

A SURVEY OF THE GUIDANCE PROGRAMS
WITHIN THE PUBLIC WHITE SECONDARY
SCHOOLS OF LOUISIANA IN THE SPRING OF 1948

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By

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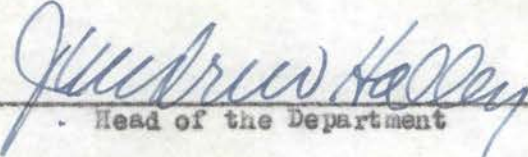
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CHAPTER I
INTRODUCTION

Statement Of Problem

This study undertakes to make a survey of the guidance programs within the public white secondary schools of Louisiana in an attempt to determine the extent to which guidance services are being made available to youth in the Louisiana public white secondary schools and by whom these services are being performed.

Purposes Of The Study

The primary purpose of this study is to determine the extent to which the guidance services are being made available to youth in the Louisiana public white secondary schools. Specifically, it is the purpose of this study to collect and analyze data in an attempt to answer the following questions:

1. What individual is responsible for the guidance program and what type of guidance program is in each school?
2. On what school level or levels is guidance offered?
3. What guidance activities are made available to youth of the secondary schools and who performs these activities?
4. To what extent are the schools surveyed utilizing the guidance and placement services made available to the schools by the Louisiana State Employment Service?

Scope and Delimitations

This study is limited to the public white secondary schools of Louisiana. The study is further limited to those schools listed in the Louisiana School Directory for the 1947-48 Session. The Louisiana School Directory for the 1947-48 Session included only those schools that were state approved or had applied for state approval by July 1, 1947. The study makes no attempt to evalu-

ate the guidance programs reported by the responding schools. The study does not include schools for the physically or mentally handicapped.

Sources of Data

Data for this study were secured by means of a questionnaire sent to 389 principals of the public white secondary schools of Louisiana in the Spring of 1948. The questionnaire consisted of eleven questions relative to the guidance programs in the schools receiving the questionnaire. Of the 389 questionnaires mailed, 163 were completed and returned. These 163 returned questionnaires constitute the primary source of data for this study.

Data relative to the services of the State Employment Service that are made available to the secondary schools of Louisiana were obtained from a letter from the Louisiana State Employment Service. A copy of this letter is included as Appendix B.

The following data were obtained from the Louisiana School Directory for the 1947-48 Session:

1. The number of students enrolled in the public white secondary schools.
2. The town and parish in which the schools are located.
3. The names and addresses of the principals of the public white secondary schools.

Data used in classifying the responding schools according to Rural and Urban classification were obtained by using the 1940 census of the locale in which the schools responding are located.

Procedures of the Study

Approval to conduct a survey of the guidance programs in the Louisiana public white secondary schools was obtained from State Superintendent of Education, John E. Cox. Mr. Cox also agreed to address the envelopes on the state's

addressograph machine and to mail the questionnaires to the principals of the secondary schools included in this study.

As a basis for constructing an inquiry form, a survey was made of related literature in the Main Library, the Education Library, and the Commerce Library, located at Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. The survey of related literature revealed the desirability of obtaining information that would indicate the degree of cooperation between the state employment agency and the secondary schools in offering guidance to secondary school youth. A letter was written to the Louisiana State Employment Service explaining the nature of the study and requesting information to show the guidance services made available by the State Employment Service to the secondary school youth. A letter was received indicating the guidance services made available by the State Employment Service to the secondary schools of Louisiana. A copy of this letter is included as Appendix B. A check list in the form of a questionnaire was constructed from the information revealed by the survey of related literature and from information received from the Louisiana State Employment Service.

The questionnaire was then presented for comment and criticisms to Dr. J. Andrew Holley, Head of Business Education Department, Oklahoma Agricultural and Mechanical College. Several suggestions for possible revisions were made. The questionnaire was revised to include these suggestions.

The tentative questionnaire was then presented to a graduate seminar class at the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, for further suggestions and criticisms. Suggestions were offered, and a second revision was made.

The revised questionnaire was then used in a personal interview with Mr. Jesse F. Cardwell, Principal of Stillwater High School, Stillwater, Oklahoma. The purpose of this interview was to obtain the interpretation that a principal of a secondary school would make to the questions on the questionnaire. Based

on suggested changes by Mr. Cardwell, a third and final revision was made.

A copy of this questionnaire is included in this study as Appendix A.

The questionnaires, along with letters of explanation and self-addressed stamped envelopes, were sent to the office of the Louisiana State Department of Education, Baton Rouge, Louisiana, from which office a copy was mailed to each of the 389 principals of public white secondary schools of Louisiana.

As the returned questionnaires were received, the following data were extracted from the Louisiana School Directory 1947-48 Session and entered on each questionnaire: (1) the location of school according to parish and (2) size of school according to enrollment. The populations of the town in which the schools are located were checked by the 1940 census to determine whether the schools were in a Rural or Urban locale.

One hundred and twenty-six responses were received from the first questionnaire. Approximately two weeks after mailing the first questionnaire, a follow-up letter and a duplicate questionnaire were sent to each principal from whom an answer had not been received. Thirty-seven responses were received from the second letter, making a total of 163 responses received, which constituted 41.9 per cent of possible responses.

Data from these 163 returned questionnaires were tabulated by using the International Business Machines at Oklahoma Agricultural and Mechanical College. From an analysis of the data contained in the 163 returned questionnaires, conclusions and recommendations were made.

Definitions of Terms

For the purpose of this study the following definitions will apply.

Guidance: "Guidance refers to that aspect of the educational program which is concerned especially with helping the pupil to become adjusted to his present situation, and to plan his future in line with his interests, abilities, and

social needs.¹

Counseling: Counseling is a personal discussion or consultation between a student and a counselor in which an attempt is made to advance the student toward the solution of his problem.²

Placement: Placement is the activity of providing a situation wherein the student, through his own initiative, can secure a job that provides a remunerative salary or wage and an opportunity for advancement.

Rural Schools: A Rural school is a school of secondary level established in the open country or in a village or town of fewer than 2,500 population based on the 1940 Federal Census.³

Urban Schools: An Urban school is a secondary school established in a concentrated population area, as opposed to a rural or a village school.⁴

Group Guidance: Those aspects of a guidance program that are carried on with a group rather than with individuals.⁵

Individual Guidance: Those aspects of a guidance program that are carried on with an individual rather than with a group.⁶

Need for the Study

Progressive educators and school authorities have long recognized the need for guidance in the schools of America. During the past few years a large portion of the guidance literature has been directed toward the guidance services

¹ Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School, pp. 1-2.

² Ibid., p. 298.

³ Carter V. Good, Dictionary of Education, p. 202.

⁴ Ibid., p. 440.

⁵ Ibid., p. 195.

⁶ Ibid., p. 195.

From the foregoing statements it is evident that many educators are agreed that guidance is a vital part of our educational system. Although there is general agreement as to the need for guidance, the question still arises, are the schools providing these guidance services?

Inasmuch as the purpose of this study is to show the status of guidance in the public white secondary schools of Louisiana, it is believed that it will serve as a basis for answering this question for the schools included in this study.

It is further believed that the data provided in this study will serve as a basis for the improvement of the guidance programs of the secondary schools of Louisiana.

It is suggested that the data in this study will be useful in the construction of a state-wide guidance program as advocated by the President's Commission on Higher Education.¹⁴

¹⁴ "Higher Education For American Democracy," Vol. III, Organizing Higher Education, A Report of the President's Commission on Higher Education, (December, 1947), p. 62.

CHAPTER II

GUIDANCE PROGRAMS IN RESPONDING SCHOOLS

This chapter is devoted to providing general information that should aid the reader in analyzing and interpreting the findings of this study. Such data as the following are presented: The number of questionnaires sent to Rural and Urban secondary schools of Louisiana, number of responses to the questionnaires by Rural and Urban secondary schools, number of Rural and Urban secondary schools responding classified according to size of school, number of Rural and Urban secondary schools responding that did or did not offer guidance services, persons in charge of the guidance programs in the Rural and Urban secondary schools offering guidance, number of Rural and Urban secondary schools employing full-time and part-time counselors, the types of guidance programs reported in effect in the Rural and Urban secondary schools, the school level on which guidance is offered in the Rural and Urban secondary schools, and the location of vocational guidance materials in the Rural and Urban secondary schools.

Responses to the Questionnaire

Inasmuch as data in this study are classified primarily according to Rural and Urban secondary schools, the definitions of Rural and Urban schools as given in Chapter I are re-stated. "A Rural high school is a school of secondary level established in the open country or in a village or town of fewer than 2,500 population."¹ "An Urban school is a secondary school in a concentrated population area, as opposed to a rural or a village school."²

As shown in Table I, a total of 389 questionnaires were mailed with the

¹ Good, op. cit., p. 202.

² Good, op. cit., p. 440.

TABLE I

NUMBER OF SECONDARY SCHOOLS RESPONDING TO THE QUESTIONNAIRE IN THE SPRING OF 1948

	Number of Schools		Total Schools
	Rural	Urban	
Questionnaires Sent Out In First Letter	304	85	389
Responses to First Letter	88	38	126
Responses to Second Letter	25	12	37
Total Responses Received	113	50	163
Per Cent of Possible Responses Received	37.2	58.8	41.9

This table is read as follows: Of the 389 secondary schools that were sent a questionnaire with the first letter, 304 were Rural schools and 85 were Urban schools.

first letters, of which 304 were mailed to Rural schools and 85 were mailed to Urban schools. Eighty-eight Rural and 38 Urban schools, or a total of 126 schools, responded to the first letter mailed. Twenty-five Rural and 12 Urban schools, or a total of 37 schools, responded to the second letter. Of 389 possible responses, 163, or 41.9 per cent, responses were received. It is interesting to note that of a total of 389 possible responses, 304, or 78.2 per cent of the possible responses were from Rural schools and 85, or 21.8 per cent, were from Urban schools; whereas, the responses received from Rural schools were 113, or 37.2 per cent of the possible Rural school responses, and the responses received from Urban schools were 50, or 58.8 per cent of the possible Urban school responses. No apparent reason was found to account for this difference in percentage of returns as between Urban and Rural schools.

A majority of the secondary schools responding to the questionnaire enrolled fewer than 100 students. Table II reveals that 88, or 53.9 per cent, of all schools responding were classified in the enrollment interval of 0 to 99. Of the 113 Rural secondary schools responding, 110, or 97.4 per cent, enrolled fewer than 200 students. Of the 50 Urban schools which responded to the questionnaire, 20, or 40.0 per cent, enrolled fewer than 200 students. Only one Rural school enrolled more than 300 students, while 17 Urban schools exceeded this enrollment figure. The small rural high school is typical of the secondary schools in Louisiana.

In Table III are found data that show the number and per cent of Rural and Urban schools responding to the questionnaire. Of the 163 responses received, 113, or 69.3 per cent, were from Rural schools, and 50, or 30.7 per cent, were from Urban schools.

Schools Reporting Guidance Services

The number of Rural schools reporting that they did or did not offer

TABLE II

NUMBER AND PER CENT OF SECONDARY SCHOOLS RESPONDING TO THE QUESTIONNAIRE,
CLASSIFIED ACCORDING TO THE SIZE OF SCHOOL IN THE SPRING OF 1948

Size of Schools According to Enrollment	Number of Schools Responding				Total Schools	
	Rural		Urban		Number	Per Cent
	Number	Per Cent	Number	Per Cent		
0 - 99	82	72.6	6	12.0	88	53.9
100 - 199	26	24.8	14	23.0	42	25.8
200 - 299	2	1.8	13	21.0	15	9.2
300 - 399			5	10.0	5	3.1
400 - 499	1	0.8	4	8.0	5	3.1
500 or over			8	16.0	8	4.9
Total	113	100.0	50	100.0	163	100.0

This table is read as follows: Of the 88 schools responding in the 0 - 99 enrollment classification, 82, or 72.6 per cent, were Rural schools; 6, or 12.0 per cent, were Urban schools.

TABLE III

NUMBER AND PER CENT OF SECONDARY SCHOOLS RESPONDING TO THE QUESTIONNAIRE,
CLASSIFIED ACCORDING TO RURAL AND URBAN STATUS IN THE SPRING OF 1948

School Classification	Number of Schools Responding	Per Cent of Total Schools Responding
Rural	113	69.3
Urban	50	30.7
Total	163	100.0

This table is read as follows: Of the total schools responding to the questionnaire, 113, or 69.3 per cent, were classified as Rural schools.

guidance to the high school students is revealed in Table IV. Seventy-eight, or 69.0 per cent, of the responding Rural schools reported that they offered guidance services to high school students; whereas 35, or 31.0 per cent, reported that they did not offer guidance services to high school students. Of the 82 Rural schools in the 0 to 99 enrollment classification, 56, or 68.3 per cent, reported that they offered guidance services to high school students. Twenty, or 71.4 per cent, of the Rural schools in the 100 to 199 enrollment classification reported that they offered guidance services to high school youth. Both Rural schools in the 200 to 299 enrollment classification reported that they offered guidance; whereas, the responding school in the 400 to 499 enrollment classification reported that it did not offer guidance services.

