1953

A follow-up study of secondary school seniors who received counseling at the Boston University counseling service.

Crafts, William Bowen

Boston University

https://hdl.handle.net/2144/14982

Boston University
A FOLLOW-UP STUDY OF SECONDARY SCHOOL SENIORS WHO RECEIVED COUNSELING AT THE BOSTON UNIVERSITY COUNSELING SERVICE

Submitted by

William Bowen Crafts
(A.B., Brown, 1950)

In Partial Fulfillment of Requirements for the Degree of Master of Education

1953
First Reader: Dugald S. Arbuckle
Professor of Education

Second Reader: John O. Gawne
Director, Boston University Counseling Service
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Scope of the study</td>
<td>4</td>
</tr>
<tr>
<td>Limitations of the study</td>
<td>5</td>
</tr>
<tr>
<td>II. A DISCUSSION OF EVALUATION</td>
<td>7</td>
</tr>
<tr>
<td>Need for evaluation</td>
<td>7</td>
</tr>
<tr>
<td>Specific reasons for evaluation</td>
<td>8</td>
</tr>
<tr>
<td>Difficulties of evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Criteria</td>
<td>11</td>
</tr>
<tr>
<td>Client opinion</td>
<td>15</td>
</tr>
<tr>
<td>III. REVIEW OF RELATED RESEARCH</td>
<td>17</td>
</tr>
<tr>
<td>Previous studies completed at the Boston University Counseling Service</td>
<td>17</td>
</tr>
<tr>
<td>Additional studies</td>
<td>18</td>
</tr>
<tr>
<td>IV. SETTING OF THE STUDY</td>
<td>28</td>
</tr>
<tr>
<td>The Counseling Service and secondary schools</td>
<td>28</td>
</tr>
<tr>
<td>The staff of the Counseling Service</td>
<td>31</td>
</tr>
<tr>
<td>Facilities</td>
<td>32</td>
</tr>
<tr>
<td>Statement of aims and objectives</td>
<td>34</td>
</tr>
<tr>
<td>The counseling process</td>
<td>34</td>
</tr>
<tr>
<td>V. PROCEDURES USED IN THE THESIS STUDY</td>
<td>37</td>
</tr>
<tr>
<td>Data derived from client records</td>
<td>37</td>
</tr>
<tr>
<td>Establishment of &quot;maladjusted&quot; and &quot;adjusted&quot; groups</td>
<td>37</td>
</tr>
<tr>
<td>Development of the questionnaire</td>
<td>38</td>
</tr>
<tr>
<td>Try-out of the questionnaire</td>
<td>41</td>
</tr>
<tr>
<td>Reconstruction of the questionnaire</td>
<td>41</td>
</tr>
<tr>
<td>Success of questionnaire returns</td>
<td>44</td>
</tr>
<tr>
<td>Representativeness of replies</td>
<td>44</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>V.</td>
<td>44</td>
</tr>
<tr>
<td>Questionnaires not used in the tabulation</td>
<td></td>
</tr>
<tr>
<td>VI. ANALYSIS OF DATA</td>
<td>46</td>
</tr>
<tr>
<td>Identification of Clients Selected for Follow-up</td>
<td>46</td>
</tr>
<tr>
<td>Information sought from records</td>
<td>46</td>
</tr>
<tr>
<td>Secondary school in attendance</td>
<td>46</td>
</tr>
<tr>
<td>Place of residence</td>
<td>48</td>
</tr>
<tr>
<td>Sex of clients</td>
<td>49</td>
</tr>
<tr>
<td>Why clients sought advisement</td>
<td>50</td>
</tr>
<tr>
<td>Report of Questionnaire Data</td>
<td>53</td>
</tr>
<tr>
<td>Present undertakings of respondents</td>
<td>53</td>
</tr>
<tr>
<td>Role of guidance in formulating future objectives</td>
<td>56</td>
</tr>
<tr>
<td>Role of guidance in furthering self-understanding</td>
<td>60</td>
</tr>
<tr>
<td>Discussion of two previous questions</td>
<td>62</td>
</tr>
<tr>
<td>Specific topics in counseling</td>
<td>62</td>
</tr>
<tr>
<td>Additional opinions of the Counseling Service</td>
<td>68</td>
</tr>
<tr>
<td>Desirability of additional interviews</td>
<td>73</td>
</tr>
<tr>
<td>Whether clients would repeat their guidance experience</td>
<td>74</td>
</tr>
<tr>
<td>Whether clients would refer a friend</td>
<td>75</td>
</tr>
<tr>
<td>Present concerns of clients</td>
<td>76</td>
</tr>
<tr>
<td>Comments, criticisms and suggestions</td>
<td>78</td>
</tr>
<tr>
<td>Whether clients would have liked counseling to have been specific</td>
<td>82</td>
</tr>
<tr>
<td>Opinions of non-respondents</td>
<td>84</td>
</tr>
<tr>
<td>Significance of differences between &quot;maladjusted&quot; and &quot;adjusted&quot; clients</td>
<td>85</td>
</tr>
<tr>
<td>Differences between 1950-51 and 1951-52 clients</td>
<td>86</td>
</tr>
<tr>
<td>VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>88</td>
</tr>
<tr>
<td>Summary</td>
<td>88</td>
</tr>
<tr>
<td>Evaluation of fundamental objectives</td>
<td>89</td>
</tr>
<tr>
<td>Evaluation of primary objectives for &quot;maladjusted&quot; and &quot;adjusted&quot; clients</td>
<td>90</td>
</tr>
<tr>
<td>Evaluation of additional objectives</td>
<td>91</td>
</tr>
<tr>
<td>A brief review of questionnaire results</td>
<td>92</td>
</tr>
<tr>
<td>Recommendations</td>
<td>94</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>99</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>109</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intelligence Scores of 201 Secondary School Clients as Measured by the Wechsler-Bellevue Intelligence Scale (Form I)</td>
<td>50</td>
</tr>
<tr>
<td>2. Reasons Given by 207 Secondary School Clients for Seeking Counseling at the Counseling Service</td>
<td>51</td>
</tr>
<tr>
<td>3. Persons Who Referred 207 Secondary School Senior Clients to the Counseling Service</td>
<td>53</td>
</tr>
<tr>
<td>4. Client Responses to the Question, &quot;As a result of guidance at the Counseling Service I felt that I had a better understanding of my: (please check those that apply)&quot;</td>
<td>61</td>
</tr>
<tr>
<td>5. Clients' Reactions to Specific Topics Discussed with the Counselor</td>
<td>63</td>
</tr>
<tr>
<td>6. Reactions of &quot;Maladjusted&quot; and &quot;Adjusted&quot; Clients to Specific Topics Discussed with the Counselor (of those answering each topic)</td>
<td>65</td>
</tr>
<tr>
<td>7. Client Opinions of Their Present Undertakings</td>
<td>67</td>
</tr>
<tr>
<td>8. Clients' Reactions to the Question, &quot;Was the counselor sympathetic and understanding?&quot;</td>
<td>69</td>
</tr>
<tr>
<td>9. Clients' Reactions to the Question, &quot;Did it seem that you could talk freely about yourself?&quot;</td>
<td>69</td>
</tr>
<tr>
<td>10. Clients' Reactions to the Question, &quot;Do you think you had sufficient time for discussion with the counselor?&quot;</td>
<td>70</td>
</tr>
<tr>
<td>11. Clients' Reactions to the Question, &quot;Were the personnel who administered tests helpful and cooperative?&quot;</td>
<td>71</td>
</tr>
<tr>
<td>12. Clients' Reactions to the Question, &quot;Did you feel that you weren't given ample attention in the testing room?&quot;</td>
<td>72</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>13. Clients' Reactions to the Question, &quot;Was your concentration hindered by conditions in the testing room?&quot;</td>
<td>73</td>
</tr>
<tr>
<td>14. Clients' Responses to the Question, &quot;If you had it to do over again, would you seek guidance at the Counseling Service?&quot;</td>
<td>74</td>
</tr>
<tr>
<td>15. Clients' Responses to the Question, &quot;Would you refer a friend to the Counseling Service?&quot;</td>
<td>75</td>
</tr>
<tr>
<td>16. Responses of &quot;Maladjusted&quot; and &quot;Adjusted&quot; Clients to the Question, &quot;What matters are causing you concern at the present?&quot;</td>
<td>77</td>
</tr>
<tr>
<td>17. Clients' Responses to the Question, &quot;Do you feel that the Counseling Service should have decided upon an occupation for you to enter or an educational plan for you to follow?&quot;</td>
<td>83</td>
</tr>
</tbody>
</table>
### ADDITIONAL LISTINGS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI. Secondary schools attended by 206 clients</td>
<td>47</td>
</tr>
<tr>
<td>VI. Present undertakings of respondents</td>
<td>53</td>
</tr>
<tr>
<td>VI. Decisions reached as a result of counseling</td>
<td>59</td>
</tr>
<tr>
<td>VI. Comments, criticisms, and suggestions</td>
<td>78</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

**Statement of the problem.**—The Boston University Counseling Service is a guidance agency that serves a cross-section of the public. People from all walks of life request its assistance in helping to solve educational, vocational, personal, social, and many other types of problems. Some of those asking assistance come from the University itself, while a large number are community cases. A large body of these latter clients are public and private school pupils who wish counsel with educational-vocational problems and difficulties encountered in late adolescence.

In recent years there has been a steady increase in the number of secondary school senior clients receiving counseling at the agency, so that at the present, this group comprises a substantial portion of the total number counseled. Consequently, this follow-up study is in partial answer to the acute need of reviewing the present services offered by the Boston University Counseling Service to secondary school clients at the twelfth grade level. Its purpose is also to ascertain by means of questionnaire responses how, and in what manner, their counseling experience has assisted with plans, adjustments, and problems.

The Boston University Counseling Service attempts to meet a wide variety of counseling needs presented by its secondary school client group. The vast majority of clients in this group come to the agency
for educational-vocational guidance, and, in fact, all of these included in the study group came ostensibly for reasons that would fall in this category. In the counseling of these cases is found a range from those who seek verification for post-school plans that they have in mind, to those who are completely befuddled as to what they will pursue upon completion of secondary school.

The counseling of these clients must include a study of the individual's personality, and frequently there is found a personal-social problem interwoven with the educational-vocational one. In some cases the desire for aid with an educational-vocational matter is a thinly-veiled pretext for obtaining counsel for an emotional problem, while in others, the existence of an emotional disturbance may be diagnosed by the counselor, but be totally unrealized by the client.

Secondary school clients, then, wish counseling help with an infinite variety of educational-vocational problems, some of them of an intricate and emotionally-tinged nature. Does the guidance experience at the Counseling Service benefit secondary school clients who present such broad counseling needs?

An attempt to establish the effectiveness of the Counseling Service in its guidance of senior counselees must of necessity take into consideration the actual counseling exercised with these clients. Exigencies of time and economics serve to delimit the objectives and responsibilities of the Counseling Service to its non-university clients. The guidance function emphasizes the appraisal of client abilities, interests and personality, which might be termed the "information-giving"
aspect of counseling. Suitable possibilities both educational and vocational are then pointed out to the client, which, in the counselor's opinion, offer best chance for success. In instances where extreme emotional incapacities are found, referral is suggested to a professional person or agency equipped to deal with the difficulty. Thus, is the secondary school clientele securing the information from a "short-term" counseling relationship that they need to make plans for their post-school careers? This study will attempt to answer this question as well as the one posed previously.

The study will seek to find out what self-knowledge has been derived by the seniors included in the study group, since this aspect of counseling is of such strategic importance in the client's consideration of what he is equipped to do. An enlightened self-concept becomes the corner-stone upon which is constructed appropriate plans in line with the individual client's strengths and weaknesses. In addition, the study will treat several key points discussed by the counselor and client in educational-vocational counseling, and will attempt to establish whether or not the clients received help contributing to their over-all self-enlightenment.

It is debatable whether every client undergoing counseling is equally receptive to counseling or is able to make maximum use of it in his later experiences. In some measure, the degree of adjustment of the client when counseled may indicate to what extent he will assimilate information derived from "informational" interviews, and, consequently, initiate an appropriate course of action or a solution to his
difficulties. Since the clients seeking educational-vocational counseling demonstrate a wide range of problems, as well as adjustments, it is of interest to discover if there exists any relationship between adjustment status when counseled, and expressed effectiveness of counsel. Or, are clients diagnosed as emotionally maladjusted by the counselor, able to derive as much assistance generally, from the type of counseling offered by the Counseling Service, as clients, who are in counselor opinion, adequately adjusted?

In order to pursue this investigation further, the writer divided the study group into three sections, on the basis of counselor evaluation of client adjustment at time of advisement. The upper and lower groups include subjects at the extreme ends of a maladjusted to adjusted continuum, respectively. The reactions to counseling of "maladjusted" and "adjusted" counselees will be analyzed for discrepancies. Thus, this study will attempt to show the effectiveness of counsel for maladjusted and adjusted clients of twelfth grade level.

Scope of the study.— The scope of the study is suggested by a consideration of the following questions:

1. What does the Boston University Counseling Service attempt to do for secondary school clients?
2. Who were the clients, and for what purpose did they come for guidance?
3. In what manner were they adjusting to adolescent problems when they came?
4. Did they receive help as regards specific topics discussed in the interviews?
5. Do the clients have a better understanding of themselves as regards interests, abilities, and personality? Were clients helped to make decisions concerning educational or vocational plans?

6. How enduring have these plans been? Are they of satisfactory nature now?

7. What assistance did they hope to get from counseling, but did not?

8. What comments, criticisms, and suggestions do they have to make regarding the service?

9. Is the Counseling Service meeting its objectives to these clients?

10. Are there any significant differences to be found between the questionnaire responses of the "maladjusted" and "adjusted" clients?

11. How do the opinions of non-respondents differ from those of clients who replied to the questionnaire?

Limitations of the study.-- The clients to be followed-up in this study are limited to seniors of secondary school level who came to the Boston University Counseling Service for guidance. Those included in the test group meet the requirement of completing the counseling process: first interview, testing, and explanatory interview(s).

The study covers a span of two consecutive years: from June, 1950, to June, 1952. Only those senior students were selected whose final interview occurred before June 30 of their final year in secondary school. This recent period was selected because of the relative continuity in
terms of personnel, techniques, and tools maintained during this space of time. In addition, a sufficient number of clients were counseled during this time to make a follow-up study feasible. Case records of the clients were studied for pertinent data. A carefully planned questionnaire was then sent to the group selected for study.

The study is concerned with progress and adjustment of students who have had only a comparatively short time in which to establish the satisfactory character of their undertakings, and as such, suffers from a short-term trial. A more accurate appraisal of client undertakings would probably be made possible by the consideration of courses of action or adjustment over a longer period of time. The study, however, is concerned with initial steps taken by clients in an educational or vocational direction.
CHAPTER II

A DISCUSSION OF EVALUATION

Need for evaluation.-- The need for evaluation of a personnel service has been emphasized by countless writers in guidance literature. Primarily, evaluation is considered to be an integral aspect of guidance, and a responsibility to be practiced by an institution or agency carrying out guidance procedures. Far too many people, however, term it an unimportant or unnecessary element of the program. A large segment of the guidance profession may realize the importance and necessity of evaluation, yet fail to undertake such an attempt, because of the economic factors involved or the difficulties arising in conducting an objective and valid appraisal.

Many reasons may be offered why evaluative studies must be given increasing emphasis. A clear danger can be seen in assuming that the effects of a guidance function is proved very simply by its mere existence, or that a client exposed to guidance of one type or another cannot fail to benefit from his experience. Guidance must constantly attempt to prove its mettle, or there is possibility that it will be only a "passing fancy". In order to prove the efficacy of guidance, we must ever be concerned with what it is and does. We must try to ascertain its strengths and weaknesses, for only on the basis of such information is it possible to appraise its progress accurately and to
take such steps as are advisable to improve its worth. As Wrenn says, "...a constant check must be made upon what has been done so that procedures can be changed in the light of what is learned...no large claims as to the value of these new procedures should be made unless there is at least some objective proof."

In its relation to the counseling process, evaluation has a major role to play in pointing out the progress made in the individual counselor's treatment of his clients and in his use of methods and techniques. However, the appraisal of the effectiveness of each single element comprising counseling must not be given precedence over the appraisal of the total of the overall counseling process.

Specific reasons for evaluation.— In addition to reasons that may be generally advanced for the necessity for an evaluative study, there are specific ones that develop because of the distinct nature of the service rendered by an agency or institution conducting such a venture. Thus, as regards the Boston University Counseling Service clients selected for this study, there are concerns which make an evaluative study advisable. The group of secondary school clients, all of whom sought assistance at the Counseling Service for educational-vocational guidance, have had some opportunity to gain counsel in their schools. They have had some opportunity to investigate occupational fields, to take stock of their interests, abilities, and capacities, and to give some thought to plans to be followed upon completion of twelfth grade

---

work. Granted, there exists a wide range in the effectiveness of the
guidance programs in secondary schools which the senior clients attend.
By the very fact that these senior students came to the Counseling Service
for assistance, either under duress, or upon their own volition, it would
seem that they sought guidance which the school, family, or other
institution had not been entirely successful in rendering. Supplementary
advisement, it would seem, would be sought whether the individual
counselee was merely seeking confirmation as regards the appropriateness
of plans that he had formulated, or whether, at the opposite extreme,
he was completely confused as to what future plans were suitable for him
to pursue. Consequently, it is necessary to appraise the worth of the
Counseling Service in its guidance of secondary school senior clients
who will be considered adolescents whose needs have not been met in their
local communities.

