A FOLLOW-UP STUDY OF THE COUNSELOR-ENROLLEES WHO ATTENDED
THE COUNSELING AND GUIDANCE TRAINING INSTITUTES
AT ATLANTA UNIVERSITY, ATLANTA, GEORGIA
1959-1962

A THESIS
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BY
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R = VIII D = 96
DEDICATION

TO

Mr. and Mrs. Samuel Carlman Burton
My Parents

Miss Mary Lee Robinson
My Cousin

The Memory of My Grandmother, Mrs. Sallie Coleman

S.K.P.
ACKNOWLEDGMENTS

I wish to express my appreciation to Dr. Huey E. Charlton, my Advisor; I am most indebted to Dr. Charlton for his valuable suggestions, clarification of numerous important points, as well as his responsible leadership in the inception and terminus ad quem of this research.

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S.K.P.
# TABLE OF CONTENTS

**DEDICATION.** ................................................................. ii

**ACKNOWLEDGMENTS.** ......................................................... iii

**LIST OF TABLES.** ............................................................. vi

**Chapter**

**I. INTRODUCTION.** .......................................................... 1

- Rationale. ................................................................. 1
- Evolution of the Problem. ................................................ 3
- Contribution to Educational Knowledge. ................................ 4
- Statement of the Problem. ................................................ 5
- Purpose of the Study. .................................................... 5
- Definition of Terms. ...................................................... 7
- Limitations of the Study. ................................................ 7
- Subjects. ............................................................................. 7
- Locale of Study. .................................................................. 7
- Method of Research. .......................................................... 8
- Research Procedure. .......................................................... 8
- Survey of Related Literature. ............................................. 8
- Summary Statement. ........................................................... 20

**II. PRESENTATION AND ANALYSIS OF DATA.** ......................... 21

- Introductory Statement. ..................................................... 21
- Responses to Questionnaire. ............................................... 23
- Geographical Distribution of Enrollees. ................................ 24
- Age and Sex of the Counselor-Enrollees. ............................... 26
- Marital Status of the Counselor-Enrollees. ............................. 27
- Annual Salary of the Counselor-Enrollees. .............................. 29
- Enrollees' Institute Attendance Since Atlanta University. ........ 30
- Biographical Directories naming Counselor-Enrollees. ............... 32
- Counselor-Enrollees' Creative Output. ................................ 33
- Enrollees with Positions of a Guidance Nature. ...................... 33
- Educational Status of Counselor-Enrollees. ............................ 37
- Affiliation of Enrollees in Learned and Professional Organizations. .......................... 38
- Enrollees' Current Plans for Professional Growth. .................. 40
- Institute Learnings Evaluated in Terms of Present Position held by Counselor-Enrollees. .......................... 41
- Enrollees' Appraisal of Curriculum Strengths and Weaknesses. ........ 45
- Institute Evaluation by Enrollees according to Training and Experience. .................. 49
| Enrollee's Opinions regarding Institute Readjustment | 50 |
| Over-All Appraisal of the Institute by Enrollees | 52 |
| Recommendations by Enrollees for Institute Improvement | 54 |

### III. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS. 56

- Problem and Methodology 56
- Summary of Pertinent Literature 60
- Summary of Findings 61
- Summary of Conclusions 64
- Summary of Implications 65
- Summary of Recommendations 65

### BIBLIOGRAPHY 67

### APPENDIXES 69

- Cover Letter which Accompanied Questionnaire 70
- Copy of Follow-up Card Mailed to Enrollees 71
- Questionnaire mailed to Counselor-Enrollees 72
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responses to Questionnaire by Counselor-Enrollees Who Attended the Counseling and Guidance Training Institutes at Atlanta University 1959-1962.</td>
<td>23</td>
</tr>
<tr>
<td>2. The Distribution of the Counselor-Enrollees of Atlanta University, 1959-1962, According to Geographical Location at the Time They Responded to the Questionnaire.</td>
<td>25</td>
</tr>
<tr>
<td>3. Age According to Sex of the Atlanta University Counselor-Enrollees, 1959-1962.</td>
<td>27</td>
</tr>
<tr>
<td>4. Marital Status of the Counselor-Enrollees.</td>
<td>28</td>
</tr>
<tr>
<td>5. Annual Salary of the Atlanta University Counselor-Enrollees Prior to and Subsequent to Institute Attendance.</td>
<td>30</td>
</tr>
<tr>
<td>6. Distribution of Institutes the Counselor-Enrollees of Atlanta University, 1959-1962, Selected for Post-Institute Attendance.</td>
<td>31</td>
</tr>
<tr>
<td>7. Distribution of Academic Honors and Awards of the Counselor-Enrollees of Atlanta University, 1959-1962, Received since Institute Attendance.</td>
<td>32</td>
</tr>
<tr>
<td>8. Biographical Directories Carrying the Names of the Counselor-Enrollees of Atlanta University, 1959-1962, and Their Frequencies.</td>
<td>33</td>
</tr>
<tr>
<td>9. Creative Outputs of the Counselor-Enrollees of Atlanta University, 1959-1962.</td>
<td>34</td>
</tr>
<tr>
<td>10. Positions Held by the Counselor-Enrollees of Atlanta University, 1959-1962, Prior to and Subsequent to Institute Attendance.</td>
<td>35</td>
</tr>
<tr>
<td>11. Distribution of the Educational Status of the Counselor-Enrollees of Atlanta University, 1959-1962, Prior to and Subsequent to Institute Attendance.</td>
<td>37</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12.</td>
<td>Affiliation of the Counselor-Enrollees of Atlanta University, 1959-1962, in Learned and Professional Organizations.</td>
</tr>
<tr>
<td>13.</td>
<td>Current Plans of the Atlanta University Counselor-Enrollees, 1959-1962, for Educational or Professional Improvement.</td>
</tr>
<tr>
<td>14.</td>
<td>Evaluation of Training Received at Atlanta University by the Counselor-Enrollees, 1959-1962, in Terms of Preparation for Positions Presently Held.</td>
</tr>
<tr>
<td>15.</td>
<td>Distribution of the Rating of the Content Material and Experiences of the Institute by the Counselor-Enrollees of Atlanta University, 1959-1962.</td>
</tr>
<tr>
<td>17.</td>
<td>Distribution of the Ratings by the Counselor-Enrollees, 1959-1962, of the usefulness Found for Institute Learnings.</td>
</tr>
<tr>
<td>18.</td>
<td>Distribution of Areas of Deficiency after Institute Attendance According to the Counselor-Enrollees of Atlanta University, 1959-1962.</td>
</tr>
<tr>
<td>19.</td>
<td>Distribution of Opinions of Atlanta University Counselor-Enrollees, 1959-1962, Regarding Their Motivation to Do Their Best Work During Institute Attendance.</td>
</tr>
<tr>
<td>20.</td>
<td>Distribution of the Most Valuable and Least Valuable Courses Studied at Atlanta University by the Counselor-Enrollees of the Institutes, 1959-1962.</td>
</tr>
<tr>
<td>21.</td>
<td>Distribution of Opinions Regarding the Greatest Strengths and Weaknesses of the Atlanta University Institute During the Tenure of Counselor-Enrollees, 1959-1962.</td>
</tr>
<tr>
<td>22.</td>
<td>Distribution of the Atlanta University Counselor-Enrollees', 1959-1962, General Rating of the Institute According to Professional Training.</td>
</tr>
<tr>
<td>23.</td>
<td>Distribution of the Opinions of the Atlanta University Counselor-Enrollees, 1959-1962, Regarding the Courses or Experiences Not Offered During Their Institute Attendance and Stated Preference for the Same.</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>24. Distribution of the Atlanta University Counselor-Enrollees, 1959-1962, Over-All Appraisal of the Institute According to Past-Institute and Current Impressions</td>
<td>53</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Rationale.--The National Defense Education Act, enacted by Congress September 2, 1958, has provided one of the most beneficial stimuli to the furthering of the entire guidance movement, a movement to assist in the stabilization of American education in an era of uncertainty.\footnote{Katherine Fossett, "Guidance Institutes NDRA," Personnel and Guidance Journal (November, 1960), p. 207.}

The National Defense Education Act, Public Law 85-864, Title V-B enabled the U. S. Commissioner of Education to arrange, by contracts with institutions of higher education for the operation of short-term or regular session institutes for the provision of training to improve the qualification of personnel engaged in the counseling and guidance of students in secondary schools, or teachers in such schools preparing to engage in such counseling and guidance.\footnote{Public Law 85-864 (Washington, D. C.: 85th Congress, H. R. 13247, September 2, 1958), pp. 2-3.}

In the summer of 1959 a counselor training program known as NDEA Counseling and Guidance Training Institute was established at Atlanta University, Atlanta, Georgia. At the close of the 1962 academic year two hundred and eight participants had received training emphasizing counseling and guidance; during the period 1959-1962 two summer Institutes, two one-semester Institutes and one academic year Institute have been conducted at Atlanta University.
What has happened to participants of this counselor training program? How many are in jobs of a counseling and guidance nature? How do they evaluate their training program at Atlanta University? How can Atlanta University continue to best serve them? These and similar queries must now be considered and answered if the Institutes are to be of value.

Just as a manufacturer follows his products in order to study their performance and consumer reactions, even more so must the school assume the responsibility of following its products in order to identify those products who are achieving success, those in need of further service, and those whose adjustment suggests a need of curriculum revision.

Dr. Paul I. Clifford states that follow-ups and placement are inseparable in both theory and practice as methods of evaluation and appraisal. Follow-up is the evaluative phase of placement and all the other services involved in the guidance and instructional program of a given institution.¹

The NDEA Counseling and Guidance Training Institutes have been designed to better prepare counselors to assist in carrying out the multifactored purposes of American education. For many of the participants these Institutes will be of lasting value, but others might remember them as another expression of an American custom to "Climb

on the band wagon." It seems wise, therefore, for an institution to engage in careful introspective deliberation to evaluate the effectiveness of its acceptance of challenge of preparing personnel for effective roles in the guidance programs of our nation's schools. The institution must take time after the Institute experience to evaluate the activity in light of its objectives and to determine the experiential value to each individual participant.

The valid criterion for evaluating the outcomes of the Institute would, of course, be based upon the adequacy of performance of the former enrollees as they engage in secondary school counseling.¹

Sound evaluation of the Institutes requires some form of follow-up study to appraise the behavior, performances and opinions of those in attendance. A follow-up study and evaluation will assist in determining needed adjustments in the selection, training and placement program for counselors. The results of this follow-up evaluation can be a rewarding realization attempting to ascertain if the Institute met the needs of the participants, or if needless duplication of learning experiences persists.

Evolution of the Problem.--During the summers of 1959 and 1960 the writer was an attendant in the School of Education, Atlanta University, in pursuit of the degree of Master of Arts in the area of Guidance

and Counseling. Due to housing arrangements in the dormitory and the scheduling of classrooms, the writer was able to observe from a distance the 1959 and 1960 summer NDEA Counseling and Guidance Training Institutes at Atlanta University.

The writer was an enrollee of the 1962-1963 NDEA Counseling and Guidance Training Institute at Atlanta University. This problem evolved from the writer's desire to ascertain from preceding enrollees their evaluations regarding the effectiveness of training received while attending NDEA Counseling and Guidance Training Institutes 1959-1962 at Atlanta University, and the extent to which that training has been useful in the performance of their daily duties.

Contribution to Educational Knowledge.--Follow-up studies report facts obtained from a primary source; such a report gives to the institution a vivid account of how well it has met the goals set for its scholars.

Behind all follow-up studies is the desire to improve the schools. Only by finding out just what graduates are doing and thinking can the school learn just how to improve its services.¹

The experiences of the scholar after he leaves school give him a different light on the value of the education he has received in school. Each added experience may give him new insights regarding the effectiveness of his training.

...Studies should be engaged in which concern themselves with posture, status, frames, and

maneuvers or detailed actions of educators to ascertain effects on students. ... This is based on the conviction that a concept or role should be specified outside particular activities and/or courses and at a level and dimension in which the whole experience can be regarded in its unitary terms by applying judgments of value of usefulness to the graduate while in-the-field.¹

It is obvious that information acquired from this study would be of little value unless it was interpreted properly and then acted upon. Consequently, it was hoped that this study would yield data that would indicate the degree to which the Institutes' offerings and curriculum adequately met the needs of its counselor-enrollees, where the needs were not adequately met, and suggest ways and means of modification and revision—if necessary—so as to increase the effectiveness of the training provided.

