. The extent to which the parent should play a role in the counseling interview with the student is given greater stress in theory. A glance at the tables presented in Chapter V will verify this contention. It will be noted that for no problem does the practice median reach a higher level than that found for theory. In only one case does the consensus indicated for theory and practice show the same level. This is the problem of pupil-teacher conflicts (secondary level). In this difficulty the theory median is higher, as has been stated, while the theory consensus would also be higher but for a .25 difference. Hence,
it seems logical to conclude that a valid adjunct contributing to the success of the counseling interview with the student is not being utilized to the fullest extent. That adjunct is the parent. That this person, according to the theory medians as compared with those of practice, is not used is regrettable since any and all agencies, media, and persons that could contribute to the success of the counseling interview should certainly be brought into the interviewing situation. This assumes, of course, that the consent and willingness of the client are present.

The second general conclusion that may be drawn from the evidence is that theory as advocated by the university and college personnel is probably about what it should be since practically the same results are found for theory at the secondary level. The findings on the secondary questionnaire substantiate, in general, the findings as revealed on the university instrument. It is interesting to note that of the twenty-eight problems listed twelve have a consensus rating of "Nearly Always" by the university and college people as compared with eleven for this category for the secondary personnel. The university educators placed fifteen problems in the "Very Often" consensus bracket as compared with sixteen for the secondary schools. One problem was found to be "50%" by the university and college personnel as compared with one for the high school people. No problems were rated by either group in the theory consensus of "Very Seldom" or "Almost Never".

The third general conclusion that may be deduced from the evidence is that the majority of all personnel concerned, at both the university
and college level, as well as in the secondary area, seem acutely aware of the cardinal principle of interviewing—the sanctity of the interview. Repeatedly, there is an indication that the introduction of the parent without the consent and desire of the counselee is definitely not desirable. That the university and college educators should be so strong on this point is certainly not unusual, but that the principle should have such universality at the lower level of instruction, the secondary, is most encouraging for guidance and counseling. The ethical code required of counselors demands adherence to the belief in the sanctity of the interview. The interesting point is that not only is the principle so prevalent in the thinking of the respondents, but apparently in practice is being observed and adhered to in a high degree. The ethical principle involved is well stated in the following:

The counselor should guard professional confidence as a trust and reveal such confidence without the client's permission only after most careful deliberation and when there is a clear and imminent danger to an individual or to society; i.e. threatened suicide, homicide, or treason.39

The fourth general conclusion that may be drawn from a comparison of the results pertaining to theory for both questionnaires is that instruction to future counselors in the university and college courses certainly seems productive of good results. It is remarkable to note the consistency between the theory of the educators at the higher level and that of the personnel in the secondary schools. Apparently, principles were well

formulated and emphasized in the higher institutions since these principles are now those accepted and believed in by the guidance and counseling personnel in the secondary school.

The fifth general conclusion drawn is that at the secondary school level there is not as definite a distinction between guidance and counseling as that observed from the reaction of the university and college personnel. Either the two areas are thought of as distinct and of having equal status, or are accepted as being rather interchangeable or capable of being merged into each other. The true concept, that counseling is the heart of guidance, that it is a tool, and but one, of the total repertoire, seems to be a bit clouded and confused.

In addition to the five general conclusions indicated above there is one more that is most apparent. There seems to be the tendency at both levels to "fear" the introduction of the parent as a key figure. The writer personally believes that this "fear" is only an apparent one and that the reaction is really an indication of the concern that the sanctity of the counseling interview might be destroyed. However, from reading the comments received, one gathers that the introduction of the parent into the counseling interview with the student is an item that should be given great consideration, that extreme caution should be observed, and that the utilization of the parent should be given great prethought. It is interesting to note that only one person is intrepid enough to state categorically that he can conceive of the introduction of the parent as not violating the principles of genuine counseling and that a true
counseling situation can and does exist, under certain conditions, with more than two persons present. This, for what it may be worth, is the opinion of the present writer, for in such difficulties as marital discord involving marriage counseling, often three people are involved at the same time and such action is definitely considered as counseling. It seems to this writer that the solution of the problem is the point at issue and that if the desired result can be obtained more quickly, efficiently, and expeditiously by the involvement of the parent, then not to make full use of this valuable resource person certainly is not sound. The goal of an interview is definitely not lost if another adjunct is added contributing to its success.

