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GUIDANCE SERVICES AND PRACTICES IN THE NEGRO SECONDARY SCHOOLS OF GEORGIA

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GUIDANCE SERVICES AND PRACTICES IN THE NEGRO SECONDARY SCHOOLS OF GEORGIA

APPROVED BY

DISSERTATION COMMITTEE

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GUIDANCE SERVICES AND PRACTICES IN THE NEGRO SECONDARY SCHOOLS OF GEORGIA

CHAPTER I

INTRODUCTION

Background and Need for the Study

Guidance is the keystone in the arch of public education. It is central to the whole philosophy of a democratic school system which endeavors to make society more fluid.[1]

Brewer[2] describes the beginnings of the vocational guidance movement in Boston, Massachusetts, in January, 1908. From this beginning the movement spread to the public schools of Boston and later to other cities. Although the movement was originally concerned chiefly with vocational guidance, it has since broadened its concept and has become an accepted part of the organization of many of our high schools. Lefever, Turrell, and Weitzel state:

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[1]James B. Conant, "Education in Armed Truce," Atlantic Monthly, CLXXXII, (October, 1948), 48-52.

[2]John M. Brewer, History of Vocational Guidance (New York: Harper and Brothers, 1942).

> However much it may have contributed to the guidance movement, the vocational concept is somewhat too narrow to justify itself as the sole point of emphasis in a school program. This is true even though we accept the more liberal view of vocational guidance which takes cognizance of important personality factors as they relate to vocational adjustment. Both secondary school workers and community agencies concerned with the problems of youth will attest that there are non-vocational issues to be faced in reorganizational, health, and social areas of sufficient importance to demand the attention of guidance specialists.[1]

Many schools have introduced guidance services in response to recognized needs. These needs arise from a modified conception of education, changed conditions in society, and new features in the curriculum and administration of the school.

Several factors have increased the need for guidance over the years. Increased industrial development has resulted in changes in occupational demands and standards of living. Changes in modes of transportation and communication have provided people with the opportunity to travel and interchange ideas. The world situation has made it necessary for most male youth to spend some time in military service. Changes within the school which indicate a pressing need for an effective guidance program include increases in enrollment, curriculum development, schools' ability to hold students longer, and a philosophy of meeting students' needs.

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[1]Welty D. Lefever, Archie J. Turrell, and Henry I. Weitzel, Principles and Techniques of Guidance (New York: The Ronald Press Company, 1941), p. 17.

Statistics on delinquency, crime, mental illness, and divorce suggest that there is much to be desired in the process of attempting to meet the needs of youths so that they may become well adjusted, happy, and productive citizens.

The Negro youth attending high school today has arrived at the time when the direction or course he takes will probably determine his future. It is necessary that those in charge of education must decide whether the type of training being offered to the Negro youth will prepare him to recognize and evaluate his assets and be able to take advantage of opportunities whenever they arise. This is especially true in states maintaining segregated schools, such as Georgia. A well-rounded guidance program will aid the Negro youth in meeting the challenge of life. His successes, his failures and his livelihood may well depend upon how well he is aided through an adequate guidance program in the secondary schools. He should be able to understand his potentialities and have a change to reach his maximum possibilities if he is living in a democracy.

The guidance services provided for Negro youths have been reported as grossly inadequate as compared with those for white youths. In 1954 Jones and Miller[1] reported a study

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[1] A. J. Jones and Leonard M. Miller, "The National Picture of Pupil Personnel and Guidance Services in 1953," The Bulletin of the National Association of Secondary School Principals, XXXVIII, (February, 1954), 105-59.

of the national picture of pupil personnel and guidance services. The white secondary schools of Georgia reported having fifty-nine counselors who devoted more than half of their time to guidance services in 8.9 percent of the schools. Only five counselors, serving at least one-half of their time in guidance work, were reported by 2.4 percent of the Negro schools.

Guidance for Negro youths does not differ in its basic philosophy and objectives from the guidance of all youths; however, there are wide differences in the opportunities for providing such services for Negro youths. If all young people need help in the area of personal, social, emotional, educational, and vocational adjustment, Negro youths also have such needs. Smith[1] reports a study which involved an examination of the personality characteristics of southern rural and urban Negro children for the purpose of determining if there were differences between the two groups and to determine whether special guidance and counseling services were necessary for such students. There appears to be some evidence for suggesting that guidance provisions and services be enriched and intensified, but no evidence appeared for suggesting that the needs of Negro students attending rural and urban schools are different from those of any other students. However, the size and distribution of the Negro population,

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[1]Paul Milton Smith, Jr., "Personality Characteristics of Rural and Urban Southern Negro Children," (Unpublished doctoral dissertation, Indiana University, Bloomington, 1958).

the educational conditions resulting from a bi-racial system, and the lack of occupational opportunities combine to make guidance services for Negro youths unique from those of white youths.

It has been pointed out that Georgia has a dual school system which makes mandatory separate schools for white and Negro children.[1] Since the Negro high school youths will come from the populace as a whole, it is well that some selected background information about these youths be observed.

Population

In the United States the Negro population is 10 per cent of the total but in the state of Georgia the Negro population is 33 percent of the total for the state.[2] This percentage of the population represents over a million people, an important segment of the state's human resources.

Occupational Choices and Opportunities

Hawkins'[3] classic study illustrates the dilemma of the Negro in secondary education. Negro students come from homes in the lower economic brackets to a high school dominated by tradition and the prestige of the college prepara-

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[1] State Department of Education, Georgia School Laws (Atlanta: State Department of Education, 1955).

[2] U. S. Bureau of Census, Seventeenth Census of the United States: 1950. Population, Vol. II (Washington: Government Printing Office, 1952).

[3] M. A. Hawkins, "Frederick Douglass High School: A 17-Year Period Survey," (Unpublished doctoral dissertation, University of Pennsylvania, Philadelphia, 1933).

tory curriculum. As a result they sustain or develop occupational choices impossible of realization, while the limited resources usually afforded Negro high schools prevent an expansion of offerings in more appropriate fields.

The studies reported by Hyte[1] and Gray[2] are typical examples of studies made by many others which show the universal preponderance of the professions among the occupational choices of Negro secondary school students. All studies have shown that there is a wide discrepancy between expressed choice and actual occupation. Of 1452 North Carolina high school graduates, only 26.9 percent went to college as shown by Jordan.[3] Thomas[4] prepared a report, the purpose of which was to offer a tentative definition of employment equality and relate the changes in Negro employment during the 1940's to that goal. He illustrated, for several occupational groups, the percentage of the total white and Negro workers employed in each group in 1950. Males and females were listed separately.

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[1]Charles Hyte, "Occupational Interest of Negro High School Boys," School Review, XLIV, (January, 1936), 34-40.

[2]William H. Gray, Jr., "Needs of Negro High School Graduates in Louisiana and the Recognition Accorded Them in College," (Unpublished doctoral dissertation, University of Pennsylvania, 1945).

[3]A. M. Jordan, "Occupation of Negro High School Graduates of North Carolina," High School Journal, XVIII, (January, 1935), 24-27.

[4]Augustine Thomas, "The Negroes' Progress Toward Employment Equality," Personnel and Guidance Journal, XXXVI, (May, 1958), 632-34.

Thomas stated that:

> Negroes tended to concentrate in those occupations which are low in prestige, income, and tenure security. We would expect, if the same comparison were to indicate employment equality, that Negroes would show a constant percentage representation in each occupational group and that this percentage would equal percentage in the population. Thus, if Negroes are 10 per cent in the population and in relation of employment equality we would expect them to constitute 2 of every 20 professionals, 4 of every 40 managers, 6 of every 60 clerical workers, etc.[1]

Such an ideally conceived condition of employment equality is possible if we assume:

1. The Negroes employment inequality is not the result of a lack of native ability. Negroes possess native abilities no different in kind or degree from those of the white population.

2. Negroes can qualify for equal training and employment.

3. As their training and employment opportunities become more nearly equal, Negroes will achieve higher status until they are distributed occupationally as were white workers.[2]

Drop-Outs

An example of the recent drop-out problem in Negro school of Georgia is illustrated in Table 1.

A study of the guidance programs may identify weaknesses which, if strengthened, may increase the holding power of the schools.

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[1] Ibid.

[2] Ibid.

TABLE 1

ENROLLMENT AND DROP-OUT OF TWO NEGRO FRESHMEN CLASSES IN GEORGIA OVER A FOUR-YEAR PERIOD

Freshman Class Enrollment 1953	Number Graduating in 1957	Number of Drop-Outs	Percentage of Drop-Outs
13,480	4,694	8,786	65.17[1]
Freshman Class Enrollment 1954	**Number Graduating in 1958**	**Number of Drop-Outs**	**Percentage of Drop-Outs**
15,053	6,443	8,610	57.19[2]

Statement of the Problem

The problem of this research is to survey the guidance programs in the Negro high schools of Georgia and make recommendations for improvement based on standards for a good program.

This study was undertaken (1) to determine what guidance services are being provided in these schools, (2) to secure information regarding the use of various guidance practices, tools, and techniques in these schools, (3) to inquire into the professional preparation of persons who carry on one or more aspects of the guidance program in the schools surveyed, (4) to secure other pertinent facts, opinions, and data regarding services in Georgia's Negro high schools, and

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[1] Biennial Report of the State Department of Education to the General Assembly of Georgia, Atlanta: State Department of Education, 1955, p. 348.

[2] Biennial Report of the State Department of Education to the General Assembly of Georgia, Atlanta: State Department of Education, 1959, p. 393.

(5) to compare the findings with recognized standards for desirable guidance programs.

Delimitation of the Problem

The study is limited to those Negro public high schools of Georgia serving students in grades seven, eight, nine or ten through twelve.

The questionnaire limited the survey to eight guidance service areas. These services were considered to be the most important services.

Definition of Terms

"Guidance" is defined by Andrew and Willey in the following terms:

> Guidance...refers to an organized group of services established for the purpose of assisting each student to attain his maximum potential development and adjustment. These services are an integral part of the total school curriculum and should complement instruction in assisting the student to achieve the purposes of the school.[1]

This definition is accepted for the purposes of this study.

In this study "Guidance Services" will mean those activities organized specifically to help pupils solve their problems and to improve their planning. The Cooperative Study of Secondary School Standards lists five guidance services areas as a device for grouping and evaluating guidance

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[1]Dean C. Andrew and Roy DeVerl Willey. Administration and Organization of the Guidance Program (New York: Harper and Brothers, 1959), p. 1.

services in secondary schools. They are: (1) individual inventory services, (2) informational services, (3) counseling services, (4) placement services and (5) follow-up and adjustment services.[1] To these five are added orientation services, services to the staff, and provisions for systematic evaluation of guidance services.

"Guidance Practices" as used in this study refer to those activities actually engaged in by specific schools in providing guidance services.

"Negro High School" refers to those high schools attended by Negroes only and enrolling pupils in grades: 7-12, 8-12, 9-12, or 10-12. The term "secondary school" is synonymous with high school.

"Counselor" is a person, certified by the state, who devotes his full time as a professional worker to guidance work.

"Teacher-Counselor" is a person, certified by the state, who devotes one or more periods, but less than all, of his school time to guidance work.

Procedure of the Study

The normative-survey type of research was used to secure information for the study.[2] The guidance services

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[1] Cooperative Study of Secondary Schools Standards, Evaluative Criteria, Section G (Washington, D. C.: Cooperative Study of Secondary School Standards, 1950), pp. 219-34.

[2] Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), pp. 286-376.

listed in section G of the Evaluative Criteria[1] were used as standards to determine the basic services of an acceptable guidance program.

Since the data pertaining to the guidance programs were to be obtained from the principals in the secondary schools over the state, a check-list type of questionnaire was developed in order to secure information from them.

Concerning attempts to obtain information from many individuals, Good, Barr, and Scates point out that "the questionnaire is an important instrument in normative-survey research, being used to gather information from widely scattered sources."[2] Koos justifies utilizing questionnaires to gather data by stating:

> It should mean something for the legitimation of questionnaire investigation that the proportion of educational literature taking rise in it is so large--roughly a fourth of all published articles or of space occupied by them. It would be significant also that the proportions are approximately equal in educational periodicals and in research series published by higher institutions; not only do reports of questionnaire studies pass muster with the editors of periodicals, but they are approved in about the same proportions by those who render judgment on the typically more substantial investigations submitted as doctor's dissertations or are otherwise published in monograph form.[3]

The questionnaire was constructed on the basis of the criteria for a good questionnaire as explained by Good,

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[1]Cooperative Study of Secondary Schools Standards, op. cit., pp. 219-34.

[2]Good, Barr, and Scates, op. cit., p. 325.

[3]Leonard V. Koos, The Questionnaire in Education (Chicago: The Macmillan Company, 1928), pp. 144-145.

Barr, and Scates.[1] Most of the items in the questionnaire were formulated from a comprehensive list of general and specific services identified in the literature as acceptable services in a guidance program. Provisions were made in some instances for principals to report any other services or practices they employ. The questionnaire was constructed so as to allow each school principal to report the services by checking items that were applicable and by checking either "yes" or "no" for guidance practices.

In its final stage, the questionnaire contained 108 items relating to services, practices and opinions. These items were designed to secure information concerning (1) guidance services, (2) program operation, (3) status of counseling staff, (4) guidance practices and techniques, and (5) program improvement.

The questionnaire was mailed to the 185 principals of the public senior high schools for Negroes in the state of Georgia. The names of the principals were secured from the Georgia Educational Directory, 1958-1959.[2] A letter of explanation (see Appendix A) and a self-addressed, stamped envelope were enclosed with the questionnaire. A letter was also mailed from the Director of the Negro Division, State Department of Education (see Appendix C) stating the import-

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[1]Good, Barr, and Scates, op. cit., pp. 324-74.

[2]State Superintendent of Schools, Georgia Educational Directory, (Atlanta: State Department of Education, 1958-1959).

ance that the study might have for the state and urging the principals to complete and return the instruments.

Of the 185 questionnaires sent out, 122 were returned. One school reported having been changed from a senior high school to an elementary school, thus making a total of 184 schools with 122, or 66 percent, responding.

The data received from the questionnaire were tabulated as to frequency of occurrence of the various practices.

Value of the Study

To be of optimum value, educational research must not only contribute to an understanding of problem areas, but also present proposals for improving present practices. Thus, it is hoped that this study will provide impetus for improving the guidance programs in the secondary schools of Georgia. Information relative to guidance practices in Georgia has been relatively meager, having been confined for the most part to one study. Punke made a limited study in 1938 but no study is reported to exist at this time giving consideration solely to the guidance programs of the Negro high schools in Georgia.[1] A brief regional study was conducted by Himes and Manley in 1948 concerning guidance in the Negro secondary schools in the southeastern states. Georgia was included in the survey but no responses were received from the Georgia

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[1]Harold H. Punke, "Guidance Among Georgia High School Pupils," School Review, XLVI, (March, 1938), 202-11.

Schools.[1] Jones and Miller in a national study pointed up some facts concerning counselors in the Georgia Negro Schools.[2]

There is a very real need for information of the type that is provided in the study. More facts regarding guidance in Georgia might be used as a basis for improving guidance services in the schools. Teacher training institutions, the State Department of Education, school administrators and other organizations could make good use of such information in the development of more adequate guidance services.

The state director of guidance may be able to use the results of the study to aid in conducting a state-wide program of improvement of guidance services. School administrators often seek information regarding the educational services offered in other schools. The study should provide facts for such comparisons in guidance services between schools of various types and sizes.

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[1] J. S. Himes, Jr., and A. E. Manley, "Guidance in Negro Secondary Schools in the Southeastern Region," Journal of Negro Education, XVII, (Spring, 1948), 106-13.

[2] Jones and Miller, op. cit.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature in the field of guidance is extensive and diversified in scope. Included in this survey of literature are reports concerning guidance services and studies of secondary school guidance programs and practices on state, regional, and national levels.

Guidance Services

Guidance refers to an organized group of services established for the purpose of assisting each student to attain his maximum potential development and adjustment. The activities included in the guidance program should touch all aspects of the student's life. Those services should be available that will provide competent guidance in order that each one may make wise decisions in terms of his physical, mental, social, civic, educational, and vocational needs.

An examination of the literature reveals that authorities list a variety of services that schools may use according to their local situations. Certain services may be identified with a particular authority by name and number, but the objectives may be essentially the same as those

listed by another.

Koos and Kefauver listed only three broad areas.