Statement of the Problem.—The problem involved a follow-up study of counselor-enrollees who attended the NDEA Counseling and Guidance Training Institutes conducted at Atlanta University, Atlanta, Georgia, for the period 1959-1962.

The appraisal by counselor-enrollees attending said Institutes served as an evaluation of the effectiveness of training received with regard to the objectives of the Institutes.

Purpose of the Study.—The major purpose of this study was to ascertain the professional status of the counselor-enrollees and to

determine to what extent Institute attendance helped them to adjust
to their present positions.

Specifically the writer desired:

1. To determine the number of counselor-enrollees with
   positions related to guidance, and to determine the
   extent to which attending the Institute at Atlanta
   University contributed to their present positions.

2. To determine the amount of advanced study and/or de-
   grees received by the counselor-enrollees since
   attendance at the Institute.

3. To determine the professional organizations and
   learned societies to which the counselor-enrollees
   belong.

4. To sort out the current plans of the counselor-
   enrollees for obtaining further professional growth.

5. To determine the extent to which learnings from
   the Institute were transferred to the secondary
   school situations.

6. To determine from the counselor-enrollees' appraisal
   the strengths and weaknesses in the curriculum
   experiences with reference to their adjustments as
   counselors.

7. To discover the relationship, if any, between the
   professional training and experience of the
   counselor-enrollees of the Institutes and their
   evaluations of the Institute.

8. To determine whether the counselor-enrollees feel
   that the Institute at Atlanta University needs re-
   adjusting in the light of their experiences.

9. To ascertain the extent to which the counselor-
   enrollees agree or disagree with evaluations made
   by them immediately after completing the Institute.

10. To determine the findings, conclusions, implications
    and recommendations for the improvement, if necessary,
    of the curriculum and other experiences at the
    Atlanta University Institute.
**Definition of the Terms.**--The following definitions were considered in this study:

1. "Counselor-enrollee, enrollee" are terms which were used interchangeably when referring to participants in the NDEA Counseling and Guidance Training Institutes.

2. "Follow-up" was a service intended to secure information about former scholars in order that the institution may gauge its effectiveness and make intelligent decisions concerning needed curriculum changes.

3. "Gauge" was considered as any means of estimating or judging; it was the attempt to estimate; judge; appraise.

4. "Scholar" denoted here an advanced student; a student who has been given money or other aid to continue his studies.

**Limitations of the Study.**--The study was restricted to those counselor-enrollees who attended NDEA Counseling and Guidance Training Institutes at Atlanta University, Atlanta, Georgia for the period 1959-1962. Further limitations were superimposed on the study by the amount of participation received from the counselor-enrollees.

**Subjects.**--The two hundred and eight counselor-enrollees who attended NDEA Counseling and Guidance Training Institutes at Atlanta University, Atlanta, Georgia 1959-1962 constituted the original subjects for this study. Of said number one hundred and forty-seven counselor-enrollees returned the mailed questionnaire and became the study's subjects.

**Locale of the Study.**--The study was conducted at Atlanta University, Atlanta, Georgia.
Method of Research.—The descriptive survey method of research was employed. The technique of the questionnaire as well as an analysis of available records were used.

Research Procedure.—The procedural steps used in conducting this study were as follows:

1. Permission to conduct the study was obtained from the Director of the NDEA Counseling and Guidance Training Institute.

2. A review of literature pertinent to this study was made.

3. A random sampling of NDEA Counseling and Guidance Training Institute Directors was made to ascertain if they had conducted a similar study and therefore, had information of value to the writer. This information was reported in the review of the literature and used for interpretative purposes.

4. A questionnaire was devised by the writer and mailed to the counselor-enrollees; an explanatory letter as well as a self-addressed stamped envelope accompanied this questionnaire. Follow-up cards were mailed to counselor-enrollees failing to return questionnaires within a two week period. Counselor-enrollees' responses were compared with evaluations made earlier.

5. An analysis of available records was made.

6. Data received from counselor-enrollees were appropriately assembled and statistically treated in accordance with the purposes of the study. Statistical measures and diagrams were used to denote findings of the data.

7. Findings, conclusions, implications and recommendations were stated.

Survey of Related Literature.—The concern of the government regarding the nature and purpose of guidance was reflected in the enactment of the National Defense Education Act of 1958. The Act has indirectly
improved guidance practices with regard to training and retraining of guidance personnel via subsidizing training programs and Institutes.\textsuperscript{1}

The First NDEA Institutes were conducted during the summer of 1959; an appraisal of these Institutes is now in order.

The success of the school is best measured by the success of the individuals, men and women, who have attended them... If the schools would know the extent to which they have attained their goals for their products--the persons who have attended them--a systematic and careful appraisal would seem to be an obvious step to take.\textsuperscript{2}

A description by Dr. Leona Tyler of the first fifty NDEA sponsored counseling Institutes--those operative during the summer of 1959--gives clear evidence of some dramatic changes which have occurred in graduate instruction in guidance and counseling since the National Defense Education Act was signed into law September, 1958. Dr. Tyler, in her appraisal of these Institutes, frequently mentioned the evaluation efforts being made by several institutions outside the NDEA Title V-B which does not provide for research support.\textsuperscript{3}

A survey of the literature yielded numerous examples of follow-up studies, including follow-up studies on an international basis. However,


the amount of material available with reference to NDEA Institute follow-up studies was limited. The writer conducted a random sampling of 1962-1963 NDEA Counseling and Guidance Training Institute Directors. The purpose of said sampling was to ascertain the extent of research being or having been conducted at the local level. The results of the survey were as follows:

1. One hundred percent response was received from the Directors. Twenty-five Directors were contacted and twenty-five Directors responded.

2. Twelve percent of the Directors had conducted follow-up studies at the local level.

3. Two doctoral projects resulted from these evaluations of the Institutes.

4. An example of the results obtained from one of the conducted studies follows.

S. C. Hulslander in his "Director's Report of the Second Follow-up Study of the Former Enrollees From the 1959-1960 Counseling and Guidance Institute at the University of Michigan" gave the following summary:

Nearly three times as many former Institute enrollees were involved in some aspect of occupational change by the end of the first period (first follow-up study) as compared to those who had made similar changes by the end of the second period (second follow-up study).

Over two times as many former Institute enrollees returned by the end of the first period to the same states from whence they came prior to the Institute than those who changed to other states by this same time.

Three times as many enrollees remained in the same state at the end of the second period than did those who changed to other states.
By contrast, over three times as many enrollees changed to different states by the end of the first period than did those who changed to different states by the end of the second period.

Over six times as many of the former enrollees remained by the end of the second period, in the same states, in the same school or elsewhere, in the same status or positions, than did those who were so located by the end of the first period.

Nearly five times as many former enrollees remained in the same state in the same school or elsewhere, but in different status or positions by the end of the first period, than did those at the end of the second period.

Twice as many former enrollees remained in the same state, in a different school or school system, but in a changed status or position, by the end of the first period than did those at the end of the second period.

None of the former enrollees, who changed status at the end of the first period or second period entered into the same type of status or positions as those they formerly held prior to each of these periods.

Over three times as many former enrollees changed status at the end of the first period and entered into a different type of status or positions than did those who entered similar status or positions at the end of the second period.

There was an increase in the percentage of time devoted to counseling by the former enrollees during the second post-Institute period over the percentage of time they devoted to counseling in the first post-Institute
period.

Former enrollees with no pre-Institute counseling experience increased their percentage of time devoted to counseling during the second post-Institute period and the pre-Institute non-counseling enrollees showed a decrease in the percentage of time devoted to counseling during this same period.

A greater percentage of enrollees with pre-Institute counseling experiences were affiliated with professional guidance organizations during the post-Institute periods than did those enrollees with pre-Institute counseling experiences.¹

Donald Harmon and Dwight Arnold sampled the attitudes of two hundred school counselors, members of the American School Counselors Association in northern, western, and eastern United States, regarding the effectiveness of their training programs in preparing them for the work they were doing.

Six major counseling duties were listed and counselors were asked to evaluate their preparation for each. They rated their preparation in the areas of counseling, testing, and occupational information good or excellent. The counselors were less than fully satisfied with their training in group guidance, class scheduling and course selection, and in-service training. They rated these areas as fair.

Twenty-one course areas were listed on the questionnaire and the counselors were asked to check how adequate these courses were in preparing them for their present duties. The highest rating received by

¹Hulslander, op. cit., pp. 21-22.
any single course was given the fifty-two percent on individual testing. Next were rated courses in guidance principles, individual differences, adolescent psychology, mental hygiene, educational-vocational tests, individual analysis and counseling principles. The lowest rating was given to group guidance and rated fairly low were exceptional children, educational psychology and learning theory.

The counselors made the following suggestions for improvement of counselor preparation: twenty-six percent -- more supervised counseling experience; thirteen percent -- more analysis of counseling interviews; seven percent -- more psychology courses.

Six major conclusions were drawn from this study, two are: (1) counselors are ready to give their reactions to their training programs as indicated by the seventy-five percent response from a wide selection of counselors; (2) that information of this type is sufficiently valuable that some form of regular collaboration and joint study should be developed between organizations such as the National Association of Guidance Supervisors and Counselor Trainers and the American School Counselors Association.¹

In 1958 Dwight L. Arnold directed a "Follow-up Study of Graduates of the Counselor Training Program at Kent State University! The problem involved in this study was to secure graduate reactions to the counselor training program at Kent State University. The procedure employed was the mailing of a questionnaire to one hundred and thirty persons; an eighty-five percent response was received.

The major findings of this study were: (1) thirty-four percent of the graduates were in full-time graduate work; (2) fifty-eight percent were employed in more than half-time guidance work; (3) seventy-seven percent were certified as school counselors; (4) counseling procedures and testing were rated as strong features of the program; (5) the strongest feature of the program was the counseling practicum.¹

In January and February of 1959 Willa Norris conducted a follow-up study to ascertain what had happened to the three hundred and seventy-nine graduates of the Institute of Guidance Counseling and Testing established at Michigan State University in the fall of 1945. The following information contains a summary of that study:

The modal graduate of the counselor-training program at Michigan State University over a twelve year period is a male under thirty years. He started thinking about majoring in guidance and personnel because of his greatest interest in working with people. Since completing his degree he is employed now on a full-time basis in work of a guidance and personnel nature secured through his own efforts. He belongs to a professional organization of a guidance and personnel nature at the national level but doesn't belong to a similar one at state or local level.

In looking back at his graduate training he feels that the program should be strengthened in the following areas: developing instructional materials and activities more closely related to guidance and needs of

pupils; identifying and utilizing community referral resources; establishing desirable contacts with parents; helping staff with pupil problems which they find difficult; and developing placement services.

He is more nearly satisfied with the training program as it helped him to develop pupil personnel records; gather, organize, and use occupational, educational, and social information; gather and organize basic data about pupils, develop follow-up studies, develop orientation activities; counsel students; and develop a testing program.

To strengthen the present program he suggests greater emphasis be placed on the counseling practicum and internship as well as courses in testing and statistics. He feels the importance of guidance workers having a good foundation in psychology and testing experience prior to securing their Master's Degree in guidance.¹

Since the passing of the 1958 NDEA Act Title V-B many school counselors have achieved advanced levels of training. NDEA Training Institutes must be geared to some clear conception of the nature of the educational personnel work for which the trainee is headed and must engage in significant research to assess their effectiveness in terms of the evaluation of the counselor's effectiveness. The selection of persons to engage in an occupation should involve: job analysis; identification of persons best suited for the job; screening of personnel; realistic training; suitable placement; follow-up and evaluation to determine needed adjustment

in the selection, training, and placement program.

Undoubtedly the most significant factor affecting counselor education in the United States is the presence of the National Defense Education Act Guidance Institutes. These Institutes, it is believed by those persons concerned with the education of secondary school counselors, should not only impart knowledge and skills but some degree of attitude change among the trainees should result as well. Studies by Paul Munger, Roger Meyers and Darine Brown report the kinds of attitudinal changes associated with the NDEA Institutes at the University of North Dakota.

On the basis of these studies some tentative conclusions are suggested:

1. The eight-week institute was effective in bringing about desirable attitude changes in the trainees; however, rather than learning new attitudes, the trainees were learning what the faculty thought were the proper answers.

2. Attitude changes associated with the semester-long institute did persist as long as three working months after the training had ended.