So much for the general conclusions that it seems may be drawn from the results of this study. It may be well at this time to indicate more specific conclusions associated with the problem areas and specific difficulties about which the questionnaires were built.

Using the results of both questionnaires, which it has been shown indicate about the same tendency toward agreement in both theory and practice, certain statements may be categorically made. These are presented in the paragraphs which follow.

Regarding the area of difficulties pertaining to *emotional, social,* and *personality problems*, in those dealing with:

A. **Affectional needs**, the parent should be involved very often or nearly always, but is involved 50% of the time.

B. **Attainment of status**, the parent should be involved very often, but is involved very seldom or up to 50% of the time.
C. Group membership needs, the parent should be involved very often, but is involved very seldom or up to 50% of the time.

D. Moral difficulties, the parent should be involved nearly always, but is involved very seldom or up to 50% of the time.

E. Pupil-parent conflicts, the parent should be involved very often, but is involved 50% of the time.

F. Pupil-teacher conflicts, the parent should be involved from 50% of the time to very often, but is involved 50% of the time.

Regarding the area of difficulties pertaining to educational and academic problems, in those dealing with:

A. Choice of curriculum, the parent should be involved very often, but is involved 50% of the time.

B. Lack of aptitude and/or motivation, the parent should be involved very often, but is involved 50% of the time.

C. Oversubjectives, the parent should be involved very often, but is involved very seldom.

D. Undersubjectives, the parent should be involved nearly always, but is involved 50% of the time.

E. Mental retardation, the parent should be involved nearly always, but is involved from 50% of the time to very often.

F. Pupil orientation to school, the parent should be involved very often, but is involved very seldom to 50% of the time.

G. School leaving, the parent should be involved nearly always, but is involved 50% of the time.
Regarding the area of difficulties pertaining to vocational problems, in those dealing with:

A. Occupational-scholastic information, the parent should be involved very often, but is involved very seldom or up to 50% of the time.

B. Capacity and interest for vocation, the parent should be involved very often, but is involved very seldom or up to 50% of the time.

C. Selection of vocation, the parent should be involved very often, but is involved 50% of the time.

D. Employment opportunities, the parent should be involved very often, but is involved very seldom.

E. Further schooling, the parent should be involved nearly always, but is involved 50% of the time.

F. Military service, the parent should be involved very often, but is involved 50% of the time.

G. Job hunting, the parent should be involved very often, but is involved very seldom.

H. Preparation for, entrance upon, and advancement on job, the parent should be involved from 50% of the time to very often, but is involved very seldom.

Regarding the area of difficulties pertaining to health problems, in those dealing with:

A. Physical handicaps, the parent should be involved nearly always, but is involved very often.

B. Chronic illness, the parent should be involved nearly always, but is involved very often.

C. Nutrition problems, the parent should be involved nearly always, but is involved 50% of the time.

D. Sanitation, the parent should be involved nearly always, but is involved 50% of the time.
Regarding the area of difficulties pertaining to financial problems, in those dealing with:

A. **Part-time work**, the parent should be involved very often, but is involved 50% of the time.

B. **Lack of funds for high school**, the parent should be involved nearly always, but is involved very seldom or up to 50% of the time.

