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A PROPOSED PLAN FOR PRE-COLLEGE
GUIDANCE IN SECONDARY SCHOOLS.

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1964

A PROPOSED PLAN FOR PRE-COLLEGE GUIDANCE
IN SECONDARY SCHOOLS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

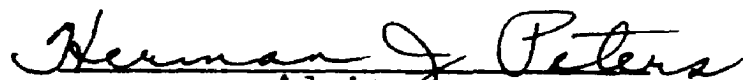
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* * * * *

The Ohio State University
1964

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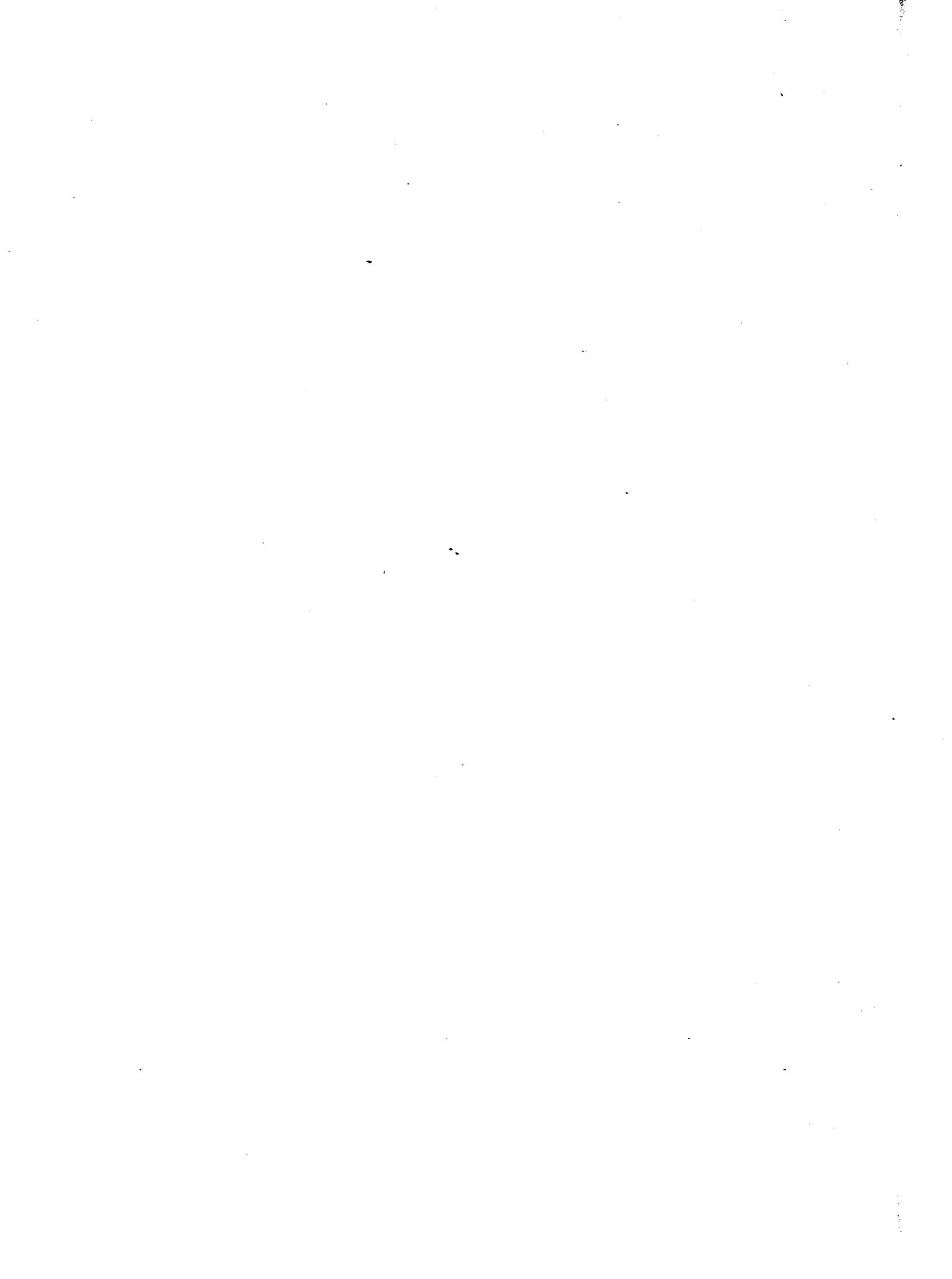
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CHAPTER I

THE PROBLEM

The purpose of this research was to make a survey of pre-college guidance programs in Ohio high schools whose student population was 500 or more. Based upon the information received from this survey, as well as any readings that might be found in this area, this researcher will propose a plan for pre-college guidance which could be adopted by all high schools that have accepted and are currently practicing the guidance point of view.

One might list the following three objectives as being the major ones of this research proposal:

1. To compile data on the pre-college guidance activities in Ohio secondary schools.
2. To analyze current pre-college guidance practices in Ohio secondary schools.
3. To draw implications for developing sound pre-college guidance practices.

With these purposes for the research established, it appears that more specifically the problem will be the resolution of some of the questions posed below:

1. Are today's high schools providing a well-planned pre-college guidance program which is an integral part of the total guidance program? One of the major functions of a guidance program is to disseminate various types of guidance

information and educational information regarding colleges. Plans for attending college have "top priority" in today's society. Are schools providing this information early enough? Do they have adequate and up-to-date information regarding colleges? Is there significant "follow-through" each year and a continuity that will help the student to make an intelligent choice of the college he desires to attend by his senior year? A well-planned program can help the national need of trying to identify and encourage those who are "gifted" or "academically talented" to attend college. Pre-college guidance must identify itself with the current ideological conflict and do all it can to prevent the social waste of bright youngsters not attending college.

2. What objectives are being used to undergird the pre-college guidance program? Is pre-college guidance a vital part of the information and counseling services of the total guidance program or is it all inclusive in a "college day or night" which is held once a year? As is true of guidance, there is a dearth of statements of objectives and philosophical assumptions made in the area of pre-college guidance. It appears that some clarification should take place about the nature and purpose of pre-college guidance. This does not imply that there has to be one philosophy, but rather that we make certain our application is consonant with the objectives of our pre-college guidance program. Each school will have to select some objectives if pre-college guidance

is to perform the necessary service of helping students select the right college for them.

3. How much time should be given to pre-college guidance and how is such a program financed? Pre-college guidance is only a part of the educational service found within the total guidance program. (Guidance is often thought of as being comprised of six services: Orientation, Inventory, Counseling, Placement, and Follow-Up.) A proper perspective must be maintained regarding time given to pre-college guidance and perhaps the most important thing is the distribution of time. Is it all concentrated in the senior year, or is the program well-planned over the last three or four years? Within the financial structure of the total guidance program, is an apportionment made for pre-college guidance materials? Today some Eastern high schools provide an expense account for counselors to visit different colleges in our country in order to get first-hand information regarding institutions of higher learning. What are Ohio high schools doing in this area?

4. How do schools assist students and their parents to develop an awareness of the meaning and purposes of pre-college guidance? As already alluded to in the introduction, the community is, today, quite sensitive to the importance being placed on college admissions; therefore they will be expecting schools to extend more and better pre-college guidance. Continuity and frequency of experience will be

needed if students and parents are to understand the purposes of pre-college guidance. Creativity and initiative will be needed to find new techniques to help both groups become more aware of pre-college guidance services available for students.

5. What particular activities and publications have Ohio high schools found effective in the development of their pre-college guidance program? Too often, a single activity such as the College Day or Night has represented the pre-college guidance program of many schools. One activity without much pre-planning and even less follow-up is certainly not in keeping with the concept of guidance as this writer knows it. Again, creative thought and ingenuity should be used in this area and all activities and publications should certainly correspond with the grade levels where they are being used. For instance, a visit to the college campus should be reserved as a culminating experience for the high school senior. So, also, the use of the college catalog and becoming familiar with it, certainly should not be initiated in the eighth or ninth grade. Undoubtedly, some activities and publications have been more successful than others, but a well-planned pre-college guidance program will include a variety in both areas in order to better serve the student in selecting the right college.

6. Are Ohio high schools aware of the professional organizations now mobilized in the area of pre-college

guidance and have they shown significant interest and awareness through school membership in these organizations?

Since 1960 the Association of College Admissions Counselors has concentrated its efforts on developing a closer articulation between secondary schools throughout the country and colleges. It is hoped that such an articulation will result in a better understanding of each other's role and responsibility in the area of pre-college guidance. But, as is often the case, colleges are assuming the leadership role and not because they necessarily want to. Any high school in the country or the state of Ohio which is concerned about initiating a pre-college guidance program must, then, seriously consider joining the Association of College Admissions Counselors or at least the state branch of this organization.

7. What role does the college admissions person play in the high school pre-college guidance program? Has his role changed over the past few years from that of a "recruiter" to that of a resource person? College admissions people have always visited high schools and continue to do so today. However, because of the work of the Association of College Admissions Counselors, the term "recruiter" is fast giving way to the responsible title "college admissions counselor." Certainly, such a resource person can make a great contribution to the high school's pre-college guidance program. Just what his role should be, must be decided upon

by those responsible for pre-college guidance in their respective schools.

Importance of the Study

The need and value of this study is commensurate with the need and value of today's society--that of identifying, developing, and using the potentials and resources of today's young people who will be tomorrow's citizens and leaders. A need for pre-college guidance becomes alarmingly evident when there is conclusive proof that of our brightest boys and girls, those who rank in the top quarter in intelligence, only about 40 per cent go to college, and 20 per cent of these youngsters of superior ability, one in every five, do not even finish high school!

It has taken the United States too long to grasp the full significance of the prophetic utterance once made by William James in 1906: "The world . . . is only beginning to see that the wealth of a nation consists more than in anything else in the number of superior men that it harbors." In 1958 the National Defense Education Act provided funds for guidance and counseling training institutes indicating United States serious concern for providing a program that would have as one of its goals that of identifying the academically able student and encouraging him to think of obtaining a college education. Since 1958, then, pre-college guidance has taken on a new and greater significance in the total picture of our national defense.

Today's technological and sociological advancements and complexities demand excellence and capacity to adjust to our rapid changing society. The demand for higher education has never been so great and it is, therefore, of utmost importance that high schools throughout the country provide a program of pre-college guidance within the framework of their total guidance program.

The "potpourri" of pre-college guidance programs and the incidental nature of disseminating college information, sometimes subject to the passing fancy of a few active alumni, shows a serious lack of planning and coordination. It is important that this adjunct of the total guidance program reflect the same philosophy as the other services in the program. The need to help schools present pre-college guidance activities which are consonant with their philosophy of guidance will be an important consideration of this study.

This study, then, should be of special value to Ohio high schools, as well as others throughout the country, in helping them to re-examine their own pre-college guidance programs, if they have such programs. If not, this dissertation will propose a plan based upon the survey and outside readings.

Of growing importance in this whole area of pre-college guidance is the matter of closer articulation between schools and colleges and also the role that will be assigned to the college admissions people. In the past, the integrity and

competence of some of these men were open to question because of recruiting tactics utilized. In this area, alone, it is of inestimable importance that both secondary schools and colleges know what the status of pre-college guidance in Ohio is. Through a study, such as this, admissions people can be made more fully aware of their responsibilities as "admissions counselors" and not "recruiters."

By the same token, this study can be of value to high schools that are not aware of professional services offered by the national organization of the Association of College Admissions Counselors, as well as the state organization affiliated with this group. The need for professional involvement by secondary schools in this area is important if they are to be assured that admissions procedures will reflect sound pre-college guidance objectives. Establishing a good understanding of the guidance point of view between colleges and secondary schools is obviously one of the necessary requisites before an effective pre-college guidance program is built.

Finally, the real importance of this study is in its originality. In 1950 this author took a cursory view of pre-college guidance in Ohio by sampling one hundred schools. From the data it appeared that pre-college guidance was

thought of as an event (College Day or Night, Visit by college field representatives) and not as a process.¹

Since that time many articles have been written about pre-college guidance and counseling, but to the writer's knowledge, no similar study has been made in Ohio nor has any book been written dealing primarily with the subject of pre-college guidance. A study, therefore, which is much more exhaustive than the one in 1950, and involving over 300 Ohio schools, seems quite important during a time when interest in college admissions is at an all-time high and shall undoubtedly remain in that orbit from now on.

As the reader studies this research, he should remember that the goal was to secure a general picture of pre-college counseling in Ohio and not an evaluation of any specific school's program.

Definition of Terms

For the purposes of this research the following definitions of terms apply.

Pre-college. Pre-college is any time prior to the entering of college. However, in this paper it refers specifically to the period of time spent in the secondary school before entering college.

¹John A. Kirker, "A Study of the Pre-College Guidance Programs in High Schools Throughout Ohio" (unpublished Master's thesis, The Ohio State University, 1951), p. 44.

Guidance. Philosophically speaking, guidance is an expression of democracy, for it recognizes the worth of every individual. In application, guidance is that work which complements the instructional phase of the school program and is carried on by counselors and/or educators interested in helping students achieve their optimum potential. Six services are often identified with the concept of guidance: orientation, student inventory, information, counseling, placement, and follow-up.

Pre-college guidance. This term identifies a program usually found at the secondary level and concerned with providing information to students and their parents about colleges and their requirements. Some references utilize the term pre-college counseling and it should be noted that both terms will be used throughout this paper.

College admissions. This is a process of trying to gain entrance into an accredited institution.

College admissions counselor. This is a title used to identify men or women who are involved in admissions work for colleges and who visit secondary schools. It should be pointed out that for some admissions people this particular designation is a questionable one, whereas their job is primarily that of disseminating information about their respective college rather than that of a counselor interested in helping students make decisions according to accepted practices and ethics of counseling. The designations

admissions director, admissions man, admissions officer, or admissions representative are perhaps a more accurate identification.

College Night and Day. This is a group activity which is usually sponsored by one secondary school or a group of secondary schools. Its basic purpose is to provide an opportunity for students and/or students and parents and college admissions people to meet together. Usually this activity begins in a centralized location such as the school auditorium or gymnasium. After a general opening or "kick-off," the representatives from the various colleges adjourn to individual classrooms which have been assigned to them. At this point, students and/or students and their parents may visit the college representatives of their choice.

The Association of College Admissions Counselors.

According to the constitution of this organization, its objectives are as follows:

- a. To establish and to maintain high professional standards in college guidance and admissions at both the secondary school and college level.
- b. To develop and expand the relationships between the secondary schools and colleges.
- c. To assist in the development of efficient programs of counseling and guidance which will aid the student in selecting a suitable college.
- d. To serve the students, the parents, the secondary schools, and the colleges by considering the whole range of the secondary school-college relations.²

²Charles Gavin, "The Constitution in Transition," The Journal of the College Admissions Counselors, Vol. 7, Number 2 (Fall, 1961), p. 24.

Its membership is composed of colleges and schools joining as institutions, not individual persons.

College Admissions Center. This center is sponsored by the Association of College Admissions Counselors and is located at 610 Church Street in Evanston, Illinois. It is a clearing house through which students and colleges are brought together to their mutual benefit. Students register with the Center by filing a registration form, paying a registration fee of \$10.00 and submitting official transcripts of high school credits (any college credits, if any have been earned). When these records have been received and the fee paid, the credentials are made available to colleges using the Center. A college may send a representative to the Center to look over the registrations on file, or it may subscribe to the mail service.³

Colloquia on College Admissions. Since 1953 the College Entrance Examination Board has held invitational meetings for colleges and secondary schools at which time they have discussed various problems of college admissions and college counseling both in college and in secondary school. Of recent, the matter of school-college articulation has been stressed by this group.

³A Statement to Students and Parents Concerning the College Admissions Center: Brochure Published by the ACAC, Evanston, Illinois.

Background for the Study

Today, because of a "national clamoring" for college admissions, pre-college guidance is beginning to receive more recognition than at any other time in the history of secondary education. The search for and identification of the gifted, public interest at an all-time high, and statistics comparing the income of a college graduate with the non-college attender have suddenly catapulted this area into educational prominence.

Before reviewing the literature in Chapter II, it might prove helpful for the reader to first consider the following points in order to provide a background upon which he may reflect: increased college enrollments, imminence of planning early to attend college, the role of the federal government in higher education, closer high school-college articulation, the activities of The Association of College Admissions Counselors, and finally the necessity for maintaining a proper perspective regarding all high school students despite the present demand for a college education.

Those who enter college in 1964 and 1965 are actually only the vanguard of a college-bound hoard which could possibly reach 10,000,000 by 1980. Peter F. Drucker, in speaking of the educational revolution taking place in the United States, makes this observation:

For the nation as a whole, about thirty-five percent of the appropriate age group attend college and university, but in the metropolitan areas

the figure is nearly fifty percent--by 1975 the figures will be fifty percent for the nation and sixty-six percent for the metropolitan areas; of the American labor force, eighteen percent are now college graduates, and by 1980 the figure will be thirty-five percent.⁴

Indeed, we have embarked upon a period which almost frantically stresses the necessity to plan and prepare for college early. An article entitled "High School Juniors Have Less Than Year to Finalize Plans for Entering College" typically portrays this urgency. It admonishes students that actually there are only about five to eight months in which to finalize plans for college. It further asserts that early planning will help to relieve tension and concern during the senior year and will allow the student an opportunity to concentrate upon the learning opportunities that are available during this last year of preparation for college.⁵

But an even greater urgency for still earlier planning is set forth in an article by Nancy C. Wimmer entitled "College: A Grade-School Decision." The fact that only about 40 per cent of our brightest boys and girls, those who rank in the top quarter in intelligence, go to college, is

⁴Peter F. Drucker, Landmarks of Tomorrow (New York: Harper and Brothers, 1959), pp. 114-25.

⁵Capital Letters, Vol. XLVII, No. 8 (May, 1963), p. 1.

sufficient reason for discussing plans for college with a twelve or thirteen-year old, according to this author.⁶

The necessity for early planning and the increased publicity of the importance now attached to college admissions is providing a new impetus, and in many cases the first impetus, for the development of a well-planned and meaningful pre-college guidance program in secondary schools throughout the nation.

The federal government, probably more than any other agent, has elevated the demand for a college education. Suddenly our national security has become inextricably interwoven with higher education and a serious pronouncement is made in the preliminary statement of the National Defense Education Act of 1958:

Sec. 101 The Congress hereby finds and declares that the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women. The present emergency demands that additional and more adequate educational opportunities be made available. The defense of the Nation depends upon the mastery of modern techniques developed under complex scientific principles. It depends as well upon the discovery and development of new principles, new techniques, and new knowledge.

We must increase our efforts to identify and educate more of the talent of our Nation. This requires programs that will give assurance that no student of ability will be denied an opportunity for higher education because of the financial need; will correct as

⁶Gail F. Farwell and Herman J. Peters, Guidance Readings for Counselors (Chicago: Rand McNally and Company, 1960), pp. 257-262.

rapidly as possible the existing imbalances in our educational programs which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology.⁷

Today, federal aid to higher education has suddenly found the favor of both political parties and is more boldly proclaimed than ever before. But even as early as 1943 the United States government was building a "financial bridge" which would make it possible for thousands of G.I.'s to enter college at the government's expense. Colleges throughout the land recorded unprecedented enrollments and almost overnight higher education was no longer considered "just for the elite." Following the "G.I. Bulge," in the early 1950's, enrollments declined but this was only temporary. Shortly after this, the G.I.'s brother and even his sisters and his cousins and his aunts decided to go to college.⁸ The deluge was about to begin!

It would be a classical example of mendacity if any other reason, aside from our national security, was presented as an explanation for the very vigorous role now being played by the federal government in the area of higher education. Concern for our national security has reached a peak almost commensurate with the orbit traveled by the first Russian

⁷Herman J. Peters et al., Guidance in Ohio, Department of Education, College of Education, The Ohio State University (Columbus, Ohio: Heer Printing Co., 1961), p. 188.

⁸Benjamin Fine, The Modern Family Guide to Education (New York: Doubleday and Company, Inc., 1962), p. 491.

satellite and the National Defense Educational Act gives written proof of this concern. In an address before the Association of College Admissions Counselors in Chase-Park Plaza Hotel, St. Louis, Missouri, on October 8, 1961, the "short-term" Secretary of Health, Education, and Welfare, Abraham A. Ribicoff, displayed the government's concern in some of the following excerpts:

We have no way of being sure the abilities and talents of thousands of youngsters now in high school or moving toward high school will in fact become a national asset.

In this country each year between 60,000 and 100,000 high school graduates in the top 30 percent of their class fail to go on to college because of lack of funds. And about 60,000 students leave college for that reason.

So we lose our future spacemen or teachers or scientists or doctors or lawyers or engineers or even, if you will, politicians and legislators and Cabinet officers and even, perhaps, a President.

Ten years ago the Russians were graduating 36,000 engineering students. They decided they needed more. Last year they graduated 108,000--a threefold increase. In this country our comparable figure 10 years ago was 58,000. We faced great needs too, yet last year our total of engineering degrees awarded actually dropped to 45,000.

Our need to move ahead vigorously in the training of scientists, in the teaching of foreign languages in the development of more teachers was apparent throughout the 1950's. But not until a Sputnik orbited dramatically did we move to enact the National Defense Education Act.⁹

⁹Abraham A. Ribicoff, "Help Us, before It Is Too Late," The Journal of the College Admissions Counselors, Vol. 7, Number 3 (Winter, 1962), pp. 13-16.

Regardless of how palatable one may find the active role which today's federal government is playing in education, especially higher education, secondary schools, throughout the nation, are going to have to contend with parental and student pressure regarding college admissions. The high schools that fail to develop a program of pre-college guidance, within the framework of their total guidance program, will be failing to provide a service that more and more citizens of their community certainly will be expecting.

High schools are beginning to realize that this national interest in obtaining admissions to a college suddenly necessitates stronger lines of communications between themselves and institutions of higher learning throughout the country. In the past neither group did much more than rely upon the college catalog for pre-college counseling, but now that a college education is within the realm of reality for the masses, a higher degree of cooperation, counseling competency, and interaction must take place if youth is to be adequately served in this area.

At the eighth annual Colloquium on College Admission of the College Entrance Examination Board in October 1960, Calvert W. Bowman elucidated on this problem of articulation between high schools and colleges:

This is a problem area in which colleges and secondary schools are going to have to be cooperative and creative as well as vitally concerned.

We must develop some means of effective cooperation among colleges and secondary schools if we are going to survive the hectic years ahead.

It seems quite evident that there is much less room than ever before for unilateral action on the part of either colleges or secondary schools in the area of college admissions.¹⁰

Many high schools in our country today can still remember the unprofessional tactics used by college admissions men in the not too distant past. This "beating the bushes" for college applicants was often a disruptive factor that literally "yanked" students out of classes because a college admissions man had dropped in unannounced. These tactics that offended many teachers as well as high school administrators "smacked" of recruitment and did irreparable damage in the area of good public relations between secondary schools and colleges.

Fortunately, today, what with the renaissance of the guidance movement since the early 1950's, colleges have become more sensitive to the very important role of counseling during the whole process of college admissions, and the following statement by A. Blair Knapp, President of Denison University, and Director of the Program of the Eighth Colloquium on College Admissions, shows a strong desire to make use of pre-college counseling:

In this, the eighth Colloquium, we have deliberately deviated somewhat from the predominant

¹⁰Calvert W. Bowman, "School Guidance in Practice and Theory," College Admissions, College Entrance Examination Board, Number 8 (1961), p. 39.

emphasis on admissions and turned to the wider aspect of college counseling both in college and in the secondary school.

At first thought some may think it peculiar that the College Board, concerned as it has been traditionally with evaluation for college entrance considerations should make what seems to be a radical departure. After a moment of reflection, however, it will be realized that the whole admissions process has shifted and is still shifting from a program of "recruitment" to one of attempting to "guide" young men and women to the colleges best suited to their purposes, talents, and motivations. In planning for this Colloquium no effort was made to limit the program unduly for the field of college counseling is a broad one. We deliberately ran the risk of finding ourselves with more breadth than depth.¹¹

If there has been one driving force to encourage a closer articulation between secondary schools and colleges, it is the organization called the Association of College Admissions Counselors, a national organization of high school counselors and college admissions officers from accredited two-year and four year colleges and universities. Although this organization is over 17 years old, it was not until 1960 that its activities became more significantly articulated with secondary schools in the area of college admissions. In December of 1960 a national headquarters was established at the North Shore Hotel in Evanston, Illinois and a man named Joe Jefferson, formerly admission officer at Columbia University, was appointed executive secretary of the Association of College Admissions Counselors. Since that date, this

¹¹A. Blair Knapp, "Foreword," College Admissions, College Entrance Examination Board, Number 8 (1961), p. v.

organization has grown rapidly not only in size but in influence. Reflecting upon this phenomenal growth, Emery R. Walker, Jr., president of the organization in 1962 and dean of admissions of Claremont Men's College and Harvey Mudd College in California, stated:

How many groups have you known which have grown in size and influence as rapidly as ours? The reason, it occurs to me, is that we meet an urgent need. We provide an unrestricted forum for high school guidance people and college admissions officers. We are the only organization whose sole objective is communication between these two segments of the world of education for the purpose of being of service to young people headed for college.¹²

Perhaps the greatest contribution that this organization has made to date is the founding of the College Admissions Center located in Evanston, Illinois. This Center is a clearing house through which students and colleges are brought together in a simple, effective, and inexpensive way. It can be helpful to students

- 1) who have applied only to colleges that are highly selective and who receive more qualified applicants than they can admit. As a result, many fine students are rejected, but there is no doubt of their ability to succeed in another college. Their problem is to find the right college.
- 2) from minority groups who, because of race, creed, or cultural deprivation, anticipate difficulty in finding colleges willing to accept them.

¹²The Journal of the Admissions Counselors, Vol. 7, Number 3 (Winter, 1962), op. cit., p. 40.

- 3) who, for any reason unique to them and valid in the eyes of the high school guidance counselor, can expect difficulty in gaining admission to college.
- 4) who have completed a junior college program and wish to transfer to a four-year college.
- 5) who have attended a college, but for some valid reason, now wish to attend another college. The Center can be most effective for a student who is in good standing at his present college.¹³

The first year the Center was opened it registered 629 students; in 1961 it registered over 5,000; and in 1962 about 10,000 students sought out the services of what one author has termed a "Clearinghouse for College Hopefuls." President Emery R. Walker made this statement regarding the Center:

The Center is past the experimental stage and has great potential. We hope to help the worthy student in remote schools with little or no guidance facilities. We hope to help transfer-students, and young men and women who have been out of school working for a few years and are not sure where to turn, and veterans who decide after a term of service that they need additional education.¹⁴

Further information regarding this fine organization shall be presented in other chapters and therefore it is suffice to state at this point that any high school attempting to develop or up-grade its pre-college guidance program will certainly want to consider membership in The Association of College Admissions Counselors.

¹³A Statement to Students and Parents Concerning the College Admissions Center, op. cit.

¹⁴Paul Friggens, "Clearinghouse for College Hopefuls," Parent's Magazine and Better Homemaking, Vol. XXXVII, No. 4 (April, 1962), p. 98.