3. Attitude changes associated with institute training, regardless of length, were more persistent for trainees who were later employed as counselors than those who were not.¹

Research of what duties counselors perform on-the-job raise serious questions regarding the definition of the counselor's proper role in the school. These studies reveal serious gaps between what is being done in

counselor education and what is expected of counselors in the schools.¹

Counselor education is not expected to merely reflect what school administrators expect of school counselors; however, some reasonable harmonizing of job requirements and the selection-preparation processes of counselors is imperative.

The guidance profession has arrived at a point where concerted attention to the selection-preparation processes of counselors is imperative. The evaluation of training received at NDEA Institutes is an integral and important aspect of the larger, more comprehensive campaign to make this profession a truly effective instrument of educational progress.²

By September, 1961, two hundred and nine summer counseling and guidance training Institutes had been conducted with some six thousand candidates participating. These data represent a huge expenditure of money, time and energy for the advancement of school guidance. What has been the effect of this training?

Munger and Johnson report that NDEA participants achieved greater understanding of, and acceptant attitudes toward, clients.³


²Ibid.

Tyler points out that although Institute participants were evaluated while institutes were in progress, "the real test of their (Institutes) value will be the accomplishments of the participants after they return to their schools."¹

Because of the relatively short interval between the inception of such training programs and the present, few studies of longer range outcomes have appeared in the literature.

A follow-up study of persons participating in Advanced Counseling and Guidance Institutes held at Purdue University during the 1959 and 1960 summer sessions has been completed. The purposes of this follow-up were (1) to determine if there were any discernible changes in counselor functions following participation in NDEA institutes, and (2) to ascertain the degrees of agreement of participants and their administrators (principals and superintendents) as to actual and ideal percentages of time devoted to common guidance functions.²

Questionnaires were mailed to fifty-eight individuals who had participated in the 1959 and 1960 Advanced Institutes. Of the fifty-eight polled participants, forty-seven (81 per cent) returned their questionnaire. Complete replies (Institute participant's questionnaire and his principal's or superintendent's questionnaire) were received from forty-five (96 per cent) of those returning questionnaires.

¹Tyler, op. cit., p. 15.
The major aim of the study was to assess the degree of change in guidance activities upon return to the school following Institute participation. The data indicated that change did occur in the assumed direction. That is, counselors tended to order their post-Institute activities somewhat more like their ideal rankings than they did their pre-Institute activities. However, when the correlations were treated as product moment coefficients and Fisher's z-test of significance of the difference between the correlations computed, the difference (0.08) proved statistically nonsignificant.

The second aim of the study was to examine the degree of similarity or difference between the rankings assigned to the guidance activities by the counselor group and their administrators. It is apparent from the data that counselors and administrators are in substantial agreement as to the actual and ideal time allocated the guidance activities. It should be noted that these findings are in close agreement with those reported in Schmidt's recent study.

The most marked change in counselor pre- and post-Institute actual activities was that teaching dropped from a rank of 2 to a rank of 15. One possible explanation is that candidates were so-called teacher-counselors, who upon return to their employment, became full-time counselors.

Analyzing overall activities little or no change appears to be made in the amount of time allocated to them. This is reflected in the rank order correlation between the two of 0.88.\(^1\)

\(^{1}\text{Ibid.}\)
Summary Statement.--NDEA Institutes have raised the level of training of counselors and have increased the number of counselors in our schools at a faster rate than would otherwise have been the case.

Since the momentous occasion of the adoption of the National Defense Education Act of 1958 Guidance Institutes have sprung up all over the country: Institutes to better prepare counselors to assist in carrying out the multifactored purpose of American education. The experiential value to each individual counselor-enrollee should be determined. Attempting to do this the writer has included in Chapter II and Chapter III research data and findings secured from, "A Follow-Up Study of The Counselor-Enrollees Who Attended The Counseling and Guidance Training Institutes At Atlanta University, Atlanta, Georgia, 1959-1962."
CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.--The purpose of this chapter is to present findings from one hundred and forty-seven counselor-enrollees who attended Counseling and Guidance Training Institutes at Atlanta University, Atlanta, Georgia, for the period 1959-1962.

These findings have been compiled as a result of the analysis of copies of the questionnaire returned by the one hundred and forty-seven counselor-enrollees, or seventy per cent, of the two hundred and eight counselor-enrollees to whom copies of the questionnaire were mailed. (Six questionnaires were returned by the Post Master due to unknown present addresses of the counselor-enrollees; one questionnaire was returned because of the recent death of the counselor-enrollee; one questionnaire was returned by one enrollee who had to withdraw from the Institute shortly after enrollment due to the illness of her mother.)

The data for this research were secured from a specifically designed questionnaire which consisted of thirty-three items pertinent to this study. Data are organized around the total of twenty-four tables which present the basic information.

The major purpose of this study was to ascertain the professional status of the counselor-enrollees and to determine to what extent Institute attendance helped them to adjust to their present position.
Specifically the writer desired:

1. To determine the number of counselor-enrollees with positions related to guidance, and to determine the extent to which attending the Institute at Atlanta University contributed to their present positions.

2. To determine the amount of advanced study and/or degrees received by the counselor-enrollees since attendance to the Institute.

3. To determine the professional organizations and learned societies to which the counselor-enrollees belong.

4. To sort out the current plans of the counselor-enrollees for obtaining further professional growth.

5. To determine the extent to which learnings from the Institute were transferred to the secondary school situations.

6. To determine from the counselor-enrollees' appraisal the strengths and weaknesses in the curriculum experiences with reference to their adjustments as counselors.

7. To discover the relationship, if any, between the professional training and experience of the counselor-enrollees of the Institute and their evaluations of the Institute.

8. To determine whether the counselor-enrollees feel that the Institute at Atlanta University needs re-adjusting in the light of their experiences.

9. To ascertain the extent to which the counselor-enrollees agree or disagree with evaluations made by them immediately after completing the Institute.

10. To determine the findings, conclusions, implications, and recommendations for the improvement, if necessary, of the curriculum and other experiences at the Atlanta University Institute.

Certain information obtained from the questionnaire did not deal with the specific purposes of this study; however, it was considered as descriptive of the population. This information is presented in Tables 1 through 9.
Responses to Questionnaire.--Table 1 shows data concerning the responses to the questionnaire by the counselor-enrollees. The data are tabulated according to the year and type of Institute attended; the original number of counselor-enrollees attending the specified Institute; the number of counselor-enrollees responding according to year and type of Institute attended; and the per cent of responses according to year and type of Institute attended.

TABLE 1.--Responses to Questionnaire by Counselor-Enrollees who attended the Counseling and Guidance Training Institutes at Atlanta University 1959-1962

<table>
<thead>
<tr>
<th>Institutes</th>
<th>Number Attended</th>
<th>Number of Respondents</th>
<th>Per cent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 1959</td>
<td>72</td>
<td>52</td>
<td>72.0</td>
</tr>
<tr>
<td>Summer 1960</td>
<td>50</td>
<td>35</td>
<td>70.0</td>
</tr>
<tr>
<td>First Semester 1960</td>
<td>25</td>
<td>15</td>
<td>60.0</td>
</tr>
<tr>
<td>Second Semester 1961</td>
<td>36</td>
<td>25</td>
<td>69.0</td>
</tr>
<tr>
<td>Academic Year 1961-62</td>
<td>25</td>
<td>20</td>
<td>80.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>147</strong></td>
<td><strong>70.0</strong></td>
</tr>
</tbody>
</table>

According to Table 1, seventy-two enrollees attended the summer of 1959 Institute; of that number fifty-two responded to the questionnaire. This represents a 72 per cent response. Fifty enrollees attended the Institute conducted during the summer of 1960; thirty-five of these enrollees responded to the questionnaire, yielding a response of 70 per cent. The Institute conducted during the first semester of 1960 had an enrollment
of twenty-five enrollees, fifteen of whom responded to the questionnaire thereby yielding a response of 60 per cent. The second semester Institute of 1961 had thirty-six enrollees; twenty-five of this number responded to the questionnaire with a response of 69 per cent. During the academic year 1961-1962 twenty-five enrollees attended the Institute; twenty of that number responded to the questionnaire with an 80 per cent response.

A total of five Counseling and Guidance Training Institutes have been conducted at Atlanta University for the period 1959-1962. During that period, two hundred and eight enrollees have attended these Institutes. One hundred and forty-seven of these enrollees responded to the questionnaire yielding a 70 per cent total response.

**Geographical Distribution of Enrollees.**—Shown in Table 2 is the geographical distribution of the counselor-enrollees. This table shows by states the number of counselor-enrollees in each state represented in the Institutes; the number of enrollees responding to the questionnaire by states; and the per cent of responses from each state. Sixteen states were represented by the one hundred and forty-seven enrollees.

Alabama, with twenty enrollees from the state, had a 75 per cent response due to the responses of fifteen enrollees. There were eight enrollees from the State of Arkansas; of that number five, or 62.5 per cent, responded. Thirteen, or 86.6 per cent, of the fifteen enrollees from the State of Florida responded. The State of Georgia, with seventy enrollees, had fifty-four enrollees to respond with a 77 per cent response. Indiana, with two enrollees from the state, had none to respond. Iowa, with one enrollee, had no response. Kentucky, with two enrollees, had no response.
TABLE 2.--The distribution of the Counselor-Enrollees of Atlanta University, 1959-1962, according to geographical location at the time they responded to the questionnaire

<table>
<thead>
<tr>
<th>States</th>
<th>Number of Counselor-Enrollees in States</th>
<th>Number Responding</th>
<th>Per Cent from Each State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>20</td>
<td>15</td>
<td>75.0</td>
</tr>
<tr>
<td>Arkansas</td>
<td>8</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Florida</td>
<td>15</td>
<td>13</td>
<td>86.6</td>
</tr>
<tr>
<td>Georgia</td>
<td>70</td>
<td>54</td>
<td>77.0</td>
</tr>
<tr>
<td>Indiana</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Iowa</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kentucky</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Louisiana</td>
<td>15</td>
<td>12</td>
<td>80.0</td>
</tr>
<tr>
<td>Michigan</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Mississippi</td>
<td>16</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>North Carolina</td>
<td>15</td>
<td>12</td>
<td>80.0</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>3</td>
<td>1</td>
<td>33.0</td>
</tr>
<tr>
<td>South Carolina</td>
<td>28</td>
<td>20</td>
<td>71.0</td>
</tr>
<tr>
<td>Tennessee</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Texas</td>
<td>6</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>Virginia</td>
<td>3</td>
<td>1</td>
<td>33.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>147</strong></td>
<td><strong>70.0</strong></td>
</tr>
</tbody>
</table>

The State of Louisiana had an 80 per cent response due to returns by twelve of the fifteen enrollees in the state. Michigan with one enrollee and one return, had a 100 per cent response. Ten, or 62.5 per
cent, of the sixteen enrollees from the State of Mississippi responded. Twelve returns out of a possible fifteen from the State of North Carolina yielded an 80 per cent response. Oklahoma yielded a 33 per cent response due to the one return; there were three enrollees in the state. Of the twenty-eight enrollees in the State of South Carolina, twenty returned questionnaires with a 71 per cent response. Tennessee, with three enrollees, had no returns. Texas, with six enrollees, had three returns of a 50 per cent response. Virginia, with three enrollees, had one return or 33 per cent response.

**Age and Sex of the Counselor-Enrollees.**--The data regarding the age and sex of the counselor-enrollees are shown in Table 3. This table lists the age level and sex of the total sample of the one hundred and forty-seven enrollees who attended five Institutes held at Atlanta University during the period 1959-1962. An inspection of this table yields the modal ages for female and male enrollees; the mean and median ages are also listed.

An analysis of the data reveals the age level for the fifty-eight male enrollees ranged from fifty-two years to twenty-seven years. The mean age of the males was 36.7 years; the median age for the males was 36.3; and the modal age for male enrollees was 37 years. The age level for the eighty-nine females ranged from fifty-seven years to twenty-two years. The mean age for the females was 33.05 years; median age for females 33.25 and modal age for females 27 years.

