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SEVENTH GRADE STUDENTS' EXPECTATIONS OF SCHOOL COUNSELORS:
A STUDY OF STUDENTS AT THE GRAMBLING LABORATORY SCHOOL

by

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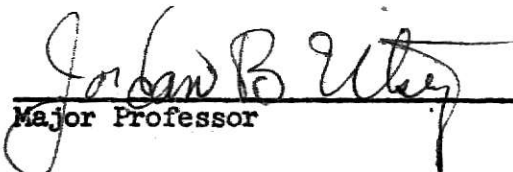
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CHAPTER I

THE PROBLEM AND RELATED LITERATURE

One of the primary goals of the counseling process, according to Jones, Stefflre, and Stewart, is that of clarifying the helping process.¹ The counselor can assure understanding of this goal by providing the students with guidelines explaining the nature of his service. It is essential that students know who the counselor is and what services he can or cannot perform. In fact, it is important for students to understand the functions of the counselor in order to make use of his services.

PURPOSE, HYPOTHESIS, AND OBJECTIVE

This study was designed to find out the functions of the school counselor as viewed by a small population of seventh grade students at the Grambling Laboratory School in Grambling (Lincoln Parish), Louisiana.

The hypothesis of the study was that seventh graders at the Grambling Laboratory School do not know the function of the school counselor. Its primary objective was to find out the opinions of this small population of seventh graders about the function of the school counselor. Judgment about the opinions they held was based on their answers to twelve questions about the functions of a counselor.

¹Arthur Jones, Buford Stefflre, and Norman Stewart, Principles of Guidance (New York: McGraw-Hill Book Company, 1970), p. 139.

The questions are listed below.

Should the guidance counselor:

1. Test and observe only children who have learning difficulties?
2. Perform the same duties as the classroom teacher?
3. Counsel students with personal problems?
4. Consult with teachers and principal in an effort to help all students ?
5. Help students obtain needed articles?
6. Refer students to agencies that can provide the kinds of services they need?
7. Work only with students who are making low grades?
8. Judge students by others?
9. Counsel with students who need help with their studies?
10. Confer with parents to help them understand normal children as well as disturbed children?
11. Work with students who appear disturbed?
12. Work only with teachers and students?

The questionnaire also contained one open ended statement which the students completed by writing their opinions of the services a counselor should or should not perform.

Responses of "very much" and "somewhat" were considered as positive answers to questions stating true functions of a counselor. A response of "not at all" was considered a positive answer to questions not stating a true function of a counselor. "Don't know" responses were interpreted as unfamiliar functions.

The functions ascribed to counselors were based on information

collected from the following sources: Guidance for Children in the Elementary Schools by Hill and Luckey, Principles of Guidance by Bernard and Fullmer, Today's Guidance by Miller and Weigel, and Guidance Services for Children by Louisiana State Department of Education.

SCOPE

This study was limited to a small population of seventh grade students in Lincoln Parish. The group was composed of seventeen (17) males and twenty-four (24) females, ranging from eleven (11) to thirteen (13) years of age. Most of these students had attended Grambling Laboratory School since first grade. They were black children of middle class families with incomes above \$8,000.00.

The study included only the opinions of the functions of the school counselor as perceived by this sample group. It did not include their opinions of the services of any additional school personnel.

LIMITATIONS

The sample population was taken from two regular seventh grade classes at the Grambling Laboratory School. A majority of the subjects were children of teachers and school administrators, which is a limitation of this study. These students had been exposed to parents or relatives who were school employees, thus allowing them to get acquainted with the functions of school officials. The study

is further limited by the fact that only one source of information, responses to a questionnaire, was accepted as evidence of the subjects' understandings of the counselor's function.

REVIEW OF THE LITERATURE

Since the early 1900's man has seen a need to include guidance services in many of his activities. Guidance was provided by discovering the characteristics of the individual, analyzing the requirements of various occupations, then matching the characteristics of the individual with the requirements. The focus here was on the vocational aspect of guidance.

In recent years, the counseling function has become the focal point of guidance services. The core of most that is done in the name of guidance finds its expression in counseling.² It should be noted that since the inception of guidance services, the practitioner has been referred to as a "counselor," which signifies the importance assigned to a single activity within the constellation of services that comprise guidance programs.³ The purest and most direct forms of the helping processes are found in the counseling activity.