The exigency of an evaluative study can also be appreciated because
of the increasing number of senior students who have desired counsel at
the Boston University Counseling Service during recent years. In the
year June, 1950 to June, 1951, 87 secondary school seniors were
counseled, while in the corresponding period of the following year, 136
seniors received guidance. The increase over the two year period is
roughly 60 percent, and in the latter year, the group of senior clients
comprised approximately one-sixth of the total number of persons under-
going counseling at the agency. While there was a sharp rise in the
number of senior clients in 1952-53, fewer sophomores and juniors came
for assistance in that period. The significance of this increase in
cliente cannot be overlooked. Secondary school seniors are seeking out the Counseling Service more and more for guidance concerning their post-school activities, and moreover, the Counseling Service must devote increasingly of its energies and attention to community clients on the twelfth grade level.

Difficulties of evaluation.-- The difficulties of evaluation have been ably pointed out in guidance literature. [Initially, it may be said that guidance does not lend itself easily to scientific measurement or objective investigation, because so little is actually known about the guidance process and the uncontrollable factors encountered in treating an ever-changing human in an ever-changing environment.]

Many stumbling blocks immediately become apparent when the evaluation of counseling is considered. The effects of counseling may be largely indiscernible, either by the subject himself, his associates, the counselor, or by the tools and techniques that the counselor employs. Conversely, the counselee may attribute new client behavior to counseling, when this growth may have developed through maturation. A question for which a satisfactory answer can not be given, concerns the length of time necessary for counseling effects to become integrated into the total personality of the subject. For some clients, counseling has an immediate effect, while for others a considerable amount of time may elapse before counseling modifies thought and behavior. It is not always true that the counselee who pursues a course of action worked out with the aid of counseling will continuously find his undertaking to his satisfaction.
Another major complication is seen in the uniqueness and individuality of each client, causing each counseling situation to be distinctive. With this variability from person to person, it cannot be expected that counseling will achieve the same results for any two clients.

Evaluative studies often threaten to make a guidance procedure artificial and inaccurate, as in the case of the counselor giving his subjective estimate of his methodology, or efficiency, in the interview. Evaluation also involves defining what one is attempting to measure. Formulating workable definitions of abstract and relative concepts is difficult, indeed.

**Criteria.**—Possibly the largest single factor to be considered presently, in the matter of evaluation, is criteria to be utilized in appraising the effectiveness of a guidance function. The selection of adequate and suitable criteria was felt by the writer to be an aspect which could not be underestimated in importance. Many follow-up investigations possess extremely questionable validity, because of weak or inapplicable criteria. This deficiency in many studies clearly points out the need for further research as regards criteria, as well as an obvious need for those who conduct evaluation to have an up-to-date knowledge of its procedures.

The difficulties that research workers meet in using criteria for evaluation purposes are summarized by O'Dea and Zeran. Eighty references pertinent to the evaluation of counseling were reviewed by

---

these writers. Conclusions based on their readings include the following significant points as regards criteria:

1. There is a need for research to discover the relative efficacy of the known criteria for evaluation of counseling.

2. The lack of suitable criteria has been the greatest single difficulty of evaluation.

3. Every criterion that has been used in evaluating counseling has elements of error.

4. In any experiment measuring the outcomes of counseling, a range of three or more criteria needs to be used, not only to get at the many aspects of counseling outcomes, but also to overcome the unreliability and the biasing effects of single criterion.

5. To date, there is no clear-cut set of criteria that would be applicable in evaluating the effects of counseling in all situations.

6. There is wide disagreement among counseling specialists as to what criteria should be used to measure counseling outcomes.

7. Different criteria measure different aspects of the effects of counseling.

Shoben points out that criteria are frequently adopted which are revealed through investigation to have only restricted significance. Wages, grades, and job satisfaction are examples cited. One may imagine many factors that act in conjunction to determine to what extent the

---

subject satisfies such criteria. Likewise, criteria of this type may measure only secondary benefits accruing from counseling and may obscure more pronounced effects felt in other ways.

The manipulation of criteria in statistical combinations has been attacked by writers in the personnel field. In analyzing and isolating the elements involved in the counseling process and its results, there arises the danger of treating each one as independent and the equal of any other. Viteles stresses that isolating one variable alters the function of the others both separately, and as they are used together. In addition, by assuming that the variables are equal, one tends to lose sight of the dynamic pattern of elements that are operating.

This dynamic pattern has been discussed by Shoben — in terms of the "psychological health" of the client who has completed counseling. An accurate appraisal of how he is faring requires criteria that bear significantly upon his mental health as reflected in his behavior and his attitude in daily experiences. Criteria that are frequently utilized are not capable of presenting the comprehensive picture of the client that is needed in his post-counseling activities, so that, "...until the operational criteria used in specific studies are related to the realities of the client's actual world, their meaningfulness remains moot and controversial."

Two studies concerning types of criteria to be used in evaluative


2/Paul L. Dressel, E. J. Shoben, Jr., and Harold B. Pepinsky, op. cit., p. 289.
studies are worthy of report. Prior to their evaluative study, O'Dea and Zeran polled experts in the counseling field as to their preferences of criteria in appraising counseling outcomes. Each specialist picked five out of a list of ten criteria and rated them in rank order. The criteria with the highest weighted scores were:

1. "counselor satisfaction";
2. counselor understanding of test data, opportunities, and "advice" at conclusion of interviews; and
3. before-and-after tests of personality and social adjustment.

The effects of counseling for a group of 36 people were then evaluated on the basis of the three criteria listed above. Positive results were reported for the study, although the authors cautioned that the personality tests administered were subject to error, and that the number of clients in the study group was small, so that the conclusions had only limited significance.

Froehlich conducted a follow-up study of an adjustment service in which two interviewers held structured-type interviews. Great pains were taken to assure that both counselors used similar techniques and rating methods. Criteria for measuring benefits of counseling were divided into four "criterion clusters": (1) occupational adjustment; (2) client attitude toward counseling; (3) personal adjustment; and (4) change in status since counseling. The related items were grouped.

---

1/J. D. O'Dea and F. R. Zeran, loc. cit.

The principal results of the study showed significant intercorrelation between items in each cluster, even though the four clusters were relatively independent of each other.

**Client opinion.**—Both of the studies discussed leaned heavily upon the counselee's estimate of the counseling process and its more specialized aspects. Froehlich \(^1\) calls this approach the client opinion, or "what-do-you-think?" method and mentions that it also has popular application in the follow-up, or "what-happened-then?" method. Williamson \(^2\) contends that client opinion has some validity, "the amount and kind of validity not having yet been fully determined experimentally."

Entwisle \(^3\) gives a clear statement of the role and importance of client opinion in evaluative studies. He says, "While it is doubtless true that they [client opinions] cannot be taken as sole criterion for the continuance of a counseling center, nevertheless the reaction of a client is a most necessary and important factor in its success. If the project does not have his confidence it will languish."

Critics of the client opinion method base some of their objections upon its subjective nature. It is said that adequate instruments have not been constructed as yet to give accurate measures of subjective feeling. The client may not be able to interpret his opinions


accurately, or he may distort his true feelings for any number of reasons. A discrepancy may exist between what the client reports and what has actually happened. This discrepancy is difficult to determine accurately.

In a discussion of the disadvantages with which the client opinion method has to contend, Travers \(^1\) states that opinions are colored by "immediate and transitory circumstances," which points out the need for sampling opinions on several occasions. Travers would diminish the importance ascribed to client opinion and mentions that people may be favorably impressed by fortune telling or some other pseudo-scientific panacea.

The justification for ascertaining client opinion, the writer believes, is contained in the following point of view: It is possible to state that the extent of a counselee's satisfaction with his guidance experience largely determines how willingly he will put into effect new courses of action that have been suggested through counseling. Newly-gained insights and understandings, it would seem, have a better chance of taking root if counseling has pleased the client and inspired his confidence. Moreover, it seems plausible that the satisfied client will tend to persevere more resolutely in putting courses of action to the test, than the client who was not favorably impressed with his interviews. The satisfied customer will probably wish to return again for guidance, especially if the goals worked out with the aid of counseling mean happiness to him.

CHAPTER III
REVIEW OF RELATED RESEARCH

Previous studies completed at the Boston University Counseling Service. The first study of the services of the Counseling Service was done in 1945 by Stohr. The clients selected for this study were community clients who received counseling at the Service from September 1, 1943 to September 1 of the next year. Stohr conducted an examination of the clients' records at the Counseling Service and sent them a questionnaire for their opinions of their counseling experiences, as well as for comments and criticisms that they wished to add. Of 213 clients in the study group, 150, or 70.4 percent, replied. Stohr's principal findings are as follows: 90 percent expressed the opinion that counseling had been of some assistance; approximately 50 percent were working towards goals suggested by the counselor; and 40 percent indicated that they would like to return for counseling, if needed in the future. Educational counseling was valued more highly than vocational. This study did not consider cases of clients who primarily sought assistance with emotional difficulties.

Pfau, in 1949, followed-up veterans who had received counsel at the

1/ T. P. Stohr, An Evaluation of the Services of the Boston University Department of Counseling to its non-University Clients, Unpublished Service Paper, Boston University, 1945.
Counseling Service. 1/ His work paralleled Stohr's in almost every detail, as it sought to evaluate the service in terms of the veterans' opinions of the advisement they had received. Pfau's research procedures were similar to those used in the first study, and his questionnaire was identical, except for one or two minor modifications. The findings were strikingly similar to Stohr's, even though only 53 percent, or 136, of the study group responded to his questionnaire.

Additional studies.-- The follow-up has had wide use as a procedure for appraising the effectiveness of a guidance service or program. Although this procedure has been used so commonly in educational circles, the majority of the studies reported in the literature pertain to the evaluation of schools, either as regards the curricular program, or its specialized parts. The number of follow-up evaluations of counseling are relatively few in comparison. A small portion of these have been undertaken at community agencies. The development of the Veterans Administration Guidance Centers, however, has given rise to an imposing number of evaluative studies. Studies performed at agencies have been concerned primarily with the effectiveness of counseling for a diverse clientele, and little attempt has been made to follow-up particular groups of counselees that have come to an agency for guidance.

A follow-up study of 102 Minneapolis high school seniors who received special vocational counseling at a veterans' center, was under-

taken by Argetsinger 1/ in 1948. The students in the study group, who were selected at random, were referred to a V. A. office on an experimental basis, and were counseled by staff personnel. Regular V. A. procedures were practiced by the counselors, who worked in close conjunction with the high school guidance personnel. The individual client's cumulative record and background information were made available to the Veterans' Administration counselors for this special project. The objective of this counseling was to supplement the students' high school guidance and to investigate the feasibility of offering the services of veterans' centers to the community and high schools.

A short-term follow-up after counseling showed that all but a few clients reported satisfactory benefits from this specialized guidance. Four fifths of the group stated that they were working towards a goal worked out in the interviews, whereas one fifth of the students had expressed definite goals prior to counseling. The number of clients who desired post-school training, after being counseled, rose from 66 to 90. Seventy-eight wanted to be able to return for further guidance if need developed in the future. The clients' parents and counselors expressed favorable reactions to the service. The sponsors of this experiment were so pleased with the results that they advised establishing the project on a full-time basis.

A follow-up of clients who had received educational-vocational

counseling at the Psychological Institute in Montreal, between the years 1934 to 1937, was performed by Webster in 1940. Procedures used by this agency consisted of aptitude tests, attitude and habit scales and questionnaires, a personality inventory, and interviews. By means of two questionnaire follow-ups and a telephone canvass, the author was able to obtain 81 returns from a group of 125 clients selected for the study. Many of his clients were high school seniors when they appeared at the Institute for assistance. The objective of the study was to check the accuracy of counselor prediction of educational-vocational success of clients who had followed recommendations suggested through counseling. Initially, criteria for success, educationally and vocationally, were determined. Counselor accuracy of predicting success for those counselees who had had work experience prior to counseling was 65.5 percent. The predictions for this segment were wrong in 16.3 percent of the cases, with 22.2 percent unreported. In the case of educational predictions, 83.3 percent of the counselor recommendations proved to work out successfully and 6.6 percent were wrong. For both groups combined, counselor prediction of success was 75 percent. That guidance was practical and that it had been of benefit to them, was expressed by 87.7 percent of the clients.

Among follow-up studies of agencies, Veterans' Center follow-ups loom large in importance, since these services constitute the most pronounced effort to date to bring guidance to a large segment of the

---

American people. Lipsett and Smith launched a study of the Rochester Center in 1947, following-up 200 disabled veterans who had completed counseling prior to six months before the investigation. The decisions of the veterans had been formulated after testing and discussion of test results. The results of the survey indicated that two fifths of the study group were still pursuing plans decided upon through counseling. Also, "psychotic and psychoneurotic" veterans, comprising 35.5 percent of the clients selected for follow-up, were continuing their objectives as consistently as other veterans. Counselor approval of the appropriateness of field and level of client occupation occurred in 73.5 percent of the cases. Results in this study tended to show that clients whose stated objectives had been approved by the counselor pursued more stable plans than those whose intended goals had been altered by advisement. An analysis of reasons for change of objective for "psychotic and psychoneurotic" veterans, as well as "normal" veterans, failed to show any significant differences, although many alcoholics in the former category were discharged because of "personal habits." In general, it was found that reasons for changing objectives were often impossible to predict by counseling procedures.

Brown has reported two follow-up studies of 503 veterans receiving advisement at a Philadelphia center, one study being in 1946, and the


The major purpose of these studies was to establish how permanent the objectives were, the degree to which counselor recommendations had been followed, and reasons for a change in training. Veterans in and around Philadelphia were reached by phone, and veterans outside this area were contacted by letter. The author questions the representativeness of the returns for both years, since approximately one third of veterans in outlying districts responded. Of these veterans contacted, 75 percent said that they had started to carry out the vocational objectives which counseling helped them to decide upon. More than half, or 55 percent, indicated that they were still continuing towards their goals one year after guidance. When contacted two years after advisement, 41 percent of the veterans responding said that they were continuing objectives, and seven percent of the group stated that they had achieved their goals. Neurotic veterans counseled were more likely, on the basis of responses, to drop out of training than non-neurotic veterans.

Five hundred clients who had been advised at the Newark College of Engineering Veterans Center were followed-up by Entwisle in 1946-47. The questionnaire sent to the former clients contained four questions. A 30 percent return resulted, which the author deemed adequate, in view of the mobility of the study group. Of those that replied, 70 percent expressed substantial help from guidance, and 30 percent reported that


they received very little assistance. A careful analysis of replies showed that veterans with nine or ten years of schooling held less favorable attitudes towards counseling than those who had achieved a higher educational level. The interpretation given was that the less educated veterans had more obstacles, both educational and vocational, to surmount before attaining success. Clients with more education had many more opportunities open to them, such as apprenticeships, specialized training, and college attendance. Since openings for these clients would be more wide-spread and more readily available, Entwisle thought they would tend to look upon guidance more favorably than would veterans whose vocational possibilities were quite restricted, regardless of advisement.

The implications of the Veterans studies discussed above lies in their concern with particular groups of dischargees who sought counsel, as for example the neurotic and normal groups followed-up by Brown, and the low and high academic level clients investigated by Entwisle. Studies such as these are important in ascertaining the effects of advisement for the diverse clientele served by a guidance service. In order to give a true report of the over-all worth of counseling, follow-up studies must attempt to determine the results derived by each group receiving counsel. This type of evaluative investigation is based on the diverse counseling needs of groups seeking advisement as well as their varying capacity to benefit from guidance.

1/ Coe performed a follow-up survey of the New Haven Adult Guidance

Service in 1938-39. One third of this agency's counselees who came to the Service desired help with educational problems, while the other two thirds applied for vocational advisement. In the majority of cases, educational, vocational, and social matters were discussed by client and counselor. This agency administered tests as indicated, and the results were discussed with the counselee at the conclusion of the interviews. After individual possibilities and suitable recommendations were discussed, a written report of the recommendations was given to the subject.

Fifty of the two hundred and sixty-one community cases who received counsel over a six-month period were chosen for investigation by Coe. They were selected at random. From a careful analysis of the client group to be followed-up, it appeared that they were quite representative of the total clientele served by the agency. Confidential records supplied the information that, according to counselor estimate, seven of the counselees had personalities that would hinder satisfactory adjustment, 37 had average personalities, and six had above average personalities. However, no measure of counseling benefits was attempted for the three groups.