Data in Table V reveal that 42, or 84.0 per cent, of Urban schools responding to the questionnaire reported that they offered guidance to the students in the secondary schools. All of the responding Urban schools with enrollments from 100 to 499, inclusive, reported that guidance services were offered to the students in the secondary schools.

In order to provide a better over-all view of the schools which reported that they did or did not offer guidance services to high school students, a summary of Tables IV and V is presented in Table VI. Table VI indicates that a total of 120, or 73.6 per cent, of the 163 schools reported that they did offer guidance services to high school students; whereas 43, or 26.4 per cent, reported that they did not offer guidance services to high school students. Seventy-eight, or 65.0 per cent, of the schools that offered guidance are Rural schools and 42, or 35.0 per cent, are Urban schools.

The statements listed below were made by the principals who answered "No" to question 1 of the questionnaire. This question is worded as follows: Does your school offer guidance services to the youth in your school? These statements indicate that the wording of the question was misleading and may

TABLE IV

NUMBER AND PER CENT OF RURAL SECONDARY SCHOOLS REPORTING THAT THEY DID OR DID NOT OFFER GUIDANCE SERVICES TO THE HIGH SCHOOL STUDENTS, CLASSIFIED ACCORDING TO ENROLLMENT IN THE SPRING OF 1948

Size of Schools According to Enrollment	Number and Per Cent of Rural Schools				Total Schools	
	Reporting "Yes"		Reporting "No"		Number	Per Cent
	Number	Per Cent	Number	Per Cent		
0 - 99	56	68.3	26	31.7	82	100.0
100 - 199	20	71.4	8	28.6	28	100.0
200 - 299	2	100.0	0		2	100.0
300 - 399						
400 - 499			1	100.0	1	100.0
500 or over						
Total	78	69.0	35	31.0	113	100.0

This table is read as follows: Of the 82 Rural secondary schools responding in the 0 to 99 enrollment classification, 56, or 68.3 per cent, reported that they offered guidance to the high school students; and 26, or 31.7 per cent, reported that they did not offer guidance services to the high school students.

TABLE V

NUMBER AND PER CENT OF URBAN SECONDARY SCHOOLS REPORTING THAT THEY DID OR DID NOT OFFER GUIDANCE SERVICES TO THE HIGH SCHOOL STUDENTS, CLASSIFIED ACCORDING TO ENROLLMENT IN THE SPRING OF 1948

Size of Schools According to Enrollment	Number and Per Cent of Urban Schools				Total Schools	
	Reporting "Yes"		Reporting "No"		Number	Per Cent
	Number	Per Cent	Number	Per Cent		
0 - 99	5	83.4	1	16.6	6	100.0
100 - 199	14	100.0			14	100.0
200 - 299	8	61.5	5	38.5	13	100.0
300 - 399	5	100.0			5	100.0
400 - 499	4	100.0			4	100.0
500 or over	6	75.0	2	25.0	8	100.0
Total	42	84.0	8	16.0	50	100.0

This table is read as follows: Of the 6 Urban secondary schools responding in the 0 to 99 enrollment classification, 5, or 83.4 per cent, reported that they offered guidance services to the high school students, and one high school reported that it did not offer guidance services to the high school students.

TABLE VI

NUMBER AND PER CENT OF PUBLIC WHITE SECONDARY SCHOOLS REPORTING THAT THEY DID OR DID NOT OFFER GUIDANCE SERVICES TO THE HIGH SCHOOL STUDENTS IN THE SPRING OF 1948

School Classifications	Number and Per Cent of Schools Reporting				Total Schools	
	Reporting "Yes"		Reporting "No"		Number	Per Cent
	Number	Per Cent	Number	Per Cent		
Rural	78	47.8	35	21.5	113	69.3
Urban	42	25.8	8	4.9	50	30.7
Total	120	73.6	43	26.4	163	100.0

This table is read as follows: Of the 163 secondary schools responding to the questionnaire, 78, or 47.8 per cent, were Rural schools that reported they did offer guidance to high school students; 35, or 21.5 per cent, were Rural schools that reported they did not offer guidance to high school students, making a total of 113, or 69.3 per cent, Rural schools.

have been instrumental in some of the negative answers.

The statements made by the principals are as follows:

We have no Guidance Program in the modern sense.

We have no organized program of guidance.

No course under such an organization; however, guidance is practiced throughout the high school as 4a and 4b. (Reference is made to question 4, parts a and b, of the questionnaire, in which the respondent was asked to check the type of guidance program that most nearly characterized the program in the school.)

We have no formal guidance program in our school. Each teacher does her best in guiding and counseling her individual students.

We do try to do some incidental guidance work. But we have no definite program.

We have no guidance program. We do try to do some incidental guidance.

Personnel in Charge of Guidance Programs

Table VII presents a frequency distribution showing the number of Rural schools reporting the title of the person in charge of the guidance program. The principals were in charge in 55, or 70.5 per cent, of the guidance programs in the Rural schools. The homeroom teachers were in charge of 11, or 14.1 per cent, of the guidance programs in the Rural schools. Four, or 5.1 per cent, listed the counselors as being in charge of the guidance programs. Three, or 3.9 per cent, listed the commerce teachers and 3, or 3.9 per cent, of the Rural schools indicated "Others" as being in charge of the guidance program. One of these three schools indicated the English teacher as being in charge; another indicated the science teacher as being in charge; and the third indicated the civics teacher as being in charge of the guidance program. One of the schools that indicated the principal as the person in charge of the guidance program stated that the vocational agriculture and home economics teachers were directly responsible for the guidance and counseling in their respective fields.

TABLE VII

TITLE OF PERSON IN CHARGE OF THE GUIDANCE PROGRAMS IN THE RURAL SECONDARY SCHOOLS OF LOUISIANA REPORTING THAT GUIDANCE SERVICES WERE OFFERED IN THE SPRING OF 1948

Title of Person In Charge of Guidance Program	Number of Schools Reporting Guidance Personnel According to Size of School						Total Schools	
	0- 99	100- 199	200- 299	300- 399	400- 499	500 or over	Number	Per Cent
Principal	42	12	1				55	70.5
Homeroom Teacher	5	6					11	14.1
Counselor	3		1				4	5.1
Commerce Teacher	2	1					3	3.9
Superintendent								
Others	3						3	3.9
Did not answer Question	1	1					2	2.5
Total	56	20	2				78	100.0

This table is read as follows: Of the Rural secondary schools reporting that guidance services were offered, 42 in the 0 to 99 enrollment classification, 12 in the 100 to 199 enrollment classification, and 1 in the 200 to 299 enrollment classification, making a total of 55, or 70.5 per cent, of all Rural schools offering guidance, stated that the principal was in charge of the guidance program.

Table VIII presents a frequency distribution showing the number of Urban schools reporting the title of the person in charge of the guidance program. The principals were reported to be in charge of 22, or 52.4 per cent, of the guidance programs in the 42 Urban schools reporting guidance programs. Eleven, or 30.9 per cent, of the Urban schools listed the counselor as the title of the individual in charge of the guidance program. Two, or 4.8 per cent, of the Urban schools as compared with 11, or 14.1 per cent, of the Rural schools, listed the homeroom teachers as the persons in charge of the guidance programs. Of the 3 Urban schools that listed the classification "Others" as in charge, 1 school indicated that the assistant principal was in charge and 2 schools indicated that the librarians were in charge.

It should be pointed out that approximately 1 out of every 3 Urban schools offering guidance reported a counselor in charge of the guidance programs; whereas no Rural school reported a person bearing the title of counselor as in charge of the guidance programs. In this connection, it should be noted that none of the Rural secondary schools reported a full-time counselor.

Full-time and Part-time Counselors

In Rural and Urban Schools

Data presented in Table IX reveal the number and per cent of Rural and Urban schools reporting the employment of full-time counselors. No Rural schools reported the employment of a full-time counselor. Of the 7 Urban schools that reported employing full-time counselors, 2, or 28.6 per cent, were in the enrollment interval of 400 to 499; 5, or 71.4 per cent, were in the enrollment classification of 500 or more. One of the schools in the enrollment classification of 500 or over reported employing 2 full-time counselors.

Table X presents data showing the number and per cent of Rural schools that reported the employment of part-time counselors. Of the 16 Rural schools

TABLE VIII

TITLE OF PERSON IN CHARGE OF THE GUIDANCE PROGRAMS IN THE URBAN SECONDARY SCHOOLS OF LOUISIANA REPORTING THAT GUIDANCE SERVICES WERE OFFERED IN THE SPRING OF 1948

Title of Person in Charge of Guidance Program	Number of Schools Reporting Guidance Personnel According to Size of School						Total Schools	
	0- 99	100- 199	200- 299	300- 399	400- 499	500 or over	Number	Per Cent
Principal	4	8	6	3		1	22	52.4
Counselor		2	2	1	3	5	13	30.9
Homeroom Teacher		1		1			2	4.8
Commerce Teacher								
Superintendent								
Others		2			1		3	7.1
Did not answer Question	1	1					2	4.8
Total	5	14	8	5	4	6	42	100.0

This table is read as follows: Of the Urban secondary schools reporting that guidance services were offered, 4 in the 0 to 99 enrollment classification, 8 in the 100 to 199 enrollment classification, 6 in the 200 to 299 enrollment classification, 3 in the 300 to 399 enrollment classification, and 1 in the 500 or over enrollment classification, making a total of 22, or 52.4 per cent of all Urban secondary schools reporting guidance, stated that the principal was in charge of the guidance program.

TABLE IX

NUMBER OF RURAL AND URBAN SECONDARY SCHOOLS REPORTING THE EMPLOYMENT OF FULL-TIME COUNSELORS, CLASSIFIED ACCORDING TO SIZE OF SCHOOL IN THE SPRING OF 1948

Size of School According To Enrollment	Schools Reporting Full-time Counselors			
	Rural		Urban	
	Number	Per Cent	Number	Per Cent
0--99				
100 - 199				
200 - 299				
300 - 399				
400 - 499			2	28.6
500 or over			5*	71.4
Total	0		7	100.0

This table is read as follows: None of the Rural secondary schools, and 7 of the Urban secondary schools reporting that they offered guidance services, stated that they employed full-time counselors.

*One school in this group reported 2 full-time counselors.

TABLE X

NUMBER AND PER CENT OF RURAL SECONDARY SCHOOLS REPORTING THE EMPLOYMENT OF PART-TIME COUNSELORS, CLASSIFIED ACCORDING TO SIZE OF SCHOOL AND ACCORDING TO NUMBER OF PART-TIME COUNSELORS EMPLOYED IN THE SPRING OF 1948

Number of Part-Time Counselors Employed	Size of Rural Schools Reporting						Total Schools	
	0-99	100-199	200-299	300-399	400-499	500 or over	Number	Per Cent
1	9	2	1				12	75.0
2	1	2					3	18.8
3								
4								
5			1				1	6.2
6								
Total	10	4	2				16	100.0

This table is read as follows: Of the Rural secondary schools reporting the employment of part-time counselors, 9 were in the 0 to 99 enrollment classification, 2 were in the 100 to 199 enrollment classification, and 1 was in the 200 to 299 enrollment classification, making a total of 12, or 75.0 per cent, that reported employing 1 part-time counselor.

that reported employing part-time counselors, 12 or 75.0 per cent, reported employing 1 part-time counselor; 3, or 18.8 per cent, reported employing 2 part-time counselors; and 1 school reported employing 5 part-time counselors. Ten of the schools that reported employing part-time counselors were in the enrollment interval of 0 to 99; and 2 schools were in the enrollment interval of 200 to 299, inclusive.

Data showing the number and per cent of Urban schools reporting the employment of part-time counselors are presented in Table XI. Of the 16 Urban schools that reported employing part-time counselors, 15, or 72.2 per cent, reported employing 1 part-time counselor; 1 school reported employing 2 part-time counselors; 2, or 11.0 per cent, reported employing 3 part-time counselors; 1 school reported employing 4 part-time counselors; and 1 school reported employing 5 part-time counselors.

Four secondary schools from Orleans parish indicated that full-time counselors were in charge of their guidance programs, but that these counselors were assisted by "conference teachers." Mr. Albert P. Kreider, counselor in one of the schools, gave the following statement concerning the "conference teachers:"

The Counselor is directly in charge of the Guidance Program. We also have in our Guidance Program a set of what we call Conference Teachers. Each Conference Teacher is allowed one full period per day for Guidance work within his or her group. Our school is divided into four groups of 150 students each. Our four Conference Teachers are in charge of these groups and devote one full hour daily to guidance work. The Conference Teachers are directly responsible to the Counselor to see that each student is interviewed each semester, particularly about his elections and program of studies.