²Bruce Shertzer and Shelly Stone, Introduction to Guidance (New York: Houghton Mifflin Company, 1970), p. 167.

³Ibid.

Effective Guidance Program

An effective program of guidance provides the kind of leadership needed to help the individual function adequately within the society in which he lives. A well-planned program can make a major contribution by helping the student toward a propitious pattern of development thereby minimizing the likelihood of trauma which could result in permanent damage.⁴

Mathewson, in his treatment of what he calls "the operation of guidance on various levels," outlines the functions of counseling activities as being one in which the counselor observes and identifies the needs, problems, aptitudes, and characteristics of the individual.⁵ His operation of guidance also includes analyzing and evaluating the individual, as well as keeping a continuous evaluation and review of his development and progress.

Martin Katz views guidance as representing a special kind of intervention in the process of decision-making.⁶ The guidance program should help the student learn as much as possible about himself and the available alternatives open to him. The student should be made aware of his chances for succeeding and failing with

⁴Gerald Kowitz and Norma Kowitz, An Introduction to School Guidance (New York: Holt, Rinehart, and Winston, Inc., 1971), p. 7.

⁵George Hill and Eleanore Luckey, Guidance for Children in Elementary Schools (New York: Appleton-Century-Crofts, 1969), p. 123.

⁶Carroll Miller and George Weigel, Today's Guidance (Boston: Allyn Bacon, Inc., 1970), p. 232.

a given choice, but this does not mean that the program has to provide an opportunity for him to be judged on his worth as an individual. This does mean that the student should be given the facts necessary in order to make intelligent decisions.

Miller and Weigel believe that guidance should be incorporated at the elementary level as well as the secondary level. A program at this level is believed to focus more on prevention than treatment. If guidance services are fully utilized, they can become the means of providing immunity to many of our current school ills.⁷ Basically, the guidance program is a preventive type program in that it consists of a program of observation, identification, consultation, and immediate action.⁸

Cottingham outlines the functions of the guidance program as being:

- (a) A function of identifying problems and defects which can be corrected.
- (b) A function of preventing abnormalities in normal growth and development.
- (c) A function of motivating children to keep themselves in an optimal state of mind and body.
- (d) A function of evaluating the whole child in relation to his own growth and progress and in relation to the growth and progress of other children in his own peer group.⁹

⁷Ibid., p. 239

⁸Harold Cottingham, Elementary School Guidance (Washington: American Personnel and Guidance Association, 1970), p. 44.

⁹Ibid.

Functions of a Counselor

Although guidance services are an integral part of the modern school, they are among the least understood of its many activities. The counseling activities are misunderstood at various levels; therefore, the individual counselor must constantly define his role to both lay persons and professional educators. In view of the difficulties teachers and administrators have in understanding each other's roles, it is not surprising that guidance personnel have a major problem in identifying their contribution to the functioning of the educational organization.¹⁰

The school counselor must work with the students in terms of their desires and needs as well as the dilemmas placed upon them by the society in which they live. The school counselor must be "radical" in encouraging individualism on the part of the student, while at the same time helping the student see the need for living within present societal expectations and regulations.¹¹ This indeed is a difficult role for the counselor to perform. Many times a counselor is misinterpreted and accused of encouraging conformity on the part of the student; therefore, he needs to know the setting in which he operates as well as the students with whom he works.

¹⁰Kowitz and Kowitz op. cit., p. 8.

¹¹C. Gilbert Wrenn, The Counselor in a Changing World (Washington: American Personnel and Guidance Association, 1962), p. 73.

The counselor needs to be knowledgeable of his school's program and what it contributes to the child. He must know the community, its pressures and the influences it has on the different groups of students as well as the expectations of the culture in which they reside. The counselor must be aware of the social changes within a society, thus providing the kinds of services that are appropriate for these changes.

Providing needed services for all students at appropriate times is a counselor's duty. That the guidance program is not to be reserved for any particular segment or group should be remembered by all concerned. The program is for all children, not just for the disturbed, withdrawn, maladjusted, delinquent, and non-learning.

The counselor serves as a reflector for the individual in that he is given the opportunity to see himself as he really is in terms of his characteristics and needs. Then, the counselor must work to help the individual relate his characteristics and needs to the most appropriate learning experiences.

