THE UTILIZATION OF GUIDANCE COMMITTEES
IN IOWA SECONDARY SCHOOLS

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by
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THE UTILIZATION OF GUIDANCE COMMITTEES
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by

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CHAPTER I

THE PROBLEM, PROCEDURE, DEFINITIONS OF TERMS USED
AND LIMITATIONS

The majority of persons involved in education have in the past or will in the future serve on a committee of some type. With the possible exception of assigning grades, such service is probably the most universal experience in academic life. Consider the number of committees now in existence in the typical high school. Why do so many committees exist? Andrew suggested that the persistent use of the committee system demonstrated that such a system was the surest means of assuring that the largest number of people who are to be affected by a decision had a voice in making the decision. ¹

The use of committees in high school guidance programs is suggested by many authorities. In practice, however, this organizational tool appears to receive limited use. Brown's survey of Iowa high schools revealed only seventeen high schools using guidance committees in 1967. ²


If, in fact, the guidance committee approach is not being used, an attempt should be made to ascertain reasons for its omission and suggestions made to correct this apparent discrepancy between theory and practice.

I. THE PROBLEM

Statement of the problem. The purposes of this study were to: (1) determine why many counselors do not use guidance committees, (2) evaluate the relationship between the use of guidance committees and the factors of school size, age of the guidance program, training of the counselors, experience of the counselor, and the counselor-pupil ratio, (3) investigate the organization and administration of the guidance committees, and (4) determine what functions are performed by a guidance committee.

Importance of the study. This study is important because it appears that an important administrative tool is being neglected by an overwhelming majority of Iowa counselors. Hopefully, through a study of this nature, attention will be given to the use of guidance committees and improved service to the students will result.
II. PROCEDURE

The procedure used in the study was to review the pertinent literature to determine what areas of consideration should be included in the questionnaire and to ascertain authorities' views toward the use of guidance committees. The review of this literature is presented in Chapter II.

A preliminary post card survey was then made of all Iowa junior and senior high schools employing certified counselors and having an organized guidance program. The purpose of this survey was to secure information on the number of schools in Iowa that utilize a guidance committee and to determine why some counselors do not use a committee in their program. Of the 499 schools included in the survey, 425 or 86 per cent of the schools responded to the survey. Of this number, thirty-one, or 7 per cent, indicated that they had guidance committees.

A questionnaire was then compiled and given to twenty members of the Mid-Iowa Guidance Association. These counselors were asked to serve as representative respondents in an attempt to validate the questionnaire for use as a research instrument for the study.

Further attempts to improve the questionnaire were made by conferring with Dr. Stuart Tiedeman, Professor of Education, Drake University, Des Moines, Iowa.
The questionnaire was then mailed to the thirty-one schools responding affirmatively to the preliminary survey. The questionnaire included items concerning size of the school, number of counselors, training of the counselors, experience of the counselors, age of the guidance program, organization and administration of the committee, purposes of the committee, and functions of the committee.

A copy of the questionnaire is included in the Appendix.

Of the thirty-one questionnaires mailed, thirty, or 97 per cent, of the counselors responded to the survey.

The questionnaires were then tabulated, analyzed, and summarized. The data from these returns are presented in Chapter III of this study.

Conclusions were drawn from the questionnaire results and compared to suggestions offered in the summary of the literature. These conclusions are presented in Chapter IV of this report.

III. DEFINITIONS OF TERMS USED

Guidance committee. A guidance committee as it is used in this field report is any body of persons appointed or elected to consider, investigate, or take action upon, and usually to report concerning some matter involving the guidance program of a school. The term is used in its broad
sense and includes any committee used in a guidance program to facilitate any of its functions.

Advisory committee. The advisory committee is often called a project committee. The advisory committee is responsible for recommendations relative to a definite project. This type of committee is organized for a given activity and is usually dissolved after the recommendations have been submitted to the group or individual responsible for the committee appointment. The ad hoc characteristic of this committee usually implies a very specific and relatively narrow assignment.

Investigatory committee. The investigatory committee is delegated a somewhat broader project and asked to assemble all facts and interpret them, but not to formulate recommendations. This committee is similar to the advisory committee in that once the project is complete the group is dissolved.

Coordinative committee. The coordinative committee is a group of persons that have some responsibility for coordination of activities toward a common objective. In addition to their coordinating function they also perform functions similar to the advisory and investigatory committees.
Some duties of the coordinative committee may be to investigate facts, draw conclusions, and make recommendations in accordance with sound principles of delegated authority.

The coordinative committee is usually a continuing group with some type of rotation of membership provided at the time of appointment. Also, it is frequently asked to recommend action to a group of individuals at the several levels of administrative organization.  

IV. LIMITATIONS

The limitations of this field report that must be recognized are:

1. The data included in this report were limited by the imperfections of human reporting.

2. The data included were limited to certain schools within certain boundaries.

3. The data were compiled with respect to only one year.

4. The data available were limited by the small number of schools utilizing guidance committees.

5. The questionnaire and conclusions were slanted by the writer's unconscious bias.

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6. The review of the literature was limited by the lack of research in the area of guidance committees.
CHAPTER II

REVIEW OF THE LITERATURE

This chapter will present pertinent ideas of the authorities that appear in the literature. This review was limited by the fact that little original research is available and that the available literature tends to be repetitious in content.

The recommendations of the authorities in guidance will be compared with the results of the questionnaire in Chapter IV.

