

This dissertation has been 64-5965
microfilmed exactly as received

JONES, Samuel Odell, 1914-
AN ANALYSIS OF GUIDANCE SERVICES
AND PRACTICES IN THE NEGRO SECONDARY
SCHOOLS OF NORTH CAROLINA.

The University of Oklahoma, Ed.D., 1964
Education, general

University Microfilms, Inc., Ann Arbor, Michigan





THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ANALYSIS OF GUIDANCE SERVICES AND PRACTICES
IN THE NEGRO SECONDARY SCHOOLS OF NORTH CAROLINA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

SAMUEL ODELL JONES

Norman, Oklahoma

1964

AN ANALYSIS OF GUIDANCE SERVICES AND PRACTICES
IN THE NEGRO SECONDARY SCHOOLS OF NORTH CAROLINA

APPROVED BY

Claude Kelley

Mary Clara Petty

F. H. Haisher

W. R. Fulton

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

The writer wishes to express his deep appreciation to Dr. Claude Kelly, chairman of his doctoral committee, for his excellent leadership and assistance in developing this investigation. Grateful appreciation is also extended to other members of the committee: Dr. Funston Foyle Gaither, Dr. William Ray Fulton, Dr. Mary Clare Petty.

In addition, grateful acknowledgment is extended to Dr. S. E. Duncan and Mr. G. H. Ferguson, formerly of the North Carolina State Department of Public Instruction and Mr. J. H. Knox, Superintendent of Salisbury City Schools, for their support and encouragement throughout this project; to the Southern Education Foundation for financial support; and to Mrs. Donna Bielski who handled the typing and mechanical details. A special note of thanks is further given to the administrators and counselors in Negro secondary schools of North Carolina who supplied the information for this investigation.

Finally, the writer is indebted and grateful to his family: Madeline, his wife, Michael, Dale and Alan, his sons, and his sisters and brothers whose understanding, patience and encouragement supplied the impetus to carry this project through to completion.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES.	vi
 Chapter	
I. INTRODUCTION	1
Background and Need of Study	
Statement of the Problem	
Delimitation	
Operational Definitions	
Procedure of the Investigation	
Treatment of Data	
Number of Responses	
 II. REVIEW OF RELATED LITERATURE	 15
Guidance Services	
Counseling Service	
Individual Inventory Service	
Information Service	
Placement Service	
Follow-Up-Service	
Orientation Service	
Research and Evaluation Service	
Related Studies	
State Studies	
 III. ADMINISTRATIVE BASES FOR GUIDANCE SERVICES	 43
Introduction	
Reasons for Initiating a Guidance Program	
Selection of Professional Guidance Staff	
Primary Reason for Selecting Guidance Personnel	
Physical Facilities and Consumable Supplies	
Development and Operation	
Teacher Participation	
In-Service Training of Professional Staff	
and Other Staff Members	
Curriculum Modification	
Age of Organized Guidance Program	

Assigned Time for Counseling
Summary

IV. GUIDANCE LEADERSHIP 73

- Introduction
- Professional Leadership
- Undergraduate Majors and Minors
- Graduate Majors and Minors
- Teaching Fields in Which Counselors Are Certified
- Related Courses
- Teaching Experience
- Counseling Experience
- Work Experience Other Than Teaching
- Summary

V. GUIDANCE SERVICES AND PRACTICES 95

- Introduction
- Individual Inventory
- Background Information Found in the Cumulative Records
- Maintenance and Use of Cumulative Records
- Informational Service
- Counseling Principles
- Placement Services
- Follow-Up Services
- Orientation Service
- Research and Evaluation
- Summary