The importance of close articulation between colleges and secondary schools is succinctly summarized by Calvert W. Bowman:

A second major group of problems for secondary school guidance personnel stems from their relationships with colleges and universities. Secondary school guidance appears to be in much the same position as was the secondary school curriculum at the turn of the twentieth century, when college entrance requirements dictated much of the high school curriculum. Much of the research, thinking, and writing about guidance has come from colleges and universities. As a result, many secondary schools find themselves in a position strongly influenced by very able people who have varying degrees of understanding of and experience with secondary school operations and problems. Too frequently we find that college and university personnel have the attitude that "we'll tell you how to do it," and many of these people have had no secondary school contacts since they graduated from high school.

This leads me logically into the area which is probably nearest to your hearts, and that is the problem of the articulation between high schools and colleges. This is a problem area in which colleges and secondary schools are going to have to be cooperative and creative as well as vitally concerned. We must develop some means of effective cooperation among colleges and secondary schools if we are going to survive the hectic years ahead.¹⁵

To maintain a proper perspective concerning college admissions, despite the present furore and clamoring for higher education, is going to be difficult as college enrollments continue to swell. However, it must be emphatically stated that pre-college counseling is not the genuine core of any secondary school guidance program.

¹⁵Bowman, op. cit., pp. 38-39.

Certainly, it is an important part and every effort must be made to develop the most efficient and successful type of pre-college counseling possible. However, our educational system has a responsibility to provide the best education, guidance, and placement for all of its students.

Calvert W. Bowman took issue with Graham R. Taylor, Educational Director of the Pullman Educational Foundation who in 1959 had expressed the feeling that the high school plays "the key role in the identification of college talent --and that it should play the key role . . . in getting talent to college."¹⁶ Bowman assessed the situation in the following manner as to this matter of keeping a proper balance regarding college admissions:

My only disagreement with Mr. Taylor is that he did not go far enough. I would say that the high school plays the key role in the identification of all kinds of talent and that it must play the key role in getting all kinds of talent to all kinds of places.¹⁷

There is always an inherent danger of making secondary schools "preparatory schools" for colleges and especially during a period of time, such as today, when a college education becomes available to more and more people. Realistically, however, a large segment of our student population will be content with a high school education and Jane Sehnann,

¹⁶College Admissions, College Entrance Examination Board, Number 7 (New York, 1960), p. 67.

¹⁷Bowman, op. cit., p. 36.

director of admissions, Smith College, Northampton, Massachusetts, shows concern that this group not be forgotten:

For the poor student who probably should not be directed toward college at all, we can, in the next decade, do much much more than we now dream of. These less able individuals--and less able only as judged by academic standards--deserve our support and encouragement in the face of publicity which stresses the importance of a college education. These students must be encouraged to take pride in other personal and vocational objectives. As a college admission officer, I can only guess at the range of problems in this area, but the range may be narrowed slightly by our own attitude toward this segment of our academic population.

As the number of students seeking admission to college grows, with the attendant publicity about seeking acceptance by a given college, I hope the fact of admission will not assume gigantic proportions and more important, I trust we can keep the emphasis in pre-college education where it properly belongs--on the development of the mind and the building of character as opposed to preparation for admission to a given college. The former is day-by-day concentration on the maximum development of individual potential in all areas; the latter, emphasis on admission to a certain college, encourages devices or gimmicks which do not promote sound learning.¹⁸

Today more emphasis is being placed on college admissions than ever before in the history of our country. Statistics of future predicted college enrollments are of serious concern to the federal government, state, and college officials. Some high schools have been deficient in developing guidance programs, and thus their pre-college guidance programs have suffered. However, demands for this type of

¹⁸Jane Sehmman, "College Admission: Today and Tomorrow," The Association of College Admissions Counselors Journal, Vol. 6, Number 1 (Winter, 1961), pp. 10-11.

counseling is certain to increase with the overwhelming flood of students entering the secondary schools in the United States.

Despite all this emphasis and demand to acquire a college education, a proper perspective must be kept. The best two or three years of high school should not involve undue parental pressure and student anxiety about gaining entrance into college; these last few high school years are quite often the last during which a family lives together as a unit and should be kept as happy and productive as they can be.¹⁹

Limitations of the Study

A review of the limitations should deal with the short-comings of the study, what the study does not do, and what difficulties should be encountered.

1. There will probably be some discrepancies between the objectives and functions of pre-college guidance programs as studied in some of the schools. Functions should be the derivative of objectives but this is not always the case. Once some objectives for pre-college guidance are established, one cannot take for granted that such and such particular functions follow. To determine what functions should be derived from the objectives of pre-college guidance, it will be necessary to turn to the literature to see which have been

¹⁹Ibid., p. 11.

considered as functions of pre-college guidance and then backtrack to check if they are consistent and contribute to the objectives of pre-college guidance.

2. The conclusions drawn from a study of a number of Ohio high schools will be somewhat restricted. Because of this sampling of high schools only, generalizations for a proposed plan for pre-college guidance programs in Ohio secondary schools will be limited and somewhat tentative.

3. Differences in a proposed plan for pre-college guidance programs and those already existing in high schools may be traced to differing concepts of the objectives of pre-college guidance. One cannot assume that all schools have the same concept of the objectives of pre-college guidance. Therefore, the conclusions drawn with respect to the comparative analysis of currently practiced functions with proposed functions and the conclusions and recommendations reached may be weakened because the objectives of the schools may differ.

The writer is cognizant, also, of the limitations inherent in a descriptive mail survey, however, the use of such a tool is valuable in contacting a large number of people and soliciting them for both information and opinions. Its advantage lies in the speed and economy.

Organization of the Study

This chapter has included statements identifying the problems, the importance of the study, definitions of terms, background for the study, and the limitations of this study. The second chapter will contain a review of the literature; this review should help acquaint the reader with pre-college guidance and what is being done in this area. This, in turn, may serve as a guideline for evaluating pre-college guidance in Ohio's secondary schools. The third chapter will describe the procedures used in this study, the population and scope of the study.

Chapter IV will contain the findings of this survey.

Chapter V will contain a plan for pre-college guidance in secondary schools.

Chapter VI will contain a summary of the information obtained from the survey. Conclusions are drawn from the questionnaires returned and recommendations are presented for the future development of pre-college guidance service in Ohio high schools.

CHAPTER II

A REVIEW OF THE LITERATURE

In this chapter the following major topics helped this writer bring relevant facts and ideas forth when he reviewed the literature on the topic of this study: historical perspective, pre-college guidance organization, finances for pre-college guidance programs, pre-college guidance awareness by students and parents, pre-college guidance activities, pre-college guidance publications, and the college admissions counselor's role. Generally, these guidelines were those used as the major subdivision of the questionnaire which this author sent out to Ohio schools.

To try and ascertain the present status and application of pre-college guidance, numerous books, professional journals, periodicals, and educational indexes were read. There is a noticeable lack of material, published and unpublished, concerning pre-college guidance or counseling in relation to the other services of the guidance program. As indicated in the first chapter, aside from the author's survey made in 1950, none other has, to this writer's knowledge, been attempted nationally or in the state of Ohio.

College admissions people, through such organizations as the College Entrance Examination Board and the Association of College Admissions Counselors, are producing much of the written material in the area of pre-college guidance. In comparison, very little written material has been published by those teachers involved in secondary school work and guidance and counseling. In an area where unscrupulous and recruiting tactics could be used, it would appear that high school administrators and guidance people would encourage research and writing; thus presenting the viewpoint of the secondary school in this area.

While none of the literature reviewed represented pre-college guidance surveys, many of the articles are, nevertheless, relevant to parts of this study and will be utilized and documented in the chapters that follow as they apply to this study.

Historical Perspective

In the process of research this writer uncovered a preliminary outline prepared under the direction of the Junior Council of the Ohio State University in 1929 and entitled "A Suggested Program of Pre-College Guidance for High Schools in Ohio."²⁰

²⁰A Suggested Program of Pre-College Guidance for High Schools in Ohio. The Junior Council The Ohio State University (Columbus, Ohio, 1929).

This unique pamphlet was written as a guide for high school principals, counselors, and teachers who advised pupils and their parents concerning "readiness for, and success in, a college career."²¹

The preparation of this pamphlet was greatly assisted by the suggestions offered by principals who were eager to cooperate with Ohio State University in "bridging the gap between high school and college life."²²

The wisdom of stating purposes and objectives was not overlooked by the group that prepared this booklet. (It is interesting to note that of 302 questionnaires returned in this survey, only 35 schools reported having statements of objectives upon which they based their pre-college guidance programs.) These educators in 1929 saw pre-college guidance in the high schools serving these ends:

1. The selection and encouragement of specially promising students to continue their training beyond high school. Every principal knows well that thousands of promising boys and girls capable of conspicuous college success, potentially useful to society in whatever degree their educational growth and development may attain, are nevertheless failing to go on to college.

2. The recognition that many pupils are probably unfitted for successful work in college as the colleges are now organized and operated. Perhaps the principals, in many cases, of this kind, would be reluctant to advise definitely against going to college; but both the pupil and his parents would be directly benefited if they were told plainly in

²¹Ibid., p. 3.

²²Ibid., p. 3.

advance the implications of disappointment and failure at the college level. Such counsel, necessarily, would be based upon such studies in student performances as are cited in this bulletin; it would be impersonal and scientific; it would be intended, genuinely, to serve the best interests of the individual by the avoidance of clearly indicated and costly difficulties.

3. Assistance to parents in planning an educational career for their sons and daughters. Specifically this involves the choice of a college (either within the university or elsewhere) and the selection of particular courses for the first quarter or semester (inasmuch as this is done usually by the student through consulting the college catalog before he comes to the campus). The teacher and principal are best acquainted with the pupil's interests, aptitudes, and capacities. They have seen him at work in many courses. If, now, their subjective knowledge of the pupil might be supplemented by further objective evidence scientifically obtained through intelligence tests and other devices, they would then be in position to advise on surer premises.²³

One of Ohio's earliest proponents and advocates of a state guidance department in 1930 was Professor Dan H. Eikenberry, a member of the Ohio State University staff for 32 years. Much of his motivation for championing the guidance program came from his observations of and personal experiences with first year college students who often floundered around in their endeavors to find themselves. Eikenberry was convinced that a program of guidance extending throughout all school years could accomplish much in preventing many tragic experiences that occur in colleges and universities. He envisioned proper guidance as leading to

²³Ibid., pp. 8-9.

a more serious preparation for college on the part of those who were capable of going and to more thoughtful consideration of the proper choice of a college or university.²⁴

Within the framework of the total guidance program, Eikenberry saw the need for pre-college counseling. In another of his publications he stated that the choice of a college is probably the most important educational task of the senior high school. There appeared to be no question in his mind that an early decision, as to the general type of college, was necessary. He felt this problem deserved preliminary attention in the tenth grade and detailed consideration in the twelfth grade.²⁵

The counselor's role in the area of pre-college guidance was also outlined by Eikenberry. Of prime importance was the discussing with groups of students the advantages of specific training and higher education. With almost prophetic insight, he wisely charged that counselors should be constantly on the alert identifying students who give promise of college success and encourage them to further their education. Conversely, he believed that pupils lacking college ability should not be encouraged.²⁶

²⁴Dan H. Eikenberry, Guidance in Ohio Schools--Its Needs--And the Program of the State Department of Education (Columbus, Ohio: The F. J. Heer Printing Co., 1930), p. 13.

²⁵Dan H. Eikenberry, An Introduction to Guidance (Columbus, Ohio: The F. J. Heer Printing Co., 1930), p. 223.

²⁶Ibid., p. 233.

Pre-college counseling also included analyzing and making available requirements for admission into special schools, universities, and colleges; in addition to maintaining a file of college catalogs, the counselor should also prepare simple statements of requirements in the terminology of the high school student; the counselor should gather and make available information relative to scholarships, student aid, and loan funds for those students having limited financial resources who wish to attend college.²⁷

Many of the ideas which Eikenberry formulated in 1930 are now being "re-activated" in order to develop an educational point of view in the area of pre-college guidance.

In 1931 two other Ohio State University professors, Toops and Edgerton, working under the auspices of the Ohio College Association, wrote a manual which was a composite catalog of Ohio colleges and universities. The State Department of Education, at that time, desired that this manual should be placed in every high school in the state. The department reasoned that all students planning to continue their education would have the opportunity of reading the manual for the purpose of securing information that would enable them to choose a college or university wisely.²⁸

²⁷ Ibid., p. 233.

²⁸ Herbert A. Toops and Harold A. Edgerton, Opportunities in Ohio Colleges, Guidance Manual Number 3, Part I, Ohio State Department of Education (Columbus, Ohio: Stoneman Press, 1931), foreword.

With the publication of this pre-college counseling tool, the State Department of Education recommended that this manual be made available not only to seniors, but also to juniors, sophomores, and even freshmen. It was the department's contention that wise educational guidance demands early attention to the problem of college attendance and the choice of a college.²⁹

The manual on which Toops and Edgerton collaborated has been reproduced in many different forms today. Basically, however, these modern-day publications utilize the original idea of compiling information about the various colleges in our country so that students may, at an early stage, have this information in order to make an intelligent choice in his or her senior year. One such book is entitled "A Handbook for College Bound Students and Their Counselors" which is published by the Association of College Admissions Counselors. This handbook gives a brief description of most of the colleges and universities in the country and is used in pre-college counseling "to assist college-bound students in selecting a college appropriate to their personal needs and aspirations for the future."³⁰

²⁹Ibid., foreword.

³⁰Donald U. Noblett et al., A Handbook for College Bound Students and Their Counselors, The Association of College Admissions Counselors (1961-1963), p. 3.

In 1934, because of the competitive recruitment of students by colleges and universities of the State of Oregon, the Oregon High School-College Relations Program was organized. At that time the group was comprised of three representatives from high schools of the state and three from state systems of higher education and called the High School Contacts Committee. It was the Committee's job to correlate contacts between colleges and universities and the high schools. The Committee's chief functions were defined at the first meeting which was held in March 1934:

. . . a visiting and counseling service, including the employment of one person to devote his entire time to high school visitations, in order that the opportunities which the state educational institutions have to offer may be presented more clearly.³¹

Since its founding in 1934, the High School-College Relations Committee, under the direction of the secretary of the state board of education and its own executive secretary, has annually sent out teams of college and university staff members to the high schools in order to provide seniors with information concerning the educational opportunities open to them. By 1955, the unwise competition that had prevailed among institutions for students was under control.³²

³¹Francis B. Nickerson, "A Four-Year Look Toward College," The Journal of Higher Education, Vol. 30, No. 1 (January, 1959), p. 31.

³²Ibid., p. 32.

The problem of "recruitment" by college admissions people is certainly an area which has created many problems in the past years. Suffice is to say, at present, that the author's study shows that these mal-practices of making annual forays to high schools in order to induce students to enter this or that particular institution, quite often without regard for the student's best interest, are giving way to the professional pre-college counseling measures being encouraged today by organizations like the Association of College Admissions Counselors.

In 1936 Allegheny College initiated an activity which today many colleges throughout the country now call the Pre-College Clinic Week. Here again was an example of professional educators developing an idea which tried to give high school students, who were considering attending college, an actual impression of what college was really like. This on-the-campus experience provided a realistic picture of college studies and skills, attitudes and goals necessary for successful completion of college work.³³

This summer program had as one of its aims the bringing together of secondary school guidance counselors, college faculty, and other agencies which were concerned with pre-

³³Charles W. McCracken, William P. Wharton, and Gretchen Graff, "The Pre-College Clinic Week, Personnel and Guidance Journal, Vol. XL, No. 5 (January, 1962), p. 437.

college guidance for mutually helpful discussion on pre-college guidance problems and methods. Special emphasis was placed upon parents and student's participation in the counseling process. While few parents stayed the entire week, the counselors had a great deal of written material for the parents and spent a great deal of time with the parents at the close of the Clinic Week.³⁴

During this Educational Guidance Clinic at Allegheny, there were six specific questions that usually entered into all counseling interviews. These questions around which much of the Clinic counseling work centers, were as follows:

1. What is college like?
2. Should I go to college and what predictions can be made about my success in college?
3. Have I any special talents which should be developed?
4. For what general educational goals am I best fitted?
5. What are the deficiencies I should attempt to overcome?
6. What courses will give me the best preparation and what type of college is equipped to provide appropriate courses.³⁵

Limited follow-up studies showed that students attending the Clinic Week were helped to clarify their goals. Some evidence even indicated that the Clinic experience motivated high school juniors to greater academic efforts. Both high school and college counselors felt that the exchange of information did much to articulate college and high school

³⁴Ibid., pp. 437-38.

³⁵Ibid., p. 437.

guidance. There was no question that any discussion at which the public school, college, parents, and college students were represented, stimulated understanding.³⁶

To eliminate accusation of this Clinic Week being a maneuver in "college recruitment," a "one college" orientation was avoided as the Clinic staff was drawn from other colleges and universities and high school guidance staffs.³⁷

In 1936 Dernbach succinctly developed two main reasons why pre-college guidance was important. First, she recognized the desirability of stimulating and encouraging capable students to continue their training in a higher institution. Secondly, and equally important, she recognized the necessity for guiding those with low ability and high ambition toward other goals. Many tragedies which could have been avoided result from failure at college. Pupils should be made to understand that success and respectability are not necessarily dependent upon going to college.³⁸

A book published in 1937, entitled One Hundred Guidance Lessons, listed a few pre-college guidance activities

³⁶Ibid., pp. 439-40.

³⁷Ibid., p. 437.

³⁹Helen Dernbach, "Pre-college Guidance," Proceedings of the Conference on Guidance and Student Personnel Work, School of Education, Northwestern University, Evanston, Illinois (November, 1936), pp. 73-74.

which actually have not lost any of their relevancy and could easily be incorporated into some phase of a pre-college guidance program today. The author Endicott suggests some of the following projects:

1. Let each member of the group ask some college graduate for a statement of what that person considers the qualifications for success in college. Compile the various statements into a list of qualifications, placing first those most frequently mentioned.
2. Write out your answers to the question, "Should I Go To College?" Explain fully the reasons for your choice.
3. Have the group decided upon several colleges and universities to be studied in the next two lessons and send for catalogs?

In 1942 the Department of Instruction of the State of Indiana published a provocative guidance bulletin that dealt with the present status of high school guidance as it affects the senior of 1942 in Indiana. In one section which discussed the specific guidance devices or techniques used in assisting the 1942 seniors in the choice of a college, the following was stated:

High school principals are not in agreement regarding the devices and techniques to be used in assisting seniors in the choice of a college. It does seem reasonable that there are certain common devices and techniques which may be used in any pre-college guidance program. It is evident that here is an area for much needed research in an attempt to establish effective devices and techniques which may be more commonly adopted.⁴⁰

³⁹Frank S. Endicott, One Hundred Guidance Lessons (Scranton, Penn.: International Textbook Co., 1937), p. 211.

⁴⁰Guidance Research Bulletin, State of Indiana, Department of Public Instruction, Guidance Bulletin No. 1 (April, 1942), p. 24.

One may conjecture regarding the time this study was attempted. World War II had just begun and therefore pre-college guidance would certainly seem less relevant at a time when most eighteen year olds were being drafted. However, the suggestion of finding common devices and techniques which may be used in any pre-college guidance program has merit and is worthwhile exploring.

Michigan State in the summer of 1949 inaugurated three summer counseling clinics which were administered through the counseling Center. Although this particular program was geared for high school graduates who had been accepted by the Basic College, it, nevertheless, provided the necessary information to help incoming freshmen adjust to college life with the greatest possible ease and balance.⁴¹

This type of experience can enhance pre-college guidance that might be given on the secondary level, but it is definitely no substitute.

In the early 1950's the College Entrance Examination Board began holding their annual Colloquia on College Admissions. One of the first papers presented in 1954 and entitled "Admissions and the Secondary School" emphatically declared the necessity for high schools to provide better

⁴¹Thomas A. Goodrich, "Gains in Self Understanding Through Pre-College Clinics," Personnel and Guidance Journal, Vol. 31, No. 7 (April, 1953), p. 435.

counseling for individual college-bound students, starting with the eighth grade.⁴²

The author of this above paper definitely felt the obligation facing the high school was to improve the orientation of college-bound students to college life, both its opportunities and its demands. He then enumerated the following activities which a high school should incorporate into their pre-college guidance program:

High schools should provide better counseling for individual college-bound students, starting with the eighth grade. High schools should improve the orientation of college-bound students to college life, both its opportunities and its demands. High schools should provide required instruction in note taking, typewriting, library research, and preparations for examinations. It should also give increased emphasis to fast reading and more opportunities for practice in writing under superior teachers. High schools should provide for a more effective program of group guidance for college, including such matters as how to choose a college, the factors which are considered for college admission, the relationship of all high school experience to admission to and success in college, information about entrance examinations, and the differences between high school and college. High schools should encourage students to visit colleges early in high school, on school time if necessary. High schools should give more attention to college transcripts by supplying more complete personal records on college-bound youngsters, provide for more qualified help to complete transcripts, and recognize that the high school principal should see the need for complete honesty in his recommendations. High schools should resist as judiciously and painlessly as possible the constant pressure from parents and high school students to approve of college choices for which the students are apparently not

⁴²Harold A. Odell, "Admissions and the Secondary School," College Admissions, College Entrance Examination Board, Number 1 (1954), p. 67.

qualified. High schools should conduct periodic follow-up studies of high school graduates in college. Correlations could be easily obtained between high factors such as I.Q., class rank, College Board scores, and success in college.⁴³

To conclude this section which has given a review of the literature dealing with the historical perspective of pre-college guidance, a brief description will be given of an organization which actually dates back to the middle 1930's, but as of 1955 changed its membership so as to include secondary schools. This is the Association of College Admissions Counselors which is a national association of universities, colleges, and high schools. This organization has as its objectives.

To establish and to maintain high professional standards in college guidance and admissions at both the high school and the college level.

To develop and expand the relationships between the high schools and colleges.

To assist in the development of efficient programs of counseling and guidance which will aid the student in selecting the best college for him.

To serve the students, the parents, the high schools, and the colleges by considering the whole range of high school-college relations.⁴⁴

The historical course which has been run by pre-college guidance parallels that of the guidance movement itself.

This, of course, is no strange phenomenon for it is one of

⁴³ Ibid., p. 67.

⁴⁴ A Handbook for College Bound Students and Their Counselors, op. cit., p. 13.

the services offered by a sound guidance program. Though guidance has established itself as a cooperating partner in the educational and social development of youngsters since 1950, the pre-college counseling program is still yet undefined and unstructured in many schools throughout Ohio and the nation, if the lack of studies and publications in this area can be used as a "measuring stick."

Pre-college Guidance Organization

It is an incontrovertible fact that all good pre-college guidance programs receive their source of power from a well organized guidance program.

Guidance is a point of view which emphasizes the unique needs of each individual; needs which are not always in accord with those that teachers often pre-determine. In order to implement this point of view, the following services are necessary: Orientation Service, Inventory Service, Information Service, Counseling Service, Placement Service, and the Follow-up Service.⁴⁵

Within this constellation of services, pre-college guidance or counseling takes place, for it involves

. . . personal, social, vocational, and educational guidance. It also necessitates the use of the diagnostic or inventory service, the information service, the placement service, and

⁴⁵Gail F. Farwell and Herman J. Peters, Guidance Readings for Counselors (Chicago: Rand McNally and Company, 1960), p. 15.

the follow-up. Therefore in discussing college guidance, it is necessary to show relationships between college guidance and the other phases of the guidance program.⁴⁶

These are all services for which the teacher will not normally take full responsibility, even though he may contribute heavily to one or two of them. He will most certainly use several or all of them in the interests of the students for whom he feels responsible.⁴⁷

The significant role these services play in the area of pre-college guidance is well illustrated in a study made by Moser which involved 1,350 college freshmen. This study indicated

. . . that 40.4 per cent of these students made decisions to go to college before reaching Grade 9, while 53.1 per cent decided between Grades 9 and 12. The same 1,350 college freshmen were queried concerning the time of choosing the specific college they were attending. The result of this study showed that only 12.6 per cent made this choice before Grade 9, while 69 per cent decided between Grades 9 and 12.⁴⁸

It would appear that if the school guidance program is to encourage able students to aspire toward a college education, it must provide good college counseling services backed

⁴⁶Bill C. Anthis, "Guidance for the College Bound Youth," The Teachers College Journal, Vol. XXXI, No. 3 (December, 1959), p. 52.

⁴⁷Lester D. Crow and Alice Crow, Readings in Guidance (New York: David McKay Company, Inc., 1962), p. 28.

⁴⁸Leslie E. Moser and Ruth S. Moser, Counseling and Guidance: An Exploration (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), p. 240.

by the coordinated efforts of the entire school.⁴⁹ As counseling is the core of any guidance program, it is also the most important service rendered in helping students plan for college.

The foremost principle that should be observed in organizing a pre-college guidance program is to prepare a clear-cut statement of the philosophy of the program. Even though this is also a fundamental principle when establishing a guidance program, Peters and his staff found that 306 Ohio schools, or 32 per cent of 958 schools, indicated that a guidance philosophy has been formulated. Some of the philosophies were stated in terms of objectives and procedures only, while others were a mixture of philosophical statements of goals or objectives and procedures. In no case was any philosophy more than a few pages in length.⁵⁰

The rigors of preparing a philosophy or even a statement of objectives for a pre-college guidance program was quite evident to this writer as he noted that of 302 schools who returned their questionnaires, only 35, 11 per cent, reported on having statement of objectives upon which they based their pre-college guidance program. Nevertheless, the development of a clear-cut philosophy and a set of objectives

⁴⁹Lloyd S. Michael and Mildred G. Fox, "Conditioning for College," National Parent-Teacher, Vol. 54, No. 8 (April, 1960), p. 20.

⁵⁰Peters et al., op. cit., pp. 43-44.

will serve as a springboard for the planning and organization of an effective pre-college guidance program.

In 1958, the Colorado Council on High School-College Relations suggested the following philosophy for pre-college guidance:

1. That secondary schools and colleges share a dual responsibility in assisting secondary school students to prepare themselves for college and make satisfying adjustments after admission.
2. That all valuable types of guidance should be explored by the secondary schools and colleges. The colleges cannot perform the main functions of pre-college counseling in high schools, this being the province and responsibility of the high schools.
3. That all guidance should be planned jointly by the proper representatives of the secondary schools and the colleges.
4. That the welfare of the student is the primary function of guidance services; therefore, both students and parents should be included in the planning for pre-college counseling.
5. That pre-college guidance can be implemented when college representatives aid students in obtaining information and in interpreting it usefully.
6. That all communications between the colleges and secondary schools should be channeled through the secondary principal. This presupposes that the communications will reach the appropriate secondary school counselor.⁵¹

The Colorado Council wisely observed that "types of organization for educational guidance should vary according

⁵¹Joe D. Liggit et al., The Nebraska Guidance Digest, Issued by Guidance Services, Division of Vocational Education, State Department of Education (September, 1960), p. 18.

to size, locale, objectives, and needs of the participating school or schools."⁵²

The involvement of the staff is essential whenever an attempt is made to identify the philosophy and objectives of the pre-college guidance program. Staff discussions of such basic issues involved some questions:

. . . why do we need pre-college counseling programs; what has been done and what is now being done; what should be the responsibility of the administration, the teaching staff, and the personnel officers?⁵³

Following this above course of action will stimulate interest, motivation and provide for a sounder foundation to any program.

Nile Township High School, Western Division, in Illinois identified their purposes of the pre-college guidance program:

1. Acquainting high school students with the opportunities and alternatives to a college education.
2. Creating student awareness of academic and scholastic requirements for continuing their education.
3. Helping students match their abilities and interests with the unique offerings of individual colleges and universities.
4. Providing parents with a basic understanding of college admission requirements and financial arrangements necessary.