C. **Lack of funds for higher education**, the parent should be involved nearly always, but is involved 50% of the time.

In addition to the categorical statements made above, one further conclusion may be deduced. It appears that the more the problem is concerned with constitutional matters, such as health, or with the areas pertaining to the environment, such as financial problems, the greater should be the participation by the parent in the counseling interview with the student. Where the problem is more self-centered (excepting constitutional matters such as health), the parent should be less involved. The explanation for this tendency is probably that true counseling advocates the primacy of the self in the solution of problems. Remembering that counseling is a process involving discovery, recognition, acceptance, and possible solution to problems, which solutions must be achieved through the efforts of the counselee to help himself, it must be obvious why the parent should be considered less important. In situations in which the solution of problems depends upon outside forces rather than upon the activity of the counselee himself, the parent is seen as a more potent force in the solution of problems.
Another important conclusion that is apparent from the evidence is that in theory no problem is listed in which the parent should not be involved 50% of the time or better. No problem appears to be of such a nature that the parent would be an actual detriment in its solution. Not one intimation nor suggestion can be found in the evidence that the parent should be eliminated from the guidance and/or counseling scene. In other words, acceptance of the parent as a valuable adjunct is recognized. However, the theory consensus differs regarding participation, according to the evidence, as the problem varies, but through all comments there runs the thread of preserving the professional sanctity of the conference. When the parent is involved, it must be with the consent of the person being counseled.

In addition to the general and specific conclusions stated above, the data obtained from the questionnaires justifies certain other statements which have a bearing either directly or indirectly upon the problem of the role of the parent in the counseling interview with the student.

Theory consistency was seen as being high both for the university and college results and those from the secondary level. The degree of consistency has been shown to be almost identical. Also it has been shown that practice lags behind theory at both levels of appraisal. Some explanation must exist for this lag. Possibly, the fact that practicums are a rather new conception and the established fact that only twenty-eight of the higher institutions represented in this study have a practicum in operation might contribute to the lag indicated. This statement is not
made categorically since the evidence is not such that this conclusion can be stated. The proposition made is merely a conjecture in an attempt to explain the difference between theory and practice. If it is remembered that the results indicated that about 97% of the personnel working in guidance and counseling at the secondary level had received their training in institutions in the North Central region seemingly this would argue for the inauguration and improvement of practicums in all institutions of higher learning, or at least in those in the North Central region.

The improvement of the academic status of personnel working in guidance and counseling is a consideration that should be given due thought. Reference is made here to personnel at the secondary level, but may, in some cases, be applicable even at the university and college level. Intensive and extensive training in guidance and counseling possibly would be a point that might add to the closing of the gap between theory and practice. It cannot be denied that the gap should be closed for if the potential exists, not to actualize such a potential certainly appears as unsound procedure.

This summary of the work of this study and an indication of the general and specific conclusions establishes the groundwork for certain implications for counseling. This matter will be treated in the last chapter.
CHAPTER VII

IMPLICATIONS FOR COUNSELING

The purpose of this chapter is to present certain implications for counseling which it appears may be made both from an analysis of the literature pertaining to guidance and counseling and from the material gathered from the questionnaires.

From the literature in the field, there is a definite distinction between guidance and counseling. The first term implies "services rendered to an individual according to his particular needs."¹⁰ These services are "always aimed at helping one child, one adolescent, or one adult to achieve more insightful self-realization and greater constructive worth in his group relationships."¹¹ Froehlich, in elaborating upon the services offered in a guidance program, mentions the service of orientation and articulation, the service of counseling, and the service of placement.¹² Hence, counseling is but one of the facets of the whole guidance program. It is the heart of the whole repertoire.

Although counseling is now often considered as learning oriented,


¹¹Ibid., 164.

Hutson makes a most significant statement:

But to act with good judgment upon the evidence revealed by the diagnosis will often involve more activity than is represented by the interaction of counselor and client in an interview or series of interviews. A case may signify the need for conferring with parents, for counseling parents, etc. The wide range of ultimate action-steps to be taken in accomplishing his distribution and adjustment seems to be appropriately designated as "counseling and treatment."43

In light of the above and from the results of the questionnaires, the first implication is a most apparent one. Counseling should always be done with the hope of arriving at some progress in the resolution of cases. Goals are an important consideration. To help achieve progress, it is suggested that the parent should be definitely considered as a vital resource person in helping to achieve desired ends and goals. It is also suggested that the parent should be involved not only in guidance (which all writers seem readily to admit) but also in counseling, provided that proper counseling ethics are adhered to. Such action of involvement would implement the "treatment" concept of Hutson. Regardless of the fact that the method of counseling employed be classified as the nondirective of Rogers and his adherents, the directive of Williamson and his followers, or the eclectic of such as Erickson and others, it seems that the parent definitely has a role in the counseling interview.