VI. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS. 134

- Summary
- Findings
- Conclusions
- Recommendations

BIBLIOGRAPHY. 140

APPENDIX A. 145

APPENDIX B. 146

APPENDIX C. 152

APPENDIX D. 162

APPENDIX E. 163

APPENDIX F. 164

LIST OF TABLES

Table	Page
1. Number and Per Cent of Responses From Administrators in Negro Secondary Schools of North Carolina Reporting Organized Guidance Program.	13
2. Number and Per Cent of Responses From Counselors in Negro Secondary Schools of North Carolina Reporting Organized Guidance Programs	14
3. Reasons for Initiating a Guidance Program in Negro Secondary Schools in North Carolina With Number and Per Cent of Each as Reported by Principals of the Schools.	45
4. Sources Used by Administrators for Selecting Counselors in Negro Secondary Schools of North Carolina with Number and Per Cent of Each Reported by the Principals of the Schools	46
5. Primary Reasons for Selecting Individuals as Counselors in the Negro Secondary Schools in North Carolina with Number and Per Cent for Each as Reported by the Principals	48
6. Number and Per Cent of Negro Secondary Schools of North Carolina Providing Physical Facilities and Consumable Supplies for the Guidance Program	51
7. Number and Per Cent of Negro Secondary Schools in North Carolina Making Provision for the Development and Operation of Guidance Services.	54
8. Number and Per Cent of Negro Secondary Schools in North Carolina Making Provision for Teachers to Participate in the Guidance Program	60
9. Number and Per Cent of Negro Secondary Schools in North Carolina Making Provisions for In-Service Training of Professional Staff.	64
10. Number and Per Cent of Negro Secondary School in North Carolina Modifying the Curriculum as a Result of Data Obtained Through Guidance Services.	66

Table	Page
11. Number of Years an Organized Guidance Program has been in Operation in Negro Secondary Schools in North Carolina with Number and Per Cent of Each	70
12. Assigned Time for Counseling in Negro Secondary Schools with Number and Per Cent in Each Area.	71
13. Number and Per Cent of Men and Women Counselors in Negro Secondary Schools in North Carolina Responding to the Questionnaire.	75
14. Professional Training of Counselors With Number and Per Cent in Each Professional Area	76
15. Undergraduate Majors of Counselors with Number and Per Cent in Each Area.	78
16. Undergraduate Minors of Counselors With Number and Per Cent in Each Area.	80
17. Graduate Majors of Counselors With Number and Per Cent in Each Area	81
18. Graduate Minors of Counselors With Number and Per Cent in Each Area.	83
19. Teaching Fields in Which Counselors Are Certified With Number and Per Cent in Each.	85
20. Related Professional Courses Completed by Counselors With Number, Per Cent and Average Semester Hours in Each.	86
21. Number of Counselors With Per Cent and Average Years of Teaching Experience in Each Administrative Division.	89
22. Number of Full-Time and Part-Time Counselors With Per Cent and Average Years of Counseling Experience	91
23. Work Experience Background Other Than Teaching for Counselors with Number, Per Cent, and Average Months in Each.	93
24. Tools and Techniques for Obtaining Information About Pupils With Number and Per Cent of Counselors Using Each Technique.	97
25. Information Obtained by Counselors From Cumulative Records With Number and Per Cent in Each	100
26. Maintenance and Use of Information About Pupils by Counselors With Number and Per Cent in Each	103

Table	Page
27. Practices Counselors Use in Providing the Information Services With Number and Per Cent in Each School.	108
28. Counseling Principles Observed by Counselors With Number and Per Cent in Each Area Reported.	113
29. Placement Services Used by Counselors With Number and Per Cent in Each Area	121
30. Follow-Up Services Used by Counselors With Numbers and Per Cent in Each Area	126
31. Orientation Services Used by Counselors With Number and Per Cent in Each Area	128
32. Research and Evaluation Services Performed by Counselors With Number and Per Cent in Each.	131

AN ANALYSIS OF GUIDANCE SERVICES AND PRACTICES IN
THE NEGRO SECONDARY SCHOOLS OF NORTH CAROLINA

CHAPTER I

INTRODUCTION

Background and Need of Study

Guidance, as we know it today, is more than a cluster of services; it is the keystone in the arch of public education. Fortunately many administrators, teachers, and counselors are viewing guidance as the focal point in the educative process.