According to Wrenn, the most common functions of the school counselor are: (a) counseling and assisting individuals, (b) consulting with parents and teachers, (c) performing referral services and, (d) conducting certain kinds of child-study activities.¹²

In examining various programs, Miller and Weigel found that the counselor has several publics for which he is concerned: (a) pupils, (b) school staff, (c) parents and, (d) community.¹³

¹²Ibid.

¹³Miller and Weigel, op. cit., p. 238.

The counselor has been fairly well defined by practice over the years as assistant administrator, information giver, and "loose-ends" coordinator.¹⁴

The services of guidance as outlined by Bernard and Fullmer represent the basic areas of responsibility and activities for the school counselor. These services are: (a) individual inventory, (b) information, (c) counseling, (d) placement, (e) follow-up, (f) group procedure, (g) research and evaluation. They refer to continuous processes of helping teachers, pupils, parents, and administrators.¹⁵

Bernard and Fullmer further state that the guidance counselor's task is receiving-processing-transmitting the data and knowledge about each youngster and his learning milieu.¹⁶

Wrenn proposed that the counselor be responsible directly for: (a) counseling with students on matters of self-understanding, decision-making and planning, (b) consulting with staff and parents on questions of students' understanding and management, (c) studying changes in the character of the student population and making a continuing interpretation of this information, (d) performing a liaison function between other school and community counseling resources.¹⁷

The geographical region in which the counselor functions is directly related to the trends exhibited. The demands of a rural area are different

¹⁴Harold Bernard and Daniel Fullmer, Principles of Guidance (Scranton: International Textbook Company, 1969), pp. 192-217.

¹⁵Ibid., p. 195.

¹⁶Ibid., p. 217.

¹⁷Wrenn, op. cit., p. 87.

from those of an urban area. Consequently, the counselor needs to be aware of the customs, values, and feelings of persons within his region in order to structure his services accordingly.

The counselor is the human relations resource person to administrators, teachers, pupils, and parents. About 50 per cent of his time should be spent in consultation with parents helping them to understand the developmental needs of children and how to meet them.¹⁸ Furthermore, the counselor is a key source in examining the effects of innovations on children and assisting the development of the curriculum.¹⁹

Merle Ohlsen outlines the counselor's functions to the students as being those designed for orientation, information service, educational and vocational planning, job placement, and follow-up services.²⁰ Orientation services are designed to help students prepare for and adjust to the new situation in which they are placed. Information services are geared toward collecting and organizing materials that will be most meaningful to them. Educational and vocational planning help students recognize interests, abilities, and aptitudes that are significant in their planning for the future. Job placements help the students recognize their salable skills and the type of job on which their skills would be most appropriate in achieving success. The follow-up services provide

¹⁸State Department of Education, Guidance Services for Children, A Report Prepared by the Guidance Section (Louisiana: State Department of Education, 1971), p. 18.

¹⁹Professional Report, The Counselor in the Elementary School, A Report Prepared by Careers (Largo: Professional Report, 1967), p. 88.

²⁰Merle Ohlsen, Guidance Services in the Modern School (New York: Harcourt, Brace and World Inc., 1964), p. 18.

students with information on possible things to expect after they leave school, and provide the staff with suggestions for improving the school's program.

Contributing to the growing maturity of the student's self-understanding and self-acceptance is one of the counselor's major tasks. Here again, stress is upon counseling as a prevention rather than a cure. Thus, a major responsibility of the counselor is to help the student toward self-understanding so that he can cope with the conflicts of society and identify his social roles.

The counselor must be capable of assisting students in making the best decisions regarding educational and vocational matters. He must seek out ways to identify the talents of the students and help them structure their talents in ways that would be most beneficial for them. He should be concerned that all children have opportunities to function effectively and achieve success. This may entail administering group tests and interpreting test results, but it should not prevent the counselor from performing more needed services.

Discrepancies in Understandings of the Counselor's Functions

In the light of the operations and functions of the school counselors, there is still discrepancy between what counselors do and what is generally accepted as their professional functions. There is some disagreement on what the counselor should do and there is marginal agreement on what he should not consider to be his functions.