The nondirective approach to counseling of Rogers emphasizes the

client-centered concept. In both his work of 1942\textsuperscript{44} and that of 1951\textsuperscript{45}, the focus of attention is primarily on the individual and not upon the problem in itself. Catharsis is given a high priority as well as the idea of new perceptions in relationships, the growth of insight, and the development of the ability to handle one's own problems. This method and the presence of the parent are certainly not repugnant. The only limitation that this writer sees, other than that of professional ethics, might conceivably be the time of the introduction of the parent, since such an introduction would be conditioned by the client's feeling that the parent would help him, the student, with the problem at hand.

The school of Williamson, and such men as Darley and Wreath, commonly referred to as the directive approach, stresses the mutuality of the counseling relationship.\textsuperscript{46} This method of approach, the directive, certainly should be cognizant, in the opinion of the author, of the vital role that a parent could play in the counseling interview or process. Of course, certain conditions must be met as has been repeatedly stated.

The eclectic method of counseling is often interpreted as a sort of compromise between the two types just discussed. It appears that it might better be thought of as an approach which admits of both the directive and the nondirective. The eclectic, it would seem, implies that no one method

\begin{itemize}
\item \textsuperscript{44}Carl R. Rogers, \textit{Counseling and Psychotherapy} (Boston, 1942).
\item \textsuperscript{45}Carl R. Rogers, \textit{Client-Centered Therapy} (Boston, 1951).
\item \textsuperscript{46}E. G. Williamson, "Counseling and the Minnesota Point of View," \textit{Educational and Psychological Measurement}, VII (Spring, 1947).
\end{itemize}
is applicable in all cases and that the technique which produces the most effective results should be the one employed. Therefore, the eclectic is not a synthesis of the other two methods, but is a type which offers a choice of approach or even an intermingling of the directive and the non-directive. The goal, to the eclectic advocate, seems to be the result obtained and not the method pursued. In the eclectic type of counseling there need be no repugnance to the parent playing a vital role. The evidence from this study indicates that the parent is not placed in the vital role that he should be.

Briefly, then, to the writer, the implication that can be offered is that the parent should play a much more important role in the counseling interview or session than he now does. It is maintained that this vital person is not being utilized to the extent possible, and it may even be doubted that his potential for use is completely recognized.

In addition to the implication that the parent, a valuable adjunct to successful counseling, is not being utilized and that perhaps his worth is not completely recognized, there is another which seems evident. This is in regard to the question of counseling ethics.

Hutson\(^4\) points out that in professions such as law and medicine, there exists a one-to-one relationship between practitioner and client. However, in regard to the counselor, there is a responsibility to society as well as to the client. Social institutions, the home, school,

occupations, and other agencies must be supported as well as having the
client appraise, develop, and enhance the self. Hutson states that because
of the relationship in other professions, codes of ethics have been
established and punitive action exists for violation of these ethics.
Counselors, other than psychologists, have not as yet developed and
accepted or publicized a usable code of ethics. A considerable number
of writings have been produced talking about the code of ethics but not
indicating specifically and precisely what that code is. To the writer,
the second implication offered is that a definite code for counseling
should be established such as that produced by the National Education
Association, approved in 1929 and revised in 1941. With the existence
of such a specific code, it is felt by the writer of this study, that
the "fear" manifested in the questionnaires regarding the introduction
of the parent might be reduced, since a code would guide the way for the
counselor for all activities in which the parent was involved.

In the absence of a specific ethical code, it is suggested that
perhaps each institution should develop its own. It should be one that
is compatible with the philosophy of that institution and one which in
no way contradicts nor impinges upon the mores, rights, and liberties
of any individual. Such a document, it seems to the writer, would be
extremely useful and would encourage the utilization of the parent in
the counseling interview.

An additional point about ethical conduct should be made here. In
an early part of this study, it was emphasized that the parent should not
be introduced into any interview or counseling session without the express permission and consent of the client. It was also indicated that this statement has practically universal acceptance by counselors. Emphasis on the above ethical statement is the important point. Counselors should not only know the above underlined statement but should and must follow its warning in all relationships with individuals other than clients.