During the fifty-four years that guidance has been a part of the American scene (1909-1963) it has enjoyed a unique history.¹ Its movement has been compounded, at least in part, from several other movements which came on the scene about the same time the first guidance programs were being organized and put into operation. Guidance has been a part of nearly every great social movement of the past half century and has been sensitive to the growth and development of these movements.

The movements that have influenced an understanding of human growth and development and which have given impetus to the guidance program are: (1) Freudian psychology, (2) experimental psychology, (3) organized

¹J. A. Humphrey and A. E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), pp. 71-80.

social work, (4) testing programs, (5) mental hygiene studies, (6) public health programs, (7) child development studies, (8) clinical psychology, and (9) progressive education.² All of these movements had a definite influence on the guidance movement and were especially significant in helping to develop a guidance point-of-view which has won for the guidance program a respectable place in the educational system.

Guidance is an integral part of the total school program and its effectiveness in the program is determined by administrative provisions for its inclusion in the over-all offerings of the school and the guidance point-of-view conceived by every member of the staff.

There are conditions in our society and our schools today that make guidance necessary. Many of these conditions had their beginning in the thirty-year period of rapid industrialization from 1890-1920.³ A society that had been predominantly agrarian became an urban and technological one. As machines replaced craftsmen, the need for specialized training increased. This need placed upon the schools new responsibilities for courses in manual training, vocational education, business skills, and domestic science. With these additions to the school curriculum there was a need for helping determine who should take the new courses and for helping the students who did take the courses plan their future to cope with a rapidly changing society.

This same period brought great waves of immigrants to the United States. Schools were filled with students who needed a program to help

²Oklahoma State Department of Education, A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools Grades K-12 (Oklahoma City: the Department, 1961), p. 3.

³Ruth Barry and Beverly Wolf, Modern Issues in Guidance-Personnel Work (New York: Bureau of Publication. Teachers College, 1957), p. 12.

them understand new mores, learn new skills, and even obtain healthful recreation. As a consequence, schools began to assume responsibility for the child in all areas of his life.

At this same time women began to work outside the home. Following their acceptance in the business world, girls in increasing numbers remained in school to complete the secondary program and later to enter institutions of higher learning.

Enrollment in our schools has continued to rise since 1890.⁴ With this increased enrollment has come a greater heterogeneity of students with a demand for more varied curricular offerings, and with greater problems in areas of educational and vocational planning, sectioning, and remedial work. Today's continually increasing enrollments reflect the great increase in our total population since World War II. The distinguishing characteristics of our constantly expanding population appears to be mobility and specialization. Specialization has extended to such revolutionary areas as nuclear development, automation, and the conquest of space. All these areas call for more skilled people and more improved educational facilities to insure the availability of such people.⁵ Schools then must find a suitable way to guarantee to each child an opportunity to be discovered as an individual and helped to take his rightful place in a society which is increasing in complexity.

Within our secondary schools there has been a corresponding trend toward greater specialization and departmentalization of curricular offerings. There has also been an increasing recognition of individual

⁴Ibid., p. 14.

⁵Donald G. Mortensen and Allen M. Schmuller, Guidance in Today's Schools (New York: John Wiley and Sons, Inc., 1959), p. 4.

differences among students, and an increasing effort to make allowances for such differences in the instructional program.

The contribution that guidance can make toward the solution of these problems has been acclaimed by many authorities. The committee report from the 1955 White House Conference on Education entitled "What Should Our Schools Accomplish," presented fourteen objectives for our schools. These objectives were followed immediately with this qualification:

To achieve these things for every child the schools must have an effective program of guidance and counseling in preparation for the world of work.⁶

In its First Interim Report to the President, November, 1956, on page seven, the President's comment on education beyond the high school stated that

this country's educational system-- must be equipped to give professional guidance not only to students, in school or in college, but to the individual who, after his formal schooling is over, seeks further education. Improved guidance programs are clearly indicated for youth and those who wish to continue their formal education.⁷