Informally-structured interviews were held with the 50 clients. Information that was derived was compared with carefully-kept notes of the counseling process and evaluated in the light of case material. The author of the study reported that client statements of what the counselor recommended showed substantial agreement with written reports of conclusions reached. The client group stated that the results of guidance had been practical to them. Forty-two indicated that they had attained
greater self-understanding as a result of counsel. Twenty-seven clients had acted upon the counselor's advice, and five others planned to use the suggestions. Only eleven had refuted the advice given them. As regards employment, ten had gained work in fields suggested to them, six were employed in other fields, five in the same job, and 11 were not employed. That their advisement had justified their ambitions, was reported by 14 of the 16 educationally-counseled cases, whereas the other two stated that counseling had lowered their ambitions. Coe concludes that the New Haven agency is contributing a sorely-felt need to the community.

A study was carried on with 196 students at the University of Minnesota in 1936 by Williamson and Darley. They attempted to diagnose the adjustment of students counseled at the University's Counseling Bureau at the time of advisement. They also attempted to measure the progress in adjustment attributable to guidance at the time of follow-up. The students were divided into two segments for means of comparison. One group was composed of students who followed counselor recommendations, and the other group was composed of those counselees who were unable or unwilling to carry out counselor suggestions. A detailed record and analysis was made of each case during the course of interviews.

The follow-up procedure used in the study called for a trained interviewer to conduct interviews with the student group. Previous to the interview, the interviewer prepared a cumulative case history of each client. Two case readers then judged the outcome of the case, basing

their appraisal on the final interview. Case readers evaluated the adjustment of the undergraduates on the basis of case data and interview information. The effectiveness of guidance was judged in terms of diagnosis and prognosis made originally by the counselor. It was the interviewer's duty to check appraisals made by the readers and to arbitrate the instances in which differing judgement of case readers could not be resolved.

Guidance, it was assumed, would be effective for the students if several conditions were met, such as: accurately diagnosing student aptitudes and interests; informing him of undertakings that would best utilize them; advising him as regards appropriate choice; assisting him to alleviate factors inhibiting fulfillment of objectives; counseling him to realize his talents and make the best use of them; and guiding him in the proper use of information made available through counseling. These factors, along with actual steps toward furthering objectives and his satisfaction with his efforts, would in large measure determine his vocational adjustment and progress.

Adjustment of the students was based on a multiple criterion such as grades, individual estimate of satisfaction with objective, and teacher and parent reports. An attempt was made to substantiate objective information by weighing it against subjective data.

One hundred and forty-two of the students were judged by the independent experts to have made a satisfactory adjustment. Thirty had made no perceptible change in adjustment status, and 24 had made a less satisfactory adjustment. Of these students who followed wholly, or in
part, the principal suggestions of the counselor, 139 had achieved satisfactory adjustments, and three out of 37 not following advice made less satisfactory adjustments.
CHAPTER IV
SETTING OF THE STUDY

The Counseling Service and secondary schools.— The origins and development of the Boston University Counseling Service have been treated by Thelma Stohr in her study done in 1945. In this thesis project, the writer would like to supplement the historical material found in Stohr's very comprehensive chapter by tracing the initiation and growth of the Counseling Service's guidance of secondary school students.

The Boston University Counseling Service is now in its twenty-second year, having opened its doors in September, 1931, with the title of the Department of Student Counseling and Religious Activities. The principles adopted by the committee which established the new department were as follows:

1. Each student is different and requires individual consideration.

2. Relate the student whenever necessary to the objective and purpose of the University.

3. Utilize the valuable results of experiments in the use of tests and measurements in counseling.

4. Refer to departmental representatives all departmental problems.

5. Utilize the expert service in student counseling that our

---

1/Boston University Annual Reports of the President and Treasurer of the University (October 20, 1932), 57, p. 76.
University affords.

6. Discover motives that help the student to solve his own problems.

7. Follow-up these students whenever possible.

The beginning of service to high schools occurred in 1933, when a local high school invited the department to assist junior and senior students "to see more clearly their scholastic problems in relation to their vocations." Dr. Warren Powell, director of the department, recognized that this type of service would promote ties with prospective students for Boston University's many educational programs, as well as performing a valuable service to the students themselves.

In the years 1934-35, a high school was visited and interviews were conducted with seniors who were planning to attend college. In addition, intelligence tests were administered. The next year brought another extension of service, in the form of testing and counseling, to two nearby school systems. During this time it was reported that parents had called the Service to inquire about counseling for their children in high school. In conjunction with the School of Religious and Social Work, the department counseled a few hundred young people of secondary school age. The department director felt that this counseling had been of unusually significant value, since additional sources of guidance were singularly lacking for these students.

By the year 1938, the department reported a marked increase in the

1/Annual Reports (October 5, 1933), 58, p. 86.
2/Annual Reports (October 10, 1935), 60.
3/Annual Reports (October 8, 1936), 61.
number of public schools, school systems, and individual students counseled and tested. Students who received counsel for the fiscal year 1937-38 represented 59 secondary schools in seven states, including New York and New Jersey. During the 1939-40 fiscal year, 193 high school pupils underwent counseling at the department. During this period the test scoring machine that had been purchased was made available for high schools' use.

In the director's report for the next year, 3/334 students of secondary school age were listed as clients, coming from 63 communities in five states. During the war period the number of secondary school clients fell off slightly, but in 1948, however, the director's report stated that 410 high school students had availed themselves of guidance at the Counseling Service for the previous fiscal year. Also mentioned in this report is the setting up of a summer program for high school seniors having a deficiency in reading and study skills.

At the present time, coordinative efforts between the Counseling Service and secondary schools which adolescent clients attend are principally of an informal nature since other University departments have taken over many functions formerly exercised by the agency. The Service attempts to aid secondary school guidance personnel in their work, by supplying information to them concerning their students coming for

1/Annual Reports (October 6, 1938), 63.
2/Annual Reports (October 10, 1940), 65.
3/Annual Reports (October 9, 1941), 66.
4/Annual Reports (October 21, 1948), 73.
advisement. Usually psychometric reports are dispatched to the student's school. Other useful information that the Service has gained is often sent back to the school, providing that the client's permission is obtained to do so.

Many school counselors call directly to the Counseling Service to arrange for appointments. This contact affords the school guidance worker an opportunity to transmit important data, which might not be otherwise available to the Counseling Service.

The Counseling Service has joined with other personnel agencies at Boston University in sponsoring discussion meetings with secondary school guidance personnel. This special project has for its purpose the encouragement of school-college relations. One meeting, held in 1951-52, was not well attended. However, another meeting has been planned for the current year, with the expectation that there will be greater participation by secondary school counselors.

The history of the Boston University Counseling Service shows an ever-growing concern with the testing and counseling of secondary school pupils. Throughout its 22 years of existence the agency has continually sought to expand its services to this clientele and to promote closer affiliation with secondary schools.

The staff of the Counseling Service.--- The staff of the Counseling Service proper is composed of a director who acts as head counselor, an assistant to the director who acts in a full-time counseling capacity, a chief psychometrist who does part-time counseling, three psychometrists, one secretary, one receptionist, one test scorer, and field workers who
are enrolled in the University's Personnel and Guidance curriculum. A clinical psychologist is attached to the staff on a full-time basis. In addition, a neurologist and psychiatrist exercise part-time duties as staff members. The speech therapist, who is on the staff, has his office in the School of Education. Located on the floor below the Counseling Service is the Reading Clinic which, like the Speech Clinic, is a branch of the parent agency. The Speech and Reading Clinics often refer their clients to the Counseling Service for the administration of tests that they are unable to provide. Each of these departments employs clinical, clerical, and intern workers to carry out its functions.

Facilities.—The facilities of the Boston University Counseling Service include the agency proper and, as integral parts of the organizational structure, several offices and departments that conduct their work in close relationship. These are: a plan A Veterans Guidance Center for which tests are administered by the Counseling Service proper; a Reading Clinic and a Speech Clinic, both of which carry on efficient interchange of clients with the parent office when the need arises.

While the facilities of the Speech and Reading Clinics are available to students of Boston University and to outside clients who apply for their service directly, community clients advised by the Counseling Service are not entitled to them, unless referred. Specialized services are also offered to University students only. Among these are psychiatric and psychotherapeutic treatment and legal advising. For the benefit of Boston University undergraduates, the Counseling Service also acts as a referral agent to other departments of the University, such as the
Health Service, when students' needs may better be accommodated elsewhere. The services, then, that are available to community clients are usually restricted to testing, advisement on the basis of tests, and referral to other agencies, when such a recommendation is thought advisable.

The main section of the Counseling Service is located on the third floor of 308 Bay State Road on the Commonwealth Avenue campus of the University. The director, his assistant, and the chief psychometrist all have offices on this floor. At the entrance to the Service is the receptionist's desk. The test scorer and secretary have their desks in an adjoining room where clients may sit while waiting for testing and interview appointments. Other rooms on this floor include a records office, an occupational materials library, one group-testing room, one individual-testing room, and a central psychometrist office, where tests are assigned and timed. Tests that are commonly used are kept in the central office, and those used less frequently are filed in a closet. The occupational materials library contains a wide assortment of college catalogs, occupational pamphlets and brochures, and books for the use of clients.

Much of the space on the fourth floor of the building is also devoted to the Counseling Service. The Veterans Administration appraisers have their offices on this floor as do the three psychometrists and the clinical psychologist. The psychometrists and clinical psychologist frequently administer individual tests in their offices. Two additional rooms on the fourth floor are also available.
for testing purposes.

Statement of aims and objectives.— Objectives governing the Counseling Services' advisement of secondary school seniors may vary from case to case but in general, the principal ones are as follows:

1. To increase self-understanding.

2. To propose suitable objectives, both educational and vocational, on the basis of psychometric and interview information.

3. To suggest proper avenues of preparation and training leading toward fulfillment of suitable objectives.

4. To assist in solving minor personality maladjustments that inhibit the attaining of suitable objectives.

5. To provide information about sources of educational and vocational information.

The counseling process.— Each community client that is counseled at the Boston University Counseling Service fills out a personal data form at the time of registration. This five-page form requests a comprehensive picture of the client's background including detailed history of family, social relationships, mental and physical health, school history, special abilities, accomplishments, activities, interests, and educational and vocational aspirations. A twenty dollar fee may be paid at this time or at the conclusion of interviews.

Further information is obtained in a preliminary interview with one of the staff counselors. Parents are encouraged to attend the preliminary interview as well as the final conference(s). When parents do come with the counselee to the first interview, the counselor usually
talks with them together either before or after interviewing the subject.

Tests are then assigned by the counselor on the basis of the accumulated information gathered from interviews and the personal data form. Psychometrists or field workers administer the tests which usually number from eight to fourteen depending upon the individual concerned. It is the policy of the Counseling Service to administer several tests in each area as a check upon the individual's consistency of performance and the validity of single test scores. The basic tests given are the following: the Wechsler-Bellevue Intelligence Scale, Rotter Sentence Completion, Strong Vocational Interest Blank, Kuder Preference Record and a group intelligence test. The remainder of the test battery is usually composed of achievement tests (English and Math), aptitude tests, and tests of special abilities.

For any particular case, the counselor may seek the advice of other staff members, in his efforts to formulate an accurate diagnosis of a client or method of treatment to be prescribed. A staff conference, held once each week, is specifically planned for review of cases in which there is a likelihood of incapacitating emotional disturbances. In attendance at these weekly sessions are the staff psychiatrist, clinical psychologist, counselors, psychometrists, interns, and counselors from the University-at-large who are able to contribute information on an individual case. The counselor who has interviewed the client in question, analyzes, synthesizes, and reports interview information, which is supplemented by psychometric data presented by the psychometrists. Other information is added by those in attendance
whenever possible. This procedure in staff conference has its climax in diagnosis, prognosis, and provision for treatment on the basis of the comprehensive information presented by several members of the staff.

A final interview is scheduled with the client for a review of test scores and discussion of appropriate educational and vocational possibilities. In certain cases, discussion may also center upon personal or social matters, or a special problem that is foremost in the student's mind. The counselor may conduct his discussion with the parents separately, or he may interpret results to them with the student present. Additional interviews may be scheduled if the counselee desires further interpretation of results or a more prolonged discussion of suitable objectives.
CHAPTER V
PROCEDURES USED IN THE THESIS STUDY

Data derived from client records. — The primary step in launching the follow-up study of the secondary school clients was a careful inspection of their records on file at the Boston University Counseling Service. An analysis of records yielded the following data:
(1) secondary school attended; (2) what the client hoped to gain by visiting the Counseling Service; (3) sex of client; (4) intelligence as measured by an individual intelligence test; (5) and the person(s) who suggested the visit. Upon completion of this process it was found that 87 seniors had come for counseling from June, 1950 to June, 1951, and 136 had availed themselves of counsel for the similar period during 1951-52. The total number, 223, were thought to form a sufficiently large group upon which to base an evaluative study.

Establishment of "maladjusted" and "adjusted" groups. — Individual case records were carefully studied by the writer for counselor opinions of client adjustment at the time of counseling, as the first step in assigning clients to adjustment categories. Three groups were set up, representing a continuum of adjustment from maladjusted to adequately adjusted. At one end of the adjustment continuum was a small group of "adjusted" counselees, while at the other extreme was an equally small

-37-
"maladjusted," or "referred," client group. Stretching along a broad middle range were those individuals falling in between. This classification, very roughly defined, tended to overlap, to some degree, the limits of the other two groups. This overlapping tended to contaminate the middle group, so that the primary significance for this thesis project would be derived from the comparison of the deviant groups. In accordance with this scheme, each client in the study group was assigned to one of the three groups on the following basis:

1. the "maladjusted" group--includes those students whose adjustment was such, in counselor opinion, that psychotherapy by an outside agency or professional worker was indicated or thought desirable (regardless of the motivation demonstrated by the client for treatment of this type). This group will be referred to as Group 1.

2. the "middle group"--includes a wide range of personality adjustment from, for want of a better term, "possibly maladjusted to possibly adjusted" in counselor opinion; also included are those clients for whom diagnosis of personality adjustment is sketchy or nebulous.

3. the "adjusted" group--includes those clients who, in counselor opinion, were making an adequate adjustment to adolescent problems at the time of counseling. This segment of clients will be called Group 2.

Development of the questionnaire--When this data was collected, attention was focused on the construction of a suitable questionnaire
which would be sent to the senior clients. The feeling of the writer was that the questionnaire should attempt to ascertain client opinion of their counseling as regards their reactions to the counselor and personnel of the agency as well as to the guidance that they had received. Secondly, since counseling procedures were centered on the "information-giving" aspect, it was deemed important to ask the senior group questions having to do with more factual results that had accrued to them. In effect, this amounted to seeking their opinions as to what self-information they had derived from their interviews and what assistance their guidance had been in formulating educational-vocational decisions.

The questionnaire used in this study was regarded as a vital element in conducting a successful follow-up survey, and, ultimately, in advancing a valid and objective appraisal of the worthwhileness of the Boston University Counseling Service in its guidance of secondary school seniors. Considerable time was devoted to reading a large body of the literature pertaining to questionnaire construction and research in an attempt to produce the best instrument possible.

The writer clearly recognized the need for composing a questionnaire that would provide the wide diversity of information necessary to give a true picture of counseling effectiveness, yet which could be answered quickly and easily by the subjects. The importance of an appealing format was constantly borne in mind.

One of the particular points that was incorporated into the questionnaire was the optional signature of the respondent. Researchers
have questioned the validity of the signed questionnaire, and although there is little verifiable evidence to this effect, it does seem plausible to assume that more objectivity and greater inclination to reply will result, if the respondent is not forced to affix his signature to his return. Identification of all returns was made possible by the inclusion of a code number underneath the stamp on the return envelope which was mailed to each client.

Practical rules suggested by Wang, concerning the mechanics of constructing questionnaire items, were found to be very helpful in writing clear, meaningful statements. A concerted effort was made to avoid items that could be interpreted by the subjects as leading, confusing, emotionally-tinged, or involved. Each statement was phrased simply and directly, since it was well-realized that many of the clients would not be motivated enough to lend their time to wading through complex and time-consuming material on the questionnaire.

Since the questionnaire was immediately concerned with client reactions toward counseling, much thought was given to constructing suitable attitude statements. Statements were incorporated into the instrument which permitted the subject to select an appropriate response from among several, in a favorable-unfavorable range. It was hoped, by following this procedure, to gauge more accurately the client's opinion than would be possible by giving him a "yes-no" alternative. An uncertain, or neutral, category was inserted in as many sets of

responses as possible, to accommodate the clients who could not arrive at a definite decision. The respondents were encouraged to write in their responses, in case none of the answers provided for a particular item were accurate expressions of their opinions. Similarly, encouragement was given by the writer to the clients to expand upon any of their responses if they desired to do so.

Try-out of the questionnaire.— Upon completion of a questionnaire that was thought to fulfill the intent of the thesis study, a pre-test edition was dispatched to sixteen subjects, to see what their reactions would be. This trial group was composed of every tenth case of the first eighty clients counseled during each of the two years encompassed by the follow-up study. The returns of this pre-test were disappointing, since only seven of the sixteen questionnaires were returned in three weeks. Responses derived from this group tended to be quite favorable, but at the same time the replies did not show careful and logical thought, since answers were often contradictory or incomplete.