During the period 1959-1962 there were five females whose ages ranged from twenty to twenty-four years. Five males and 26 females fell within the 25 - 29 year bracket. Within the age level of 30 - 34 years there were fifteen males and nineteen females. The age level ranging
TABLE 3. -- Age according to sex of the Atlanta University Counselor-Enrollees, 1959-1962

<table>
<thead>
<tr>
<th>Ages</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 years and over</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>60 - 54 years</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>45 - 49 years</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>40 - 44 years</td>
<td>7</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>35 - 39 years</td>
<td>25</td>
<td>14</td>
<td>39</td>
</tr>
<tr>
<td>30 - 34 years</td>
<td>15</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>25 - 29 years</td>
<td>5</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>20 - 24 years</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58</td>
<td>89</td>
<td>147</td>
</tr>
</tbody>
</table>

Mean Age  | 36.7  | 33.05  |
Median Age | 36.3  | 33.25  |
Modal Age  | 37.0  | 27.00  |

From 35 to 39 years contained 25 males and 14 females. There were seven males and 15 females within the 40-44 age bracket. Four males and six females ranges in ages 45 - 49. For the age level 50 - 54 there were two males and one female. The last age bracket, 55 years and over, contained three females.

Marital Status of the Counselor-Enrollees.--Table 4 is a presentation of the marital status of the counselor-enrollees prior to and subsequent to Institute attendance.

An analysis of Table 4 reveals the following data for the one hundred and forty-seven enrollees prior to Institute attendance: married,
TABLE 4.--Marital status of the Counselor-Enrollees of Atlanta University, 1959-1962, prior to and subsequent to Institute attendance

<table>
<thead>
<tr>
<th>Marital Status of the Counselor-Enrollees</th>
<th>Prior to Institute Attendance Counselor-Enrollees</th>
<th>Subsequent to Institute Attendance Counselor-Enrollees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Married</td>
<td>102</td>
<td>69.4</td>
</tr>
<tr>
<td>Single</td>
<td>30</td>
<td>20.4</td>
</tr>
<tr>
<td>Divorced</td>
<td>10</td>
<td>6.8</td>
</tr>
<tr>
<td>Widowed</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>Separated</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

one hundred two enrollees or 69.4 per cent; single, 30 enrollees or 20.4 per cent; divorced, 10 enrollees or 6.8 per cent; widowed, three enrollees or two per cent; and separated, two enrollees or 1.4 per cent.

Inspection of the marital status of enrollees after Institute attendance revealed the following data: married, 102 enrollees or 69.4 per cent; single, 29 enrollees or 19.7 per cent; divorced, twelve enrollees or 8.2 per cent; widowed, three enrollees or two per cent; and separated, one enrollee or 0.7 per cent.

The writer noted that although there was no change in the percentage of married enrollees prior to and subsequent to Institute attendance, there was a change in the marital status of some counselor-enrollees. One male enrollee married prior to Institute attendance is now divorced; one female enrollee single prior to Institute attendance is
now married. One female enrollee separated prior to Institute attendance is now divorced; one female enrollee divorced prior to Institute attendance is now married. One female enrollee married prior to Institute attendance is now divorced.

Annual Salary of the Counselor-Enrollees.--The data regarding the annual salary of the counselor-enrollees prior to and subsequent to Institute attendance are shown in Table 5.

Prior to Institute attendance, the mean salary, median salary, and modal salary for the enrollees were as follows: mean salary, $4,497.60; median salary, $4,002.50; and modal salary, $4,500.00. The salaries of the enrollees prior to and subsequent to Institute attendance ranged from $7,001.00 and above to $2,001.00. Subsequent to Institute attendance the mean salary for enrollees was $4,499.30; the median salary, $4,003.75; and the modal salary, $4,500.00.

Prior to Institute attendance, two enrollees earned an annual salary ranging from $7,001.00 and above; five enrollees earned an annual salary of $6,001.00 to $7,000.00; 23 enrollees earned an annual salary of $5,001.00 to $6,000.00; the annual salary range for 58 enrollees was $4,001.00 to $5,000.00. Forty-three enrollees earned an annual salary of $3,001.00 to $4,000.00; and 16 enrollees earned an annual salary ranging from $2,001.00 to $3,000.00.

Subsequent to Institute attendance, salaries of the enrollees were as follows: $7,001.00 and above, the salary level for three enrollees; $6,001.00 to $7,000.00 for four enrollees; $5,001.00 to $6,000.00 for 29 enrollees; $4,001.00 to $5,000.00 for 60 enrollees; $3,001.00 to $4,000.00
TABLE 5.--Annual salary of the Atlanta University Counselor-Enrollees prior to and subsequent to Institute attendance

<table>
<thead>
<tr>
<th>Items</th>
<th>Prior to Institute Attendance</th>
<th>Subsequent to Institute Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,001 and Above</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6,001 - 7,000</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5,001 - 6,000</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>4,001 - 5,000</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>3,001 - 4,000</td>
<td>43</td>
<td>45</td>
</tr>
<tr>
<td>2,001 - 3,000</td>
<td>16</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Prior to Institute Attendance</th>
<th>Subsequent to Institute Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>147</td>
<td>147</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Prior to Institute Attendance</th>
<th>Subsequent to Institute Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Salary</td>
<td>$4,497.60</td>
<td>$4,499.30</td>
</tr>
<tr>
<td>Median Salary</td>
<td>4,002.50</td>
<td>4,003.75</td>
</tr>
<tr>
<td>Modal Salary</td>
<td>4,500.00</td>
<td>4,500.00</td>
</tr>
</tbody>
</table>

for 45 enrollees; and $2,001.00 to $3,000.00 for six enrollees.

Enrollees' Institute Attendance Since Atlanta University.--Table 6 reveals the number and per cent of counselor-enrollees who have attended other Institutes since their attendance at the Atlanta University Institute.

Of the 147 enrollees, 12, or eight per cent, have attended Institutes subsequent to their attendance at Atlanta University and 135, or 92 per cent of the enrollees, have not attended other Institutes.

As revealed in Table 6, three enrollees have attended Institutes
TABLE 6.—Distribution of Institutes the Counselor-Enrollees of Atlanta University, 1959-1962, selected for post-Institute attendance

<table>
<thead>
<tr>
<th>Items</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subsequent Institute Attendance:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) yes</td>
<td>12</td>
<td>8.0</td>
</tr>
<tr>
<td>(b) no</td>
<td>135</td>
<td>92.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>147</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

2. Institutes Selected by Enrollees:

(a) North Carolina College at Durham 3 25.3
(b) Denver University 1 8.3
(c) Purdue University 1 8.3
(d) San Diego State College 1 8.3
(e) South Carolina State College 1 8.3
(f) Springfield College 1 8.3
(g) Tennessee A. and I. State University 1 8.3
(h) University of Georgia 1 8.3
(i) University of North Carolina 1 8.3
(j) Virginia State College 1 8.3

**Total** 12 100.0

at the North Carolina College at Durham. The remaining nine enrollees each selected one of the following Institutes for attendance: Denver University, Purdue University, San Diego State College, South Carolina
State College, Springfield College, Tennessee A. and I. State University, University of Georgia, University of North Carolina, and Virginia State College.

**Academic Honors and Awards of Enrollees.** The number and type of academic honors and awards received by the counselor-enrollees since attendance at the Atlanta University Institutes are revealed in Table 7.

**TABLE 7.**--Distribution of academic honors and awards of the Counselor-Enrollees of Atlanta University, 1959-1962, received since Institute attendance

<table>
<thead>
<tr>
<th>Honors and Awards</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher of the Year</td>
<td>25</td>
</tr>
<tr>
<td>Fellowship Grant</td>
<td>20</td>
</tr>
<tr>
<td>Outstanding Citizenship Award</td>
<td>13</td>
</tr>
</tbody>
</table>

| Total                                   | 58     |

Since Institute attendance, 25 enrollees have been honored as teacher of the year in their respective local teachers' associations. Twenty enrollees have received fellowship grants for professional improvement and growth. Thirteen enrollees have been honored by local civic organizations with outstanding citizenship awards. Of the 147 counselor-enrollees, 58 have received honors or awards since Institute attendance.

**Biographical Directories Naming Counselor-Enrollees.**--Listed in Table 8 are the biographical directories carrying the names of enrollees.

**The American Personnel and Guidance Directory** lists the names of
TABLE 8.--Biographical Directories carrying the names of the Counselor-Enrollees of Atlanta University, 1959-1962, and their frequencies

<table>
<thead>
<tr>
<th>Directories</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Personnel and Guidance Directory</td>
<td>102</td>
</tr>
<tr>
<td>National Recreational Society</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>103</strong></td>
</tr>
</tbody>
</table>

102 counselor-enrollees. The National Recreational Society carries the name of one enrollee. A total of 102 enrollees have their names carried in one or two directories.

Counselor-Enrollees' Creative Outputs.--The data regarding the creative outputs of the enrollees, published as well as not published, are shown in Table 9. This table reveals 32 articles have been written by the enrollees, 22 of which have been published and 10 not published.

The enrollees have produced the following non-published works: ten theses, 10 study plans, two book reviews and two playlets. A magazine cover design which has been published was produced by one enrollee. A total of 57 publications, 23 published and 34 not published, have been written by the enrollees.

Hereafter tables will be organized and presented according to the format of the stated purposes of the study.

Enrollees with Positions of a Guidance Nature.--Table 10 is a presentation of the positions held by the counselor-enrollees of Atlanta University, 1959-1962, prior to Institute attendance and subsequent to Institute attendance. It may be pointed out that one of the requirements
TABLE 9.--Creative outputs of the Counselor-Enrollees of Atlanta University, 1959-1962

<table>
<thead>
<tr>
<th>Publications</th>
<th>Published</th>
<th>Not Published</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>22</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>Theses</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Study Plans</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Playlets</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Magazine Cover Design</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>34</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

for appointment to the Institute was a written statement from the applicant's superintendent that upon completion of the Institute the applicant would be assigned counseling duties at least on a half-time basis.

An inspection of the table reveals that 59 enrollees, or 40.1 per cent, were not engaged as counselors before attending Atlanta University Institute, whereas 88 enrollees, or 59.9 per cent, were engaged as counselors. The positions held by the non-counselors were: 12 enrollees, or 20.3 per cent, were English teachers; 8 enrollees, or 13.6 per cent, were coaches; 8 enrollees, or 13.6 per cent, were secondary teachers whose areas of instruction were not specified; 7 enrollees, or 12.3 per cent, were social studies teachers; 5 enrollees, or 8.4 per cent, were teachers of business education; 5 enrollees, or 8.4 per cent, were science teachers; 5 enrollees, or 5.0 per cent, were band directors;
TABLE 10.--Positions held by the Counselor-Enrollees of Atlanta University, 1959-1962, prior to and subsequent to Institute attendance

<table>
<thead>
<tr>
<th>Prior to Institute Attendance</th>
<th>Number</th>
<th>Per Cent</th>
<th>Subsequent to Institute Attendance</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counselors (full or part-time)</td>
<td>88</td>
<td>59.9</td>
<td>1. Counselors (full or part-time)</td>
<td>114</td>
<td>77.6</td>
</tr>
<tr>
<td>2. Non-Counselors</td>
<td>59</td>
<td>40.1</td>
<td>2. Non-Counselors</td>
<td>33</td>
<td>22.4</td>
</tr>
</tbody>
</table>

Total 147 100.0 Total 147 100.0

1. Positions Held by Non-Counselors:

(a) English Teacher 12 20.3
(b) Coach 8 13.6
(c) Secondary Teacher (instructions not specified) 8 13.6
(d) Social Studies Teacher 7
(e) Business Education Teacher 5 8.4
(f) Science Teacher 5 8.4
(g) Teacher-Principal 5 8.4
(h) Band Director 3 5.0
(i) Foreign Language Teacher 2 3.4
(j) Mathematics Teacher 2 3.4
(k) Librarian 1 1.6
(l) Nurse 1 1.6

Total 59 100.0

1. Positions Held by Non-Counselors:

(a) Assistant Principal 12 37
(b) Principal 8 24
(c) Secondary Teacher (instructions not specified) 8 24
(d) Business Education Teacher 2 6
(e) Science Teacher 2 6
(f) Nurse 1 3

Total 33 100
two enrollees, or 3.4 per cent, were foreign language teachers; two
enrollees, or 3.4 per cent, were mathematics teachers; one enrollee,
or 1.6 per cent, was a librarian; and one enrollee, or 1.6 per cent, was
a nurse.