⁵²Ibid., p. 16.

⁵³Velma D. Hayden and William D. Wilkins, "College Selection Casual or Planned?", Occupations, The Vocational Guidance Journal, Vol. 30, No. 6 (March, 1952), p. 416.

5. Establishing relations with a college environment with which the adolescent may wish to identify himself.⁵⁴

When developing pre-college guidance philosophy and its objectives, it is essential to consider the school's philosophy of education, its financial resources, and the nature of the student body.

Considering college at the grade school level is not too soon according to some writers who have concerned themselves with the development and organization of pre-college guidance.

It is obvious that students attending grade school are not going to make irrevocable decisions about their future regarding higher education; however, it is just as obvious that what is happening right now to an eight or ten year older at home and at school has much to do with how far they will go in their education. The attitudes and example of their parents and teachers, as well as the thinking and planning that their parents are doing today, can very well determine whether or not college is a possibility for these youngsters and will become a reality.⁵⁵

The starting point in guidance toward college preparation is very important. In a situation where guidance is

⁵⁴Yvonne Carlson and Willard Larson, "Niles Begins College Counseling Early," Illinois Education, Vol. 50, No. 2 (October, 1961), p. 79.

⁵⁵Farwell and Peters, op. cit., p. 257.

informal and unorganized, a young person could reach the sophomore or junior year of high school, or even the senior year, before he, or those who are presumably responsible for guiding him, give a great deal of serious thought to his further education. This is usually too late in any student's educational career for well conceived guidance toward college to begin. Such guidance should be initiated by the end of the sixth grade or the beginning of the junior high school. In many cases, certain aspects of it may be undertaken without the knowledge of the child, even in the primary grades.⁵⁶

An unpublished survey of 100 Indiana high school seniors and 100 recent graduates, chosen from the upper 25 per cent of their classes, indicated that preliminary ideas about going to college are formed at a very early age. Approximately one-fourth of those who are in college or plan to go to college have generally expected to go.⁵⁷

Another study which supports the theory that pre-college guidance should begin at an early age was conducted in the fall of 1953. The author of this study administered a questionnaire to 1,350 entering freshmen who were entering

⁵⁶Arthur E. Traxler, "Guidance Toward College Preparation: Start Early, Include Parents," The Clearing House, Vol. 27, No. 1 (September, 1952), p. 49.

⁵⁷Secondary School--College Cooperation, "An Obligation to Youth," A Publication of the American Association of Collegiate Registrars and Admissions Officers (April, 1955), p. 21.

three Texas colleges and universities. Among other questions, the questionnaire posed the following: (1) At what grade level did you decide to go to college? (2) At what grade level did you decide to come to this particular college? Table 1 shows the results.

TABLE 1

DECISION, BY GRADE LEVELS, ON ATTENDING COLLEGE
AND ON SELECTION OF COLLEGE AS REPORTED BY
1,350 COLLEGE FRESHMEN

Grade	Per Cent Who Decided to Go to College	Per Cent Who Decided to Go to Specific College
Before IX	40.4	12.6
IX	19.9	8.2
X	12.4	10.6
XI	9.1	14.4
XII	11.7	35.8
After high school graduation	6.3	18.4
Total	<u>99.8</u>	<u>100.0</u>

Source: Leslie E. Moser, "When Do Young People Make Decisions about College?", The School Review, Vol. LXIII, No. 3 (March, 1955), p. 158.

It would appear that the early stages of pre-college guidance must, for the most part, be furnished by the school and their parents. There are preliminary phases that could be started in grade school, with more specific information being given at the junior high school or secondary school level. There appears to be no reason why schools with adequate guidance personnel could not see to it that their

young people get appropriate college information when they are ready for it.⁵⁸

The success of any pre-college guidance program will rest on the capabilities of the person officially in charge of such a program. Unfortunately, many schools, especially the smaller ones, are not able to employ and give released time to a person who might have special ability and information in the field of pre-college guidance. Without adequate preparation, a chance to visit colleges, and time to observe and cultivate potential college students, as well as their parents, a counselor will not be effective in this area.⁵⁹

Today, with interest in attending college at a new high, and with every indication that this will continue, it is possible that specialists will have to be hired to concentrate on this area of guidance service--a college coordinator or college consultant whose responsibilities it would be to provide informational services and act as the coordinating link between the school and higher educational institutions. This person should not be the student's counselor, even in the senior year, but rather a consultant for counselors who need this kind of information. This person could visit colleges a few weeks out of the year; arrange for admissions personnel to talk with students in the high school; publish

⁵⁸Secondary School--College Cooperation, op. cit., p. 23.

⁵⁹Ibid., p. 23.

periodic bulletins of information to students, parents, and counselors; develop and maintain the reports and records which are such vital tools to counselors; generally be the school expert or colleges.⁶⁰

Today, high school counselors spend much of their time doing these very things mentioned above, and unfortunately this may leave little time for counseling.

Within the pre-college guidance program, procedures for evaluation should be established and used periodically. There are many ways which students may be helped to select a college, and some procedures are more effective than others. These procedures should be evaluated regularly to appraise whether they are meeting real needs and whether they are appropriate to the groups served. Process of evaluation should include the reactions of parents, students involved, high school administrators and counselors, and college student personnel officers.⁶¹

Follow-up is also necessary as most of the failures in colleges can be prevented by proper guidance in high school. Too many schools take no responsibility for their graduates after they leave the school, apparently thinking their responsibility ends at this point. However, there is a growing tendency for secondary schools to follow their

⁶⁰Edward O. Hascall, "Counselors, Counseling and College Admissions," The School Counselor, Vol. 8, No. 3 (March, 1961), p. 92.

⁶¹Hayden and Wilkins, op. cit., p. 418.

students, at least through the first year of college, and to ask and record rather detailed descriptions of the progress of each of its graduates. The natural outcome of such evaluation is to enable the secondary school to discover ways of improving the preparation of students for college.⁶²

Thus, adapting any college guidance program to meet constantly changing needs of a well-established high school is a challenging one. To really be effective pre-college guidance must begin almost in the earliest stages of school organization and must work along within the developmental framework of the entire guidance structure.⁶³

In the final analysis, regarding the organization of a pre-college guidance program, no single pattern will work equally well in all school situations. Plans should be developed that will suit the size and type of the school, the traditional organization of its total program, the personnel, and other particular conditions.⁶⁴

⁶²Arthur J. Jones, Principles of Guidance and Pupil Personnel Work (New York: McGraw-Hill Book Company, 1951), p. 360.

⁶³Ethel F. Solovay, "A Blueprint for College Guidance," High Points, Vol. XXXIX, No. 9 (December, 1957), p. 45.

⁶⁴D. E. Kitch and W. H. McCreary, "Improving Guidance Programs in Secondary Schools," California State Department of Education Bulletin, 19 (December, 1950), pp. 5-12.

Finances for Pre-college Guidance Program

The quality and quantity of any pre-college guidance program is going to have a direct relationship to the amount of money spent for the counseling staff, materials, and facilities. This means, of course, that pre-college guidance must be recognized in the budget allocated for the total guidance program.

Unfortunately, some schools still do not even recognize guidance services as being necessary and they report spending as little as one dollar per year per pupil for the services of specialists; conversely, other school systems report allocations as large as fifteen dollars per year per pupil for guidance purposes, but they would appear to be the exception and not the rule. Also, these figures relate only to the expenditures for the operation of the program and do not refer to the capital-outlay aspects of the school budget, such as building construction. Quite often, school systems employ specialists but do not provide plant facilities for them, thus handicapping their effectiveness.⁶⁵

It is not entirely fair to censure only school administrators and boards of education for the inadequacies which might exist in guidance services today, for guidance workers have been notably deficient in supplying these people with

⁶⁵McDaniel, Lallas, Saum, and Gilmore, op. cit., p. 409.

the necessary data needed for planning increased and improved programs.⁶⁶

Although the author of the following questions is concerned with the cost factor involved in the total guidance program, nevertheless his queries are significant to the success of pre-college guidance, for it is an integral part of the guidance program:

What are the building-space requirements for counseling? For testing? For maintaining adequate records? What are desirable unit personnel requirements? What are the needed clerical-services and materials requirements?

What proportion of total school expenditures should be budgeted for guidance services? Can tentative but workable cost estimates be developed for various types of guidance programs?⁶⁷

Like any other program, pre-college guidance has certain budgetary items which are necessary in order to provide the students with necessary information regarding college admissions. The amount of written material describing entrance to college, the various types of colleges and universities, and how one finances a college education, is growing rapidly. Granted that a great deal of this information may be gotten without charge, nevertheless there is still the expense of mailing while other fine publications are not free. Therefore, some money must be allotted in order to build a library of written material pertaining to college admissions.

⁶⁶Henry B. McDaniel, Guidance in the Modern School (New York: Henry, Rinehart and Winston, 1956), p. 476.

⁶⁷Ibid., p. 476.

It is quite possible that money could be budgeted for certain standardized tests which colleges request before the student can gain entrance.

One practice that many Eastern high schools use, especially those that send a high percentage of students to college, is that of subsidizing visits by their counselors. These counselors visit those colleges popular with their graduates or to those about which they want to know more.⁶⁸

School boards should willingly allocate expense money for this item, for through such visits the counselor can get a better understanding of admissions policies and academic standards, so he will know where a student is likely to be admitted and where he will be most successful.⁶⁹

The demand for a college education is not going to diminish, and high schools are going to be called upon by their respective communities to initiate, or expand, the service of pre-college guidance. If high schools are to provide better pre-college guidance for students, they shall need larger budgetary allocations of funds, more teacher time, more satisfactory avenues of communication, and greater opportunities to go out into the community so that they can alter educational expectations for the better.⁷⁰

⁶⁸Mildred Fox, "Counseling the College Bound," N.E.A. Journal, Vol. 50, No. 1 (January, 1961), p. 17.

⁶⁹Michael and Fox, op. cit., p. 20.

⁷⁰Walter H. Wolff, "Better Counseling and Selection for College," The Journal of Educational Sociology, Vol. 29, No. 5 (January, 1956), p. 219.

It appears inevitable, then, that pre-college guidance must be recognized in the school budget, in the selection and assignment of teachers or counselors, and must have an identifiable place in the school plant as well as the organizational structure.⁷¹

Pre-college Guidance Awareness for
Parents as Well as Students

A great deal of time and effort is necessary in order to promote an awareness of the pre-college guidance program. The methods of making pupils, parents, teachers, school board, and the community aware of this service can range from printed media, public address system, orientation and Parent-Teacher's Association meetings, to personal counselor contact.

The Survey of "Guidance in Ohio" found the following to be true concerning methods used by schools in explaining the guidance services:

In the State as a whole, 85 per cent of the 958 respondents indicated using personal counselor contacts for the purpose of informing pupils about the guidance services. Orientation meetings, printed media, assembly announcements, and the public address system are used in a majority of the responding schools.

Printed materials and meetings are used to inform teachers, parents, and the school board about the guidance services in at least 49 per cent of the schools returning questionnaires. Personal contacts are also frequently used with parents for increasing awareness of the available guidance services. This

⁷¹McDaniel, op. cit., p. 35.

technique was reported by 82 per cent of the schools. As might be expected, printed media are often reported as used in Ohio's schools for achieving guidance awareness in the community.⁷²

This researcher found that the above facts were somewhat duplicated when Ohio high schools were questioned regarding methods they used in communicating the pre-college guidance program to students and parents. These findings will be elaborated upon in Chapter IV of this study.

The necessity for parents, as well as students, to have an early awareness of the pre-college guidance services available for them is one point that most writers in this field reiterate.

Fine feels that the student or his parents should talk to the guidance counselor or principal once a year about college plans beginning at the ninth grade.⁷³

Michael and Fox stress the advisability of school guidance staffs working more closely with parents so that more information about testing data, school offerings, careers, and college may be available at home as well as at school.

. . . A wise sympathetic teacher or counselor, important as he is in the guidance process, is not so important as an interested, informed parent who can give his children accurate and intelligent advice.⁷⁴

⁷²Peters et al, op. cit., p. 74.

⁷³Fine, op. cit., p. 492.

⁷⁴Michael and Fox, op. cit., p. 19.

The High School-College Relations Committee in Oregon believes it is beneficial to counsel parents as well as students themselves. One medium which provides for pre-college guidance awareness is an evening meeting, held for parents with various college representatives. Here, parents receive basically the same information about college preparation as their children did during a daytime session. The necessity of working cooperatively with high school faculties, to encourage their children to take courses recommended by the high school and do well in them is stressed to the parents. Parents are also apprised that high school performance is still the best indicator of college performance. Parents are advised to appraise the college potential of their children realistically on the basis of academic interest and study habits. In closing, they are told what attending various colleges, both public and private, should cost.⁷⁵

Cuony found that after having personal conferences with parents that not only did students need pre-college guidance information, but parents were even more eager to secure data regarding colleges:

. . . This was only logical since parents were directly concerned with choices made by their offspring. After all, parents usually pay the formidable bills incurred because of college education.⁷⁶

⁷⁵Nickerson, op. cit., pp. 34-45.

⁷⁶Edward R. Cuony, "Parents Need Guidance Too," The Clearing House, Vol. 30, No. 7 (March, 1956), p. 426.

Studies have shown that the forces that tend to direct a person toward college come primarily from his home and family. Kerr, after administering a fourteen item questionnaire to 1,350 seniors from thirty-three Iowa high schools, found out that parental assistance was seen by 66 per cent as the most valuable in making the college decision. Counselors were seen as most valuable by 8 per cent of the seniors. Kerr also found out that parents (51 per cent) and the school counselor (31 per cent) were seen as the persons who should be most responsible for helping students decide whether to go to college.⁷⁷

Phillips in an excellent article entitled "The Role of Parents in a High School Guidance Program" indicates that through the guidance program

. . . parents are offered opportunities to learn how the school serves its youth, to understand their responsibilities in regard to their child's vocational choice and to work with the counselor in conjunction with their child's maturation process.⁷⁸

These same opportunities present themselves to parents in any well-planned pre-college guidance program.

If, then, the guidance of the individual child toward college is a joint venture between the home and the school,

⁷⁷William D. Kerr, "Student Perceptions of Counselor Role in the College Decision," Personnel and Guidance Journal, Vol. XLI, No. 4 (December, 1962), pp. 337-342.

⁷⁸Florence A. Phillips, "The Role of Parents in a High School Program," Personnel and Guidance Journal, Vol. XLI, No. 3 (November, 1962), p. 269.

it stands to reason that we must early assist both students and parents in developing an awareness of the pre-college guidance services available for them. Studies show that the medium of counselor contact is the most effective but with the ever increasing demands being placed on the counselors, other media such as orientation meetings, printed media, assembly announcements, and Parent-Teacher's Association meetings shall have to be utilized more in the future.

Today the dream and desire to attend college is suddenly shattered when the matter of financing a college education is discussed. It is imperative that any pre-college guidance include an awareness of the actual costs of attending college as well as an awareness of the various forms of financial aid available for attending college.

To re-enforce the importance of parent awareness of and involvement in pre-college guidance, schools must recognize that it is the home that pays for the cost of attending college. And this cost is skyrocketing each year.

Because many able students do not have the necessary finances in order to attend college, it behooves today's counselor to keep up with the many sources of financial aid. Information regarding scholarships, loans, grant-in-aids, and employment must be discussed with students in order to develop an awareness of the various methods of helping to finance one's education.

As a rule loans are unpopular with students for many do not like the idea of beginning their working career in debt. Perhaps one of the greatest services a counselor can give in the next few years is to indicate to able students that it may be just as wise to borrow money at low interest rates to pay for a college education as it is to borrow at higher interest rates to pay for a home.⁷⁹

Most college financial assistance programs are based upon a student's need and ability to pay the costs of his college education, and it is becoming a rather common practice to combine a scholarship or grant-in-aid with campus employment or a loan.⁸⁰

Allocations for student aid by the government, foundation programs, state departments of education, and big business is at an all time high. Fund raising campaigns receive television coverage and college development offices usually spearhead this drive for monies. The public is being made aware that donations are needed to help ease the financial burden of needy students.⁸¹

Today there is a deluge of written material giving information on how a student may finance his college education. A good pre-college guidance program will make this

⁷⁹Dolph Camp, "The Counselor and High-School-College Articulation," School Life, Vol. 43, No. 3 (November, 1960), p. 12.

⁸⁰Liggit, et al., op. cit., p. 23.

⁸¹Fine, op. cit., p. 498.

information available to students and their parents in order to assist them in developing an awareness of various forms of financial aid for attending college.

Schools cannot take it for granted that just because they have a pre-college guidance program they need not advertise it. A study by Wolford emphasizes this point. Though he used a small population, he found that forty-three or 78.1 per cent of the graduates did not feel that they had received enough information through the guidance department pertaining to the college they were considering.

Forty-nine per cent of the group studied stated that they felt free to consult the guidance counselor at any time while in school, concerning any matter. Therefore, why a large number had not requested information in reference to their course-of-study remains a question. A logical assumption might be that the graduates were not aware of the many and varied services offered them by their high school guidance department due, in part, to inadequate communication between the guidance services and the student body. Thus, they failed, as high school students, to utilize the services of the guidance program to the fullest extent. And, once in college, these graduates have suddenly realized that at sometime during their high school career, they should have obtained certain basic information concerning themselves in planning their future.⁸²

Utilization of different media in order to develop student and parent awareness of the pre-college guidance services will not only better the program, but it will assure it of community support.

⁸²Harry E. Wolford, "A Follow-up Study of the 1958-62 College-Bound Graduates of Reynoldsburg High School" (Project for the degree Master of Education, the Ohio State University, 1963), p. 78.

Pre-college Guidance Activities

It should be clearly understood by all administrators, teachers, and counselors who are interested in developing or improving their pre-college guidance program, that no one activity, such as a College Night, can provide the necessary pre-college guidance for pupils. Rather, a combination of activities must be utilized throughout the students secondary school experience, and some may even be used at the grade school level. The following activities have received the most attention by those writers in the field of pre-college guidance.

1. College day.--If there is cooperative, advance planning by the staff members responsible for this activity, it can help students choose the right school. The college representatives who attend these affairs can present to the student the institution's curricular and other offerings as they relate specifically to his vocational plan.⁸³

Moser and Moser describe the College Day in the following manner:

The College Day is a special group guidance event. Some programs bring a number of college representatives to the campus on a single day. Students move from one room to another, hearing discussions about the merits of various colleges. In a program of this nature, difficulties of organization and the disadvantage of trying to accomplish too much in a short period of time are obvious.

⁸³J. Anthony Humphreys, Arthur E. Traxler, and Robert D. North, Guidance Services (Chicago: Science Research Associates, Inc., 1960), p. 309.

College Day should be followed up by group guidance sessions to integrate the information gained.⁸⁴

From personal experience, the author of this dissertation knows that the College Day activity, by itself, provides little semblance of pre-college guidance. MacMitchell had this to say:

In their present form, College Days and Nights (Orientation Programs) serve no useful purpose to the school, the college, the student or his parents unless sufficient counseling and guidance has been provided in advance. Often, they are just a show for the local board of education, the superintendent, or the community, and do not warrant the expenditure of money and effort on the part of personnel involved. In general, information gained at these conferences may be obtained from other sources. One of the reasons that these conferences have been unsuccessful, so far as the colleges are concerned, is the lack of preparedness on the part of students. Aside from those students who have already made up their minds, for whom the whole performance is a waste of time, the students are uninformed about colleges and universities. They consume time asking useless questions, talk to representatives about colleges they cannot attend, and collect view books, catalogs, and applications with a fine abandon that is a despair of the college representatives. For these reasons representatives are forced to offer rudimentary group guidance to students and parents instead of having the opportunity to talk at some lengths with the few promising candidates who may appear.⁸⁵

⁸⁴Moser and Moser, op. cit., pp. 91-92.

⁸⁵T. Leslie MacMitchell, "To Introduce Order in the Scramble for College," California Teachers Association Journal, Vol. 57, No. 2 (February, 1961), p. 16.

One ex-college admissions man summarized his denouncement of the College Day activity concisely and to the point:

College-day program, as is found at present in most high schools, is of doubtful value. This program has little if any utility in intelligent and serious guidance activities, and it should be allowed to die a natural death.⁸⁶

Summarizing some of the expressed feelings regarding this activity, it is probably true that this type of program is neither good nor bad in itself. Much will depend on how these events are conducted. A great deal will depend upon the pre-planning and then the follow-up. Cooperative planning between secondary school and college personnel is the necessary ingredient to having a successful College Day.⁸⁷

2. College night.--This activity, in many ways, is comparable to a College Day program. Its purpose is to provide information to the students and their parents concerning the problems of college selection, admissions criteria, costs, and scholarships and loans. Here, as in the College Day activity, college representatives meet with interested students and parents.

⁸⁶Charles E. Peterson, Jr., "Cooperation, Si"-Collaboration, "No"!, The Journal of Higher Education, Vol. XXXIII, No. 2 (February, 1962), p. 97.

⁸⁷Secondary School--College Cooperation, op. cit., p. 41.

Fox takes a positive approach to this activity but it is significant to note his qualifying statement at the end.

Pre-college nights have proved very successful in creating interest in college education and in acquainting students with academic and scholastic requirements for continuing their education. In order to be truly effective, the pre-college night must be followed with individual counseling provided by competent high school counselors who carefully plan with students and parents.⁸⁸

Niles Township High School, West Division, in Illinois sponsors a Pre-College Night for freshmen and sophomores. Staff members are of the opinion that this activity should be presented early and that through group sessions and individual conferences for both students and parents, the groundwork can be laid for specific choices that must be made in the junior and senior years.⁸⁹

This activity is also the target for many negative criticisms and quite often even the college admissions people are aware that "a card table in the gym" and a "bazaar atmosphere" are marks of these programs. With a lack of pre-planning and follow-up, it is easy to understand why a College Night or College Day activity could take on this carnival atmosphere.

⁸⁸Raymond Fox, "Improving Relations between High Schools and Colleges," The Clearing House, Vol. 36, No. 6 (February, 1962), p. 326.

⁸⁹Carlson and Larson, op. cit., p. 79.

3. College club.--Today, in some schools, the College Club has become identified as a group procedure which is used as one medium for orientation for college.

In this college club sophomores, juniors, and seniors planning to attend college are eligible for membership. Four meetings are held beginning with an organizational meeting in November. At this organizational meeting, the students plan the other three meetings, select topics they want discussed, and volunteer in committees of threes or fours to carry out the plan. A variety of activities is included. For example, on Christmas a party was held at which the college students home on vacations were invited to discuss their experiences. Aspects of college-life that differed from high school were described and a lively question-and-answer period followed. At another meeting a director of admissions from a large university discussed "Pointers in Selecting a College." A college dean of women and a college dean of men spent an evening on "College Life in General." Other appropriate topics for discussion were "Transition from High School to College," "Life in a Girl's College and Life in a Boy's College," and "Financing College."

When the club's visited by college personnel, members of the faculty are invited to attend the meetings. This affords an opportunity for the faculty to obtain current information about the academic requirements of college-useful knowledge in guiding students.⁹⁰

4. Visits to campus.--This activity is generally endorsed by high schools as well as college personnel workers. A visit to each of the colleges being considered is certainly wise, for today's financial investment is much too great to decide upon a school "sight unseen."

Counselors would ingratiate themselves to the teaching staff of their schools, as well as provide an educational

⁹⁰Roy D. Willey and W. M. Strong, Group Procedures in Guidance (New York: Harper & Brothers Publishers, 1957), pp. 144-46.

experience for the prospective college student, if they could schedule campus visits when their high schools are not in session. This can be done when schools are closed for teacher's meetings or some other local reason.

To give added value to this activity, it would seem that a variety of experiences should be offered students when they visit a campus.

. . . While talks by deans, counselors and other administrators may be pleasant and informative, part of the guests time should be spent with college students without any faculty member being present--in the college lounge--in the college cafeteria--visiting college classes--seeing the college from the student's point of view. College faculty and students should remind themselves that their job is not to sell the institution but rather to give the prospective students a fair picture and answer any questions.⁹¹

Although this activity is generally thought of in terms of student visitation, the inestimable value of having counselors visit college campuses should not be overlooked. It is rather a common occurrence for high schools in the East to provide money in their guidance budget which is used to subsidize the travel of high school counselors who visit different college campuses in and out of their respective states. Two years ago this writer had the opportunity to discuss the reason for this type of allocation with two high school counselors from Connecticut.

⁹¹Hayden and Wilkins, op. cit., p. 417.

Whereas many Eastern colleges are considered the "prestige colleges," admissions to one of these select schools is becoming more and more difficult. In order to point out other colleges to those who failed to be admitted to the "prestige colleges," colleges that are perhaps not too well known but that could offer a good education, high school counselors from the East were now visiting Midwestern colleges in order to familiarize themselves personally with the academic as well as the physical setting of each college. Thus, having this "on the scene" experience they could return home and do a more effective job of pre-college counseling.

In a provocative article entitled "We Collect Colleges" two authors tell how they use their own ingenuity to fit inspection trips of colleges into their own leisure time or combine them with attendance at professional meetings. It is, of course, inferred that ideally counselors should be given released time from their tasks as well as an expense account to finance such trips.⁹²

Whether student visitation or counselor visitation, most authorities agree that this trip is necessary before an intelligent choice can be made.

5. Visits by college admissions counselors.--Of all pre-college guidance activities, this is perhaps the oldest

⁹²Mary C. Dolan and Vivian M. Yates, "We Collect Colleges," Personnel and Guidance Journal, Vol. 32, No. 6 (February, 1954), p. 343.

and the one that has received the severest criticism because of unprofessional tactics used by college representatives during the past years. Today the Association of College Admissions Counselors has accomplished a great deal in establishing ethical practices which should be utilized by college admissions counselors when they visit high schools. In ten years this association has done much to eliminate the "super-salesman" and "college recruiter" from the scene.

Usually the school visitation by the admissions person is arranged in advance and publicized throughout the school. Interested students should meet this person in a small group session or in individual interviews. This is a "far cry" from procedures utilized by this writer when he did admissions work in 1950. Visiting a local high school unannounced was customary and sometimes it was possible to talk to an entire class at the same time.

One person has reflected upon and described a "utopian visit" by a college representative in this manner:

. . . In this cloud-nine situation, at least two weeks' advance notice of the visit would be given by the college. In return, the high school would consider the visiting admission officer's schedule and plan accordingly. The school would announce the visit in advance and register students to see the representative, encouraging appropriate students to attend the meeting. Good counseling would result in a limitation of the number of times a student could see representatives. Everyone would be punctual. Following a general information session, any applicants could be interviewed individually. And

finally, the college representative would always have an opportunity to meet with the high school counselor.⁹³

Because of past practices that could hardly be identified as part of a pre-college guidance program, many people are still suspicious of the motives behind the visit of a college admissions counselor. In fact one writer feels that the term "admissions counselor," now being used to designate the title of many personnel from the admissions office, is questionable in its usage. He sees their position more as an information-giver, interviewer, and adviser, and rarely that of a counselor interested in helping students make decisions according to accepted practices and ethics of counseling.⁹⁴

Undoubtedly, it will be a long time before many admissions people fit the true description of a counselor. However, as already inferred, the Association of College Admissions Counselors is striving to elevate standards and improve high school-college relations. The following recommendation shows evidence of this:

1. Visits to high schools should be made by professional members of an admissions staff, and, if not, only by persons officially authorized by the

⁹³Ferne W. Horne, "The Way We Look to Each Other," Panel Discussion, The Journal of the Association of College Admissions Counselors, Vol. 8, No. 3 (Winter, 1963), p. 22.