1. Information services
2. Pupil inventory services
3. Counseling services.[1]

Erickson lists guidance services as follows:

1. Study of the individual
2. Informational services
3. Counseling services
4. Placement and follow-up
5. Assisting the school staff
6. Coordinating home, school, and community influences.[2]

The cooperative Study of Secondary School Standards lists five guidance services areas as a device for grouping and evaluating guidance services in secondary schools. They are: (1) individual inventory services, (2) informational services, (3) counseling services, (4) placement services, and (5) follow-up and adjustment services.[3]

Commenting on the elements of a guidance program, Froehlich stated that "the basic elements of a guidance pro-

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[1]Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools, (New York: MacMillan Company, 1932), p. 6.

[2]Clifford E. Erickson, A Basic Text for Guidance Workers, (New York: Prentice Hall, Inc., 1947), pp. 1-3.

[3]Cooperative Study of Secondary School Standards, Evaluative Criteria, Section G (Washington, D. C.: Cooperative Study of Secondary School Standards, 1950), pp. 219-34.

gram are in reality the type of services which it provides."[1] The services are to pupils in groups: orientation, articulation, and group activities; services to pupils as individuals: counseling and placement; services to the instructional staff: helping teachers understand pupils, in-service training, and opportunity for teachers to contribute information; services to administration: research findings aid in curriculum revision, and services of research activities: occupational surveys and follow-ups.[2]

Crow and Crow suggest aid in: (1) developing desirable attitudes and modes of behavior in home and in relationships with associates outside of home, (2) cleanliness and health-preservative habits, (3) school learning activities, (4) recognition and understanding of responsibility as a citizen, (5) helping the adolescent to make a desirable adjustment to later adolescent and adult responsibility, (6) preparation for marriage and family and the selection of and preparation for a vocation, and (7) professional counseling.[3]

Smith lists the following as services pertaining to individual pupils.

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[1]Clifford P. Froehlich, Guidance Services in Smaller Schools, (New York: McGraw-Hill Book Co., Inc., 1950), p. 21.

[2]Ibid.

[3]Lester D. Crow and Alice Crow, An Introduction to Guidance, (New York: American Book Company, 1951), pp. 50-51.

1. Preparation and use of an individual inventory for each pupil in the school are essential to the effectiveness of all other guidance services.

2. The preparation and use of informational sources to meet the needs of pupils represents an important service.

3. Counseling services for all pupils are an essential element of the guidance program.

4. Planning and assisting with systematic follow-up studies is a responsibility of the counselor.

5. Planning and assisting with placement for pupils are frequently assigned responsibilities of the counselor.

6. Conducting case conferences and assisting teachers to make case studies of individual pupils are important functions of the counselor.[1]

Hamrin states, "Each of the six elements in an organized guidance program will be introduced briefly...These six elements of services are:

1. Pre-admission and orientation services.

2. Individual study services.

3. A program of counseling services.

4. The supplying of educational and vocational information.

5. Group activities to promote personal and social growth.

6. A program of placement and follow-up services."[2]

Woolf and Woolf see the scope of the student personnel program as follows:

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[1]Glenn E. Smith, Principles and Practices of the Guidance Program, (New York: The Macmillan Company, 1951), p. 73.

[2]S. A. Hamrin, Initiating and Administering Guidance Services, (Bloomington, Ill.: McKnight and McKnight Publishing Company, 1953), p. 2.

1. Freshman orientation program

2. Continued advisement from faculty regarding curricular, activities, vocations, achievements, realistic individual goals, personal problems

3. Counseling and psychotherapy

4. Individual testing to supplement entrance examinations

5. Opportunities for participation in students activities

6. Leadership training

7. All-school social and recreation program

8. Group therapy

9. Remedial reading, speech and English, and how-to-study clinic

10. Occupational information

11. Aid to blind, disabled, and foreign students

12. Student employment loans, scholarships, and placement after graduation.[1]

Humphreys and Traxler make the following statement.

At the high school level, student personnel services (including guidance services) involve many types of activities as follows:

1. Preregistration advising of students

2. Admission and registering procedures

3. Orientation of new students to the school--its offerings, its requirements, and its methods of work

4. Other guidance services such as (a) collection of significant, comprehensive information about students; (b) provision of a large body of authentic and up-to-date

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[1]Maurice D. Woolf, and Jeanne A. Woolf, The Student Personnel Program, (New York: McGraw-Hill Book Company, Inc., 1953), p. 15.

educational and occupational information for the use of students and counselors; (c) testing and counseling students; (d) job placement of students; (e) follow-up of students.

5. Health services--advice on physical and mental hygiene, for instance

6. Extra-curricular activities--student government and clubs, for example

7. Student personnel records--vital statistics, family and home background, school marks, etc.

8. Personnel research, including evaluation of the total program of personnel services

9. Coordination of all efforts of teachers and other staff members to provide the best possible services to students.[1]

Mathewson declares that "...the fundamental areas of personal-social need and the corresponding process areas of guidance operation are four: appraisal, adjustment, orientation, and development."[2] He further suggests eight main phases and seven related phases of guidance operation for full implementation of policy. The eight main phases are: (1) guidance work, (2) psychoclinical services, (3) health and medical services, (4) social work services, (5) pupil accounting, attendance and records services, (6) testing and measurement services, (7) supervisory and coordinative services, and (8) research services. The related services are: (1) classroom work, (2) co-curricular activities, (3) group

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[1]J. Anthony Humphreys and Arthur E. Traxler, Guidance Services, (Chicago: Science Research Associates, 1954), p. 13.

[2]Robert H. Mathewson, Guidance Policy and Practice, (New York: Harper and Brothers, 1955), pp. 126-43.

work, (4) special instruction and remedial work, (5) work experience programs, (6) parent education, and (7) community activities and relations.[1]

For rural schools, Morris advocates the following guidance services: (1) educational guidance: orientation, information, pupil appraisal, and counseling, (2) vocational guidance, and (3) group guidance through various activities.[2]

In reviewing the basic guidance services, Roeber, Smith, and Erickson state:

> In order to understand subsequent points of view expressed about the organization and administration of a guidance program, it is necessary to review certain basic assumptions regarding the five guidance services.[3]

Those five basic guidance services are listed as follows: (1) the counseling service, (2) the individual inventory service, (3) the information service, (4) the placement service, and (5) the follow-up service.[4]

Foster is concerned with three major areas of guidance effort: the area of social effectiveness, the area of educational effectiveness, and the area of vocational guidance.[5]

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[1] Ibid.

[2] Glyn Morris, A Guidance Program for Rural Schools, (Chicago: Science Research Associates, Inc., 1955), pp. 29-45.

[3] Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance, (New York: McGraw-Hill Book Company, Inc., 1955), p. 7.

[4] Ibid., pp. 7-22.

[5] Charles R. Foster, Guidance for Today's Schools, (New York: Ginn and Company, 1957), p. 47.

The Guidance and Personnel Section of the United States Office of Education lists the following services in its published report entitled "Criteria for Evaluating Guidance Programs in Secondary Schools." They are: (1) individual inventory services, (2) information service for pupils, (3) counseling service, (4) placement service, and (5) follow-up services.[1]

An examination of several studies of guidance services in secondary schools reveals that the instruments used for gathering data contained, basically, these areas of guidance services: (1) individual inventory, (2) information, (3) counseling, (4) placement, and (5) follow-up.

The literature mentioned above has suggested a variety of services that the guidance program may render. All, however, tend to have some connection with one or more of the basic services listed in the preceding paragraph.

All the guidance services that can be listed may not be found in any one school that may be considered to have a good guidance program. In guidance program development and administration, it is felt that each school should provide those services that are applicable to the needs of its pupils. Froehlich made this point clear in identifying the kind of services needed in the small school. He said, "The answer to this question is found in the needs of boys and girls.

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[1]United States Department of Health, Education and Welfare, Office of Education, Criteria for Evaluating Guidance Programs in Secondary Schools, Form B, Reprint Misc. 3317, (Washington: Superintendent of Documents, Jan., 1958).

Every school can take at least the first step toward serving the needs by scheduling time for at least one person to carry responsibility for guidance service."[1]

For this study, the following basic guidance areas will be studied to identify best practices: (1) pupil inventory, (2) orientation, (3) counseling, (4) group activities, (5) information, (6) placement, and (7) follow-up.

Pupil Inventory Service

One of the most important contributions of the guidance program is its emphasis upon a comprehensive, cumulative and accurate study of individual pupils. The guidance process will be concerned with those activities involved in obtaining such information as well as making use of it. It is considered highly desirable to have significant information about the pupil's past life, present status, and future plans.

It is believed that the main point for gathering information about a pupil is that it be used by his counselor, classroom teacher, homeroom teacher, or others who are authorized to do so, in an attempt to understand the pupil, and, so that he may also understand himself.

Techniques for collecting and recording individual data are: the testing program, the interview, observation and recording of the student behavior, autobiography, ques-

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[1]Clifford P. Froehlich, "What Kind of Guidance and Counseling Programs in Small High Schools?" National Association of Secondary School Principals Bulletin, XXXV, (March, 1951), 86-92.

tionnaire, the case study, and cumulative records.[1]

> Effective guidance is predicated upon the fact that the teacher or counselor has in his possession as much pertinent information as possible on each student's needs, potentialities, and problems...
> Gathering significant data, then, about the pupil from as many different sources as possible is the first step in effecting a sound approach to guidance.[2]

Ways of learning about pupils, as listed by Knapp, are through: interviews, questionnaires, observations, autobiographies, case studies, parents, tests: intelligence, achievement, special aptitude, and personal adjustment.[3]

Commenting on the subject, Roeber, Smith, and Erickson state that:

> The individual inventory service encompasses the collection, recording and use of pupil data for the pupil's own planning and adjustment, as well as for the teacher who wants to provide the best possible classroom climate for pupils.[4]

Andrew and Willey seem to agree as they say:

> If assistance is going to be given the student during the process of his development, much information about him will be necessary. Teachers need information about their students for use in selecting desirable educational experiences for their proper growth and development. Administrators need information in planning the educational program to meet student needs and individual differences. Guidance workers need information

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[1]Division of Research and Guidance, Guidance Handbook for Secondary Schools, (Los Angeles: California Test Bureau, 1948), pp. 16-67.

[2]Robert H. Knapp, Practical Guidance Methods, (New York: McGraw-Hill Book Company, Inc., 1953), p. 2.

[3]Ibid.

[4]Roeber, Smith, and Erickson, op. cit., p. 168.

about students to assist in solving their problems and in making their educational and vocational choices.[1]

Orientation

The initial step of the student in entering school provides an opportunity to begin the guidance process. The student can be assisted in making adjustment through a systematic program of activities by which he can become acquainted with other students, teachers, facilities, regulations, and procedures of the school.

A sampling of the literature reveals certain concepts of the orientation services.

> Helping the student to belong to a new school by helping him to find his place in it and to make good use of its offerings and resources is commonly described as "orientation."[2]

Mathewson indicates as first among objectives of a guidance program, "orientation to appropriate educational experiences,"[3] which include:

> 1. Selection of appropriate courses in line with individual needs, interests, abilities, and circumstances
>
> 2. Making choices of various types of experiences in the whole school curriculum including co-curricular activities
>
> 3. Planning a total educational program

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[1]Dean C. Andrew and Roy DeVeryl Willey, op. cit., p. 145.

[2]Jane Warters, High School Personnel Work Today, (New York: McGraw-Hill Book Company, Inc., 1956), p. 265.

[3]Robert H. Mathewson, Guidance Policy and Practice, (New York: Harper and Brothers Co., 1949), pp. 128-29.

4. Choice of a suitable and feasible type of advanced training program, college, or otherwise, in line with individual requirements and social demands.[1]

An orientation program is designed to serve many purposes; but basically it is most valuable as an information-giving process. Orientation activities help pupils become acquainted with the next rung in the educational ladder. They include such factors as teachers, courses, activities, traditions, financial aids, school services, and school awards.[2]

The teacher has an immediate responsibility for the orientation function in guidance, which, evidently, involves introducing the student to the work which is at hand. As an interpreter and representative of the program, especially in homeroom situation, the teacher will also assist in orienting the student to the entire school program.[3]

Counseling Services

Counseling in the guidance program involves person-to-person interviews between counselor and counselee.

To establish and progressively develop counseling service in the school it is necessary for the administrator:

1. To see counseling as being not only a professional service, but a unique professional service

2. To see counseling service as being not only a set of integral activities, but necessary integral activities in the school

3. To see counseling services as requiring special attention to insure proper coverage

4. To see counseling services as depending upon good organization and working relationships

5. To see counseling as requiring certain supporting service and facilities

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[1] Ibid.

[2] Roeber, Smith, and Erickson, op. cit., pp. 181-82.

[3] Foster, op. cit., p. 7.

6. To see counseling in the school as yielding important by-products.[1]

Froehlich reports that:

> ...Counseling provides a situation in which the individual is stimulated (1) to evaluate himself and his opportunities; (2) to choose a feasible course of action; (3) to accept responsibility with his choice. Such a definition makes it clear that counseling is just one of the services of the guidance program.[2]

In stating his concept of counseling as a service, Smith states:

> The concept of counseling as a service, we believe, implies planned provisions for securing the unique needs of pupils through the person-to-person relationship of counselor and counselee. The counseling service involves staff members who perform the duties of a counselor in an effective fashion as a result of training and personal qualifications which are essential to effectiveness.[3]

Some areas of counselor activity as seen by Knapp are as follows:

1. Counseling in the modification of student plans
2. Counseling on vocational or professional choice
3. Counseling on entrance into vocation
4. Counseling on entrance into college
5. Counseling on appearance, language handicap, and mannerism
6. Counseling on financial needs
7. Counseling on leadership

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[1]Fred M. Fowler, Guidance Services Handbook, (Salt Lake City: State Department of Public Instruction, 1948), p. 12.

[2]Froehlich, op. cit., p. 201.

[3]Smith, op. cit., p. 252.

8. Counseling on factors of determination and perseverance

9. Counseling the new student on entrance into school

10. Counseling on deficiencies in home background

11. Counseling on physical and health deficiencies

12. Counseling on worthwhile use of leisure time

13. Counseling on out-of-school exploratory experiences

14. Counseling early school leavers.[1]

Andrew and Willey further state that:

The counseling service is frequently referred to as the heart of the guidance program. Through counseling the student is giving assistance in analyzing his problems, making decisions, and devising plans. The counseling is the chief medium whereby the information gathered about the student and his world of work can be utilized to assist the student in self-development.[2]

Group Activities

To avoid some of the semantic difficulties, the phrase "group procedures of the guidance program" is proposed. This phrase encompasses the activities of the guidance program in providing organized group services to help students acquire needed experience for intelligent personal planning...Whether these activities are sponsored by the instructional staff or the guidance staff is a question that each school must decide. The important point is that they are essential services which, if the guidance program is to be successful, must be available to all students.[3]

Group procedures for guidance are for the entire student body and should assist all individuals to become better citizens...

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[1]Knapp, op. cit., pp. 60-71.

[2]Andrew and Willey, op. cit., p. 193.

[3]Froehlich, op. cit., p. 14.

> Group guidance procedures should assist in making the acquisition of information more functional and a means of effecting desired adjustments in life.[1]
>
> Provisions for group guidance are provided in homerooms, in student activities, in special classes, in group conferences, and in work experiences.[2]
>
> The effectiveness of this guidance can be evaluated in terms of delegation of responsibility to students, provision for each student to have as many varied social experiences as possible, and in the degree of esprit de corps.[3]

Strang classifies group activities in colleges and secondary schools under the following headings:

1. Departmental or academic interest clubs...
2. Religious activities...
3. Social and recreational activities.
4. Sororities and fraternities.
5. Esthetic expression groups...
6. Service organization...
7. Policy making and governing organizations...[4]

Information Services

Providing information is the service which secures and makes available to pupils: (1) information about themselves, (2) facts about occupations and educational oppor-

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[1] Roy DeVerl Willey and W. Melvin Strong, Group Procedures in Guidance, (New York: Harper and Brothers, Co., 1957), p. 105.

[2] Ibid.

[3] Ibid.

[4] Ruth Strang, Group Work in Education, (New York: Harper and Brothers Company, 1958), p. 160.

tunities that are essential to the making of vocational and educational plans and (3) information about special services, facilities and agencies, both in and out of school, which may be helpful in the solution of personal problems. The ultimate aim in collecting data on the student is as true today as it was when Bingham stated that it is "to help the student know himself."[1]

> Students will take tests, answer questionnaires, provide autobiographies and similar materials with great interest if they realize that the program is designed to help them understand themselves rather than to afford the threatening gesture of a cold revealing record that may haunt them at a later day.[2]

> Occupational information includes accurate and usable information about jobs and occupations. It also includes information about industries insofar as such data are related to jobs; it also involves pertinent and usable facts about occupational trends and the supply and demand of labor.[3]

Much of the occupational and educational information needed by pupils in planning their futures and making decisions can be presented economically through group instruction. Stone[4] has indicated that using group procedures

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[1]W. V. Bingham, "A National Perspective on Testing and Guidance," Educational Record, XX, (January, 1939), 138.