In addition to the two implications for counseling stated above, it appears to the writer that a third might be in order. This is the implication that perhaps our counselor training program needs a thorough evaluation. This statement is not intended in any way to be critical, since it is recognized that guidance and counseling are still in the embryonic stage as far as development of the potential is concerned. Moreover, it is readily admitted that steps are constantly being taken to provide for more effective and productive guidance and counseling. The statement made about evaluation is prompted by the rather definite lack of training in counseling revealed by a study of the secondary school questionnaires. A considerable number of the respondents lacked the training in counseling that it seems should be necessary for the occupancy of positions of leadership in school systems. As was readily admitted, experience and other factors might be the answer to the lack of objective qualifications indicated, since there is a shortage of trained personnel. Bearing in mind that the greater number of the respondents were trained in institutions of higher learning, where it is assumed they prepared themselves for their present work, the question arises as to the
adequacy of the training in counseling. Regardless of the truth or falsity of the statement that counselor training should be more intensive, the suggestion is again made that evaluation might be in order. Evaluation in itself does not connote specifically that the situation is good or bad; it merely indicates what the situation is.

Going above the institutions of higher learning to the state level, it is found that the situation in regard to the position of school counselor is not too healthy. A publication of the Department of Health, Education, and Welfare reveals that as of 1959 for 50 states, certification requirements for school counselors were mandatory in 37, were optional in 4, and were neither mandatory nor optional in 9. In the District of Columbia and the three territories, certification for school counselors was mandatory in 3, while neither a mandatory nor optional listing was shown for 1.48

From the above, it can be concluded that as of 1959, 20% of our federal units of government had no legal requirement for the certification of counselors. Lack of this requirement certainly does not inspire the higher institutions to a more intensive and comprehensive counselor training program.

The fourth implication for counseling is the participation to the fullest degree in the opportunities offered by the National Defense

Education Act of 1958. Title V of this Act is of particular interest here. This deals with guidance, counseling, and testing, and is one of ten Titles of the Act.\(^49\) Part A of Title V authorizes $15 million a year for four years beginning July 1, 1958, while Part B of Title V authorizes counseling and guidance training institutes in the colleges and universities.

It is suggested that the gap that was found to exist between theory and practice in this study in regard to the role of the parent in the counseling interview might be closed somewhat by participation in the provisions of the Act. This is particularly true since the Act in Title V is not only concerned with those engaged in counseling and guidance in the secondary schools, but is also for teachers preparing to be so engaged. It is the latter who, in particular, must become aware of the vital potential of the parent in the counseling interview. Since knowledge is power, it appears evident that a diminution of the difference between theory and practice may take place because of participation in the provisions of this Act.

The fifth implication apparent is the need for the development of the practicum concept at the higher levels of instruction. It is felt that the existence and utilization of the practicum is closely associated with the problem of this study. In the practicum, the counseling function is of utmost importance. It is better to do counseling than to study

counseling, for the latter is but a phase of the whole situation. The famous cliche of Dewey, "Learning by Doing", is certainly apropos here. In doing counseling work in the practicum, the need for and the role of the parent most certainly will be recognized. It is hoped that the latent potential of this vital person will be exploited to the fullest.

The financial difficulties associated with the operation of practicums are most readily admitted. That the provision for, the staffing of, and the maintenance of practicums involves monetary expenditures not always available is not denied. The only statement set forth is the belief that the development of the practicum in programs will see a closing of the gap between theory and practice in regard to the problem of this study.

The role of the parent in the counseling interview, as a topic for study, may, it is hoped, add something to the extant knowledge, but what is more important, it may open new avenues for investigation.
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B. ARTICLES


APPENDIX I

THE UNIVERSITY AND COLLEGE QUESTIONNAIRE

THE ROLE OF THE PARENT IN THE COUNSELING INTERVIEW

Problem: What should be and what is the role of the parent in the counseling interview?

NOTE: The purpose of this questionnaire is to separate theory and practice. Therefore, you are being asked, what, in your opinion, should be and what is the role of the parent with the student in the counseling session?

1. Please indicate by checking, what, in your judgment, should be (theory), and what, in your experience, is the role of the parent in the following problem areas. Kindly assume that the title given to the problem would be that which a pupil would use if he were able to indicate it.