Reconstruction of the questionnaire.— A reevaluation of the questionnaire was indicated at this point. Several of the questions, the writer decided, could be eliminated without sacrificing the desired results of the instrument. Consequently, a superfluous section, which sought client opinions of principal influences in the making of decisions, was deleted. For the sake of brevity, a section devoted to servicemen was combined with questions applicable to all respondents. Another section, treating ten specific topics discussed in an educational-vocational counseling situation, was delimited and refined
to include five major topics.

The revising and condensing of the questionnaire resulted in a two-page instrument, which originally had been more than three pages in length. The new form, it was hoped, would encourage a greater distribution of returns from the main body of respondents. At the same time, the writer thought that the shortened questionnaire would ascertain a more representative sampling of opinion than the pre-test was able to elicit.

The final revision of the questionnaire was multilithed, as were follow-up letters and postcards, in order to provide a highly personalized approach. Norman confirms, in this connection, that the percentage of returns from a questionnaire is affected by its appearance. In his article, he mentions that by the use of a typewritten questionnaire 61 percent of returns resulted, whereas multigraphed questionnaires brought only a 51 percent response.

The initial mailing was planned to coincide roughly with the spring vacation period of New England colleges. It was assumed that the majority of clients in the study group would have matriculated at institutions of higher learning, usually nearby, and would have more time at their disposal to fill out the forms during vacation.

---

1/ Appendix

2/ Appendix

3/ Appendix

Ten days after the initial mailing of the questionnaire and an accompanying letter, explaining the purpose and importance of the survey, a follow-up postcard was sent to those subjects who had not replied. When it appeared that further returns would not be forthcoming, a second questionnaire and covering letter were dispatched to the tardy clients.

One of the main advantages, as seen by the writer, for this study to be conducted by a graduate student, instead of a member of the staff of the Boston University Counseling Service, is that the research is carried on by a neutral observer. An evaluation study conducted by the same counselor or agency that has served the client does not take into consideration the inherent bias found in such a procedure. To encourage the feeling within the client that the researcher was an independent person, the Boston University Counseling Service was always referred to from the viewpoint of an interested, yet distinct, individual. To further this aim, it was thought desirable not to use the Counseling Service stationery. No mention was made of any of the personnel by name. Though mention might have served to re-establish a pleasant association in the mind of the subject, it might also have created a prejudicing factor one way or the other. Williamson points out the possible danger arising from a counselor evaluation of his own interviewing, and concludes: "...it would seem to be sound experimental design for such client evaluations to be reported by some person not directly involved in the counseling process itself. But such an experimental precaution has

Success of questionnaire returns.— The questionnaire was answered personally by 154 counselees, comprising 74.4 percent of the senior group selected for study. One of the returns contained ambiguous responses and was not used in the final tabulations. The final number of usable questionnaires, 153, were felt, by the writer, to be adequate for ascertaining effectiveness of counsel for the population upon which the investigation was based.

Representativeness of replies.— The respondents were deemed to be representative of the study group on the basis of the following information. The mean IQ of clients who returned questionnaires was 114.6, which compares very favorably with the mean IQ of 113.9 of the over-all group followed-up. As regards geographical location of respondents, out-of-state clients had the best record of returns as 88.9 percent replied. Of the Massachusetts clients outside Greater Boston, 71.8 percent were heard from. Questionnaires were returned by 72.2 percent of the senior subjects residing in Greater Boston.

Similar percentages of "adjusted" and "maladjusted" clients returned questionnaires. A careful check of returns also revealed that clients receiving counsel in each of the two year periods responded in exact proportion to their ratio in the total study group.

Questionnaires not used in the tabulation.— Four questionnaires, or 1.9 percent of the total number dispatched, were sent back by mothers of the clients. One of these returns contained responses to several of the questionnaire items and an accompanying letter attesting to the positive
value of the Counseling Service's guidance for her son. Two other mothers enclosed brief resumes of their sons' military activities, and returned the questionnaires without any of their own observations. The fourth mother simply jotted a few lines on the questionnaire to the effect that her son was away at college and would not return home for a few months. An additional two questionnaires were returned soon after mailing, since the clients could not be located.

The initial mailing of the questionnaire was on Thursday, March 19, 1953. On Saturday, May 23, 1953 the survey was concluded with a total return from all sources, as noted above, of 160 questionnaires.
CHAPTER VI
ANALYSIS OF DATA

1. Identification of Clients Selected for Follow-up

Information sought from records.-- Case records of the secondary school senior clients on file at the Counseling Service were analyzed by the writer before questionnaires were mailed to the study group. The following information was derived from client records and noted on individual cards: secondary school attending when advised; place of residence; sex; intelligence as measured by an individual intelligence test; primary reason for requesting guidance; and the person who suggested their visit to the agency. In the main, this information, which was needed to identify the study group subjects, was readily available in their individual folders. Personal data forms used by the Counseling Service were found to be, as a rule, very completely answered by the subjects. The counselors themselves were of great assistance in enabling the researcher to gather the necessary data, since they had checked closely on the clients' background information in the interviews.

Secondary school in attendance.-- The senior counselees, the writer noted, were attending secondary schools in all of the New England states as well as New York state. Of the 206 subjects who listed schools they were attending, 49 came from private and parochial schools and 157 came from high schools.
The listing of schools at which the clients are matriculating is as follows:

### SECONDARY SCHOOLS ATTENDED BY 206 CLIENTS

<table>
<thead>
<tr>
<th>High Schools</th>
<th>Pough Schools (157)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agawam H. S.</td>
<td>Malden H. S. (2)</td>
</tr>
<tr>
<td>Amesbury H. S.</td>
<td>Mansfield H. S.</td>
</tr>
<tr>
<td>Arlington H. S.</td>
<td>Marblehead H. S.</td>
</tr>
<tr>
<td>Athol H. S.</td>
<td>Medfield H. S.</td>
</tr>
<tr>
<td>Avon H. S. (2)</td>
<td>Medford H. S. (3)</td>
</tr>
<tr>
<td>Bangor H. S., Maine (2)</td>
<td>Melrose H. S. (2)</td>
</tr>
<tr>
<td>Bellows Falls H. S., Vermont</td>
<td>Milo H. S., Maine</td>
</tr>
<tr>
<td>Belmont H. S. (10)</td>
<td>Milton H. S. (15)</td>
</tr>
<tr>
<td>Beverly H. S.</td>
<td>Murdock H. S.</td>
</tr>
<tr>
<td>Boston College H. S.</td>
<td>Needham H. S. (2)</td>
</tr>
<tr>
<td>Boston English H. S. (2)</td>
<td>New Britain H. S., Connecticut</td>
</tr>
<tr>
<td>Boston Latin (12)</td>
<td>Newton H. S. (4)</td>
</tr>
<tr>
<td>Boston Technical H. S. (2)</td>
<td>North H. S.</td>
</tr>
<tr>
<td>Brighton H. S.</td>
<td>Northampton H. S. (3)</td>
</tr>
<tr>
<td>Bristol H. S.</td>
<td>North Brookfield H. S.</td>
</tr>
<tr>
<td>Brockton H. S. (2)</td>
<td>Orange H. S. (6)</td>
</tr>
<tr>
<td>Brookline H. S. (14)</td>
<td>Pawtucket East H. S., Rhode Island</td>
</tr>
<tr>
<td>Bromfield H. S.</td>
<td>Peabody H. S. (2)</td>
</tr>
<tr>
<td>Cambridge Latin (2)</td>
<td>Plymouth H. S. (3)</td>
</tr>
<tr>
<td>Central H. S., New Hampshire</td>
<td>Provincetown H. S. (2)</td>
</tr>
<tr>
<td>Dorchester H. S. (2)</td>
<td>Quincy H. S.</td>
</tr>
<tr>
<td>Everett H. S. (2)</td>
<td>Roxbury Memorial H. S. (2)</td>
</tr>
<tr>
<td>Framingham H. S. (6)</td>
<td>Roslindale H. S.</td>
</tr>
<tr>
<td>Franklin H. S.</td>
<td>Rutland H. S., Vermont</td>
</tr>
<tr>
<td>Groton H. S.</td>
<td>Sangus H. S. (4)</td>
</tr>
<tr>
<td>Groveland H. S.</td>
<td>Somerville H. S.</td>
</tr>
<tr>
<td>Hamburg H. S., New York</td>
<td>Stowe H. S., Vermont</td>
</tr>
<tr>
<td>Hardwick H. S. (2)</td>
<td>Taunton H. S.</td>
</tr>
<tr>
<td>Haverhill H. S.</td>
<td>Wakefield H. S.</td>
</tr>
<tr>
<td>Hopkinton H. S.</td>
<td>Walpole H. S. (5)</td>
</tr>
<tr>
<td>Lawrence H. S.</td>
<td>Wareham H. S.</td>
</tr>
<tr>
<td>Lawrence H. S., Maine</td>
<td>Wellesley H. S. (2)</td>
</tr>
<tr>
<td>Leominster H. S.</td>
<td>Weston H. S.</td>
</tr>
<tr>
<td>Lewiston H. S., Maine</td>
<td>Weymouth H. S. (2)</td>
</tr>
<tr>
<td>Lowell H. S.</td>
<td>Winchester H. S.</td>
</tr>
<tr>
<td>Lynn Classical H. S. (3)</td>
<td>Windham H. S., Connecticut</td>
</tr>
<tr>
<td>Lynn English H. S.</td>
<td>Worcester Classical H. S. (2)</td>
</tr>
<tr>
<td>Major Edwards H. S.</td>
<td></td>
</tr>
</tbody>
</table>
SECONDARY SCHOOLS (concluded)

Private and Parochial Schools (49):

Archbishop Cushing C. H.
Belmont Hill
Danvers Prep.
Dominican Academy, Rhode Island
Harmon Hall
Kent's Hill, Maine
Kentucky Military Institute
Kingswood, Connecticut
La Salle Academy
Lawrence Academy (2)
Leland and Gray Seminary
Lincoln Prep.
Loomis Prep.
Manter Hall
Mary C. Wheeler
Matignon H. S. (2)
Middlesex
Mt. Hermon
Mt. St. Charles, Rhode Island (2)
Mt. Trinity
Notre Dame Academy
Peoples Academy
Pinkerton Academy
Proctor Academy
Roxbury Latin
Sacred Heart Academy, Fairhaven
Sacred Heart Academy, Newton (2)
Sacred Heart H. S., Longmeadow (2)
St. Chretienne
St. John's H. S. (2)
St. Mary's H. S., Brookline
St. Mary's H. S., Hudson
St. Mary's (Waltham)
St. Patrick's (Watertown)
Thayer Academy
Tilton Academy
Valley Forge Military Academy
Vermont Academy
Walnut Hill (2)
Westford Academy
Williston Academy

Place of residence.— The clients in the study group came from all sections of New England and from one state outside this region: New York. The analysis of case records revealed that, of the 206 students indicating place of residence, 27, or 13.1 percent, were living out of state; 71, or 34.5 percent, were residing in the state of Massachusetts, but outside of Greater Boston; and 108, or 52.4 percent, were residents of Greater Boston. Thus, a significant number of clients came to the agency from more than "commuting" distance, some traveling from such far-distant points as Bangor, Maine, Townshend, Vermont, and New Britain, Connecticut.

Of the senior students attending public high schools, only two did
not reside in the town or city in which the school was located. Both of these subjects lived in Greater Boston suburbs and matriculated at Boston schools. The majority of private and parochial school pupils, it was noted, were day students, since their homes were in the locality where the institution was situated.

Sex of clients.-- The examination of client records brought forth the fact that twice as many boys received counsel during the two year period as did girls. Thus, the study group was composed of 138 males and 69 females. The "maladjusted" group was made up of 19 boys and 14 girls, while 11 boys and six girls comprised the "adjusted" group.

As mentioned previously, 79 secondary school seniors were counseled from June, 1950 to June, 1951 and 128 subjects during the corresponding period the next year.

Intelligence scores of clients.-- All of the 207 senior clients in the study group were given an individual intelligence test as part of the test battery administered by Counseling Service personnel. In the early period covered by this follow-up study, five censurees took Form L of the Stanford-Binet, while the remaining 202 students were assigned the adult form of the Wechsler-Bellevue Intelligence Scale. The results for one client in the latter group could not be located, so that the following tabulation of I.Q. scores is based on 201 seniors. It is of interest to note that the scores for the "adjusted" clients were markedly higher than those for the other deviant group.
Table 1. Intelligence Scores of 201 Secondary School Clients as Measured by the Wechsler-Bellevue Intelligence Scale (Form I)

<table>
<thead>
<tr>
<th>Range</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>136-140...</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>131-135...</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>126-130...</td>
<td>2</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>121-125...</td>
<td>5</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>116-120...</td>
<td>4</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>111-115...</td>
<td>5</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>106-110...</td>
<td>6</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>101-105...</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>96-100...</td>
<td>4</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>91-95.....</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>86-90.....</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Totals.....</td>
<td>33</td>
<td>20</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>Mean IQ = 113.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why clients sought advisement.--- One of the questions on the Personal Data form asks, "What do you hope to get out of coming to the Counseling Service?" For the most part the answers written by the study group clients were phrased in very general terms, so that for these clients, it was not possible to diagnose any particular problem as foremost. However, the replies listed by the 207 clients caused them to be listed as properly falling under the broad heading of educational-vocational counsel, although the interviews might have determined client problems to be of different nature entirely. By examining the
following table, the reader can gain an appreciation of the vagueness pervading the stated reasons for guidance given by the secondary school seniors.

Table 2. Reasons Given by 207 Secondary School Clients for Seeking Counseling at the Counseling Service

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number of Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>For what generally suitable........</td>
<td>58</td>
</tr>
<tr>
<td>For what suitable vocationally......</td>
<td>29</td>
</tr>
<tr>
<td>Educational-vocational advisement...</td>
<td>28</td>
</tr>
<tr>
<td>For assistance in formulating future plans</td>
<td>18</td>
</tr>
<tr>
<td>Advisement concerning college......</td>
<td>17</td>
</tr>
<tr>
<td>For what suitable educationally.....</td>
<td>10</td>
</tr>
<tr>
<td>Knowledge of abilities, capacities, etc.</td>
<td>8</td>
</tr>
<tr>
<td>Suitability for specific field......</td>
<td>7</td>
</tr>
<tr>
<td>Other......</td>
<td>4</td>
</tr>
<tr>
<td>No reasons given....................</td>
<td>28</td>
</tr>
<tr>
<td>Total .......</td>
<td>207</td>
</tr>
</tbody>
</table>

This classification of clients' reasons for seeking guidance are not claimed to be especially refined. Independent categories were difficult to set up because of the extremely general descriptions of reasons for seeking guidance. The categories suggest that a relatively small number of senior counselees presented specific reasons for coming for counsel. With the exception of those who wished to find out if they were suited to a specific field, the subjects expressed need for educational-vocational advisement covering testing, disseminating occupational information, and the advancing of suitable recommendations.
as regards education and career.

The case records revealed that client visits were suggested by many different sources. Slightly more than one-third of the counselees were referred, according to responses on the personal data form, by secondary school personnel. Family members were especially influential in suggesting client visits to the Counseling Service. Another source of referral was the staff member of college and university at which the client was contemplating matriculation. Boston University personnel were credited with referring 11 of the secondary school clients.

In five cases direct referral was suggested by a former client. In the "friends" category are to be found several parents of former clients who, because of their favorable impressions of guidance provided by the Counseling Service for their children, told others of the agency.