Arbuckle believes that the state department and the school administrators cannot always be blamed for counselors performing non-professional

tasks.²¹ These persons perform such non-professional duties because of their own lack of knowledge of what should be done. Such persons are considered a menace to the profession of counseling.²² These persons do little to correct this misconception of their function. Instead of protesting it, they support it by performing all sorts of tasks as if they are truly the duties of the counselor.

For many years, perceptions and expectations of the counselor's role have been explored in many studies. Rosen reviewed the literature on preferences of students with respect to the characteristics and procedures of counselors.²³ Further research is needed on the student's preference for counselor personality and counseling procedures and the student's ability to discriminate between preferences and expectations.²⁴

Pratte and Cole's study showed that students who used the services of the guidance counselor without being referred to him, understood his functions better than those students who had to be referred to the counselor.²⁵ This seems to indicate that the persons making the referral did not understand the services of the counselor; therefore, they were not able to provide the knowledge of what to expect.

²¹Dugald Arbuckle, Counseling: Philosophy Theory and Practice (Boston: Allyn and Bacon, Inc., 1970), p. 98.

²²Ibid.

²³H. B. Gelatt, "School Guidance Program," Review of Educational Research, XXXIX, 2 (1969), p. 145 citing A. Rosen, "Client References: An Overview of the Literature," Personnel and Guidance Journal, XLV (1967) pp. 785-789.

²⁴Ibid.

²⁵H. B. Gelatt, "School Guidance Program," Review of Educational Research, XXXI, 2 (1969), p. 145 citing Harold Pratte and Charles Cole, "Sources of Referral and Perception of the Counselor," Personnel and Guidance Journal, XLIV (1965) p. 292.

It was evident in a study by Patterson, that most students do not understand the services of the counselor. From Patterson's study, he concluded that the students' expectations of the counselors' functions reflect their social conditioning. Patterson's conclusion was supported in a study by Grigg and Goodstien.²⁶

Summary of Review

The three phases discussed in the review, namely, the guidance program, functions of counselors, and discrepancies in understandings of the functions of the counselor seem to indicate that there is a need for the students, the parents, the school staff, and the community to understand the services of the guidance program. It is the belief of many of the writers that the school and community populations would make better use of guidance services if they are understood.

According to Wrenn, the school counselor is directly responsible for: (1) counseling and assisting individuals, (2) consulting with parents and teachers, (3) performing referral services, and (4) conducting child-study activities.

²⁶H. Peter and W. Mueller, "Counseling Students," Review of Educational Research, XLIII, 6 (1960), p. 124 citing C. Patterson, "Selection of Counselors," Personnel and Guidance Journal, XIV (1964) 623-628.

²⁷H. Peter and W. Mueller, "Counseling Students," Review of Educational Research, XLIII, 6 (1965), p. 124 citing C. Rogers, "Student's Expectations of the Role of the Practicum Supervision," American Journal of Psychotherapy, XVI (1963) 149-154.

Bernard and Fullmer outline the counselor's task as that of receiving-processing-transmitting data and knowledge of students.

Merle Ohlsen observed that the counselor's functions are those of orientation, information service, educational and vocational planning, job placement and follow-up services.

Guidance services are a basic part of the school's activities but they are not always understood by the public it serves. This has been expressed in the views of Arbuckle, as well as Patterson. Misunderstandings of the counselor's functions are found among both professional educators, students, and lay citizens. It is hoped that education and positive experiences will minimize the misunderstandings of the guidance and counseling services.

ORGANIZATION OF THE REPORT

This report is presented in three chapters. Chapter I includes the purpose, hypothesis and objective of the study, the scope and limitations of the study and a brief review of related literature.

Chapter II describes the procedure used in collecting the data, presents the results of the effort and the writer's analysis of the students' responses. This chapter closes with a summary.

Chapter III consists of a summary of the findings, conclusions, and recommendations for future research.

CHAPTER II

COLLECTION, PRESENTATION, AND ANALYSIS OF DATA

The aim of the study was to see if this small sample of students really understood their school counselor's duties.

This study was conducted through the use of questionnaires. A total of forty-one questionnaires was administered to the two regular seventh grade classes at the Grambling Laboratory School, Grambling, Louisiana. All forty-one of these questionnaires were collected and analyzed for this report.