Subsequent to Institute attendance the data revealed 33 enrollees,
or 22.4 per cent, were not engaged as counselors; 114 enrollees, or
77.6 per cent, were engaged as counselors on a part or full-time basis.
The positions held by the non-counselors on a part or full-time basis
were as follows: assistant principals, 12 enrollees, or 37 per cent;
principals, eight enrollees, or 24 per cent; secondary teachers whose
areas of instruction were not specified, eight enrollees, or 24 per cent;
business education teachers, two enrollees, or 6.0 per cent; science
teachers, two enrollees, or 6.0 per cent; and nurse, one enrollee, or 3.0
per cent.

Data obtained from this table are in agreement with the results of
several research studies, namely:

1. S. C. Hulslander in his "Director's Report of the Second
Follow-up Study of the Former Enrollees from the 1959-1960
Counseling and Guidance Institute at the University of
Michigan" stated there was an increase in the percentage
of time devoted to counseling by the former enrollees.
Former enrollees with no pre-Institute experience
increased their percentage of time devoted to counseling
during the second post-Institute counseling.¹

2. Dwight L. Arnold and Dean Hummel in their "Follow-up Study

¹Hulslander, op. cit., p. 21.
of Graduates of the Counselor Training Program at Kent State University" stated 58 per cent of the graduates were employed in guidance work.\(^1\)

3. Tollefson, Linden, Shertzer and Stone in their "Follow-up Study of Enrollees Attending the Advanced Counseling and Guidance Institutes at Purdue University 1959-1960" stated the most marked change in counselor pre- and post-Institute activities was the decrease in the amount of teaching done by counselors.\(^2\)

**Educational Status of Counselor-Enrollees.**—The educational status of the 147 counselor-enrollees is revealed in Table 11. An analysis of this table reveals prior to Institute attendance, eighty enrollees had earned only Bachelor's Degrees, 67 enrollees held Master's Degrees, 28 enrollees had engaged in further study and 25 enrollees were certified.

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Education Prior to Institute Attendance</th>
<th>Education Subsequent to Institute Attendance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>80</td>
<td>--</td>
<td>68</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>67</td>
<td>12</td>
<td>79</td>
</tr>
<tr>
<td>Further Study</td>
<td>28</td>
<td>104</td>
<td>132</td>
</tr>
<tr>
<td>Counselor Certification</td>
<td>25</td>
<td>80</td>
<td>105</td>
</tr>
</tbody>
</table>


as counselors.

Subsequent to Institute attendance 12 enrollees have earned Master's Degrees, 104 have engaged in further study and 80 have been certified as counselors.

The current totals for the educational status of the enrollees were: Bachelor's Degrees, 68; Master's Degrees, 79; Further Study, 132; and Counselor Certification, 105.

**Affiliation of Enrollees in Learned and Professional Organizations.** --The data regarding the affiliation of the counselor-enrollees in learned and professional organizations are shown in Table 12. Enrollees hold membership in National, State, and Local organizations as well as in learned societies. It was revealed on the questionnaire that the majority of these affiliations were made subsequent to Institute attendance.

The national organizations and number of enrollees belonging to the same were as follows: American Personnel and Guidance Association, 102; National Educational Association, 71; American School Counselor's Association, 60; National Vocational Guidance Association, 55; American Teachers' Association, 54; American Vocational Association, two; American Modern Language Association, one; Association for the Study of Negro Life History, one; National Conference of Social Work, one; and National Council for Social Studies, one.

Membership in the learned societies was as follows: Phi Delta Kappa, three; Alpha Kappa Mu National Honor Society, two; Alpha Kappa Delta Sociological Honor Society, one; and Pi Lambda Theta Honor and Professional Society for Women, one.

State and local teacher organizations contained the following
TABLE 12.--Affiliation of the Counselor-Enrollees of Atlanta University, 1959-1962, in learned and professional organizations

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. National Organizations:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) American Personnel and Guidance Association</td>
<td>102</td>
</tr>
<tr>
<td>(b) National Educational Association</td>
<td>71</td>
</tr>
<tr>
<td>(c) American School Counselor's Association</td>
<td>60</td>
</tr>
<tr>
<td>(d) National Vocational Guidance Association</td>
<td>55</td>
</tr>
<tr>
<td>(e) American Teachers' Association</td>
<td>54</td>
</tr>
<tr>
<td>(f) American Vocational Association</td>
<td>2</td>
</tr>
<tr>
<td>(g) American Modern Language Association</td>
<td>1</td>
</tr>
<tr>
<td>(h) Association for the Study of Negro Life History</td>
<td>1</td>
</tr>
<tr>
<td>(i) National Conference on Social Work</td>
<td>1</td>
</tr>
<tr>
<td>(j) National Council for Social Studies</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>348</td>
</tr>
<tr>
<td><strong>2. Learned Societies:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Phi Delta Kappa</td>
<td>3</td>
</tr>
<tr>
<td>(b) Alpha Kappa Mu National Honor Society</td>
<td>2</td>
</tr>
<tr>
<td>(c) Alpha Kappa Delta Sociological Honor Society</td>
<td>1</td>
</tr>
<tr>
<td>(d) Pi Lambda Theta Honor and Professional Society for Women</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>3. State and Local Teachers' Associations:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Alabama</td>
<td>7</td>
</tr>
<tr>
<td>(b) Arkansas</td>
<td>5</td>
</tr>
<tr>
<td>(c) Florida</td>
<td>10</td>
</tr>
<tr>
<td>(d) Georgia</td>
<td>45</td>
</tr>
<tr>
<td>(e) Louisiana</td>
<td>6</td>
</tr>
<tr>
<td>(f) Michigan</td>
<td>1</td>
</tr>
<tr>
<td>(g) Mississippi</td>
<td>7</td>
</tr>
<tr>
<td>(h) North Carolina</td>
<td>5</td>
</tr>
<tr>
<td>(i) Oklahoma</td>
<td>1</td>
</tr>
<tr>
<td>(j) South Carolina</td>
<td>12</td>
</tr>
<tr>
<td>(k) Texas</td>
<td>1</td>
</tr>
<tr>
<td>(l) Virginia</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>101</td>
</tr>
</tbody>
</table>
memberships: Alabama, seven; Arkansas, five; Florida, 10; Georgia, 45; Louisiana, six; Michigan, one; Mississippi, seven; North Carolina, five; Oklahoma, one; South Carolina, 12; Texas, one; Virginia, one.

**Enrollees' Current Plans for Professional Growth.** Data obtained from the questionnaire returns as to the current plans of the enrollees for educational or professional growth are presented in Table 13.

An analysis of this table revealed 47 of the enrollees, or 31.9 per cent, planned to engage in further study; forty-six, or 31.3 per cent, intended to earn Master's Degrees; 13, or 8.9 per cent, were desirous of securing Ph. D. Degrees; 13, or 8.9 per cent, planned to complete the requirements for six-year certificates; two, or 1.30 per cent, planned to travel in order to enhance their professional growth; and 26, or 17.7 per cent, gave no response as to their current plans for professional or educational growth.

**TABLE 13.--Current plans of the Atlanta University Counselor-Enrollees, 1959-1962, for educational or professional improvement**

<table>
<thead>
<tr>
<th>Items</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further Study</td>
<td>47</td>
<td>31.9</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>46</td>
<td>31.3</td>
</tr>
<tr>
<td>Ph. D. Degree</td>
<td>13</td>
<td>8.9</td>
</tr>
<tr>
<td>Six-Year Certificate</td>
<td>13</td>
<td>8.9</td>
</tr>
<tr>
<td>Travel</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>No Response</td>
<td>26</td>
<td>17.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>147</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Institute Learnings Evaluated in Terms of Present Positions Held by Counselor-Enrollees.--Data are presented in Tables 14 - 18 in reference to the transference of Institute learnings to school situations by the counselor-enrollees. Table 14 lists the ratings of the enrollees with regard to the training received at the Atlanta University Institute.

One hundred forty-seven enrollees responded to the rating of training received during Institute attendance in the following manner: 79 enrollees, or 53 per cent, rated the training excellent; 55 enrollees, or 37.5 per cent, rated the training good; and 14 enrollees, or 9.5 per cent, rated the training fair.

**TABLE 14.--Evaluation of training received at Atlanta University by the Counselor-Enrollees, 1959-1962, in terms of preparation for positions presently held**

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>78</td>
<td>53.0</td>
</tr>
<tr>
<td>Good</td>
<td>55</td>
<td>37.5</td>
</tr>
<tr>
<td>Fair</td>
<td>14</td>
<td>9.5</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>147</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 15 shows the rating by the counselor-enrollees of the content material and experiences of the Institute.

In terms of the data presented in Table 15, 84 enrollees, or 57 per cent, rated as adequate the content material and experiences of the Institute; 60 enrollees, or 41 per cent, rated as highly satisfactory the content material and experiences of the Institute; and three enrollees,
TABLE 15.—Distribution of the rating of the content material and experiences of the Institute by the Counselor-Enrollees of Atlanta University, 1959-1962

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Satisfactory</td>
<td>60</td>
<td>41.0</td>
</tr>
<tr>
<td>Adequate</td>
<td>84</td>
<td>57.0</td>
</tr>
<tr>
<td>Limited</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

or 2.0 per cent, rated as limited the content material and experiences of the Institute.

Data obtained from the questionnaire returns as to the opinions of the counselor-enrollees regarding use found for Institute learnings and their rating of the usefulness of said learnings are presented in Table 16 and Table 17.

TABLE 16.—Distribution of opinions of Atlanta University Counselor-Enrollees, 1959-1962, regarding use found for Institute learnings

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Found for Institute Learnings:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>144</td>
<td>98.0</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to Table 16, one hundred forty-four enrollees, or
98 per cent, responded yes when asked if they had found use for Institute learnings; three enrollees, or 2.0 per cent, responded no to the same question.

Table 17 reveals the ratings of the usefulness found for Institute learnings by the counselor-enrollees. The ratings by the enrollees were based on the usefulness of Institute learnings with regard to the execution of daily duties.

When asked to rate the usefulness of Institute learnings, 77 enrollees, or 52.4 per cent, rated the usefulness of the learnings as excellent; 62 enrollees, or 42.2 per cent, rated the usefulness of the learnings as good; and eight enrollees, or 5.4 per cent, rated the usefulness of the learnings as fair.

TABLE 17.--Distribution of the ratings by the Counselor-Enrollees, 1959-1962, of the usefulness found for Institute learnings

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>77</td>
<td>52.4</td>
</tr>
<tr>
<td>Good</td>
<td>62</td>
<td>42.2</td>
</tr>
<tr>
<td>Fair</td>
<td>8</td>
<td>5.4</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 18 shows data concerning the areas of deficiency of the counselor-enrollees after Institute attendance.

An analysis of Table 18 reveals 50 counselor-enrollees, or 34 per cent, expressed none when asked to list their areas of felt deficiency subsequent to Institute attendance. Of the 97 enrollees with
TABLE 18.--Distribution of areas of deficiency after Institute attendance according to the Counselor-Enrollees of Atlanta University, 1959-1962

<table>
<thead>
<tr>
<th>Areas of Deficiency</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests and Measurement</td>
<td>48</td>
<td>32.6</td>
</tr>
<tr>
<td>Counseling Techniques</td>
<td>20</td>
<td>13.6</td>
</tr>
<tr>
<td>Administration of Guidance Service</td>
<td>16</td>
<td>10.8</td>
</tr>
<tr>
<td>Vocational Guidance</td>
<td>13</td>
<td>9.0</td>
</tr>
<tr>
<td>None</td>
<td>50</td>
<td>34.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

a felt need for additional preparation, 48 enrollees, or 32.6 per cent, named tests and measurement as an area of deficiency; 20 enrollees, or 13.6 per cent, named counseling techniques as an area of deficiency; 16 enrollees, or 10.8 per cent, named administration of guidance services as an area of deficiency; and 13 enrollees, or 9.0 per cent, named vocational guidance as an area of deficiency.

The writer noted the ratings and opinions expressed by the counselor-enrollees with reference to adequacy of Institute learnings in preparing them for their present duties (data found in Tables 14-18). To briefly summarize these ratings and opinions, 53 per cent of the enrollees rated as excellent the training received at the Institute; 57 per cent rated as adequate the content material and experiences of the Institute; 98 per cent stated that they had found use for Institute learnings; 52.4 per cent rated as excellent the usefulness found for Institute learnings; and
34 per cent stated none when asked to list their areas of deficiency subsequent to Institute attendance.

Enrollees' Appraisal of Curriculum Strengths and Weaknesses.--Table 19 reveals the opinions of the enrollees with reference to motivation for maximum achievement during Institute attendance.