The listing below does not give sufficient credit to many teachers and guidance workers in New England secondary schools. In a few schools, staff members with an interest in guidance and in helping adolescents with their education-vocational difficulties were instrumental in bringing many seniors to the attention of the Counseling Service.
Table 3. Persons Who Referred 207 Secondary School Senior Clients to the Counseling Service

<table>
<thead>
<tr>
<th>Persons</th>
<th>Number of Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>Members of family</td>
<td>67</td>
</tr>
<tr>
<td>Secondary school guidance personnel</td>
<td>42</td>
</tr>
<tr>
<td>Secondary school administrators</td>
<td>23</td>
</tr>
<tr>
<td>School, college guidance personnel</td>
<td>12</td>
</tr>
<tr>
<td>Boston University personnel</td>
<td>11</td>
</tr>
<tr>
<td>Secondary school teachers</td>
<td>9</td>
</tr>
<tr>
<td>Friends</td>
<td>8</td>
</tr>
<tr>
<td>Self-referral</td>
<td>8</td>
</tr>
<tr>
<td>Former clients</td>
<td>5</td>
</tr>
<tr>
<td>Agency personnel</td>
<td>2</td>
</tr>
<tr>
<td>Not stated</td>
<td>4</td>
</tr>
<tr>
<td>Others</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>207</td>
</tr>
</tbody>
</table>

2. Report of Questionnaire Data

Present undertakings of respondents -- A listing of present undertakings of respondents is shown below:

Four-year colleges (84):

- Assumption
- Babson
- Bates
- Boston College (2)
- Boston University (10)
- Brandeis (2)
- Brown (2)
- Clark
- Clarkson
- College of Mt. St. Vincent
- Colby (2)
- Connecticut (2)
- Cornell (2)
- Curry
- Dartmouth
- Fordham
- Framingham Teachers
- Georgetown
- Goddard
- Harvard (10)
- Hobart
- Holy Cross
- Jackson
- Lesley
### Four-year colleges (concluded):

<table>
<thead>
<tr>
<th>University/MName</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Michael's</td>
<td></td>
</tr>
<tr>
<td>Sargeant Smith</td>
<td></td>
</tr>
<tr>
<td>Tufts</td>
<td></td>
</tr>
<tr>
<td>Vermont</td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td></td>
</tr>
<tr>
<td>West Point</td>
<td></td>
</tr>
<tr>
<td>Worcester Polytechnic Institute</td>
<td></td>
</tr>
<tr>
<td>Worcester State Teachers</td>
<td></td>
</tr>
<tr>
<td>Yale</td>
<td></td>
</tr>
</tbody>
</table>

### Specialized Schools (14)

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentley</td>
<td></td>
</tr>
<tr>
<td>Boston College School of Nursing</td>
<td></td>
</tr>
<tr>
<td>Boston School of Occupational Therapy</td>
<td></td>
</tr>
<tr>
<td>Bryant</td>
<td></td>
</tr>
<tr>
<td>Burdett</td>
<td></td>
</tr>
<tr>
<td>Catherine Laboure School of Nursing</td>
<td></td>
</tr>
<tr>
<td>Faulkner School of Nursing</td>
<td></td>
</tr>
<tr>
<td>Jackson-Von Landau</td>
<td></td>
</tr>
<tr>
<td>Kathleen Dell</td>
<td></td>
</tr>
<tr>
<td>Massachusetts College of Pharmacy</td>
<td></td>
</tr>
<tr>
<td>Massachusetts School of Art</td>
<td></td>
</tr>
<tr>
<td>Pawtucket (R. I.) East H. S. (nursing)</td>
<td></td>
</tr>
<tr>
<td>Wilfred Academy</td>
<td></td>
</tr>
<tr>
<td>Wentworth</td>
<td></td>
</tr>
</tbody>
</table>

### Junior Colleges (20)

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becker</td>
<td></td>
</tr>
<tr>
<td>Boston University J. C.</td>
<td></td>
</tr>
<tr>
<td>Boston University General College</td>
<td></td>
</tr>
<tr>
<td>Colby</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td></td>
</tr>
<tr>
<td>Endicott</td>
<td></td>
</tr>
<tr>
<td>Green Mountain</td>
<td></td>
</tr>
<tr>
<td>Katherine Gibbs</td>
<td></td>
</tr>
<tr>
<td>Lasell</td>
<td></td>
</tr>
<tr>
<td>Nichols</td>
<td></td>
</tr>
<tr>
<td>Westbrook</td>
<td></td>
</tr>
</tbody>
</table>

### Prep and High Schools (6)

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston English</td>
<td></td>
</tr>
<tr>
<td>Coburn Prep</td>
<td></td>
</tr>
<tr>
<td>Dean Academy</td>
<td></td>
</tr>
<tr>
<td>Huntington</td>
<td></td>
</tr>
<tr>
<td>Mt. Hermon</td>
<td></td>
</tr>
</tbody>
</table>

* school not indicated by one client
Part-time School (2)
Northeastern School of Business
* Secretarial, typing and shorthand (2)

* School not mentioned

* Working Full-time (17)
  apprentice machinist
  baker
  bell-hop
  clerk-typist
  lab worker
  machinist
  messenger
  sales clerk
  salesman
  sheetmetal and oxy-acetylene welding
  shipping clerk
  stenographer (3)
  stewardess
  typist

* One client did not indicate job.

* Working Part-time (11)
  apprentice mechanic
  bank work
  clerk
  dancing teacher
  general work
  jewelry
  photography
  sales girl
  ski patrol

* One client did not indicate job.

Of the 153 clients whose responses were accepted for tabulation, 121 indicated that they were continuing their education in a full-time course of study. Several senior clients said that they were in prep or high school taking an extra year to better prepare themselves for college work. A relatively small number of respondents, 17, checked that they were regularly employed. Eight servicemen answered. Part-time
work was reported by nine of the clients, seven of them indicating that they were enrolled in a full-time course of study. The other two were apparently holding only part-time jobs. Three counselees stated that they were employed full-time in addition to pursuing a regular educational program. One response was received from a girl who reported that she was going to be married. One client indicated that he was on leave of absence from Boston University because of illness. One of the subjects who said that he was regularly employed also indicated that he had taken temporary leave of absence from college because of health reasons. Interestingly enough, both of these clients were in the "maladjusted" group.

Role of guidance in formulating future objectives.—Question 3. contained three parts, the first of which sought to determine what role the Counseling Service had played in assisting the senior advisees to lay plans for the future. The second section of this item requested the respondents to write in their decision, if counsel enabled them to arrive at one. The third section instructed clients to indicate if they were still following decisions reached as a result of guidance.

The form of the question was:

3. Information that I received from the counseling interviews at the Boston University Counseling Service: (please check those that apply)
   a. ( )merely confirmed educational or vocational plans that I had in mind before counseling.
   b. ( )gave me, mainly, ideas about several educational or vocational possibilities.
   c. ( )helped me to reach a final decision about future education.
   d. ( )helped me to arrive at a final decision about a future vocation.
   e. ( )did not help me to make any decisions about my future.
A. What was the decision, if one was reached?

B. If the Counseling Service helped you to decide upon future plans, are you still following them? a. ( )yes b. ( ) no

An analysis of client responses to the main section of Question 3. revealed that the question was answered from many frames of reference. The value of the "information" item was also nullified to a large extent by the frequent inconsistency between replies to this section and subsection B. Theoretically, it would be assumed that all the clients who did not mark the "no decisions" category of Question 3. would reply to Section B., indicating whether they were or were not continuing objectives formulated with the aid of the Counseling Service. This was not the case, however. Consequently, it appears most advisable to discuss only the general implications of Question 3., and to devote greater attention to interpreting the significance of Sub-section B.

The failure of the main part of the question to elicit clear-cut responses is believed, by the writer, to be due to the confusion in the clients' minds as to whether they were to indicate counseling benefits they were aware of either at the conclusion of advisement, or during the period which had elapsed since then. Thirty-three respondents, thus, checked more than one category. Eight of the 33 clients indicated the educational and vocational decision responses. The other 25 clients, however, placed checks in an ambiguous pattern which rendered their answers invalid.

It may be noted on Question 3. that 23 clients, 15.2 percent, reported that guidance had not helped them to formulate any plans. A majority, 53.3 percent of the subjects responding, expressed the
opinion that they had derived "ideas mainly" from advisement.

Of the 130 clients who had not indicated on Question 3, that guidance had not aided them to make any decisions, 106 responded to section B. Eighty-three reported that they were continuing objectives, 20 said that they were not, and three signified that they were pursuing plans in part.

The responses of the remaining 24 clients were analyzed in an attempt to clarify their opinions of the counseling help they had received in formulating future objectives. Fifteen of the 24 clients marked the "ideas mainly" category on Question 3. Three reported educational decisions, one reported a vocational decision, and two did not respond at all. The other three subjects indicated more than one answer to Question 3.

Similar percentages of "maladjusted" and "adjusted" clients indicated that they had gained "ideas mainly" from guidance, while six respondents in the former group stated that they were not enabled to make any decisions. Two "adjusted" clients stated "no decisions". On section B four of the 15 "maladjusted" respondents checked that they were not continuing plans. One "adjusted" client, of the eight that answered this item, gave this response.

Question 3 A. asked the clients to write in decisions that had been reached as a result of counseling. In the writer's opinion, this question would serve the purpose of stimulating the respondents to cast their thoughts back to the "explanatory" interview(s) with the counselor, and to ponder the course of events since guidance. Although this question might have achieved both of these purposes, it was not very successful in ascertaining clear and concise statements. Possibly the passage of time had blurred the clients' remembrances of the counseling process. Another possibility is that the clients may not have been able to place the choices
they had formulated in the proper relationship to the guidance they had received. Many clients who said that they were pursuing objectives that guidance had helped them to decide upon did not indicate these decisions in the space provided.

The decisions of 81 clients who answered the question are listed below:

**DECISIONS REACHED AS A RESULT OF COUNSELING**

**Educational decisions:** (35)
1. to continue education, generally (7)
2. to study in a specific field (5)
3. to study in a general field (15)
4. to study Liberal Arts (2)
5. to attend college (4)
6. to attend junior college (2)

**Vocational decisions:** (8)
1. to enter a general field (6)
2. to enter a specific occupation (2)

**Specific decisions:** (17)
1. Optometry
2. Physics
3. Occupational Therapy (2)
4. Business (3)
5. Nursing (2)
6. Teaching (3)
7. Medicine
8. Pharmacy
9. Law
10. Business Management
11. Counseling

* "Decision came later," reported one client.

**Others:** (3)
1. to continue plans
2. "None" (2)

**Unclassified decisions:** (18)

"Working with people"

(1) "Ruled out two-year college"; (2) "Changed vocational plans"

"To enter a large office, aim toward management"

"Mechanical aptitude, nothing was definitely decided"
DECISIONS REACHED AS A RESULT OF COUNSELING (concluded)

Unclassified decisions (continued):

"strong vocational interest in business"
"none was reached at the time"
"don't remember"
"I would never make a good nurse"
"where and what type of school"
"not college material"
"college and several vocations"
"a personal matter"
"to increase reading speed before college"
"gave me confidence"
"to work with people"
"undecided, business"
"teaching, or a field related"
"
"Adjusted" clients indicated that, on the whole, their plans were more consistently followed, although the paucity of responses from clients in both groups makes any observation very hazardous. Of the 15 "maladjusted" respondents, 73.3 percent answered "yes," and seven out of eight "adjusted" subjects checked this answer.

Role of guidance in furthering self-understanding.-- The next question sought to establish whether counseling had given the subjects a better understanding of themselves. The clients were asked to check if they had greater self-understanding as regards any of the following
categories: interests, abilities, and personality. A "none of these" category was inserted for the client who felt that guidance had not implemented his self-concept. The following table gives the responses of 151 of the students who replied:

Table 4. Client Responses to the Question, "As a result of guidance at the Counseling Service I felt that I had a better understanding of my: (please check those that apply)"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Percent</td>
<td>No. Percent</td>
<td>No. Percent</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(4)</td>
<td>(6)</td>
</tr>
<tr>
<td>a. interests</td>
<td>9</td>
<td>7</td>
<td>77</td>
</tr>
<tr>
<td>b. abilities</td>
<td>17</td>
<td>13</td>
<td>116</td>
</tr>
<tr>
<td>c. personality</td>
<td>5</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>d. none of these</td>
<td>4</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Totals</td>
<td>35</td>
<td>23</td>
<td>236</td>
</tr>
</tbody>
</table>

"Abilities" was most frequently indicated, 76.8 percent of the 151 clients checking this response. A smaller group stated that they had a better understanding of interests (50.9 percent), and 17.9 percent said that they understood their personalities better because of advisement.

According to responses made by clients in Groups 1 and 2, the latter clients reported greater understanding of interests and abilities. The "maladjusted" seniors stated that they gained more understanding of personality. A discrepancy between the two groups was noted in the
percentages reporting "no better self-understanding." Of the Group 1 respondents, 17.4 percent indicated the negative response, as against 6.7 percent of the other group.

This question brought forth several responses from 70 of the 151 senior clients replying. Of those answering, 15 checked all three categories, 46 checked categories a. and b., two checked categories a. and c., and seven checked categories b. and c. The responses of the remaining 65 clients, who expressed the opinion that their self-knowledge had been implemented, were as follows: interests, 11; abilities, 48; and personality, nine.

Discussion of two previous questions.-- By analyzing responses to Questions 3. and 4., it may be seen that 11 students indicated both of the negative responses, saying, in effect, that they were not aided in coming to decisions concerning future objectives, and that they did not have greater knowledge of self as a consequence of advisement. Of the 11, four were in the "maladjusted" group. Of the 28 clients who said on Question 3., that their plans were confirmed by advisement, a response that might conceivably be a negative one in certain cases, two clients reported no increased self-knowledge.

Specific topics in counseling.-- Question 5. gave the students a list of five topics commonly discussed in an educational-vocational counseling situation. The instructions for the respondents were to register their opinions as to the degree of helpfulness of those topics that entered into their own discussions with the counselor. A "not-discussed" column was provided. The results are as follows:
Table 5. Clients' Reactions to Specific Topics Discussed with the Counselor

<table>
<thead>
<tr>
<th>Topics Discussed</th>
<th>Received Much Help</th>
<th>Received Some Help</th>
<th>Received Little or No Help</th>
<th>Topic not Discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. the use of tests in counseling..........</td>
<td>40</td>
<td>28.4</td>
<td>64</td>
<td>45.4</td>
</tr>
<tr>
<td>2. a personal matter</td>
<td>18</td>
<td>13.8</td>
<td>40</td>
<td>30.8</td>
</tr>
<tr>
<td>3. results of tests</td>
<td>81</td>
<td>57.9</td>
<td>42</td>
<td>30</td>
</tr>
<tr>
<td>4. educational program</td>
<td>33</td>
<td>23.9</td>
<td>60</td>
<td>43.5</td>
</tr>
<tr>
<td>5. sources of information about education or jobs</td>
<td>19</td>
<td>13.9</td>
<td>42</td>
<td>30.7</td>
</tr>
</tbody>
</table>

141 clients answered
Number 1: 130 clients,
2: 140 clients,
3: 138 clients,
4: 137 clients.

The responses to the first topic, "the use of tests in counseling," tended to cluster in the top two categories. Slightly less than 75 percent of the clients who answered indicated much or some help from the discussion. Of the remaining responses, a larger percentage were placed in the "not discussed" category than in the "little or no help" category.

A personal matter was discussed, according to questionnaire replies, in slightly more than half of the cases. It is interesting to note
that 44.6 percent of the clients expressed the opinion that this discussion had been of at least some help to them, while 11.5 percent felt that they had gained little or no help. A sizeable portion of the questionnaire returns, 43.9 percent, indicated that a personal matter had not come under discussion. These results tend to show that the Counseling Service is enjoying a good measure of success in treating personal matters in its short-term relationship with senior clients. The results also suggest that the Counseling Service is considering the diverse aspects found in educational-vocational counseling cases.

"A review of test results" received the most affirmative response of the five topics, 87.9 percent reporting at least some help from this discussion. Those who received "little or no help" numbered 15, or 10.7 percent. An additional two clients placed their checks in the "not discussed" column. Since tests were administered to every subject and then explained by the counselor, it is difficult to account for these two responses.

Five of the senior clients who checked "little or no help" on this question also reported no help in formulating plans and no better self-understanding. The remaining six who indicated these results of counsel signified that the discussion of test results had been of at least some benefit to them.

Responses on the next question, "a discussion of an educational program leading to career(s)," were distributed quite evenly over three categories, while the largest group of respondents, 43.5 percent, checked the "some help" answer. A majority of replies, 67.4 percent,
were in the two favorable categories.

To the topic, "a discussion of a personal matter," the largest response was "not discussed." Slightly under 50 percent of the responding clients said that talking over this topic with the counselor was of some value.

Reactions of the two extreme groups to specific counseling topics are presented in Table 6.

Table 6. Reactions of "Maladjusted" and "Adjusted" Clients to Specific Topics Discussed with the Counselor (of those answering each topic)

| Topics Discussed            | Received Much Help | | | | Received Some Help | | | |
|-----------------------------|--------------------|---|---|---|-------------------|---|---|
|                             | Maladj. No.      | Per-cent | Adjusted No. | Per-cent | Maladj. No.     | Per-cent | Adjusted No. | Per-cent |
| 1. the use of tests in      | 2 8.7            |           | 14.3        |           | 15 62.5         |           | 8 57.1       |           |
| counseling                   |                    |           |             |           |                  |           |              |           |
| 2. a personal matter        | 7 33.3           |           | 7.7         |           | 8 38.1          |           | 5 39.5       |           |
| 3. results of tests I took  | 11 50            |           | 57.1        |           | 6 27.2          |           | 6 42.8       |           |
| 4. educational program      | 5 23.8           |           | 35.7        |           | 10 47.6         |           | 7 50         |           |
| leading to career(s)        | 4 18.2           |           | 23.1        |           | 7 31.8          |           | 6 46.7       |           |
| 5. sources of information   |                    |           |             |           |                  |           |              |           |
| about education or jobs     |                    |           |             |           |                  |           |              |           |

| Topics Discussed            | Received Little or No Help | | | | Topic not Discussed | | | |
|-----------------------------|------------------------------|---|---|---|-------------------|---|---|
|                             | Maladj. No.      | Per-cent | Adjusted No. | Per-cent | Maladj. No.     | Per-cent | Adjusted No. | Per-cent |
| 1. the use of tests in      | 4 17.3           |           | 7.1         |           | 3 12.5          |           | 3 21.4       |           |
| counseling                   |                    |           |             |           |                  |           |              |           |
| 2. a personal matter        | 0 0              |           | 14.4        |           | 6 28.6          |           | 5 39.5       |           |
| 3. results of tests I took  | 4 18.2           |           | 14.3        |           | 1 4.5           |           | 0 0         |           |
| 4. educational program      | 3 14.3           |           | 23.1        |           | 3 14.3          |           | 0 0         |           |
| leading to career(s)        | 4 18.2           |           | 23.1        |           | 7 31.8          |           | 1 7.7       |           |
| 5. sources of information   |                    |           |             |           |                  |           |              |           |
| about education or jobs     |                    |           |             |           |                  |           |              |           |
As regards the first topic, both groups indicated quite similar percentages, with the exception that a larger proportion of the "maladjusted" clients reported "little or no help" from the discussion. The topic was not discussed in the interviews, said a greater ratio of "adjusted" seniors.