⁹⁴Allen E. Segrist, "The School Counselor Considers College Admissions," Paper presented at N.D.E.A. Institute, The Ohio State University, Columbus, Ohio (March, 1962), p. 11.

admissions office of the college. If such personnel are not admissions counselors, it is strongly recommended that they be trained before being authorized to visit with high school students.

2. Admissions counselors planning visits to high schools should make arrangements in advance for a convenient time, indicating, if possible, the names of interested students. The high school counselor should inform the admissions counselor if no students wish to see him.
3. On such visits, time should be allowed for a conference with the high school counselor as well as with students. Such a conference provides opportunity for the high school counselor to be informed about the college and to learn of the progress of students enrolled at that college. It also provides an opportunity to discuss the qualifications of interested high school students.
4. Each counselor should respect the time of the other by being prompt and concise.⁹⁵

6. Visitation by college alumni.--Quite often alumni groups in local areas make themselves available in order to speak to high school groups. Loyalty to their particular college and lack of training in the area of counseling would make the worth of their contribution questionable. Segrist supports this idea by stating, "the helpful advice and information they can impart can also compound the choosing process by pressure, persuasion, and power."⁹⁶

Every high school has its own "built-in" alumni--their teachers. A good objective presentation of colleges and universities of all types, could be given by them.

⁹⁵A Handbook for College Bound Students and Their Counselors, op. cit., p. 15.

⁹⁶Segrist, op. cit., p. 19.

7. Visitation by graduates presently attending college.--This activity has many desirable features, if properly planned. A program which includes recent graduates can supplement the traditional College Day or Night. Usually these programs are held just before the high schools begin their Christmas vacation for most college students are home at this time.

Griffith Indiana High School sends out invitations in October to recent graduates attending college and asks them to participate in a social as well as an educational affair which is held in the school cafeteria between the hours of 9:00 A.M. to 11:00 A.M. This activity is held on the morning preceding the Christmas vacation and most college students are home from college by this time. Various topics such as work opportunity, typical class loads, grading and campus social life are assigned to members of a panel. After a brief presentation by the panel members, high school seniors then have the opportunity to ask the panel questions of interest to them. An informal "bull session" is then held over a bottle of coke and donuts.⁹⁷

Northern Joint High School in Dillsburg, Pennsylvania has established an extensive program which has as its aim the evaluation of the high school offering from the point of

⁹⁷Edwin M. Bridges, "Using Graduates in Studying Colleges," The Vocational Guidance Quarterly, Vol. 6, No. 2 (Winter, 1957-58), p. 60.

view of the college students who participate. A letter of invitation is sent out to certain students attending college and enclosed is a list of questions that the high school counselor considers pertinent from the point of view of the high school student. Invited to participate in this program, then, are the juniors and seniors in high school, especially those definitely planning to attend college. Students are arranged in groups so that there is one college student at each table with the high school students. There is a formal phase of the program which lasts about an hour and fifteen minutes with fifteen minutes more set aside for the group as a whole to ask questions. The group then adjourns to the cafeteria for refreshments and after school the teachers are invited to attend the informal phase where they may visit with former students.⁹⁸

Primarily this above program is a guidance technique; however, it is also a public relations device for the school because it strengthens school-community relations, encourages the teaching staff to evaluate its teaching in terms of preparation for college and assures former high school students that their high school is interested in their future. It should also be noted that after the Christmas holiday, a brief questionnaire is sent to college personnel which in

⁹⁸David S. Frank, "College Students Revisit Their High Schools," Pennsylvania School Journal, Vol. 109, No. 5 (January, 1961), pp. 207-216.

turn is placed in the hands of those high school graduates who participated. They are asked to evaluate the program they attended and in which they took part.⁹⁹

It appears from the reading which this writer has done, that this activity has a good deal of merit when structured within the pre-college guidance program. Even though these students are attending various colleges, when they return to participate in a program sponsored by the guidance office, they do so quite objectively.

8. One-to-one pre-college counseling.--It is often quoted that counseling is the "heart" or "core" of any guidance program. Trite as it may appear, nevertheless, it is true. Thus, we can conclude that pre-college counseling is the "hub" of all other pre-college guidance activities.

Those who are involved in pre-college counseling today face a responsibility that is greater and more difficult than ever before. This is a time when more students are being urged to attend college, but many colleges are having difficulty in providing accommodations for this influx. This paradox is bound to create anxiety for both the student and his parents who in turn will expect help from the counselor.

⁹⁹Frank, op. cit., pp. 216-217

Fox depicts today's counselor's task in the following manner:

. . . informing seniors about admissions requirements, about costs and financial aid possibilities, writing official school recommendations, planning for required college entrance examinations, arrange for college representatives to visit the school, advise students and their families about their visits to colleges, and find time to visit colleges yourself. All this in addition to counseling with students individually!¹⁰⁰

Within this multiplicity of duties personal counseling remains central. And as in any other counseling situation the counselee should actively participate in the decisions which are to affect his next four years of higher education. Steel saw the one-to-one pre-college counseling activity in this context:

In this framework, helping the student who is choosing a college or colleges is counseling, not placement. The focus of the helping person is on the student and his decision-making processes, not on a list of colleges where he might be admitted. This type of counseling demands a face-to-face relationship between the student and a person who understands the process and the student.¹⁰¹

There seems little argument against the position that counselors helping students select the proper college must have the same qualifications necessary for those doing counseling in other areas. Helping the student assume

¹⁰⁰Fox, op. cit., p. 16.

¹⁰¹Carolyn Steel, "Who Can Help the Student in the College Admissions Process?", School Counselor, Vol. 10, No. 3 (March 1963), p. 121.

responsibility for self-determination should be the goal set by all counselors.

Despite the fact that choosing a college and getting admitted to that college has become one of the more complex problems with which the high school student has to deal today, a revealing study by Roemmich and Schmidt indicates that parents, not school people, are the significant group involved in the process of student educational planning. From data presented in two tables, the following observations were made.

1. One out of 20 students received help from teachers in selecting a specific school and in making college plans.

2. One out of 10 students received help from counselors in making college plans. About one out of 20 received help from counselors in selecting a college.

3. One out of 10 received help from friends in selecting a specific school and in making college plans.

4. One out of 3 made the selection on his own, without help.

5. One out of 2 received help from parents in selecting a specific school and, in making his college plans.¹⁰²

Despite the current interest in college attendance, it appears that pre-college counseling is not being used by students, at least according to this above study, and just how serious an indictment this is of present day guidance

¹⁰²Herman Roemmich and John L. Schmidt, "Student Perceptions of Assistance Provided by Counselors in College Planning," Personnel and Guidance Journal, Vol. XLI, No. 2 (October, 1962), p. 158.

practices remains to be seen. Certainly, the results of this study leave room for conjecture.

1. Does the perception of students that many of them make their own decisions reflect effective counseling?
2. Does the perception of students relative to assistance by counselors and teachers suggest the need for a reappraisal of present-day school counseling programs?¹⁰³

9. Group pre-college counseling.--The pre-college guidance program offers many opportunities in which group techniques may be utilized. The counselor's role in using this technique is to help students learn more about themselves and the educational opportunities available to them. The counselor will guide the students to help themselves and each other by working together as a group.

Eikenberry in 1930 saw the advantage of group pre-college counseling when he suggested that counselors should discuss with groups of students and parents the advantages of specific training and higher education with emphasis being placed upon the purposes to be served and the types of ability required.¹⁰⁴

Geneva, New York High School has successfully used group procedures to provide pre-college guidance information not only to the students but to their parents as well. About fifteen group sessions are devoted to such topics

¹⁰³Ibid., p. 158.

¹⁰⁴Eikenberry, An Introduction to Guidance, op. cit., p. 33.

as: scholastic requirements, application procedures, finances, scholarships, and the many other problems that face young people considering admissions to a college.¹⁰⁵

Of all the activities used in the pre-college guidance program, group guidance is receiving the most attention today. This is understandable when one considers the shortage of counselors in the public school today. Schools are using group guidance more and more today and some favorable results are being reported.

Pre-college Guidance Publications

A deluge of written material concerning colleges and universities is literally "swamping" the counselor responsible for pre-college guidance. It is essential to evaluate all such publications and try to integrate as much of the worthwhile material as is possible in order to provide up-to-date information to both student and parents. Not only does this time consuming task prove a problem to the counselor, but the necessary filing of all these publications also poses a dilemma for many school systems.

Students with college on their minds will ask many questions and it is important to answer with current information. Counselors will be able to save themselves valuable time if they have pre-college guidance publications

¹⁰⁵Cuony, op. cit., p. 426.

well organized and readily accessible, either in their office or the school library, for students and parents can then find many of the answers for themselves.¹⁰⁶

For years the people on the secondary school level have registered complaints about college publications which they are suppose to use for pre-college counseling. Though the college catalog is the most common source of educational information sent out by colleges, it constantly is criticized as being too detailed, difficult to read, and lacking in objectivity.

Segrist feels that the college catalog could serve as a useful and complete guide but as a publication which should be used in pre-college guidance "it lacks clarity, cleanness, order, and style."¹⁰⁷

Chisholm sounds a note of warning regarding college publications and cautions schools officials about their shortcomings.

. . . Such material often fails to give the student a balanced or well rounded picture of college life at the given college and hence a picture of what the college has to offer for his development if he becomes a student there. In fact, too frequently college catalogs, bulletins, and newspapers actually mislead prospective students by presenting an unbalanced picture. This unfortunate situation is caused by the fact that there is some tendency among those who prepare such publications, in their effort to attract students, to lose sight of their

¹⁰⁶Fox, op. cit., pp. 16-17.

¹⁰⁷Segrist, op. cit., p. 15.

responsibility for giving a clear-cut accurate picture of the contribution the college can make to the student's personal development.¹⁰⁸

With this large assortment of college publications literally "pouring in" to schools throughout the nation, it is of the utmost importance that a system be devised that will sift out pertinent information and organize it so that it becomes immediately accessible to all students and their parents. If a school provides some type of clerical assistance, then keeping files, shelves, and displays up-to-date becomes a routine task. However, where the counselor is expected to do most of his own clerical work, it is possible that seniors and even their parents could take over some of this work. For example, a senior could be responsible for keeping current the list of directors and admissions for various colleges and see that the high school has an up-to-date catalog from each one of these colleges. A Parent-Teacher's Association or even a single parent may be willing to condense scholarship information as it comes in and "ditto off" a bulletin for all those interested. Either students or parents (perhaps both) could prepare a wall chart showing comparative costs of colleges.¹⁰⁹

Today, advice regarding college admissions is no longer restricted to the "professionals" and the educational

¹⁰⁸Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 119.

¹⁰⁹Fox, op. cit., p. 17.

journals, textbooks, or newsletters. Popular magazines such as Changing Times (The Kiplinger Service for Families) periodically publishes articles concerning this subject. Extensive lists of books and periodicals are now available with the purpose of aiding counselors, students, and parents in gaining the necessary information that is pre-requisite to an intelligent choice of a college. With these many publications now on the market, the college catalog will inevitably undergo some changes, as will other college publications; today's counselor needs factual and specific material which is presented as succinctly as possible, not archaic catalogs or elaborate promotional material.

College Admissions Counselor's Role

For years, high schools have relied upon visitations by college admissions people to provide pre-college guidance for those students interested in going to college. As an admissions person between 1950 and 1951 this writer can personally testify that what is presently understood and acknowledged as counseling was not often practiced by those people involved in college admissions work ten years ago. Active recruiting of students was certainly in vogue then and annual forays were made by college representatives in order to induce students to enter their particular school. This was often done with little regard for the student's best interest. Coupled with this mal-practice were the

unannounced visits of college representatives and literally "yanking" students out of class in order to see and to sell them.

It was inevitable that these tactics could not continue and that colleges and high schools throughout the nation would have to work together to provide a better understanding of each others problems. More than any other group or organization, the Association of College Admissions Counselors and the College Entrance Examination Board provided leadership and the necessary catalytic action which has prompted greater professional ethics in this area and has helped develop a closer articulation between the secondary school and college.

Of primary importance, these groups have endeavored to give impetus to the developing of pre-college guidance programs by the secondary schools. In Ohio, since 1961, regional college admissions conferences have been held in the fall of the year. These conferences are sponsored jointly by the Ohio Association of Secondary School Principals, the High School-College Relations Committee of the Ohio College Association, the Ohio Association of College Admissions Counselors, and the State Department of Education. The most important reasons for holding these conferences are as follows:

The increased need for school-college communications, the solution of problems of school-college articulation, the need to acquaint school counselors

with admissions procedures, counselors will be able to increase their understanding of college admissions, to gain current information about Ohio colleges, and to become better acquainted with admissions counselors from many Ohio colleges.¹¹⁰

Today the term or title "College Representative" is no longer a desirable one, for it conjures up visions of the past when high pressure tactics were used by men representing various colleges. The title "College Admissions Counselor" is now used in order to try and stress the fact that the primary function of this person is to assist students, working with the high school guidance program, and not to recruit them for their respective colleges.

Segrist still registers some doubt as to the authenticity of this present-day title, for their position is still, by-in-large, that of an information giver, interviewer, advisor, but only seldom that of a counselor who is interested in helping students make decisions according to accepted practices and ethics of counseling.¹¹¹

In the past few years, studies have been made that have helped define and clarify the role of the college admissions counselor. It has been revealed that when college representatives contact students in the secondary schools, they are usually talking to those students who are

¹¹⁰"College Admissions Conferences Fall 1963," Guidance News and Views, Vol. XIV, No. 1 (Columbus, Ohio, September/October, 1963), p. 8.

¹¹¹Segrist, op. cit., p. 11.

already interested in college. In fact, studies have shown that in many cases they are interviewing pupils who have already made a tentative decision of the college they wish to attend.¹¹²

Accepting these above facts, it appears that the chief function of the college admissions counselor ought to be that of clarifying the information of students who want to attend college, helping them determine whether they can go to college successfully, discussing whether the college they are interested in can give them a suitable education at a budget they can meet, and whether the college under consideration is the best school for each particular individual.¹¹³

Another organization which has taken an active lead in this problem of developing sound pre-college guidance practices is the American Association of Collegiate Registrars and Admissions Officers. They have perhaps stated as succinctly as anyone the role of the college admissions counselor.

In educational guidance the college admissions officer acts in concert with the school guidance staff. He finds that guidance is essentially a team operation and that he must learn to play his part as a member of the guidance team. The cooperative responsibility involved requires that the admissions

¹¹²Secondary School--College Cooperation, op. cit., p. 23.

¹¹³Ibid., p. 24.

officer and school staff understand to what extent and in what way each accepts its share of the responsibility.¹¹⁴

What secondary schools do to provide pre-college guidance, in a time when college enrollments continue to spiral upward, will be one criterion for measuring the effectiveness of the total guidance program. Though the college admissions picture looks threatening and is going to pose many problems, high schools and colleges working cooperatively with both federal, state, and local groups can make certain that there will be an opportunity for a college education for every boy or girl who has the ability and desire to attend. Part of the solution to this problem lies in the hands of administrators and communities across the land. It will be up to them to support guidance programs in the schools which includes pre-college guidance for our able students.¹¹⁵

¹¹⁴Ibid., p. 13.

¹¹⁵Fox, op. cit., p. 18.

CHAPTER III

PROCEDURES, DESIGN, AND METHODOLOGY

This chapter includes an introductory resume of developments in the field of guidance and their effect upon pre-college guidance. The procedures used in this study are listed. A description of the population included in this study is described. The statistical method of analysis of the data is stated and the chapter concludes with a brief summary.

Guidance Developments

Organized guidance is a relatively new experience in American education, dating back to 1908. For years a few faithful adherents have proclaimed the necessity for schools adopting such a program, but it was not until 1958 when the Congress approved the National Defense Education Act that the services which make up the guidance program came to be recognized and accepted as an important part of today's school system.

Since this time many accomplishments have taken place in the field of guidance, and public interest in the need for guidance services has reached an all time high. Awareness

of this need is not only being presented by educators but also by people in governmental positions and those in business and industry.

However, despite this surge of genuine interest by the public, there is a great deal of "catching up" to be done. Today many schools still lack a sound guidance program and trained personnel to implement one. Other schools "tolerate" a guidance program and provide a worker on a part-time basis. It is possible that these deficiencies may be attributed to the lack of available qualified people trained in guidance, limited funds, or even an educational philosophy which is against specialized personnel.

All of these forces, then, which have impeded the program of guidance and continue to do so today, have also seriously affected the service of pre-college guidance. At its best, pre-college guidance has been "incidental" rather than a well-planned, integral part of the total guidance program.

With today's impending need for the identification and conservation of our talented students, with today's recognition of what a college education means in terms of a better income, with contemporary interest in college admissions at its zenith, the value of obtaining a survey of what secondary schools are doing in Ohio to provide pre-college guidance seems essential, and a proposed plan for pre-college guidance should be of value.

Procedures Used in This Study

The procedures used in order to develop a body of data descriptive of the status and scope of pre-college guidance programs in the secondary schools of the State of Ohio were as follows:

1. The literature was reviewed to determine what professional writers in the field identified as being relevant in the area of pre-college guidance. These ideas were gathered in order to give direction to the development of a questionnaire which was to be used.

2. This writer conferred with professional members of the staff of the Division of Guidance and Testing in the State Department of Education, guidance teaching staff members of The Ohio State University, and Joe Jefferson, the Executive Secretary of the Association of College Admissions Counselors. This was also done in order to secure ideas that could be used in the development of a questionnaire that would serve as the base for this study.

3. In order to obtain a profile of pre-college guidance in the state of Ohio, a questionnaire was developed. This method enables an investigator to reach a large segment of the population for the purpose of obtaining information and opinions more rapidly and economically than by any other research technique.

The original questionnaire was submitted to the professional members of the staff of the Division of Guidance and Testing, State of Ohio Department of Education, as well as to Joe Jefferson, the Executive Secretary of the Association of College Admissions Counselors. After several revisions, a tentative form was duplicated in order that it could be submitted as a pilot instrument to graduate students who were participating in the 1962 Guidance Summer National Defense Educational Act, Institute at The Ohio State University. On the basis of this trial run, further revisions were made and finally in September of 1962, the questionnaire and accompanying letter was prepared in its final form for mailing to 340 secondary schools in Ohio. These schools were selected on the basis of having a student population of 500 or more, for it was felt that; (1) this size school would more than likely be guidance-minded, and (2) an adequate sampling could be attained from among these schools.

5. The questionnaire for each school was mailed to the principal. The letter of enclosure included a postscript which gave approval of this study and was signed by the president of the Ohio Association of College Admissions Counselors, Fred A. Pollock.

6. The mailing list for the Ohio secondary schools to which copies of the questionnaire were sent was developed from the 1961-62 State of Ohio Educational Directory.

The Population

Three hundred and forty questionnaire forms were sent to the secondary schools during the latter part of September (1962), and by the first week in October over 85 questionnaires had been returned. Four post card follow-ups were made and during the regional college admissions conferences held throughout the state in late September and October, 1962, members of the Division of Guidance and Testing of the State Department encouraged educators present to participate in this study and return the questionnaire as soon as possible.

In the summer of 1962, this investigator conferred with Dr. Ransom Whitney of The Ohio State Statistical Laboratory regarding the details necessary for coding the returned information in order to transfer it to IBM cards. Most of the coding was done by this writer. Consultation with members of the Statistical Laboratory continued into the early summer of 1963.

Table 2 is a description of the population to which the questionnaire was sent and also a description of the population which returned the completed form. The per cent

of returns from the secondary schools in exempted village districts was highest (97%), with the local schools having the lowest (79%). (It should be noted here that all tables in this study are the direct result of responses to the questionnaire unless otherwise indicated.)

TABLE 2

NUMBER OF OHIO SECONDARY SCHOOLS THAT RECEIVED QUESTIONNAIRES
AND THE NUMBER OF SCHOOLS RESPONDING

Item	Type of School District in Which Secondary School is Located			Total
	City	Exempted Village	Local	
Number of schools to which the questionnaire form was mailed	195	32	113	340
Number of schools which returned the completed form	182	31	89	302
Per cent of return	93	97	79	89

This investigator was extremely gratified to have received information about pre-college guidance programs in Ohio from 89 per cent of those schools sampled.

It will be noticed that almost all the tables presented in this study use a breakdown of the three types of school organization in Ohio: city, exempted village, and local (County). Organization of the school refers to the

class organization for the respective schools, i.e., grades 10-12, grades 9-12, grades 8-12, and grades 7-12.

Statistical Treatment of Data

A frequency distribution was the method used for grouping data. Percentage was computed for questionnaire return and for various parts of the questionnaire. This is an arrangement of data which shows the frequency of occurrence of the different values of the variable or defined groupings of the values of the variable.¹¹⁶

As an original survey it appeared reasonable to use frequency distributions to give a lucid and comprehensive profile of what Ohio secondary schools are doing or not doing in the area of pre-college guidance. In most of the tables a frequency distribution is given for the city, exampsted village, and local schools.

In four of the twenty-three tables the writer used histograms. This is a graph in which frequencies are represented by areas in the form of bars. These graphic representations are often helpful in enabling the reader to comprehend the essential features of frequency distributions and in comparing one frequency distribution with another.¹¹⁷

¹¹⁶George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 19.

¹¹⁷Ibid., pp. 26-27.

An average value rating (AVR) was included in those tables which referred to questions which the respondents had to answer by encircling a number which best indicated their answer. The scale was interpreted thus: 1- none; 2- little; 3- some (average); 4- much; 5- very much. The average value rating was calculated by (1) weighting the responses according to this above scale and (2) dividing the total of the weighted responses by the number responding to the item. The AVR does not take into consideration the number of respondents who omitted the item. However, since the number of respondents for each item will be shown in the table, the number of non-respondents for each item may easily be determined by subtracting the number of respondents from the total questionnaires returned for the group.¹¹⁸

The questionnaire is a valuable tool for educational studies of this type. A large number of people may be contacted for the purpose of securing both information and impressions more economically and rapidly than by any other research method.

Being sensitive to the fact that some researchers disparage this method of inquiry, this writer carefully constructed his questionnaire in order to try and secure reliable measures of performances. The following criteria

¹¹⁸ Peters et al., op. cit., p. 81.

expounded by Hillway was used in order to validate the questionnaire:

1. Examine your questionnaire in its preliminary form.
2. Run a trial on it.
3. Consider the difficulties in tabulating and interpreting responses.¹¹⁹

Best had this to say about validating data from questionnaires:

The smaller the percentage of responses, the smaller the degree of confidence one may place in the adequacy of the data collected.¹¹⁰

With this in mind, this author worked toward getting a high percentage of returns and sent out follow-up letters and post cards in order to attain this goal. As indicated on Table 1, an 89 per cent return was achieved.

This writer was also guided by certain rules which Wylie suggested when a researcher uses a questionnaire. Wylie felt that one may rely upon the answers to school questionnaires with a reasonably high degree of assurance provided the following working rules are observed in framing the questions:

1. Ask only plainly worded questions concerning familiar facts and everyday experiences.
2. Ask a fairly large number of questions, if possible "interlocking" them in such a way that

¹¹⁹Tyrus Hillway, Introduction to Research (Boston: Houghton Mifflin Co., 1956), pp. 194-195.

¹²⁰John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), p. 154.

any vitally important point will be established by a sort of consensus of opinion among the answers and not rest merely upon one isolated statement.

3. Ask the questions of a sufficiently large number of individuals so that errors of judgment and of statement will have an opportunity to balance and correct one another and by so doing yield a net total which will be a reasonable approximation of the truth.¹²¹

Summary

This survey was made in order to develop a body of data which would give a profile of the status and scope of pre-college guidance programs in the secondary schools of the State of Ohio which had 500 students or more. A questionnaire was developed and sent to all of those schools in September of 1962. A return of 89 per cent was achieved and from the responses, the report included in this paper was prepared.

A description of the treatment of the data is included in the chapter that follows.

¹²¹Andrew T. Wylie, "To What Extent May We Rely Upon the Answers to a School Questionnaire," Journal of Educational Method, VI (February, 1927), pp. 252-57.

CHAPTER IV

THE FINDINGS

The following sections report the findings of the survey which was conducted on pre-college guidance programs in Ohio secondary schools. All of these schools had a population of 500 or more students. The data included in each section were obtained from the 302 questionnaires returned by the Ohio secondary schools. In most sections, the feature of the pre-college guidance program discussed is described for each of the three classifications of schools in the State of Ohio. A composite is also given so that the reader may have the opportunity to compare his school with others of the same type.

Part 1--Objectives

As is shown in the first two items of Table 3, thirty-five schools or 11 per cent of 302 schools reported that statements of objectives, upon which the pre-college program is based, had been formulated. Two hundred and sixty-seven schools, or 88 per cent, did not respond to this question. The seven schools which enclosed a separate statement of objectives comprised 2 per cent of the total number of schools.

TABLE 3

NUMBER OF SCHOOLS INDIVIDUATING STATEMENT OF OBJECTIVES FOR
THE PRE-COLLEGE GUIDANCE PROGRAM

Type of Response	Number of Schools	Per Cent
Enclosed a separate copy of pre-college guidance objectives with their returned questionnaire	7	2
Objectives explained in writing on the questionnaire but not enclosed separately	28	9
No response to the question	267	88
Total	302	

Many schools that did not respond to this question may not have a written statement of objectives or may not have enclosed one with the returned questionnaire.

The following information presents the general characteristics of some of the objectives submitted. Many statements were quite brief and stated in a single sentence. Others enumerated from two to ten objectives. In no case did the list exceed more than one page.

Single Statement of Objectives:

1. We attempt to do all we can to aid those pupils planning to attend college.

2. Individualize conference.

3. To aid all students interested in education beyond high school in the selection of the school or training best suited to his needs.

4. We try to create an awareness in students and parents of the college requirements for the various vocations, of the different types of colleges, and of the financial aids available.

5. To help the student choose a college in light of his realistic self appraisal and of his intelligent appraisal of college which fit his needs which will satisfy and challenge him toward his chosen goals.

6. To encourage an awareness in all students of their individual relationship to higher education.

7. Help students take responsibility for preliminary steps to college admission, orient them to transition from high school to college, explore with them of preferred college choice, and aid in making financial arrangements.

8. To help each student to prepare adequately for a future career in whatever type of school or college would fit him best.

9. Have college club, conferences with college admissions officers, and counsel students on scholarship opportunities, and give various tests.

10. To help the student see himself realistically; assist him to find higher education best suited for him.

11. To enable the student to make a realistic college choice and lay groundwork for a satisfactory adjustment to college life.

12. To make the students aware of the colleges and courses available, the opportunities and requirements of the various colleges, and to aid the student in selecting the college best suited to his needs.

13. Through dissemination of information to both student and parents.

14. To give each student all the assistance we can in the area of college guidance; this consists mainly of providing information.