Eunice Durr, High School Counselor in one of the four schools in Orleans parish, had this statement to make concerning the "conference teacher:"

We have a full-time Counselor in every high school. The Counselor has no homeroom and may be given no additional duties.

For every 150 pupils a teacher, generally one of the best in

TABLE XI

NUMBER AND PER CENT OF URBAN SECONDARY SCHOOLS REPORTING THE EMPLOYMENT OF PART-TIME COUNSELORS, CLASSIFIED ACCORDING TO SIZE OF SCHOOL AND ACCORDING TO NUMBER OF PART-TIME COUNSELORS EMPLOYED IN THE SPRING OF 1948

Number of Part-Time Counselors Employed	Size of Urban Schools Reporting						Total Schools	
	0-99	100-199	200-299	300-399	400-499	500 or over	Number	Per Cent
1	1	5	4	2	1		13	72.2
2		1					1	5.6
3					2		2	11.0
4						1	1	5.6
5						1	1	5.6
6								
Total	1	6	4	2	3	2	18	100.0

This table is read as follows: Of the Urban secondary schools reporting the employment of Part-time counselors, 1 in the 0 to 99 enrollment classification, 5 in the 100 to 199 enrollment classification, 4 in the 200 to 299 enrollment classification, 2 in the 300 to 399 enrollment classification, and 1 in the 400 to 499 enrollment classification, making a total of 13, or 72.2 per cent, that reported employing 1 part-time counselor.

the schools, is given one full 60 minute period a day to help with the guidance program. These teachers are called Conference Teachers.

Types of Guidance Programs

Table XII presents material relative to the types of guidance programs in effect in the Rural and Urban secondary schools reporting that they offered guidance services to high school students. Definitions of the three types of guidance programs as given in Chapter I are re-stated. An individual type of guidance program is one in which the guidance activities are conducted on the basis of individual consultations with the students. A group guidance program is one in which the guidance activities are conducted on the basis of group participations such as lectures and assemblies. A combination type of guidance program is one in which the guidance activities are conducted on an individual and a group basis.

Forty-five, or 57.5 per cent, of all schools reporting guidance programs, reported that the individual type of guidance program most nearly characterized their programs. Eight, or 6.7 per cent, of the schools reported that group guidance most nearly characterized their programs. Sixty-seven, or 55.8 per cent, of the schools reporting guidance programs listed the combination type of guidance program as the type that most nearly characterized the program in effect in their schools.

School Level on Which Guidance Is Offered

Information relative to the school levels on which guidance services were made available to students by Rural schools is found in Table XIII. Of the 78 Rural schools reporting that they offered guidance, 1 Rural junior high school reported offering guidance on the junior high school level; 34, or 44.9 per cent, reported offering guidance on the senior high school level; and 42, or 53.8 per cent, reported offering guidance on both the junior and senior

TABLE XII

NUMBER AND PER CENT OF RURAL AND URBAN SECONDARY SCHOOLS REPORTING THE TYPE OF GUIDANCE PROGRAM IN THE SPRING OF 1948

Type of Guidance Program	Number and Per Cent of Schools Reporting					
	Rural		Urban		Total Schools	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Individual	29	37.2	16	38.0	45	37.5
Group	7	9.0	1	2.4	8	6.7
Combination	42	53.8	25	59.6	67	55.8
Total	78	100.0	42	100.0	120	100.0

This table is read as follows: Twenty-nine, or 37.2 per cent, of the Rural schools, and 16, or 38.0 per cent, of the Urban schools, making a total 45, or 37.5 per cent of all schools offering guidance, reported that individual guidance most nearly characterized the type of guidance programs used in the school.

TABLE XIII

SCHOOL LEVEL ON WHICH GUIDANCE SERVICES WERE MADE AVAILABLE TO YOUTH BY RURAL SECONDARY SCHOOLS REPORTING GUIDANCE IN THE SPRING OF 1948

Size of School According to Enrollment	Number and Per Cent of Schools Reporting School Level of Guidance						Total Schools Offering Guidance	
	Jr. High School		Sr. High School		Jr. and Sr. High School		Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent		
0 - 99	1	1.3	24	30.8	31	39.7	56	71.8
100 - 199			10	12.8	10	12.8	20	25.6
200 - 299			1	1.3	1	1.3	2	2.6
300 - 399								
400 - 499								
500 or over								
Total	1	1.3	35	44.9	42	53.8	78	100.0

This table is read as follows: Of the 56 Rural schools in the 0 - 99 enrollment interval, 1 school reported offering guidance on the junior high school level; 24, or 30.8 per cent, on the senior high school level; and 31, or 39.7 per cent on the junior and senior high school level.

high school levels. It should be pointed out that one of the schools that reported offering guidance on the senior level was a high school that included grades 9 to 12, inclusive.

Information relative to the school level on which guidance services were made available to students by Urban schools is found in Table XIV. Of the 42 Urban schools reporting that they offered guidance services to high school students, 1 Urban junior high school reported offering guidance on the junior high school level; 16, or 38.1 per cent, reported offering guidance on the senior high school level; and 25, or 59.5 per cent, reported offering guidance on both the junior and senior high school levels. Here again it should be pointed out that 7 of the schools that reported offering guidance on the senior high school level were high schools that included grades 10 to 12, inclusive, and 1 high school that included grades 9 to 12, inclusive.

It is not possible from the data available in this study to indicate the exact grade level or levels on which guidance was offered. However, it may be inferred that when a school reported guidance as being offered on the junior high school level, guidance was offered within the school division generally comprising grades 7, 8 and 9, or some combination of these grades. Likewise, it may be inferred that when a school reported guidance as being offered on the senior high school level, guidance was offered within the school division consisting of grades 9, 10, 11 and 12, or grades 10, 11, and 12.

Vocational Guidance Materials

An efficient vocational guidance program depends in part upon the provisions of adequate vocational materials located conveniently for student use. In order to obtain some evidence of the adequacy of the vocational guidance materials and of the accessibility of these materials, the schools were asked to respond to the following questions:

TABLE XIV

SCHOOL LEVEL ON WHICH GUIDANCE SERVICES WERE MADE AVAILABLE TO YOUTH BY URBAN SECONDARY SCHOOLS REPORTING GUIDANCE IN THE SPRING OF 1948

Size of School According to Enrollment	Number and Per Cent of Schools Reporting School Level of Guidance						Total Schools Offering Guidance	
	Jr. High School		Sr. High School		Jr. and Sr. High School		Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent		
0 - 99	1	2.4			4	9.5	5	11.9
100 - 199			6	14.3	8	19.1	14	33.3
200 - 299			4	9.5	4	9.5	8	19.0
300 - 399			1	2.4	4	9.5	5	11.9
400 - 499			1	2.4	3	7.1	4	9.5
500 or over			4	9.5	2	4.8	6	14.3
Total	1	2.4	16	38.1	25	59.5	42	100.0

This table is read as follows: Of the 5 Urban schools in the 0 to 99 enrollment interval, 1 school reported offering guidance on the junior high school level, and 4, or 9.5 per cent, on the junior and senior high school level.

1. Indicate the various materials on vocations that are available to youth in your school and their location by placing a check in the appropriate square or squares.

2. Do you think your location and supply of vocational materials are adequate, limited or very limited?

In interpreting the data in Tables XV and XVI, it should be noted that the vocational guidance materials were reported by some schools as being located in more than one department or place within the school. For example, a school might report that books and magazines dealing with vocational guidance subjects were kept in the library. Another school might report that books and circulars on vocational guidance subjects were kept both in the library and in the homeroom.

The data concerning the location of the vocational guidance materials in the Rural schools are included in Table XV. Sixty-nine, or 88.9 per cent, of the schools reported that books covering vocational guidance subjects were located in the library; 15, or 19.2 per cent, reported that books concerning vocational guidance subjects were located in the homeroom; 5, or 6.4 per cent, reported the reading room; 6, or 7.7 per cent, reported the study hall; and 1 school reported that books on vocational guidance subjects were located in an occupation room. Sixty-two, or 79.5 per cent, indicated that vocational guidance pamphlets were located in the library; 17, or 21.8 per cent, indicated the homeroom; 6, or 7.7 per cent, indicated the reading room; 10, or 12.8 per cent, indicated the bulletin board; 9, or 11.5 per cent, indicated the study hall; and 1 school indicated that the pamphlets dealing with vocational guidance subjects were located in an occupation room. The bulletins covering vocational guidance subjects were reported to be located in the library by 56, or 71.8 per cent, of the Rural schools; in the homeroom, by 13, or 16.7 per cent; in the reading room, by 4, or 5.1 per cent; on the bulletin board, by 12, or 15.4 per cent; in the study hall, by 8, or 10.2 per cent; and by 1 school in an occupa-

TABLE XV

LOCATION OF VOCATIONAL GUIDANCE MATERIALS IN THE 78 RURAL SECONDARY SCHOOLS RESPONDING IN THE SPRING OF 1948

Materials	Number and Per Cent of Schools Reporting Location of Materials											
	Library		Homeroom		Reading Room		Bulletin Board		Study Hall		Other Locations	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Books	69	88.5	15	19.2	5	6.4			6	7.7	1	1.3
Pamphlets	62	79.5	17	21.8	6	7.7	10	12.8	9	11.5	1	1.3
Bulletins	56	71.8	13	16.7	4	5.1	12	15.4	8	10.3	1	1.3
Circulars	46	59.0	11	14.1	4	5.1	13	16.7	5	6.4	1	1.3
Magazines	63	80.8	8	10.3	5	6.4	4	5.1	7	9.0	1	1.3
Others	2	2.6										

This table is read as follows: Sixty-nine, or 88.5 per cent, of the 78 Rural schools reported that the vocational guidance books were located in the library; 15, or 19.2 per cent, reported that such books were located in the homeroom; 5, or 6.4 per cent, in the reading room; 6, or 7.7 per cent, in the study hall; and 1 school reported that vocational guidance books were located in an occupation room.

tion room. The vocational guidance circulars were reported to be located in the library by 46, or 59.0 per cent, of the schools; in the homeroom, by 11, or 13.1 per cent; in the reading room, by 4, or 5.1 per cent; on the bulletin board, by 13, or 16.7 per cent; in the study hall, by 5, or 6.4 per cent; and 1 school reported that vocational guidance circulars were located in an occupation room. The magazines concerning vocational guidance subjects were reported to be located in the library by 63, or 80.8 per cent, of Rural schools; in the homeroom, by 8, or 10.3 per cent; in the reading room, by 5, or 6.4 per cent; on the bulletin board, by 4, or 5.1 per cent; in the study hall by 7, or 9.0 per cent; and 1 school reported that magazines were located in an occupation room. Two schools reported using vocational films and indicated that they were located in the library.

The data concerning the location of vocational guidance materials in the Urban schools are presented in Table XVI. The books concerning vocational guidance were reported to be located in the library by 39, or 92.9 per cent, of the Urban schools; in the homeroom, by 8, or 19.0 per cent, of the Urban schools. One school reported that vocational guidance books were located in the reading room. Vocational guidance books were reported located in the study hall by 2, or 4.8 per cent; and in a conference room, by 5, or 11.9 per cent, of the Urban schools. Thirty-eight, or 90.5 per cent, of the schools reported that vocational guidance pamphlets were located in the library; in the homeroom, by 3, or 7.1 per cent; in the reading room, by 2, or 4.8 per cent; on the bulletin board, by 3, or 7.1 per cent; and in a conference room, by 5, or 11.9 per cent. Vocational guidance bulletins were reported to be located in the library by 29, or 60.0 per cent, of the schools; in the homeroom, by 3, or 7.1 per cent; in the reading room, by 1 school; on the bulletin board, by 13, or 31.0 per cent; and in a conference room, by 5, or 11.9 per cent. Vocational guidance circulars were reported to be located in the library by 28, or 66.7 per cent,

TABLE XVI

LOCATION OF VOCATIONAL GUIDANCE MATERIALS IN THE 42 URBAN SECONDARY SCHOOLS RESPONDING IN THE SPRING OF 1948

Materials	Number and Per Cent of Schools Reporting Location of Materials											
	Library		Homeroom		Reading Room		Bulletin Board		Study Hall		Other Locations	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Books	39	92.9	8	19.0	1	2.4			2	4.8	5	11.9
Pamphlets	38	90.5	3	7.1	2	4.8	3	7.1			5	11.9
Bulletins	29	69.0	3	7.1	1	2.4	13	31.0			5	11.9
Circulars	28	66.7	4	9.5	2	4.8	15	35.7			6	14.3
Magazines	33	78.6	3	7.1	1	2.4					6	14.3
Others	1	2.4										

This table is read as follows: Thirty-nine, or 92.9 per cent, of the 42 Urban schools reported that books on vocational guidance subjects were located in the library; 8, or 19.0 per cent, reported that such books were located in the homeroom; 1 school reported that the books were located in the reading room; 2, or 4.8 per cent, in the study hall; and 5, or 11.9 per cent, reported that vocational guidance books were located in conference rooms.

of the Urban schools; in the homeroom, by 4, or 9.5 per cent; in the reading room, by 2, or 4.8 per cent; on the bulletin board, by 15, or 35.7 per cent; and in a conference room, by 6, or 14.3 per cent, of the schools. Thirty-three, or 78.6 per cent, of the schools reported that vocational guidance magazines were located in the library; 3, or 7.1 per cent, reported that magazines were located in the homeroom; 1 school reported that magazines were located in the reading room; and 6, or 14.3 per cent, reported that vocational guidance magazines were located in a conference room. One school reported that vocational films were located in the library.