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<th>EMOTIONAL, SOCIAL, AND PERSONALITY PROBLEMS</th>
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### Health Problems

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2. It would be greatly appreciated if you find time to answer the following:

A. Do you have a counseling practicum in operation? Yes____ No____

B. Please indicate the approximate frequency in which the parent is brought into the counseling situation with the student in the operation of the practicum.

C. About what per cent of the personnel you are training for guidance get an opportunity to function in the practicum with parents?
D. Please indicate any items of interest you feel are unusual or different in the operation of your practicum with emphasis on the involvement of the parent.


E. What is your conception of the place of the parent in the counseling interview?


F. Would you like to receive a copy of the results received from the respondents? Yes_____ No_____

MANY THANKS FOR COMPLETING THIS QUESTIONNAIRE! THE IDENTITY OF SPECIFIC RESPONDENTS WILL BE KEPT CONFIDENTIAL IN REGARD TO ANSWERS RECEIVED ON THIS INSTRUMENT. AGAIN, MANY THANKS!

Name__________________________

Title__________________________

Institution_____________________
APPENDIX II

THE SECONDARY SCHOOL QUESTIONNAIRE

THE ROLE OF THE PARENT IN THE COUNSELING INTERVIEW

Problem: What should be and what is the role of the parent in the counseling interview?

NOTE: The purpose of this questionnaire is to separate theory and practice. Therefore, you are being asked, what, in your opinion, should be and what is the role of the parent with the student in the counseling session?

1. Please indicate by checking, what, in your judgment, should be (theory), and what, in your experience, is the role of the parent in the following problem areas. Kindly assume that the title given to the problem would be that which a pupil would use if he were able to indicate it.

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<td>C. Group membership needs</td>
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<td>D. Moral difficulties</td>
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<td>F. Pupil-teacher conflicts</td>
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<td>E. Mental retardation</td>
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<td>D. Employment opportunities</td>
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<td>E. Further schooling</td>
<td>&quot;Should be&quot;</td>
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<td>F. Military service</td>
<td>&quot;Should be&quot;</td>
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<td>G. Job hunting</td>
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<td>H. Preparation for, entrance upon, and advancement on job</td>
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<td>HEALTH PROBLEMS</td>
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<td>C. Nutrition problems</td>
<td>&quot;Should be&quot;</td>
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<td>D. Sanitation</td>
<td>&quot;Should be&quot;</td>
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### HEALTH PROBLEMS
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### FINANCIAL PROBLEMS

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<tr>
<td>A. Part-time work</td>
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<td>B. Lack of funds for high school</td>
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<td>C. Lack of funds for higher education</td>
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<td>E.</td>
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2. It would be greatly appreciated if you find time to answer the following:

A. About what per cent of your guidance personnel have received their training in an institution of higher learning in the North Central area?

   ____

B. Please indicate the highest degree you hold.

C. In the degree that you indicated above, was the emphasis on:
   Guidance in general  Counseling
D. Please indicate any items of interest that you feel are important in your guidance program with particular emphasis on the place of the parent in counseling.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

E. What is your conception of the place of the parent in the counseling interview?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

F. Would you like to receive a copy of the results received from respondents? Yes____ No____

MANY THANKS FOR COMPLETING THIS QUESTIONNAIRE! THE IDENTITY OF SPECIFIC RESPONDENTS WILL BE KEPT CONFIDENTIAL IN REGARD TO ANSWERS RECEIVED ON THIS INSTRUMENT. AGAIN, MANY THANKS!

Name_______________________

Title_______________________

Institution_________________
APPENDIX III

ADDENDUM ATTACHED TO THE QUESTIONNAIRE

SENT TO THE SECONDARY SCHOOL

PERSONNEL

Please consider this questionnaire from the viewpoint of the secondary school. This study is not concerned with guidance activities at the elementary level.

If your jurisdiction in regard to guidance is more extensive than that pertaining to the secondary school, please treat this material from the viewpoint of the secondary level only.
The dissertation submitted by Paul F. Quinn has been read and approved by a board of five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

May 22, 1961
Date

[Signature]
Signature of Adviser