[2]P. A. Boyer, "Use of Cumulative Records in High School," in Handbook of Cumulative Records, U.S. Office of Education Bulletin, 1944, No. 5 (Washington: Government Printing Office, 1945), p. 31.

[3]Carroll Shartle, Occupational Information--Its Development and Application, (New York: Prentice-Hall, Inc., 1946), p. 1.

[4]Harold C. Stone, "Are Vocation Orientation Courses Worth Their Salt?" Educational and Psychological Measurement, VIII, (Summer, 1948), 161-68.

along with individual counseling procedures provide maximum benefits in vocational counseling.

Educational information should be offered the pupil as part of the orientation program. Individual counseling about a pupil's problem aids him in using the information that he receives about himself and his other activities of interest to make proper decisions.

> That the individual needs information about his own characteristics through professional interpretation is one of the most central of all guidance doctrines. Equally does he require information about his environment--about the opportunities it affords, the problems it presents, the resources available for his use, the contingencies likely to arise and for which he must plan.[1]

> Two distinct schools of thought exist among the authorities regarding the responsibility of the guidance program for disseminating occupational information. One contends that the dissemination is largely a group affair, and consequently is instruction. If instruction, they argue it is the responsiblity of the instructional staff and should be a part of the regular course of study. The other school contends that since the guidance program is primarily concerned with seeing that students have such information, and its staff members are best equipped to teach it, it should have primary responsibility. The author believes that the dissemination of occupational information is instruction but leaves it to the school to assign responsibility in the light of local school conditions.[2]

In a survey study of guidance practices made by Wrenn and Dugan, one of their reports concluded that:

> The main weakness revealed in present testing practices is the limited provisions for interpretation of test results to students. Interest inventories and achievement test are more frequently dis-

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[1]Mathewson, op. cit., p. 224.

[2]Froehlich, op. cit., p. 104.

> cussed with students than any others, but even with these there are many more tests given than interpreted. With scholastic aptitude and reading tests the ratio is three to one.[1]

Rogers believes, "the student suffers some loss of personhood if he comes to believe that only the expert can evaluate him."[2]

> Assume that a high school has assembled a body of information about post-high-school educational offerings. Drawing upon this information a student works to solve his problem of deciding which institution to attend after graduation.[3]

> Receiving properly interpreted data on himself helps a student to gain insight into his own development, to see the facts concerning himself more clearly than before, and to give them more serious consideration in relation to his hopes and plans.[4]

> The interpretation of test findings should be made in terms that are meaningful to students...
> The primary purpose in sharing test results and other cumulative record data with students is to stimulate self-insight.[5]

Placement

The guidance program has the responsibility of aiding the pupil, through its various services, to adjust to his present and his future educational activities and afterwards to enter suitable and satisfying employment. A program of

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[1] C. Gilbert Wrenn and Willis E. Dugan, Guidance Procedures in High School, (Minneapolis: University of Minn. Press, 1950), p. 20.

[2] Carl R. Rogers, Client-Centered Therapy, (Boston: Houghton Mifflin Company, 1951), p. 224.

[3] Humphreys and Traxler, op. cit., p. 379.

[4] Warters, op. cit., p. 150.

[5] Ibid., pp. 150-51.

placement services is an essential link in the guidance program to aid in realizing its objectives.

The full meaning of placement services is that of making satisfactory adjustment to the next situation whether it be to curriculum in the school, the co-curricular program, another type school such as a college or a special trade or vocational school, or to an occupation. The students need help in these areas. The need for help in these areas stems from the fact that students can profitably use assistance in making decisions and in putting these decisions into action. The placement program should begin with the freshman year and continue through graduation or until such time as the student leaves school.

Erickson outlines the minimum essentials of a placement service.

1. The school cooperates with the Public Employment Service by having pupils register with this agency and by furnishing it with information concerning the pupil.

2. Pupils are placed in part-time or full-time jobs during vacation.

3. Drop-outs are helped to find work.

4. Information is given to employers concerning trained workers available.

5. The community is canvassed for available jobs, and the school keeps a continuous record of job opportunities.

6. The school keeps in constant touch with potential employers.

7. Careful attention is given to personal characteristics in recommending pupils.

8. Records pertinent to employability are available. These records show physical characteristics, special abilities, school grades, home conditions, work experience, social and economic status.

9. The school keeps informed concerning labor laws affecting minors.

10. Placement is discussed each year before business and civic groups as well as the P. T. A.

11. Cases of pupils who have been discharged are investigated. No opinion is formed until facts are investigated.

12. Pupils are given information and assistance in learning how to get a job, hold and advance on the job, and transfer to another job.[1]

A sampling of the literature written by a number of authorities supports the contentions held by the author. Froehlich states that:

> The term "placement"...has a much wider meaning than "job placement"...From the guidance point of view students should have service available to help them carry out decisions reached during counseling. Thus, from this angle, placement is concerned with helping students take the next step, whatever it may be. Such a placement program assists students in finding jobs; it also helps them find their place in appropriate extra-curricular activities. The program helps students gain admittance to appropriate educational facilities, whether it be a class in chemistry in high school, a college, an apprenticeship, or a trade school. In essence, it helps students make use of the opportunities which they have.[2]

Knapp sees the placement situation as a responsibility of the school. His point of view is stated as follows:

> For the school to disclaim any responsibility for the placement of its product would mean that much

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[1]Clifford E. Erickson, A Practical Handbook for School Counselors, (New York: The Ronald Press Co., 1949), pp. 192-93.

[2]Froehlich, op. cit., p. 226.

> valuable information about the individual--his capacities, interests, achievements, etc.--would be virtually wasted at a crucial time when it could be of the greatest value. Place on the job is the culmination of a number of years of painstaking planning and counseling.[1]

Kleiver points out a weakness in the placement service of schools:

> One of the greatest weaknesses in the placement service of schools is that these institutions have been unable to provide for or use sales or public relations methods to bring their graduates or dropouts to industry.[2]

Warters goes on to say that:

> Upon leaving school many students need help in getting placed in occupation or in another education institution or with some other training agency. Students who plan to continue their education while working may wish assistance with both vocational and educational placement. High schools should supply or help other agencies to supply the placement and follow-up services needed by both graduates and non-graduates.[3]
>
> ...In addition to vocational placement, students often need educational placement service. In the average high school this service is providing information (usually fragmentary rather than comprehensive) and consultation (usually advising rather than counseling).[4]

Follow-Up and Adjustment Services

After placing the individual in a given situation while in school, there should be some concern about how he

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[1] Knapp, op. cit., p. 107.

[2] Julius Kleiver, "Some Techniques for Better Placement," Personnel and Guidance Journal, XXXIII, (September, 1954), 34-35.

[3] Warters, op. cit., p. 286.

[4] Ibid., p. 292.

is making adjustment. This applies, also, to the situation of the individual who leaves school. Some sort of follow-up is essential if the school is to know what he is doing or how well he is doing it. Follow-up services must reach pupils who are still in school, those who drop out, those who go to colleges and trade schools, and the industrial workers, to be of full value to the school and to the individuals.

> In determining what kinds of help constitute an adequate follow-up service, it seems wise first to determine the natural groups into which young people fall when they leave high school at or before graduation.[1]

Rothney and Moore give a warning concerning sampling problems in follow-up research. They warn that:

> ...Incomplete samples of population in follow-up studies provide biased data. The bias may be pointed up by fabricating a composite person from the separate characteristics of early (and, in most studies, the only) responders. That hypothetical person would be a girl who lived in an unbroken home in the city, who had been intensively counseled, who had ranked above the average on intelligence tests. She would be either in post-high school training or on a white collar job which she had wanted, and would be satisfied with her post-high school training or employment.[2]

Research studies have shown that follow-up services are not found to be in effect in many schools. But Humphreys and Traxler say that:

> An integral part of guidance services is follow-up. Through the follow-up conducted by a counselor, the

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[1]George E. Myers, "Follow-Up: The Stepchild of the Guidance Program," Occupations, XXVII, (November, 1948), 100-103.

[2]John W. Rothney and Robert L. Moore, "Sampling Problems in Follow-Up Research," Occupations, XXX, (May, 1953), 573-78.

counselee learns the nature and extent of his progress. The counselee determines the areas of his life in which he has made successful adjustments and the areas in which he needs to make further adaptations.[1]

They continue as they describe the areas of follow-up.

1. The follow-up of the counselee while still in school

2. The follow-up of the student leaving school before graduation

3. The follow-up of the graduate-to-be who is seeking full-time work

4. The follow-up of the former student.[2]

Some values of follow-ups are pointed out by Kelley.

Follow-up studies are proving their values in changing and enriching the school curriculum, in changing and improving guidance practices and counseling and in helping the student, above all, in his development. To fulfill their objectives, follow-up studies must be more than statistical studies; they must find out whether the student or graduate is satisfied, has had promotion, is working up to ability, how he feels about himself personally, and socially. They should present criteria for improvement of personal and social effectiveness. Follow-up studies linked with family life courses in schools, and discussions on what an occupation means to the happiness and security of a family in a community, and upon its members personally, are proving valuable.[3]

Related Studies

In completing preparation for a survey of guidance practices in Georgia, past studies of a similar or related nature were sought for review. Many of these studies were

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[1]Humphreys and Traxler, op. cit., p. 207.

[2]Ibid., pp. 208-21.

[3]Janet A. Kelly, Guidance and Curriculum, (Englewood Cliffs: Prentice-Hall, Inc., 1955), p. 159.

limited to a particular phase of guidance or to a limited number of selected schools. However, all were of some value in the development of this project.

Studies reviewed have been classified according to their geographical scope: state, regional, and national. No attempt was made to include all studies made in these areas, but an attempt was made to select those of most recent date to which references were most frequently made in the literature.

State Studies

A large number of studies have been done on the state level, particularly in the East and Middle West. Many of these studies are doctoral dissertations carried on both by independent study and by state sponsorship.

In 1940, the State Department of Education of Connecticut made a survey of guidance practices in the high schools of Connecticut. The findings were as follows:

1. Systematic guidance programs were claimed by 60 per cent of the schools.
2. In 90 percent of the schools, counselors devoted less than one-fourth of their time to counseling.
3. Only a small minority of the schools used common guidance techniques, such as tests, cumulative records, and scheduled time for guidance work.
4. Most schools had pamphlets on occupations but there was a considerable variation in number and quality.

5. There was a considerable variation as to the type of guidance organization.
6. Vocational guidance was relatively subordinated to other types of guidance.
7. Major emphasis was on the home room in 40 percent of the schools, and in 28 percent of the remainder it was the secondary emphasis.

Conclusions showed that the guidance practices were inadequate. Counseling was relatively subordinate to other types of guidance practices. Guidance methods, devices, and procedures were used in only a minority of the schools.

There were indications that many of the schools were aware of their needs and were attempting to adopt programs to meet the needs. Guidance-minded teachers and principals were needed to furnish leadership in the development of guidance.[1]

Another state study was conducted and reported by Orr, State Supervisor of Guidance for Wyoming. From the study, he concluded that:

1. The superintendent or the principal was in charge of guidance in 64 percent of the schools responding to the questionnaire.
2. The small schools seemed to be doing as much in the way of guidance as the large schools.

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[1] Guidance Practices in Connecticut High Schools, (Hartford: Connecticut State Department of Education, 1940), pp. 1-50.

3. No counselors seem to have had assigned duties in counseling.
4. Courses in occupational information was offered in three-fourths of the schools at the ninth grade level.
5. Placement services were available in 21 percent of the schools.
6. Over one-third of the schools followed up graduates one year after graduation.
7. There were less than 50 pupils per school enrolled in 47 percent of the Wyoming schools.[1]

A study was made by the State Department of Public Instruction, North Carolina in 1946-1947. It revealed the following information:

1. Cumulative records were kept in 83 percent of the schools.
2. Standardized tests were used in 54 percent of the schools.
3. Occupational information files were maintained in 81 percent of the schools.
4. Occupations courses were taught in 32 percent of the schools.
5. Individual counseling was provided by 69 percent of the schools.

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[1]R. S. Orr, "Guidance Practices in Wyoming Schools," Guidance News Bulletin, (Cheyenne, Wyoming: State Department of Education, October, 1945), pp. 1-15.

6. Placement services were found in 36 percent of the schools.
7. Follow-up studies were made by 49 percent of the schools.[1]

Lovelass attempted to combine the method of external criteria and the study of effects upon the individual student in analyzing and evaluating selected guidance programs in Illinois. The State Superintendent of Public Instruction wrote all high schools in the state inviting them to participate in the study. Seventy schools responded, but only 54 completed all four instruments used in the study. He stressed the fact that the sample was not representative because a greater proportion of larger schools participated.

Four instruments were used: (1) a questionnaire developed by the investigator; (2) the North Central Association Check List of Elements in a Minimum and Extended Program of Guidance and Counseling; (3) The Illinois Revision of the Kefauver-Hand Guidance Test, Form A; and (4) the Mooney Problem Check List, High School Form. The first two forms were sent to the principals and staffs of the school. The latter instruments were given to seniors in the participating schools. Results were treated statistically and comparisons were made to discover the observed characteristics of

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[1]Guidance Practice in North Carolina High Schools, 1946-1947, (Raleigh: State Department of Public Instruction, 1947), pp. 1-8.

guidance programs. Results were reported for the schools whose students scored high on the Kefauver-Hand test; for schools which scored low on this test; for schools whose students marked a large number of problems on this check list.

A number of general conclusions were drawn by Lovelass. In schools with organized programs, seniors had relatively more extensive information regarding methods of solving their problems. In addition, they had fewer problems. Extensive counseling activities correlated with a lower mean number of personal problems on the Mooney check list and with higher mean scores on the Kefauver-Hand test with which seniors two weeks short of graduation were unfamiliar. Although a majority of seniors desired counseling, less than one-third had established satisfactory counseling relationships with a school staff member. Existing school activities were not satisfactorily meeting personal needs of approximately twenty-five percent of the students as indicated by problems marked by them.[1]

The follow-up approach was attempted by Frick in seven Colorado high schools. The seven schools had graduating classes varying in size from 50 to 200 students. The school administrators cooperated in the planning of the study. Five schools agreed to contact graduates from the years 1944, 1946, and 1948. One school chose a sample from

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[1]Harry Donald Lovelass, A Study of Guidance Services in Selected Illinois High School, (unpublished doctoral dissertation, University of Illinois, Urbana, 1949), p. 321.

each year from 1942 through 1948 graduates. Frick prepared the questionnaire which contained 27 items designed to measure student opinion. Fifteen hundred graduates and drop-outs were contacted, of whom slightly more than 50 percent responded. Very few drop-outs responded.

On the basis of the findings, Frick drew the following conclusions:

1. The schools provided little or no help in solving personal problems.
2. Very little was done in the way of helping the student toward self-understanding and self decision.
3. None of the schools provided worthwhile help in the area of occupational information and job procurement.
4. None of the schools provided effective help through counseling.
5. The schools were aiding the students in planning for additional education.
6. Most of the schools furnished some influence in an incidental way toward recreational and social interests.
7. No attempt had been made to establish contact with and give help to former students.
8. Variations in degree of effectiveness of the guidance services among the schools appeared very slight.

9. All the schools were either unbalanced in their guidance programs or making only meager attempts in all areas.[1]

A study was made by Lore to determine the status of guidance practices in the senior high schools of Pennsylvania in respect to 70 selected criterion items with which high school principals and guidance workers checked their own practices.

A total of 892 questionnaires were sent; 530 were completed and returned. Returns represented 59.4 percent of the senior high schools of Pennsylvania.

He found that staff members were assigned counseling duties in 275 of the 529 schools for which this information was available. The larger schools indicated either the same or a larger percentage having those practices than did the smaller schools. Eighty-one percent of the schools claim to have a planned program of testing. Counseling is seriously neglected in many, if not most, of the high schools.[2]

The data in Peters' guidance study, made in 1950, were based upon questionnaires returned by 496 schools and visits to 29 schools. Questionnaires were returned from 10 junior

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[1]Donald L. Frick, Evaluation of Guidance Services in Selected Colorado High Schools (unpublished doctoral dissertation, University of Colorado, Boulder, 1950).

[2]Stanley W. Lore, A Survey of Guidance Practices in the Senior High Schools of Pennsylvania (unpublished doctoral dissertation, Pennsylvania State University, University Park, 1950).

high schools, 16 three-year senior high schools, 206 four-year high schools, and 264 six-year high schools.