The analysis included finding the per cent of responses indicating opinions of the students about twelve functions of the school counselor. The respondents were instructed to check one of the opinions, "very much," "somewhat", "not at all," or "don't know" based on their understandings of the functions of a counselor. Responses of "very much" and "somewhat" were considered as positive answers to questions stating true functions of a counselor. A response of "not at all" was considered a positive answer to questions not stating true functions of a counselor. A "don't know" response was interpreted as a function with which the students were not familiar at all.

Seventy per cent was considered as a valid percentage to indicate "understandings" of the functions of a school counselor. This percentage was used throughout the analysis as the criterion.

Responses of "very much" and "somewhat" were combined in the analysis of nine of the questions, (3-12), thus the results were reported as one combined percentage. Responses of "not at all" and "don't know" were

treated as a combined percentage to describe the results checked in the statements three (3) through twelve (12). The results recorded in statements one (1) and two (2) were treated individually.

The results recorded in Table 1 show the numbers and percentages of the categories of responses to the twelve questions listed on the questionnaires.

Should the guidance counselor:

1. Test and observe only children who have learning difficulties?
2. Perform the same duties as the classroom teacher?
3. Counsel students with personal problems?
4. Consult with teachers and principal in an effort to help all students?
5. Help students obtain needed articles?
6. Refer students to agencies that can provide the kinds of services they need?
7. Work only with students who are making low grades?
8. Judge students by others?
9. Counsel with students who need help with their studies?
10. Confer with parents to help them understand normal children as well as disturbed children?
11. Work with students who appear disturbed?
12. Work only with teachers and students?

TABLE I
STUDENTS' OPINIONS OF COUNSELOR FUNCTIONS

Questions	Opinions							
	Very Much		Somewhat		Not at all		Don't Know	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1	14	14	12	29	10	24	5	13
2	13	32	13	32	12	29	3	7
3	20	48	9	22	6	14.5	6	14.5
4	32	78	7	17	1	2.5	1	2.5
5	21	52	14	34	3	7	3	7
6	13	32	16	39	3	7	9	22
7	8	20	13	32	18	43	2	5
8	7	7	5	13	29	65	2	5
9	28	68	7	17	2	5	4	10
10	31	75	8	20	2	5	0	0
11	19	46	14	34	5	13	3	7
12	14	34	7	17	12	29	8	20

Question 1 of the table shows the per cent of responses to the question "should counselors test and observe only children with learning difficulties". It was the belief of 63 per cent of the respondents that counselors should test and observe only students with learning difficulties. Twenty-four per cent of the respondents felt that this should not be a service just for students with learning difficulties. Another 13 per cent checked the response "don't know" to this question, indicating that they were not familiar with testing and observing as being a function of the school counselor.

Question 2 of the table shows the responses to the question "should counselors have the same duties as the classroom teacher." There are occasions when the school counselor will perform duties that are conducted in many of the classrooms throughout the United States. This appears to many that these persons' duties are the same without giving much thought to additional services rendered by these individuals. The returns show that 64 per cent of the respondents felt that the classroom teacher and counselor should have the same duties. Twenty-nine felt that the duties of the two should not be the same. Only 7 per cent indicated a response of "don't know" about the duties of the two.

When the duties of the counselor are not understood by the public he serves, he must provide means of making his duties understood by that group.

The responses to question 3 reveal some acquaintance with the duties of the school counselor in regards to counseling students with personal

problems, since 71 per cent gave affirmative answers. Only 29 per cent of the sample population checked responses of "don't know" or "not at all" to the question indicating that they were not familiar with this service of the school counselor.

The results of question 4 show that the two regular seventh grade classes at the Grambling Laboratory School understood that the counselor's services were extended to other school personnel in an effort to improve the over-all services of the school. The returns indicated a total of 95 per cent of the respondents understood counseling with teachers and principals as a function of the counselor. The remaining 5 per cent checked responses of "don't know" or "not at all" to this question indicating that they did not understand this service to be a function of the school counselor.

The responses of question 5 express the feelings of the two regular seventh grade classes at the Grambling Laboratory School toward the counselor's assisting students in obtaining needed items. The results show that 86 per cent of the sample population felt strongly toward students receiving assistance. Only 14 per cent of the respondents checked "don't know" or "not at all" to the question indicating that they are not familiar with this service of the school counselor.