The writer observed through his investigation of the available literature that a guidance committee can be used for different purposes. Committees may be a valuable tool for communication, as a preorganizational technique in the development of a new program, as an evaluation instrument for an existing program, as a facilitator of administration of a guidance program, and as a facilitator of change within the school.

The use of the guidance committee as a preorganizational technique and as a facilitator of change is considered very important by Calia. He felt that the introduction of a guidance program into a school system necessarily involves
the idea of change in the existing school structure. On the subject of organization, Calia made the following statement:

Most authorities subscribe to Roeber, Smith, and Erikson's (1955) five principals of organization which are viewed as essential to the establishment or reconstruction of school guidance services: (1) administrative acceptance and support, (2) acceptance and involvement of school staff, (3) clear definition of objectives, (4) an awareness and assimilation of existing services, and (5) harmonious integration with the total educational program.¹

Although the authorities do not suggest that a guidance committee is essential to the establishment of a guidance program, many recommend that this approach be taken during both the planning and operational stages. The purpose of the committee is for "maximizing staff participation and involvement, the assumption being that understanding, acceptance and assimilation of change will follow."² This assumption appears to be valid, but Calia indicated that it must be qualified by the findings of research. These findings indicate that the degree to which people in an organization should be allowed to participate in problem-solving and decision-making activities in planning for change appears to be a function of a number of considerations.


²Ibid.
Katzell (1962) reported that, while participative patterns may enhance morale, directive methods may often times prove more productive. In addition, improvement in morale was found to be a consequence of participation only when the employees perceived their cooperative endeavors to be legitimate (i.e., feel that their influence is genuine) and relevant (i.e., feel that they should have a voice) to the assigned task.¹

In all guidance organizations there is a choice that must be made concerning where the authority for the program will be vested. The authority may be vested in one person or in a committee. Hollis and Hollis have come to the following conclusion concerning this choice:

When the authority is vested in one person with no delegation of responsibility to others, that one person is usually the administrator. The program tends to become quite authoritarian and may well lose much of its effectiveness despite a high degree of efficiency. The committee structure, on the other hand, may establish a democratic process for working with people.²

From a psychological point of view, Allport stated that "(committee work) enlarges the ego-boundaries, causing selfish gratifications to give way to cooperative satisfaction."³ Furthermore, failure to provide ego involvement can result in even the potential supporter of guidance services

joining those who criticize all special services. ¹

The concept of the guidance committee, although not widely utilized in practice, is not a new technique. The following statement appeared in a publication by the State of Iowa in April, 1948:

One of the most effective plans of organization, and also one which provides a great deal of democracy, is one based on the central guidance committee. The superintendent or principal appoints a committee of teachers who are interested in guidance. This committee is responsible for putting the guidance program into action and providing for the continuous evaluation and modification of the program. ²

In further defense of this point of view, Andrew and Willey stated the following:

... if certain dangers are avoided, the committee system can be a desirable means of achievement. A pool of ideas from a number of sources generally results in sounder conclusions than conclusions made by any one person. When a committee makes a decision, the larger group is likely to give the decision serious consideration. At any rate, the committee members themselves are more likely to accept plans for action, thus implementation of a plan will be more effective. Cooperative problem solving is the most productive means of stimulating professional growth. ³


³ Andrew and Willey, loc. cit.
Many authorities strongly recommend the utilization of a guidance committee. However, it does not always result in the desired type of program. They suggest that the success of this approach is dependent on the members, the administrator, the chairman, and the structure. The first factor, that of the participation of the members, has been previously discussed in this report.

The second factor that can determine the success of a committee is the administrator. There is the possibility of administrative manipulation resulting in undesirable outcomes. Andrew and Willey stated that, "An autocratic leader may so govern appointments and force desired answers to problems upon his appointees that the system could become a farce. A weak leader may also use the committee system to absolve himself from blame of errors."¹

A third factor that can determine the success or failure of a guidance committee is the committee chairman. He must be in agreement with the guidance point-of-view and be well-grounded in basic theory and practice of the guidance services. The selection and qualifications of the chairman will be discussed later in this chapter.

The structure of a committee can also be the determining factor. Hollis and Hollis indicated that there are

¹Ibid.
two important aspects to an effective committee structure. "(1) The authority of the committee has been clearly defined, and (2) the responsibilities or duties to be undertaken by the committee have been definitely stated." This would imply that a statement of purpose be written in order to insure that the committee members have an exact knowledge of the committee's functions.

The guidance committee structure is sometimes abused, misused, and used as a means to gain an administrative advantage. The advantages and disadvantages should be studied in an attempt to utilize the committee structure in the most effective way. Hatch and Stefflre listed the following advantages and disadvantages:

The common advantages of the use of the committee are:
1. Provides an opportunity for group judgment of a problem or situation.
2. Provides for increased cooperation of all units and individuals affected.
3. Provides a means of increased cooperation in the execution of the recommendations.
4. Provides an opportunity for individuals to become acquainted with the broad programs and objectives of (the) system.
5. Provides for continuity of the objectives of a given activity.

The common disadvantages may be found among the following:
1. Results in slower action.
2. Inherent danger of compromise decisions.
3. Tendency to divide responsibility, since members may not sense the importance of the obligation.
4. Expense, since many individuals are involved in the process.

1Hollis and Hollis, loc. cit.
2Hatch and Stefflre, op. cit., pp. 53-54.
Most authorities in guidance agree that the administrator plays a vital role in determining the success of the total guidance program. They feel the administrator must be included as an important member of the guidance personnel team. In this capacity, one of the guidance functions suggested by Kitch and McCreary is to, "Organize a school guidance committee and encourage its development as an advisory and policy-recommending body." Authorities tend to agree on this point.