Data in Tables XV and XVI indicate that for the majority of the schools included in this survey vocational guidance materials were located in the library. About one sixth of the schools stated that these materials were located in the homeroom; and about one tenth of the schools utilized the bulletin board for displaying the vocational guidance materials in the form of pamphlets, bulletins, and circulars.

Table XVII reveals the adequacy or the inadequacy of the supply of vocational guidance materials as reported by the Rural secondary schools. Of the 78 Rural secondary schools offering guidance, 9, or 11.6 per cent, reported that their supply of vocational materials was adequate; 41, or 52.6 per cent, reported that their supply was limited; 22, or 28.2 per cent, reported that their supply was very limited; and 6, or 7.6 per cent, did not state the adequacy or inadequacy of their vocational materials.

Table XVIII reveals the adequacy or inadequacy of the supply of vocational guidance materials as reported by the Urban secondary schools. Of the 42 Urban secondary schools offering guidance, 13, or 30.9 per cent, reported that their supply of vocational guidance materials was adequate; 21, or 50.0 per cent, reported that their supply was limited; 7, or 16.7 per cent, reported that their

TABLE XVII

NUMBER AND PER CENT OF RURAL SECONDARY SCHOOLS OFFERING GUIDANCE REPORTING WHETHER OR NOT THEIR SUPPLY OF VOCATIONAL GUIDANCE MATERIALS WAS ADEQUATE, LIMITED, OR VERY LIMITED IN THE SPRING OF 1948

Size of Schools According to Enrollment	Rural Schools Reporting On Adequacy of Materials								Total Schools	
	Adequate		Limited		Very Limited		did not answer question			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
0 - 99	6	10.7	31	55.4	16	28.6	3	5.3	56	100.0
100 - 199	1	5.0	10	50.0	6	30.0	3	15.0	20	100.0
200 - 299	2	100.0							2	100.0
300 - 399										
400 - 499										
500 or over										
Total	9	11.6	41	52.6	22	28.2	6	7.6	78	100.0

This table is read as follows: Of the 56 Rural secondary schools in the 0 to 99 enrollment classification that reported guidance, 6, or 10.7 per cent, reported that their supply of vocational materials was adequate; 31, or 55.4 per cent, reported that their supply was limited; 16, or 28.6 per cent, reported that their supply was very limited; and 3, or 5.3 per cent, did not answer the question.

TABLE XVIII

NUMBER AND PER CENT OF URBAN SECONDARY SCHOOLS OFFERING GUIDANCE REPORTING WHETHER OR NOT THEIR SUPPLY OF VOCATIONAL GUIDANCE MATERIALS WAS ADEQUATE, LIMITED, OR VERY LIMITED IN THE SPRING OF 1948

Size of Schools According to Enrollment	Urban Schools Reporting on Adequacy of Materials									
	Adequate		Limited		Very Limited		Did not answer question		Total schools	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
0 - 99	1	20.0	3	60.0	1	20.0			5	100.0
100 - 199	5	35.7	5	35.7	4	28.6			14	100.0
200 - 299	1	12.5	6	75.0	1	12.5			8	100.0
300 - 399			4	80.0			1	20.0	5	100.0
400 - 499	2	50.0	1	25.0	1	25.0			4	100.0
500 or over	4	66.7	2	33.3					6	100.0
Total	13	30.9	21	50.0	7	16.7	1	2.4	42	100.0

This table is read as follows: Of the 5 Urban secondary schools in the 0 to 99 enrollment classification that reported guidance, 1, or 20.0 per cent, reported that their supply of vocational materials was adequate; 3, or 60.0 per cent reported that their supply was limited; 1, or 20.0 per cent reported that their supply was very limited.

supply was very limited; and 1 school did not state the adequacy or inadequacy of vocational materials.

It is significant to note that almost three times as many Urban as Rural schools reported that their supply of vocational guidance materials was adequate, while more than twice as many Rural as Urban schools reported that their supply of vocational guidance materials was very limited. One half of the Urban and slightly more than one half of the Rural schools reported that their supply of vocational guidance materials was limited. While it is not within the scope of this study to determine the reasons why so many more Urban schools than Rural schools reported adequate vocational guidance materials, it is possible that the better financial position of the Urban schools may account in part for the differences found.

A summary of data concerning the number and per cent of secondary schools offering guidance that reported the adequacy and inadequacy of their supply of vocational guidance materials is presented in Table XIX. Of the 130 secondary schools reporting guidance, 22, or 16.9 per cent, reported that their supply of vocational guidance materials was adequate; 52, or 40.0 per cent, reported that their supply was limited; 29, or 22.3 per cent, reported that their supply was very limited; and 7, or 5.4 per cent, did not state the adequacy or inadequacy of their supply of vocational guidance materials.

Attention is called to the fact that less than one fifth of the total schools reporting guidance stated that their supply of vocational guidance materials was adequate. In the remaining schools which answered the question, the supply of vocational materials was either limited or very limited. It is also interesting to note there is a tendency for the supply of vocational materials to be more adequate as the size of the school increases.

Summary

The data in Chapter II show that 339 questionnaires were sent to the

TABLE XIX

SUMMARY OF DATA CONCERNING THE NUMBER AND PER CENT OF RURAL AND URBAN SECONDARY SCHOOLS OFFERING GUIDANCE REPORTING WHETHER THEIR SUPPLY OF VOCATIONAL GUIDANCE MATERIALS WAS ADEQUATE, LIMITED, OR VERY LIMITED IN THE SPRING OF 1948

Size of Schools According to Enrollment	Secondary Schools Reporting on Adequacy of Vocational Materials									
	Adequate		Limited		Very Limited		Did not answer question		Total Schools	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
0 - 99	7	11.5	34	55.7	17	27.9	3	4.9	61	100.0
100 - 199	6	17.7	15	44.1	10	29.4	3	8.8	34	100.0
200 - 299	3	30.0	6	60.0	1	10.0			10	100.0
300 - 399			4	80.0			1	20.0	5	100.0
400 - 499	2	50.0	1	25.0	1	25.0			4	100.0
500 or over	4	66.7	2	33.3					6	100.0
Total	22	18.3	62	51.7	29	24.2	7	5.8	120	100.0

This table is read as follows: Of the 61 secondary schools in the 0 to 99 enrollment classification that reported guidance, 7, or 11.5 per cent, reported that their supply of vocational guidance materials was adequate; 34, or 55.7 per cent, reported that their supply was limited; 17, or 27.9 per cent, reported that their supply was very limited; and 3, or 4.9 per cent, did not answer the question.

public white secondary schools of Louisiana in the Spring of 1948. A return of 163, or 41.9 per cent, questionnaires was received of which 113 were from Rural schools and 50 were from Urban schools. There were 78 Rural schools and 42 Urban schools that reported offering guidance. The principals were in charge of 55, or 70.5 per cent, of the guidance programs in the Rural schools, and 22, or 52.4 per cent, of the guidance programs in the Urban schools. None of the Rural schools reported employing full-time counselors. Seven Urban schools, or 1 out of every 6 Urban schools offering guidance, reported employing full-time counselors. Sixteen Rural schools reported employing part-time counselors and 18 Urban schools offering guidance, reported employing part-time counselors. A combination of Individual and Group guidance most nearly characterized 67, or 55.8 per cent, of the guidance programs reported. More than half of the Rural and the Urban schools reported that their vocational guidance materials were located in the libraries. Forty-one, or 52.6 per cent, of the Rural, and 21, or 50.0 per cent, of the Urban, schools reported that their supply of vocational materials was limited. Approximately 3 times as many Urban schools as Rural schools reported that their supply of vocational guidance materials was adequate; while over twice as many Rural schools as Urban schools reported that their supply of vocational guidance materials was very limited.

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CHAPTER III

GUIDANCE ACTIVITIES IN LOUISIANA SECONDARY SCHOOLS

The purpose of this chapter is to present data showing the extent to which guidance activities are being made available to youth of the secondary schools of Louisiana, and to indicate the individuals who perform these activities. Data concerning the following eight guidance activities are discussed in light of the number of Rural and Urban schools offering these activities and the individuals who perform the activities in the Rural and Urban schools:

1. Testing
2. Counseling
3. Curriculum selection
4. Placement
5. Follow-up
6. Special course in occupations
7. Maintenance of guidance records
8. Survey of community placement opportunities

In order for the reader to have a better understanding of these eight guidance activities, a brief statement concerning each activity will be given.

Accurate rating of an individual is of major importance if a guidance program is to function at its best. One recommended source for obtaining the information needed in making a rating is objective tests. Tests should be used that are designed to give the student and the guidance officials an insight into the aptitudes, abilities, and interests of the student. Kocs and Kefauver make the statement that, "When the self-ratings of students are made without reference to factual evidence, and when adults base their judgments exclusively on general impressions, there is much opportunity for error."¹

¹ Leonard V. Kocs and Grayson H. Kefauver, *Guidance in Secondary Schools*, p. 403.

Basing one's judgment on the results of tests exclusively will not eliminate the need for subjective evaluation of a student.

The testing of a student serves as one means of providing background material for the counseling activity. The counseling activity is considered as a focal point where the student is given an insight into his problems through an interpretation of accumulated information and experiences.² By providing this interpretation, the student and the individual who counsels the student are equipped to make more accurate decisions.

Before the recent trend toward a democratized school, the selection of a curriculum was not a problem to the student. There was but one curriculum to follow, so the only choice the student had to make was to decide whether he was or was not going to take that one curriculum.

With the expanded curricula of the secondary schools, the choice of a curriculum by the student now, in many instances, constitutes a choice of an occupation. Leonard V. Kocs and Grayson M. Kefauver state that, "If there were no other feature of the modern secondary school than the expanded and differentiated offerings, this alone would have forced the development of a program of guidance."³ The guidance activity, curriculum selection, was included in this study to determine whether or not the secondary schools of Louisiana were aiding the students to make their choice of curriculum.

It is the function of the placement activity to aid the student who has chosen and prepared for his vocation to find a suitable place to work. The student should be aided in making adjustments after entering upon the job. Without this assistance the vocational aspect of a guidance program is left

² Ibid., p. 403.

³ Ibid., p. 7.

up in the air, unfinished.⁴

The effectiveness of the educational training received by the student, and in a like manner the effectiveness of the guidance program, can be determined by conducting a follow-up study of former students. The causes of failure of the student can be ascertained and if possible removed. Educators have shown too little interest in checking up on the product of their labors. "The education and guidance of young people is so vital to the individual and to society that their effectiveness should be determined wherever possible."⁵

Courses in occupations have been given various names and various objectives by different authorities. Some authorities restrict the course to giving a historical viewpoint of the development of occupations; and other authorities give the course in occupations a two-fold objective. One objective is that it should provide information about occupational problems, conditions and opportunities that will aid the student in making his choice of vocation and progress in it. The second objective is that the course should give the student an understanding of the interdependence of people in all occupations and the social contributions of each occupation.⁶

Information that is needed to counsel and advise students can not be collected on the spur of the moment. Records made over a period of years, beginning in the elementary school and continuing until after graduation from high schools, are often needed to advise students properly. Records containing the desired information about each student should be kept up to date and in a readily accessible location to those who need them. Maintenance of these re-

⁴ George M. Myers, Principles and Techniques of Vocational Guidance, p. 106.

⁵ Leonard V. Kocs and Grayson N. Kefauver, op. cit., p. 499.

⁶ Ibid., p. 72.

cords should be made the responsibility of some one individual.

A survey of community placement opportunities is fundamentally a phase of the over-all placement activity. However, inasmuch as many students remain in their own locality and accept employment at home, special emphasis should be given to this phase of placement.

The principals of the public white secondary schools of Louisiana were requested in question eleven of the questionnaire to indicate the various guidance activities and the individuals who performed the activities in their schools. The responses to this part of the questionnaire are presented in Tables IX to XXXI, inclusive.

