

Mrs. GREEN. You have the breakdown of those who were not counselors before and who came into the counseling?

Mr. Ross. I believe it will be possible to obtain that.

Mrs. GREEN. The ones who came in as a result of the institutes?

Mr. Ross. The ones who became counselors through participating in these institutes who had not been counselors before.

Mrs. GREEN. Who had not been in the education profession before?

Mr. Ross. They have been in the education profession. I believe they were teachers but not fully qualified to be counselors because they lacked the necessary preparation for counseling. For example, they lacked the extremely important information about occupational outlook. Unless school counselors, who are doing occupational counseling in particular, know a lot about the world of work, the types of jobs available, the fields of work that are increasing, those that are diminishing, the kinds of training required for various jobs and professions, they cannot do a good counseling job.

(The information requested follows:)

Between FY 1959 and FY 1967, 652 NDEA institutes were conducted: 477 short-term and 175 long-term. Short-term institutes are designed for upgrading counseling skills; long-term institutes are designed for enrollees with no prior counselor-education training. During this period, 15,563 attended short-term institutes and 5,366 long-term institutes.

Follow-up surveys by the Office of Education show that institute enrollees have increased the amount of time that they spend in counseling activities with secondary school students. This represents an important increment in the counseling labor force. When the average percentage of time in counseling before and after institute attendance are computed for the first four years of the program, the net change shows that estimated increase of slightly more than 1500 full-time counselor equivalents. (Since the time of the follow-up survey, the total number of students attending institutes has nearly doubled.

Mrs. GREEN. I think your statistics deliver a very important message about three-quarters of the high school dropouts who receive no vocational counseling either from their school or employment service office.

Mr. Ross. Yes, I think that is a real reflection on the inadequacy of the whole counseling operation.

Mrs. GREEN. Would you say that three-quarters of the high school students receive no counseling?

Mr. Ross. No, I would not say that.

Mrs. GREEN. Why do you have this breakdown?

Mr. Ross. I don't know. For one thing, the dropouts are less likely to have availed themselves of counseling opportunities.

Even in schools that have adequate counseling facilities, many students drop out in the ninth or 10th grade, whereas the counseling is more intensive in the 11th and 12th grade.

So, while I don't know what percentage of high school graduates or students as a whole have received counseling, my assumption is that it would be greater than the percentage of dropouts.

Mr. GIBBONS. As I recall, the NDEA chief counseling that we have is primarily geared toward the college-bound student anyway. We have just neglected this whole area of the dropout as far as counseling is concerned.

Mr. Ross. I agree fully with that—that all too much of the counseling has been concentrated on the college-bound student.

Mr. GIBBONS. Congress gave it that direction.