Objectives Listed by Two or More Schools:

1. Counselor should establish a program for the dissemination of information. *(9)
2. Counselor should develop comprehensive file of scholarships, loans, and aids and a method for disseminating this information. (9)
3. Try to encourage those who are able. (Identify potential early) Constant stimulation to begin thinking and to reach a decision regarding college. (9)
4. Provide student with a final evaluation of his academic preparation for college. (5)
5. Provide student and parent with adequate information in order to make a realistic choice; a self-understanding of his abilities, aptitudes, and achievement. Help students and parents evaluate the potential relative to pursuing a college career. (4)
6. Help students understand requirements. (3)
7. Give students information about college admissions tests (3)
8. Guide students through the step-by-step process of applying to the three or four colleges of their final choice. (3)
9. Assist in establishing liaison between student and college. (3)
10. Review the final college choices with the purpose of determining whether these are the right choices. (2)
11. Provide students with realistic picture of college life and activities. (2)
12. Familiarize parents regarding college; students should discuss this with parents. (2)
13. Instill in a student desire to set certain goals and give direction to his course of study.

*The numbers in the parentheses denote the number of times this objective was stated.

14. Encourage students to think about college early. (2)

15. Make college visitations with students. (2)

Several longer statements of objectives now follow in order to show the significance of these statements as they might apply in a particular school system.

Objectives of School A

- I. Early identification of potential college prospects
 - A. Junior high counselors cooperate well in this
 - B. Test results shortly after enrollment
- II. Awareness that colleges are within the students' reach
 - A. In orientation program in 10th grade
 - B. Through college and career club activities
 - C. Printed matter
- III. Make available as much printed matter on colleges and their programs, within the budget of practically no dollars.
- IV. Make college visitations, when possible, with as many students as one station wagon will carry.
- V. Invite admissions counselors to the school or notify students of their suite numbers when they set up shop in a local hotel.
- VI. Help students plan their high school programs and sent transcript at the time of application.
- VII. Involve parents in as much of the above as possible.

Objectives of School B

To give college-bound students and their parents assistance in this area of their high school experience by:

1. Providing up-to-date information on college offerings, admission requirements, costs and financial aids.

- a. Keeping on file college catalogs and other printed material in the college guidance office.
 - b. Summarizing information in bulletin form for faculty members, parents, and students at various times throughout the year.
 - c. Arranging conferences with college representatives and sitting in on these meetings.
 - d. Having group discussions with juniors and their parents after results of the National Merit are received to consider next steps (we have worked out a form for recording the results on all the college guidance tests).
2. Helping students analyze their interests, abilities, achievements and aims in group and individual conferences.
 - a. We keep a card file (our own card) of college-bound juniors and seniors.
 - b. We administer and interpret the two series of college guidance tests (NEDT 9, 10, NMSQT 11; PSAT 11) and the General Scholarship Test for Ohio High School Seniors.
 3. Having on hand a supply of information booklets and application forms for CEEB and ACT and then discussing results of these tests in terms of the high school record and college plans.
 4. Having individual conferences on scholarship offerings.
 5. Receiving and "routing" college admission and scholarship forms.

Objectives of School C

The objectives of our pre-college guidance program may be summarized as follows:

1. To acquaint each student with his potential for doing successful college work.
2. To help each student understand requirements needed for college entrance and the personal qualities which make for success in college.
3. To assist students to make a more intelligent choice of college by providing information about various kinds of colleges, their educational programs, and their approximate cost.

4. To give students information about college admissions tests and to assist in problems encountered in making applications.
5. To acquaint students with scholarship opportunities, grant-in-aid, and student loan programs.

Objectives of School D

1. To make students aware of college admission requirements.
2. To make students aware of their capacities for doing college work.
3. To make students aware of procedures for gaining admission to college.
4. To develop an awareness in students of criteria for selecting a college.

Objectives of School E

1. Urge student to become aware of his capabilities and interests.
2. Arouse student to explore the many possibilities and opportunities available to persons with his capabilities and interests.
3. Instill in the student a desire to set certain goals for himself and give direction to his high school course of study.
4. Help student to know what information he ought to have in order to wisely plan his post-high school career.
5. Urge student to use references such as college catalogs, etc., to find out the information he needs to know about college planning.
6. Urge student to talk often with his parents regarding his plans.
7. Request that student take responsibility of narrowing his choice of college or university to the one where he feels he will be able to get the training he wants in an environment that is suitable.

8. Request that the student take the responsibility of securing application and information from the college of his choice and submit application according to the wishes of the college or university.

* Items 1-6 should be of concern to the student from the eighth grade on.

Though few in number, those schools that have developed written objectives, as these above, seem to have recognized the need for some frame of reference which assures them of consistency in their pre-college guidance program.

Part 2--Pre-College Guidance Organization

In order to get some idea of how Ohio high schools were structuring pre-college guidance programs, if they had one, the following two questions were asked concerning organization:

1. What is the title or position of the person officially in charge of your pre-college guidance program?
2. What is the position of the person completing this form?

Of the 302 questionnaires returned, more than three-fourths (81 per cent) were filled out by pupil personnel workers. This figure includes 49 per cent filled out by counselors, 31 per cent by directors of guidance, and the remaining 1 per cent by counselor-teachers. In 9 per cent of the cases the questionnaires were filled out by school administrators, either a principal (3 per cent), or a vice-principal (6 per cent).

It appears that the majority of schools delegate pre-college guidance responsibilities to people involved in pupil personnel work whereas all questionnaires were mailed to principals. Where questionnaires were filled out by administrators, one could assume that either he is responsible for any program in the school, or he may have been listed because of the school's lack of a pre-college guidance program.

The above information is shown in Table 4 and also includes information concerning the person who is officially in charge of the pre-college guidance program. Here also pupil personnel workers predominate with 83 per cent of the respondents so indicating. Counselors were named in the questionnaire in 47 per cent of the cases with directors of guidance in 35 per cent. Counselor-teachers made up the other 1 per cent. It must be assumed that the naming of the principal (9 per cent) and vice-principal (4 per cent) as the person officially in charge indicated the lack of full-time or part-time counselors who would assume this responsibility.

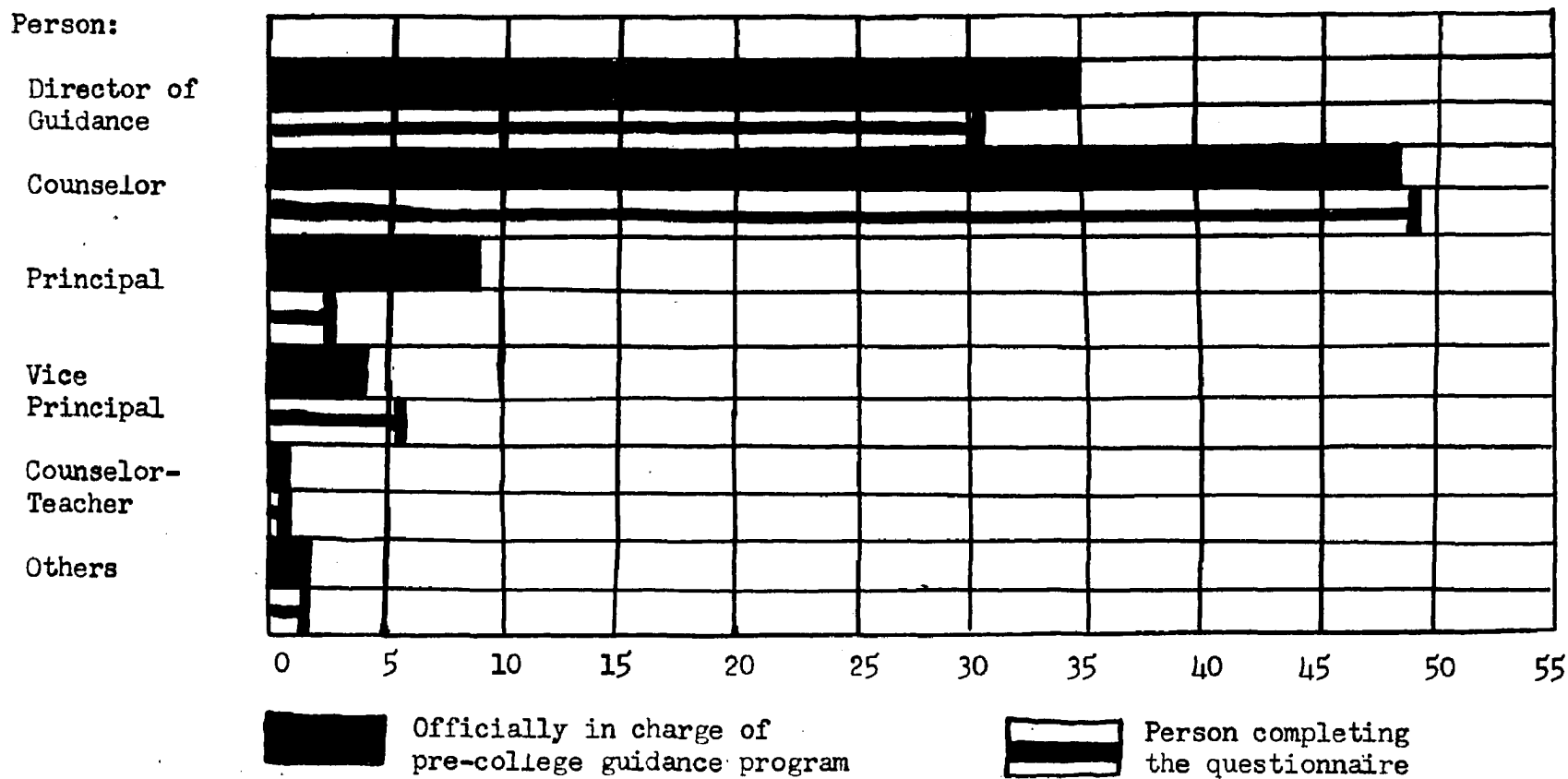
Part 3--Time and Finances for Pre-College Guidance

To develop an effective pre-college guidance program which will begin early in the student's secondary school experience and carry through until he graduates, will take time and money.

This section covers the extent of time given to pre-college guidance, the period of time the greatest emphasis

TABLE 4

TITLE OF PERSON OFFICIALLY IN CHARGE OF
THE PRE-COLLEGE GUIDANCE PROGRAM
AND
PERSON COMPLETING THE QUESTIONNAIRE



is placed on this program, and the extent to which money is allocated. The data in Table 5 indicate that of the 302 respondents, 132 schools (44 per cent) designated "some" (average) as the criterion used to measure the extent to which time is given to pre-college guidance in relation to the total guidance program. (The reader will remember that the scale used to answer many of the questions was as follows: 1- none; 2- little; 3- some (average); 4- much; 5- very much.) One hundred and twenty-seven schools (42 per cent) designated "much," and all schools indicated they allow some time with only seven schools (2 per cent) giving "little" time to pre-college guidance.

TABLE 5

EXTENT TO WHICH TIME IS GIVEN TO PRE-COLLEGE GUIDANCE
IN RELATION TO THE TOTAL GUIDANCE PROGRAM

Extent of Time Given	Type of School							
	City		Exempted Village		Local		Total	
	No.	%	No.	%	No.	%	No.	%
Very much	16	9	1	3	6	7	23	8
Much	81	45	14	44	32	35	127	42
Some	72	40	15	47	45	51	132	44
Little	4	2	0	0	3	3	7	2
None	0	0	0	0	0	0	0	0
No Response	9	5	1	3	2	2	12	4

It is interesting to note that both the city (45 per cent) and exempted village (44 per cent) indicated that "much" time was given. Contrasted to this, the local schools rated 36 per cent in this "much" criterion. It appears that local schools do not feel the same need of giving "much" time to the pre-college guidance program.

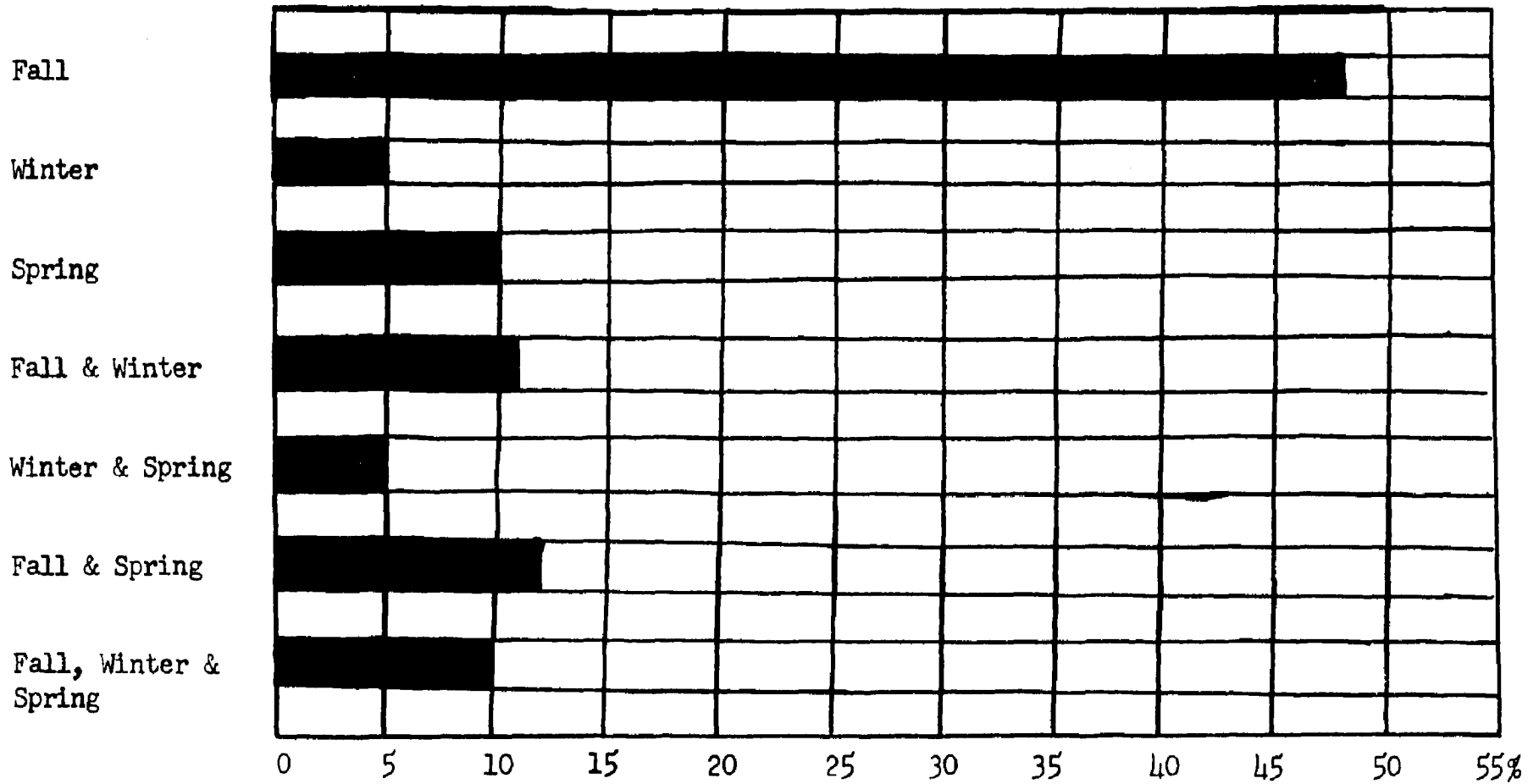
One may conjecture that many of these local schools feel more inclined to stress vocational and agricultural education.

The data in Table 6 give an unmistakably clear picture of fall being the period of time when schools place the greatest emphasis on pre-college guidance. One hundred and forty-one schools (47 per cent) of the 302 respondents selected this particular season. This, of course, coincides with the period of time when college admissions people meet with high school principals, counselors, and other guidance personnel throughout the state at the regional college admissions conferences in late September and October. These conferences are sponsored jointly by the Ohio Association of Secondary School Principals, the High School-College Relations Committee of the Ohio College Association, the Ohio Association of College Admissions Counselors, and the State Department of Education. It appears that winter is the period of time when the least emphasis is placed on pre-college guidance (5 per cent) and then this amount is doubled (10 per cent) in the spring.

TABLE 6

THE PERIOD OF TIME THE GREATEST EMPHASIS
IS PLACED ON PRE-COLLEGE GUIDANCE

Percent of schools responding



It has been pointed out that a service such as pre-college guidance will necessitate some funds, and that the quality and quantity of this program will have a close relationship to the amount of money spent for staff, materials, facilities, and other items. The data presented in Table 7 indicates positive responses of what is being done in terms of financial support for pre-college guidance materials, standardized tests relevant to college admissions, and expense money for counselors to visit college campuses. The information is given for city, exempted village, and local schools.

TABLE 7

POSITIVE RESPONSE TO WHICH MONEY IS ALLOCATED FOR
PRE-COLLEGE GUIDANCE PROGRAM

Item	Type of School							
	City		Exempted Village		Local		Total	
	No.	%	No.	%	No.	%	No.	%
Money is budgeted for purchasing pre-college written materials	61	33	7	23	25	28	93	30
Money is budgeted for purchasing standardized tests relevant to college admission	71	39	13	41	34	38	118	39
Money is budgeted for high school counselors to visit different college campuses to obtain information about these colleges	24	13	4	13	17	19	35	12
Do receive financial support from the National Defense Educational Act	112	62	21	68	66	74	199	66

Of the 302 schools, one hundred and ninety-nine (66 per cent) stated that they received financial support from the National Defense Education Act. It is interesting to note that local schools have the highest percentage (74 per cent) in terms of receiving National Defense Education Act funds, yet in Table 5 they spend the least amount of time in the "much" category (36 per cent) in the area of pre-college guidance.

From the positive responses registered by the three types of schools, it appears that the largest portion of the money allocated for the pre-college guidance program is used for purchasing standardized tests relevant to college admissions. One hundred and eighteen schools (39 per cent) so indicated.

Ninety-three of the 302 schools or 30 per cent indicated that money was budgeted for purchasing pre-college written materials. City schools expended the most for this item, local schools were next, and last, exempted village schools.

Money is allocated in 35 (12 per cent) of the 302 responding schools for high school counselors to visit different college campuses in order to obtain first-hand information about these colleges. This writer has already stated in earlier chapters that this is an acceptable pre-college guidance budgetary item in many Eastern high schools. Interestingly enough, the local schools had a greater

positive response (19 per cent) to this item than either the city or exempted village schools. However, this might be accounted for because of the proximity of most colleges to city schools.

Part 4--Pre-College Guidance Awareness

The activities used for assisting students and their parents in developing an awareness of the pre-college guidance services available for them were the substance of Part 4 of the survey questionnaire. The data about these activities are shown in Tables 8 and 9.

In both tables it is evident that the counselor contact is the foremost activity used for developing an awareness of the pre-college guidance service available. In Table 8, which shows the activities used for assisting pupils, orientation meetings are rated second highest, and the use of the public address system is rated third. Again in Table 8, city schools rate the use of printed media quite a bit lower than do the exempted village and local schools.

In Table 9 the item "orientation meetings" was not included, for the writer felt that the item "P.T.A. Meetings" was a likely substitute. However, notice that the second place ranking went to "printed media" and "P.T.A. Meetings" ranked third. The use of "printed media" for assisting parents in developing an awareness of pre-college guidance services available for their children is rated high (4 equaling much) by local schools compared to the ratings

TABLE 8

EXTENT TO WHICH CERTAIN ACTIVITIES ARE USED FOR ASSISTING PUPILS IN DEVELOPING AN AWARENESS OF PRE-COLLEGE GUIDANCE SERVICES AVAILABLE FOR THEM

Item	City (N=182)		Exempted Vil. (N=31)		Local (N=89)		Total (N=302)	
	Number Respond- ing to Item	AVR*	Number Respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
Orientation meetings	177	3.25	26	3.12	83	3.07	286	3.19
Printed media	176	2.72	29	3.69	86	3.43	291	3.02
Public address system	173	3.12	28	3.21	85	2.93	286	3.07
Assembly announcements	157	2.52	25	2.24	79	2.28	261	2.42
Counselor contact	154	4.06	26	4.00	66	4.15	246	4.08

*AVR (average value rating) is calculated by (1) weighting the responses according to this scale: Very much - 5, Much - 4, Some (average) - 3, Little - 2, None - 1; and (2) dividing the total of the weighted responses by the number responding to the item. The AVR does not take into consideration the number of respondents who omitted the item. However, since the number of respondents for each item is shown in the table, the number of non-respondents for each item may easily be determined by subtracting the number of respondents from the total questionnaires returned for the group.

TABLE 9

EXTENT TO WHICH CERTAIN ACTIVITIES ARE USED FOR ASSISTING PARENTS IN DEVELOPING AN AWARENESS OF PRE-COLLEGE GUIDANCE SERVICES AVAILABLE FOR THEIR CHILDREN

Item	City (N=182)		Exempted Vil. (N=31)		Local (N=89)		Total (N=302)	
	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
Printed media	176	3.41	31	3.10	65	4.06	272	3.53
Parent Teacher Associ- ation Meetings	167	2.80	29	2.66	80	2.61	276	2.73
College nights	156	2.38	26	2.38	74	2.46	256	2.41
Counselor contact	153	3.67	23	3.91	72	3.50	248	3.64

*See Table 8 for explanation of method used in determining AVR.

given by the city and exempted village schools (3 equaling some or average). Of the four items rated it is significant to note that the "college night" activity was last. This seems to reflect current criticism about this activity and also College days. The reader will remember this matter was covered in Chapter II.

The importance of financing a college education today has already been discussed in previous chapters. This writer felt a question relative to how schools were developing student awareness of the various forms of financial aid available for attending college would be worthwhile. The data about this matter are shown in Table 10.

The subject of "scholarships" receives more attention than any of the other items in this table. Of the 302 responding schools it was rated 3.98 by the 296 who answered. There is some question as to the advisability and practicality of giving precedence to a subject which is restricted to a few. It is evident that "loans," which was ranked second (3.70), are becoming more acceptable and utilized for financing a student's college education. This type of financing received a tremendous thrust forward through the enactment of the National Defense Education Act which allocated millions of dollars for student loans. Today many states and private banks have created loan funds for this purpose.

TABLE 10

EXTENT TO WHICH COLLEGE FINANCING IS DISCUSSED FOR ASSISTING PUPILS IN DEVELOPING
AN AWARENESS OF THE VARIOUS FORMS OF FINANCIAL AID AVAILABLE FOR ATTENDING
COLLEGE

Item	City (N=182)		Exempted Vll. (N=31)		Local (N=89)		Total (N=302)	
	Number Respond- ing to Item	AVR*	Number Respond- ing to Item	AVR*	Number Respond- ing to Item	AVR*	Number Respond- ing to Item	AVR*
Scholarships	180	4.06	31	3.77	85	3.89	296	3.98
Employment during summer	178	3.37	29	3.00	85	3.14	292	3.27
Employment while attending college	178	3.35	31	3.16	84	3.43	293	3.35
Loans	180	3.66	29	3.79	84	3.75	293	3.70
Grant-in-aid	180	3.40	31	3.35	84	3.43	295	3.40

*See Table 8 for explanation of method used in determining AVR.

Out-right gifts to usually needy students (grant-in-aid) was ranked third in Table 10, thus relegating the item of employment to last place. This may be disturbing to those who remember the days when it was not too unusual "to work one's way through college." However, it seems to typify an economic philosophy of our time; "study now, pay later."

The importance of an early awareness by teachers of those capable of doing college work has also been stressed in previous chapters. The data in Table 11 show a profile of the grade level when a planned pre-college guidance program is first introduced. Ideally speaking, either the eighth or ninth grade should provide ample time for helping college bound students make plans. It should be remembered, however, that many writers feel that college can even be a grade school decision and early identification at this level is important.

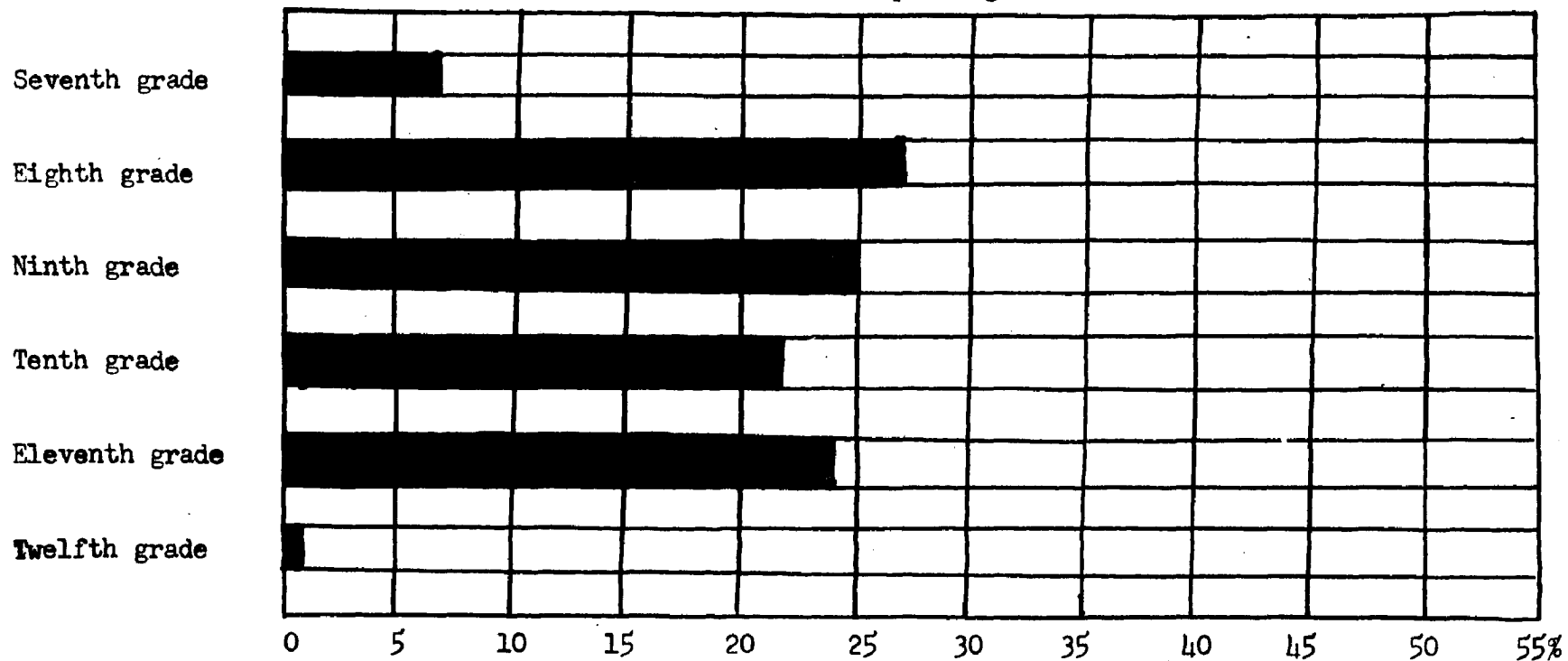
Part 5--Pre-College Guidance Activities

A variety of activities may be used by a school in its pre-college guidance program in order to disseminate information relevant to college admissions. It is possible that only one or two of these activities may be used, but it is also conceivable that all could be used. Included in the question was an item regarding the types of activities used for pre-college guidance programs and the effectiveness of

TABLE 11

GRADE LEVEL WHEN A PLANNED PRE-COLLEGE GUIDANCE PROGRAM IS FIRST INTRODUCED

Per cent of schools responding



these activities. From the data in Table 12 the activities which appear to be the most significant are the following

1. "One-to-one pre-college counseling relationship" is the only activity to receive a total Average Value Rating (AVR) of 4. On the 5 point scale, 4 equals "much.")

