



findings showed that the current Standards for the Director of Secondary School Counselors were applicable elementary school counselor. The sample believed that the functions performed were different the theoretical functions overlapped.

The responses of the sample to identification of counselor functions showed that the sample agreed to a large extent on functions elementary counselors were or were not performing. The functions on which the counselors spent the most amount of their time were: counseling children, working with parents and teachers, and being involved in individual testing. The functions which took the least amount of counselors' time were: conducting the testing program, working with the community, and counseling teachers and students. Functions identified as one not being performed by counselors were: doing research, chairing test selection committees, teaching remedial courses, administering individual intelligence tests, and interpreting test results to students.

Personal data information were gathered concerning the counselors: age, sex, level of academic work completed, geographic location, amount of experience within the profession, the counselor's professional training. For their counseling the counselors listed courses such as educational psychology, child psychology and development, analysis of the dual, counseling practicum, principles of guidance, and dual testing as being most helpful. The courses they considered to be least helpful were: vocational and occupational education, research and statistics. The counselors also received assistance in developing skills in doing group counseling, using play media, and doing role playing. Indicators of job satisfaction and dissatisfaction were extended to identify features of the counselors work which tended to affect their self concept. The counselors identified key points of job satisfaction as residing in their receipt of praise and recognition, their being accepted as competent professionals. The focal point of their dissatisfaction revolved around lack of praise and recognition, their not being accepted as skilled professionals.

Microfilm \$3.00; Xerography \$8.00. 172 pages.

STRUCTURED AND UNSTRUCTURED GROUP PSYCHOTHERAPY, GERIATRIC PATIENTS, DECISION TO LEAVE THE HOSPITAL.

(Order No. 68-8470)

Author: Nevruz, Ed.D.
Michigan State University, 1967

Author: Roy Gladstone

SCOPE OF STUDY: A study to determine the relative effectiveness of nondirective and directive group psychotherapy helping geriatric patients to decide to leave the hospital was conducted. The subjects were a group of institutionalized geriatric patients who no longer required the psychiatric care provided by the state hospital, but who refused to move to a nursing home where they would continue receiving state support. Changes in attitude about leaving the hospital were determined by asking them if they would like to leave. A rating scale was used to measure changes in the behavior of the patients and a sociometric questionnaire was employed to assess personal choices of group members as indicators of social interaction between patients.

FINDINGS AND CONCLUSIONS: Therapy had a beneficial effect on decision to leave the hospital. Seventy-five percent of the entire group of subjects in this study were willing to

move to nursing homes at the end of the treatment period. There was evidence to suggest that high scores on the Socialization dimension of the rating scale might indicate a favorable prognosis for this decision. Results also showed that there was no statistically significant behavioral effects due to therapy. This absence of significant change with therapy was not a function of the scale's lack of reliability. The median reliability for this instrument was .84. Therefore, it seems likely that substantial behavioral changes did not occur for the total group. Changes on a sociometric questionnaire indicated a highly significant improvement in choice behavior between patients. However, the two therapy groups did not differ significantly from one another in improvement on this criterion.

Microfilm \$3.00; Xerography \$5.80. 120 pages.

THE NATURE OF MAN AND GUILT: IMPLICATIONS FOR COUNSELING DERIVED FROM AN ANALYSIS OF THE PHILOSOPHIES OF CORNELIUS VAN TIL AND ERICH FROMM.

(Order No. 68-7930)

Author: Robert Mansfield Nuermberger, Ph.D.
Michigan State University, 1967

Motivated by the theory of guilt neurosis propounded by O. H. Mowrer, this study probes the nature of man and guilt by comparing and contrasting the opposing philosophies of Cornelius Van Til, philosopher, and Erich Fromm, psychoanalyst, who have both written extensively on these subjects. Their positions are analyzed in the belief that the counselor's attitude toward and treatment of guilt would be determined largely by the philosophical position assumed on the nature of man.

Van Til's system of thought is analyzed in terms of his position on basic presuppositions, theology, reality, knowledge and ethics. Van Til holds that there are only two possible alternatives that are logical to hold and that these are mutually contradictory. Christian man assumes a two-layer theory of being and reality. His primary presupposition is, first, the existence of the God of the Old and New Testaments, a God who is infinite, eternal and unchangeable in His being, wisdom, power, holiness, justice, goodness and truth; his second corollary presupposition is that the creation of the world, including man. Non-Christian man assumes the ultimacy, autonomy and creativity of the human mind. This presupposition rules out any sovereign God who controls or maintains the world, and depends upon a universe of chance. Paradoxically, this assumption implies that man must also hold to a deterministic cause-and-effect in order to leave room for rational thought. It further demands, says Van Til, that man must have exhaustive and comprehensive knowledge of reality in order to interpret available phenomena.

A detailed study is made of Van Til's theological position, focusing on his doctrines of God, man, Christ, salvation, revelation, the church and eschatology, and on his concepts of reality, knowledge and ethics.

Fromm's theories of reality and ethics are presented. Fromm deals with man's ultimacy and autonomy on the framework of an evolutionary scheme of reality. Man is capable of penetrating to the essence of phenomena, of discovering truth apart from outside sources, and has the potential for growth. Antithetically, man also has the potential for decay and degeneracy. His orientation around either growth or decay is determined by hereditary tendencies and the process of socialization. Man has transcended from the animal world and finds himself alienated from his origins. Fear drives him to project concepts of God; he yields up his independent spirit to authoritarianism and commits idolatry. The way to

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freedom and reunion with the world is to develop his autonomy and his capacities for love. Man must save himself guided by social humanitarianism.