The data presented in Table 19 indicated that 139 enrollees, or 94.6 per cent, were of the opinion that they were motivated to do their best work during Institute attendance. The remaining eight enrollees, or 5.4 per cent, felt they were not motivated to perform at their best during Institute attendance.

TABLE 19.--Distribution of opinions of Atlanta University Counselor-Enrollees, 1959-1962, regarding their motivation to do their best work during Institute attendance

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>139</td>
<td>94.6</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>5.4</td>
</tr>
</tbody>
</table>

Data obtained from the questionnaire returns as to courses which have been most valuable and those least valuable in the preparation of counselors for the performance of their daily duties are presented in Table 20.

Inspection of Table 20 reveals the counselor-enrollees considered most valuable the following courses: counseling theories and techniques was selected by 40 enrollees, or 27 per cent; counseling practicum was selected by 30 enrollees, or 20.4 per cent; statistics and testing was
<table>
<thead>
<tr>
<th>Items</th>
<th>Number</th>
<th>Per Cent</th>
<th>Items</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most Valuable Course:</td>
<td></td>
<td></td>
<td>2. Least Valuable Course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Counseling Theories and Techniques</td>
<td>40</td>
<td>27.0</td>
<td>(a) Occupational Information</td>
<td>30</td>
<td>20.4</td>
</tr>
<tr>
<td>(b) Counseling Practicum</td>
<td>30</td>
<td>20.4</td>
<td>(b) Administration of Guidance Services</td>
<td>15</td>
<td>10.0</td>
</tr>
<tr>
<td>(c) Statistics and Testing</td>
<td>25</td>
<td>17.0</td>
<td>(c) Counseling Internship</td>
<td>15</td>
<td>10.0</td>
</tr>
<tr>
<td>(d) Use of Psychometric Instruments</td>
<td>17</td>
<td>11.6</td>
<td>(d) Social Class</td>
<td>10</td>
<td>7.0</td>
</tr>
<tr>
<td>(e) Theories of Personality</td>
<td>15</td>
<td>10.0</td>
<td>(e) School and Community</td>
<td>7</td>
<td>5.6</td>
</tr>
<tr>
<td>(f) Principles and Practices of Guidance Services</td>
<td>20</td>
<td>14.0</td>
<td>(f) College Attendance</td>
<td>5</td>
<td>3.0</td>
</tr>
<tr>
<td>(g) None</td>
<td>65</td>
<td>44.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>100.0</td>
<td>Total</td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>
selected by 25 enrollees, or 17 per cent; principles and practices of
guidance services was selected by 20 enrollees, or 14 per cent; use of
psychometric instruments was selected by 17 enrollees, or 11.6 per cent;
and theories of personality was selected by 15 enrollees, or 10 per cent.

Those courses selected as least valuable by the enrollees were as
follows: occupational information, the choice of 30 enrollees, or 20.4
per cent; administration of guidance services, the choice of 15 enrollees,
or 10 per cent; counseling internship, the choice of 15 enrollees, or 10
per cent; social class, the choice of ten enrollees, or 7 per cent;
school and community, the choice of seven enrollees, or 5.6 per cent; and
college attendance, the choice of five enrollees, or 3.0 per cent. There
were 65 enrollees, or 44 per cent, who had no choice for a least valuable
course. They stated that all courses had proved valuable to them.

The writer observed the similarities in this and other data secured
through follow-up studies of enrollees. Counseling theories and techniques,
counseling practicum, and statistics were rated as valuable by the en-
rrollees of Atlanta University. Donald Harmon and Dwight Arnold in their
sampling of the attitudes of two hundred counselors found that the
counselors rated as excellent their preparation in areas of counseling
and testing.\(^1\)

A "Follow-up Study of Graduates of the Counselor Training Program
at Kent State University" conducted by Dwight Arnold and Dean Hummel
revealed that counseling procedures and testing were rated as strong
features of the program; the strongest feature of the program was the
counseling practicum.\(^2\)

\(^1\)Harmon and Arnold, \textit{op. cit.}, p. 306.

\(^2\)Arnold and Hummel, \textit{op. cit.}, p. 20.
Table 21 reveals the perceptions of counselor-enrollees toward the strengths and weaknesses of the Institute during their tenure.

The following items were listed as the Institute's areas of greatest

<table>
<thead>
<tr>
<th>Items</th>
<th>Mentions</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatest Strengths:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization and Administration of Institute</td>
<td>50</td>
<td>34.0</td>
</tr>
<tr>
<td>Preparation of Institute Staff</td>
<td>34</td>
<td>23.0</td>
</tr>
<tr>
<td>Counseling Practicum</td>
<td>26</td>
<td>18.0</td>
</tr>
<tr>
<td>Statistics</td>
<td>14</td>
<td>9.6</td>
</tr>
<tr>
<td>Preparation of Consultants</td>
<td>8</td>
<td>5.4</td>
</tr>
<tr>
<td>No Response</td>
<td>15</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Greatest Weaknesses:

<table>
<thead>
<tr>
<th>Items</th>
<th>Mentions</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate Library and Guidance Materials</td>
<td>60</td>
<td>41.0</td>
</tr>
<tr>
<td>Insufficient Counseling Available to Enrollees</td>
<td>48</td>
<td>33.0</td>
</tr>
<tr>
<td>Inadequate Placement Services of Enrollees</td>
<td>15</td>
<td>10.0</td>
</tr>
<tr>
<td>Not Any</td>
<td>24</td>
<td>16.0</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

strengths by the counselor-enrollees: organization and administration of the Institute, the choice of fifty enrollees, or 34.0 per cent;
preparation of the Institute staff, the choice of 34 enrollees, or 23 per cent; counseling practicum, the choice of 26 enrollees, or 18 per cent; statistics, the choice of 14 enrollees, or 9.6 per cent; preparation of consultants, the choice of eight enrollees, or 5.4 per cent. There was no response to this item on the questionnaire by 15 enrollees, or 10 per cent.

The data collected for this purpose indicate that the counselor-enrollees felt that the program should be strengthened in the following areas: library and guidance materials, the opinion of sixty enrollees, or 41 per cent; availability of counseling to enrollees, the opinion of forty-eight enrollees, or 35 per cent; and placement services available for enrollees, the opinion of fifteen enrollees, or 10 per cent. No response was listed by twenty-four enrollees, or 16 per cent, with reference to the weaknesses of the program.

**Institute Evaluation by Enrollees according to Training and Experience.**--Table 22 shows data concerning the evaluation of the Institute

<table>
<thead>
<tr>
<th>TABLE 22.--Distribution of the Atlanta University Counselor-Enrollees', 1959-1962, general ratings of the Institute according to professional training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Level</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Bachelor's Degree</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Master's Degree</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
by the enrollees according to their professional training.

Inspection of Table 22 reveals the ratings of the Institute by eighty enrollees with Bachelor's Degrees to be distributed accordingly: forty enrollees, or 62.5 per cent, rated the Institute as excellent; thirty-seven enrollees, or 53.6 per cent, rated the Institute as good; and three enrollees, or 21 per cent, rated the Institute as fair.

The sixty-seven enrollees with Master's Degrees rated the Institute as follows: twenty-four enrollees, or 37.5 per cent, rated the Institute as excellent; thirty-two enrollees, or 46.4 per cent, rated the Institute as good; and eleven enrollees, or 7.9 per cent, rated the Institute as fair.

The total ratings of the Institute were as follows: sixty-four enrollees rated the Institute as excellent; sixty-nine enrollees rated the Institute as good; and fourteen enrollees rated the Institute as fair.

The data in Table 22 indicated that enrollees with Master's Degrees tended to rate the Institute lower than those enrollees with Bachelor's Degrees. It is the belief of the writer that the background of courses in guidance and counseling along with experience in this area influenced greatly the ratings by the enrollees. Another factor influencing these ratings may be that the Institute was designed primarily for training on the Master's level and not necessarily for the post-Master's level.

**Enrollees' Opinions Regarding Institute Readjustment.**--Data obtained from the questionnaire returns as to the readjustment of the Institute in light of the enrollees' experiences subsequent to Institute attendance are presented in Table 23.

An analysis of Table 23 reveals the opinion of one hundred enrollees, or 68 per cent, that not any courses or experiences not offered by the
TABLE 23.--Distribution of the opinions of the Atlanta University Counselor-Enrollees, 1959-1962, regarding the courses or experiences not offered during their Institute attendance and stated preference for the same

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses that Should be Offered:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Any</td>
<td>32</td>
<td>21</td>
<td>10</td>
<td>22</td>
<td>15</td>
<td>100</td>
<td>68.0</td>
</tr>
<tr>
<td>A Few</td>
<td>18</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>44</td>
<td>30.0</td>
</tr>
<tr>
<td>Many</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>35</td>
<td>15</td>
<td>25</td>
<td>20</td>
<td>147</td>
<td>100.0</td>
</tr>
<tr>
<td>Preference for Not Offered Courses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Any</td>
<td>32</td>
<td>21</td>
<td>10</td>
<td>22</td>
<td>15</td>
<td>100</td>
<td>68.0</td>
</tr>
<tr>
<td>Individual Testing</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>20</td>
<td>14.0</td>
</tr>
<tr>
<td>Mental Hygiene</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>7.0</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>4.0</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>4.0</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>35</td>
<td>15</td>
<td>25</td>
<td>20</td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Institute during their attendance should be offered; forty-four enrollees, or 30 per cent, felt that a few courses or experiences not offered by the Institute during their attendance should be offered; and three enrollees, or 2 per cent, felt that many courses not offered by the Institute during their attendance should be offered.

It is apparent from the data that one hundred enrollees, or 68 per cent, had no suggestions for Institute course offerings or experiences. However, from the forty-seven enrollees who did offer suggestions in order to strengthen the Institute's program the following suggestions were made: twenty enrollees, or 14 per cent, suggested a course in individual testing; ten enrollees, or 7 per cent, suggested a course in human growth and development; six enrollees, or 4 per cent, suggested a course in sociology; and five enrollees, or 3 per cent, suggested a course in economics.

An analysis of Table 23 according to the type of Institute conducted and number of enrollees in attendance showed the following: (1) thirty-two of the fifty-two enrollees who attended the summer of 1959 Institute stated not any when asked what courses or experiences should have been offered and preference for the same. (2) Not any was the opinion of twenty-one of the thirty-five enrollees who attended the summer of 1960 Institute. (3) Ten of the fifteen enrollees who attended the first semester Institute of 1960 stated not any. (4) Of the twenty-five enrollees who attended the second semester Institute of 1961, twenty-one stated not any. (5) Fifteen of the twenty enrollees who attended the 1961-1962 academic year Institute stated not any.