Included in the main areas of guidance analyzed were curricular offerings, extra-curricular offerings, homeroom organizations, orientation, vocational guidance, tests, guidance personnel, use of community resources, guidance organization, and research.

The following conclusions were cited by Peters:

1. Consideration of the size of enrollment is essential in the appraisal of guidance services.

2. In the small and medium schools, guidance services are the responsibility of the administrators and the teachers rather than guidance specialists.

3. In-service training in guidance seems to be the key to the development of extended guidance services in most schools.[1]

Wrenn and Dugan made a survey of guidance practices in high schools in Minnesota, except those in the cities of Duluth, Minneapolis, and St. Paul. Schools were asked to set forth on a questionnaire an analysis of specific practices which they followed. This questionnaire was designed to discover information and attitudes in the following areas: (1) orientation, (2) educational and vocational counseling, (3) social development, (4) placement and follow-up, (5) health care and counseling, (6) testing and records, (7) home room and group guidance, and (8) administration. Sixty-six percent of the 485 high schools contacted responded.

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[1]Herman J. Peters, "A Study of Guidance Services in the Indiana Public High Schools" (unpublished doctoral dissertation, Purdue University, West Lafayette, 1950).

The findings of the Minnesota study are important to the present study from the standpoint of current guidance practices. Two-thirds of the schools used assemblies and pre-entrance interviews as the most common practices for orienting new students. Tests results were the basis for counseling in two-thirds of the schools. Teachers in 70 percent of the schools were responsible for educational advising, yet only a little more than ten percent give teachers released time to perform this duty. One-third of the schools provided placement services.[1]

Horn reports a study of guidance practices in Michigan public schools. He developed a questionnaire through a study of established criteria, by consulting experts, construction of the questionnaire and pre-testing it, and by revision. Horn classified the schools according to the Michigan Inter-scholastic Division, based on four enrollment groups. A total of 539 schools received the questionnaire, and 339, or 63 percent, responded. Horn stressed the point that this study was quantitative, that no attempt at evaluation was made.

His major findings included the following:

1. Although 45 percent of the schools had counselors only 3 percent had full-time counselors.
2. Placement services were found in 20 percent of the schools.
3. Half of the schools made follow-up studies of

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[1]Wrenn and Dugan, op. cit., pp. 1-71.

their graduates, but only 28 percent made studies of drop-outs.

4. The importance of the teacher's role was stressed by 99 percent of the administrators.
5. The state cumulative folder was used in 64 percent of the schools.
6. One-third of the schools offered occupations courses.
7. One-fourth of the schools conducted occupational surveys.
8. Guidance committees were used in 19 percent of the schools.[1]

The guidance programs in the thirty Negro high schools of Missouri were surveyed by Hoard. The interview method was used to collect data covering the organization and administration, guidance staff, and guidance services.

Hoard found that:

1. A guidance program of some kind was in all the 30 Negro high schools investigated.
2. The principal was the head of the guidance program in 20 of the 30 schools and in the other 10 schools a staff member was designated as the head.
3. The homeroom was found in the majority of the high schools, but its functions in the guidance program

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[1]Carl M. Horn, A Survey of Guidance Practices in Michigan Public Schools (unpublished doctoral dissertation, Michigan State College, Lansing, 1951).

did not seem to be clearly defined in the schools investigated.

4. Twenty-seven of the guidance heads had a major in education and two had guidance as a major.
5. Twenty-one of the thirty schools had a total of 71 teacher-counselors. Twelve of the 71 teacher-counselors had taken as many as four courses in guidance. Twenty-four of them had taken the basic course in guidance. Approximately 6 percent had taken no courses in guidance.
6. Fifteen teacher-counselors taught six hours per day and 25 taught five hours per day.
7. Nine schools used the principal's office for counseling purposes while 16 schools had a separate office designated as the counseling office.
8. A uniform program of in-service training was missing in all schools.
9. Twenty-seven schools reported that they used various methods of imparting occupational information to their pupils. The remaining three schools reported no means of imparting occupational information.
10. Only five schools engaged in follow-up of their school leavers.[1]

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[1]Charles Mason Hoard, A Survey of the Guidance Programs in the Missouri Negro High Schools (unpublished doctoral dissertation, Indiana University, Bloomington, 1952).

Brown reports a study which was concerned with determining the status of guidance services in 22 selected secondary schools for Negroes in Virginia. His basic hypothesis was that the guidance needs of the students in the 22 schools for Negroes included in his evaluation of guidance services are not being adequately met, as those services are measured by methods employed in the study. Five basic variables were studied: namely, school size, size of community, per capita cost of instruction, attitudes of school administrators toward guidance services and existence or non-existence of specialized guidance personnel.

The basic instrument employed in the study was Criteria for Evaluating Guidance Programs in Secondary Schools, published by the United States Office of Education. Two arrays of evaluation constituted the data: namely, (1) those provided by the staff of the participating schools and (2) those provided by a visiting committee.

The independent evaluation of these two groups were based on a 5-point scale which ranged from "very superior" to "very inferior."

The "Fisher-Student t" test was used to measure the significance of the difference of means of the two arrays of evaluations.

The mean staff estimates consistently exceeded those of the committee throughout the study. These mean estimates indicated that the general status of and provisions for guid-

ance services in the selected schools were predominantly "average" and "inferior." In contrast, the committee judged the general status of guidance service essentially as "inferior" and "very inferior."

The following conclusions emerged:

1. The status of guidance services differs but not noticeably so on the basis of school size.
2. The schools of the large size communities offer more adequate guidance services than do those in smaller communities.
3. Schools of higher per capita expenditure bracket provide more adequate guidance services.
4. The administrations of participating schools have failed to provide adequate support for guidance programs.
5. Each of the twenty-two schools has a person who is responsible for guidance leadership. No relationship was noticed between adequacy of guidance service and titles of persons who provided leadership in the participating schools.

Two general conclusions can be drawn from the study: (1) on the basis of committee estimates, general inadequacies exist in the guidance service of the school. The failure of the administration to supply the necessary financial support has resulted in inadequate provisions for personnel, quarters, and materials, (2) mean differences, though small were higher for schools of larger enrollments, higher per capita expendi-

tures and larger size communities.[1]

Leonard investigated the status of guidance in fifteen public high schools located in the state of Massachusetts. Of these, five were large; five were medium size; and five were small high schools. Attention was given to the areas of: educational guidance, vocational guidance, social guidance, health guidance, and moral guidance. A survey of the existing programs, practices and facilities of these schools was made and the three types of schools were compared under various headings, as listed above.

The method of investigation employed was the normative survey. A check list was designed for the purpose of collecting data. The check list was administered personally by the investigator in each of the fifteen schools.

From an analyses of the results obtained, the following conclusions, with reference to the fifteen participating schools, were drawn:

1. Only one-half of the participating schools had a guidance committee..
2. One-third of the schools provided individual folders for student records.
3. One-half of the schools made occupational surveys of the community. Career days were not popular in the large high schools. Adequate provision

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[1]Louis Poindexter Brown, The Status of Guidance Services in Twenty-Two Accredited Secondary Schools for Negroes in Virginia (unpublished doctoral dissertation, University of Michigan, Ann Arbor, 1954).

was not made for curricular revisions in the small high schools.

4. Adequate interest was not shown in dramatic and language clubs. Classes in Human Relations were offered in two-fifths of the high schools.
5. Students' eyes were given attention. Small high schools were lacking in attention to dental health. Adequate lunch room and cafeteria services were lacking in the small high schools. Remedial work was not conducted on such a large scale in the medium size and small high schools as it was in the large high schools.
6. Bible reading constituted an aspect of assembly programs once a week.[1]

A study is reported by Stone as he attempted to analyze the current guidance practices in the accredited public high schools of the state of Arizona, and to evaluate those practices by methods of external criteria.

The data were gathered by means of personal interviews with administrative heads of guidance in the 73 accredited public high schools of the state of Arizona. He developed his interview guide through a review of the literature, studies of similar interview instruments, suggestions by the graduate adviser, and the State Supervisor of Vocational

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[1]Marie C. Leonard, A Study of Guidance Practices in Selected Small, Medium and Large Public High Schools Located in Massachusetts (unpublished doctoral dissertation, Fordham University, New York, 1954).

Guidance for Arizona, and a pilot study involving seven schools.

An analysis of the data provided the following basic conclusions:

1. The primary factor which influenced the growth of guidance in Arizona high schools was the George-Bardin Act.
2. Increases in guidance activities were most marked in the schools near the leading population centers.
3. While the financial situation of a school district influenced the extent of guidance practices in that district, the attitude of the administration was of greater importance than the financial situation.
4. Most high schools in the state provide at least one of the essential services of guidance, although a tremendous variation in the quality of the services offered was apparent.
5. Community-school relationships, and the use of community resources by the guidance program, were greatly neglected in the majority of schools.
6. The pupil-counselor ratio and the pupil-hour ratio were well above the optimum ratios suggested in the literature.
7. The individual inventory service was greatly hampered by lack of clerical help in record keeping.

8. Testing programs existed to a moderate degree.
9. Group guidance services, particularly in the area of orientation, appeared to be the most widely offered of the essential services in guidance.
10. Little was being done in the field of placement and follow-up.
11. A lack of standards for counselor training was noted.
12. The classroom teacher played an important role in guidance.
13. A few schools made use of guidance committees, but the majority of the programs, especially in the smaller schools, were dependent upon the energy and personality of a single interested individual.
14. The principal was the actual administrative head of the guidance program, especially in the smaller school.
15. The major emphasis of the guidance program was aimed at assisting the student through school and helping him to select further training.
16. The cost of guidance did not meet the standards suggested in the literature, although a number of schools exceeded this standard.
17. There was a strong trend toward the development of more organized programs.

18. Size of schools was important in determining the extent rather than the kind of guidance activities.[1]

An investigation of the guidance services provided for high school students through the public high schools in the State of Wyoming has been reported by Morgan. A questionnaire was mailed to each of the eighty-five public high schools in the state.

Data from seventy-nine of the eighty-five schools were used.

General conclusions show that:

1. Of the schools studied, twenty-two seem to have fairly well organized guidance programs, thirteen have some definite plans for guidance, and fifteen seemed to provide no guidance program and indicated little interest in guidance. The remaining twenty-nine schools seem to be providing partial guidance services but with no general directions or purpose.
2. The individual inventory record was the most frequently attempted guidance service.
3. Only 27 percent of the schools actually claimed to provide counseling services and only 16 percent

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[1]Jerome Wilson Stone, An Analysis and Evaluation of Guidance Practices in Arizona High Schools (unpublished doctoral dissertation, The University of Southern California, Los Angeles, 1954).

indicated any released time for counseling in their weekly schedule.

4. There were many public school teachers with guidance responsibilities in the state who had no certification for guidance responsibilities and no membership in professional guidance organizations.
5. In the majority instances the administrators assumed the responsibility for coordinating the guidance services themselves, although few of them were certified for such activity.
6. Fourteen schools indicated the employment of qualified or certified guidance personnel.[1]

In an attempt to establish the need for guidance services and to study the provisions for guidance services in the white public schools of North Carolina, Fuller divided the state into three sections and chose a county from each section, and studied all the high schools in these counties. The major weaknesses revealed by the study are listed below.

1. Insufficient financial support from the state level to local programs of guidance.
2. Insufficient liaison between state agencies at both the state and local levels.

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[1]Roy A. Morgan, A Study of the Guidance Services in the Public High Schools of Wyoming During the School Term, 1954-1955 (unpublished doctoral dissertation, University of Wyoming, Laramie, 1956).

3. An insufficient number of properly trained guidance specialists at the local level.
4. A lack of organization for guidance services at the local school level.
5. Insufficient financial support for guidance services at the local level.
6. Poorly organized and maintained student guidance records in local schools.
7. Insufficient use of objective standardized tests in local schools.
8. Insufficient amounts of properly indexed and filed occupational educational, and personal-social problems literature in local schools.
9. Insufficient means of disseminating information.
10. Not enough counseling available to students in the schools.
11. Virtually non-existent placement services in local schools.
12. Little organized cooperation between schools and public placement agencies.
13. Virtually non-existent follow-up activities in local schools.
14. Few schools with organized group activities in guidance to assist in such problems as orienta-

tion, vocational choice, and curriculum choice.[1]

Regional Studies

The following three studies are listed as regional studies because schools were studied in several different states, each state bordering at least one of the other states where the schools are studied.

Himes and Manley made a study of guidance in Negro secondary schools of the southeastern region of the United States. This study is particularly pertinent to the present study as it is based on reports from 86 secondary schools for Negroes located in 10 of the Southeastern states. Responses were received from all states except the state of Georgia.

The investigators found that the effective discharge of guidance responsibilities was unduly hampered by inadequate facilities and poor or inadequate organization of pupil, school and community resources.[2]

In a further study of the same 86 secondary schools, the investigators sought: (1) to determine the present status of guidance programs and services in secondary schools for Negroes in those states in which separate schools for Negroes are required by law; (2) to determine if experience,

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[1] Frank Gardner Fuller, Guidance Services in the White Public High Schools of North Carolina (unpublished doctoral dissertation, George Washington University, Washington, D. C., 1957).

[2] J. S. Himes, Jr., and A. E. Manley, "Guidance in the Negro Secondary Schools in the Southeastern Region," Journal of Negro Education, XVII (Spring, 1948), 106-13.

though limited or fragmentary, confirm or contradict the judgment that guidance is a valuable addition to the total services of secondary schools; and (3) to determine what specific problems and difficulties loom largest in carrying out effective programs of guidance and child development in these schools.

The study clearly reveals that the teachers are largely untrained in the philosophy, methods, and techniques of guidance. Two-thirds of the teachers appear to have had no training to equip them for coping with guidance and child development. The concentration of untrained teachers is sharpest in those faculty-size brackets where the largest number of schools are found. Current guidance programs were predominantly of the type that call for participation of all teachers. That is, while two-thirds of the teachers have no training, two-thirds of the schools have programs in which all teachers must share. From such findings it would seem that expansion, if any, of guidance services in the schools in question would have made a limited contribution to the success of the total school program. These data suggest that increased emphasis on the teacher training in guidance is one of the directions that professional education in this region should take.[1]

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[1]A. E. Manley and J. S. Himes, Jr., "Guidance: A Critical Problem in Negro Secondary Education," School Review, LVI, (April, 1948), 219-222.

In 1947-48 the Subcommittee on Guidance of the North Central Association of Colleges and Secondary Schools made a self-study survey of 2,177 member high schools of that association, and in 1949 the Subcommittee made a report of its findings.

Each secondary school participating in the study rated itself along a five-point scale on 15 items concerning the role of guidance services, information about pupils, organization and administration of the program, counseling services, the role of the teacher, community resources, and placement and follow-up. The five-point scale included the following gradations: inadequate, toward essential practices, minimum or essential practice, toward optimum program, optimum program.

The findings showed certain general facts relative to the guidance activities and practices in the schools. When all 15 items were considered together, 75 percent of the schools had reached at least the minimum or essential practices; 39.5 percent of the schools were moving toward, or had reached the optimum practice; at least 50 percent of the schools rated themselves at the essential or above essential practice; and the least adequate guidance practice or activity was the staff study and development of pertinent local principles and practices.[1]

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[1]North Central Association of Colleges and Secondary Schools, Subcommittee on Guidance, "Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the School Year 1947-1948," North Central Association Quarterly, XXIII, (January, 1949), 276-303.

Another study covering more than one state and not the entire United States was conducted by Kinker and Fox. The purpose of the study was: (1) to reveal present guidance practices in administrative functions and structure, the nature and scope of the guidance services available, and the utilization of the existing facilities and (2) to inquire into the professional preparation of persons who carried on one or more of the aspects of the guidance program in the school in the six state area.

Data were furnished by the person in each school primarily directing the guidance program and by each staff member devoting all or part of the day exclusively to guidance activities.

The six states are Illinois, Indiana, Kentucky, Michigan, Ohio, and Wisconsin. Slightly over half the schools had from 5-14 teachers; about three in ten schools, 20-49 teachers; and about one in ten schools, 50 or more teachers. The study revealed a knowledge by administrative personnel of guidance philosophy and practices that are generally approved by the profession.

In slightly less than two-thirds of the schools, all the instructional personnel were said to be concerned with guidance functions.

Scholastic aptitude or intelligence tests were administered almost universally prior to high school entrance and the practices tend to become even more frequent as the size

of the school increased. One-half or more schools provided pre-orientation programs.

Six out of ten schools attached a great deal of importance to occupational information and to the same degree made a rather comprehensive file of such materials available, while current literature on the opportunities in universities, colleges, technical schools, trade schools, and business colleges was available to a high degree in the schools in all the enrollment classifications.