Although there is agreement that the administrator should organize the guidance committee, opinions differ as to who should serve on the committee, who should act as chairman, and how the members and chairman should be selected. This disagreement stems in part from the fact that different reasons are given for suggesting that a committee be organized. If, for example, the main reason for organizing a committee is to develop a new guidance program, the membership will be different than if the main purpose is child study. With the purpose of child study in mind, Ohlsen reasoned:

The committee should be formally appointed by the principal. When announcing the committee's membership the principal should formally outline its duties and describe the way in which it will operate. At one of its first meetings the committee should elect a chairman and a secretary. Since the principal has many other

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which might require him to miss some committee meetings, it might be well to elect one of the teachers as chairman.\footnote{Johnson, \textit{op. cit.}, p. 186.}

He further suggested that the committee be small—three teachers, the principal, and a guidance worker.

Hollis and Hollis were of the opinion that the committee should be formed for one of the following reasons:

"(1) to act in an advisory capacity to the person responsible for the guidance program, or (2) to formulate the policies and to serve as consultants to the coordinator of guidance.\footnote{Hollis and Hollis, \textit{op. cit.}, p. 33.}"

From this point of view, they reasoned that a guidance committee should be composed of representatives of the following areas of the school, "(1) instruction, represented by six to eight teachers, (2) service, represented by the guidance coordinator and in some cases by representatives from other service areas such as health, and (3) administration, represented by the principal or vice-principal as an ex-officio member.\footnote{Ibid., p. 39.}"

They further stated that the chairman could be any of the following:

\[\ldots\text{ coordinator of guidance, the principal, or one of the members. The organizational philosophy prevailing in the school should help to determine the person who serves as chairman. If the type of organization is}\]
an outgrowth of an authoritarian philosophy, the school principal or guidance coordinator should be the chairman. If the school has a prevailing democratic philosophy, any member of the group would be able to serve. In such an organization the guidance coordinator could best serve in the role of a consultant instead of as chairman.¹

Humphreys, Traxler and North suggested that a committee be used to initiate a new guidance program. In this role they suggested that, "The administrative head of the school appoint a guidance service committee. The members of this committee represent all of the institution's functions that are related to the new program."² Furthermore, they suggested that the success of such a committee is largely dependent on the chairman. This position can be filled by either the administrator or the director of guidance.

If the administrative head of the school has the foregoing qualifications and the necessary time, he may be the one to serve as chairman of the guidance service committee. . . . If the school or college has a director of guidance services, he is the logical chairman of the guidance service committee.³

They also felt that there is a definite time for students to serve on the committee. "From time to time the

¹Ibid.


³Ibid., p. 374.
guidance service committee should call in representatives of the student body. During such meetings the committee should invite these students to give their reaction to the guidance plan and their suggestions for the guidance program."¹ The result of this approach would be to utilize the ideas of many different students and to build student support for the program.

Andrew and Willey reported that, "The duties and responsibilities of a guidance committee may vary from duties with practically no control function to duties with all control or administrative function."² But in either case, "The guidance committee should be representative of classroom teachers, parents, pupils, and the administrative staff. Appointment may be based on voluntary participation or, in the initial stages, by choice of the administrator."³

Kitch and McCreary suggested that the guidance committee be part of the guidance organization. With this viewpoint, the following was recommended: "This committee need not be large but it should be representative of the school staff and may include members of the student body and parents or other members of the community. Usually the director of guidance or head counselor acts as chairman."⁴

¹Ibid. ²Andrew and Willey, op. cit., p. 45. ³Ibid. ⁴Kitch and McCreary, loc. cit.
Regardless of the organizational philosophy responsible for the utilization of the committee structure, a regular schedule of meetings would be advantageous. Hollis and Hollis recommended the following in regard to committee meetings: "Setting a definite time for the meetings will impart a heightened sense of significance to the work of the committee and lead the members to feel a greater sense of responsibility toward it."\(^1\)

The literature reviewed for this report was directly related to the activities in the secondary school guidance programs. The committee structure, however, is not only applicable to the high school, but to any level in which an organized program is either anticipated or in existence. In support of this position, Cottengham and Hopke reported that: "In both planning for and activating guidance procedures, a central committee representing different teaching fields, grade levels, and educational viewpoints is recommended."\(^2\)

The literature revealed many functions that can be successfully performed by a guidance committee. The functions suggested by the guidance authorities vary according to the purpose of the committee. There is, however, some agreement and duplication concerning the exact functions of a guidance committee.

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\(^1\) Hollis and Hollis, loc. cit.

committee. Humphreys, Traxler, and North stated, "In advancing the guidance service program, the guidance director, with the help of the committee should not only plan and conduct the institution's guidance program, but also carry on a public information program."\(^{1}\)

Froehlich stated, "The guidance committee can be an effective in-service training agent. Participation as a committee member can be a very effective training experience for some teachers."\(^{2}\)

Hill reported the following functions to be applicable to the committee approach:

The building guidance committee will be involved in planning P.T.A., staff, student assemblies, and other presentations designed to enhance understanding of their school. They will consider council proposals for public reporting of studies and will assist with these. The committee will consider council plans for identifying and recruiting counselors and will cooperate in interviewing candidates for positions in their school and in other schools. The guidance committee will advise their counselors regarding budget, facilities, and materials for the guidance program of the school.\(^{3}\)

Ohlsen felt that the main value of the committee approach is the opportunity for continuous child study, however, he extended its functions.