2. "Visitation by college admissions counselors" ranked second and received a total Average Value Rating of 3.92. This better than average rating indicates that this activity is still popular among the three types of schools.

3. "Group pre-college counseling procedures" ranked third with a total Average Value Rating of 3.26. All three types of schools indicated that it was used "some" (average) within the pre-college guidance program. This substantiates an observation made in chapter two which stated that this particular activity is becoming more and more recognized and utilized by schools who find it impossible to maintain a proper counselor-student ratio.

4. "Visitation by last years graduates presently attending college" is an activity which all three types of schools rated about equally. Its total Average Value Rating of 2.71 identified it as an activity that is used somewhat more often than a "little." This activity was ranked fourth.

5. "College Nights" ranked fifth among the nine activities and had a total Average Value Rating of 2.40. Here is an activity which in 1950 ranked first in a survey conducted by this author when trying to determine which method schools, at that time, used for presenting pre-college guidance to students. The weakness of this type of activity without pre-planning and follow-up has evidently been finally recognized by most schools. Its counterpart, the "College Day," apparently is also losing its popularity as it was ranked last among the nine listed activities and received a total Average Value Rating of 1.58 (1 equals none).

6. A surprisingly low ranking of seventh place was accorded the activity "College field trips." (Visits to campuses.) It received a total Average Value Rating of 2.27 and its best proponent was the exempted village schools. Scheduling difficulties

TABLE 12

EXTENT TO WHICH CERTAIN ACTIVITIES ARE USED FOR DISSEMINATING PRE-COLLEGE GUIDANCE INFORMATION

Activity	City (N=182)		Exempted V11. (N=31)		Local (N=89)		Total (N=302)	
	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
College Days	144	1.38	27	1.56	74	1.85	245	1.58
College Nights	162	2.33	28	2.68	79	2.46	269	2.40
College Clubs	149	1.69	27	1.07	73	1.67	249	1.62
College field trips (visits to campuses)	158	2.28	26	2.38	73	2.22	257	2.27
Visitation by college admissions counselors	178	4.20	30	3.70	80	3.40	288	3.92
Visitation by college alumni	165	2.39	27	2.37	78	2.15	270	2.32
Visitation by last years graduates pres- ently attending college	165	2.68	28	2.82	79	2.72	272	2.71
One to one pre-college counseling relation- ship	173	4.12	29	4.24	79	3.97	281	4.09
Group pre-college counseling procedures	166	3.32	25	3.00	75	3.23	266	3.26

*See Table 8 for explanation of method used in determining AVR.

are a recognizable factor and the matter of taking students away from their classes causes dissension among the teaching staff. However, this activity whether during school time or outside of school time appears to be a necessary experience according to current writers in this field.

7. "College Clubs" ranked next to last, eighth place, and received a total Average Value Rating of 1.62. This activity appeared to have some merit to the writer, and in his study of 1950 he recommended college clubs in lieu of some intensive recruitment which was being carried on at that time by some college field men. Perhaps the connotation of the word "club" and the inference of establishing a "clique," just for the college-bound, has caused this activity to remain unpopular.

The data found in Table 13 are closely correlated to those found in Table 12, for it gives an evaluation of the effectiveness of those activities listed in Table 12. The following observations seem pertinent to this study:

1. "One-to-one pre-college counseling relationship" is again the only activity to receive a total Average Value Rating of 4 and is ranked number one among all the other activities.

2. The effectiveness of all the activities were almost ranked in the same order as is found in Table 12. The two exceptions were "College field trips" and "College nights."

3. The item "College field trips" was ranked seventh among the nine activities which the schools used in their pre-college guidance programs and received a total Average Value Rating of 2.27 (See Table 12). In the evaluation of its effectiveness, as shown in Table 13, "College field trips" ranked fifth among the nine activities and had a total Average Value Rating of 2.69. This means that though it is used "little" it is deemed to be more effective than its use indicates. This writer has already alluded to this fact in previous pages and therefore this higher ranking in Table 13 seems to be indicative of a more positive trend and greater utilization of this activity.

TABLE 13

EFFECTIVENESS OF CERTAIN ACTIVITIES USED FOR DISSEMINATING PRE-COLLEGE GUIDANCE INFORMATION

Activity	City (N=182)		Exempted Vil. (N=31)		Local (N=89)		Total (N=302)	
	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
College Days	142	1.39	24	1.42	72	1.74	238	1.50
College Nights	158	2.20	25	2.28	76	2.22	259	2.21
College Clubs	146	1.62	24	1.13	70	1.60	240	1.56
College field trips (visits to campuses)	151	2.78	21	2.52	70	2.54	242	2.69
Visitation by college admissions counselors	169	4.04	28	3.57	72	3.25	269	3.78
Visitation by college alumni	153	2.44	24	2.50	75	2.07	252	2.34
Visitation by last years graduates presently attending college	157	2.95	25	2.88	72	2.88	254	2.92
One to one pre-college counseling relation- ship	160	4.16	26	4.19	74	3.96	260	4.14
Group pre-college counseling procedures	155	3.34	22	3.23	68	3.21	245	3.29

*See Table 8 for explanation of method used in determining AVR.

4. The item "College nights" was ranked fifth among the nine activities which the schools used in their pre-college guidance programs and received a total Average Value Rating of 2.40 (see Table 12). In the evaluation of its effectiveness, as shown in Table 13, "College nights" ranked seventh among the nine activities and had a total Average Value Rating of 2.21. This seems to signify that though it is used somewhat frequently, it is not evaluated highly in its effectiveness as an activity to be used in a pre-college guidance program. Again, this writer has pointed out in previous pages that "College nights" are rapidly losing acceptance as a pre-college guidance activity that can contribute anything more than a collection of catalogs or brochures for pupils who may never go to college.

Table 14. indicates the extent to which certain publications and materials are used in pre-college guidance programs throughout the three types of schools in Ohio. The ranking of the total Average Value Rating makes it possible to show the preferences schools have for certain publications. Of importance in this table, it seems, are the following facts:

1. "College catalogs and admissions brochures" ranked first and second in a selected list of 16 items. A total AVR of 4.55 for college catalogs gives them a "much" plus rating as for their use. A total Average Value Rating of 3.99 almost includes college admissions brochures in the "much" rating. The heavy reliance on publications developed by colleges is understandable. However, it should never be a total reliance, whereas all such materials are not necessarily objective, nor the best. Care and judgment must always be exercised when viewing a college through the college's own eyes. It has also been pointed out in previous pages that college catalogs are quite often above the level of comprehension of high school students.

2. "Toward College in Ohio" ranked third among the publications. This fifteen page booklet is published and distributed by the Ohio College Association and is a guide for high school students. Counselors, and

TABLE 14

EXTENT TO WHICH CERTAIN PUBLICATIONS ARE USED FOR DISSEMINATING PRE-COLLEGE GUIDANCE INFORMATION

Publications	City (N=182)		Exempted Vil. (N=31)		Local (N=89)		Total (N=302)	
	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
College Catalogs	181	4.62	31	4.42	87	4.43	299	4.55
College Admissions Brochures	177	4.05	31	3.90	86	3.88	294	3.99
Freshmen Profiles	172	3.39	28	3.07	82	3.15	282	3.29
The College Blue Book	166	2.92	26	2.27	75	2.72	267	2.80
CEEB Manual of Fresh- men Class Profiles	169	3.00	26	2.58	75	2.89	270	2.93
Changing Times	157	1.77	24	1.58	75	1.92	256	1.80
Toward College in Ohio Handbook for High School Counselors	175	3.97	31	3.87	82	3.59	288	3.85
Lovejoy's College Guide	163	3.44	29	3.21	75	3.17	267	3.34
ACAC Handbook for College Bound Students	177	3.66	29	3.41	78	3.42	284	3.57
SRA Higher Education Planning Kit (HEP)	151	2.56	26	1.69	72	2.21	249	2.37
NVGA How to Visit Colleges	147	1.25	25	1.20	73	1.36	245	1.28
	150	1.87	25	1.56	73	1.79	248	1.81

TABLE 14--Continued

Publications	City (N=182)		Exempted Vil. (N=31)		Local (N=89)		Total (N=302)	
	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
ASCA How About College Financing	151	2.31	24	2.17	73	2.27	248	2.29
Scholarships, Fellow- ships, and Loans	163	3.47	31	3.55	78	3.49	272	3.48
American Universities and Colleges, ACE	155	2.56	30	2.80	68	2.49	253	2.57
Steps Toward College	140	2.19	26	1.96	66	2.06	232	2.13

*See Table 8 for explanation of method used in determining AVR.

parents. In a very concise and lucid manner, this booklet answers the questions most frequently asked when a comparative study of college is made. Distribution of this publication is made without charge to the high schools in Ohio and copies may be ordered from the Secretary, Ohio College Association, Ohio Wesleyan University, Delaware, Ohio.

3. "Lovejoy's College Guide," a well known pre-college publication, ranked fourth and had a total Average Value Rating of 3.57. Besides being a complete reference book to 2,356 American Colleges and Universities, this guide includes chapters that explain costs, financial aid, Reserve Officer Training Corps programs on campuses, necessary admissions procedures, and religion on college campuses. A unique feature of this guide is the monthly supplement entitled "Lovejoy's College Guidance Digest." This Digest bridges the gaps between revisions of the "Guide" with up-to-date developments in college admissions, accreditations, degree programs, costs, scholarships, etc.

4. The importance of financing a college education was evidenced by the fifth ranking (Total Average Value Rating 3.48) accorded to Norman Feingold's book "Scholarships, Fellowships, and Loans." The latest volume of this book was published in 1962 and represents a basic extension of the data to be found in his three preceding volumes. All volumes contain references to a variety of financial aids and specific suggestions on when, where, and how to apply for it.

5. A publication entitled "A Handbook for High School Counselors" ranked sixth and had a total Average Value Rating of 3.34 (three equaling "some" or average). This handbook was a publication of the Association of College Admissions Counselors around 1944. Included in this 52 page booklet were the names of the association's officers, a statement of the association's aims and purposes, a discussion of the college day programs, and a page describing each of the member colleges. Interestingly enough, the newer edition of this publication, which is now entitled "A Handbook for the Counselors of College Bound Students," was ranked eleventh and had a total Average Value Rating of 2.37. This new handbook, 1961-63 issue, contains 400 pages and includes chapters on "How to Choose a College" and the "College Admissions Center." A new handbook, now in press, will be available the first of 1964. This edition will be approximately 600 pages long and will contain descriptive pages about 497 member colleges and universities.

According to the Association's managing editor, this new handbook will have major revisions and provide information not available in the other editions.

6. The use of freshman profiles in pre-college guidance is a relatively new pre-college guidance technique but one which is becoming more and more recognized as a valuable tool in the pre-college counseling interview. Significantly enough, the publications ranked seventh and eighth are concerned with freshman class profiles. Most colleges, upon request, will send out this information and as seen on Table 13 this type of publication received a total Average Value Rating of 3.29. The College Entrance Examination Board has published a manual which contains profiles of the Freshman classes at 205 colleges; all are members of the College Entrance Examination Board. This manual received a total Average Value Rating of 2.93. Each college prepares its own profile and upon request will send copies to counselors, teachers, and administrators who help students make college plans.

7. "The College Blue Book," one of the oldest publications dealing with educational offerings beyond high school, ranked ninth and received a total Average Value Rating of 2.80. Its size and contents make this a rather formidable publication with which to work, yet its completeness makes it quite valuable.

8. The publication "American Universities and Colleges" ranked tenth and received a total Average Value Rating of 2.57. This book is produced by the American Council on Education and provides detailed knowledge of the accredited institutions in the United States. The description of each school is as supplied by the institution.

9. The remainder of the rankings may be found on Table 13. The "SRA Higher Education Planning Kit" was ranked last with a total Average Value Rating of 1.28. It should be noted, however, that this material had just been published shortly before the questionnaire was mailed out.

Table 15 refers to the effectiveness of the publications that are listed in Table 14. The data found in this table are closely correlated to that found in Table 14. The ranking, therefore, is quite similar and only in the case of three

TABLE 15

EFFECTIVENESS OF CERTAIN PUBLICATIONS USED FOR DISSEMINATING PRE-COLLEGE GUIDANCE INFORMATION

Publications	City (N=182)		Exempted V11. (N=31)		Local (N=89)		Total (N=302)	
	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
College Catalogs	168	4.26	29	4.17	76	4.11	273	4.21
College Admissions Brochures	163	3.86	29	3.69	76	3.67	268	3.79
Freshmen Profiles	158	3.35	26	3.00	73	3.25	257	3.28
The College Blue Book	157	2.82	24	2.08	67	2.70	248	2.72
CEEB Manual of Fresh- men Class Profiles	153	2.92	24	2.63	68	2.94	245	2.90
Changing Times	148	1.82	23	1.52	69	1.91	240	1.82
Toward College in Ohio Handbook for High School Counselors	157	3.80	26	3.81	71	3.48	254	3.71
Lovejoy's College Guide	152	3.41	26	3.15	63	3.05	241	3.29
ACAC Handbook for Col- lege Bound Students	163	3.58	26	3.40	70	3.39	259	3.51
SRA Higher Education Planning Kit (HEP)	143	2.50	24	1.67	69	2.16	236	2.31
NVGA How to Visit Colleges	143	1.23	24	1.13	70	1.29	237	1.24
	140	1.85	23	1.39	71	1.75	234	1.77

TABLE 15--Continued

Publications	City (N=182)		Exempted V11. (N=31)		Local (N=89)		Total (N=302)	
	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
ASCA How About College Financing	140	2.31	23	2.13	67	2.15	230	2.25
Scholarships, Fellow- ships, and Loans	148	3.44	26	3.35	68	3.24	242	3.37
American Universities and Colleges, ACE	143	2.50	27	2.67	63	2.37	233	2.48
Steps Toward College	132	2.17	25	1.96	63	1.92	220	2.07

*See Table 8 for explanation of method used in determining AVR.

publications the order varied. In Table 14, "Changing Times" ranked fifteenth; in Table 15 it ranked fourteenth. In Table 14, "S.R.A. Higher Education Planning Kit" ranked sixteenth; in Table 15 it ranked fifteenth. The only publication to drop in its ranking was "N.V.G.A. How to Visit Colleges." In Table 14 it ranked fourteenth and had a total Average Value Rating of 1.81. In Table 15 it ranked sixteenth and had a total Average Value Rating of 1.77.

The reader can clearly see that the respondents were quite consistent with their evaluations of the publications used and their effectiveness.

Table 16 refers to an item of the questionnaire which requested information about certain locations in the school and to what extent they were being used in assembling and distributing pre-college guidance materials.

One can see that the counselor's private office is the most widely used location for assembling and distributing pre-college guidance materials (total Average Value Rating of 4.29). Part of the guidance suite is ranked second with a total Average Value Rating of 3.93, and ranked third with a total Average Value Rating of 3.46 is the school library. Perhaps because they lack physical facilities, the local schools indicated an Average Value Rating of 3.01 (3 equals "some") for the classroom while both the city and exempted village schools gave this location a "little" rating. There appeared to be a general consensus of opinion that the

TABLE 16

EXTENT TO WHICH CERTAIN LOCATIONS IN THE SCHOOL ARE USED IN ASSEMBLING AND DISTRIBUTING PRE-COLLEGE GUIDANCE MATERIALS

Locations	City (N=182)		Exempted V11. (N=31)		Local (N=89)		Total (N=302)	
	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
School library	179	3.46	31	3.10	84	3.57	294	3.46
Principal's office	158	1.75	31	1.97	77	1.88	266	1.81
Part of the guidance suite	167	3.97	28	3.79	74	3.88	269	3.93
Counselor's private office	168	4.28	28	4.11	83	4.36	279	4.29
Classrooms	147	2.61	26	2.69	71	3.01	244	2.74

*See Table 8 for explanation of method used in determining AVR.

principal's office is not the location for assembling and distributing pre-college guidance materials.

If pre-college guidance materials are to be kept current, orderly, and available, some specific person must assume this responsibility. Table 17 shows the data from the response to an item which asked who that person was.

The reader will note that 297 schools gave the counselor a total Average Value Rating of 4.74, and all but five schools responded to this question. This is a clerical job that is necessary and because of the preponderance of material on the market today could consume much of a counselor's valuable time. This writer has already suggested in Chapter II that capable students or members of the Parent Teacher's Association could certainly assist in this area.

Table 18 ranks, according to priority, the pre-college guidance responsibilities which a school counselor has. It should be noted that "one" is the highest possible rank while "six" is the lowest."

Helping students become aware of prediction for academic success was given first priority by city, exempted village, and local schools. Writing letters of recommendations to colleges was ranked second by all groups, and in third position was parental conferences regarding pre-college guidance. Working closely with college admissions counselors was relegated to a fourth position, while evaluating pre-college

TABLE 17

EXTENT TO WHICH CERTAIN PEOPLE HAVE RESPONSIBILITY FOR DISTRIBUTING PRE-COLLEGE GUIDANCE MATERIALS

People	City (N=182)		Exempted V11. (N=31)		Local (N=89)		Total (N=302)	
	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
Counselor	181	4.77	30	4.60	86	4.72	297	4.74
Librarian	169	3.01	29	2.86	85	2.99	283	2.99
Principal	139	2.00	24	2.33	65	2.25	228	2.17

*See Table 8 for explanation of method used in determining AVR.

TABLE 18

PRIORITY OF PRE-COLLEGE GUIDANCE RESPONSIBILITIES FOR THE SCHOOL COUNSELOR

	City		Exempted Vil.		Local		Total	
	Number	Mean Rank*	Number	Mean Rank*	Number	Mean Rank*	Number	Mean Rank*
Help student become aware of prediction for academic success	148	1.97	28	1.46	69	1.71	245	1.84
Write letters of recommendations to colleges	146	3.11	27	3.37	69	3.06	242	3.12
Parental conferences regarding college guidance	149	3.38	26	3.50	67	3.54	242	3.43
Work closely with college admissions counselors	145	3.37	28	3.50	66	3.79	239	3.50
Evaluate pre-college guidance activities	144	4.33	27	4.22	67	4.03	238	4.19
Give college entrance exams	146	4.74	27	5.26	71	4.59	244	4.75

*Forward rank: Where "one" is the highest possible rank, "six" is the lowest possible.

guidance activities and giving college entrance examinations ranked fourth and fifth respectively.

It would appear that parental conferences would have received a higher priority than the number two position accorded to the writing letters of recommendations to colleges. Also, the working closely with college admissions counselors seems of sufficient import to be ranked among the first three. This writer would concur with the first priority chosen but would suggest ranking parental conferences second and rank the working closely with college admissions counselors in third position. The remaining three items are somewhat clerical in nature and could be ranked as writing letters of recommendation fourth; evaluating pre-college guidance activities fifth; and giving college entrance examinations sixth.

Part .6--College Admissions Counselor's Role in Pre-College Guidance

Table 19 gives some indication whether secondary schools are engaging in professional activities which are pertinent to the pre-college guidance area. From these data it appears that city schools hold membership in and attend more pre-college guidance professional activities than do either exempted village or local schools. Although, to date, none of the three types of schools shows a real strong interest in professional organizations, the failure on the part of the part of both exempted village and local schools to identify

more with a professional group like the Association of College Admissions Counselors, or even the state branch of this organization, is difficult to explain.

TABLE 19

POSITIVE RESPONSE TO PRE-COLLEGE GUIDANCE PROFESSIONAL
ACTIVITIES: MEMBERSHIP IN, AND ATTENDANCE OF

Item	Type of School							
	City		Exempted Village		Local		Total	
	No.	%	No.	%	No.	%	No.	%
School is a member of the Association of College Admissions Counselors	68	38	5	16	15	8	88	29
School is a member of the Ohio Association of College Admissions Counselors	67	37	6	19	14	7	87	29
Attended the meeting of the Ohio Association of College Admissions Counselors held the Spring of 1962	43	24	3	10	11	6	57	19

When questioned about their attendance at the six regional college admissions conferences, held in the fall of 1961 and in 1962, the following results, as shown in open-faced table below, were tabulated.

These regional conferences are held for the purpose of improving school-college communications and the need to acquaint school counselors with admissions procedures. It is somewhat difficult to understand the failure on the part of

the various schools to attend conferences which could provide vital pre-college guidance information.

TABLE 20

TWO YEAR RECORD OF ATTENDANCE AT REGIONAL
COLLEGE ADMISSIONS CONFERENCES

<u>Time</u>	<u>City</u>	<u>Exempted Village</u>	<u>Local</u>	<u>Total</u>
Fall of 1961	45	6	22	73
Fall of 1962	41	9	24	74
Attended both	72	13	25	110

Table 21 shows to what extent college admissions counselors become involved in the high schools pre-college guidance programs. It appears quite unanimous by all three types of schools that preliminary arrangements are now made by college admissions counselors before they visit a school. A total of 82 per cent of the three types of schools permit students to be excused from classes to meet with the college admissions counselor. Only 10 per cent of the schools which responded allowed college admissions counselors to talk to entire classes. In 1950, this writer made a survey and found that 25 of 65 responding schools allowed this practice.¹¹⁹

The data compiled in Table 22 clearly shows that most schools in this survey prefer the eleventh grade as the time

¹¹⁹ Kirker, op. cit., p. 22.

TABLE 21

POSITIVE RESPONSE TO WHICH COLLEGE ADMISSIONS COUNSELORS
BECOME INVOLVED IN THE HIGH SCHOOL PRE-COLLEGE
GUIDANCE PROGRAM

Item	Type of School							
	City		Exempted Village		Local		Total	
	No.	%	No.	%	No.	%	No.	%
College admissions counselors inform schools in advance of their plan to visit	180	99	30	97	83	93	293	97
Students are excused from class to meet with a college admissions counselor	152	84	26	83	71	80	249	82
College admissions counselors talk to entire class	18	10	2	6	9	10	29	10

for the first allowing students the opportunity to meet with a college admissions counselor. One hundred and sixty-six schools (55 per cent) of the 302 responding schools selected the eleventh grade. Fifty-three schools (18 per cent) selected the tenth grade and fifty schools (17 per cent) selected the twelfth grade.

Table 23 refers to the use of the College Admissions Center located in Evanston, Illinois by those high schools which responded to the question. Of the three types of schools, a total of 42 per cent indicated that they had referred students to this Center. The local schools had the lowest percentage (34 per cent), and the exempted

TABLE 22

GRADE LEVEL WHEN STUDENTS FIRST HAVE THE OPPORTUNITY
TO MEET A COLLEGE ADMISSIONS COUNSELOR

Per cent of schools responding

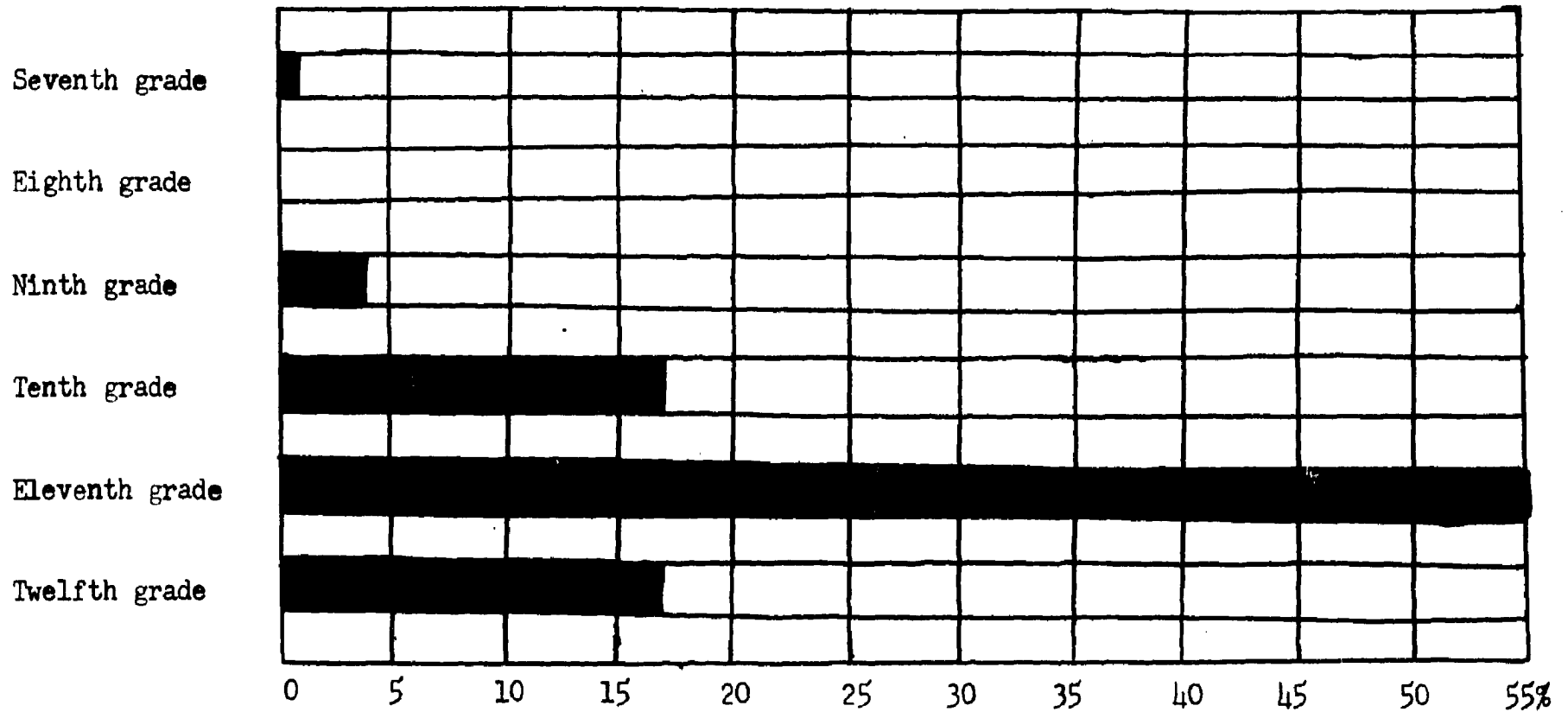


TABLE 23

POSITIVE RESPONSE TO WHICH THE COLLEGE ADMISSIONS CENTER
IN EVANSTON, ILLINOIS IS USED

Item	Type of School							
	City		Exempted Village		Local		Total	
	No.	%	No.	%	No.	%	No.	%
Have referred students to College Admissions Center located in Evanston, Illinois	81	45	14	45	31	35	126	42

village schools had the highest (47 per cent). This Center has been in operation over three years and is a "clearing house" through which students and colleges are brought together in a simple, effective, and inexpensive way. It is sponsored by the Association of College Admissions Counselors.

The data in Table 24 show to what extent material published by the Association of College Admissions Counselors is used. City schools, understandingly, utilize all three items listed in this table more than do exempted village or local schools. The total Average Value Rating of 2.26 shows that the "Handbook" is ranked number one and then the Journal with a total Average Value Rating of 2.09. The 1.67 total Average Value Rating shows that the Association of College Admissions Counselors Application Blanks are hardly used at all. Whereas, the College Admissions Center is a relatively new service, these data are understandable, especially

TABLE 24

EXTENT TO WHICH MATERIAL PUBLISHED BY THE ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS,
SPONSOR OF THE COLLEGE ADMISSIONS CENTER IN EVANSTON, ILLINOIS, IS USED

Item	City (N=182)		Exempted Vil. (N=31)		Local (N=89)		Total (N=302)	
	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*	Number respond- ing to Item	AVR*
Association of College Admissions Counselors Journal	154	2.20	24	1.63	71	1.86	249	2.09
Association of College Admissions Counselors Handbook	157	2.46	25	1.56	72	1.93	254	2.26
Association of College Admissions Counselors Application Forms	151	1.74	25	1.68	72	1.51	248	1.67

*See Table 8 for explanation of method used in determining AVR.

regarding the item dealing with Application Blanks. However, in the opinion of this writer, this situation should soon change and greater use will be made of the services extended by the Association of Admissions Counselors by Ohio schools. It is noteworthy to remember that in 1960, the first year the College Admissions Center opened, it only registered 629 students. In 1962 about 10,000 students sought out its services.