Over-All Appraisal of the Institute by Enrollees.--Data in Table 24 reveal the over-all appraisal of the Institute by enrollees according to
### TABLE 24.—Distribution of the Atlanta University Counselor-Enrollees, 1959-1962, over-all appraisal of the Institute according to post-Institute and current impressions

<table>
<thead>
<tr>
<th>Institutes</th>
<th>Excellent</th>
<th>Percent</th>
<th>Good</th>
<th>Percent</th>
<th>Fair</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 1959</td>
<td>53</td>
<td>73.6</td>
<td>17</td>
<td>23.6</td>
<td>2</td>
<td>2.8</td>
<td>72</td>
</tr>
<tr>
<td>Summer 1960</td>
<td>47</td>
<td>94.0</td>
<td>2</td>
<td>4.0</td>
<td>1</td>
<td>2.0</td>
<td>50</td>
</tr>
<tr>
<td>First Semester 1960</td>
<td>20</td>
<td>80.0</td>
<td>4</td>
<td>16.0</td>
<td>1</td>
<td>4.0</td>
<td>25</td>
</tr>
<tr>
<td>Second Semester 1961</td>
<td>28</td>
<td>77.3</td>
<td>6</td>
<td>16.2</td>
<td>2</td>
<td>6.5</td>
<td>36</td>
</tr>
<tr>
<td>Academic Year 1961-1962</td>
<td>24</td>
<td>96.0</td>
<td>1</td>
<td>4.0</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>172</td>
<td>82.7</td>
<td>30</td>
<td>14.4</td>
<td>6</td>
<td>2.9</td>
<td>208</td>
</tr>
<tr>
<td><strong>Total of Percentages</strong></td>
<td></td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutes</th>
<th>Excellent</th>
<th>Percent</th>
<th>Good</th>
<th>Percent</th>
<th>Fair</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 1959</td>
<td>12</td>
<td>23.0</td>
<td>33</td>
<td>63.5</td>
<td>7</td>
<td>13.5</td>
<td>52</td>
</tr>
<tr>
<td>Summer 1960</td>
<td>20</td>
<td>57.1</td>
<td>13</td>
<td>37.1</td>
<td>2</td>
<td>5.8</td>
<td>35</td>
</tr>
<tr>
<td>First Semester 1960</td>
<td>15</td>
<td>100.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Second Semester 1961</td>
<td>20</td>
<td>80.0</td>
<td>5</td>
<td>20.0</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Academic Year 1961-1962</td>
<td>11</td>
<td>55.0</td>
<td>4</td>
<td>20.0</td>
<td>5</td>
<td>25.0</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>78</td>
<td>55</td>
<td>55</td>
<td>14</td>
<td>14</td>
<td>10.0</td>
<td>147</td>
</tr>
<tr>
<td><strong>Total of Percentages</strong></td>
<td></td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
post-Institute and current impressions revealed the following information: First, the Institute conducted during the summer of 1959 was rated excellent by 73.6 per cent of the enrollees immediately after completing the Institute; currently, 23.0 per cent of the enrollees rate it as excellent. Second, the summer of 1960 Institute's post rating was 94 per cent excellent; currently, 57.1 per cent rate it as excellent. Third, the first semester of 1960 Institute's post rating was excellent by 80 per cent of the enrollees; currently, this Institute received a 100 per cent rating of excellent by the enrollees. Fourth, the second semester Institute of 1961 received an excellent post rating of 77.3 per cent of the enrollees and an excellent current rating by 80 per cent of the enrollees. Fifth, the Institute conducted during the 1961-1962 academic year received a post rating of excellent by 96 per cent of the enrollees and a current rating of excellent by 55 per cent of the enrollees.

Speaking generally, the five Institutes received a post rating of excellent by 82.7 per cent of the enrollees and a current rating of excellent by 53 per cent of the enrollees. It would appear, therefore, that although the enrollees currently feel that the Institute attended was an excellent one, experiences of the enrollees subsequent to Institute attendance have caused them to judge and rate the Institute accordingly. This could account for the decrease of 29.7 points in the rating of excellent, a decrease from 82.7 per cent to 53 per cent.

Recommendations by Enrollees for Institute Improvement.--Item thirty-three of the questionnaire asked the enrollees to list their suggestions for Institute improvement. The following recommendations were suggested by the counselor-enrollees. The recommendations are listed
below according to the frequency of occurrence.

1. Library facilities and guidance materials should be upgraded.

2. The counseling internship should be extended to a full day at least two days a week.

3. The counseling internship and counseling practicum programs should be coordinated.

4. Counseling services should be provided for the counselor-enrollees.

5. A placement service for the counselor-enrollees should be established.

6. More field trips should be a part of the Institute's program.

7. A course in individual testing should be offered.

8. More psychology courses should be a part of the curriculum.
CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS

Problem and Methodology.--The National Defense Education Act, public law 85-864, Title V-B enabled the U. S. Commissioner of Education to arrange, by contracts with institutions of higher education for the operation of short-term or regular session institutes for the provision of training to improve the qualification of personnel engaged in the counseling and guidance of students in secondary schools, or teachers in such schools preparing to engage in such counseling and guidance. ¹

The NDEA Counseling and Guidance Training Institutes have been designed to better prepare counselors to assist in carrying out the multifactored purposes of American education.

In the summer of 1959 a counselor training program known as NDEA Counseling and Guidance Training Institute was established at Atlanta University, Atlanta, Georgia. At the close of the 1962 academic year two hundred and eight participants had received training emphasizing counseling and guidance; during the period 1959-1962 two summer Institutes, two one-semester Institutes and one academic year Institute have been conducted at Atlanta University.

During the summer of 1959 and 1960 the writer was an attendant in the School of Education, Atlanta University and was able to observe from


56
a distance the 1959 and 1960 summer NDEA Counseling and Guidance Training Institutes conducted at Atlanta University. Further, the writer was an enrollee in the 1962-1963 NDEA Counseling and Guidance Training Institute at Atlanta University.

This problem evolved from the writer's desire to ascertain from preceding enrollees their evaluations regarding the effectiveness of training received while attending NDEA Counseling and Guidance Training Institutes 1959-1962 at Atlanta University, and the extent to which that training has been useful in the performance of their daily duties.

It is hoped that the data yielded will indicate the degree to which the Institutes' offerings and curriculum adequately met the needs of its counselor-enrollees, where the needs were not adequately met, and suggest ways and means of modification and revision—if necessary—so as to increase the effectiveness of the training provided.

The problem involved a follow-up study of counselor-enrollees who attended the NDEA Counseling and Guidance Training Institutes conducted at Atlanta University, Atlanta, Georgia, for the period 1959-1962.

The major purpose of this study was to ascertain the professional status of the counselor-enrollees and to determine to what extent Institute attendance helped them to adjust to their present positions.

Specifically the writer desired:

1. To determine the number of counselor-enrollees with positions related to guidance, and to determine the extent to which attending the Institute at Atlanta University contributed to their present positions.
2. To determine the amount of advanced study and/or degrees received by the counselor-enrollees since attendance at the Institute.

3. To determine the professional organizations and learned societies to which the counselor-enrollees belong.

4. To sort out the current plans of the counselor-enrollees for obtaining further professional growth.

5. To determine the extent to which learnings from the Institute were transferred to the secondary school situations.

6. To determine from the counselor-enrollees' appraisal the strengths and weaknesses in the curriculum experiences with reference to their adjustments as counselors.

7. To discover the relationship, if any, between the professional training and experience of the counselor-enrollees of the Institutes and their evaluations of the Institute.

8. To determine whether the counselor-enrollees feel that the Institute at Atlanta University needs re-adjusting in the light of their experiences.

9. To ascertain the extent to which the counselor-enrollees agree or disagree with evaluations made by them immediately after completing the Institute.

10. To determine the findings, conclusions, implications, and recommendations for the improvement, if necessary, of the curriculum and other experiences at the Atlanta University Institute.

The following definitions were considered in this study:

1. "Counselor-Enrollee," "Enrollee" are terms which were used interchangeably when referring to participants in the NDEA Counseling and Guidance Training Institutes.

2. "Follow-up" was a service intended to secure information about former scholars in order that the institution may gauge its effectiveness and make intelligent decisions concerning needed curriculum changes.
3. "Guage" was considered as any means of estimating or judging; it was the attempt to estimate; judge; appraise.

4. "Scholar" denoted here an advanced student; a student who was given money or other aid to continue his studies.

The study was restricted to those two hundred and eight counselor-enrollees who attended NDEA Counseling and Guidance Training Institutes at Atlanta University, Atlanta, Georgia for the period 1959-1962. Of the two hundred and eight enrollees, one hundred and forty-seven enrollees returned questionnaires thereby becoming the subjects for the study. The study was conducted at Atlanta University, Atlanta, Georgia.

The descriptive survey method of research was employed. The technique of the questionnaire as well as an analysis of available records were used.

The procedural steps used in conducting this study were as follows:

1. Permission to conduct the study was obtained from the Director of the NDEA Counseling and Guidance Training Institute.

2. A review of literature pertinent to this study was made.

3. A random sampling of NDEA Counseling and Guidance Training Institute Directors was made to ascertain if they had conducted a similar study and therefore, had information of value to the writer. This information was reported in the review of literature and used for interpretative purposes.

4. A questionnaire was devised by the writer and mailed to the counselor-enrollees; an explanatory letter as well as a self-addressed stamped envelope accompanied this questionnaire. Follow-up cards were mailed to counselor-enrollees failing to return questionnaires within a two week period. Counselor-enrollees' responses were compared with evaluations made earlier.
5. An analysis of available records was made.

6. Data received from counselor-enrollees were appropriately assembled and statistically treated in accordance with the purposes of the study. Statistical measures and diagrams were used to denote findings of the data.

7. Findings, conclusions, implications and recommendations were stated.

Summary of Pertinent Literature.--A review of literature pertinent to the problem of this study has led to the following over-all generalization by the writer.

1. Few studies of the long range outcome of the effectiveness of training received as a result of NDEA Counseling and Guidance Training Institute attendance have appeared in the literature, due to the short interval of time between inception of NDEA Institutes and the present.

2. In order to determine the effect of NDEA Institute training it is necessary to ascertain the accomplishments of the enrollees subsequent to Institute attendance.

3. Counselor-enrollees are ready to give their reactions to their training program.¹

4. NDEA Counseling and Guidance Training Institute enrollees achieved greater understanding of, and acceptant attitudes toward, clients.²

5. Discernible changes in counselor functions followed participation in NDEA Institutes inasmuch as many enrollees without any counseling time prior to Institute attendance were given time for counseling subsequent to Institute attendance. Further marked change occurred in the teacher-counselor status of enrollees prior to Institute attendance to the status of counselor subsequent to Institute attendance.³

¹Harmon and Arnold, op. cit., p. 305.
²Munger, Myers and Brown, op. cit., p. 18.
³Tollefson, Linden, and Shertzer, op. cit., p. 208.
6. The courses counseling procedures, testing and counseling practicum have been rated as strong features of the Institute Training program.\(^1\)

7. There was a significant increase in counselor certification subsequent to Institute attendance.\(^2\)

**Summary of Findings**.--The presentation and analysis of data revealed in Chapter II seem to warrant the following summarization of findings in accordance with the format of the tabular data.

1. The counselor-enrollees from the 1961-62 academic year Institute returned, according to percentage, the largest number of questionnaires, twenty respondents with an 80 per cent response. Enrollees from the first semester Institute of 1960 returned the smallest number of questionnaires, according to percentage; fifteen respondents with a 60 per cent response.

2. Michigan, with one enrollee in the state and one return, had a 100 per cent response to the questionnaire return. Florida, with fifteen enrollees in the state and thirteen returns, was second highest in questionnaire returns, 86.6 per cent. Oklahoma and Virginia each, with three enrollees in the state and one return had 33 per cent response return, the smallest from the states.

3. During the period 1959-1962 fifty-eight males and eighty-nine females attended the five Institutes. The mean age for the males was 36.7; the median age for the males was 36.3; and the modal age for the males was 37. The mean age for the females was 33.05; the median age for the females was 33.25; and the modal age for the females was 27.

4. Although the differences in numbers and percents were nil with reference to the marital status of the enrollees prior to and subsequent to Institute attendance, the researcher did find individual differences in regard to marital status. One male married prior to Institute attendance is now divorced. Prior to Institute attendance one female was separated who is now divorced. One female divorced prior to Institute attendance is now married. One female married prior to Institute attendance is now divorced. One female single prior to Institute attendance is now married.

\(^1\)Arnold and Hummel, *op. cit.*, p. 32.

\(^2\)Ibid.
5. Prior to Institute attendance the mean salary for the enrollees was $4,497.60. The median salary for enrollees was $4,002.50; and the modal salary for enrollees was $4,500.00. Subsequent to Institute attendance the mean salary for enrollees was $4,499.30. The median salary was $4,003.75; and the modal salary was $4,500.00.

6. Twelve enrollees, or 8 per cent, have attended ten different Institutes subsequent to their attendance at the Atlanta University Institute.

7. The honors and awards received by enrollees since Institute attendance were: Teacher of the Year, twenty-five enrollees; Fellowship Grant, twenty enrollees; and Outstanding Citizenship Award, thirteen enrollees.

8. Two biographical directories have carried the names of one hundred and two counselor-enrollees.

9. Fifty-seven publications, twenty-three of which have been published, represented the creative output of the counselor-enrollees.

10. Prior to Institute attendance there were eighty-eight full or part-time counselors, or 59.9 per cent, and fifty-nine enrollees, or 40.1 per cent, with no counseling time. Subsequent to Institute attendance there were thirty-three, or 22.4 per cent, non-counselors and one hundred and fourteen, or 77.6 per cent, counselors (full or part-time). Subsequent to Institute attendance there was a 17.7 per cent increase in full or part-time counselors.

11. Currently sixty-eight enrollees have earned Bachelor Degrees only; seventy-nine enrollees are holders of Master's Degrees; one hundred and thirty-two have engaged in further study; and one hundred and five have been certified as counselors.