The results of question 6 indicate that 71 per cent of the respondents felt that referral services are very much a part of the counselor's duties. The remaining 29 per cent indicated a response of "don't know" or "not at all" to this question of referring students to

agencies for additional help. This indicated that 29 per cent of the sample group did not understand the referral service of the counselor.

There is a need for the counselor to know the services that are understood and those that are not understood by the students so that those services can be clarified to the individuals.

Question 7 shows that 52 per cent of the seventh grade population in the sample felt that the services of the counselor should be directed more toward the low achievers. Forty-eight per cent of the respondents checked responses of "don't know" or "not at all" to this question.

The results in question 8 indicate that 30 per cent of the respondents felt that counselors should make some reference to others when judging students. A total of 70 per cent of this population indicated responses of "don't know" or "not at all" to the counselor using other students as a criterion for judgment.

Question 9 was asked to see if the students felt that counselors should provide services to students needing help with their studies. This question is related to question 7 of the table. The results show that the students gave similar responses to these questions. In comparing the results of question 9, a large per cent of the sample population revealed that the counselor should work with low achievers and those needing help with their studies.

The results of question 9 show that 85 per cent of the respondents felt that counselors should counsel with students needing help with their studies. Only 15 per cent of this sample population indicated a response of "don't know" or "not at all" to the question of assisting students who need help with their studies.

Question 10 was asked to explore the students' feelings regarding

their parents' receiving assistance from the school counselor in an attempt to facilitate a better relationship between parents and children. The results show that 95 per cent of the respondents agreed that parents should receive assistance from the school counselor on matters that will help them understand children better. Only 5 per cent indicated that counselors should not perform such services. There were no responses checked in the "don't know" column.

The results of question 11 show how the sample population felt regarding the counselor's providing services to students showing signs of emotional disturbances. The returns indicated that 80 per cent of the respondents felt strongly toward the counselor providing services to this group. Twenty per cent of the respondents checked a response of "don't know" or "not at all."

Question 12 was asked to see if the students wanted the counselor to restrict his services only to the teachers and students. The results show that a little more than 50 per cent of the respondents felt that the counselor's services should be channeled more toward the teachers and students and 40 per cent felt that it should not.

The thirteenth item in the questionnaire was an open ended question requesting respondents to list any additional services that they felt should be rendered by the school counselor. All responses given are listed below:

1. The counselor should not tell the principal to put us out of school.
2. Along with helping students with low grades, the counselor should also help good students to improve their grades.
3. They should not work with only students who have problems.
4. I think first the counselor should try to find out everything he should know about the person and try to help him with his problem.
5. I feel that a counselor should not judge children by the way they dress, think, or act.

6. They should work with both good and bad students.
7. She or he should not rule the whole school.
8. I think that if a child has any learning difficulties the parents of the child should help the teachers and the counselor.
9. I think you should test and observe children who are good learners.
10. I think the counselor should help students who have problems.
11. I feel a counselor should sometimes help work out more activities we can have at school to help the student feel needed.
12. I think that the counselor should get better rules to make the school better.
13. They should know how to dance.
14. I think they should let students judge each other.

The results of this study indicated that the two regular seventh grade classes at the Grambling Laboratory School, Grambling, Louisiana understood some of the functions of the school counselor. The responses showed that of the twelve questions listed on the questionnaires, nine received 70 or more per cent of correct responses, indicating that nine of the 12 services listed were understood by this sample.

The write-in responses also revealed that the sample group understood some of the functions of the school counselor.

CHAPTER III

SUMMARY AND CONCLUSION

The purpose of this study was to determine the extent to which the seventh grade students at the Grambling Laboratory School were familiar with the services of the school counselor.

A total of 41 questionnaires was administered, all of which were collected and analyzed in the study. The responses to the twelve questions on the questionnaires indicated that nine out of twelve of the counselor's functions were understood by the seventh grade population at the Grambling Laboratory School. The expressed ideas show that this sample group was familiar with some of the functions of the school counselor but there is still a need for more students to know the do's and don'ts of the counselor.

It is interesting and perhaps significant that 32 per cent of the respondents felt that the school counselor's duties were the same as the classroom teachers. Still another 32 per cent felt that the counselor's duties were somewhat like the classroom teacher. The returns to this question may indicate that the respondents did not know the difference between the services of the two or that they have been exposed to situations in which the counselor performs the same duties as the classroom teacher. Again, this would suggest that there is a need to clarify similarities and differences in the services of these individuals.