Guidance Activities Performed

Data presented in Table IX show the number of guidance activities performed in the Rural secondary schools of Louisiana that offered guidance in the Spring of 1948. Testing was listed by 41, or 51.8 per cent, of all Rural schools that offered guidance; counseling, by 71, or 91.1 per cent; curriculum selection, by 64, or 82.0 per cent; placement, by 35, or 44.9 per cent; follow-up, by 29, or 37.2 per cent; special course in occupations, by 35, or 44.9 per cent; maintenance of guidance records, by 35, or 44.9 per cent; and survey of community placement opportunities was listed by 29, or 37.2 per cent, of all Rural schools that offered guidance.

It is interesting to note that five out of eight of these guidance activities were performed in less than one half of the Rural schools that offered guidance.

Data revealed in Table XXI show the number of guidance activities performed in the Urban secondary schools of Louisiana in the Spring of 1948. Testing was listed by 36, or 90.4 per cent of the Urban schools offering guidance; counseling, by 36, or 85.7 per cent; curriculum selection, by 31, or 73.8 per cent; placement, by 24, or 57.0 per cent; follow-up, by 18, or 42.8 per cent; special

TABLE XX

NUMBER AND PER CENT OF GUIDANCE ACTIVITIES PERFORMED IN THE RURAL SECONDARY SCHOOLS OF LOUISIANA IN THE SPRING OF 1948, CLASSIFIED ACCORDING TO SIZE OF SCHOOL

Guidance Activities Performed	Number of Schools that Performed Each Guidance Activity According to Size of School						Number of Rural Schools Reporting	Per Cent of Schools Offering Guidance
	0 - 99	100 - 199	200 - 299	300 - 399	400 - 499	500 or over		
Testing	29	11	1				41	51.8
Counseling	51	18	2				71	91.1
Curriculum Selection	46	16	2				64	82.0
Placement	24	9	2				35	44.9
Follow-up	19	8	2				29	37.2
Special Course in Occupations	25	8	2				35	44.9
Maintenance of Guidance Records	24	10	1				35	44.9
Survey of Community Placement Opportunities	18	10	1				29	37.2

This table is read as follows: Testing was performed in 29 schools in the 0 to 99 enrollment classification, in 11 schools in the 100 to 199 enrollment classification, and in 1 school in the 200 to 299 enrollment classification, making a total of 41 Rural schools, or 51.8 per cent of all Rural schools offering guidance, that reported testing as a guidance activity.

TABLE XXI

NUMBER AND PER CENT OF GUIDANCE ACTIVITIES PERFORMED IN THE URBAN SECONDARY SCHOOLS OF LOUISIANA IN THE SPRING OF 1948, CLASSIFIED ACCORDING TO SIZE OF SCHOOL

Guidance Activities Performed	Number of Schools that Performed Each Guidance Activity According to Size of School						Number of Urban Schools Reporting	Per Cent of Schools Offering Guidance
	0 - 99	100 - 199	200 - 299	300 - 399	400 - 499	500 or over		
Testing	3	11	4	11	3	6	38	90.4
Counseling	4	12	6	4	4	6	36	85.7
Curriculum Selection	3	10	5	5	3	5	31	73.8
Placement	1	7	4	3	4	5	24	57.0
Follow-up	1	5	3	4	2	3	18	42.8
Special Course in Occupations	2	8	3	2	2	2	19	45.2
Maintenance of Guidance Records	1	8	3	2	4	6	24	57.0
Survey of Community Placement Opportunities	2	5	3	1	2	1	14	33.2

This table is read as follows: Testing was performed in 3 schools in the 0 to 99 enrollment classification, in 11 schools in the 100 to 199 enrollment classification, in 4 schools in the 200 to 299 enrollment classification, in 11 schools in the 300 to 399 enrollment classification, in 3 schools in the 400 to 499 enrollment classification, and in 6 schools in the 500 or over classification, making a total of 38 Urban schools, or 90.4 per cent of all Urban schools offering guidance, that reported testing as a guidance activity.

course in occupations, by 19, or 45.2 per cent; maintenance of guidance records, by 24, or 57.0 per cent; and survey of community placement opportunities was listed by 14, or 33.2 per cent, of the Urban schools that offered guidance.

Titles of Individuals Who Performed

Guidance Activities

In Table XXII are shown data that reveal the guidance activities performed in Rural schools with an enrollment of less than 100 students and the titles of the individuals who performed these activities. Two schools reported that the superintendent performed testing as a guidance activity; 1 school indicated that the superintendent assisted students in selecting a curriculum; and one school indicated that the superintendent performed the placement activity. Twelve schools reported that the principals performed testing as a guidance activity. The principals were reported to perform counseling in 41 schools; curriculum selection in 42 schools, placement in 19 schools, follow-up in 13 schools, special course in occupations in 1 school, maintenance of guidance records in 10 schools, and surveys of community placement opportunities in 11 schools. The classroom teachers were reported to perform the guidance activity testing in 15 schools, counseling in 30 schools, curriculum selection in 18 schools, placement in 7 schools, follow-up in 3 schools, special course in occupations in 15 schools, maintenance of guidance records in 8 schools, and surveys of community placement opportunities in 6 schools. Two schools indicated that the guidance counselors performed testing as a guidance activity. Guidance counselors were reported as performing counseling in 4 schools, curriculum selection in 3 schools, placement in 2 schools, follow-up in 2 schools, instructing a special course in occupations in 4 schools, maintenance of guidance records in 4 schools, and surveys of community opportunities in 4 schools. Librarians were reported as performing testing in 2 schools, counsel-

TABLE XIII

GUIDANCE ACTIVITIES PERFORMED IN RURAL SECONDARY SCHOOLS IN THE 0 TO 99 ENROLLMENT CLASSIFICATION, AND THE TITLE OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools Reporting Title of Individual Who Performed Each Guidance Activity							
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Community Placement Opportunities
Superintendent	2		1	1				
Principal	12	41	42	19	13	1	10	11
Classroom teacher	15	30	18	7	3	15	8	6
Guidance Counselor	2	4	3	2	2	4	4	4
Librarian	2	7	1	1	1		2	1
Others	4	2	1	1	1	2	2	1

This table is read as follows: The superintendents in Rural schools in the 0 to 99 enrollment interval were reported to perform testing as a guidance activity in 2 schools, curriculum selection as a guidance activity in 1 school, and placement as a guidance activity in 1 school.

ing in 7 schools, curriculum selection in 1 school, placement in 1 school, follow-up in 1 school, maintenance of guidance records in 2 schools, and 1 school reported that the librarians conducted surveys of community placement opportunities. The classification "Others" was utilized by 1 school that reported the commerce teacher performed testing, placement, follow-up, teaching a special course in occupations, and conducting surveys of community placement opportunities. Three schools that utilized the "Others" classification indicated that the parish supervisor performed testing; 2 schools, counseling; 1 school, curriculum selection; 1 school, special course in occupations; and 2 schools indicated that maintenance of guidance records was performed by the parish supervisors.

In Table XXIII are shown data that reveal the guidance activities performed in the Urban schools with an enrollment of less than 100 students. Superintendents in the Urban schools of less than 100 students did not perform any of the guidance activities. The principals and classroom teachers were reported to perform approximately the same types of guidance activities and in about an equal number of schools. The principals and the classroom teachers performed testing in 2 schools, counseling in 4 schools, placement in 1 school, follow-up in 1 school, and maintenance of guidance records in 1 school. The principals performed curriculum selection in 3 schools; whereas, the classroom teachers performed curriculum selection in 1 school. The classroom teachers taught a special course in occupations in 2 schools, and the principals did not teach it in any schools in the 0 to 99 enrollment classification. One school reported that the guidance counselor performed the eight types of activities in that school. The librarians were reported to perform testing and counseling by 1 school.

Data in Tables XXII and XXIII show that of the guidance activities performed in Rural and Urban schools with an enrollment of 0 to 99 students, the principals

TABLE XXIII

GUIDANCE ACTIVITIES PERFORMED IN URBAN SECONDARY SCHOOLS IN THE 0 TO 99 ENROLLMENT CLASSIFICATION, AND THE TITLE OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools Reporting Title of Individual Who Performed Each Guidance Activity							
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Community Placement Opportunities
Superintendent								
Principal	2	4	3	1	1		1	2
Classroom teacher	2	4	1	1	1	2	1	1
Guidance Counselor	1	1	1	1	1	1	1	1
Librarian	1	1						
Others								

This table is read as follows: The principals of Urban schools in the 0 to 99 enrollment interval were reported to perform testing as a guidance activity in 2 schools, counseling as a guidance activity in 4 schools, curriculum selection in 3 schools, placement in 1 school, follow-up in 1 school, maintenance of guidance records in 1 school, and survey of community placement opportunities in 2 schools.

of the Rural and Urban schools performed counseling and curriculum selection in a majority of the schools. However, there is indication that the principals of the Rural schools in the 0 to 99 enrollment interval performed a wider variety of guidance activities and in a larger percentage of the schools than did the principals of the Urban schools in the 0 to 99 enrollment interval.

The guidance activities performed in the Rural schools with an enrollment of 100 to 199 students, and the individuals who performed these activities are shown in Table XXIV. One school reported that the superintendent conducted the surveys of placement opportunities in the community. The guidance activity reported performed by the principals in a majority of the schools in the enrollment interval of 100 to 199 was curriculum selection, which was reported by 13 out of 20 Rural schools. The principal was reported to perform testing in 6 schools, counseling in 11 schools, placement in 8 schools, follow-up in 5 schools, teaching a special course in occupations in 1 school, maintenance of guidance records in 4 schools, and surveys of community placement opportunities in 7 schools. The classroom teachers were reported to perform counseling and curriculum selection in 15 schools. Eight schools indicated that the classroom teachers performed the testing activity. Four schools indicated that the classroom teachers performed the placement activity; 2 schools, the follow-up activity; 5 schools, the special course in occupations activity; 4 schools, the maintenance of guidance records activity; and 6 schools indicated that the classroom teachers conducted surveys of community placement opportunities. Guidance counselors performed counseling in 1 school, curriculum selection in 2 schools, and maintenance of guidance records in 1 school. Counseling was reported to be performed by the librarians in four schools. The librarians performed curriculum selection as a guidance activity in 2 schools, special course in occupations in 1 school, and surveys of community placement opportunities in 2 schools. One school reported that the parish supervisor performed testing

TABLE XXIV

GUIDANCE ACTIVITIES PERFORMED IN RURAL SECONDARY SCHOOLS IN THE 100 TO 199 ENROLLMENT CLASSIFICATION, AND THE TITLE OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools reporting Title of Individual Who Performed each Guidance Activity							
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Community Placement Opportunities
Superintendent								1
Principal	5	11	13	8	5	1	4	7
Classroom teacher	8	15	15	4	2	5	4	6
Guidance Counselor		1	2				1	
Librarian		4	2			1		2
Others	1						1	

This table is read as follows: The superintendents of Rural schools in the 100 to 199 enrollment interval were reported to perform survey of community placement opportunities as a guidance activity in 1 school.

and maintenance of guidance records as guidance activities.

Data in Table XXV reveal the guidance activities reported as performed in Urban schools with an enrollment of 100 to 199 students, and the individuals who performed these activities. The superintendents were reported to perform testing by one school, counseling by 1 school, and placement by 1 school. Three schools indicated that the superintendent performed curriculum selection as a guidance activity. The principals were reported to perform testing by 6 schools. Nine schools indicated that the principals performed counseling and curriculum selection; and 3 schools reported that the principals performed placement, follow-up, maintenance of guidance records, and surveys of community placement opportunities as guidance activities. The classroom teachers were reported to perform testing by 7 schools, counseling by 6 schools, curriculum selection by 6 schools, placement by 2 schools, follow-up by 5 schools, special course in occupations by 7 schools, maintenance of guidance records by 2 schools, and surveys of community placement opportunities by 2 schools. Two schools indicated that the guidance counselors performed testing as a guidance activity; 4 schools, counseling; 3 schools, curriculum selection; 2 schools, placement; 1 school, maintenance of guidance records; and 1 school indicated that the guidance counselors conducted surveys of community placement opportunities. The librarians were reported to perform testing by 1 school, counseling by 2 schools, curriculum selection by 2 schools, special course in occupations by 1 school, maintenance of guidance records by 1 school, and surveys of community placement opportunities by 1 school. One school indicated that the parish supervisor taught the special course in occupations.