Part 7--Problems and Suggestions in
the Area of Pre-College Guidance

The respondents were given the opportunity to reflect on the following questions: (1) What problems do you encounter in the area of pre-college guidance? (2) What suggestions would you make for the improvement of pre-college guidance? (3) In what area could the college perform its greatest service to you, a counselor working with prospective college students? (4) Do you feel that the college admissions people with whom you have had some contact are more inclined toward "recruiting" for their respective institutions rather than acting as a resource person within the pre-college guidance program?

An amazingly large number of respondents took the time and opportunity to reflect upon the above four questions, and although it took this writer many long hours to read through at least two hundred questionnaires and record the answers, it was extremely worthwhile. Many problems and

suggestions were identified by the respondents with some frequency and these will be emphasized as being salient remarks that can give direction to the planning of a pre-college guidance program for secondary schools.

1. What problems do you encounter in the area of pre-college guidance? The problem identified with the greatest frequency dealt with "lack of time." Over 50 respondents expressed their frustration in not having the necessary time for personal counseling with students, parents, and students and parents. Even group procedures seemed to be suffering because of this common complaint which confront most counselors. The Guidance in Ohio study also found this item to be the most frequently mentioned when they asked about weaknesses in the guidance programs.¹²⁰

The matter of students needing financial aid and parental ignorance of today's cost of higher education ranked second in identifiable responses. Over thirty respondents felt this problem was quite acute in view of today's demands for attaining a college education. Parents should be made aware early of the high costs involved in financing a child's education in order to plan wisely for the future.

The problem of procrastination, students and parents waiting until the last moment to try and complete college

¹²⁰Peters et al., op. cit., p. 157.

plans, was identified by over twenty-five respondents.. Closely aligned to this particular problem, and recognized by twelve people as a problem, was the apathy shown by students who were perfectly willing to let the counselor select even the college for him.

The following list presents a further breakdown of problems as stated by the respondents and also the frequency of this problem as could be discerned by this writer.

1. Time--lack of time to work with student, parent and student and parent; lack of time for group procedures. *62)
2. Students need financial help; parents don't know cost of education. (39)
3. Students and parents wait until the last minute to complete plans despite counseling. (29)
4. Students who wish to attend college but do not have the ability; realistic selection by student and parents. (29)
5. Apathy of students who do not realize they have to decide and plan, not the counselor. (12)
6. Multiple applications and admissions examinations; need uniformity. (10)
7. Receiving accurate information from colleges concerning financial aid. (9)
8. Uncertainty as to courses to follow and college to attend. (9)
9. Motivation. (9)
10. College admissions data frequently changed; high schools not always informed. (8)

*The numbers in the parentheses denote the number of times this problem was stated as discerned by this writer.

11. Parental influence on college choice. (8)
12. Parents not interested. (8)
13. Resistance to college from low socio-economic families. (7)
14. Help students get a realistic picture of college; do not select college on the basis of its name. (6)
15. Communications between students-parents-counselor. (5)
16. Awareness for early planning. (5)
17. Colleges publish misleading information. (4)
18. Getting information to students and parents. (4)
19. Students lack knowledge of study habits and academic excellence needed in college. (3)
20. The value of a liberal art education. (3)

2. What suggestions would you make for the improvement of pre-college guidance? Twenty-five respondents felt that college planning should begin early, and it appears significant that this suggestion was stated twice as many times as the item that was ranked second. Most of the people who commented on this matter felt that somewhere between grades eight and ten would be a good place to introduce pre-college guidance.

The suggestion which ranked second and appeared twelve times was the matter of having students and counselors visit college campuses in order to get a genuine impression of the colleges. "The opportunity to get a first-hand experience would far outweigh a College Day held by the high school," was

one of the several viewpoints expressed by those who reacted to this question.

Twelve respondents stressed the necessity of involving parents more if improvements were really expected. Pre-college counseling must involve parents, for they are the ones who will contribute the major portion of the funds necessary to finance the student's higher education.

Once again, the respondents showed a concern about the "lack of time" to carry on an effective pre-college guidance program as ten suggestions referred to the need for more guidance personnel and time.

Nine respondents suggested the standardization of college tests. Eight people suggested the standardization of entrance requirements. As this writer labored through the many written comments in Part 7 of the questionnaire, he became increasingly aware that most of the respondents, in some form or other, were pleading for standardization and uniformity of tests, admissions forms, catalogs, bulletins, and most of the other materials which colleges send out to high schools. Parallel with this suggestion was also the plea for clarity and conciseness of all materials.

The following list presents other valuable suggestions and the frequency with which they occurred.

1. College planning should begin early. *(25)

*The numbers in the parentheses denote the number of times this problem was stated as discerned by this writer.

2. Have "high school days" on college campuses; students and counselors should visit colleges. (12)
3. More parent involvement. (12)
4. More guidance personnel and time needed. (10)
5. Standardize college testing. (9)
6. More group guidance. (9)
7. Start exploring college requirements early. (8)
8. Information from colleges that students can easily understand and use themselves. (8)
9. Standardize entrance requirements. (8)
10. More interviews with admissions counselors. (8)
11. More pre-college counseling on the high school level. (7)
12. Specific entrance requirements. (5)
13. Continue regional college conferences. (4)
14. A budget is needed for pre-college program. (4)
15. Provide high school counselors with college profile. (4)
16. Orientation period once a week; regular time for pre-college guidance. (3)
17. Standardize catalogs. (3)
18. Seminar course for high school counselors on pre-college guidance. (3)
19. Better understanding of pre-college guidance by high school administrators and teachers. (3)
20. Colleges should require acceptance interviews. (3)

3. In what area could the college perform its greatest service to you, a counselor working with prospective college students? The visits by college admissions counselors was identified by twenty-four respondents as the greatest service colleges could possibly perform, and they were desirous that it should continue. This observation was re-enforced by the high percentage of respondents who viewed the college admissions counselor's role, when answering question four, as that of a resource person.

Being more specific and standardizing admissions procedures was rated by twenty people as an important service which colleges could render. Once again, the matter of standardization, uniformity, and brevity appeared with some regularity throughout the answers to this question.

A rather recent innovation, in the area of pre-college guidance, is the freshman profile which many colleges now develop and send out to high schools. Evidently, this is an effective guidance tool, for nineteen respondents gave positive reactions toward this technique.

The "Ohio College Notebook" which is published by the Division of Guidance and Testing, State of Ohio Department of Education, received many favorable comments by eighteen respondents. They felt this publication was of inestimable value in summarizing requirements of the various colleges throughout the state. Another eighteen respondents requested that colleges keep them informed, for at least the freshman

year, as to the progress of those students who entered college from their respective high schools.

According to sixteen respondents, colleges could perform their greatest service if they would supply counselors with accurate up-to-date information. Fifteen people felt that the promotion of publications that would give the real facts about financial aid would be of great service to them.

The following list shows other areas in which colleges could serve the counselor who is working with prospective college students.

1. Visits by college admissions counselors. *(24)
2. Being more specific about admissions standards and standardizing them. (20)
3. Freshman profiles should be sent to high schools. (19)
4. Prepare an admissions summary as is found in the "Ohio College Notebook" and send to high schools. (18)
5. Colleges should send a report of students' progress. (18)
6. Supply counselors with accurate up-to-date information (16)
7. Promote publications giving the real facts about financial aid. (15)
8. Clearly state in written material the areas in which a college is strong. (9)
9. Standardize applications and other forms. (7)
10. Colleges should invite counselors to visit them. (6)

*The numbers in the parentheses denote the number of times this problem was stated as discerned by this writer.

11. Clarify and condense catalogs. (6)
12. One national testing program; unify testing. (6)
13. Continue regional conferences. (6)
14. Disseminate more information by film. (6)
15. Have College Days on college campuses. (5)
16. Counselors should have more direct contact with college admissions people. (4)
17. College admissions people could impress the necessity of good study habits. (4)
18. Colleges could show greater interest in average students. (3)
19. Colleges could prepare materials to introduce college to eighth and ninth graders. (3)
20. Colleges could standardize recommendation forms. (3)

4. Do you feel that the college admissions people with whom you have had some contact are more inclined toward "recruiting" for their respective institutions rather than acting as a resource person within the pre-college guidance program? Two hundred and forty-four people (81 per cent) answered this last question. Of this number 59 per cent voiced a definite "no" to the question and 22 per cent answered "yes." It should be noted that quite a few of those who answered in the affirmative often qualified their responses by suggesting that they saw no particular harm in a person "strongly representing his college," or "most of the time" he was a resource person.

Listed below are some of the comments counselors made regarding the positive feelings they had toward college admissions people.

1. Representatives of colleges are fine resource people.
2. The majority present a true picture of college.
3. Doing an excellent job; helpful and unbiased.
4. Explain other colleges if familiar.
5. Dispense good general information.
6. Found them counselors in true sense of word; gracious and hard working.
7. Almost always frank and clear.
8. Ohio admissions men are to be commended for their basically fine approach and help.
9. Few such admissions personnel left. Majority are very generous of their experience and knowledge in their desire to help students and aid counselors.
10. Professional and helpful.
11. Ones I work with do an excellent job.
12. Each year the emphasis shifts away from the recruiting and leans more toward the informational and resource aspect.
13. Trend in recent years has been to recruit only a select group.

Listed below are some of the comments counselors made regarding the negative feelings they had toward college admissions people.

1. Most are recruiters.
2. This is only natural.

3. Definite relationship between Scholastic Aptitude Test scores and amount of recruiting.
4. Normal, can't be objective because constantly singing the praises of their own college.
5. At times.
6. Expect this; have recruited for themselves as well as acting as a resource person; we appreciate them.

CHAPTER V

A PLAN FOR PRE-COLLEGE GUIDANCE IN SECONDARY SCHOOLS

The purposes of this study were twofold: (1) to discover the scope of pre-college guidance in Ohio high schools, and (2) to propose a plan for pre-college guidance based upon a survey and a review of the literature. By utilizing the questionnaire method and developing frequency tables from the collected data, the first purpose was accomplished and is enclosed in the preceding chapter.

This chapter, then, will deal with the second purpose and present a plan for pre-college guidance. The ideas proposed in this plan evolve primarily from the findings which resulted from a review of the literature and the data received from 302 questionnaires. Because of the experience which this writer has had as a college admissions worker, a high school counselor, and a teacher, it is only natural that some of the ideas in this plan will reflect his own experience in the area of pre-college guidance.

It should be understood at the beginning of this proposal that no one plan is suitable for all secondary schools, and that each school should try and develop a plan

that will take into consideration its individual locale, needs, organization, personnel, and size. Yet, certain common activities, publications, and practices should appear at the various grade levels if pre-college guidance is going to help effect a satisfactory college decision.

As the literature was reviewed and the data from the questionnaires were processed, certain activities, publications, and practices were identified as those most often used and found to be effective.

The following plan, then, has incorporated most of these findings and periodically the reader will be referred to the tables in Chapter IV as well as the review of literature in Chapter II in order to point out sources from where this writer drew his ideas.

First, a Philosophy

I. A Proposed Pre-College Guidance Philosophy

- A. Pre-college guidance endeavors to assist individuals in making realistic plans and adjustments for higher education. Colleges, through their college admissions counselors, play a supporting role in this process. However, the main functions of pre-college guidance are always the responsibilities of the high school. As a guidance service, it is primarily concerned with the welfare of the college bound student.
- B. This writer recognizes the individual peculiarities of each school and therefore did not attempt to propose a lengthy philosophy. This above proposed philosophy should be considered as a "spring board" for those schools desirous of initiating a pre-college guidance program.

As indicated in Chapter II of this study, under the section entitled Pre-College Guidance Organization, all schools must first organize their ideas concerning pre-college so that their practices are based upon a sound philosophy. This should be done by a committee which is comprised of the administration, faculty, pupil personnel worker (director of guidance, counselor, teacher-counselor), and a college admissions counselor from a nearby college.

II. Proposed Pre-College Guidance Objectives

- A. To identify the academically able early.
- B. To encourage the pursuit of excellence for the college bound.
- C. To assist students to prepare themselves for college.
- D. To provide necessary information about all types of institutions of higher learning.
- E. To develop a comprehensive file of catalogs, brochures, information on financial aids, and other pre-college guidance publications.
- F. To use a variety of activities to disseminate information about colleges.
- G. To encourage parents to actively take part in the pre-college counseling process.
- H. To help students and their parents become aware of the necessary procedures to enter college and the necessary qualities to remain there.
- I. To meet with college admissions counselors and discuss their role.
- J. To provide students and parents the opportunity to meet with college admissions counselors.
- K. To encourage counselors and students to visit college campuses.
- L. To encourage students and their parents to visit college campuses, especially before a decision is made to attend a certain college.
- M. To become affiliated with, and actively participate in, professional organizations that are interested in pre-college guidance.
- N. To make follow-up studies of students attending college.
- O. To periodically evaluate the pre-college guidance program.

Table 2 in Chapter IV reveals the unbelievably low percentage of schools that recognize the need for establishing objectives for pre-college guidance programs. Most of these above objectives may be found in Chapter IV of this study under the section entitled Part 1--Objectives.

Second, A Responsible Person

- I. The Person Responsible for the Pre-college Guidance Program Has the Following Specific Functions According to Solovay:
 - A. Provide counselors with information about colleges and scholarships.
 - B. Plan group guidance meetings for students and parents to give information about colleges, scholarships, and careers.
 - C. Maintain a complete file of college, scholarships, and career materials.
 - D. Assume responsibility for processing college transcripts.
 - E. Plan and arrange for the administration of scholarship examinations which are given in school.
 - F. Assume responsibility for selection and evaluation of scholarship applicants.
 - G. Act as liaison between college and school; and also between Board of Education College Coordinating and school.
 - H. Act as chairman of Awards Committee, organizing and coordinating all graduation awards.
 - I. Record and interpret C.E.E.B. results.
 - J. Maintain college record of alumni.¹²¹

According to Table 4 in Chapter IV of this study, most schools designate the counselor as the one responsible for carrying on the above functions. However, as pressure for college admissions increases, it is likely that little time is going to be left for personal counseling. A large city school with many college bound students may require a college

¹²¹Solovay, op. cit., p. 47.

consultant or coordinator. This person would not advise every student interested in attending college but rather act as a resource person. Individual cases could be referred to him by other counselors if a particular problem arose.

Perhaps on the basis of a teacher's evidenced interest and ability in the area of pre-college guidance, smaller schools could select a member of the teaching staff to work with college bound students. This person should have released time in order to work with these students. Table 4 in Chapter IV shows that a very small per cent of these counselor-teachers are being used.

A Pre-College Guidance Plan from Grade Seven Through Grade Twelve

Plan

I. Grade Seven Orientation of Students

- A. Grade seven is not too early to present pre-college guidance.
- B. An English or a social studies teacher could develop a unit on the different phases of college life. (entrance requirements, finances, academic standards, etc.)
- C. Students could find out the colleges located in their state. A list could be made which would include the size of the college as well as those areas of study in which they are particularly strong.
- D. Students could be asked to find out what information their school library has about colleges and universities.
- E. The school library could feature books (fiction and non-fiction) depicting college life. A bulletin board could be placed in the library portraying this college theme.

Research Data Supporting Plan

Table 11 in Chapter IV of this study indicated that planned pre-college guidance programs are first introduced in either grade eight or grade nine. A review of the literature, however, suggests that grade seven is not too early to present pre-college guidance whereas preliminary ideas about going to college are formed at a very early age. The necessity of identifying the academically able early is suggested by some of the writers and gives impetus to pre-college guidance being started early. Table 1 in Chapter II and the written material which precedes this table support the theory that pre-college guidance should begin at an early age.

Table 16 in Chapter IV of this study shows that the school library is utilized considerably in assembling and distributing pre-college guidance materials.

As indicated in Chapter II of this study under the section entitled Pre-College Guidance Publications, many college publications are quite difficult to read, especially catalogs, therefore it seems advisable not to introduce them until the tenth or eleventh grade.

Plan

II. Grade Seven Orientation of Parents

- A. Parents should be involved in the pre-college guidance program.
- B. The school should notify parents when the seventh grade begins its unit on college. A mimeographed

- outline could be sent home explaining just what areas are to be covered and why.
- C. The Parent Teacher's Association or the school should hold an evening meeting in order to introduce the subject of college admissions.
 - D. A panel could be arranged and general topics such as "College Today and Yesterday" might help up-date some misconceptions.

Research Data Supporting Plan

Table 9 in Chapter IV of this study shows various media for assisting parents in developing an awareness of the pre-college guidance program.

In Chapter II of this study, under the section entitled Pre-College Guidance Awareness for Parents As Well As Students, it was pointed out that Parent Teacher's Associations shall have to be utilized more in the future in disseminating pre-college information.

Plan

III. Grade Eight Orientation of Students

- A. Each student could ask some college student, presently attending college, for a statement of what he or she considers the qualifications for success in college. If college graduates are questioned, it is desirable to have recent graduates answering the questions. The class, then, should compile a list of qualifications, placing first those most frequently mentioned. This could be done just before the Christmas holidays whereas many college students are home at this time.
- B. An interest inventory could be given sometime in February or March. This group procedure could provide the initial experience in comparing one's interest with one's ability.
- C. Shortly after the interest inventory is taken, students could select a vocation and develop a three to six page paper on it. Instructions as to the use The Reader's Guide could be given, and then it should

- be pointed out that this is one necessary tool that all college students will eventually use. Students should include the educational requirements of the vocation on which they choose to write. These papers should be shared with the rest of the class.
- D. Sometime in March or April, students should be asked to draw up a master program of what they plan to take the next four years in high school. This, of course, is done in cooperation with their counselor, teacher, and parents. At this time, they will actually list the courses they plan to take the next four years. Recommendations as to each student's ability to take ninth grade algebra, biology, and a foreign language should be made by those eighth grade teachers in related areas.

Research Data Supporting Plan

Chapter II of this study alludes to various ideas in utilizing college students within the framework of the pre-college guidance program, whenever possible. This information may be found under the sections entitled Visitation by College Alumni and Visitation by Graduates Presently Attending College.

Plan

IV. Grade Eight Orientation of Parents

- A. A few weeks before the students draw up their master plan for the next four years in high school, the Parent Teacher's Association or school should hold a meeting in order to discuss this procedure with the parents. The various courses which their children might take should be pointed out at this time. Counselors from both the high school and junior high school should be present at such a meeting as well as members of the administration and teaching staff.
- B. Written material clearly outlining all courses and specifically designating those required for entrance into college should be available at this time. The fact that some students would find it academically sound to wait until the tenth grade before they attempted algebra, biology, and a foreign language should be explained at this meeting.

- C. The Parent Teacher's Association could have an evening meeting where films of the various types of colleges could be shown. Following these films, an open discussion could take place and be led by a college admissions counselor from a state university, a privately owned college, and a church related school.

Research Data Supporting Plan

The section entitled Pre-College Guidance Awareness for Parents As Well as Students in Chapter II of this study suggests the involvement of the Parent Teacher's Association in the pre-college guidance program. Studies have shown that the forces that tend to direct a person toward college come primarily from his home and family. Table 9 in Chapter IV of this study shows the various activities which Ohio schools use for assisting parents in developing an awareness of pre-college guidance.

Plan

V. Grade Nine Orientation of Students

- A. Counselors and teachers should actively try to identify academically able students and then check their schedules to see if they are taking a college preparatory course.
- B. Counseling interviews should be scheduled with those academically able students who are not taking the college preparatory course. This matter should also be discussed with the student's parents.
- C. College clubs could be utilized as a group procedure for orientation for college. These clubs may or may not have membership requirements (student must be enrolled in a college preparatory course, must maintain at least a C average, etc.). Included in the club's activities could be: visits by college admissions counselors, discussions pertaining to college life, costs, financial aid, part-time work, and a Christmas party where college students home for vacation could be invited to discuss their experiences.

- D. Early in the school year, the counselor or teacher should present the necessity of attaining a good academic record during the student's four years in high school. Students should be encouraged to seek out help in order to improve their study skills.
- E. English or social studies classes could require a theme from each student entitled "Is College for Me?"
- F. The publication "Toward College in Ohio" could be introduced at this grade level.
- G. During this grade level, the counselor and the teacher should study the student's progress and begin to develop insight into the kind of college which might best suit the student. For example, if he shows a strong inclination in the area of mathematics, maybe a school of engineering could be considered.
- H. Bulletin boards throughout the high school could occasionally be used for attractive displays that would feature college admissions. Some writers suggest that members of the Parent Teacher's Association could be responsible for keeping bulletin boards updated with college information. Responsible senior students could also be used.
- I. Group counseling procedures could take place during a college night that would include both student and parent. The groundwork for sound individual counseling can and should be laid by intelligent group counseling.
- J. The college night being proposed for this grade level should be presented during the spring of the year. It should not be as elaborate in its preparation or presentation as those that might be held for juniors and seniors. Students should be briefed beforehand as to those areas which will be covered, and parents should receive the same information in writing. A panel presentation would serve the purpose at this grade level, and speakers could be given general areas regarding college admissions. The necessity of developing good study habits and grades during the student's high school career should be emphasized by the speakers.

Research Data Supporting Plan

The reader may wish to refer to the section entitled Importance of the Study in Chapter I of this research. Here the necessity for identifying the academically able student and encouraging them to consider a college education is

clearly pointed out. Some writers feel that this identification should begin in the elementary grades.

Although College Clubs have been suggested as an activity in the area of pre-college guidance, they were rated quite low by the respondents to the questionnaire (see Tables 12 and 13 in Chapter IV). Writers in the field speak quite highly of this activity and as indicated in Chapter II of this study, under the section entitled College Club, some schools have identified this activity as a group procedure which may be used as one medium for orientation for college.

The publication "Toward College in Ohio" ranked third among sixteen publications which respondents to the questionnaire were asked to evaluate (see Tables 14 and 15 in Chapter IV). The authors of this booklet feel that the information contained within its pages should be made available to students in the freshman and sophomore years. Distribution of this publication is made without charge to the high schools in Ohio and copies may be ordered from the Secretary, Ohio College Association, Ohio Wesleyan University, Delaware, Ohio.

The section entitled Group Pre-College Counseling in Chapter II of this study points out that this activity is being used more and more in the area of pre-college guidance. Tables 12 and 13 in Chapter IV show that group counseling ranked third among nine activities used and found effective in pre-college guidance.

The College Night activity has changed in structure during the past few years. Whereas it was quite popular twelve years ago, Tables 12 and 13 in Chapter IV of this study show that it is losing ground. The College Night which is recommended as a pre-college guidance activity at the ninth grade level departs from the "bazaar atmosphere" that has been identified with College Nights in the past years, and instead utilizes group procedures and sound guidance principles.

Plan

VI. Grade Nine Orientation of Parents

- A. Those parents of academically able students who are not pursuing the college course should be apprised of this situation. Counseling interviews should be arranged.
- B. The Parent Teacher's Association could sponsor one or two evening meetings which would involve topics regarding college admissions. The matter of college finances could be presented at this grade level to the parents. A financial aids officer from some college would be a good person to have on the program.
- C. Parents should receive invitations to attend the College Night which would be held in the spring of the year. Written material outlining the activities of the evening should also be sent to parents.

Research Data Supporting Plan

The reader can see by checking Table 9 in Chapter IV of this study, that the respondents to the questionnaire rated the counselor contact as number one as an activity used for assisting parents in developing an awareness of pre-college guidance.

In Chapter II of this study, under the section entitled Pre-College Guidance Awareness for Parents As Well As Students, the matter of parental awareness of the high cost of college education today is emphasized.

Plan

VII. Grade Ten Orientation of Students

- A. At this point in the student's career, the school (administration, teachers, and counselors) should be able to better ascertain the student's college potential. By this time, counselors and teachers will know whether they should recommend a student take more or less mathematics, science, and foreign language.
- B. Beginning in the fall, the public address system could be used to suggest that students take advantage of the pre-college counseling interviews available and schedule their interviews as soon as possible.
- C. Group counseling activities, related to college admissions, could be presented. For example, a discussion of financing one's college education could be valuable. Such a discussion could be held during a homeroom period or during a College Club meeting.
- D. Students should be informed as to the location of the college guidance files and encouraged to peruse some of the reference books and catalogs.
- E. Bulletin boards, presenting college information, should be interestingly rendered and placed in strategic locations throughout the school.
- F. The "Ohio College Notebook" which is published by the Division of Guidance and Testing, State of Ohio Department of Education, could be utilized by the counselor or teacher at this grade level. This would be done in conjunction with pre-college counseling. It should be understood that this notebook is not to be used directly by students in order to prevent misinterpretations of some of the information.
- G. Students should be encouraged to attend a College Night similar to the one held in the spring of their freshman year.

Research Data Supporting Plan

According to Table 18 in Chapter IV of this study, the first pre-college guidance responsibility a school counselor has is to help students become aware of their predictions for academic success.

Table 8 in Chapter IV of this study shows that the respondents to the questionnaire did use the public address system, considerably, for assisting pupils in developing an awareness of pre-college guidance services available.

Table 10 in Chapter IV shows what Ohio high schools are doing in helping their pupils to develop an awareness of the various forms of financial aid available for attending college. The written material immediately preceding and following this table could help structure any discussion regarding college finances.

Table 16 in Chapter IV of this study indicates the preferred locations, as rated by the respondents to the questionnaire, used in assembling and distributing pre-college guidance materials.

The section entitled In what area could the college perform its greatest service to you, a counselor working with prospective college students? in Chapter IV of this study points out the popularity of the "Ohio College Notebook" among Ohio high school counselors responsible for pre-college guidance in their respective schools.

Plan

VIII. Grade Ten Orientation of Parents

- A. During the fall of the year, most schools hold an open house. Part of each teacher's presentation could be devoted to the subject of college admissions.
- B. Teachers should urge parents to contact the school counselor, or whoever is in charge of pre-college guidance and discuss this matter with that person.
- C. Parent Teacher's Associations could again devote one or two of their meetings to include a discussion relevant to college admissions or college life. One discussion might include the topic of college entrance examinations, for the following year some of their children might be taking preliminary college entrance examinations. This discussion could be led by the school psychologist or counselor.
- D. Parents should be encouraged to discuss college plans with the counselor and also with their children.

Research Data Supporting Plan

In Chapter II of this study, under the section entitled Pre-College Guidance Awareness for Parents As Well as Students, it is evident that many writers feel that pre-college counseling is as necessary for the parents as it is for the students. During these counseling periods with the parents, counselors could also make use of the "Ohio College Notebook."

Plan

IX. Grade Eleven Orientation of Students

- A. College catalogs and other college publications could be introduced at this grade level. A regular period of time should be established in order to study these publications and understand them as thoroughly as possible. Both individual and group counseling sessions could be used for this purpose.