Almost one in five schools indicated that frequent periodic counseling interviews with all pupils were scheduled throughout their high-school careers.

Referral agencies were used to a minor extent and only six percent utilized data from follow-up studies.

Seventy percent of the schools having cumulative records began them at whatever point the pupil entered the school.

In four out of ten cases the person in charge of guidance was the principal.

The training of guidance personnel in the area of guidance was found to be low. Only two-thirds had had an introductory course in guidance. Internship or experience in guidance activities were not very prevalent. About 17 percent belong to a professional guidance organization.[1]

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[1]H. R. Kinker and W. H. Fox, "A Study of High School Guidance Services in a Six-State Area," Bulletin of the School of Education, Indiana University, XXVI, (November, 1952), 1-108.

Studies on a National Level

The following two studies seem to have national implications.

The Cooperative Study of Secondary School Standards has had far-reaching effects in education throughout the entire country. The main aims of the study were: (1) to determine the characteristics of a good secondary school, (2) to find practical means and methods to evaluate the effectiveness of a school in terms of its objectives, (3) to determine the means and processes by which a good school develops into a better one, and (4) to devise ways by which regional associations can stimulate and assist secondary schools to continuous growth. Evaluative standards were devised for six phases of the school program. Guidance was one of these six phases for which evaluative standards were set forth in the Evaluative Criteria.[1] The Southern Association of Secondary Schools and Colleges has adopted this instrument for evaluating school programs in the area that it serves. Georgia is one of the states in this area.

Jones and Miller conducted a study of national scope for the purpose of securing reliable information regarding various practices that were in operation and of making this information available to those engaged in the services.

They found significant trends in pupil personnel and

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[1] Cooperative Study of Secondary School Standards. Evaluative Criteria, Section G., op. cit.

guidance services, evidences of increased need for guidance facilities, and the number and distribution of counselors.

Some significant trends as reported are:

1. Change in terminology from "vocational guidance" to "pupil personnel services" to include all services of all school personnel whose primary function is to render specialized services to pupils.
2. Growth in guidance in the elementary school.
3. Student personnel work in higher education.
4. Guidance of adults
5. Counselee-centered approach
6. Team work
7. Advances in techniques used in the analysis of the individual
8. Changes in organization pattern--guidance services are now accepted as an integral part of the educational program centralized under a head or committee but decentralized in function.
9. Organization of professional associations concerned with pupil personnel and guidance services.
10. State leadership.

Increased need for guidance facilities are evidenced by:

1. Increased enrollments in schools.
2. New subject offerings stimulated guidance progress.

Evidence showed that there is a need for more and better qualified counselors.[1]

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[1]Jones and Miller, op. cit.

CHAPTER III

ANALYSIS OF DATA

Distribution of Schools by Number, Size, and Enrollment

The data for this study were classified according to the size of the school, based on enrollment. Table 2 shows the distribution by size of schools from which responses were received. It also shows the number and percent of pupils enrolled in those schools.

TABLE 2

DISTRIBUTION OF RESPONDENTS BY SIZE OF SCHOOL AND NUMBER OF PUPILS ENROLLED

Enrollment	Class	Number of Schools	Percent of Schools	Number of Pupils Enrolled	Percent of Pupils Enrolled
1 - 99	C	9	7.38	640	1.46
100 - 199	B	36	29.50	5,274	12.03
200 - 499	A	55	45.08	17,898	40.83
500 and above	AA	22	18.03	20,022	45.67
Total		122	99.99	43,834	99.99

The Class A schools, with an enrollment range from 200-499 pupils, represent the largest number of schools, 55--or 45.08 percent--and enroll 17,898 pupils, or 40.83 percent. There are 36 Class B schools, or 29.5 percent of the total. In schools with enrollments of 100-199, there are 5,274 pupils, or 12.03 percent. Twenty-two Class AA schools, or 18.03 percent, have an enrollment range of 500 or more pupils. This group has the largest number of pupils enrolled: 20,022 pupils, or 45.67 percent. There were only 9 schools, or 7.38 percent, reported in the Class C group. The enrollment range is 1-99 pupils. This group enrolls 640 pupils, or 1.46 percent of the total.

The overall range in enrollment was from 24 pupils in a Class C school to 1822 pupils in a Class AA school.

Guidance Services

Table 3 indicates that the most common guidance services that schools made available to students were provisions for group guidance, but placement and follow-up and systematic evaluation of the program were the least common services. Of the 122 participating schools, individual inventory services were reported in 75, or 61 percent, while 87 more schools (71 percent) provided orientation programs to help new pupils get acquainted with and adjust to the school and community.

Counseling services, the heart of the guidance program, were reported by 88 schools, or 72 percent; moreover, provisions for group guidance were available to students in 89

TABLE 3

FREQUENCY DISTRIBUTION OF GUIDANCE SERVICES PROVIDED IN SCHOOLS BY SIZE OF ENROLLMENT

Guidance Services	Size of Schools								All Schools	
	1-99		100-199		200-499		Over 500			
	No.	%	No.	%	No.	%	No.	%	No.	%
Individual Inventory Records	6	66.6	22	61.1	30	54.5	17	77.2	75	61.4
Orientation Program	5	55.5	25	69.4	37	67.2	20	90.9	87	71.3
Counseling Services	4	44.4	23	63.8	42	76.3	19	86.3	88	72.1
Provision for Group Guidance	9	100.0	29	80.5	49	89.0	22	100.0	109	89.3
Occupational and Educational Information Services	4	44.4	23	63.8	37	67.2	22	100.0	86	70.4
Placement and Follow-up of Graduates and Drop-Outs	1	11.1	4	11.1	15	27.2	11	50.0	31	25.4
Services to the Staff in Developing and Understanding of the Students	3	33.3	13	36.1	29	52.7	18	81.8	63	51.6
Systematic Evaluation Studies of the Results of the Guidance Services	0		4	11.1	14	25.4	11	50.0	29	23.7

percent of the schools. Informational services were provided in 70 percent of the schools, but placement and follow-up of graduates and drop-outs were services carried on in only 25 percent. Approximately half of the schools recognized the importance of the staff having an understanding of the students, in that 63 schools provided some services toward this end. In only 24 percent of the schools were systematic efforts made to evaluate the results of the guidance program.

Operational Plan of the Guidance Program

Table 4 presents the data relative to the operational plan of the guidance program within the school. This represents a summary of single items or items ranked first on the questionnaire by the respondents.

Incidental and informal contacts characterized the type of guidance program in 12 percent (15) of the schools. In a few, definite responsibilities were assigned, whereas 20 percent used only the home room organization. A and B schools reported this plan more often than classes AA and C.

In 28 percent, part-time teacher-counselors were in charge of the guidance program. When all the schools were considered together, this plan was found to be in use more than any of the others. Responsibility for the guidance program was discharged by the principal in 11 percent of the schools and by a committee of teachers in 10 percent. The use of the guidance committee of teachers was more common in

TABLE 4

FREQUENCY WITH WHICH CERTAIN ORGANIZATION FOR GUIDANCE OCCURS IN VARIOUS SIZED SCHOOLS

Description of Guidance Program	Class of Schools C No.	C %	B No.	B %	A No.	A %	AA No.	AA %	Total No.	Total %
Incidental and informal contacts	2	22.2	5	13.8	6	10.9	2	9.0	15	12.2
Definitely assigned responsibility	0		1	2.7	3	5.4	0		4	3.2
Core curriculum	0		0		0		0		0	
Homeroom organization, only	1	11.1	9	25.0	13	23.6	2	9.0	25	20.4
Part-time teacher-counselors	4	44.4	11	30.5	16	29.0	3	13.6	34	27.8
A guidance committee of teachers	0		4	11.1	8	14.5	0		12	9.8
Principal in charge	2	22.2	4	11.1	5	9.0	2	9.0	13	10.6
A professional guidance worker in charge	0		0		4	7.2	13	59.0	17	13.9
Other, No Response	0		2	5.5	0		0		2	1.7

the Class A schools (15 percent) than in the other classes. Classes AA and C schools did not employ this plan at all. Schools in Classes AA, A and B reported the principal to be in charge in similar though small proportions. He was in charge in 22 percent of the Class C schools.

In seventeen schools, or 14 percent, a professional guidance worker was in charge of the guidance program. Fifty-nine percent of the Class AA schools used this system, whereas none of the B and C schools had a professional guidance person in charge of the program.

Counseling Staff

Effective guidance through counseling requires a definite, assigned time on the schedule for a qualified staff person to discuss with the student his problems and plans. Seventy-two percent of the schools tried to provide counseling services for the students. Table 5 reveals that 13 public high schools in the state, or 11 percent, employed at least one full-time certified counselor. Twelve of these schools were Class AA schools and the other was in Class A. Part-time certified counselors staff 13 percent of the 122 reporting schools. Only two schools reported full-time, non-certified counselors. They were reported in Class AA.

Non-certified, part-time counselors make up a large part of the counseling staffs. Fifty-seven schools, or 47 percent, reported that non-certified, part-time counselors make up their counseling staffs. This type of counseling

TABLE 5

TYPE OF COUNSELING STAFF IN GEORGIA NEGRO HIGH SCHOOLS

Counseling Staff	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Certified Full-time Counselors	0		0		1	1.8	12	54.5	13	10.6
Certified Part-time Counselors	0		1	2.7	10	18.1	5	22.7	16	13.1
Certified Counselor Serving Two or More Schools . . .	0		0		0		0		0	
Non-Certified Full-Time Counselors	0		0		0		2	9.0	2	1.6
Non-Certified Part-Time Counselors	4	44.4	18	50.0	30	54.5	5	22.7	57	46.7
Only Incidental Counseling Provided by Those Not Formally Responsible for Counseling	4	44.4	14	38.8	15	27.2	3	13.6	36	29.5
No Counseling Services Offered to Students . . .	0		0		1	1.8	0		1	.8
Other										

staff is found in approximately half of all schools, the smallest proportion being in the largest schools.

Thirty percent of the schools reported having only incidental counseling provided by those not formally responsible for counseling. One, a Class A school, reported offering no counseling services to students.

Table 6 indicates the number of counselors reported by the 122 schools according to their certification status and the time spent in counseling activities. It is interesting to note that there are thirty-six certified counselors and 43,834 pupils, according to Table 2. This indicates a ratio of one counselor for each twelve hundred students.

Administrative Provisions for Program Development and Operation

According to Table 7, administrators in 39 percent of the schools provide satisfactory physical facilities such as office space and filing equipment. Only AA class schools reported having adequate physical facilities in more than 50 percent of their schools.

In 79 percent, at least one periodical relating to guidance is available. In contrast to this, less than one-half of the administrators are able to provide at least five new books for staff use. Class AA schools make better provisions than the other schools.

There were only 8 schools, or 7 percent, whose administrators assigned counselors at a ratio of one counselor to 500 to 600 students, but 74 percent of the respondents

TABLE 6

NUMBER OF COUNSELORS IN THE NEGRO SECONDARY SCHOOLS OF GEORGIA

Type of Counselor	Class of Schools				All Schools
	C	B	A	AA	
	Number	Number	Number	Number	Number
Full-Time Certified Counselor	0	0	1	15	16
Part-Time Certified Counselor	0	1	13	6	20
Certified Counselor Serving Two or More Schools	0	0	0	0	0
Non-Certified Full-Time Counselor	0	0	0	2	2
Non-Certified Part-Time Counselor	5	34	75	10	124

TABLE 7

ADMINISTRATIVE PROVISIONS FOR THE GUIDANCE PROGRAM

Provision	Size of Schools								All Schools	
	1-99		100-199		200-499		Above 500			
	No.	%	No.	%	No.	%	No.	%	No.	%
Physical provisions satisfactory (office space, filing equipment, etc.) .	1	11.1	12	33.3	22	40.0	12	54.5	47	38.5
At least five new books relating to guidance are provided for staff use .	2	22.2	5	13.8	23	41.8	13	59.0	43	35.2
At least one periodical relating to guidance accessible for staff use	7	77.7	26	72.2	43	78.1	20	90.9	96	78.6
Full-Time counselor provided for each 500 to 600 students	1	11.1	1	2.7	4	7.2	2	9.0	8	6.5
Students permitted to seek counseling at any time .	6	66.6	21	58.3	43	78.1	20	90.0	90	73.7
Adequate personnel is provided to carry out the various phases of guidance that are consistent with pupil needs and school philosophy	2	22.2	0		9	16.3	5	22.7	16	13.1
Plans are being made to provide guidance services in the near future . . .	6	66.6	28	77.7	34	61.8	7	31.8	75	61.4

indicated that the schedule is designed so that students may seek counseling at any time they may be in need of it. This practice is found in more than two-thirds of each class of schools except Class B.

Only 13 percent felt they had adequate personnel to carry out the various phases of guidance that are consistent with pupil needs and school philosophy; however, plans are being made to improve guidance services in some instances and to organize guidance programs in other instances. This is evidenced by reports from 61 percent of the schools. Twenty-eight Class B schools, or 78 percent, are making these plans, as contrasted to only 7 Class AA schools (32 percent). A majority of the Class AA schools probably consider that they already have planned programs of guidance.

Teacher Training in Guidance

The study revealed that there were so few certified counselors that most of the responsibility for guidance was carried by teachers. Thirty-one percent of the schools reported that half of the teachers had one or more guidance courses. While thirty-six percent of the largest schools reported such training, the responses ranged down to twenty-two percent in the smallest schools.

Teacher Participation in the Program

Table 8 shows that efforts were made to help teachers improve their competence as guidance workers. At least one staff meeting a year was devoted to guidance and the teach-

TABLE 8

TEACHER PARTICIPATION IN THE GUIDANCE PROGRAM

Area of Participation	Class of Schools C No.	C %	B No.	B %	A No.	A %	AA No.	AA %	All Schools No.	All Schools %
Staff meeting devoted to teacher's part	6	66.6	26	72.2	47	85.4	22	100.0	101	82.7
Teachers make rating scales, observations, anecdotal records	4	44.4	20	55.5	44	50.0	19	86.3	87	71.3
Teachers make case studies .	4	44.4	10	27.7	24	43.6	7	31.8	45	36.8
Teachers assist in "Career Days", etc.	7	77.7	24	66.6	44	80.0	20	90.9	95	77.8
Teachers confer about pupils	8	88.8	36	100.0	52	94.5	22	100.0	118	96.7
Teachers are provided with test results, interpretations, etc. about pupils . .	6	66.6	26	72.2	45	81.8	19	86.3	96	78.6
Staff provided with results of community & occupational surveys, etc. Local surveys	5	55.5	12	33.3	22	40.0	11	50.0	50	40.9
General data .	2	22.2	10	27.7	22	40.0	12	54.5	46	37.7
Continuing program by staff & counselors to revise and improve guidance	6	66.6	25	69.4	41	74.5	19	86.3	91	74.5
Permanent committee or plan to carry forward such study.	2	22.2	12	33.3	23	41.8	10	45.4	47	38.5

TABLE 8 (continued)

Area of Participation	Class of Schools C No.	C %	B No.	B %	A No.	A %	AA No.	AA %	All Schools No.	All Schools %
Homeroom teachers have sufficient time for performing guidance functions	5	55.5	20	55.5	35	63.6	16	72.7	76	62.2

ers' part in the guidance program. One hundred and one schools, or 83 percent, reported this practice. All of the Class AA schools and 85 percent of the Class A schools used this means of assisting teachers to improve in the discharge of their guidance responsibilities. So, too, did 72 percent of the Class B and 67 percent of the Class C schools.

Moreover, the principals reported that teachers are encouraged to make rating scales, observations, and anecdotal records in 71 percent of the schools. There is greater encouragement in Classes AA and A schools, as is noted by the fact that 86 percent Class AA schools and 80 percent Class A schools used this practice while only 56 percent of the Class B schools and 44 percent of the Class C schools followed this pattern.

Making case studies was less frequent than many other practices. Only 37 percent of the schools reported the use of case studies. However, teachers assisted through other means: the conducting of "career days," "college days," and similar programs in 78 percent of the institutions. In a class-by-class breakdown, one can note that again the Class AA schools lead with 91 percent, followed by Class A schools with 80 percent, and Class C schools with 78 percent. The schools using such techniques the least were those in Class B, with 67 percent.

Table 8 also shows that teachers conferred with principals and counselors about pupils who were thought to be in need of special attention; most schools (97 percent) follow

this procedure. Classes AA and B reported a 100 percent use of this practice, whereas Classes A and C reported 95 percent and 89 percent, respectively.

Teachers are provided with test results, interpretations, and other information about pupils in 79 percent of the schools so that they may better understand and help pupils. They are also provided with the results of community and occupational surveys and other pertinent occupational data--both local surveys and data of a general nature. Forty-one percent of the schools provide the results of local surveys while 38 percent provide the staff with information of a more general nature.