The responses of the clients in the "extreme" groups are very worthy of consideration for Topic 2., a discussion of a personal matter. One-third of the respondents in the "maladjusted" group thought that they had received much help from talking over a personal matter with the counselor, while only 7.7 percent of the "adjusted" clients expressed this sentiment. It is interesting to note that all of the "maladjusted" clients, who said that a matter of this nature was discussed with the counselor, indicated that at least some help had been gained. Even with the limited number of clients composing the "maladjusted" category, there is evidence in these responses that the Counseling Service is treating intense emotional problems with a good deal of success.

All of the "adjusted" clients expressed at least some value derived from a review of their test results. Only 77.2 percent of the "maladjusted" group indicated similar benefit, and 18.2 percent of this group thought that a review of the tests' results was of little or no value.

An examination of responses to the topic, "educational program leading to career(s)," shows that a slightly greater proportion of "adjusted" clients benefited. In this instance, 85.7 percent of the "adjusted" respondents reported at least some help derived from the
discussion, as against 71.4 percent of the "maladjusted" group. The major difference noted on the last question was that clients in the "maladjusted" group were more inclined to state that the topic had not been discussed in the interview. Otherwise, quite similar percentages of replies indicated "much" and "some" help as a result of the discussion.

The next question sought to establish how the clients regarded their present undertakings. Their responses are noted below in Table 7.

Table 7. Client Opinions of their Present Undertakings

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>a. satisfactory</td>
<td>15</td>
<td>68.2</td>
<td>12</td>
</tr>
<tr>
<td>b. reasonably satisfactory</td>
<td>4</td>
<td>18.2</td>
<td>3</td>
</tr>
<tr>
<td>c. neither one way</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>or the other</td>
<td>3</td>
<td>13.6</td>
<td>0</td>
</tr>
<tr>
<td>d. unsatisfactory</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>22</td>
<td>100</td>
<td>15</td>
</tr>
</tbody>
</table>

A sizeable majority of the respondents, 70 percent, indicated satisfaction with their present undertaking, and a large segment expressed reasonable satisfaction. Only 3.4 percent and 3.8 percent, respectively, reported less affirmative feelings about their current pursuits.

Analysis of questionnaire responses of 83 clients continuing objectives
that guidance assisted them to formulate, reveals that in 69.9 percent of replies the present undertaking was certified as satisfactory. Four clients in this group checked negative responses "b" and "d" above. A greater tendency to check the "satisfactory" response is noted for the "adjusted" clients. Only 20 percent of these counselees report that their undertakings are "reasonably satisfactory," and none of their responses fall in the two negative categories. On the other hand, a lesser proportion in Group 1 stated that they are satisfied with their present undertaking. In addition, 13.6 percent of this group reported pursuits that are "unsatisfactory."

The second main section contains only one question, which was addressed to counselees currently engaged in further academic work. A large number, 93 of the 132 answering the question, said that they were planning to enter a field of work upon completion of their course of study. A relevant classification of their occupational choices is almost impossible because of their diversity. Of the remaining respondents, 25.8 percent stated that they were uncertain as to choice of field, and 3.7 percent said that they were not pointing toward a field of work after the completion of their study.

Additional opinions of the Counseling Service.—Questions in the next section asked the senior clients to register their opinions of the counselor, the nature of the counseling relationship, the psychometrists, and conditions in the testing room. The purpose of these items was to find out whether staff personnel had impressed the subjects as being helpful and friendly, and if testing conditions had been conducive to maximum performance.
Table 8. Clients' Reactions to the Question, "Was the counselor sympathetic and understanding?"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>a. yes</td>
<td>20</td>
<td>86.9</td>
<td>13</td>
</tr>
<tr>
<td>b. didn't appear so</td>
<td>3</td>
<td>13.1</td>
<td>2</td>
</tr>
<tr>
<td>c. no</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>23</td>
<td>100</td>
<td>15</td>
</tr>
</tbody>
</table>

Of the 148 clients who responded to this question, 136, or 91.9 percent, agreed with the statement. A small portion, 8.1 percent, said that the counselor did not appear to be sympathetic and understanding, while none of the replies contained the "no" answer.

Clients in both Group 1 and Group 2 showed substantial agreement with the statement, 86.9 percent of the former group and 86.7 percent of the latter group, saying "yes."

The results to Question 2. are listed below:

Table 9. Clients' Reactions to the Question, "Did it seem that you could talk freely about yourself?"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>a. yes</td>
<td>15</td>
<td>62.5</td>
<td>10</td>
</tr>
<tr>
<td>b. to some extent</td>
<td>9</td>
<td>37.5</td>
<td>4</td>
</tr>
<tr>
<td>c. no</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
<td>15</td>
</tr>
</tbody>
</table>
A majority, or 59.8, of the responding clients felt that they could talk freely with the counselor. A marked discrepancy is thus shown between the affirmative response for this item and the previous one. The "to some extent" category was checked by 38.2 percent of the total respondents, and two percent checked "no."

Group 1 and 2 respondents tended to agree that they could talk freely with the counselor. More favorable reactions were derived, on the whole, from the "maladjusted" clients, since a lesser proportion of the other group indicated the "to some extent" answer, and one of the "adjusted" clients marked "no."

Of the 153 clients replying to the questionnaire, 151 indicated answers to the next question, "Do you think that you had sufficient time for discussion with the counselor?"

Table 10. Clients’ Reactions to the Question, "Do you think you had sufficient time for discussion with the counselor?"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>a. yes</td>
<td>15</td>
<td>62.5</td>
<td>11</td>
</tr>
<tr>
<td>b. uncertain</td>
<td>6</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>c. no</td>
<td>3</td>
<td>12.5</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
<td>14</td>
</tr>
</tbody>
</table>
Slightly over three-fourths of the respondents, 75.5 percent, said "yes," 13.9 percent marked the "uncertain" category, and 10.6 percent said "no." A breakdown of the replies of the extreme groups shows that 62.5 percent and 78.6 percent of Group 1 and Group 2 clients, respectively, indicated "yes," 25 percent and 7.1 percent, "uncertain," and 12.5 percent and 14.3 percent, "no."

The clients were then asked for their opinions as to the helpfulness and cooperativeness of the psychometrists.

Table II. Clients' Reactions to the Question, "Were the personnel who administered tests helpful and cooperative?"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>a. very much so</td>
<td>19</td>
<td>82.6</td>
<td>15</td>
</tr>
<tr>
<td>b. somewhat</td>
<td>4</td>
<td>17.4</td>
<td>0</td>
</tr>
<tr>
<td>c. no</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>23</td>
<td>100</td>
<td>15</td>
</tr>
</tbody>
</table>

This question was answered by 151 of the subjects. Most of the respondents, 92.1 percent, felt that the testing personnel were very helpful and cooperative. The remaining subjects checked the "somewhat" category.

The "adjusted" clients, according to their answers, had a more favorable impression of the psychometrists, as regards their treatment...
of senior clients. All of them indicated the most favorable reply. A few of the "maladjusted" clients, 4, or 17.4 percent, reported that the testing personnel were "somewhat" helpful and cooperative.

All but one of the total response group of 153 subjects responded to the next question.

Table 12. Clients' Reactions to the Question, "Did you feel that you weren't given ample attention in the testing room?"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>a. yes</td>
<td>3</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>b. to some extent</td>
<td>2</td>
<td>8.7</td>
<td>0</td>
</tr>
<tr>
<td>c. no</td>
<td>19</td>
<td>78.8</td>
<td>14</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
<td>15</td>
</tr>
</tbody>
</table>

A small portion of the 152 responding expressed the opinion that they were not given sufficient attention in the testing room, 5.3 percent reporting "yes," and 3.9 percent, "to some extent." Clients in Group 2 were less inclined to indicate that ample attention had not been given them, 6.7 percent giving responses other than "no." For the "maladjusted" group, the comparable figure was 21.2 percent.

The final item in this section attempted to find out if the testing room conditions had disturbed the clients' concentration. The results of this question are given in Table 13.
Table 13. Clients' Reactions to the Question, "Was your concentration hindered by conditions in the testing room?"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>a. yes</td>
<td>1</td>
<td>4.2</td>
<td>1</td>
</tr>
<tr>
<td>b. to some degree</td>
<td>5</td>
<td>20.8</td>
<td>2</td>
</tr>
<tr>
<td>c. no</td>
<td>18</td>
<td>75</td>
<td>11</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>100</td>
<td>14</td>
</tr>
</tbody>
</table>

Less than three-fourths, or 73 percent, of the 148 replies fell in the "no" category. Of the remaining answers, 22.3 percent and 4.7 percent were in the "yes" and "to some degree" categories, respectively. The responses to this question were not as favorable as for the previous one, so it appears that disturbing conditions are evident in the testing room. The replies by the Group 1 and Group 2 respondents agreed substantially with the opinions expressed by the total response group.

Desirability of additional interviews.-- The first question in Section IV asked the subjects if they would like to see the counselor again for further talks. Three categories were provided: "not necessary"; "might be helpful"; and "wouldn't be necessary." The ambiguous wording of the first and third categories was cause for the writer to discount these replies. Consequently, only the responses to Category b. are reported.

Of the total response group of 152 clients, 75, or 49.3 percent,
indicated the "might be helpful" answer. The percentages of responses of "maladjusted" and "adjusted" clients were very comparable, 54.2 and 53.3 percent of the respective groups checking this category. The large proportion of "might be helpful" answers to this item might indicate that the clients did not have sufficient time for a review of counseling results or a discussion of their problems. There is also the possibility that the subjects might wish to talk over problems that have arisen since advisement.

Whether clients would repeat their guidance experience. — Question 2, under Section IV asked the counselees if they would seek guidance, if they had their counseling experience to do over again. Their reactions are as follows:

Table 11. Clients' Responses to the Question, "If you had it to do over again, would you seek guidance at the Counseling Service?"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>a. yes..............</td>
<td>12</td>
<td>52.2</td>
<td>7</td>
</tr>
<tr>
<td>b. possibly..........</td>
<td>8</td>
<td>34.8</td>
<td>5</td>
</tr>
<tr>
<td>c. don't know........</td>
<td>2</td>
<td>8.7</td>
<td>3</td>
</tr>
<tr>
<td>d. no...............</td>
<td>1</td>
<td>4.3</td>
<td>0</td>
</tr>
<tr>
<td>Totals..............</td>
<td>23</td>
<td>100</td>
<td>15</td>
</tr>
</tbody>
</table>

The opinions expressed by the clients to this question are rather surprising in view of responses to other items. In general, this question
may reflect a more accurate expression of the senior client mind than
the more factually-based questions in Section I (Questions 3. and 4.).
Although 84 to 90 percent of the replies signified either planning
assistance or better understanding, only 54 percent of those answering
Question 2. felt that they would seek guidance again, if they could elect
to do so. An even 40 percent of replies fell in the "possibly" and
"don't know" categories, while nine clients, or 6 percent, stated that
they would not repeat their counseling experience. Thus, it seems that
only three-fifths of the respondents felt strongly enough about
counseling to commit themselves either one way or the other.

Of Group 1 and Group 2 respondents a greater proportion of the
latter group were inclined to indicate that they were not certain
whether they would elect to repeat their counseling experience or not.
The "maladjusted" clients expressed the affirmative response in a greater
percentage of cases, and one of these subjects said "no."

Whether clients would refer a friend.--- The third question under
Section IV sought to determine if the senior counselees would refer a
friend to the Counseling Service. Their responses are given in Table 15.

Table 15. Clients' Responses to the Question, "Would you refer a
friend to the Counseling Service?"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>a. no.</td>
<td>1</td>
<td>4.2</td>
<td>0</td>
</tr>
<tr>
<td>b. undecided.</td>
<td>5</td>
<td>20.8</td>
<td>2</td>
</tr>
<tr>
<td>c. yes.</td>
<td>18</td>
<td>75</td>
<td>13</td>
</tr>
<tr>
<td>Totals...</td>
<td>24</td>
<td>100</td>
<td>15</td>
</tr>
</tbody>
</table>
More than three-fourths, or 79 percent, of the respondents indicated that they would suggest the Counseling Service to a friend. A small fraction of the total number answering this question, 2.6 percent, said that they would not refer a friend, while 18.4 percent checked the "undecided" category. The "adjusted" group expressed more affirmative answers, as can be noted from the table. One of the Group 1 subjects replying said that he would not suggest referral. No one in the "adjusted" category marked this answer.

The writer anticipated close correlation between this question and the previous one, which asked the clients if they would repeat their counseling experience. The marked discrepancy which resulted cannot be readily explained. A partial explanation may be that the clients are not aware of the benefits that accrued to them through advisement, but are aware of the potential benefit from counseling that may result for others in need of guidance.

Present concerns of clients.-- Question 4, contained a check list of common concerns or problems. The prime purpose of this question was to establish: (1) if "maladjusted" clients were more prone to check concerns than "adjusted" subjects; and (2) if any light could be shed on the present adjustment of the former group. Since the check list contained problem areas, the writer realized that only broad generalizations could be derived from analyzing responses. Specific interpretations would be made impossible since the check list did not attempt to diagnose the intensity of client concerns much less the type of concern indicated within each area.
Realizing that a measure of adjustment gained by this means would be extremely tenuous, the writer deemed it more advisable to examine individual "concern" categories and to report the findings for Groups 1 and 2, rather than to base any impressions of present adjustment on the over-all total of concerns checked.

"Concerns" are reported below for Group 1 and Group 2 respondents.

Table 16. Responses of "Maladjusted" and "Adjusted" Clients to the Question, "What matters are causing you concern at the present?"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a course of study</td>
<td>9</td>
<td>46.9</td>
</tr>
<tr>
<td>b. Should I continue with my education?</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>c. Should I keep on with my present job?</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>d. What I should do after school or college</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>e. personal affairs</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>f. financial difficulties</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>g. other concern(s)</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>Totals</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

22 clients responded
12 clients responded

The "maladjusted" and "adjusted" groups proportionately checked the same number of matters concerning them. In addition, half of each group responding listed more than one matter of concern at the present. The "adjusted" clients showed a disproportionately greater tendency to
check "a course of study" and "what I should do after school or college." "Maladjusted" clients checked the personal affairs category more frequently. Seven of the Group 1 clients, according to one interpretation, are still having to deal with personality conflicts regardless of the benefit they gained from advisement on a personal matter.

Comments, criticisms and suggestions.-- The next question read, "What help did you hope to get from the Counseling Service that you didn't?" Of the 82 counsellee's that commented, 35 expressed satisfaction with counsel. The comments of the remaining subjects were classified into ten main categories. For the sake of brevity, the criticisms and suggestions solicited by the final item on the questionnaire were combined with the comments noted on Question 5. Of the 153 respondents, 101 volunteered remarks on these two questions. Thirty of the clients wrote two comments.

A few of the more pertinent comments in each category are as follows:

Satisfaction with counseling (39)

"all subjects covered thoroughly"

"I got what I wanted to get a knowledge of my abilities."

"I got all the help I needed."

"I was definitely satisfied."

"Very much pleased. I think I got all the help that I could reasonably expect."

"The Service really helped to set me on the right path."
Didn't know what to expect from counseling (4)

"...I didn't know what type of help to expect."

"I thought I'd actually find out what I should do after school, but I guess that's up to myself."

"I believe most people, myself included go into the Counseling Service expecting too much, and as a result, feel that they gained little or no help."

Wanted more specific advisement in general (16)

"Results were expressed very generally and not specifically enough."

"I find that, through the Service, I had a wide variety of fields to choose from, too wide a field."

"Some relatively concrete suggestions. I feel that my experience with the Service was a total waste of time and money."

"Be a little more specific in results."

"Had hoped to limit future educational and vocational possibilities"  

Wanted more specific advisement concerning vocation (8)

"Tell specifically what field to enter"

"The definite type of job I should get or do"

"I feel that the Counseling Service should have given me more guidance toward a future vocation than it did."

Wanted more specific advisement concerning education (5)

"A definite answer to the question: which field of concentration should I undertake in college. Possibly I expected too much."

"The particular course to study in school"

Wanted better understanding of self (5)

"A knowledge of my aptitudes in the physical sciences (for medicine) and in the social sciences and arts (for law)"

"...they should have been more specific as to where my aptitude lies."