The sub-committee to investigate juvenile delinquency in the United States under the chairmanship of Senator Estes Kefauver at the time of its report to the committee on Judiciary recognized the importance of guidance as revealed in the following statement:

The sub-committee recommends a significant expansion of guidance services within the school systems of the nation. Vocational and educational guidance as well as help with other problems should be available to every child on an individual basis. It has been suggested that existing Federal and State Programs might be

⁶Frank E. Wellman, "A Challenge and Some Problems." Speech delivered at Ohio and Indiana State Guidance Conferences. (U. S. Office of Education- Organization of Guidance and Personnel Services), p. 2.

⁷Ibid., p. 7.

reviewed to determine how, through the provisions of the George Barden Act, additional funds could be made available to increase substantially and rapidly the vocational and educational guidance facilities and services of the public school.⁸

In a speech delivered in December, 1957, James E. Allen, Commissioner of Education of the State of New York, the following statement was made:

The education profession and the public have come to expect substantial contributions from guidance in assisting boys and girls toward optimum development, for their own fulfillment and for their economic and social contributions.

These expectations pose many challenges to schools and guidance personnel. We must have 'good guidance--and enough of it.' This implies an adequate number of well-trained counselors and guidance directors, increased faculty participation in the guidance program, close coordination of guidance with instruction, continuous contacts with parents and the wide use of community resources for guidance.

Perhaps the best proof of the recognition of the need for increased guidance services in the public schools is the provision for such services under title V of the National Defense Education Act. Under this provision every school in America may participate in a testing program for every student, and other schools, meeting certain qualifications, may receive financial aid in expanding their guidance and counseling programs. With such provisions from the federal government and an increased interest in guidance programs throughout America, many schools have sought to establish guidance programs. The Negro secondary schools of North Carolina are included in this group of schools. These programs are fairly new, and to date, no comprehensive study of their status is reported in the literature. In view of this fact, it is felt that an investigation of the guidance services offered might reveal valuable information for guidance workers in

⁸Ibid., p. 7.

these schools. A revelation of strengths and weaknesses of existing guidance programs might help to clarify the role that guidance can and should play in the over-all school program.

Statement of the Problem

The problem of this investigation is to survey the guidance programs in the Negro secondary schools of North Carolina for the following purposes:

1. To determine the various guidance services offered.
2. To determine actual practices used in performing guidance services.
3. To secure information on the professional qualifications of counselors.
4. To bring together criteria from different sources on various phases of guidance and the data in an effort to appraise the findings in light of these criteria.
5. To delineate the guidance services which are most representative of those services available to students in the Negro secondary schools of North Carolina.

Delimitation

This investigation was limited to those Negro public schools on the secondary level in North Carolina. Only those schools reporting having an organized guidance program to the North Carolina State Department of Public Instruction were included in this investigation.

Operational Definitions

For the purpose of this investigation terms are defined as follows:

Guidance -- The systematic, professional process of assisting the individual in making choices, plans, and optimum adjustment with himself and to his society.

Guidance Services -- Activities organized specifically to help students solve their problems and to improve their present and future planning.

Guidance Practices -- Activities actually engaged in by the individual school in providing guidance services.

Negro Secondary Schools -- Those schools enrolling only Negro students in grades 7-12 or a combination of grades within this range.

Full-time Counselor -- A person, certified by the State Department of Public Instruction, who devotes full-time to guidance work.

Part-time Counselor -- A person, certified by the State Department of Public Instruction, who devotes one or more periods but less than all of his time to guidance work.

Staff -- All persons of professional status who are employed to work in the school.

Administrator (Principal) -- The head of the school invested with educational leadership.

Teacher -- A person certified to teach by the State Department of Public Instruction who devotes full-time to classroom instruction.

Guidance Program -- Actual guidance services offered to students by the school.