12. The affiliation of the counselor-enrollees in learned and professional organizations was as follows: three hundred and forty-eight enrollees are members of ten national organizations; seven enrollees hold membership in four learned societies; one hundred and one enrollees are members of sixteen state and local organizations.
13. The educational plans of the enrollees for professional improvement included further study, earning of Master's and Ph.D. Degrees, completion of requirements for six year certificates and travel.

14. The training received at the Atlanta University Institutes was rated as excellent by seventy-eight enrollees, or 53 per cent.

15. The content material and experiences of the Institutes were rated as adequate by eighty-four enrollees, or 57 per cent.

16. One hundred and forty-four enrollees, or 98 per cent, stated they have found use for Institute learnings.

17. The usefulness of Institute learnings was rated excellent by seventy-seven enrollees, or 52.4 per cent.

18. Forty-eight enrollees, or 32.6 per cent, listed tests and measurement as their most deficient area subsequent to Institute attendance. However, fifty enrollees, or 34 per cent, did not list any area of deficiency.

19. One hundred and thirty-nine enrollees, or 94.6 per cent, believed that they were motivated to do their best work during Institute attendance.

20. Counseling theories and techniques was rated the most valuable course by forty enrollees, or 27 per cent. Occupational information was rated the least valuable course by thirty enrollees, or 20.4 per cent. However, sixty-five enrollees, or 44 per cent, stated they could not rate as least valuable any course.

21. The organization and administration of the Institute was thought by fifty enrollees, or 34 per cent, to be the greatest strength of the Institute. Inadequate library and guidance materials was rated by sixty enrollees, or 41 per cent, the Institute's greatest weaknesses.

22. The largest rating for an over-all appraisal of the Institute by enrollees with Bachelor's Degrees was excellent by forty enrollees. The rating of the over-all appraisal of the Institute by thirty-two enrollees with Master's Degrees was good.
23. One hundred enrollees, or 68 per cent, stated not any when asked what course or experiences not offered by the Institute during their attendance should have been offered.

24. The post-Institute appraisal of the Institutes by one hundred and seventy-two or 82.7 per cent, of the two hundred and eight enrollees was excellent. The current appraisal of the Institute was excellent as rated by seventy-eight, or 53 per cent of the enrollees.

Summary of Conclusions.--The writer's perceptions of the enrollees' responses to the questionnaire are the bases for the following conclusions. The conclusions are given in accordance with the format of the purposes of the study.

1. That Institute attendance at Atlanta University did significantly increase the number of enrollees with positions as counselors and the amount of time devoted to counseling was also increased.

2. That Institute attendance did enhance the affiliation of the enrollees in professional organizations.

3. The salaries of persons who attended the NDEA Guidance and Counseling Institutes at Atlanta University have not increased as revealed by the means, medians, and modes.

4. The majority of the former enrollees have plans for continuing their educational and professional growth. Fifteen per cent of the persons who held bachelor's degrees while attending the Institute have already earned Master's degrees.

5. Many of the enrollees are demonstrating outstanding services in their communities and schools as evidenced by creative productions, citizenship awards and other honors.

6. That the Institute learnings have adequately prepared the enrollees for performance of their daily duties.

7. That the enrollees were satisfied with the Institute's training program as it has helped them in their counseling of students.
8. Practically all of the enrollees saw themselves as doing their best work while attending the Institutes.

9. The most outstanding features of the Institute were organization and administration of the Institute, competencies of the staff, and the counseling practicum.

10. Inadequate library and guidance materials were considered by the enrollees as the major weakness of the Institute's program.

11. That of all possible ratings provided on the four point rating scale, excellent best described the enrollees' over-all appraisal of the Institute.

**Summary of Implications.**--An analysis of the data implied to the writer the following:

1. That the educational status and experiences of enrollees prior to Institute attendance tended to influence the appraisal of the Institute by enrollees.

2. That contractual agreements are not being kept in all instances regarding counseling time subsequent to Institute attendance.

3. That a knowledge of statistics is fundamental in the execution of counseling duties.

4. That more time per day should be devoted to the internship program.

5. Improvement of library and other guidance materials would greatly enhance the Institute's program of instruction.

**Recommendations.**--The writer, in accordance with the findings of the research data, makes the following recommendations.

1. That Counseling and Guidance Training Institutes be continued and numerically increased.

2. That enrollees with advanced training be permitted to take advanced courses in an attempt to prevent duplication of learnings.
3. That a course in individual testing become a part of the Institute's curriculum.

4. That the internship be extended to a full day at least one day per week.

5. That more courses in psychology and learning theory become a part of the curriculum.

6. That library facilities and guidance materials be upgraded.

7. That the placement service available to enrollees be improved.
BIBLIOGRAPHY

Book


Articles and Periodicals


Reports

Arnold, Dwight, and Hummel, Dean. "Follow-up of Graduates of Counselor Training Program at Kent State University," Director's Report, Kent State University, 1958.


Unpublished Material


APPENDIX A

The Cover Letter Which Accompanied The Questionnaire

Post Office Box 55
Atlanta University
Atlanta 14, Georgia
May 8, 1963

Dear Counselor:

The faculty of the School of Education of Atlanta University has granted me permission to conduct "A Follow-Up Study of the Counselor-Enrollees Who Attended the Counseling and Guidance Training Institutes at Atlanta University, Atlanta, Georgia, 1959-1962." The enclosed questionnaire is the instrument I shall use in collecting the necessary data. Your cooperation in completing and returning this questionnaire is vital to my thesis research.

The major purpose of this study is to ascertain the professional status of the Counselor-enrollees and to determine to what extent Institute attendance helped them to adjust to their present positions. It is hoped that data secured from this study will indicate ways and means of increasing the effectiveness of Institute training provided for Counselors.

Please fill in immediately and return the questionnaire in the enclosed self-addressed stamped envelope. You have my sincere appreciation for your cooperation in making this study possible.

Sincerely yours,

(Mrs.) Sallie K. Plummer, Student
NDEA Counseling and Guidance
Training Institute

SKP/rc
Enclosure
APPENDIX B

Copy of Follow-Up Card Mailed To Counselor-Enrollees Not Immediately Returning Questionnaire

Post Office Box 55
Atlanta University
Atlanta, Georgia
May 22, 1962

Dear Counselor:

Please complete and return immediately the questionnaire relative to the "Follow-Up Study of the Counselor-Enrollees Who Attended the Counseling and Guidance Training Institute at Atlanta University, Atlanta, Georgia, 1959-1962."

Please accept my thanks if you have already returned the questionnaire. Many thanks for your cooperation in this project.

Sincerely yours,

(Mrs.) Sallie K. Plummer, Student
NDEA Counseling and Guidance Training Institute

71
APPENDIX C

Questionnaire Inquiry for Follow-Up Study of Counselor-Enrollees Who Attended the Counseling and Guidance Training Institutes at Atlanta University, Atlanta, Georgia, 1959-1962.

1. Name
   (Last) ____________________________ (First) ____________________________ (Middle) ____________________________

2. Sex (check one) Male ____________ Female ____________

3. Age (check one) 20-24 years ____________ 40-44 years ____________
   25-29 years ____________ 45-49 years ____________
   30-34 years ____________ 50-54 years ____________
   35-39 years ____________ 55 years and over ____________

4. Address
   (a) Home:
      Street and Number ____________________________
      City and State ____________________________

   (b) Business:
      Place of Employment ____________________________
      City and State ____________________________

5. Marital Status
   (a) Prior to Institute Attendance: (check one)
      Single ____________ Separated ____________ Widow ____________
      Married ____________ Divorced ____________ Widower ____________

   (b) Present status: (check one)
      Single ____________ Separated ____________ Widow ____________
      Married ____________ Divorced ____________ Widower ____________

6. List your occupation or profession prior to Institute attendance and give number of years of experience.
   ____________________________

7. List your present occupation or profession and give number of years of experience.
   ____________________________
8. What was your annual salary prior to your Institute attendance? (check one)
   (a) $1,000 per year or less ______ (e) $4,001 - 5,000 ______
   (b) $1,001 - 2,000 ______ (f) $5,001 - 6,000 ______
   (c) $2,001 - 3,000 ______ (g) $6,001 - 7,000 ______
   (d) $3,001 - 4,000 ______ (h) $7,001 and above ______

9. What is your present annual salary? (check one)
   (a) $1,000 per year or less ______ (e) $4,001 - 5,000 ______
   (b) $1,001 - 2,000 ______ (f) $5,001 - 6,000 ______
   (c) $2,001 - 3,000 ______ (g) $6,001 - 7,000 ______
   (d) $3,001 - 4,000 ______ (h) $7,001 and above ______

10. When did you attend the Institute at Atlanta University? (check one)
    (a) Summer 1959 ______ (d) Second Semester 1961 ______
    (b) Summer 1960 ______ (e) Academic Year 1961-1962 ______
    (c) First Semester 1960 ______

11. Have you attended other Institutes since your enrollment at Atlanta University? (check one)
    Yes ______ No ______

12. If your answer to number 11 is yes, please list the name of the Institute attended and give the date of your attendance.

13. What is your present educational/professional status? Please complete all appropriate items.

   Educational/Professional Status          Major          Date

   A. B. Degree  ________          ________          ________

   B. S. Degree  ________          ________          ________

   M. A. Degree  ________          ________          ________

   Ph. D. Degree  ________          ________          ________

   Advanced Study  ________          ________          ________

   Counselor Certification  ________          ________          ________

   Others (please list)  ________          ________          ________
14. What are your current plans for educational/professional improvement? Please list.

15. List the learned societies and professional organizations in which you hold membership. Give date of affiliation.
   Learned Societies                      Date
   Professional Organizations             Date

16. List any honors or awards that you have received. Give the dates.

17. Has your name been carried in any biographical directory? (Check one)
   Yes ______________ No __________________

18. If your answer to number 17 is yes, please list the directory.

19. List your creative outputs and give dates. Magazine or journal articles, research are examples.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

20. Were your creative outputs published? (check one)
   Yes __________________ No __________________

21. If your answer to number 20 is yes, please check the number of articles published.
   1__________
   2__________
   3__________
   4__________
   5__________
   6__________
22. In terms of preparing for your present position, how do you rate
the training you received at the Atlanta University? (check one)
Poor _______ Fair _________ Good _________ Excellent ______

23. How do you rate the content material and experiences of the
Institute? (check one)
Highly satisfactory ______ Adequate ______ Limited ______

24. Do you believe that you were motivated to do your best work? (check
one)
Yes ___________ No ___________

25. Have you found special use for what you learned in the Institute?
(check one)
Yes ___________ No ___________

26. If your answer to number 25 is yes, please rate the usefulness.
(check one)
Excellent ______ Good _______ Fair _______ Poor ______

27. In what areas were you most deficient after Institute attendance?
List in order of importance as to the extent to which this constituted
a handicap to you.
(a) __________________________ (c) __________________________
(b) __________________________ (d) __________________________

28. In terms of your experiences, which courses were of most value and
which of least value to you? List in order of rank importance.
Most Valuable _____________________________ Least Valuable _____________________________

29. How many courses or experiences not offered by the Institute during
your attendance do you think should have been offered? (check one)
(a) Not Any _______ (b) A Few _________ (c) Many __________

30. If your answer to number 29 was (b) or (c), list such courses or
experiences in order of preference or rank in the blank spaces below.
(a) __________________________ (c) __________________________ (e) __________________________ (f) __________________________
(b) __________________________ (d) __________________________ (f) __________________________

31. In your opinion, what are the Institute's weaknesses in meeting the
needs of counselors? List in order of rank.
(a) __________________________ (d) __________________________
(b) __________________________ (e) __________________________
(c) __________________________ (f) __________________________
32. In your opinion, what are the Institute's greatest strengths in meeting the needs of counselors? List in order of Rank.
(a) ______________________  (d) ______________________
(b) ______________________  (e) ______________________
(c) ______________________  (f) ______________________

33. Please list in the space below any recommendations that you have that would help the Institute in its preparation of Counselors.
________________________________________________________
________________________________________________________
V I T A

NAME: Plummer, Sallie Kathryn Burton

EDUCATION: A. B. Spelman College (Social Science and Psychology), June 2, 1962. Completed thirty semester hours in the 1962-1963 NDEA Guidance and Counseling Institute at Atlanta University, Atlanta, Georgia.


GRADUATE FIELD OF CONCENTRATION: Guidance and Counseling.