"...I had hoped for a more thorough analysis of my capabilities."
Wanted information about suitable vocations (3)

"An insight into various jobs that might not be well known to a student just being graduated."

"If it were possible, I think it would be advantageous for a person seeking a certain type of career, to talk to someone who has a thorough knowledge (of that career)."

Expressed disappointment with results (10)

"The only criticism I have is that the Counseling Service should give the student a better picture for his future education. When I was there, the Counselor came right out and said that I wasn't smart enough for college. Right now I am in the top third of my class with all B's."

"...I was told that I should or could not go to college...I did get in on my own."

"I felt that the Counseling Service fell far short in its estimate of me. This opinion is also held by my high school principal and teachers."

"...I was told that I didn't even have enough subjects to make the grade at Wentworth..."

"I was given to understand that my Math and English were below par for me to enter college. Thus far, however, my college marks have been best in these subjects."

Comments on personnel, tests, conditions and counseling process (23)

"I found the people very hard to talk with at times."

"All personnel exceedingly pleasing and helpful"

"Counselor should remain with client to satisfactory conclusion"

"I was quite surprised that the girl that interviewed me did not suggest the College of Practical Arts (Boston University) where I am planning to go next year."

"Have better testing conditions with ample breaks between tests."

"Although the occasional talking in the testing room did not bother me I think it did hinder others."

"I wanted you to tell me exactly what my scores were and you never did. You gave me very vague answers."
Comments on personnel, tests, conditions and counseling process (cont.)

"...I had many interests of which the tests showed me the foremost."

"In accordance with my test results, I would like to have been given a more distinct category of jobs available, that I would be adapted to."

"A look at the specific tests would be appreciated..."

Others (20)

"The Counseling Service merely confirmed my own thoughts..."

"The Counseling Service helped me to understand my personality better, but when I came out I didn't quite know what I wanted to do..."

"I had hoped to crystallize my ideas and feelings. The fact that I couldn't however, is no comment on the Counseling Service itself, but rather on the fact I wasn't ready for a decision."

"Perhaps the Service should be more publicized. I know boys that would have liked to take (tests) but they did not know about the Counseling Service until they had heard that I took the tests. If they had heard about it earlier it probably would have helped them as it did me."

"I think that this group of tests should be given at all high schools and preparatory schools..."

"I think it might be well to have a follow-up interview with the counselor about a year or so after completion of tests."

"Interview every three months after completion of tests."

"I feel that of the testing and counseling services the testing had more specific results. The counseling was helpful but I feel that it could have been entered into more fully..."

"...the results can be much more meaningful after a time lapse and that like height, and weight, they will change more quantitatively than relatively."

"Costs too much for the individual."

"They should provide sleeping accommodations for people staying overnight."
Numerous respondents expressed satisfaction with advisement in general or specific aspects of it. To a slightly lesser degree, clients expressed the opinion that they had hoped for more specific advisement. Sixteen clients thus were of the opinion that counseling results were expressed very generally, while 13 clients wanted more specific counsel in either educational or vocational matters. Many clients indicated their opinions of staff personnel, conditions at the Counseling Service, and the counseling process. Their comments, however, were so varied that no general conclusions can be drawn. It was of interest to note that ten respondents held the opinion that results of counseling did not measure up to their own estimate of their abilities. An additional 20 clients added comments which could not be readily categorized.

Five clients indicated that they had hoped for better self-understanding, through counsel, while three stated that they had desired information about suitable vocational possibilities.

Whether clients would have liked counseling to have been specific. The clients were then requested to give their opinions as to whether they felt that the Counseling Service should have indicated a specific educational or vocational course for them to pursue.
Table 17. Clients' Responses to the Question, "Do you feel that the Counseling Service should have decided upon an occupation for you to enter or an educational plan for you to follow?"

<table>
<thead>
<tr>
<th>Categories</th>
<th>&quot;Maladjusted&quot; Clients (Group 1)</th>
<th>&quot;Adjusted&quot; Clients (Group 2)</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. yes</td>
<td>4</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>b. no</td>
<td>16</td>
<td>80</td>
<td>11</td>
</tr>
<tr>
<td>Totals</td>
<td>20</td>
<td>100</td>
<td>13</td>
</tr>
</tbody>
</table>

The majority of respondents expressed the opinion that the Counseling Service should not make specific decisions. Under one-fourth of the group, 22.5 percent, felt that the agency should have selected definite objectives for them to follow. A comparison of replies by "adjusted" and "maladjusted" clients shows that more, in proportion, of the former clients indicated the "no" answer.

This question elicited several comments from the respondents. Some of them are:

"make suggestions, yes, but not decide"

"however they should have been more specific"

"it is not up to the counselor—his place is simply to counsel"

"I think that the Counseling Service should have suggested a plan for me—which it did."

"it was not necessary that they decide a plan for me but it seemed to have worked out that way"
"they did"

"possibly"

"I was thankful for guidance and suggestions; the rest, I feel, is up to the individual."

Opinions of non-respondents.— In order to gain an indication of reactions to counseling of clients who did not return questionnaires, a telephone survey of non-repliers was conducted in the Greater Boston area. Ten of the 30 non-respondents in this area were selected at random to be called. Six of the ten were contacted directly by telephone while, in three cases, clients were not at home and mothers volunteered what information they could. The tenth person called could not be reached.

Each of the six clients who was reached personally was asked if, in his estimation, guidance had helped him to formulate future objectives and to understand himself more fully. When asked these questions directly, the clients tended to give their opinions of accumulated effects of advisement. Although none of those called cited tangible decisions from counsel, their replies were, on the whole, quite favorable. A comment from each person is listed below:

"...(guidance) helped to decide approximately what road to take."

"...(guidance) reinforced ideas about art, that I was not good in business."

"...a confirmation of my own ideas"

"It (guidance) did help in (my) future...showed me what I was capable of"

"...I knew some things I could and couldn't do, scholastically, at least."

"...(guidance) made me think of myself, look at myself from the outside, which was...very helpful."
One mother contacted was of the opinion that guidance achieved very beneficial results for her son. The second mother, although she agreed willingly to supply information, was extremely vague on the subject of effects of counsel for her son. She did commit herself by saying that, in her opinion, her son had not been assisted by counseling to understand himself better.

The third mother said that guidance had been entirely unsuccessful for her daughter. The counselor at the agency, she said, had indicated that the girl was not college caliber, but should think more in terms of a secretarial school. Instead, the daughter had continued on with her plans to attend a liberal arts college and had completed a very successful first year, reported the mother.

On the basis of a limited telephone survey, it appears that reactions of non-respondents are quite similar to those of respondents, as regards the generally favorable tone of responses. Although the clients called personally did not state unequivocally that guidance had assisted them to formulate decisions, their replies do suggest that counseling did achieve a large measure of benefit for them.

Significance of differences between "maladjusted" and "adjusted" clients.--- In an attempt to determine the significance of the several discrepancies in responses between "maladjusted" and "adjusted" clients, the writer employed the "chi" square technique. This technique was applied to several questions where a discrepancy between the two groups' responses was most pronounced. In each case the resulting figure did not approximate significance at the five percent level. Therefore,
without further computations, the writer concluded that discrepancies existing between "maladjusted" and "adjusted" clients, although suggesting that the former derived greater benefit from counseling, were in no manner statistically significant.

**Differences between 1950-51 and 1951-52 clients.**—Since this is a thesis study which follows-up secondary school senior clients who received educational-vocational advisement over a span of two years, June, 1950 to June, 1952, it is important to determine if any discrepancy existed between the responses of counselees advised in each year period. The two groups, as stated previously in this study, were not equal in size. The majority of the subjects, 128 in number (61.3 percent), were counseled from June, 1951 to June, 1952.

The 1951-52 students expressed slightly greater assistance in making plans. To a greater degree did they state that advisement resulted in confirmation of objectives. More of the "earlier" counselees, in proportion, indicated that they were not helped to make any decisions as a result of guidance. An analysis of responses shows that the 1950-51 seniors who were assisted to make educational-vocational decisions are pursuing their objectives with slightly more stability than are the more recently-seen clients. As regards self-understanding derived from counsel, clients counseled in the earlier year express similar opinions, as did the "later" subjects. Seniors advised in 1950-51 displayed a slightly greater tendency to report no increased self-knowledge, however.

On the section which asked for client reactions to topics discussed
with the counselor, the responses of the "earlier" and "later" groups were remarkably similar. For Question 6. of Section I, which asked the clients to indicate opinions of their present undertakings, a greater proportion of 1951-52 clients said that their pursuits were "neither one way or the other," and a lesser number, in relation, stated that they were "reasonably satisfied."

A few differences between the responses of the "earlier" and "later" clients were brought to light on Section III, which called for client opinions of the counselor, testing personnel, and conditions in the testing room. The recently-counselled group were more inclined to report that the counselor did not appear sympathetic and understanding. A slightly greater proportion of this group also tended to state that they had sufficient discussion time with the counselor. Clients seen during 1951-52 were more prone to indicate that they were not given ample attention in the testing room and that their concentration was disturbed while they were working on tests.

The "earlier" clients agreed substantially with the 1951-52 subjects as regards their responses to whether they would seek guidance again if theirs was the choice, and whether they would refer a friend to the agency. A slightly larger ratio of the 1950-51 subjects said "no" to the latter question, however.

"Earlier" and "later" clients expressed comparable opinions on the question directed at finding out if the Counseling Service should have selected objectives for them to follow.
CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary.—The purpose of this follow-up investigation of secondary school senior clients, all educational-vocational counseling cases, was to ascertain their opinion of the counseling they received at the Boston University Counseling Service. In addition, the follow-up survey attempted to register the reactions of a small segment of the secondary school senior group who, in counselor opinion, were thought to be either "maladjusted" or "adjusted."

The clients selected for study were mailed a questionnaire. The questionnaire sought to determine what information the student clients had derived from "Information-giving" interviews. Specifically, the survey attempted to find out if guidance had helped them to formulate future objectives and if it had augmented their self-understanding. In order to give a more accurate indication of the value of counseling, responses of clients crediting guidance with a part in planning were analyzed to ascertain (1) how lastingly their objectives had been pursued, and (2) how satisfactory their undertakings were at present.

Clients were also asked for their opinions of the counseling process as well as of the staff at the agency. Certain questionnaire items attempted to gauge their subjective estimate of the worthwhileness of advisement. The follow-up study sought to point out differences in
opinions and expressed counseling benefits indicated by "maladjusted" and "adjusted" counselees.

Evaluation of fundamental objectives. According to questionnaire responses, the Counseling Service is performing a very creditable job in implementing the self-knowledge of secondary school senior counselees. One hundred thirty-five, or 89.4 percent of the respondents, indicated that guidance resulted in better self-understanding, and 16 felt that it had not. Seventy of the replies contained checks in two or more of the three categories provided: interests, abilities, and personality.

Counselor suggestions of suitable educational-vocational possibilities to the clients were acknowledged on the questionnaire to be of distinct benefit. However, approximately one third of the subjects indicated in their comments that they had desired more specific recommendations. As has been seen in the previous chapter, only 23 clients, or 15.2 percent, reported that guidance did not assist them to make any decisions as to future plans. Two clients did not commit themselves on this item. An analysis of questionnaire replies revealed that 106 clients were helped through counsel to formulate objectives at some time between the "explanatory" interview, and the present time. Although the responses of the remaining 24 were found to be inconsistent, their answers suggested that guidance for the majority was successful in giving them ideas to weigh.

Of the 106 subjects crediting the Counseling Service with a role in formulating objectives, 83, or 78.3 percent, are still pursuing them. Three clients commented that they were following objectives in part,
while 20 said that they had abandoned plans. Present undertaking was acknowledged to be satisfactory by 58 of the 83 counselees continuing plans, five clients not indicating their replies. Only four, or 4.8 percent of respondents in the group of 83 felt that their current undertaking was either not satisfactory, or reasonably so.

Eleven respondents signified on the questionnaire that guidance effected no increased self-knowledge and, in addition, had not been of some value in formulating future objectives. The other 142 clients felt, in varying degrees, that counseling had been of positive value in either implementing self-understanding, assisting in future planning, or both. For 7.3 percent of respondents, then, it appears that advisement was not successful in effecting either of these fundamental or primary objectives.

Evaluation of primary objectives for "maladjusted" and "adjusted" clients.— "Maladjusted" counselees, in greater ratio, indicated that advisement did not help them to formulate objectives. Thus, six in this group reported "no decisions" on Question 3, as against two clients in the "adjusted" group. Seven out of eight of the latter clients said they were still pursuing objectives suggested through counsel, while eleven "maladjusted" subjects replied to this effect. According to these results, it appears that the "planning" function is being more successfully carried out with "adjusted" senior counselees.

As regards self-understanding, "adjusted" clients checked "abilities" and "interests" in greater proportion. "Maladjusted" clients, while they reported greater understanding of personality, also were more inclined to state that self-understanding had not been increased. Although replies of Group 1 and Group 2 suggested that the "adjusted" clients might have
benefited more from advisement, no statistical significance was found to exist.

Evaluation of additional objectives.—A measure of the success of the Counseling Service in achieving additional objectives can be gained from reviewing the reactions of respondents to specific topics discussed with the counselor. One topic was worded "an educational program leading to career(s)," because a significant majority of clients were contemplating further education. The topic elicited a 67.1 percent favorable response from the 138 respondents. Only 20 respondents indicated that this topic was not considered in their interviews. The success of the Counseling Service in relating education to vocational opportunities can be better appreciated by the fact that on only 25 or 19.1 percent of the replies was the "little or no help" category marked.

To a lesser extent is the Counseling Service guidance of value in informing its secondary school counselees of sources of educational and vocational information. This topic is especially inclined to be relegated to a minor role in the guidance process, or even disregarded entirely, because of the limited time available. Fifty-one, or 37.1 percent, in fact, said that this topic did not enter their discussions. Less than half of the respondents, 44.6 percent, felt that they had gained much or some benefit from a discussion of this matter with the counselor.

An analysis of replies suggests that the agency is focusing its attention on personality adjustments of senior clients, and is assisting them to resolve adolescent difficulties. That counsel concerning a
personal problem was at least of some value was indicated in 44.6 percent of the replies. Fifty seven, or 43.9 percent, of the clients replying to this topic reported that a personal matter was not discussed. All of the "maladjusted" clients, quite significantly, reported that a discussion of a personal matter had been of value to them, while the responses of the "adjusted" clients were quite similar to those expressed by the total response group.

A brief review of questionnaire results.-- The review of test results was rated highly by the respondents, a vast majority of them, 87.9 percent, signifying that the discussion was of much or some value. Relatively few ventured the opinion that a review of test results had been "of little or no help" to them.

Several questions on the questionnaire asked for client opinions of the personnel with whom they had contact in their guidance experience, namely, the counselor and personnel who administered tests. These questions elicited uniformly favorable ratings from the respondents. One discrepancy was noted, however, in the overwhelmingly favorable tone of replies to these items. The respondents reported that the counselor conducting the interviews appeared very sympathetic and understanding, but to a lesser degree, did they indicate that they were able to talk freely with him.

Since the secondary school senior clients spent so much of the counseling time allotted to them in the testing situation, it was deemed advisable to determine their opinions of the conditions prevailing in the testing room. Substantial agreement was noted, on the basis of
questionnaire replies, that optimum working conditions prevailed. The
testing personnel, according to the repliers, gave them ample attention in
the testing room. On another question, more subjects were inclined to
feel that their concentration was hindered by testing room conditions.

Almost one half of the clients who returned questionnaires held the
opinion that further discussion with the counselor might prove helpful.
On another item three fourths of the replying group expressed the
opinion that they had sufficient time for discussion with the counselor.
An explanation of this discrepancy might be that roughly 25 percent of
the senior respondents would like to talk over problems that have arisen
since guidance.

Two indications of the clients' subjective estimate of counseling
were thought to be: (1) whether they would choose to repeat their
guidance experience, and (2) whether they would refer a friend to the
agency. Although upwards of 90 percent of respondents indicated on
other questions that counseling had been of distinct value, only 54
percent felt that they would choose to repeat the counseling experience.
To a greater extent, clients who replied indicated that they would
suggest a visit to the Counseling Service to a friend, 79 percent
checking the affirmative answer.

(The principal criticism of senior counselees was that results of
guidance had not been specific enough. Some clients felt that guidance
had been guilty of underestimating their talents and potentialities.
In the total response group, 39 out of 101 subjects expressed feelings
of satisfaction with their counsel.)
An analysis of responses of "maladjusted" and "adjusted" subjects generally revealed that the latter clients expressed more positive attitudes toward the counseling process, personnel, and conditions. The "maladjusted" respondents, however, were slightly more inclined to state that they would repeat their counseling experience if they had the choice of doing so. On the check list of common concerns these clients checked "personal affairs" in greater ratio than did "adjusted" clients. Counseling on personal matters, consequently, might have been of value to these students, yet their reactions to the check list might suggest that personal problems are still present.