Procedure of the Investigation

The names of all persons designated as counselors were obtained from the Directory of Guidance Personnel⁹ and names of all principals

⁹Directory of Guidance Personnel: Guidance Services (Raleigh: State Department of Public Instruction, 1962-63).

were obtained from the Educational Directory of North Carolina.¹⁰

The normative-survey were used to gather information for the research.¹¹ Guidance services listed in A Guide to Curriculum Study in North Carolina,¹² A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools Grades K-12,¹³ and those services most frequently mentioned in the literature were used to help establish criteria by which the schools may be measured.

A check-list type questionnaire containing elements of the basic guidance services was prepared. A tentative draft of the questionnaire was submitted to a pilot group of administrators, counselors, and local college personnel for study and suggestions for improvement. As a result of this procedure, a few items were revised.

In preparing the questionnaire, items were taken from a questionnaire published by Chronicle Guidance Publications¹⁴ to help develop the section on guidance services, and items taken from a questionnaire used by Baird¹⁵ to do a similar study in Kansas Public Schools were used in preparing the section on guidance leadership. The Dictionary of Occupational

¹⁰Educational Directory of North Carolina (Raleigh: State Department of Public Instruction, 1962-63).

¹¹Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), pp. 286-376.

¹²A Guide to Curriculum Study in North Carolina: Guidance Services (Raleigh: State Board of Education, 1960).

¹³Oklahoma State Department, op. cit., p. 60.

¹⁴Guidance Practices (Moravia, New York: Chronicle Guidance Publications, Inc., 1962).

¹⁵Clyde Ray Baird, "Guidance Services in Kansas Public Schools" (Unpublished doctoral dissertation, University of Oklahoma, Norman, Oklahoma, 1956).

Titles, Part IV, Entry Occupational Classification¹⁶ was used in developing the questionnaire section on work experiences of counselors.

Classification of the secondary school used in this investigation is based on the designation made by the North Carolina High School Athletic Association: single-A schools are those with an enrollment of 0-175; double-A schools are those with an enrollment of 176-350; triple-A schools are those with an enrollment of 351-500; and four-A schools are those with an enrollment of 501 or more. In some instances, a school may change its classification for athletic purposes but for the purpose of this investigation, all schools are classified solely on the basis of enrollment as indicated.

Concerning attempts to gather 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."¹⁷ Koos justifies utilizing the questionnaire 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 are of space occupied by them. It should 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 proportion by those who render judgment on the typically more substantial investigations submitted as doctor's dissertations are otherwise published in monograph form.¹⁸

¹⁶War Manpower Commission, Dictionary of Occupational Titles, Part IV, Entry Occupational Classification (Washington, D. C.: Superintendent of Documents, 1944), pp. 13-14.

¹⁷Good, Barr and Scates, op. cit., p. 325.

¹⁸Leonard V. Koos, The Questionnaire in Education (Chicago: The Macmillan Company, 1928), pp. 144-145.

In the final preparation of the questionnaire criteria recommended for construction and administration of such instruments were employed.

These criteria are as follows:

1. Can the information be secured from other sources?
2. Is the desired information obtainable?
3. Is the purpose of the study clearly stated?
4. Are questions organized in logical sequence?
5. Is factual, quantitative information sought?
6. Can questions be answered briefly?
7. Will the answers lend themselves to tabulation?
8. Was the questionnaire submitted to critics for suggestions?¹⁹

Two questionnaires, prepared in keeping with the criteria, were sent out. One of the questionnaires (see APPENDIX B) was sent to administrators whose schools reported having an organized guidance program. This questionnaire was concerned primarily with the administrative bases for the guidance program. Items included in the administrator's section are: (1) official name of the school and its enrollment, (2) reasons for initiating a guidance program, (3) selection of guidance personnel, (4) physical facilities and consumable supplies, (5) in-service education, (6) development and operation, (7) teacher participation, and (8) curriculum modification. The second questionnaire (see APPENDIX C) was sent to counselors in the Negro secondary schools of North Carolina. This questionnaire sought information concerning (1) professional training in guidance, (2) additional preparation and qualifications, (3) guidance services, and

¹⁹Harold H. Bixler, Check List for Educational Research (New York: Bureau of Publication, Teachers College, Columbia University Press, 1928), pp. 40-43.