Fifty-one per cent of the responses indicated strongly or to a lesser degree that the counselor's service should be geared toward students and teachers only.

It was concluded that the sampled population at the Grambling Laboratory School had a general knowledge of the guidance process, but their understandings were not inclusive enough to conclude that these services are understood to a high degree.

The recommendations which grew out of this study are presented as suggestions for additional research.

1. A study to see if the job description of the counselor is understood by the publics he serves.
2. A study to see if the counselor is given an opportunity to serve as an effective agent of change.
3. A study of the guidance program to see if the focus is prevention rather than a cure.
4. A study to identify discrepancies in the understandings of the counselor's functions.
5. A related study of children from low income and poverty-level families.
6. A study of the parents of the children used in this study to see if they understand the functions of the school counselor.

Leaders in the field of guidance and counseling services agree that there are many discrepancies between what counselors do and what is generally accepted as their major professional functions. Counselors cannot serve as effective agents of change if they are given unrealistic duties to perform because of misunderstandings of their functions. The counselors must be given opportunities to function as effective agents

of change to students, teachers, parents, and administrators. One of the primary functions of a counselor is to provide assistance to children in their growth toward emotional social maturity. The sooner this function is realized by the public which he serves, the more effective the counselor's service will become.

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APPENDIX

Questionnaire

Indicate by checking the extent to which you feel the following activities represent what the counselor should do in the school.

	<u>Very Much</u>	<u>Some- What</u>	<u>Not at all</u>	<u>Don't Know</u>
Should the guidance counselor:				
1. Test and observe only children who have learning difficulties?	_____	_____	_____	_____
2. Perform the same duties as the classroom teacher?	_____	_____	_____	_____
3. Counsel students with personal problems?	_____	_____	_____	_____
4. Consult with teachers and principal in an effort to help all students?	_____	_____	_____	_____
5. Help students obtain needed articles?	_____	_____	_____	_____
6. Refer students to agencies that can provide the kinds of services they need?	_____	_____	_____	_____
7. Work only with students who are making low grades?	_____	_____	_____	_____
8. Judge students by others?	_____	_____	_____	_____
9. Counsel with students who need help with their studies?	_____	_____	_____	_____
10. Confer with parents to help them understand normal children as well as disturbed children?	_____	_____	_____	_____

11. Work with students who appear
disturbed?

12. Work only with teachers and
students?

13. Write in any additional
activities you feel a counselor
should or should not do?

SEVENTH GRADE STUDENTS' EXPECTATIONS OF SCHOOL COUNSELORS:
A STUDY OF STUDENTS AT THE GRAMBLING LABORATORY SCHOOL

by

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ABSTRACT

Guidance and Counseling are services to students, teachers, parents and administrators. These services must meet the needs of the individual in order to be effective and conducive to change. This indicates that the total purpose of the guidance program is defeated if it does not provide the kind of services that will contribute effectively toward the student's self-understanding, decision-making and planning.

It was the purpose of this study to determine the extent to which the functions of the school counselor were understood by two regular seventh grade classes at the Grambling Laboratory School. Many times students fail to receive the kinds of services they need because of a lack of knowledge that these services are available to them. It was hoped that this study would focus on any existing discrepancies in the views of these students about their counselor's function.

Questionnaires were administered to seventeen male and twenty-four female students of the two regular seventh grade classes at the Grambling Laboratory School. The participants were instructed to check one response for each question in light of their knowledge of the functions of the school counselor. These respondents indicated their responses under the headings, "very much," "somewhat," "not at all," and "don't know." These responses reflected the students' knowledge and degree of understanding of the school counselor's functions.

The results of this study showed that the forty-one participants in the sample population have a general knowledge of the functions of the school counselor. It was shown that nine of the twelve questions asked on the questionnaires were understood by the sample group. This was interpreted to mean that the seventh grade students at the Grambling Laboratory School understand some of the services of the school counselor.

The guidance program is an important part of the school's activities; therefore, it is necessary that the students, parents, and school personnel understand the services of this program. This means that the school counselor needs to know if his services are to be effective, the school and community populations must understand the services that are available in order to make use of them.