In 75 percent of the schools there was a continuous program on the part of the counselors and staff to revise and improve the guidance offerings. Thirty-nine percent of the schools accomplished this purpose through a permanent committee.

Teachers play a definite part in the guidance program; however, less than two-thirds of all the schools allow sufficient time for home room teachers to perform their guidance duties. Administrators in 73 percent of the Class AA schools allow at least one free period per week for individual counseling, 64 percent of the Class A schools make this provision, and 56 percent of both the Class B and Class C schools make similar provisions.

Testing Program

In Table 9 it is revealed that two of the eight guidance practices relating to testing were carried on by 70 percent or more of the schools represented in this study. Achievement tests were used more frequently than any other, in 80 percent of the total group. Moreover, 75 percent of the respondents replied that there is a systematic and planned program of testing. At least one group intelligence test is administered to each pupil in 61 percent of the reporting schools. Seventy-three percent of the Class AA, 60 percent of the Class A, and 56 percent of the two smaller groups of schools made use of this practice. Individual intelligence tests were given wherever a need was indicated in one-fourth of the schools.

The principals reported that a test of reading ability was administered to all pupils in 68 percent of the schools studied (78, 69, and 56 percent of Class C, A, and B respectively.) On the other hand, only 33 percent of the schools reported that a test of vocational interest was given to each pupil. Moreover, only 19 percent tested special aptitudes; and tests of personality, mental health, or adjustment were administered to pupils in 11 percent of the schools. In each case, they were administered to individual pupils only as needed.

TABLE 9

TESTS IN THE GUIDANCE PROGRAM

Type of Test	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Systematic & planned program	6	66.6	24	66.6	40	72.7	19	86.3	89	72.9
At least one group intelligence test administered to each pupil	5	55.5	20	55.5	33	60.0	16	72.7	74	60.6
Individual intelligence test used	2	22.2	8	22.2	13	23.6	7	31.8	30	24.5
Achievement tests are used	6	66.6	29	80.5	43	78.1	20	90.9	98	80.3
Test of reading ability administered to each pupil	7	77.7	20	55.5	38	69.0	18	81.8	83	68.0
Test of vocational interest used	4	44.4	10	27.7	20	36.3	6	27.2	40	32.7
Special aptitude test available	0		5	13.8	8	14.5	10	45.4	23	18.8
Test of personality, mental health, or adjustment administered to each pupil. Only as needed	1	11.1	5	13.8	4	7.2	3	13.6	13	10.6

TABLE 10

FREQUENCY OF GROUP GUIDANCE PRACTICES

Group Guidance Practice	Class of Schools C No.	C %	B No.	B %	A No.	A %	AA No.	AA %	All Schools No.	All Schools %
An orientation program for incoming pupils is a part of the guidance program . . .	5	55.5	16	44.4	38	69.0	19	86.3	78	63.9
The school maintains group guidance activities	7	77.7	29	80.5	44	80.0	19	86.3	99	81.1
Pupils are made aware of guidance services available through at least one of the following medias: bulletin board, teachers' announcements, home room announcements, handbook, assembly programs, etc.	7	77.7	31	86.1	49	89.0	22	100.0	109	89.3
Pupils are encouraged to participate in co-curricular activities as a measure of social and personal guidance.	9	100.0	34	94.4	51	92.7	21	95.4	115	94.2

Group Guidance

Table 10 presents information regarding certain guidance practices that are believed by many specialists to contribute to the total program of guidance.

Over 60 percent of the schools reporting had orientation as part of their guidance program for incoming pupils. This indicates that these schools provide some group guidance activities. Eighty-one percent of the schools studied reported that they provided group guidance activities. Home room guidance is reported by 43 percent of the schools, whereas 5 percent reported having guidance classes.

Various media such as bulletin boards, teacher announcements, student handbooks, and assembly programs were used to publicize guidance services to the pupils. All Class AA schools reported these practices, while they were noted in 86 percent of Class A and 89 percent of the Class B schools. Seventy-eight percent of the Class C schools reported the use of these media to inform pupils about the available guidance services of the school. Pupils were encouraged to participate in co-curricular activities according to 94 percent of the respondents.

Training, Experience, and Certification of Counselors

Of the seven guidance practices relating to the training, experience, and certification of counselors, Table 11 shows there are only two that have received affirmative responses from 75 percent or more of the 122 high schools

TABLE 11

FREQUENCY OF TRAINING, EXPERIENCE, AND CERTIFICATION OF GUIDANCE PERSONNEL

Training, Experience and Certification	Size of Schools C		B		A		AA		All Schools	
	No.	%	No.	%	No.	%	No.	%	No.	%
Counselors had at least 1 course in test and measurements	6	66.6	25	69.4	42	76.3	22	100.0	95	77.8
Director had clinical training in a guidance or psychological clinic	5	55.5	7	19.4	12	21.8	9	40.9	33	27.0
All counselors had at least one general course in guidance	6	66.6	22	61.1	34	61.8	19	86.3	81	66.3
Counselors have previous experience as teachers or counselors	7	77.7	28	77.7	42	76.3	22	100.0	99	81.1
Counselors have experience in other types of work	5	55.5	9	25.0	26	47.2	19	56.3	59	48.3
Director holds membership in one or more professional organization	1	11.1	6	16.6	13	23.6	15	68.1	35	28.6
The guidance director, principal, or other counselors possess state certification in guidance	0		0		9	16.3	14	63.6	23	18.8

reporting. That counselors have had at least one course in tests and measurements was indicated by 78 percent of the schools, while only 27 percent reported that guidance workers had had clinical training. Counselors have had at least one general course in guidance in two-thirds of the institutions. The picture is brighter, however, with 81 percent reporting that these counselors have had previous teaching experience; but, only 48 reported that counselors have had experience in other types of work.

Some professional participation is carried on by a few of the counselors, but not enough; only 29 percent of the counselors belong to a professional guidance organization. The Class AA schools reported 68 percent, but the other classes of schools report less than 25 percent for each class.

Counselors in 19 percent of the schools were certified by the State of Georgia.

Activities of Counselors

Counseling has frequently been called the heart of the guidance program. It is through counseling that the individual receives the greatest personal attention for his individual problems.

Table 12 reveals that in 27 percent of the schools counselors developed test profiles and summaries to help counselees in setting up appropriate educational and vocational plans for themselves. Sixty-one percent of the schools

TABLE 12

ACTIVITIES OF COUNSELORS

Activity	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Counselors develop test profiles, summaries, etc. . . .	2	22.2	7	19.4	16	29.0	8	36.3	33	27.0
Qualified person administers individual tests of intelligence	1	11.1	10	27.7	15	27.2	8	36.3	34	27.8
Constantly carry on research	6	66.6	19	52.7	33	60.0	17	77.2	75	61.4
Prepare case studies, conduct case conferences	1	11.1	2	5.5	8	14.5	8	36.3	19	15.5
Counselors regularly consult with other staff members . .	5	55.5	22	61.1	36	65.4	19	86.3	82	67.2
Counselors review with each counselee his progress										
Once a semester	2	2.2	7	19.4	19	34.5	3	13.6	31	25.4
Once a year	2	2.2	16	44.4	21	38.1	15	68.1	54	44.2
Guidance director recognizes counseling as first responsibility	4	44.4	8	22.2	20	36.3	14	63.6	46	37.7
Keep records of all counseling interviews	5	55.5	11	30.5	22	40.0	15	68.1	53	43.4
Collect information about counselees	6	66.6	19	52.7	39	70.9	19	86.3	83	68.0

TABLE 12 (continued)

Activity	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Students voluntarily seek assistance of counselors . .	6	66.6	21	58.3	37	67.2	22	100.0	86	70.4
Free from punitive activities	3	33.3	9	25.0	23	41.8	16	72.7	51	41.8
Interviews conducted in privacy	7	77.7	34	94.4	47	85.4	21	95.4	109	89.3
Voc. & personal counseling conducted by those with training & experience in this type of work	4	44.4	19	52.7	30	54.5	16	72.7	69	56.5

reported carrying on research studies to make the guidance programs more effective, but, in only 16 percent of the schools do counselors prepare case studies and conduct case conferences with other counselors or staff members. They do, however, consult with other staff members concerning general problems and problems of individual students to a greater degree. This is evidenced by the fact that 67 percent of the schools reported the use of this practice. Class AA schools do more of this than the smaller schools. This practice was found in 86 percent of the Class AA schools, while less than 60 percent of the other schools reported.

Periodic counseling of all pupils at least once a year was reported by 44 percent of the schools. Twenty-five percent reported using this practice once each semester.

In only 38 percent of the schools was it reported that counseling is regarded as the primary responsibility of counselors to the extent that they spend more than half the time allotted to guidance work.

Keeping records of all counseling interviews was reported by 43 percent of the schools. Although the general percentage is quite low, over two-thirds of the Class AA schools reported the use of this practice. It may be noted also that 55 percent of the Class C schools reported the use of this practice, while it was reported in 40 percent and 31 percent of Class A and Class B schools, respectively.

The practice of using "outside" sources of information

concerning pupils was reported in 83 schools, or 68 percent. Seventy percent of the schools reported that students voluntarily seek counseling help. Only 42 percent reported that counselors are free from disciplinary duties. The principals indicated that private counseling interviews are held by 89 percent of the schools.

Vocational and personal counseling are delegated in 57 percent of the schools to members of the staff who have had experience and training in this type of work.

In every instance the Class AA schools reported a higher frequency of occurrence of each practice than the other groups of schools.

School Records and Their Use

Many guidance specialists believe that it is desirable to understand the individual for whom they are providing assistance. They further agree that basic to such understanding is knowledge about the individual.

Table 13 shows some practices regarding the securing, recording, and using of data relating to pupils.

Fifty-five percent of the schools reporting, indicated that records were made when teachers referred pupils to counselors for special help. In 63 schools or 52 percent, teachers and counselors held conferences with parents. They recorded information about pupils obtained in these conferences.

Sixty-six percent reported that their records showed that the counseling situation is of such a nature that the

TABLE 13

FREQUENCY WITH WHICH CERTAIN RECORDS ARE MADE AND USED

Use of Records	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Records indicate that teachers refer pupils to counselors	4	44.4	12	33.3	32	58.1	19	86.3	67	54.9
Records include reports of conferences of teachers & counselors with parents . .	6	66.6	9	25.0	32	58.1	16	72.7	63	51.6
Records give evidence of good rapport in counseling situation	5	55.5	21	58.3	37	67.2	18	81.8	81	66.3
Records indicate that most counselees have been followed-up	4	44.4	14	38.8	20	36.3	10	45.4	48	39.3
Personal data blanks used for all pupils	4	44.4	22	61.1	29	52.7	16	72.7	71	58.1
Records of individual interviews are used and filed . .	3	33.3	11	30.5	23	41.8	16	72.7	53	43.4
Records of interviews with parents, etc. are made & filed	3	33.3	7	19.4	22	40.0	15	68.1	47	38.5
There are records of home visits by teachers & counselors	5	55.5	16	44.4	29	52.7	11	50.0	61	50.0

TABLE 13 (continued)

Use of Records	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Records kept of conferences between counselors & teach. .	3	33.3	7	19.4	18	32.7	12	54.5	40	32.7
Files contain a continuous record of each pupil	6	66.6	25	69.4	36	65.4	14	63.6	81	66.3
Sociometric records are available	1	11.1	6	16.6	9	16.3	2	9.0	18	14.7
Autobiography for each pupil	1	11.1	2	5.5	8	14.5	6	27.2	17	13.9
Records of physical examinations are available	7	77.7	15	41.6	27	49.0	7	31.8	56	45.9
Individual inventory records available	3	33.3	22	61.1	33	60.0	13	59.0	71	58.1
Information is kept up-to-date	6	66.6	28	77.7	47	85.4	18	81.8	99	81.1
Teachers use pupil inventories	7	77.7	24	66.6	37	67.2	13	59.0	81	66.3

counselee talks freely about his problem. The practice of following up each counselee after the original session of counseling was indicated by 39 percent of the schools.

When gathering information about pupils for the guidance program, the personal data blank was used in 58 percent of the 122 schools. Information was also obtained from pupils by personal interviews in 43 percent of the reporting schools. In attempting to obtain information about pupils, counselors had interviews with parents, other members of the pupils' families, and interested friends of the pupils. Records of these interviews were kept by more than one-third of the schools. The percentage of Class AA schools reporting the use of this procedure was much higher than the other three classes. Records are kept on home visits by 50 percent of the schools. Thirty-three percent reported records of conferences between counselors and teachers concerning a pupil are kept. Continuous records are maintained on pupils from the time of school entrance in the first grade by 66 percent of the schools.

Sociometric studies are sometimes suggested as helpful in obtaining information about students, but these were seldom used in the reporting schools. There were only 15 percent using sociometric records. The autobiographies were used a little less often than sociometric records.

Data concerning physical condition and general health were utilized in some schools. Counselors in 46 percent of

the schools had access to records of periodic physical examinations.

Information Contained in Cumulative Records

According to Table 14, all principals or counselors in Class AA, B, and C. schools stated that the cumulative records of a student contained his name, sex, place, and date of birth. Eighty-seven percent of the Class A schools reported having this information in their records.

Eighty-seven percent of all schools stated that the race, nationality, and birthplace of parents were recorded; but, only 49 percent recorded the educational levels of parents. Fifty-two percent of the principals reported that information about siblings was made a part of cumulative records. Other types of information were reported by less than 50 percent of the schools.

According to Table 15, the achievement of pupils was recorded in cumulative records in 87 percent of the schools, while the educational plans of pupils were listed in the records in 60 percent of the schools. Other records that were kept in cumulative records in a significant number of schools were records of vocational plans of pupils co-curricular activities. School attendance was recorded in 84 percent of the schools.

Placement Services

An examination of Table 16 reveals that a relatively small number of schools maintained a placement service.

TABLE 14

IDENTIFICATION AND BACKGROUND INFORMATION IN CUMULATIVE RECORDS

Type of Information	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
a. Name	9	100.0	36	100.0	49	89.0	22	100.0	113	92.6
b. Sex	9	100.0	36	100.0	47	85.4	22	100.0	111	90.9
c. Place & date of birth	9	100.0	36	100.0	48	87.2	22	100.0	112	91.8
d. Parents' names, occupation, marital status, etc.	9	100.0	32	88.8	46	83.6	22	100.0	109	89.3
e. Addresses, etc. of parents	9	100.0	32	88.8	49	89.0	22	100.0	113	92.6
f. Race, national origin of parents	9	100.0	32	88.8	46	83.6	19	86.3	106	86.8
g. Citizenship status of parents	9	100.0	27	75.0	40	72.7	18	81.8	94	77.0
h. Ed. achievement of parents	6	66.6	16	44.4	26	47.2	12	54.5	60	49.1
i. Names and ages of siblings	3	33.3	20	55.5	28	50.9	13	59.0	64	52.4
j. Size of home	4	44.4	15	41.6	15	27.2	5	22.7	39	39.9
k. Economic status of family	5	55.5	18	50.0	23	41.8	10	45.4	56	45.9
l. Facilities for home study	3	33.3	10	27.7	14	25.4	5	22.7	32	26.2
m. Attitude of home toward school	3	33.3	11	30.5	15	27.2	5	22.7	34	27.8
n. Plans of parents for pupils future	2	22.2	7	19.4	18	32.7	5	22.7	32	26.2
o. Health status of family members	6	66.6	11	30.5	24	43.6	8	36.3	49	40.1
p. Marked talents or accomplishments of family members of near relatives	4	44.4	7	19.4	15	27.2	4	18.1	30	24.5
q. Neighborhood condition; associates	3	33.3	7	19.4	13	23.6	3	13.6	26	21.3
r. Mental health and personal adjustment	5	55.5	14	38.8	21	38.1	5	22.7	45	36.8
s. Neurotic and psychotic symptoms	2	22.2	9	25.0	13	23.6	3	13.6	27	22.1

TABLE 15

FREQUENCY OF OCCURRENCE OF CERTAIN TYPES OF INFORMATION IN CUMULATIVE RECORDS

Type of Information	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
School achievement	8	88.8	31	86.1	47	85.4	20	90.9	106	86.8
Educational plans	4	44.4	24	66.6	30	54.5	15	68.1	73	59.8
Vocational plans	4	44.4	20	55.5	31	56.3	14	63.6	69	56.5
Co-curricular act	6	66.6	27	75.0	37	67.2	19	86.3	89	72.9
Work experience	4	44.4	18	50.0	22	40.0	13	59.0	57	46.7
Offices held	4	44.4	20	55.5	30	54.5	16	72.7	70	57.3
Community and church activities	5	55.5	17	47.2	25	45.4	16	72.7	63	51.6
Leisure activities and hobbies	5	55.5	21	58.3	26	47.2	18	81.8	70	57.3
Health status	8	88.8	31	86.1	40	72.7	17	77.2	96	78.6
Follow-up inquiries	4	44.4	16	44.4	21	38.1	7	31.8	48	39.3
Unusual abilities	6	66.6	22	61.1	26	47.2	11	50.0	65	53.2
Performances on standardized tests	7	77.7	27	75.0	40	72.7	20	90.9	94	77.0
Counseling interviews	4	44.4	13	36.1	22	40.0	7	31.8	46	37.7
Attendance at school; tardiness	6	66.6	31	86.1	43	78.1	22	100.0	102	83.6
Space for interpretation and remarks	7	77.7	30	83.3	41	74.5	19	86.3	97	79.5

Follow-up Services

Professional literature in the field of guidance services places considerable stress upon follow-up services as an important aspect of a guidance program. Despite this emphasis, few replies were in the affirmative to the question concerning follow-up services. Table 17 reveals that only 28 percent of the schools conducted a follow-up study at least once every five years.