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1 Humphreys, Traxler, and North, op. cit., p. 375.
It is also valuable for providing in-service training for teachers through study of children in their classes. The guidance committee can also insure better use of the resources available in the school and the community, and can provide for better coordination of the help given any particular child.\(^1\)

He further expanded the committee function in developing the testing program.

A successful testing program must be planned around the pupils' needs, the teachers' and counselors' questions about their pupils and the professional competencies of the staff. As the guidance committee members help their colleagues study pupils, they learn what information the school needs about most pupils.\(^2\)

Ohlsen also stated that the committee can suggest school policies and make recommendations on the following:

... evaluation of the cumulative records, methods for transferring a pupil's cumulative record from school to school, testing programs, promotion policies, adequacy of the course offerings and the extra class activities programs, use of community guidance services, sources and use of occupational information, and reports to parents.\(^3\)

Kitch and McCreary listed five functions that should be the responsibility of the guidance committee:

1. To assist in the appraisal of the guidance program.
2. To make recommendations to the administration concerning the further development of the guidance services.
3. To assist in keeping the faculty and general public informed as to the guidance program and its problems and needs.

\(^1\)Ohlsen, \textit{op. cit.}, p. 187.

4. To participate in the planning and conducting of special guidance projects such as surveys of students' problems, occupational surveys, and similar studies which need to be made from time to time.

5. To assist in coordinating the guidance program and the school's curriculum development program.¹

Coleman also listed committee functions, including the following:

a. To spark an in-service training program of the entire faculty in such guidance techniques as interviewing, understanding the emotional needs of youngsters, use of tests, etc.

b. To assemble resource materials and information for use by faculty advisers such as occupational information, cumulative record forms, testing instruments, etc.

c. To seek out supplementary resource facilities outside the school that may be utilized for helping individual students, such as welfare agencies, psychological clinics, special facilities for the handicapped, etc.

d. To assist teachers with individual problem cases, either by offering suggestions to the adviser or by counseling the student when referred.

e. To relate guidance program to curriculum planning, extra class activities, and other school activities.

f. To assist homeroom and activity teachers in developing a group-guidance program.

g. To assist the principal on practices and facilities needed to implement the program more effectively.²

The majority of authorities whose materials were reviewed indicated that guidance committees should be utilized in any guidance program, both in the planning and operational


stages. They indicated many uses for the committee structure, such as administrative, preorganizational, facilitator of change, and communicative device. The writers indicated that a committee can advance the democratic process and be a desirable means of achievement. Four factors were mentioned which are important to the success of a guidance committee. They include careful selection of committee members, proper administrative support, a capable chairman, and the proper structure. The authorities recommended the use of a committee but were quick to point out the disadvantages. They agreed that the administrator should be responsible for organizing the committee but disagreed on matters concerning selection of the members, chairman and methods of selection. These differences arose due to different philosophies concerning the use of committees. Child study, advising, policy formulating, initiating new programs, and working is a vital part of the guidance structure were cited as some of those differing points of view. Many functions were indicated as being applicable to the guidance committee structure, including the following: public information programs; in-service training sessions; planning for P.T.A., staff, and student assemblies; reporting committee studies to the public; interviewing prospective counselor; advising in regard to budget, facilities,
and other guidance materials; assisting in appraisal of the program; recommending improvements; planning of special guidance projects; curriculum study and development; child study; use of community resources; developing a testing program; and assisting in homeroom activities.
CHAPTER III
COUNSELOR RESPONSE CONCERNING THE USE OF GUIDANCE COMMITTEES IN IOWA SECONDARY SCHOOLS

In this chapter the data from the research will be presented. The data included responses from 425 Iowa counselors to a preliminary post card survey and responses from thirty counselors of schools using guidance committees.

I. PRELIMINARY POST CARD SURVEY

A preliminary post card survey\(^1\) was conducted in an attempt to ascertain the schools in Iowa utilizing guidance committees. A total of 499 post cards were mailed, of which 425, or 45 per cent, were returned. As a result of the survey a list of thirty-one schools using guidance committees was compiled.\(^2\)

A further result of the survey was to secure information concerning reasons why many counselors do not use guidance committees. This information is presented in Table I.

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\(^1\) A copy of the post card used for this survey is included in Appendix A.

\(^2\) A list of schools using guidance committees is included in Appendix D.
TABLE I

NUMBER AND PERCENTAGE OF REASONS FOR NOT UTILIZING A GUIDANCE COMMITTEE AS REPORTED BY THE 394*
IOWA COUNSELORS WHO RESPONDED NEGATIVELY ON THE PRELIMINARY POST CARD SURVEY

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number of Counselors Responding</th>
<th>Percentage of Counselors Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our student body is small</td>
<td>107</td>
<td>26.7</td>
</tr>
<tr>
<td>2. Our program functions well without a committee</td>
<td>218</td>
<td>56.5</td>
</tr>
<tr>
<td>3. Our faculty is not interested in a committee</td>
<td>79</td>
<td>19.7</td>
</tr>
<tr>
<td>4. The committee would operate too slowly</td>
<td>27</td>
<td>6.7</td>
</tr>
<tr>
<td>5. We had a committee but it did not work</td>
<td>9</td>
<td>2.2</td>
</tr>
<tr>
<td>6. We are planning a committee within a year</td>
<td>25</td>
<td>6.2</td>
</tr>
<tr>
<td>7. We are investigating the committee idea</td>
<td>23</td>
<td>5.7</td>
</tr>
<tr>
<td>8. We have an informal committee</td>
<td>19</td>
<td>4.7</td>
</tr>
<tr>
<td>9. Not enough time is available for committee meetings</td>
<td>10</td>
<td>2.5</td>
</tr>
<tr>
<td>10. We have never investigated the possibility of a committee</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>11. We have used a project committee in the past</td>
<td>4</td>
<td>1.0</td>
</tr>
<tr>
<td>12. We had a committee for North Central evaluation only</td>
<td>4</td>
<td>1.0</td>
</tr>
<tr>
<td>13. Our administration is not interested</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>14. Our counselors are not interested</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>15. We use other means to accomplish the same purpose</td>
<td>2</td>
<td>0.5</td>
</tr>
</tbody>
</table>