- B. Group procedures could be used in order to present information on how one applies for admission to college, scholarships, and the College Admissions Center in Evanston, Illinois.
- C. Other reference books pertaining to college admissions could be discussed at this grade.
- D. College bound students in some high schools take preliminary tests in the fall of their junior year. Counselors and teachers should do all they can to prepare students academically and psychologically for college entrance examinations.
- E. Arrangements should be made for having college admissions counselors meet with students individually and also in small groups. These interviews should be arranged, if possible, so that students need not be excused from class.
- F. Counselors should also arrange to have personal interviews with college-admissions counselors who visit their schools.
- G. Campus visitations, to nearby local colleges, might be instituted at this grade level. These visitations should include the attending of an actual college class, if possible.
- H. At the end of the student's junior year, the teacher or counselor should determine a class standing for all students. This standing would be based on all the grades the student has received since entering the ninth grade.
- I. An unofficial transcript could be made available for the student and his parents. This transcript could also include class standing and scores of any college entrance examinations the student might have taken to date.
- J. Juniors could be invited to a program that involves college students who have recently graduated from high school. This program could be held just before Christmas vacation and sponsored by the Senior Class or College Club.
- K. Counselors or teachers should again discuss the matter of financing a college education and encourage students to now try and identify the college of their choice.

Research Data Supporting Plan

Though college catalogs and admissions brochures are very popular for disseminating pre-college guidance information (Tables 14 and 15 in Chapter IV of this study), care and

discretion should be exercised when this type of publication is utilized. The section entitled Pre-College Guidance Publications in Chapter II of this study warns about the objective approach that such publications fail to use. Also, the college catalog is often considered as being too detailed, difficult to read, and lacking in objectivity.

The tremendous number of students now making use of the College Admissions Center is pointed out in Chapter I of this study under the section entitled Background for the Study. Table 23 in Chapter IV of this study shows, however, that many Ohio high schools are not making use of this Center or are unfamiliar with it.

Tables 14 and 15 in Chapter IV of this study indicate the popularity of such publications as "Lovejoy's College Guide" and Feingold's book entitled "Scholarships, Fellowships, and Loans." Such books should be made available to students and parents.

According to Tables 12 and 13 in Chapter IV of this study, personal and group counseling are very popular for disseminating pre-college guidance information.

According to Tables 12 and 13 in Chapter IV of this study, having college admissions counselors meet with students individually or in groups is popularly accepted as an activity for disseminating pre-college guidance information. These interviews should be arranged, if possible, so that students need not be excused from class. Though this may be

desirable, most schools do excuse students as shown on Table 21 in Chapter IV of this study.

The section entitled Visits by College Admissions Counselors in Chapter II of this study suggests that high school counselors should arrange to have personal interviews with college admissions counselors who visit their schools.

Further information concerning campus visitations is included in the section entitled Visits to Campus. This may be found in Chapter II of this study. Although Ohio schools do not use this activity too often, its effectiveness was noted by those who responded to the questionnaire (see Tables 12 and 13 in Chapter IV of this study).

Ohio counselors ranked visits by high school graduates as fourth among nine activities which are used for disseminating pre-college guidance information (see Tables 12 and 13 in Chapter IV of this study). A description of such an activity may be found in Chapter II of this study under the section entitled Visitation by Graduates Presently Attending College.

As shown in Table 10 of this study, Chapter IV, Ohio counselors stress the item of scholarships more than they do loans as a way of financing one's college education. The writer questions this whereas scholarships are limited in number and amount.

Plan

X. Grade Eleven Orientation of Parents

- A. At least two of the meetings of the Parent Teacher's Association should be devoted to various subjects relevant to college admissions. One meeting, early in the school year, should consider the subject of college entrance examinations. This should coincide with the student's orientation and first exposure to such an examination. This would provide for the necessary flow of communication between the school and the home.
- B. The matter of scholarships, loans, grant-in-aids, and employment should also be discussed. The Parent Teacher's Association might consider the possibility of establishing a scholarship.
- C. Parents should be encouraged to meet with college admissions counselors. This could be done after school hours when they could meet individually with the college person or as a group. The necessity of more parent involvement in the pre-college guidance program was emphasized by those people responding to the questionnaire.
- D. Parents could be invited to attend the Christmas activity which involves college students who have recently graduated from the high school. The Parent Teacher's Association could make the necessary arrangements for refreshments and perhaps cooperate with the Senior Class or College Club to sponsor this activity.
- E. Parents should be encouraged to visit colleges with their children. Some colleges have a High School Day which extends an invitation to both parents and children to spend some time on their campus.
- F. Parents should receive invitations to meet with the counselor or teacher in order to discuss college plans, and to make some tentative decisions before the student's senior year.

Plan

XI. Grade Twelve Orientation of Students

- A. It is important that college bound students narrow down their choice of colleges and identify a single preference as well as two alternate selections.
- B. Further pre-college counseling with the counselor and college admissions counselor should help the student in his process of selection.

- C. A visit to the college campus should be made before students and their parents make a decision regarding the college to attend.
- D. The necessity of taking college entrance examinations is again publicized and the public address system as well as the bulletin board can help keep students informed as to the time and place they will be given.
- E. Individual and group counseling, relevant to college entrance examinations, should be encouraged.
- F. In early fall, students should be reminded to send in all their application papers to the college of their choice. As soon as the student informs the high school of the college he plans to attend, the high school is, then, responsible for sending the necessary information promptly to that college.
- G. Just before Christmas vacation, the Senior Class could sponsor a program which involves former high school students who are currently attending college. This type of activity should stress the importance of study requirements in college. Juniors could be invited to attend this activity. Parents and teachers should also receive invitations.

Research Data Supporting Plan

The importance of selecting which college to attend and of making sure that the student assumes the responsibility for self-determination is emphasized in Chapter II of this study under the section entitled One-to-One Pre-College Counseling

In Chapter IV, when Ohio counselors were asked, What suggestions would you make for the improvement of pre-college guidance?, campus visitation was strongly urged. One counselor expressed it this way, "The opportunity to get a firsthand experience would far outweigh a College Day held by the high school."

Plan

XII. Grade Twelve Orientation of Parents

- A. Further pre-college counseling should be encouraged for both parents. These sessions should involve the college admissions counselor.
- B. Both parents should be encouraged to visit the campus of the college which the student desires to attend. This should be done before the final decision is made.

CHAPTER VI

SUMMARY, FINDINGS, AND RECOMMENDATIONS

This chapter presents a summary of the purposes, procedures, findings, and recommendations of this survey.

Purposes of the Study

The purposes of this study were (1) to discover the scope of pre-college guidance in Ohio high schools, and (2) to propose a plan for pre-college guidance based on this survey and a review of literature.

Procedures

In order to give direction to the development of a questionnaire, literature was reviewed to determine what educators and other professional people identified as being important in the area of pre-college guidance. Members of the Staff of the Division of Guidance and Testing in the State Department of Education, as well as Joe Jefferson, Executive Secretary of the Association of College Admissions Counselors, were also contacted to secure further ideas which could be incorporated into the questionnaire.

Several revisions of the questionnaire were made. In the fall of 1962, the revised questionnaire was mailed with

an accompanying letter to 340 secondary schools throughout Ohio. These schools were selected on the basis of having a student population of 500 or more. This particular cut-off was used because it was thought this size school would be more likely to have an organized guidance program.

Four post card follow-ups were made in order to secure a greater response. During the regional college admissions conferences held throughout the state in late September and October, 1962, members of the Division of Guidance and Testing of the State Department encouraged educators present to participate in this study and to return the questionnaires as soon as possible. Of the 340 questionnaires sent out, 302 were returned, or an 89 per cent response.

The investigator of this study conferred with members of The Ohio State Statistical Laboratory and worked out the details necessary for coding the information on the returned questionnaires. This was done in order to make use of the International Business Machine process. Except for the card punching, the work of coding most of the questionnaires was done by this writer.

This information was then transferred to tables which are found in Chapter IV of this study. A frequency distribution was the method used for grouping data. Percentage was computed for questionnaire return and for various parts of the questionnaire. Because it was an original survey it seemed prudent to use this treatment in order to give a

lucid and understandable profile of what Ohio high schools are doing in the area of pre-college guidance.

Findings

On the basis of the frequency of responses made to the various questions asked, the following findings seem important:

1. Only 11 per cent of the 302 responding schools reported that a statement of objectives had been formulated for their pre-college guidance program. Two hundred and sixty-seven schools did not respond to this question.

2. Pupil personnel people such as counselors, directors of guidance, and counselor-teachers were generally in charge of pre-college guidance programs.

3. All three types of schools (city, exempted village, and local) indicated that some time should be devoted to pre-college guidance in relation to the total guidance program. However, both the city and exempted village schools felt the need to allow more time in this area than did the local schools.

4. All schools indicated that fall was the period of time when they placed the greatest emphasis on pre-college guidance.

5. It appeared that of the money budgeted for pre-college guidance, most of it was used to purchase standardized tests relevant to college admissions. Most schools did not budget money for the purpose of allowing high school counselors to visit different college campuses in order to obtain first hand information. Of the 302 schools responding, sixty-six per cent stated that they received financial support from the National Defense Educational Act.

6. Counselor contact was the foremost activity used for assisting students and their parents in developing an awareness of pre-college guidance services available. College Night was rated last as an activity which could be used to assist parents in developing an awareness of pre-college guidance services available.

7. The subject of scholarships received more attention than did such items as loans, grant-in-aids, employment during the summer, and employment while attending college when college financing was discussed with students.

8. The eighth or ninth grade was the grade level indicated by the respondents as being the best time to introduce a planned pre-college guidance program to students.

9. The "one-to-one" pre-college counseling relationship was the only activity to receive a total average value rating of four. (On the five point scale used, four equaled "much.") Out of nine items, the "visitation by college admissions counselors" ranked second, and in third place the respondents acknowledged "group pre-college counseling procedures." "College Days" ranked last and "College Nights" ranked fifth.

10. The respondents ranked the effectiveness of the nine activities in almost the same order with which they ranked the extent to which they were used.

11. "College catalogs and admissions brochures" were selected by the respondents as the most widely used publications in their pre-college guidance program. "Toward College in Ohio" was ranked third and "Lovejoys College Guide" received a fourth ranking among sixteen publications from which the respondents chose.

12. Once again, the respondents ranked the effectiveness of the sixteen publications in almost the same order with which they ranked the extent to which they were used.

13. The counselor's private office was identified as being the most widely used location for assembling and distributing pre-college guidance materials. There was a general consensus of opinion that the principal's office is not the location for this material.

14. Nearly all the schools (297) felt that the counselor should be responsible for distributing pre-college guidance materials.

15. When considering the pre-college guidance responsibilities for the school counselor, the respondents felt that first priority belonged to his helping students become aware of prediction for academic success. Writing letters of recommendations to colleges was

ranked as the second priority, and in third position was the responsibility for having parental conferences. Out of six items, giving college entrance exams was ranked last.

16. None of the three types of schools showed a strong interest in professional organizations which are active on the national and regional scale in the area of pre-college guidance. Of the schools responding, only 29 per cent held membership in the Association of College Admissions Counselors and the Ohio Association of College Admissions Counselors. Less than 20 per cent of all the schools attended the meeting of the Ohio Association of College Admissions Counselors which was held in the spring of 1962.

17. The three types of schools all indicated that preliminary arrangements are now made by college admissions counselors before they visit the schools. Students from 82 per cent of all the schools are allowed to be excused from class in order to meet with college admissions counselors. Only 10 per cent of the responding schools allowed college admissions counselors to talk to entire classes.

18. The majority of the schools indicated that they preferred the eleventh grade as the time for first allowing students the opportunity to meet with a college admissions counselor.

19. Of the three types of schools responding, a total of 42 per cent indicated that they had referred students to the College Admissions Center which is located in Evanston, Illinois.

20. Journals and other materials published by the Association of College Admissions Counselors were not being used by the vast majority of schools.

21. When asked about various problems in the area of pre-college guidance, over fifty respondents expressed their frustration regarding the lack of time for counseling. The problem of financial aid for students interested in attending college was frequently identified by many of the respondents.

22. When asked for suggestions in order to improve pre-college guidance programs, twenty-five respondents indicated that college planning should begin early. The second ranked suggestion pertained to the matter of

campus visitations by students and counselors, Respondents felt that more of this should be done.

23. When asked in what areas colleges could perform their greatest service to high school counselors, twenty-four respondents stated that college admissions counselors should continue visiting high schools.

24. Most high school counselors, when given the opportunity to reflect on problems and to make suggestions in the area of pre-college guidance, pleaded for more standardization and uniformity of tests, admissions forms, catalogs, bulletins, and most of the other materials which colleges send to high schools.

25. In answer to a question regarding their opinion of college admissions counselors, the majority of those who responded indicated that college admissions counselors were excellent resource persons.

Recommendations for School Action

1. Schools should develop procedures, within the structure of the pre-college guidance program, for identifying the academically able student at an early age.

2. Each school should develop its own set of objectives for its pre-college guidance program. This study showed that only 11 per cent of the 302 responding schools had written objectives. If pre-college guidance is going to provide effective service for the community, objectives have to be carefully developed. With such a foundation, counselors and administrators will be able to make a sound evaluation of the effects of their efforts if they examine what they are doing in light of their objectives.

3. A plan for pre-college guidance should evolve through the cooperative endeavors of the administration, faculty,

pupil personnel people, and college admissions counselor. This plan should become an integral part of the over-all guidance program. Any plan should be patterned to fit the individuality of each high school.

4. Secondary school people should take the initiative in developing pre-college guidance programs. In the past, those working on the college level, especially admissions people, have been very active in this area. Fortunately, many of their ideas have been beneficial in promoting ethical procedures. It appears to this writer, however, that people on the secondary level should assume more responsibility for developing pre-college guidance programs as they want them.

5. Schools should allow ample time and necessary funds for developing an effective pre-college guidance program.

6. Schools should actively encourage more parent involvement in the pre-college guidance program.

7. Schools should develop a complete library and filing system of college catalogs, brochures, and freshman profiles. Publications such as "Lovejoy's College Guide," and Feingold's book, "Scholarships, Fellowships, and Loans," should be made available to students, parents, and teachers. Copies of the pamphlet "Toward College in Ohio" and "The Second Ohio College Notebook for School Counselors" should also be made available. This last publication should be used only by counselors and teachers, rather than students.

8. High school counselors should, as a group, discuss the whole area of college publications with those involved and interested in college admissions (Association of College Admissions Counselors, College Entrance Examination Board, etc.). Although college catalogs and brochures are used extensively by those involved in the work of pre-college counseling, this study showed that many of these people felt that college publications are not clear and concise. Colleges should also be apprised of the fact that many high school people complain about the lack of standardization and uniformity of the different forms which colleges send out.

9. Students and counselors should have the opportunity to visit at least one of the local colleges.

10. All schools should seriously consider becoming affiliated with organizations like the Association of College Admissions Counselors and the College Entrance Examination Board. People involved in the pre-college guidance program should regularly attend all regional meetings held by such organizations. Counselors in high schools should become thoroughly acquainted with the services of the College Admissions Center located in Evanston, Illinois.

11. College Days should be eliminated and College Nights should be limited. College Nights should be held in conjunction with the Ohio Association of College Admissions Counselors, the Division of Guidance and Testing, State Department of Education, the Ohio Association of Secondary School

principals, and the High School-College Relations Committee of the Ohio College Association.

12. College admissions counselors should be used within the framework of the total guidance program.

13. Procedures should be established for evaluating the pre-college guidance program. This process of evaluation should include the reactions of the students, parents, administration, teachers, alumni, and college admissions counselors.

Recommendations for Further Research

A survey including college admissions counselors from each of the Ohio colleges and universities could be conducted in order to gain their impressions of pre-college guidance programs in Ohio high schools. It appears that such a study could greatly enhance this present study.

A survey could also be made among freshmen college students in order to get their evaluation regarding their high school's pre-college guidance program. The population could be restricted to one college or selected from many.

A similar survey as this writer conducted could be made in another state. A comparison could then be made between the two states' pre-college guidance programs.

APPENDIX

Columbus 9, Ohio
September 20, 1962

Dear Ohio Educator:

Your high school has been selected to participate in a survey which will result in a proposed plan for initiating and developing pre-college guidance programs in secondary schools throughout Ohio.

It might be of some interest to you to know that all high schools in Ohio with enrollments of over 500 students are being asked to fill out a similar questionnaire in order that a comprehensive picture of pre-college guidance in Ohio might be secured. The accumulated data should give direction to this proposed plan which, I am hopeful, will benefit Ohio youth by helping them to consider the possibilities of attending college and then evaluating and selecting a college of their choice.

I can assure you of my personal appreciation for your careful and prompt completion of this questionnaire, and promise that it will be treated with the utmost confidence. Your cooperation will enable me to complete a dissertation which is presently entitled "A Study of and a Proposed Plan for Pre-College Guidance Programs in Secondary Schools." May I suggest the counselor or teacher involved in your pre-college guidance program fill out this questionnaire.

Very sincerely yours,

John A. Kirker
Dean of Men: Capital University

Dear Ohio Educator:

As president of the Ohio Association of College Admissions Counselors, I am in full accord with this study which is being carried out by Mr. Kirker, as being one that can be useful in helping Ohio high schools develop pre-college guidance as part of their services. I would like to encourage your participation in this research project.

Thanking you,

Fred Pollack
President of O.A.C.A.C.
Ohio Wesleyan University

RESEARCH PROJECT; PRE-COLLEGE GUIDANCE IN HIGH SCHOOLS
QUESTIONNAIRE TO SECONDARY SCHOOLS

School _____ Address _____

_____ City _____ Zone _____

Person completing this form:

Name _____ Position _____

Length of time in school system _____ Length of time in
this position _____

Do you hold a state counselor's certificate? Yes No

Part 1--School Organization

1. Type of school district: City _____ Exempted village _____
Local _____
2. Enrollment of your school as of September 1962 _____
3. Grades included in your school (Please check
one of the following: 7 - 12 _____
8 - 12 _____
9 - 12 _____
10 - 12 _____)
4. Number of class periods per day in the high school
6____, 7____, 8____, 9____
5. Total number of periods, per week, you are assigned to
counseling _____

Part 2--Pre-College Guidance Organization

1. If your school has prepared a written statement of its objectives regarding pre-college guidance, please send a copy of it with the completed questionnaire. If no written statement has been prepared, please state the objectives upon which you base your pre-college guidance program. (Use an extra page if necessary)
2. Who is officially in charge of your pre-college guidance program?

Name _____ Title or position _____

3. What is the approximate size of each year's graduating class?

0-50	___	301-350	___
51-100	___	351-400	___
101-150	___	401-450	___
151-200	___	451-500	___
201-250	___	501-550	___
251-300	___	551-600	___

(over 600, please specify) ___

4. What number of each year's graduating class attends college?

0-10	___	41-50	___	81-90	___	121-130	___	161-170	___
11-20	___	51-60	___	91-100	___	131-140	___	171-180	___
21-30	___	61-70	___	101-110	___	141-150	___	181-190	___
31-40	___	71-80	___	111-120	___	151-160	___	191-200	___

(over 200, please specify) ___

NOTE: In the following sections are some questions such as Item 1 in Part 3 below, in which you are asked to indicate the extent to which some characteristic is present or some method is used. For questions of this type encircle the number which best indicates your answer. The scale is interpreted thus:

1 = none
 2 = little
 3 = some (average)
 4 = much
 5 = very much

Part 3--Time and Finances for Pre-College Guidance Program

1. What amount of the total guidance program's time is spent on pre-college guidance?

1 2 3 4 5

2. During what period of time is your greatest emphasis placed on pre-college guidance?

Fall	1	2	3	4	5
Winter	1	2	3	4	5
Spring	1	2	3	4	5

3. What is the amount of money allocated for the guidance program in your school? \$ _____
- a. Of this amount, how much is used for the pre-college guidance program? \$ _____
- b. Is money budgeted for the purchasing of pre-college written material?
 Yes _____ No _____ If yes, amount \$ _____
- c. Is money budgeted for the purchasing of standardized tests relevant to college admissions?
 Yes _____ No _____ If yes, amount \$ _____
- d. Is money budgeted for high school counselors to visit different college campuses to obtain information about those colleges?
 Yes _____ No _____ If yes, amount \$ _____
- e. _____ \$ _____
 (Other - please specify)
4. Do you receive financial support from the National Defense Educational Act?
 Yes _____ No _____

Part 4--Pre-college Guidance Awareness

1. To what extent are the following used to assist pupils in developing an awareness of the pre-college guidance services available for them?
- | | | | | | |
|----------------------------|---|---|---|---|---|
| Orientation meetings | 1 | 2 | 3 | 4 | 5 |
| Printed media | 1 | 2 | 3 | 4 | 5 |
| Public address system | 1 | 2 | 3 | 4 | 5 |
| Assembly announcements | 1 | 2 | 3 | 4 | 5 |
| Personal counselor contact | 1 | 2 | 3 | 4 | 5 |
| _____ | 1 | 2 | 3 | 4 | 5 |
- (Other - please specify)
2. To what extent are the following used to assist parents in developing an awareness of the pre-college guidance services available for their children?
- | | | | | | |
|-------------------|---|---|---|---|---|
| Printed media | 1 | 2 | 3 | 4 | 5 |
| P.T.A. meetings | 1 | 2 | 3 | 4 | 5 |
| College nights | 1 | 2 | 3 | 4 | 5 |
| Counselor contact | 1 | 2 | 3 | 4 | 5 |
| _____ | 1 | 2 | 3 | 4 | 5 |
- (Other - please specify)

3. To what extent are the following discussed to assist students in developing an awareness of the various forms of financial aid for attending college?

Scholarship	1	2	3	4	5
Employment during the summer	1	2	3	4	5
Employment while attending college	1	2	3	4	5
Loans	1	2	3	4	5
Grant-in-aid	1	2	3	4	5

 (Other - please specify)

4. At what grade level do you first introduce a planned pre-college guidance program? (Either in a group or individual situation) 7 8 9 10 11 12

Part 5--Pre-college Guidance Activities

1. To what extent have you used each of the following types of activities for your pre-college guidance program? Also, how effectively have they been used?

	USED					EFFECTIVENESS				
	1	2	3	4	5	1	2	3	4	5
College Days	1	2	3	4	5	1	2	3	4	5
College Nights	1	2	3	4	5	1	2	3	4	5
College Clubs	1	2	3	4	5	1	2	3	4	5
College Field Trips (visit to campuses)	1	2	3	4	5	1	2	3	4	5
Visitation by college admissions counselors	1	2	3	4	5	1	2	3	4	5
Visitation by college alumni	1	2	3	4	5	1	2	3	4	5
Visitation by last year's graduates presently attending college	1	2	3	4	5	1	2	3	4	5
One to one pre-college counseling relationship	1	2	3	4	5	1	2	3	4	5
Group pre-college counseling procedures	1	2	3	4	5	1	2	3	4	5

 (Other - please specify)

2. Has your school carried out any research in the last two years on the effectiveness of any of the activities listed in the first question?

Yes
No

If yes, please describe on the back of this page.

3. To what extent have you used each of the following publications for your pre-college guidance program? Also, how effectively have they been used?

	USED					EFFECTIVE- NESS				
	1	2	3	4	5	1	2	3	4	5
College Catalogs	1	2	3	4	5	1	2	3	4	5
College Admissions Brochures	1	2	3	4	5	1	2	3	4	5
Freshmen Profiles	1	2	3	4	5	1	2	3	4	5
The College Blue Book	1	2	3	4	5	1	2	3	4	5
CEEB Manual of Freshman Class Profiles	1	2	3	4	5	1	2	3	4	5
Changing Times (magazine)	1	2	3	4	5	1	2	3	4	5
Looking Toward College in Ohio	1	2	3	4	5	1	2	3	4	5
Handbook for High School Counselors	1	2	3	4	5	1	2	3	4	5
Lovejoy's College Guide	1	2	3	4	5	1	2	3	4	5
ACAC Handbook for College Bound Students	1	2	3	4	5	1	2	3	4	5
S.R.A. Higher Education Planning Kit (HEP)	1	2	3	4	5	1	2	3	4	5
N.V.G.A. How to Visit Colleges	1	2	3	4	5	1	2	3	4	5
A.S.C.A. How About College Financing	1	2	3	4	5	1	2	3	4	5
Scholarships, Fellowships, and Loans	1	2	3	4	5	1	2	3	4	5
American Universities and Colleges - ACE	1	2	3	4	5	1	2	3	4	5
Steps Toward College	1	2	3	4	5	1	2	3	4	5

(List Others)

4. To what extent are the following locations in your school used in the assembling and distributing of pre-college guidance materials?

School library	1	2	3	4	5
Principal's office	1	2	3	4	5
Part of the guidance suite	1	2	3	4	5
Counselor's private office	1	2	3	4	5
Classrooms	1	2	3	4	5

(Other - please specify)

5. To what extent do the following people have responsibility for distributing pre-college guidance materials?

Counselor	1	2	3	4	5
Librarian	1	2	3	4	5
Principal	1	2	3	4	5

(Other - please specify)

6. Rank according to priority the following pre-college counseling responsibilities (rank 1, 2, 3, 4, 5, 6). Use one of each of these numbers in your ranking.

- a. Evaluate pre-college guidance activities _____
- b. Write letters of recommendations to colleges _____
- c. Work closely with college admissions counselors _____
- d. Help student become aware of prediction for academic success _____
- e. Parental conferences regarding pre-college guidance _____
- f. Give college entrance exams _____

Part 6--College Admissions Counselor's Role in Pre-College Guidance

NOTE: The term "college admissions counselor" refers to the representative from a college who works in admissions and visits your high school.

1. Is your school a member of the Association of College Admissions Counselors? Yes ___ No ___
2. Is your school a member of the Ohio ACAC, the state branch of the Association of College Admissions Counselors? Yes ___ No ___
3. Did you attend the meeting of the Ohio ACAC held in the Spring of 1962? Yes ___ No ___
4. Have you attended any of the six regional college admissions conferences held in the fall of '62 and '62? (Please check) Fall '61 ___ Fall '62 ___
5. Approximately how many college admissions people visit your school during the year? Number _____
6. Do most college admissions counselors inform you in advance of their plans to visit your school? Yes ___ No ___
7. Are students excused from class to meet with a college admissions counselor? Yes ___ No ___
8. Do college admissions counselors talk to entire classes? Yes ___ No ___
9. At what grade level does the student first have the opportunity to meet with the college admissions counselor individually? 7 8 9 10 11 12

10. Have you referred students to the College Admissions Center which is located in Evanston, Illinois? Yes _____ No _____
11. To what extent have you used the following material which is published by the ACAC, the sponsor of the College Admissions Center located in Evanston, Illinois.
- | | | | | | |
|------------------------|---|---|---|---|---|
| ACAC Journal | 1 | 2 | 3 | 4 | 5 |
| ACAC Handbook | 1 | 2 | 3 | 4 | 5 |
| ACAC Application Forms | 1 | 2 | 3 | 4 | 5 |

Part 7--Problems and Suggestions in Pre-College Guidance

1. What problems do you encounter in the area of pre-college guidance?
2. What suggestions would you make for the improvement of pre-college guidance?
3. In what area could the college perform its greatest service to you, a counselor working with prospective college students?
4. Do you feel that the college admissions people with whom you have had some contact are more inclined toward "recruiting" for their respective institutions rather than acting as a resource person within the pre-college guidance program?

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