Informational Services

Forty-seven percent of the 122 schools reported having adequate occupational reference material, as revealed in Table 18. Educational lectures by college and other school representatives were provided in 68 percent of the schools and the use of vocational lectures and field trips was reported by seventy-eight percent of the schools.

Studies Made by the Faculty and Students for Planning and Improving Guidance Services

Tables 19, 20, 21, and 22 present analyses of data for each class of school concerning the extent to which student and faculties studied their guidance programs in efforts to improve them. Some studies were made by the faculty only, some were made by the students, and some were made by both the faculty and the students.

Table 19 indicates that the faculties of a small number of Class C schools studied 12 aspects of the guidance

TABLE 16

PLACEMENT SERVICE

Guidance Practice	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
The school maintains a placement service	0		0		9	16.3	3	13.6	12	9.8

TABLE 17

FOLLOW-UP OF STUDENTS

Guidance Practice	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
The school pursues a follow-up study of students who have left school at least once every five years	5	55.5	9	25.0	13	23.6	7	31.8	34	27.8

TABLE 18

PROVISIONS FOR OCCUPATIONAL AND EDUCATIONAL INFORMATION

Provision	Class of Schools								All Schools	
	C		B		A		AA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Adequate reference tools for the use of counselors and counselees	4	44.0	15	42.0	22	40.0	16	72.7	57	46.7
Educational lectures by college and other school representatives	6	67.0	21	58.0	37	67.0	19	86.3	83	68.0
Vocational lectures by outside speakers, field trips, and work experiences	7	78.0	27	75.0	41	75.0	20	90.9	95	77.8

TABLE 19

KINDS OF STUDIES MADE BY FACULTY AND STUDENTS FOR PLANNING AND IMPROVING GUIDANCE SERVICES IN CLASS C SCHOOLS

Aspects of Program	Faculty		Students		Both	
	No.	%	No.	%	No.	%
1. Reasons for student-failure to adjust	4	44	0		2	22
2. Marks, promotion, awards, etc.	1	11	0		7	78
3. Relationships of abilities	2	22	0		4	44
4. Reading problems of students	3	33	0		4	44
5. Disciplinary policies . .	2	22	0		4	44
6. Attitudes of graduates . .	0		0		0	
7. Prob. of soc. adjustment .	3	33	0		4	44
8. Needs and programs for gifted	3	33	0		1	11
9. Needs and programs for slow learning pupils . . .	4	44	0		4	44
10. Availability of work exp.	0		0		4	44
11. Relationships of work experience with school success	1	11	1	11	2	22
12. Development of wholesome boy-girl relationship . .	3	33	1	11	2	22
13. Community facilities . . .	0		0		0	
14. Effectiveness of counseling services	2	22	0		3	33
15. Follow-up of drop-outs . .	0		0		1	11
16. Other aspects						

TABLE 20

KINDS OF STUDIES MADE BY FACULTY AND STUDENTS FOR PLANNING AND IMPROVING GUIDANCE SERVICES IN CLASS B SCHOOLS

Aspects of Program	Faculty		Students		Both	
	No.	%	No.	%	No.	%
1. Reasons for student-failure to adjust	17	47	0		11	30
2. Marks, promotion, awards, etc.	14	39	1	3	17	47
3. Relationships of abilities	14	39	0		11	30
4. Reading problems of students	20	56	0		12	33
5. Disciplinary policies . .	11	30	0		14	39
6. Attitudes of graduates .	6	16	1	3	5	14
7. Prob. of soc. adjustment	9	25	1	3	13	36
8. Needs and programs for gifted	15	42	0		5	14
9. Needs and programs for slow learning pupils	18	50	1	3	6	16
10. Availability of work exp.	7	19	0		2	5
11. Relationships of work experience with school success	5	14	0		6	16
12. Development of wholesome boy-girl relationship . .	8	22	1	3	16	44
13. Community facilities . .	7	19	0		3	8
14. Effectiveness of counseling services	8	29	0		7	19
15. Follow-up of drop-outs .	9	25	0		6	16
16. Other aspects						

TABLE 21

KINDS OF STUDIES MADE BY FACULTY AND STUDENTS FOR PLANNING AND IMPROVING GUIDANCE SERVICES IN CLASS A SCHOOLS

Aspects of Program	Faculty		Students		Both	
	No.	%	No.	%	No.	%
1. Reasons for student-failure to adjust	27	49	1	2	14	25
2. Marks, promotion, awards, etc.	24	44	2	4	21	38
3. Relationships of abilities	16	29	1	2	13	24
4. Reading problems of students	28	50	1	2	14	25
5. Disciplinary policies . .	15	27	2	4	27	49
6. Attitudes of graduates .	8	14	2	4	9	16
7. Prob. of soc. adjustment	12	22	0		24	44
8. Needs and programs for gifted	24	44	0		7	13
9. Needs and programs for slow learning pupils . .	30	54	0		11	20
10. Availability of work exp.	10	18	1	2	10	18
11. Relationships of work experience with school success	8	14	0		11	20
12. Development of wholesome boy-girl relationship . .	9	16	1	2	29	53
13. Community facilities . .	9	16	2	4	8	14
14. Effectiveness of counseling services	13	24	1	2	11	20
15. Follow-up of drop-outs .	20	36	0		6	11
16. Other aspects						

TABLE 22

KINDS OF STUDIES MADE BY FACULTY AND STUDENTS FOR PLANNING AND IMPROVING GUIDANCE SERVICES IN CLASS AA SCHOOLS

Aspects of Program	Faculty		Students		Both	
	No.	%	No.	%	No.	%
1. Reasons for student-failure to adjust	9	41	0		7	32
2. Marks, promotion, awards, etc.	7	32	0		12	55
3. Relationships of abilities	10	45	0		4	18
4. Reading problems of students	13	59	0		4	18
5. Disciplinary policies	3	14	0		11	50
6. Attitudes of graduates	1	5	1	5	6	27
7. Prob. of soc. adjustment	5	23	0		10	45
8. Needs and programs for gifted	11	50	0		1	5
9. Needs and programs for slow learning pupils	9	41	0		6	27
10. Availability of work exp.	3	14	0		6	27
11. Relationships of work experience with school success	1	5	1	5	7	32
12. Development of wholesome boy-girl relationship	0		1	5	15	68
13. Community facilities	8	36	0		2	9
14. Effectiveness of counseling services	5	23	0		8	36
15. Follow-up of drop-outs	7	32	0		5	23
16. Other aspects						

program. There were three other aspects mentioned in the instrument but no studies were made of them by the faculties.

Only two phases of the guidance programs were studied by students but thirteen of the items listed were studied in various schools by both faculty and students. As revealed in Table 19, both groups in 78 percent of the Class C schools were concerned about improving marks, promotion policies, and making awards.

In more than 50 percent of the Class B schools, administrators reported that school faculties had made studies in each of the 15 areas of the guidance program listed. Five areas were studied by students alone but all 15 of the areas were studied by teachers and students in forty-seven percent of the Class B schools.

According to Table 21, 54 percent of the Class A schools reported that faculties had studied some phases of the program, covering the entire areas listed. Four percent reported that students had conducted studies in approximately one-fourth of the areas. Fifty-three percent of the schools reported that studies by both the faculties and the students had been made on the item of "wholesome boy-girl relationship." All other items were studied, but, by a lesser number of schools faculties and student bodies.

From Table 22 it is indicated that reading problems were studied by more school faculties in the Class AA schools than any other item. Half of the schools reported that faculties studied the "needs and programs for gifted students."

The "development of wholesome boy-girl relationship", was not studied by the faculties alone.

Table 23 presents a summary of faculty and student studies as reported by the 122 schools. Reading problems were studied more than any other with fifty-two percent of all schools engaging in this activity. Fifty-one percent of the schools carried on studies that included the participation of students.

Guidance Needs Most Essential in the Improvement of Guidance Activities

At the close of the questionnaire, space was provided for respondents to list those things which they felt to be most essential in improving their own guidance activities. The results of these free comments are reported in Table 24. Some respondents did not complete this part of the questionnaire.

Most frequently mentioned by the 122 respondents was the need for additional personnel, of which there were 89 statements of needs. Next in order of frequency were needs related to physical facilities with a total of 42. Adequate space for counseling seemed to be of greatest importance of the needs related to physical facilities, whereas, needs for materials and equipment were also stated.

Of the 27 responses related to the teaching staff, 8 mentioned the need for in-service training of teachers in guidance, while 3 stated a need for growth in understanding

TABLE 23

KINDS OF STUDIES MADE BY FACULTY AND STUDENTS FOR PLANNING AND IMPROVING GUIDANCE SERVICES

Aspects of Program	Faculty		Students		Both	
	No.	%	No.	%	No.	%
1. Reasons for student-failure to adjust	57	48	1	.8	34	28
2. Marks, promotion, awards, etc.	46	38	3	2	57	48
3. Relationships of abilities	42	34	1	.8	32	26
4. Reading problems of students	64	52	1	.8	34	28
5. Disciplinary policies . .	31	25	2	1	56	46
6. Attitudes of graduates .	15	12	4	3	20	16
7. Prob. of soc. adjustment	29	24	1	.8	55	45
8. Needs and programs for gifted	53	43	0		14	11
9. Needs and programs for slow learning pupils	61	50	1	.8	27	22
10. Availability of work exp.	20	16	1	.8	22	18
11. Relationships of work experience with school success	15	12	2	1	26	21
12. Development of wholesome boy-girl relationship . .	20	16	4	3	62	51
13. Community facilities . .	24	20	2	1	13	10
14. Effectiveness of counseling services	28	23	1	.8	29	24
15. Follow-up of drop-outs .	36	30	0		18	15
16. Other aspects						

TABLE 24

GUIDANCE PRACTICES LISTED BY RESPONDENTS AS MOST ESSENTIAL IN THE IMPROVEMENT OF GUIDANCE ACTIVITIES

	Frequency
1. Guidance Personnel Needs	
Full-time certified counselors	43
More trained personnel	13
Qualified counselors	13
Part-time certified counselors	6
Additional counselors	5
Adequate personnel	5
Psychologist for the school system	2
Professionally trained director	1
Training beyond one-course level	1
Total	89
2. Needs Related to Physical Facilities	
Private offices	12
Basic equipment	11
Adequate physical facilities	7
Provisions for adequate space	4
File cabinets	3
Additional facilities	2
Individual filing index	1

TABLE 24 (continued)

	Frequency
Space for testing	1
More room for records	1
Total	42
3. Needs Related to the Teaching Staff	
In-service educational program	8
Teachers with some guidance training	3
Cooperation from staff	3
Growth in understanding role of guidance by faculty	3
Additional staff	2
Counselor to work with teachers in program promotion	2
Dedicated teachers	1
Faculty guidance committee	1
Staff improvement	1
Course in occupational guidance	1
A committee of staff members trained in administration and interpretation of test scores	1
More staff participation	1
Total	27
4. Needs Relating to the Testing Program	
Adequate testing program	12
Wider range of testing materials	6

TABLE 24 (continued)

	Frequency
More tests	3
Greater use of test results	2
Individual testing	1
Stronger testing program	1
Total	25
5. Needs Related to Administrative Responsibilities	
More time allotted in schedule for guidance and counseling	12
A definite planned program of guidance	4
Free counselors from report (administrative)	1
Elimination of split-sessions in the school term	1
More administrative participation from the head of school system	1
Total	19
6. Needs Related to Records	
Improvement on keeping individual records	5
Adequate record forms	5
Additional record forms	4
Progress charts or profile graphs for each pupil	2
Autobiographies of students	1
Anecdotal records	1
Total	18

TABLE 24 (continued)

	Frequency
7. Needs Related to a Follow-up Program	
Better follow-up program	11
Development of a good follow-up program	3
Follow-up study of drop-outs	2
Follow-up study of graduates	1
Total	17
8. Needs Related to Reference Materials & Library	
More reference materials	9
Materials to work with	3
Provisions for reference materials	2
Vocational information	1
Total	15
9. Needs Relating to Counseling	
Provisions for more individual counseling	4
Additional preparation of counselor	3
Relieve counselors from disciplinary duties	1
Clinical services	1
Provision for diagnostic measures	1
Total	10

TABLE 24 (continued)

	Frequency
10. Needs Related to Group Activities	
Better planned "career days"	3
More organized group guidance	2
More time in homeroom	1
Improved group guidance program	1
At least 1 period per week for individual home room counseling	1
Field trips	1
Total	9
11. Needs Related to Program Financing	
Finance for program	6
Finance for maintenance	1
Travel expenses	1
Adequate funds for tests	1
Total	9
12. Needs Related to Community Cooperation	
Community cooperation	3
Better community facilities	1
More use of local guidance resources	1
Inter-relatedness of home, school, and community	1
Parent participation	1
Cooperation from parents	1
Total	8

TABLE 24 (continued)

	Frequency
13. Needs Related to Placement Services	
Better placement services	4
Program of placement for graduates	4
Total	8
14. Needs Related to Students	
Better teacher-student relationship	2
Better daily attendance of students	1
Essential needs and program for students' interests	1
Motivation (expanded interest)	1
Reading problems	1
Total	6
15. Needs Related to Curriculum Revision	
A more flexible curriculum	1
More attention to wholesome co-curricular activities	1
Guidance consideration an integral part of curriculum	1
Elective program	1
Expanded curriculum	1
Total	5
16. Needs Related to Vocational Guidance	
Vocational lectures by outside speakers	1

TABLE 24 (continued)

		Frequency
	Test of vocational interest	1
	Vocational plans of students	1
	Total	3
17.	Needs Related to Exceptional Students	
	Provide a program for exceptional children	1
	Needs and program for slow learners	1
	Total	2
18.	Needs Related to Evaluation	
	Constant informal evaluation	2
	Total	2
19.	Needs Related to Orientation	
	Orientation program for first year students	1
	Total	1
20.	Needs Related to Clerical Help	
	Office help	1
	Total	1
21.	Needs Relating to Health Services	
	Increased health services	1
	Total	1

the role of guidance by teachers. An equal number expressed need for cooperation from the faculty and need for teachers to have some guidance training.

Twenty-five statements were made concerning needs related to the testing program. These included more and adequate tests as well as a planned program.

The needs related to administrative responsibilities accounted for 19 statements: 12 pertained to allotting more time in the schedule for guidance and counseling, 4 were concerned with the operation of a definitely planned guidance program, and one each was concerned with freeing counselors from clerical duties, elimination of split sessions in the school term, and more administrative participation from the executive head of the school system. It is essential to have administrative sympathy and participation if any part of a school program is to succeed.

A total of 18 statements were made concerning the needs related to records. Five statements were made about the need for improvement in record-keeping. And, there were 5, also, concerning a need for adequate record forms. Such items as autobiographies and anecdotal records can be had without much difficulty, but they were mentioned as needs in some schools.

Follow-up programs were mentioned by 17 respondents, while needs related to library and reference materials were mentioned by 15. Only 10 mentioned needs related to coun-

seling. There were concerns for: provisions for more individual counseling, better prepared counselors, relief of counselors from disciplinary duties, and a need for clinical services.

Nine respondents mentioned needs related to group activities and nine also stated needs related to financing the guidance program.

Programs of placement services and community participation and cooperation, both, received expressions from 8 respondents.

Needs related to students were named by 6, curriculum needs by 5, vocational guidance by 3, and needs for exceptional children and evaluation by 2. One each reported needs related to health services, orientation, and clerical help.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to survey the guidance programs in the Negro high schools of Georgia and to make recommendations for improvement.