*This figure does not include the thirty-one counselors who responded positively to the preliminary post card survey.
II. SUMMATION OF THE PRELIMINARY POST
CARD SURVEY

A majority of the counselors agreed that their guidance program functioned well without a guidance committee. A large number, but not a majority, agreed that their school was too small for a guidance committee. Some indicated that the faculty was not interested in a guidance committee. A few felt that the committee would work too slowly. Only a small number had unworkable committees in the past, while some were planning a committee within the year. Other factors that were mentioned were a lack of time, lack of interest by both counselors and administration, lack of information concerning the function of a committee, and that other means were used to accomplish the same purpose.

III. QUESTIONNAIRE RETURNS

A questionnaire was mailed to the thirty-one counselors who indicated use of a guidance committee. Of the thirty-one receiving a questionnaire, thirty completed and returned the form. This section will present the compiled data from the thirty questionnaires.

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1 A copy of the questionnaire is included in Appendix B.
The analysis of the data revealed that nine schools using guidance committees were three-year junior high schools, one was a two-year junior high school, six were four-year high schools, six were three-year high schools, and eight were schools organized on a six through twelve basis.

The thirty schools were classified according to size into six categories. No school of less than ninety-nine students reported using a committee. Furthermore, no school in the 400 to 499 category reported using a guidance committee.

Counselor training and assignment was divided into three categories: (1) full-time counselors with a Master's degree in guidance or beyond, (2) full-time counselors with fifteen hours or more in guidance but not a degree in guidance, and (3) counselors not assigned full-time counseling duties. Table II presents data in the three categories. The table shows two schools reported using counselors on a basis other than full time and five schools reported employing full-time counselors without a Master's degree in guidance.

Figure 1 presents the responses to counseling experience in a full-time counseling assignment. Thirty-one of the sixty-seven counselors employed in the thirty subject schools had three years of experience or less. Only five counselors had ten years of experience or more.
The data revealed that the schools organized guidance committees on the same basis as the schools themselves were organized. The twelve high schools in the survey reported using the committee on the high school level. The ten junior high schools indicated using a committee on the junior high level. The eight schools which were organized on a grade seven through twelve basis used the committee on that level.

**TABLE II**

**TRAINING AND ASSIGNMENT OF THE COUNSELORS IN THE THIRTY SCHOOLS RESPONDING TO THE QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Number of Counselors Employed</th>
<th>Number of Schools Reporting Full-time Counselors With a Degree</th>
<th>Number of Schools Reporting Full-time Counselors Without a Degree</th>
<th>Number of Schools Reporting Counselors Not Assigned</th>
<th>Full-time Counselors Not Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8 or more</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**NOTE:** This table should be read as follows: Fourteen schools reported employing one full-time counselor with a degree in guidance.
Figure 1. Number of years of full-time counseling experience of the counselors in the thirty responding Iowa schools
Of the schools using guidance committees, three reported using them for less than one year. Five schools indicated using a committee for one year. Eleven schools reported using a committee for two to three years. Four schools indicated using a committee for four to five years. Three schools reported using a committee for six to ten years. And four schools reported using a committee for more than ten years.

Three types of guidance committees were used in Iowa schools. Six schools reported using project committees. Two schools indicated using investigatory committees. A majority or twenty-two schools reported using a coordinative committee.

The kind of authority vested in the committees fell into two categories. Three schools reported having policy making authority. Twenty-seven, or 90 per cent, of the schools reported advisory authority only.

Three areas of committee responsibility were included in the questionnaire. Twenty-five schools reported that the committee was responsible in all areas of guidance services. Five schools reported responsibility only in the area of evaluation. No school reported responsibility in the area of testing only.

Figure 2 shows the frequency of personnel represented on the committees. Teachers, counselors, and principals compose the majority of committee representation.
Figure 2. Frequency of personnel represented on the Guidance Committee in Iowa schools as reported by the thirty responding counselors.
Twenty schools reported actively seeking student reaction to the guidance program as well as their suggestions while not actually including students on the committee. Seven schools reported that they did not seek student reactions.

The data revealed that committees ranged in size from three up to fifteen persons. Three schools indicated that three to four persons served on the committee. Fifteen schools reported committees ranging from five to six persons. Six schools reported committees ranging from seven to eight persons. Two schools reported committees of nine to ten members. Three schools reported committees of eleven to twelve members and one school reported a committee of thirteen to fifteen members.

Nine different responses were received to the question of how members were selected. Thirteen schools indicated that members were appointed by the principal. Two schools reported that members are elected by the faculty. Twelve schools reported volunteer membership. The respondents had the opportunity to note any additional methods of selecting committee members. Four schools indicated that the guidance director selected the committee members. One school reported selection of committee members by each of the following methods: appointment by the superintendent, ex officio membership by merit of position, appointment by superintendent of curriculum, and by request of the counselor.
Nineteen counselors reported that the committees met as often as necessary, with no regular schedule. Seven counselors reported meeting once per month. Two counselors indicated that the committees in their particular schools met only once per semester while one other counselor reported committee meetings once per week.