Data in Tables XXIV and XXV show that the principals in the Rural and Urban schools perform the guidance activities counseling and curriculum selection in a majority of the schools in the 100 to 199 enrollment classification. The classroom teachers in the 20 Rural schools with an enrollment of more than 100

TABLE XXV

GUIDANCE ACTIVITIES PERFORMED IN URBAN SECONDARY SCHOOLS IN THE 100 TO 199 ENROLLMENT CLASSIFICATION,
AND THE TITLE OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools Reporting Title of Individual Who Performed Each Guidance Activity								
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Community Placement Opportunities	
Superintendent	1	1	3	1					
Principal	6	9	9	3	3		3	3	
Classroom teacher	7	6	6	2	6	7	2	2	
Guidance Counselor	2	4	3	2	2	1	2	1	
Librarian	1	2	2			1	1	1	
Others						1			

This table is read as follows: The superintendents of Urban schools in the 100 to 199 enrollment classification were reported to perform testing as a guidance activity in 1 school, counseling in 1 school, curriculum selection in 3 schools, and placement in 1 school, making a total of 6 schools that reported that the superintendent performed activities.

and fewer than 200 students taught the special course in occupations in 5 out of 20 schools; whereas, the classroom teachers of the 14 Urban schools taught the special course in occupations in 7 out of the 14 Urban schools in this enrollment interval. The guidance counselors in the Urban schools performed a greater variety of guidance activities and in more schools proportionately than did the Rural guidance counselors.

Guidance activities performed in the Rural secondary schools in the 200 to 299 enrollment interval and the titles of the individuals who performed these activities are shown in Table XXVI. One school reported that the superintendent performed curriculum selection as a guidance activity. The principals were reported to perform counseling by 1 school, curriculum selection by 2 schools, placement by 1 school, and follow-up by 1 school. One school indicated that the classroom teachers performed testing as a guidance activity; 1 school, curriculum selection; 1 school, the special course in occupations; and 1 school reported that the classroom teachers conducted surveys of community placement opportunities. The guidance counselors were designated by 2 schools as the individuals who performed testing and curriculum selection. In each of the other types of guidance activities listed, 1 school designated the guidance counselors as the individuals who performed the activity. The librarians were not reported to perform any of the guidance activities in the Rural schools with an enrollment of 200 to 299 students.

Table XXVII reveals guidance activities performed in the Urban secondary schools with an enrollment of 200 to 299 students, and the titles of the individuals who performed these activities. Neither the superintendents nor the librarians were reported to perform any of the guidance activities in this enrollment classification. Counseling and curriculum selection were the two guidance activities most often reported by the schools as being performed

TABLE XXVI

GUIDANCE ACTIVITIES PERFORMED IN RURAL SECONDARY SCHOOLS IN THE 200 TO 299 ENROLLMENT CLASSIFICATION, AND THE TITLE OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools Reporting Title of Individual Who Performed Each Guidance Activity							
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Community Placement Opportunities
Superintendent			1					
Principal		1	2	1	1			
Classroom teacher	1		1			1		1
Guidance Counselor	2	1	2	1	1	1	1	1
Librarian								
Others								

This table is read as follows: The superintendents in Rural schools with an enrollment interval of 200 to 299 students were reported to perform the guidance activity curriculum selection as a guidance activity in 1 school.

TABLE XXVII

GUIDANCE ACTIVITIES PERFORMED IN URBAN SECONDARY SCHOOLS IN THE 200 TO 299 ENROLLMENT CLASSIFICATION,
AND THE TITLE OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools Reporting Title of Individual Who Performed Each Guidance Activity							
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Community Placement Opportunities
Superintendent								
Principal	1	6	6	4	3	1	3	1
Classroom teacher	1	2	3			1		
Guidance Counselor	2	2	2	2	1	1	2	2
Librarian								
Others	2	2		1			2	1

This table is read as follows: The principals in Urban schools in the 200 to 299 enrollment interval were reported to perform the guidance activities testing by 1 school, counseling by 6 schools, placement by 4 schools, follow-up by 3 schools, special course in occupations by 1 school, maintenance of guidance records by 3 schools, and survey of community placement opportunities by 1 school.

by the principals. Six schools out of 8 reported that principals performed counseling, and 6 schools reported that the principals performed curriculum selection. The principal was reported to perform testing by 1 school; placement, by 4 schools; follow-up, by 3 schools; special course in occupations, by 1 school; maintenance of guidance records, by 8 schools; and surveys of community placement opportunities, by 1 school. The classroom teachers performed the guidance activities testing in 1 school, counseling in 2 schools, curriculum selection in 3 schools, and special course in occupations in 1 school. Two schools reported that the guidance counselors performed testing as a guidance activity. Two schools reported that the guidance counselors performed counseling; 2 schools reported curriculum selection, and two schools reported that the guidance counselors performed placement as a guidance activity. The guidance counselors performed follow-up in 1 school, special course in occupations in 1 school, maintenance of guidance records in 3 schools and surveys of community placement opportunities in 2 schools. The classification "Others" consisted of 3 schools, one of which reported that placement was done by the civic clubs and businesses within the community; another indicated that the school commerce department performed surveys of community placement opportunities; and the third school represented in the "Others" classification reported that a Veterans' Guidance Clinic performed the testing, counseling and maintenance of guidance records. The following statement was made by the principal of the school where this program was in operation:

We have a Veterans' Guidance Clinic located in our building whose services are available to our students at odd times. They have a splendid program, in fact we plan to incorporate the whole program in our high school curriculum.

It is interesting to note that the superintendents were reported as performing few guidance activities. In those schools where the superintendents were reported to perform guidance activities, the activity most often performed

by the superintendents was curriculum selection.

In Table XXVIII are presented data that show the guidance activities reported performed in the Urban secondary schools with an enrollment of 300 to 399 students, and the titles of the individuals who performed these activities. None of the schools reported that superintendents performed guidance activities. The principals were reported to perform the guidance activity curriculum selection in 4 schools. The principals performed counseling in 3 schools, placement in 3 schools, and follow-up in 3 schools. One school indicated that the principal performed testing, and one indicated that the principal conducted the surveys of community placement opportunities. The classroom teachers were reported to counsel with students in 1 school, to assist students in curriculum selection in 3 schools, to conduct or assist in conducting a follow-up program in 3 schools, to teach the special course in occupations in 1 school, and to conduct the surveys of community placement opportunities in 1 school. Two schools indicated that the guidance counselors administered tests as a guidance activity, and 2 schools indicated that counseling was performed by the guidance counselors. The counselors performed curriculum selection in 1 school, placement in 1 school, follow-up in 1 school, special course in occupations in 1 school, maintenance of guidance records in 2 schools, and surveys of community placement opportunities in 1 school. The librarians were reported to perform guidance activities in 2 schools, placement in 1 school and maintenance of guidance records in 1 school.

The guidance activities performed in the Urban secondary schools with an enrollment of more than 400 but less than 500 students, and the title of the persons who performed these activities are shown in Table XXIX. The superintendents were not indicated as performing any of the guidance activities. The principals performed counseling in 2 schools, curriculum selection in 1 school, placement in 2 schools, follow-up in 1 school and maintenance of guidance records in 1 school. The classroom teachers were reported to perform 3

TABLE XXVIII

GUIDANCE ACTIVITIES PERFORMED IN URBAN SECONDARY SCHOOLS IN THE 300 TO 399 ENROLLMENT CLASSIFICATION, AND THE TITLE OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools Reporting Title of Individual Who Performed Each Guidance Activity							
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Community Placement Opportunities
Superintendent								
Principal	1	3	4	3	3			1
Classroom teacher		1	3		3	1		1
Guidance Counselor	2	2	1	1	1	1	2	1
Librarian			1					1
Others								

This table is read as follows: The principals of Urban schools in the 300 to 399 enrollment interval were reported to perform the guidance activities testing by 1 school, counseling by 3 schools, curriculum selection by 4 schools, placement by 3 schools, follow-up by 3 schools, and survey of community placement opportunities by 1 school.

TABLE XXIX

GUIDANCE ACTIVITIES PERFORMED IN URBAN SECONDARY SCHOOLS IN THE 400 TO 499 ENROLLMENT CLASSIFICATION, AND THE TITLE OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools Reporting Title of Individual Who Performed Each Guidance Activity							
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Community Placement Opportunities
Superintendent								
Principal		2	1	2	1		1	
Classroom teacher			1		1		1	
Guidance Counselor	3	3	3	2	1		3	
Librarian		1				1		
Others		2	1	2		1	2	1

This table is read as follows: The principals of Urban schools in the 400 to 499 enrollment interval were reported to perform the guidance activities counseling by 2 schools, curriculum selection by 1 school, placement by 2 schools, follow-up by 1 school, and maintenance of guidance records by 1 school.

different types of guidance activities. One school listed curriculum selection as being performed by the classroom teachers; 1 school, follow-up; and 1 school listed maintenance of guidance records as being performed by the classroom teacher. The guidance counselors performed testing in 5 schools, counseling in 3 schools, curriculum selection in 3 schools, maintenance of guidance records in 3 schools, placement in 2 schools, and follow-up in 1 school. Three schools utilized the "Others" classification to indicate the guidance activities performed and the individuals who performed them. One of the 3 schools indicated that the commerce department performed the placement activity, the follow-up activity, and the surveys of community placement opportunities. Two schools indicated that the central office of the school performed the testing activity and that the conference teachers performed the counseling activity and the maintenance of guidance records activity.

Data presented in Table XXX reveal the guidance activities reported as performed in the Urban schools with an enrollment of 500 or over, and the titles of the individuals who performed these activities. The superintendents were reported to perform none of the guidance activities. Testing was performed by the principals in 2 schools; counseling, in 3 schools; curriculum selection, in 2 schools; placement, in 1 school; follow-up, in 1 school; and maintenance of guidance records was performed by the principal in 1 school. The classroom teachers performed testing in 1 school, counseling in 2 schools, curriculum selection in 2 schools and special course in occupations in 1 school. Testing was performed by the guidance counselors in 5 schools; counseling, in 5 schools; curriculum selection, in 4 schools; placement, in 4 schools; follow-up, in 2 schools; maintenance of guidance records, in 4 schools, and surveys of community placement opportunities were performed by guidance counselors in 1 school. The librarian was reported to perform counseling in 1 school. Three schools utilized the classification "Others" to designate the activities performed and who performed

TABLE XXX

GUIDANCE ACTIVITIES PERFORMED IN URBAN SECONDARY SCHOOLS IN THE 500 OR OVER ENROLLMENT CLASSIFICATION, AND THE TITLE OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools reporting Title of Individual Who Performed Each Guidance Activity							
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Community Placement Opportunities
Superintendent								
Principal	2	3	2	1	1		1	
Classroom teacher	1	2	2			1		
Guidance Counselor	5	5	4	4	2		4	1
Library		1						
Others	1	2		1		1	3	

This table is read as follows: The principals of Urban schools in the 500 or over enrollment interval were reported to perform the guidance activities testing by 2 schools, counseling by 3 schools, curriculum selection by 2 schools, placement by 1 school, follow-up by 1 school, and maintenance of guidance records by 1 school.

the activities. One of the schools indicated that the distributive education and distributive occupations coordinators performed the placement and the special course activities. Two schools indicated that conference teachers performed the counseling activity, the curriculum selection activity, and the maintenance of guidance records activity.

It will be noted that Tables XXII to XXX, inclusive, reveal that as the size of the school increases there is a tendency for the guidance activities performed by the principals to decrease and those performed by the guidance counselors to increase. Of further interest is the fact that the superintendents performed few guidance activities in either the Rural or Urban schools.

Table XXXI is a summary frequency count of the guidance activities performed in the 78 Rural secondary schools offering guidance, and the titles of the individuals who performed these activities. It should be noted in interpreting Table XXXI, and also Table XXXII, that the data were tabulated by counting each separate check made by each school for each guidance activity and for each individual who was reported as performing a particular activity. Thus, if one school reported that the principal performed testing, counseling, and curriculum selection activities, a total of 3 guidance activity frequency counts would be recorded.