The normative survey type of research was used. A questionnaire was constructed on the basis of the guidance services listed in Section G of the Evaluative Criteria. The instrument was sent to the principals of Negro high schools listed in the Georgia Educational Directory, 1958-1959. Sixty-six percent of the 184 questionnaires were returned and the data analyzed.

Findings

The findings of the study reveal:

1. Some form of guidance services was found in all the schools.

2. Much attention was given to group guidance.

3. Considerable efforts were made by the schools to provide orientation services, counseling services, and informational services.

4. Guidance programs, for the most part, were insufficiently organized.

5. There were too few trained, certified counselors and guidance workers.

6. Physical facilities and literature for adequate guidance programs in most schools were limited.

7. Insufficient time is allowed for counseling.

8. In general, some in-service training programs for teachers were carried on.

9. Most schools had planned testing programs but many of them were limited.

10. Cumulative records were kept by a majority of the schools, but often very little information was recorded.

11. As schools increased in size, each service was usually provided by a greater proportion of the size group.

Conclusions

The following conclusions were based on the findings in the study:

1. There is need for an adequate number of qualified counselors and other guidance workers.

2. There is need for additional physical facilities and supplies in most of the schools to aid in better program operation.

3. Testing programs should be improved.

4. Collecting, recording, and using information about pupils, should be promoted to a greater extent.

5. Adequate time for the performance of guidance activities is needed in providing better programs.

6. It would seem that the larger the school, the better the guidance service provided for its students.

Recommendations

In the light of the findings and the conclusions of this study, the following recommendations are made:

1. Specialized guidance training should be made available to Negroes in the state supported institutions of higher learning.

2. Guidance should be given a status position in the educational program by including adequate financial support in the educational budget.

3. The formula for allocating teachers should be revised to provide for adequate guidance personnel without penalizing other parts of the school program.

4. Provisions should be made for adequate supervisory and consultative services on the state level.

5. The state's testing and scoring services should be improved to adequately serve schools for which such services could not be economically provided otherwise.

6. Consideration should be given to the feasibility of encouraging prospective teachers to take more courses in guidance during their period of training.

7. Adequate funds for books, pamphlets, and other materials essential to the guidance program should be provided.

8. Adequate space and equipment for guidance activities should be provided.

9. A study should be made of the guidance needs of elementary school children throughout the state.

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APPENDIX A

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I should like to enlist your cooperation in a study of guidance which I have undertaken as a dissertation at the University of Oklahoma. This study is being directed by Dr. Claude Kelley. I ask you to share your time for this purpose because I feel that you are also interested in the problems of guidance. Mr. R. L. Cousins, Assistant Director, Southern Education Foundation and who for many years was Director, Negro Education, State Department of Education, Atlanta, Georgia, is very much interested, and it is due partially to his request that I am undertaking this much needed study. Mr. T. A. Carmichael who, last year succeeded Mr. Cousins, upon his retirement, has also expressed an interest in this study. I have from him a letter of commitment, agreeing to do whatever he can to see that the study is completed.

If your high school has a staff member who is responsible for guidance, it would be appropriate for that individual to check the accompanying questionnaire. Please see that each item is checked according to existing conditions, just as they are. The final report will not make a single school look good or bad as a result of the report on the questionnaire. No individual school or person will be identified.

The questionnaire has been developed as a check-list to provide a relatively brief survey of a high school guidance program. It could have been a very lengthy instrument as a result of drawing criteria from numerous authorities and evaluative instruments. Because of its unwieldiness for the present purpose, it is being presented at this length so that it can be checked rather quickly.

Perhaps no guidance program could answer all items affirmatively, since this instrument is intended to represent the ideal program. THEREFORE, EVEN IF YOU DO NOT HAVE A FORMAL GUIDANCE PROGRAM, IT WILL BE MOST HELPFUL TO US IF YOU WILL COMPLETE THE QUESTIONNAIRE.

It is our plan, perhaps, to make the results of this survey available through the G.T.E.A. Journal or a state bulletin sometime this fall. I shall be most grateful for your help in this matter, and hope that I may be able to render you a service in return.

Yours sincerely,

Carlton H. Morse

P.S. PLEASE COMPLETE AND RETURN
QUESTIONNAIRE IMMEDIATELY.

APPENDIX B

A SURVEY OF GUIDANCE PRACTICES IN THE NEGRO HIGH SCHOOLS OF GEORGIA

Name of School _____ Location _____

County _____ Enrollment (April, 1959): Boys _____ Girls _____ Total _____

School organization: Grades - 8-12 _____, 9-12 _____, 10-12 _____, Other _____

Directions: Kindly check all answers which best describe the guidance practices in your school.

1. A. What guidance services does your school try to make available to your students?

___1. Individual inventory records denoting student's abilities, interests, aptitudes, achievements, and development with provisions for interpretation and maintenance of these records for all parties concerned.

___2. Orientation: helping new students get acquainted with and adjust to the school and community.

___3. Counseling, which provides for such things as discussing problems of a personal nature, assisting the student in the selection of a course of study, making an appraisal of the student's interests, aptitudes, and abilities and relating them to his present and future goals, and assisting with problems that relate to academic learning.

___4. Provisions for group guidance in homerooms, in student activities, in special classes, in group conferences, and in work experiences.

___5. Provision of occupational and educational information, such as employment opportunities, job-descriptions, job-classifications, and catalogs of colleges, universities, trade-schools, etc.

___6. Placement and follow-up of graduates and drop-outs in further educational and vocational experiences.

___7. Services to the staff in developing an understanding of the student through conferences, programs of in-service education, provision of professional references, etc., thereby rendering the staff more competent to direct the adjustment and growth of the students.

___8. Systematic evaluation studies of the results of the guidance services.

B. Please check below the one item which most nearly describes how the guidance program is operated in your school. (If more than one item seems appropriate, please rank in order of significance.)

___1. Incidental and informal contacts.

___2. Definitely assigned responsibility.

___3. Core curriculum.

___4. Homeroom organization, only.

___5. Part-time teacher-counselors.

___6. A guidance committee of teachers.

___7. Principal in charge.

___8. A professional guidance worker in charge.

___9. Other _____

C. Which of the following best describes the counseling staff in your school?

	Counseling Staff	How Many
1. Full-time certified counselor(s)	_____	_____
2. Part-time certified counselor(s)	_____	_____
3. Certified traveling-counselor serving two or more schools	_____	_____
4. Non-certified full-time counselor(s)	_____	_____
5. Non-certified part-time counselor(s)	_____	_____
6. Only incidental counseling provided by teachers or others not formally responsible for counseling.	_____	
7. No counseling services offered to students	_____	
8. Other _____	_____	

II. Please recognize the guidance practices listed in this questionnaire by checking "Yes" for those practices used in your school and "No" for those practices you do not have. Where the term "counselor" is used, assume that it refers to any staff member who discharges the functions referred to. Please pencil in any remarks you may wish to make concerning local conditions, especially where you have practices not referred to, yet worthy of consideration.

1. Are the physical provisions for counseling satisfactory? (office space, filing equipment, etc.) Yes ____ No____

2. Does the school provide at least five new books related to guidance per year for the use of its staff members? Yes ____ No____

3. Does the school provide at least one periodical related to guidance to which staff members have access? Yes ____ No____

4. Have at least half of the teachers in the school had one or more courses in guidance? Yes ____ No____

5. Is at least one staff meeting a year devoted to guidance and the teacher's part in it?- - - - - Yes ___ No___

6. Do teachers participate in making rating scales, observations, and anecdotal records? (Draw lines through those which do not apply if you use one or more, but not all.)- - - - - - - - - - Yes ___ No___

7. Do teachers make at least one case study and participate in a case conference involving a pupil about whom they may have pertinent information at least once a semester?- - - - - - - - - - - - Yes ___ No___

8. Does the counselor (guidance director, principal, etc.) act as coordinator of the case studies in the school?- Yes ___ No___

9. Do the records indicate that teachers sometimes refer pupils to counselors for constructive specialized help? - Yes ___ No___

10. Are pupils made aware of the guidance services available through at least one of the following media: bulletin board, teachers' announcements, homeroom announcements, handbook, special bulletins, school paper, assembly programs, group guidance classes? - - - - - - - - - - - - - - - - Yes ___ No___

11. Are all pupils encouraged to participate in co-curricular activities as a measure of social and personal guidance, either at the suggestion of principal, teacher, or counselor?- - - - - - - - - Yes ___ No___

12. Do teachers assist in the conduct of "Career Days", "College Days", or similar programs?- - - - - Yes ___ No___

13. Do teachers confer with principal and counselors about pupils who need special attention? - - - - Yes ___ No___

14. Do the records include reports of conferences of teachers and counselors with parents?- - - - - - Yes ___ No___

15. Are teachers provided with test results, interpretations, and other types of information about pupils? - Yes ___ No___

16. Are the staff provided with the results of community and occupational surveys and other pertinent occupational data?- -Local surveys: Yes ___ No___
General data: Yes ___ No___

17. Is there a continuing program on the part of the counselors and staff to revise and improve the guidance program? - Yes ___ No___

18. Is there a permanent committee or other organizational plan to carry forward such study?- - - - - Yes ___ No___

19. Are homeroom teachers allowed sufficient time for performing guidance functions? (At least one period per week free for individual counseling) - Yes ___ No___

20. Is there a systematic and planned program of testing? - Yes ___ No___

21. Is at least one group intelligence test administered to each pupil in this school?- - - - - - - - Yes ___ No___

22. Are individual intelligence tests used for cases where results of group tests are conflicting or unsatisfactory?- Yes ___ No___

23. Are achievement tests used and the results recorded on pupil records at some time during the pupils' enrollment in high school?- Yes ___ No___

24. Is at least one test of reading ability administered to each pupil, either as a separate test, or as part of a test battery?- Yes ___ No___

25. Is a test of vocational interest administered to each pupil? (In what year? 8 9 10 11 12 Other:) - Yes ___ No___

26. Are tests of special aptitude available, and are they used for pupils whose needs may indicate the advisability of their use? (Music, art, mechanical, clerical, finger dexterity, others:) Yes ___ No___

27. Is a test of personality, mental health, or adjustment administered to each pupil? (Check here if they are given only to individuals as needed _____)- Yes ___ No___

28. Is an orientation program for incoming pupils a part of your guidance program? - - - - - - - - - Yes ___ No___

29. Do counselors develop test profiles, summaries or psychographs to help counselees in setting up appropriate educational and vocational plans for themselves?- Yes ___ No___

30. Is a qualified person available, and consulted, to administer individual tests of intelligence, mental health, etc. which require special training? (A school psychologist, psychological examiner, etc.) - Yes ___ No___

31. Do counselors (principal, homeroom teachers) constantly carry on research and study projects designed to make the guidance program more effective? - Yes ___ No___

32. Do counselors prepare case studies and conduct case conferences with other counselors or staff members: (Are there such records on file?) - Yes ___ No___

33. Does the counselor regularly consult with other staff members concerning general problems and problems of individual students?- Yes ___ No___

34. Do counselors (principal, homeroom teachers) periodically review with each counselee the progress he is making in school? (Once a semester_____; once a year_____) - - - - - - - - - - - - - - - - - Yes ___ No___

35. Does the guidance director recognize counseling as the first responsibility by spending more than half the time allotted for guidance work in actual counseling situations? - - - - - - - - - - - - - Yes ____ No____

36. Do counselors keep a record of all counseling interviews? - Yes ____ No____

37. Do counselors (homeroom teachers, home visitors, etc.) collect information about counselees from sources other than interviews and regular channels? (Personal observation, sources outside the the school - the home, social agencies, etc.) - Yes ____ No____

38. Has the counselor(s) had at least one course in test and measurements?- - - - - - - - - - - - - - Yes ____ No____

39. Has the guidance director had some clinical training in a guidance or psychological clinic? - - - Yes ____ No____

40. Have all counselors had at least one general course in guidance?- - - - - - - - - - - - - - - - - Yes ____ No____

41. Have counselors had previous school experience either as teachers or counselors?- - - - - - - - - Yes ____ No____

42. Have counselors had experience in other types of work, particularly in business and industry? - - Yes ____ No____

43. Do students voluntarily seek the assistance of counselors?- Yes ____ No____

44. Are counselors free from responsibilities which require punitive activities against students for infractions of the rules? - Yes ____ No____

45. Does the guidance director, or person responsible for guidance functions, hold membership in one or more professional organizations relating to guidance?- Yes ____ No____

46. Does the school provide a full-time counselor, or the equivalent, for each 500-600 students enrolled? (If not, approximately what is the ratio?_____)- - - - - - - - - - - - - - - - Yes ____ No____

47. Do school rules permit students to seek counseling at any time they may be in need of it, within the schedule possibilities of student and counselor?- Yes ____ No____

48. Are counseling interviews conducted in private whenever privacy is desirable for good rapport?- - Yes ____ No____

49. Does the guidance director, principal, or other counselors possess state certification in guidance? - Yes ____ No____

50. Are vocational and personal counseling delegated chiefly to members of the staff who have had experience and training in this type of work? - Yes ____ No____

51. Do records give evidence that the counseling situation is one in which there is good rapport? (Does the counselee talk freely about his problem?) - Yes ____ No____

52. Do records indicate that most counselees have been "followed-up" after the original session of counseling? - Yes ____ No____

53. Are personal data blanks used for all students? - Yes ____ No____

54. Are records of individual interviews used and filed?- Yes ____ No____

55. Are records of interviews with parents, guardians, and other interested persons made and filed? - Yes ____ No____

56. Are there in the files records of home visits by counselors and teachers? (Is this a regular practice?) - Yes ____ No____

57. Are records kept of conferences between counselors and other teachers concerning the problems of individual students?- Yes ____ No____

58. Do the files contain a continuous record of each pupil from the time of his entrance to the first grade up to the present?- Yes ____ No____

59. Are sociometric records of pupils available?- Yes ____ No____

60. Is there an autobiography of each pupil in the files? - Yes ____ No____

61. Are complete records of periodic physical examinations available to counselors? - - - - - - - - - - Yes ____ No____

62. Are individual inventory records available to all counselors, supervisors, and staff members? - - Yes ____ No____

63. Do records show that information is kept up-to-date, particularly on cumulative records? (Is current information and that of the preceding year to be found on the records?) - - - - - - - - - - Yes ____ No____

64. Do teachers use pupil inventories to become better acquainted with information about their pupils? Yes ____ No____

65. Do cumulative records contain essentially the following information?- - - - - - - - - - - - - - - - Yes ____ No____

___a. School achievement
___b. Educational plans
___c. Vocational plans
___d. Co-curricular activities
___e. Work experiences
___f. Offices held
___g. Community and church activities
___h. Leisure activities and hobbies
___i. Health status
___j. Follow-up inquiries
___k. Unusual abilities and talents
___l. Performances on standardized tests
___m. Counseling interviews
___n. Attendance at school; tardiness
___o. Space for interpretation and remarks

66. Do cumulative records contain essentially such identification and background data as the following? - - -

APPENDIX C

CLAUDE PURCELL
STATE SUPERINTENDENT
OF SCHOOLS

State Department of Education

STATE OFFICE BUILDING
Atlanta 3, Georgia

M. D. COLLINS
STATE SUPERINTENDENT
OF SCHOOLS EMERITUS

C. S. HUBBARD
ASSISTANT STATE SUPERINTENDENT
OF SCHOOLS

April 13, 1959

MEMORANDUM TO: PRINCIPALS OF NEGRO HIGH SCHOOLS IN GEORGIA

FROM: T. A. CARMICHAEL, DIRECTOR OF NEGRO EDUCATION

REGARDS: RESEARCH PROJECT ON GUIDANCE SERVICES

Mr. C. H. Morse is conducting a research project on the guidance services in the Negro high schools in Georgia. He will use this information for his Doctor's dissertation at Oklahoma University, but the results of this study will be available to this office. May I take this opportunity to solicit your cooperation in this most worthy study. The money available under the National Defense Education Act makes it imperative that we have this information at the state level.

May I ask that you give a few minutes of your valuable time, right now, to check this questionnaire. Use the enclosed envelope to mail this questionnaire to Mr. Morse. He will appreciate an early reply and Mr. Morse would like very much to have this information within the week so he can get this information compiled and printed before the close of school this spring.

APPENDIX D

CARLTON H. MORSE
College of Education
University of Oklahoma
NORMAN, OKLAHOMA

April 27, 1959

This is a reminder that I have not received the completed questionnaire that I mailed to you over two weeks ago.

Please take a few minutes, fill out the questionnaire, and return it to me today. I would like to include your school in the study.

Be sure to give only your high school enrollment: grades 7 - 12, 8 - 12, 9 - 12, 10 - 12, or whatever the case may be.

Yours truly,

Carlton H. Morse