The data revealed seven methods were used to select committee chairmen. Nine schools reported that the chairman was appointed by the principal. Eight schools reported that the chairman was elected by the committee. The respondents had the opportunity to note any additional alternatives used in their school to select a chairman of the guidance committee. Five schools reported that the chairmanship was assumed by the counselor. Five schools reported that no chairman was elected. One school reported using each of the following methods: assumption by the principal, appointment by the vice-principal, and appointment by the counselor.

Eighteen of the schools reported that counselors served as chairmen. Seven schools indicated that the director of guidance services served as chairman. Five schools reported that teachers served as chairman. Two schools indicated that the principal served as chairman and two schools reported that the vice-principal served in this capacity. One school reported that the chairmanship was a cooperative arrangement between the principal and the counselor.
The questionnaire revealed seven purposes for organizing committees. Twenty-three schools indicated organizing a committee to evaluate present programs. Twenty schools reported the purpose was to suggest yearly program improvements. Ten schools indicated organizing a committee to plan a new program. Five schools indicated the purpose for organizing a committee was to carry on public information programs. The respondents had the opportunity to note any additional purpose for organizing a guidance committee. One school reported each of the following purposes: to plan the use of visual aids, to hold case studies of individual students and to promote faculty-student relationships.

The data revealed that eight schools using guidance committees had written statements of purpose or guidelines. Twenty-two schools indicated they did not have a written statement of purpose.

The respondents were asked to check all the functions performed by their guidance committee. Twenty-two schools reported the committee conducted evaluational studies of the program. Twenty-one schools indicated that the committees recommended curriculum revisions. Twenty-one schools reported assisting teachers with individual cases. Nineteen schools reported providing consulting services for the staff.
Seventeen schools reported conducting in-service training for the staff. Fourteen schools indicated studying guidance facilities and recommending improvements. Seven schools reported organizing student assemblies to enhance understanding of the guidance program. Five schools indicated selecting materials such as tests, occupational information, and audio-visual aids. Three schools indicated that the committee worked with the counselor in regard to budget. One school reported that the committee cooperated in interviewing candidates for the position of counselor. The respondents were also allowed to note any additional functions performed by the committee. One school reported functions performed in the following areas: homeroom guidance, follow-up studies and assistance in parent-teacher conferences.

IV. SUMMARY OF QUESTIONNAIRE RESULTS

The guidance committee appeared to be applicable to both junior and senior high schools. A majority of schools with committees had an enrollment of over 500 students. Of the schools reporting, 97 per cent had at least one full-time guidance counselor with a Master's degree in guidance and counseling. Most of the schools in the study did not employ counselors for assignments which were not full-time. A majority of the counselors had four years or less experience in full-time counseling. Only 23 per cent of the schools
using guidance committees had a ratio of 400 or more students to one counselor. Schools organized guidance committees on the same level as the school itself was organized. A majority of the schools with committees had used them for three years or less. A majority of the committees used in Iowa schools were the coordinative type and were vested with advisory authority only. The committees consisted mainly of counselors, principals, and teachers. While only three schools used students on committees, 66 per cent sought the students' opinions of the guidance program. The average size of the committees surveyed in this study ranged from five to six members. Most of the committee members were selected by appointment of the principal or they volunteered. A majority of the committees had no regular schedule, but met as often as needed. Seven methods of selecting a chairman were used. However, in most cases the counselor or guidance director was selected for the chairmanship. Most committees were formed to evaluate existing programs and to suggest yearly improvements. A majority of schools did not have a written statement of purpose or guidelines for the committee. The main functions of the guidance committees were to conduct evaluational studies, recommend curriculum changes, assist teachers with individual cases, provide consulting service for the staff and conduct in-service training sessions.
CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was to: (1) determine why many Iowa counselors do not use guidance committees, (2) evaluate the relationship between the use of existing guidance committees and such factors as school size, age of the guidance program, training of the counselor, experience of the counselor, and the counselor-pupil ratio, (3) investigate the organization and administration of guidance committees, and (4) determine functions that can be performed by a guidance committee. The writer conducted a review of the pertinent professional literature to determine the content of a questionnaire. A preliminary post card was sent to all secondary schools in Iowa with approved guidance programs to determine the schools in Iowa now using guidance committees. After the questionnaire was validated, it was sent to counselors in the subject schools. The questionnaire return was 97 per cent. The results of the research was analyzed and summarized as follows:

1. A majority of counselors indicated that their program functioned well and therefore did not feel
the need for a committee. Others reported that their school was too small or that their faculty was not interested in a committee. A small number reported that a committee would operate too slowly. Other reasons for not using a committee included unsatisfactory experiences with committees in the past, lack of knowledge about committees, lack of time for committee meetings, lack of interest by the counselor, and lack of interest by the principal.