Of the 78 Rural schools offering guidance, Table XXXI indicates that 2 schools reported that testing was performed by the superintendents; 2 schools, curriculum selection; 1 school, placement; and 1 school reported that the superintendent conducted surveys of community placement opportunities. The principals of the Rural schools were reported to conduct testing by 17 schools; counseling, by 53 schools; curriculum selection, by 57 schools; placement, by 28 schools; follow-up, by 19 schools; special course in occupations, by 2 schools; maintenance of guidance records, by 14 schools; and surveys of community placement opportunities, by 16 schools. Testing was reported performed by the classroom teachers in 24 schools; counseling, in 45 schools; curriculum selection, in 34 schools; placement, in 11

TABLE XXXI

A SUMMARY FREQUENCY COUNT OF THE GUIDANCE ACTIVITIES PERFORMED IN THE 78 RURAL SECONDARY SCHOOLS OFFERING GUIDANCE, AND THE TITLE OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools Reporting Title of Individual Who Performed Each Guidance Activity								Total Number of Times Activities Were Checked	Per Cent of Times Activities Were Checked
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Com- munity Placement Opportunities		
Superintendent	2		2	1				1	6	1.3
Principal	17	53	57	28	19	2	14	18	208	45.4
Classroom Teacher	24	45	34	11	5	21	12	13	165	36.0
Guidance Counselor	4	6	7	3	3	5	6	5	39	8.5
Librarian	2	11	3	1	1	1	2	3	24	5.3
Others	5	2	1	1	1	2	3	1	16	3.5
Total Activity Frequency									458	100.0

This table is read as follows: Of the 6 times guidance activities were checked as performed by superintendents in the 78 Rural schools offering guidance, testing was reported by 2 schools, curriculum selection by 2 schools, placement by 1 school and survey of community placement opportunities by 1 school. Superintendents were checked a total of 6 times, or 1.3 per cent times out of a total guidance activity frequency count of 458 in the 78 Rural schools.

schools; follow-up, in 5 schools; special course in occupations, in 21 schools; maintenance of guidance records, in 12 schools; and surveys of community placement opportunities, in 13 schools. Guidance counselors in the 78 Rural schools offering guidance were reported to perform testing in 4 schools; counseling, in 6 schools; curriculum selection, in 7 schools; placement, in 3 schools; follow-up, in 3 schools; special course in occupations, in 5 schools; maintenance of guidance records, in 6 schools; and surveys of community placement opportunities, in 5 schools. Two schools indicated that the librarians performed the testing activity; 11 schools, the counseling; 3 schools, the curriculum selection; 1 school, the placement; 1 school, the special course in occupations; 2 schools, the maintenance of guidance records; and 3 schools indicated that the librarian conducted surveys of community placement opportunities. Of the 5 schools that utilized the classification "Others," 1 school indicated that the commerce teacher performed testing, placement, follow-up; taught a special course in occupations; and conducted surveys of community placement opportunities. Four schools indicated that the parish supervisors performed testing; 2 schools, counseling; 1 school, curriculum selection; 1 school, special course in occupations; and 3 schools indicated that the maintenance of guidance records was performed by the parish supervisors.

It is interesting to note that the guidance activities most often checked as performed by the principals and the classroom teachers in the 78 Rural schools were counseling and curriculum selection. Of the 208 times the principals of the 78 Rural schools were checked as the individuals who performed guidance activities, counseling was checked 53 times and curriculum selection was checked 57 times. These 2 activities comprise 110, or 52.9 per cent, of the times the principals were checked as the individuals who performed guidance activities. Of the 165 times the classroom teachers were checked as the individuals who performed guidance activities, counseling was checked 45 times and curriculum selection was checked

34 times. These two activities comprise 79, or 47.9 per cent, of the times the classroom teachers were checked as the individuals who performed guidance activities.

Of further interest is the fact that of the total of 458 times that the guidance activities were checked as performed by different individuals in the 78 Rural secondary schools, the superintendents were reported as the individual who performed the activities 6 times, or 1.3 per cent times, out of the total guidance activity frequency count of 458 times; the principals 208 times, or 45.4 per cent, of the total count; the classroom teachers 165 times, or 36.0 per cent, of the total times; the guidance counselors 39 times, or 8.5 per cent, of the total times; and the librarians were reported as the individuals who performed the guidance activities 24 times, or 5.3 per cent, of the total times all activities were checked.

Table XXXI is a summary of the guidance activities performed in the 42 Urban secondary schools offering guidance, and the individuals who performed these activities. Testing was reported as performed by the superintendents in 1 school; counseling, in 1 school; curriculum selection, in 3 schools; and placement, in 1 school. The principals were reported to perform testing in 12 schools; counseling, in 27 schools; curriculum selection, in 25 schools; placement, in 14 schools; follow-up, in 12 schools; special courses in occupations, in 9 schools; and to conduct surveys of community placement opportunities, in 7 schools. Testing was performed by the classroom teachers in 11 schools; counseling, in 15 schools; curriculum selection, in 16 schools; placement in 3 schools; and follow-up was performed by the classroom teachers in 9 schools. The special courses in occupations were taught by the classroom teachers in 12 Urban schools; maintenance of guidance records, in 4 schools; and surveys of community placement opportunities were conducted by the classroom teachers in 4 schools. The guidance counselors performed testing in 15 schools; counseling, in 17 schools; curriculum selection, in 14 schools; placement, in 12 schools; follow-up, in 8 schools; special courses

TABLE XXXI

A SUMMARY FREQUENCY COUNT OF THE GUIDANCE ACTIVITIES PERFORMED IN THE 42 URBAN SECONDARY SCHOOLS OFFERING GUIDANCE, AND THE TITLES OF THE INDIVIDUAL WHO PERFORMED THESE ACTIVITIES IN THE SPRING OF 1948

Title of Individual Who Performed Guidance Activities	Number of Schools Reporting Title of Individual Who Performed Each Guidance Activity								Total Number of Times Activities Were Checked	Per Cent of Times Activities were Checked
	Testing	Counseling	Curriculum Selection	Placement	Follow-up	Special Course in Occupations	Maintenance of Guidance Records	Survey of Com- munity Placement Opportunities		
Superintendent	1	1	3	1					6	1.9
Principal	12	27	25	14	12	1	9	7	107	33.6
Classroom Teacher	11	18	16	3	9	12	4	4	74	23.3
Guidance Counselor	15	17	14	12	8	4	14	6	90	28.3
Librarian	2	5	3			2	1	2	15	4.7
Others	3	6	1	4		3	7	2	26	8.2
Total Activity Frequency									318	100.0

This table is read as follows: Of the 6 times guidance activities were checked as performed by the superintendent in the 42 Urban schools offering guidance, testing was reported by 1 school, counseling by 1 school, curriculum selection by 3 schools, and placement by 1 school. Superintendents were checked a total of 6 times, or 1.9 per cent times, out of a total guidance activity frequency count of 318 in the 42 Urban schools.

in occupations, in 4 schools; maintenance of guidance records, in 14 schools; and surveys of community placement opportunities, in 5 schools. Testing was performed by the librarians in 2 schools; counseling, in 5 schools; and curriculum selection, in 3 schools. Two schools reported that the librarians taught the special course in occupations. One indicated that guidance records were maintained by the librarians; and two schools indicated that the librarians conducted surveys of community placement opportunities.

It is interesting to note that of the 107 times that the principals of the 42 Urban schools were checked as the individuals who performed guidance activities, counseling was checked 27 times and curriculum selection was checked 25 times. These two activities constitute 48.6 per cent of the times the principals were checked as the individuals who performed guidance activities. Of the 74 times that the classroom teachers were checked as the individuals who performed guidance activities, counseling was checked 15 times and curriculum selection was checked 16 times. These two activities comprise 31, or 41.9 per cent, of the times the classroom teachers were indicated as the individuals who performed guidance activities in the 42 Urban schools.

Of further interest is the fact that of the total number of 318 times that the guidance activities were checked as performed by different individuals in the 42 Urban secondary schools, the superintendents were reported as the individuals who performed the guidance activities 6 times, or 1.9 per cent, of the total guidance activity frequency count times. The principals were checked 107 times, or 33.6 per cent, of the total times; the classroom teachers 74 times, or 23.3 per cent, of the total times; the guidance counselors 90 times, or 28.3 per cent, of the total times; and the librarians were reported as the individuals who performed the activities 15 times, or 4.7 per cent, of the total times all guidance activities were checked.

Summary

Data in Chapter III show the guidance activities offered in the Rural and Urban secondary schools of Louisiana offering guidance and the individuals who performed these activities in the Spring of 1948.

Forty-one, or 51.8 per cent, of the Rural schools, and 38, or 90.4 per cent, of the Urban schools reported that testing was performed as a guidance activity. The average number of guidance activities performed per school in the Rural schools was 4.3 activities; in the Urban schools, 4.8 activities.

The principals and classroom teachers were reported most frequently as the individuals who performed guidance activities in the Rural secondary schools included in this study.

For all practical purposes, the superintendents of schools do not perform guidance activities in either the Rural or the Urban schools. As the size of the school increases, there is a tendency for the guidance activities performed by the principals to decrease in number and those of the counselors to increase.

CHAPTER IV

EMPLOYMENT COUNSELING AND PLACEMENT SERVICES

One of the purposes of this study as set forth in Chapter I is to determine to what extent the schools surveyed utilized the services of the State Employment Service. The purpose of this chapter is to present data that will show the extent to which cooperation is carried on between the secondary schools and the Louisiana State Employment Service.

Table XXXIII presents data showing the number of Rural schools offering guidance that reported utilizing the services of the state employment agency for employment counseling and placement of high school students. Nineteen Rural schools, or 24.4 per cent of the total Rural schools offering guidance, reported utilizing the state employment agency for employment counseling and placement of youth. Fifty-nine, or 75.6 per cent of the Rural schools offering guidance, reported that they did not utilize the state employment agency for employment counseling and placement of youth.

Table XXXIV presents data showing the number of Urban schools offering guidance that reported utilizing the services of the state employment agency for employment counseling and placement of youth. Of the 42 Urban schools offering guidance 16, or 38.1 per cent, reported utilizing the state employment agency for employment counseling and placement of youth. Twenty-six, or 61.9 per cent, of the Urban schools reported that they did not utilize the services of the state employment agency for employment counseling and placement of youth. Twenty-four and four-tenths per cent of the Rural schools and 38.1 per cent of the Urban schools offering guidance utilized the services of the state employment agency. Data in this study do not show the reason for this difference; however, it may be attributed to the tendency for state employment

TABLE XXXIII

NUMBER AND PER CENT OF RURAL SECONDARY SCHOOLS OFFERING GUIDANCE SERVICES THAT UTILIZED OR DID NOT UTILIZE THE SERVICES OF THE STATE EMPLOYMENT SERVICE FOR EMPLOYMENT COUNSELING AND PLACEMENT OF YOUTH IN THE SPRING OF 1948

Size of Schools According to Enrollment	Rural Schools Reporting				Total Schools	
	Yes		No		Number	Per Cent
	Number	Per Cent	Number	Per Cent		
0 - 99	12	15.4	44	56.4	56	71.8
100 - 199	7	9.0	13	16.6	20	25.6
200 - 299			2	2.6	2	2.6
300 - 399						
400 - 499						
500 or over						
Total	19	24.4	59	75.6	78	100.0

This table is read as follows: Of the 78 rural schools offering guidance, 12, or 15.4 per cent, in the 0 - 99 enrollment classification, reported that they utilized the services of the State Employment Service; 44, or 56.4 per cent, reported that they did not utilize the services of the State Employment Service.

TABLE XXXIV

NUMBER AND PER CENT OF URBAN SECONDARY SCHOOLS OFFERING GUIDANCE SERVICE THAT UTILIZED OR DID NOT UTILIZE THE SERVICES OF THE STATE EMPLOYMENT SERVICE FOR EMPLOYMENT COUNSELING AND PLACEMENT OF YOUTH IN THE SPRING OF 1948

Size of School According to Enrollment	Urban Schools Reporting				Total Schools	
	Yes		No		Number	Per Cent
	Number	Per Cent	Number	Per Cent		
0 - 99	2	4.8	3	7.1	5	11.9
100 - 199	3	7.1	11	26.2	14	33.3
200 - 299	2	4.8	6	14.3	8	19.1
300 - 399	2	4.8	3	7.1	5	11.9
400 - 499	3	7.1	1	2.4	4	9.5
500 or over	4	9.5	2	4.8	6	14.3
Total	16	38.1	26	61.9	42	100.0

This table is read as follows: Of the 42 Urban schools offering guidance, 2, or 4.8 per cent, in the 0 - 99 enrollment classification, reported that they utilized the services of the State Employment Service; 3, or 7.1 per cent, reported that they did not use the services of the State Employment Service.

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agencies to be located in the Urban areas and consequently to be more accessible to the Urban schools.

A comparison of the number of Rural and the number of Urban schools utilizing the services of the state employment agency is presented in Table XXXV. A total of 35 secondary schools reported that they utilized the services of the state employment agency. Nineteen of these 35 schools, or 54.3 per cent, were Rural schools; and 16, or 45.7 per cent, were Urban schools.