The study concludes with a commentary on Van Til and Fromm, pointing out their basic areas of agreement and disagreement and drawing certain conclusions in terms of methodology, implications for counseling theory, selection of counselors, research implications and personal observations.

Microfilm \$3.00; Xerography \$10.15. 221 pages.

PERCEPTIONS OF URBAN DISADVANTAGED AND NON-DISADVANTAGED JUNIOR HIGH SCHOOL STUDENTS.

(Order No. 68-8866)

Jean Louise Parsons, Ph.D.
The Ohio State University, 1967

Adviser: Professor Frank M. Fletcher

The ways a person views his world, his perceptions of his world, seem to influence his behavior, his goals, and his accomplishments. This study was designed to explore some perceptions of disadvantaged and non-disadvantaged junior high school students and the relationship of these perceptions to vocational maturity. Perceptions of school, work, and the family were studied.

Urban students in communities with school enrollment from 50,000 to 100,000 students were studied. Students with marked educational, social, and/or economic handicaps were collectively referred to as disadvantaged students.

Four communities participated in the study: a community on the eastern seaboard, a southern community, a border southern community, and one from the western part of the United States. From each community two schools participated in the study, one school which serves predominantly disadvantaged students and one school which serves predominantly non-disadvantaged students. The schools were selected by a staff member of each local Board of Education. The disadvantaged schools were selected on the basis of serving relatively low income families with low educational attainment of the adults, poor housing, and high unemployment rates, while the non-disadvantaged schools were selected as serving populations not characterized by these attributes. Census tract data were used to substantiate the selection of the schools as serving the designated populations.

A representative sample of approximately 200 seventh and 200 ninth grade students was selected from each school. The final sample included 1147 students from the schools designated as disadvantaged and 1223 students from the schools designated as non-disadvantaged.

Perceptions of school, work, and the family were measured by the Student Perception Inventory constructed for use in this study. Responses to the 109 items were factor analyzed separately for each community. Four scorable factors were identified which were found for all four communities, indicating the use of a common set of constructs within the sample.

The four Perception Factors were named Factor I, "Teacher-Student Relationship"; Factor II, "Work and the Future"; Factor III, "Family-Child Relationship"; and Factor IV, "Difficulty Level of School Work." The disadvantaged and non-disadvantaged students responded to Factors II and III at about the same level or score; they differed on Factors I and IV. The disadvantaged students reported that teachers were more understanding and helpful than the non-disadvantaged students indicated. They also perceived school as easier than the non-disadvantaged students.

Vocational Maturity was measured by the Vocational Development Inventory, Attitude Scale, constructed by Crites. Vocational Maturity is defined by Crites as the responses given by the twelfth grade criterion group. Disadvantaged students scored markedly below the non-disadvantaged students on Vocational Maturity.

Results of the correlational analysis indicated that the Perception Factors are related. Factor II, "Work and the Future" is related to Vocational Maturity. Student characteristics including number of people at home, parents at home, father's and mother's education, and schooling desired by student are related to Vocational Maturity and to being disadvantaged.

Analysis of variance results for the four Perception Factors and Vocational Maturity indicated that the characteristic of being disadvantaged accounted for some of the variance of three Perception Factors, but not of Factor III, "Family-Child Relationship." It also contributes to the variance of Vocational Maturity. Grade Level is associated with all Factors except Factor I and with Vocational Maturity. Sex accounts for the variance of Perception Factors I and II and of Vocational Maturity, and community controls for the variance of all of the Perception Factors, but not of Vocational Maturity.
Microfilm \$2.00. Xerography \$10.15. 132 pages.

A STUDY OF THE EFFECTS OF A SPECIFIC EDUCATIONAL THERAPY ON LANGUAGE DEVELOPMENT, VISUAL PERCEPTION DEVELOPMENT, INTELLECTUAL FUNCTIONING AND ACADEMIC ABILITY OF CHILDREN CLASSIFIED AS EDUCABLE MENTALLY RETARDED.

(Order No. 68-7950)

William Eugene Rice, Ed.D.
Michigan State University, 1967

The primary purposes of this study were to investigate the effects of a classroom-organized program for the educational training of mental functions of educable mentally retarded students placed in public school special classes. Effects were measured in four areas: (1) Language Ability, (2) Visual Perception Ability, (3) Intellectual Functioning, and (4) Academic Ability. The Specific Educational Therapy (SET) used in this study consisted of two commercially available programs for classroom use: (1) The Peabody Language Development Kit, Level 1 and (2) The Frostig Program for the Development of Visual Perception. SET was presented in two instructional modes: (1) using specialist-teachers and (2) using classroom-teachers.

Eighty-two educable mentally retarded students placed in ten primary and early elementary classrooms were divided into two experimental groups and one control group. For the first experimental group SET was taught by teacher-specialist; for the second experimental group SET was taught by classroom teachers and SET was not used with the control group. The therapy program spanned a six and one-half month period. The three groups were statistically matched on twenty-one variables operationally defining the four areas investigated. These variables were derived from the subtests and summary scores of five psychological tests:

- (1) Illinois Test of Psycholinguistic Ability.
- (2) The Frostig Developmental Test of Visual Perception.
- (3) Wechsler Intelligence Scale for Children.
- (4) Lee-Clark Reading Readiness Test.
- (5) Wide Range Achievement Test.

For each of the twenty-one variables, the following two

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