2. The relationship of contributing factors to the use of guidance committees was summarized as follows:

a. School size appeared to be a factor in that most schools with committees had an enrollment of five hundred students or more.

b. The schools with programs older than six years tended to utilize the committee approach more often than others.

c. Counselor training did not appear to be a contributing factor since all schools in the study employed counselors with a Master's degree in guidance with the exception of one.

d. Most committees functioned in the area of all the guidance services.
e. Persons represented on guidance committees included mostly counselors, principals and teachers. Some authorities recommended the use of such persons as students, laymen, parents, nurses, et cetera. However, these persons were represented only occasionally. Students' reactions to the program were sought by a majority of committees.

f. Committee size ranged from five to eight persons in a majority of cases. This was in agreement with the guidance authorities.

g. The members of the committees were either appointed by the principal or they volunteered. This was in agreement with the authorities in the field of guidance.

h. A majority of the chairmen were either appointed by the principal or elected by the committee.

i. In some cases, a teacher or the principal served as chairman. However, in a majority of committees, the counselor filled this role. The authorities felt that this position should be filled in accordance with school philosophy.

j. The literature strongly suggested that a written statement of purpose or guideline be formulated
along with the initiation of a committee. Only a small number of committees reported having such a document.

k. A majority of committees did not have a regularly scheduled time for their meetings, but met only as often as necessary. The authorities suggested setting a definite time for the meetings.

4. The authorities in guidance suggested many functions that could be performed by a guidance committee. Only five of these activities were reported by most of the committees. They were: conducting evaluation studies of the program, recommending curriculum revision, assisting teachers with individual problem cases, providing consulting service for the staff, and conducting in-service training for the staff.

II. CONCLUSIONS

On the basis of the data obtained in this study the following conclusions have been reached:

1. In general, the utilization of guidance committees in Iowa schools was in agreement with the recommendations of the guidance authorities. There was disagreement only concerning persons represented on the committees, the adoption of written guidelines, and
the setting of a definite time for the meetings.

2. The authorities recommended many functions that were not utilized by the committees in Iowa schools.

3. A majority of the 425 counselors surveyed did not expect to use a guidance committee in their guidance program.

4. Guidance committees are scarce in Iowa secondary schools.
BIBLIOGRAPHY

A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT


C. PERIODICALS


D. ESSAYS AND ARTICLES IN COLLECTIONS


E. UNPUBLISHED MATERIALS

APPENDIX A

LETTER TO COUNSELORS OF IOWA SECONDARY SCHOOLS WITH APPROVED GUIDANCE PROGRAMS AND PRELIMINARY POST CARD SURVEY

Altoona, Iowa
January 8, 1969

Dear Sir:

I am preparing a field study for my Master's degree at Drake University. The title is: The Utilization of Guidance Committees in Iowa Schools.

On the attached card will you indicate whether your school utilizes a guidance committee. Also indicate any reasons for not using a guidance committee.

For schools indicating that a guidance committee is used, a questionnaire, largely objective in form will be used to obtain further information. I would appreciate your cooperation in obtaining this information.

Sincerely yours,

Warren Kyer

RETURN POST CARD

Name __________________________

School Address __________________________

Does your school utilize a guidance committee? __________ yes __________ no

If no, check the following items that would apply to your school.

1. Our student body is too small.
2. Our program functions well without a committee.
3. Our faculty is not interested in a committee.
4. The committee would operate too slowly.
5. We had a committee but it did not work.
6. We are planning a committee within the year.
7. Other __________________________
APPENDIX B

QUESTIONNAIRE SENT TO COUNSELORS

The Utilization of Guidance Committees in Iowa Secondary Schools

Name and title of individual completing questionnaire ________________________________

Name of school __________________________ Address ______________________________

Kindly indicate your response by means of a checkmark in the appropriate space.

1. Type of school:
   ______ Senior High School (grade 10-12)
   ______ High School (grade 9-12)
   ______ Junior High School (grade 7-8)
   ______ Junior High School (grade 7-9)
   ______ Combination (grade 7-12)

2. Approximate number of students:
   ______ 0-99
   ______ 100-199
   ______ 200-299
   ______ 300-399
   ______ 400-499
   ______ 500-749
   ______ 750-999
   ______ 1000-700

3. How many full-time counselors have a Master's degree in guidance or beyond?
   None ______ 1. ______ 2. ______ 3. ______ 4. ______ 5. ______ 6. ______ 7. ______ 8. (or More) ______

4. How many full-time counselors have 15 hours or more in guidance but not a degree in guidance?
   None ______ 1. ______ 2. ______ 3. ______ 4. ______ 5. ______ 6. ______ 7. ______ 8. (or More) ______

5. How many counselors in your school are NOT assigned full-time counseling duties?
   None ______ 1. ______ 2. ______ 3. ______ 4. ______ 5. ______ 6. ______ 7. ______ 8. (or More) ______
6. Approximately how many years of experience in full-time guidance does each counselor in your school have? (Please make a separate entry for each counselor.)

First counselor ____ years  Fourth counselor ____ years
Second counselor ____ years  Fifth counselor ____ years
Third counselor ____ years  Sixth counselor ____ years

7. What is your ratio of students per counselor?

Choose one (or more):

- 250:1 (or less)  
- 300:1  
- 350:1  
- 400:1  
- 500:1  
- 600:1 (or More)

8. Approximately how many years has your school system had an organized guidance program?

Choose one:

- Less than 1 year  
- 1 year  
- 2-3 years  
- 4-5 years  
- 6-10 years  
- (or more)

9. Check the level at which your school utilizes a guidance committee.

Choose one:

- High school  
- Junior high school  
- Combination junior-senior high school

10. Approximately how many years has your school used a guidance committee?

Choose one:

- Less than 1 year  
- 1 year  
- 2-3 years  
- 4-5 years  
- 6-10 years  
- More

11. Check the type of committee utilized in your guidance program.

Check one (or more):

(a) Project Committee (formed for a given activity and dissolved after recommendations have been submitted to the group responsible for the committee appointment, ad hoc)

(b) Investigatory Committee (formed for more than just one given activity and responsible for assembling facts and interpreting them but not to formulate recommendations.)