Tables XXXIII, XXXIV, and XXXV reveal data which indicated that the major proportion of the Rural and Urban secondary schools offering guidance services to the high school students do not avail themselves of the services of the state employment agency. The responses to question 10 of the questionnaire set forth several reasons for the failure of the schools to use the state employment agency's services. Question 10 of the questionnaire reads: "If your school does not utilize the services of the state employment agency, please state briefly why you do not use their services." Answers to question 10 were:

Answers	Number of times answer was given
Not needed	17
Not familiar with the services of the state employment agency.	14
None available.	11
Lack of time and due to location.	9
Program is new in this school and have had no occasion to use the service.	4
Not practical.	2
Have not been called upon for placement of students.	1
State employment agency is operated once a week in parish sect which is 35 miles away. Too far away for good service.	1

TABLE XXXV

NUMBER AND PER CENT OF RURAL AND URBAN SECONDARY SCHOOLS THAT REPORTED UTILIZING THE SERVICES OF THE STATE EMPLOYMENT SERVICE FOR EMPLOYMENT COUNSELING AND PLACEMENT OF YOUTH IN THE SPRING OF 1948

Size of schools According to Enrollment	Number and Per Cent of Secondary Schools Responding				Total Schools	
	Rural		Urban		Number	Per Cent
	Number	Per Cent	Number	Per Cent		
0 - 99	12	34.3	2	5.7	14	40.0
100 - 199	7	20.0	3	8.6	10	28.6
200 - 299			2	5.7	2	5.7
300 - 399			2	5.7	2	5.7
400 - 499			3	8.6	3	8.6
500 or over			4	11.4	4	11.4
Total	19	54.3	16	45.7	35	100.0

This table is read as follows: Of the 35 Rural and Urban schools that reported utilizing the services of the State Employment Service, 12, or 34.3 per cent, were Rural schools in the 0 - 99 enrollment classification; 2, or 5.7 per cent, were Urban schools in the 0 - 99 enrollment classification, making a total of 14, or 40.0 per cent, schools in the 0 - 99 classification in enrollment that reported utilizing the services of the State Employment Service.

Answers (continued)

Number of times
answer was given
(continued)

Probably because we are a small agricultural community and because there is not much unemployment. The Army, Navy, and Air Forces seem to help the unemployment problem. 1

School is purely academic except for the Cooperative Retailing Course. 1

Rural area, most students work on farms. Haven't felt need of such services. 1

None of the senior groups have had occupations Courses. Also, they have jobs offered them. 1

Lack of time on part of counselor. 1

Never have thought of it. 1

The four most frequent responses to question 10 seem to indicate that the schools did not need the service of the state employment agency, the schools were not familiar with the services of the state employment agency, the services were not available to them, or the agencies were located too far from the schools. Fourteen schools said that they were not familiar with the state employment agency's services; 17 schools said that the services were not needed; 11 schools said the services were not available to them; and 9 schools said that the agencies were located too far from the school.

It is interesting to note that the four most frequent responses to question 10 do not compare favorably with the following two paragraphs of a letter from the Louisiana State Employment Service:

Employment counseling and placement services are made available by the State Employment Service to supplement the guidance and placement programs in the secondary schools of Louisiana.

School authorities are informed of the scope of employment counseling as provided by the Employment Service; furnished labor market information; acquainted with Employment Service tools, techniques, and materials, some of which are made available for their use; and in addition, are offered assistance if needed by participation of Employment Service's personnel in specific phases of the school guidance program.

The ease with which employment can be found may account for the fact that a large number of schools stated they do not need aid in placing their students in positions. However, inasmuch as there is a conflict in the statements of these two sources of data, it is believed that the State Employment Service and the schools would be able to render better services to the high school students if they would determine the reasons for these conflicting statements.

Data included in Table XXVI show the organizations offering employment counseling and placement services to youth in the Rural secondary schools that reported having a guidance program. A total of 22 Rural schools reported that some organization other than the school offered employment counseling and placement services to high school youth. Seven, or 31.8 per cent, reported that the itinerant state employment agent offered these services; 12, or 54.6 per cent, reported that the resident state employment Agency offered these services; and 3, or 13.6 per cent, reported that some civic club offered these services. Of the three schools reporting that some civic club offered these services, one listed the Kiwanis Club, one listed the Lions Club, and the third listed the churches as the organizations offering employment counseling and placement services to high school youth.

Data in Table XXVII show the organizations offering employment counseling and placement services to youth in the Urban secondary schools that reported having a guidance program. A total of 26 Urban schools reported that some organization other than the school offered employment counseling and placement services to high school youth. Two, or 7.7 per cent of the schools reporting, listed the itinerant state employment agent as offering these services; 15, or 57.7 per cent of the schools responding to the question, listed the resident state employment agency as the organization offering these

TABLE XLXVI

NUMBER OF RURAL SCHOOLS OFFERING GUIDANCE THAT REPORTED THE ORGANIZATIONS OFFERING EMPLOYMENT COUNSELING AND PLACEMENT SERVICE TO YOUTH IN RURAL SECONDARY SCHOOLS OF LOUISIANA IN THE SPRING OF 1948, ACCORDING TO THE TYPE OF ORGANIZATIONS OFFERING THESE SERVICES

Organizations Offering Services	Number of Rural Schools Responding						Total Schools	
	0- 99	100- 199	200- 299	300- 399	400- 499	500 or Over	Number	Per Cent
Itinerant State Employment Agent	5	2					7	31.8
Resident State Employment Agent	7	5					12	54.6
Civic Clubs	2		1				3	13.6
Total	14	7	1				22	100.0

This table is read as follows: Of the 22 Rural schools that reported organizations offering employment counseling and placement services, 5 schools in the 0 - 99 enrollment classification, and 2 schools in the 100 - 199 enrollment classification, making a total of 7, or 31.8 per cent, that reported the itinerant state employment agent as the organization that offered employment counseling and placement services.

TABLE XXXVII

NUMBER OF URBAN SCHOOLS OFFERING GUIDANCE THAT REPORTED THE ORGANIZATIONS THAT OFFER EMPLOYMENT COUNSELING AND PLACEMENT SERVICES TO YOUTH IN URBAN SECONDARY SCHOOLS OF LOUISIANA IN SPRING OF 1948, ACCORDING TO THE TYPE OF ORGANIZATIONS OFFERING THESE SERVICES

Organizations Offering Services	Number of Urban Schools Responding						Total Schools	
	0- 99	100- 199	200- 299	300- 399	400- 499	500 or over	Number	Per Cent
Itinerant State Employment Agent			1			1	2	7.7
Resident State Employment Agent	2	4	1	1	3	4	15	57.7
Civic Clubs	1	1	3	2		2	9	34.6
Total	3	5	5	3	3	7	25	100.0

This table is read as follows: Of the 26 Urban schools that reported organizations offering employment counseling and placement services, 1 school in the 200 - 299 enrollment classification, and 1 school in the 500 or over classification, making a total of 2, or 7.7 per cent, that reported the itinerant state employment Agent as the organization that offered employment counseling and placement services.

services; and 9, or 34.8 per cent of the schools responding to the question, listed civic clubs as offering the employment counseling and placement services to high school youth. The civic club organizations listed by the schools were the Rotary, the Lions, the Kiwanis, the Altrusa, and the Chamber of Commerce. One school listed the American Telephone and Telegraph Company, and another school indicated that the Parent-Teachers Association had an employment board that provided employment counseling and placement services.

It is interesting to note that 26, or 61.9 per cent, of the Urban schools offering guidance reported that organizations other than the school furnished employment counseling and placement services to high school youth; whereas, 22, or 26.2 per cent, of the Rural schools offering guidance reported that organizations other than the schools offered employment counseling and placement services to the high school youth. This difference may be attributed partially to the fact that more civic clubs are found in the Urban areas than in the Rural areas.

Summary

Data in Chapter IV show that 19, or 24.4 per cent, of the Rural schools and 16, or 38.1 per cent, of the Urban schools reported utilizing the services of the state employment agency for employment counseling and placement of youth. Twenty-four and four-tenths per cent of the Rural schools and 38.1 per cent of the Urban schools offering guidance reported using the services of the state employment agency. The four most frequently stated reasons for not using the services of the state employment agency were: (1) the services were not needed, (2) the schools were not familiar with the services, (3) the services were not available, (4) and the agencies were located too far from the school. Twenty-two Rural schools and 26 Urban schools reported that some

organization other than the school offered employment counseling and placement services to high school youth.

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APPENDIX A

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RCHEMENT

SURVEY OF GUIDANCE PROGRAMS WITHIN SECONDARY SCHOOLS OF LOUISIANA

NAME OF SCHOOL _____ LOCATION _____

1. Does your school offer guidance services to the youth in your school?
 YES _____ NO _____
2. If your answer to question one is YES, please check the school or schools included in your guidance program. a. Elementary ___ b. Jr. High ___ c. Sr. High ___
3. Check the individual who is in charge of guidance in your school:
 a. Principal..... _____ d. Commerce teacher..... _____
 b. Counselor..... _____ e. Superintendent..... _____
 c. Homeroom teachers..... _____ f. Other.. (name) _____
4. Check the type of guidance program that most nearly characterizes the type of program used in your school.
 a. ___ Individual guidance (program in which the youth is guided by means of individual consultations).
 b. ___ Group guidance (program in which the youth are guided by means of lectures, assemblies, etc.).
 c. ___ Combination of "a" and "b."
5. Please indicate the number, if any, of full-time and/or part-time counselors you have in your guidance program. a. Full-time _____ b. Part-time _____
6. INDICATE THE VARIOUS MATERIALS ON VOCATIONS THAT ARE AVAILABLE TO YOUTH IN YOUR SCHOOL AND THEIR LOCATION BY PLACING A CHECK () IN THE APPROPRIATE SQUARE(S)

MATERIALS	LOCATION					
	Library	Homeroom	Reading Room	Bulletin board	Study hall	Other
Books						
Pamphlets						
Bulletins						
Circulars						
Magazines						
Other						

7. Do you think your location and supply of the materials in question six are:
 a. Adequate ___ b. Limited ___ c. Very limited ___
8. Check the organization or organizations in your school and/or community that offer employment counseling and placement services to youth in your school.
 a. High School..... _____ c. Resident State Employment Agency ___
 b. Itinerant State Employment Agent... _____ d. Civic Clubs (list) _____
9. If your school utilizes the services of the State Employment Agency, please check the services offered by the State Employment Agency and utilized by your school.
 a. Information on job specifications..... _____
 b. Information on employer hiring requirements..... _____
 c. Information on employment opportunities..... _____
 d. Use of State Employment Agency for placement..... _____
 e. Others (list) _____
10. If your school does not use the services of the State Employment Agency, please state briefly why you do not use their services.. _____

SURVEY OF GUIDANCE PROGRAMS WITHIN SECONDARY SCHOOLS OF LOUISIANA

Page 2

11. INDICATE THE VARIOUS GUIDANCE ACTIVITIES AND THE INDIVIDUAL WHO PERFORMS SUCH ACTIVITIES IN YOUR SCHOOL BY PLACING A CHECK () IN THE PROPER SQUARE OR SQUARES.

Guidance & Placement Activity Performed	Individual or individuals by whom each guidance activity is performed					
	Sup't	Principal	Classroom Teacher	Guidance Counselor	Librarian	Others
Testing						
Counseling						
Curriculum Selection						
Placement						
Follow-up						
Special course in Occupations						
Maintenance of Guidance records						
Survey of Community Placement Opportuni- ties						

Please use the back of this sheet for giving any additional information you care to give.

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APPENDIX B

STATE OF LOUISIANA
Department of Labor
Division of Employment Security

Post Office Box 1951
Baton Rouge 2, Louisiana
March 25, 1948

Mr. Richard G. Cryar
#3 Coal, Veterans Village
Oklahoma A & M College
Stillwater, Oklahoma

Dear Sir:

Employment counseling and placement services are made available by the Employment Service to supplement the guidance and placement program in the secondary schools of Louisiana.

The extent of participation by an individual employment office in a school program is determined by the cooperative arrangements effected between a local office and the adjacent schools.

School authorities are informed of the scope of employment counseling as provided by the Employment Service; furnished labor market information; acquainted with Employment Service tools, techniques, and materials, some of which are made available for their use; and in addition, are offered assistance if needed by participation of Employment Service personnel in specific phases of the school guidance program.

The schools throughout the State cooperate with the Employment Service in furnishing information concerning school graduates who apply to the Employment Service, when needed, for counseling purposes.

Recently a local employment office, in the central part of the State, near a small town high school directly participated in a cooperative school guidance program, "A Career Conference for the Class of '48." Employment Service representatives appeared before the class presenting information and discussing such subjects as: "Facts About Careers," "How to Apply for a Job and the Interview," "What the Employment Service Can Do for You." Information was provided about fields of work as well as specific occupations, supplying vital up-to-date information about the kind of world the students will live in.

In the southwestern part of the State, local office personnel participated in familiarizing a newly appointed school counselor with the services provided by the local office in employment counseling and placement services demonstrating Employment Service tools, techniques, and methods; as well as furnishing local labor market and employment information for use in school guidance work.

Mr. Richard G. Cryar

March 25, 1948

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A group of negro veterans attending a vocational school, in the northern part of the State, were in need of part-time employment to supplement their allowances in order to continue in school. In another city out-of-town students, likewise, needed part-time employment to provide money for room and board. In both instances, cooperation between the schools and the employment service resulted in adjustment of classes and/or work hours enabling the students to continue their training.

We trust this information may be of help to you.

Very truly yours,

C. E. Love
Employment Service Director

Typed by Marie Herring