A telephone survey of Greater Boston non-respondents ascertained that their reactions to guidance were quite similar to the reactions of clients who replied to the questionnaire. They acknowledged that guidance had been of value to them although none of the six contacted directly said that they were assisted to formulate specific decisions.

**Recommendations.**—Although the Boston University Counseling Service is achieving its objectives to, and meeting the comprehensive needs of, secondary school seniors, there are several recommendations that may be advanced for serving twelfth-grade students in fuller measure. The recommendations that will be advanced in some instances will apply to all educational-vocational counseling cases or to all students who avail themselves of the agency's assistance. However, for the purposes of this study, all recommendations will be ventured specifically toward increasing the effectiveness and efficiency of the Counseling Service for future secondary school senior clients.
1. An analysis of questionnaire responses and comments points out, in the writer's opinion, a need for a greater emphasis on the part of the Counseling Service upon the clarification of objectives and procedures of the counseling process. A significant number of comments elicited by the questionnaire suggests that, in spite of general feeling of satisfaction held by respondents, many clients were hoping to obtain quite specific recommendations and results. Many of the clients felt that the results of guidance had been discussed too generally. On one questionnaire item, in addition, a number of respondents indicated their opinion that the Counseling Service should have suggested a specific undertaking for which they would be best suited instead of suggesting several suitable educational-vocational possibilities.

These points would indicate a deficiency in the proper orientation to the counseling process as practiced by the Counseling Service. Although the counselors do discuss these matters with senior students, it appears necessary for them to devote more attention to explaining the nature of guidance and the philosophy behind it. The client should be instructed that the tools and techniques at the disposal of the Counseling Service are not sufficiently refined to yield unerring measures and appraisals. Recommendations, it should be impressed on the client, are based on general considerations. Therefore, of great importance, is the fact that the client himself must weigh alternative possibilities and formulate his own final decision.

As a specific recommendation, a pamphlet describing the objectives and procedures of the Boston University Counseling Service
should be made available to clients before they register for advisement.

2. Clients by their reactions also indicate an erroneous concept of the importance of tests in the guidance process. Many clients ascribe magical qualities to tests in their comments, regarding them in some cases as panaceas or "ends-in-themselves." Others referred to "tests", rather than the counseling process. For a large proportion of clients, according to questionnaire responses, the role of tests in advisement was not adequately covered. Although the counselors attempt to place tests in their proper relationship as one element of the comprehensive guidance function, more time and effort should be given to explaining the purposes of tests, their individual measures, and their strengths and weaknesses.

The client is entitled to be given a more comprehensive written report of results as well as recommendations than is the case at present. The report should include, in the writer's opinion, scores given in general levels, a brief description of measures obtained from the various tests, and norm groups used.

3. Several clients indicated that their concentration was disturbed by commotion and noise in the testing room either in direct response to one item on the questionnaire or by additional comment. Consequently, the staff at the Counseling Service should take steps to insure that conditions in the testing room are more conducive to complete concentration.

4. The educational-vocational information aspect of the counseling process is acknowledged to be weak for the average educational-
vocational counseling cases. Secondary school seniors indicated this weakness only to some extent in their replies. The limitations of time prevent greater emphasis upon this element. However, mimeographed lists of pertinent reading materials might be given to the clients, without diminishing the emphasis upon objectives deemed by the Counseling Service to be of greater import.

5. On the basis of responses to questionnaire items and elicited comments, it appears that the Counseling Service should devote more attention to vocational advisement. Since an overwhelming majority of senior clients intend to continue their education, this entails integrating educational programs and suitable vocational possibilities.

6. Although two follow-up studies have been performed at the Counseling Service previous to this investigation, there is a need for a regular follow-up procedure to be instituted. The Counseling Service should attempt to ascertain its effectiveness for other groups that it counsels, namely, community cases and Boston University students. Efforts by the agency to promote closer coordination with secondary school guidance personnel is to be commended, yet relations are, at present, too informal to be of maximum value. The need for closer, more formal, working relationships with secondary school administrators, teachers, and counselors is clearly demonstrated, on the basis of the writer's cumulative experience with the Counseling Service. Smoother procedures should be instituted for the mutual exchange of vital information between agency and school.

Many of the recommendations proposed by the writer, it is realized,
are hinged upon increasing the time made available for secondary school senior students. More interview time allowed for each counselee would help greatly in enabling the Counseling Service to effect secondary objectives more successfully. Augmenting the counseling process, however, appears impossible under present conditions due to a full client load. Recently, it has seemed to the writer that the facilities of the Counseling Service have been overtaxed, necessitating delays in individual tests and "explanatory" interviews. The staff is so burdened that they cannot operate at maximum efficiency. Present conditions clearly point out the need for an enlarged staff to treat an ever-increasing clientele. The present trend, budget-wise, appears to indicate that additional staff cannot be employed. The solution to the problem rests with the University, however, and not with the agency.

Consequently, for greatest value to accrue to future secondary school senior clients, it is deemed advisable to allow more interview time per counselee, to add an additional interview to the counseling process, to increase the staff personnel, and to promote closer working relations between agency and school. The most pressing need at present, in the writer's estimation, is for an additional interview to be arranged with the individual client. The client should be encouraged to feel free to return to the Counseling Service for further discussion of results and recommendations. If the counselee is not encouraged to return, the agency is indeed shirking a primary obligation to him.
Follow-up Study of Secondary School Seniors who received Counseling at the Boston University Counseling Service, Boston, Mass.

I. 1. What are you doing at the present time? I am: (please place a check before those statements that apply)
   a. ( ) in the armed forces (if so, how long? _______________)
   b. ( ) working full-time or ( ) part-time
   c. ( ) attending school full-time or ( ) part-time

2. Did you leave secondary school (i.e., high or prep school) before graduating?
   a. ( ) yes  b. ( ) left school but returned later to graduate  c. ( ) no

3. Information that I received from the counseling interviews at the Boston University Counseling Service: (please check those that apply)
   a. ( ) merely confirmed educational or vocational plans that I had in mind before counseling.
   b. ( ) gave me, mainly, ideas about several educational or vocational possibilities.
   c. ( ) helped me to reach a final decision about future education.
   d. ( ) helped me to arrive at a final decision about a future vocation.
   e. ( ) did not help me to make any decisions about my future.

   A. What was the decision, if one was reached? _______________________
   B. If the Counseling Service helped you to decide upon future plans, are you still following them?   a. ( ) yes  b. ( ) no

4. As a result of the guidance at the Counseling Service I felt that I had a better understanding of my: (please check those that apply)
   a. ( ) interests
   b. ( ) abilities
   c. ( ) personality
   d. ( ) none of these

5. To what extent did you feel that you received help in your discussion with the counselor of the following topics? For those of the topics that were not discussed please place your check in the "not discussed" column.

<table>
<thead>
<tr>
<th>received much help</th>
<th>received some help</th>
<th>received no or little help</th>
<th>not discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A discussion of:
1. the use of tests in counseling
2. a personal matter
3. results of tests I took
4. educational program leading to career(s)
5. sources of information about education or jobs

6. My present (if in service, last) educational or vocational undertaking I find:
   a. ( ) satisfactory
   b. ( ) unsatisfactory
   c. ( ) reasonably satisfactory
   d. ( ) neither one way or the other

II. If you are now furthering your education will you please answer the following question. Regardless of what you are studying now, are you pointing toward a field of work (i.e., salesman, teacher, engineer) upon completion of your course?
   a. ( ) no  b. ( ) uncertain  c. ( ) yes (if so, what field? ___________________)


III In this section would you please check the response that best describes your experience at the Boston University Counseling Service.

1. Was the counselor sympathetic and understanding?
   a. ( )yes
   b. ( )didn't appear so
   c. ( )no

2. Did it seem that you could talk freely about yourself?
   a. ( )yes
   b. ( )to some extent
   c. ( )no

3. Do you think you had sufficient time for discussion with the counselor?
   a. ( )yes
   b. ( )uncertain
   c. ( )no

4. Were the personnel who administered tests helpful and cooperative?
   a. ( )very much so
   b. ( )somewhat
   c. ( )no

5. Did you feel that you weren't given ample attention in the testing room?
   a. ( )yes
   b. ( )to some extent
   c. ( )no

6. Was your concentration on tests hindered by conditions in the testing room?
   a. ( )yes
   b. ( )to some degree
   c. ( )no

IV 1. Do you feel that you would like to see the counselor again for further talks?
   a. ( )not necessary
   b. ( )might be helpful
   c. ( )wouldn't be necessary

2. If you had it to do over again, would you seek guidance at the Counseling Service?
   a. ( )yes
   b. ( )possibly
   c. ( )don't know
   d. ( )no

3. Would you refer a friend to the Counseling Service?
   a. ( )no
   b. ( )undecided
   c. ( )yes

4. What matters are causing you concern at the present time? (please check those that are applicable)
   a. ( )a course of study I should take (such as field of concentration)
   b. ( )should I continue on with my education?
   c. ( )should I keep on with my present job?
   d. ( )what I should do after school or college
   e. ( )personal affairs
   f. ( )financial difficulties
   g. ( )other concern(s)

5. What help did you hope to get from the Counseling Service that you didn't?

6. Do you feel that the Counseling Service should have decided upon an occupation for you to enter or an educational plan for you to follow?
   a. ( )yes
   b. ( )no

7. If you have any criticisms of the Counseling Service or suggestions for improvement of the service to future secondary school clients will you please write them in the space below or on the other side of this page.

Your name on this questionnaire is optional
February 24, 1953

Dear former client of the Boston University Counseling Service:

The personnel at the Boston University Counseling Service are vitally interested in finding out what measure of assistance has been derived by secondary school seniors who have come to the Service for guidance. You, as a former client, have an important role to play in the success of this survey. For, on the basis of responses to the enclosed questionnaire, the staff at the Counseling Service may take steps to expand their assistance to future clients of secondary school age—students, who like you, wish guidance in making wise plans for post-school education or vocation.

To enable you to quickly and easily answer the enclosed questionnaire there is as little writing to be done as possible. And, in addition, I think that you will find that the questionnaire is an interesting one to fill out. If you wish to add any comments or write in any responses that you feel more accurately express your opinion, please do not hesitate to do so.

All replies on the questionnaire will be kept in strict confidence. Please note that your name on the questionnaire is optional.

In addition in this introductory letter I would like to pass on a word from the Counseling Service staff. If, at any time you might wish to return for further assistance or to discuss your plans, you are encouraged to drop in.

Could you take 10 or 15 minutes now to answer the questionnaire and return it in the stamped envelope?

Thank you for your cooperation.

Sincerely yours,

William B. Crafts
FOLLOW-UP POST CARD

Just a reminder for you to fill out the questionnaire pertaining to the Boston University Counseling Service that you received a short time ago.

Would you dig it out from beneath those papers on your desk, take the 10 or 15 minutes necessary to complete it, and send it on its way?

Thanks for your help.

P.S. If your questionnaire is in the mail please disregard this postal card.

21 Blithedale Street
Newtonville 60, Mass.
Dear former client of the Boston University Counseling Service:

Recently you received a questionnaire which asked for your opinions about your counseling experience at the Boston University Counseling Service. A busy schedule has probably prevented you from filling out the form sooner and sending it back.

In case that the first questionnaire has been misplaced, a duplicate questionnaire and stamped envelope is being enclosed for you in this letter. Could you sit down now, complete the form-its surprising how short a time it takes-and mail it in?

Your response is very important to the Counseling Service, more so than you perhaps realize. In fact, if you feel that the Service did not do "right" by you, your answers are all the more important. For, with the constructive criticisms and comments that you supply, the Counseling Service will be able to take steps to remedy weaknesses and, thus, improve its assistance to secondary school seniors who will be seeking guidance in the future.

There are two things for you to be reminded of. First, your replies will be kept in strict confidence. Secondly, you are encouraged to consult with the Counseling Service if you would like to do so.

Can your cooperation be counted on to help make this survey a 100% response?

Sincerely,
Dear

You have expressed an interest in mapping out your future plans. If we are to be of MOST HELP TO YOU we need information about you. Test results are important but they make sense only as part of the "over-all picture" of you as a person.

To help us get this picture of you, may we ask you to answer these questions as completely as you can. Some of the statements may not apply to your age group, but ANSWER ALL YOU CAN. Please bring in this form FILLED OUT for your first appointment. A fee of $20.00 is payable at this time.

GENERAL INFORMATION

Name _______________________________ Date _______________________

Last   First   Middle

Permanent Address ______________________________ Tel. ______________________

Present Address ______________________________ Tel. ______________________

Date of Birth ____________________ Present Age ______ Place of Birth __________

I am (check one) Single___ Married___ Divorced___ Separated______________

Do you have any children? Yes___ No____ Ages __________________________

What is your specific religion? (as Baptist) ________________________________

Military Service? Yes___ No___ Branch_______________________

Length of Service____________________ Rank__________________________

Who suggested that you come here__________________________

______________________________________________________________________

______________________________________________________________________
EDUCATION

Present Grade_______ Highest grade completed___________________________________

What high school did you attend?_______________________________________________

Course of study in high school: College____Scientific____Commercial_______
General____ Other___________________________

What subjects did you like best in high school?_______________________________

What subjects did you like least in high school?_______________________________

What college did you attend?_______________________________________________

What is your major in college?______________________________________________

What subjects did you like best in college?___________________________________

What subjects did you like least in college?___________________________________

What is your approximate grade average in college?___________________________

Have you ever skipped any grades? Yes____ No____ Which________________________

Name any honors received in school__________________________________________

Are you satisfied with your school marks? Yes____ No__________________________

What subjects have you failed in____________________________________________

High School________________________________________________________________

College____________________________________________________________________

Are your parents satisfied with your school marks? Yes____ No____________________

In what extracurricular activities have you participated?________________________

High School________________________________________________________________

College____________________________________________________________________

Aside from the things you have had to read for schoolwork, what do you enjoy reading? (comics, books, newspapers, magazines, etc.)

____________________________________________________________________________

Name the books which you enjoyed reading during the past year____________________

____________________________________________________________________________
How much does your mother read? A great deal __ Average __ Little _______________

How much does your father read? A great deal __ Average __ Little _______________

Does your mind "wander" when you study? ________________________________

Are you interested in further education or training? Yes __ No __ If so what and where? ________________________________

VOCATIONAL

What jobs have you held? Please state chronologically last job first.

<table>
<thead>
<tr>
<th>Company</th>
<th>What did you do?</th>
<th>Dates</th>
<th>Reasons for leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have you ever found any work which you really enjoyed? Yes __ No ________________

What? ________________________________

What type of work do you think your parents want you to do? ________________________________

What skills and abilities do you have that might be important in a job (typing, shorthand, music, art, mechanical, meeting people, etc.) ________________________________

What work would you be happy doing? List in order three occupations in which you would like to earn your living. DO NOT CONSIDER YOUR ABILITIES OR JOB OPPORTUNITIES.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Why are you interested?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>FAMILY</td>
<td>Mother</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Place of Birth</td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>High School graduated</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of College</td>
<td></td>
</tr>
<tr>
<td>Years completed</td>
<td></td>
</tr>
<tr>
<td>Are your parents living together?</td>
<td></td>
</tr>
<tr>
<td>Is either your father or mother deceased?</td>
<td>Yes</td>
</tr>
<tr>
<td>Cause(s)</td>
<td></td>
</tr>
</tbody>
</table>

Brothers and Sisters

<table>
<thead>
<tr>
<th>Brothers (Number)</th>
<th>Age</th>
<th>Schooling Completed</th>
<th>Present Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sisters (Number)</th>
<th>Age</th>
<th>Schooling Completed</th>
<th>Present Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Husband or Wife

<table>
<thead>
<tr>
<th>Age</th>
<th>Schooling Completed</th>
<th>Present Occupation</th>
</tr>
</thead>
</table>

Were any members of your family considered "nervous"? Yes No

What are your father's interests and hobbies?

Which of his traits or qualities would you like to have?
Which of his traits or qualities would you not care to have? 
In what way are you like him: 
Do you discuss your problems with him? 
What are your mother's main interests and hobbies? 
Which of her traits or qualities would you like to have? 
Which of her traits or qualities would you not care to have? 
In what way are you like her? 
Do you discuss your problems with her? 
With whom have you discussed your educational and vocational plans? 

PERSONAL HISTORY
1. What were your favorite activities in childhood? 
2. Were you "one of the gang?" Yes No Leader? Follower? 
3. Have you ever had any disciplinary trouble in school? Yes No 
   If so, what was it? 
4. Were you a "delicate" child? Yes No 
5. At what age did you begin having "dates"? 
6. Did your parents approve of your dating? Yes No 
7. What are some of the things which you and your parents disagree on? 
8. What are some of the most important problems which you have had to deal with since starting school?(high school) 
9. What achievements during the past few years have given you the most satisfaction? 
10. What do you hope to get out of coming to the Guidance Service at Boston University 
11. Add any information here that you feel may be of importance in the "Over-All" picture. (Please write any additional comments on the reverse side of this page.)
BIBLIOGRAPHY


4. Boston University Annual Reports of the President and Treasurer of the University, Volumes 57-73.