(c) Coordinative Committee (formed for the purpose of coordination activities toward a common goal. It is usually a continuing group with rotating membership)

12. What authority is vested in your committee:

Choose one (or more):

- Advisory  
- Policy making  
- Other (kindly specify)
13. What are the responsibilities of your committee? (Please check all that apply)
   ___ Guidance service
   ___ Testing (objective)
   ___ Evaluation (subjective)
   ___ Other (kindly specify)

14. What persons are represented on your committee? (Please check all that apply)
   ___ Counselors
   ___ Parents
   ___ Principals
   ___ Librarian
   ___ Superintendent
   ___ Laymen
   ___ Classroom teachers
   ___ School board members
   ___ Students
   ___ Other (kindly specify)

15. If students are not included, does the committee actively seek their reactions to the guidance program, as well as their suggestions?
   ___ yes  ___ no.

16. What is the total number of persons that serve on the committee?
   ___ 3-4 persons
   ___ 5-6 persons
   ___ 7-8 persons
   ___ 9-10 persons
   ___ 11-12 persons
   ___ 13-15 persons

17. How are the members selected?
   ___ Appointed by the principal
   ___ Elected by the faculty
   ___ Volunteer
   ___ Other (kindly specify)

18. How often does the committee meet?
   ___ Twice per month
   ___ Once per month
   ___ Twice per semester
   ___ Once per semester
   ___ As needed
   ___ Other (kindly specify)

19. How is the chairman selected?
   ___ Appointed by the principal
   ___ Elected by the committee
   ___ Other (kindly specify)

20. Who serves as chairman? (If the chairmanship is rotated check all that apply)
   ___ Principal
   ___ Counselor
   ___ Teacher
   ___ Director of Guidance Serv.
   ___ Other (kindly specify)
21. For what purpose was your committee organized? (Please check all that apply)
   ____ To suggest an organizational plan for a new program
   ____ To suggest yearly program improvements
   ____ To carry on public information programs
   ____ To evaluate the present program
   ____ Other (kindly specify) ____________________________

22. Does the committee have a written statement of purpose or guidelines?
   ____ yes  ____ no

23. What functions are performed by the committee? (Please check all that apply)
   ____ Organize student assemblies to enhance understanding of the guidance program
   ____ Conduct in-service training for the staff
   ____ Provide consulting service for the staff
   ____ Cooperate in interviewing candidates for the position of counselor
   ____ Work with the counselors in regards to budget
   ____ Conduct evaluational studies of the program
   ____ Recommend curriculum revisions
   ____ Select materials (such as ____________________________)
   ____ Study guidance facilities and recommend improvements
   ____ Assist teachers with individual problem cases
   ____ Other (kindly specify) ____________________________

If you are interested in the results of this survey, please indicate the name and address to which the report should be sent.

Name __________________________ Address __________________________

City __________________________ Zip Code __________________________
APPENDIX C

LETTER TO COUNSELORS OF SECONDARY SCHOOLS UTILIZING GUIDANCE COMMITTEES

May 9, 1969

Dear ------:

As part of the requirements for my field report at Drake University, I am conducting a survey concerning the utilization of guidance committees in Iowa secondary schools.

Enclosed please find a three-page questionnaire that I am sending to the thirty-one counselors who indicated using a guidance committee. The questionnaire lists a number of functions most commonly performed by a committee. A space has been provided for you to add any other activities which are conducive to the committee approach in your school.

Because the number of counselors to be contacted is small, 100 per cent cooperation is necessary for tabulation. I have enclosed a self-addressed stamped envelope for your convenience.

Thank you for your prompt consideration of this matter.

Sincerely yours,

Warren Kyer
APPENDIX D

LIST OF IOWA SECONDARY SCHOOLS UTILIZING
GUIDANCE COMMITTEES

The following is a list of Iowa secondary schools indicating the utilization of a guidance committee during the 1968-1969 school year on the preliminary post card survey:

1. Ackley-Geneva High School, Ackley
2. Adair-Casey Jr.-Sr. High School, Adair
3. Albia High School, Albia
5. Battle Creek Jr.-Sr. High School, Battle Creek
6. Boone Valley Jr.-Sr. High School, Renwick
7. Mann Jr. High School, Burlington
8. Roosevelt Jr. High School, Cedar Rapids
9. Taft Jr. High School, Cedar Rapids
10. Chariton Jr. High, Chariton
12. Dallas High School, Dallas Center
13. Smart Jr. High School, Davenport
14. North High School, Des Moines
15. Goodale Jr. High School, Des Moines
17. Fairfield High School, Fairfield
18. Fort Dodge High School, Fort Dodge  
19. Fort Madison High School, Fort Madison  
20. Hinton High School, Hinton  
21. Lewis Central Jr.-Sr. High School, Council Bluffs  
22. Mingo High School, Mingo  
23. Ogden High School, Ogden  
24. Ottumwa High School, Ottumwa  
25. Postville Jr.-Sr. High School, Postville  
26. Red Oak High School, Red Oak  
27. Wilson Jr. High School, Sioux City  
28. Sumner Jr.-Sr. High School, Sumner  
29. West Jr. High School, Waterloo  
30. West Delaware High School, Manchester  
31. Williamsburg Jr.-Sr. High School, Williamsburg