(4) guidance practices and techniques.

The questionnaire was constructed so as to allow each respondent to indicate services by checking items applicable and by checking "YES," "NO" or "SPECIAL CASES" the guidance practices applicable. Provision was made also for respondents to pencil in other services, practices, or information about the guidance program that merited consideration.

Each questionnaire (see APPENDIX A) was accompanied by a letter that explained the purpose of the investigation, asking for cooperation and a prompt reply. Three weeks after the questionnaires were mailed, a follow-up letter (see APPENDIX D) was sent to counselors and administrators, who had not replied, reminding them of the writer's desire to include their schools in the investigation and asking for an immediate reply. One contact was made by telephone.

A comparative study was made of guidance services and practices in single-A, double-A, triple-A and four-A public Negro secondary schools as reflected in a survey of current practices. An examination of qualifications was made of those individuals who are designated as counselors in the respective schools. Consideration was also given to the administrative bases for guidance programs in the schools reporting organized guidance programs to the North Carolina State Department of Public Instruction.

A survey of the literature and an examination of instruments used to evaluate guidance programs in secondary schools revealed that the following guidance services were considered desirable for a guidance program: (1) counseling service, (2) individual inventory service, (3) information service, (4) placement service, (5) follow-up service, (6) orientation service, and (7) research and evaluation services. These services, as

indicated here and later described in the questionnaire (see APPENDIX C) were used to make this investigation.

Treatment of Data

The data was collected, tabulated, summarized and percentages were derived. An attempt was made to analyze the data by way of comparison with the criteria established as indicated in the questionnaires.

Number of Responses

An analysis of the sources of responses to the questionnaires are shown in Table 1. Of the 115 questionnaires sent to administrators, 88 were returned in usable condition. The table shows that ten single-A schools, or 71.4 per cent; twenty-five double-A schools, or 71.4 per cent; eighteen schools, or 75 per cent in the triple-A classification; and thirty-five, or 83.3 per cent of the four-A school classification responded to the questionnaire. It will be noted that triple-A and four-A schools were slightly more responsive than the single-A and double-A schools. The total responses include 88 schools, or 76.5 per cent. All the questionnaires returned were in usable condition for tabulation.

Counselors were not so responsive as the administrators since only 78 or 109 questionnaires were returned by them--one of which was incomplete. In fact, the person to whom the questionnaire was sent stated that she did not understand why she was included in the list of counselors since she had a full teaching assignment along with a fair share of extra-curricular responsibilities. Apparently there had been some shift in personnel in another school because the questionnaire was filled in and returned by a person other than the one to whom it had been sent.

As shown in Table 2, only 6 counselors, or 55.5 per cent, in single-A

TABLE 1
NUMBER AND PER CENT OF RESPONSES FROM ADMINISTRATORS IN NEGRO
SECONDARY SCHOOLS OF NORTH CAROLINA REPORTING
ORGANIZED GUIDANCE PROGRAMS

Administrators	Questionnaires sent 115		Usable Questionnaires returned 88		Incomplete questionnaires 00		Total responses 88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1-A Schools	14	100	10	71.4	00	00	10	71.4
2-A Schools	35	100	25	71.4	00	00	25	71.4
3-A Schools	24	100	18	75.0	00	00	18	75.0
4-A Schools	42	100	35	83.3	00	00	35	83.3
Total	115	100	88	76.5	00	00	88	76.5

TABLE 2
 NUMBER AND PER CENT OF RESPONSES FROM COUNSELORS IN NEGRO SECONDARY
 SCHOOLS OF NORTH CAROLINA REPORTING ORGANIZED
 GUIDANCE PROGRAMS

Counselors	Questionnaires sent 109		Usable Questionnaires Returned 77		Incomplete Questionnaires Returned 1		Total Responses 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1-A Schools	11	100	6	55.5	00	00	6	55.5
2-A Schools	28	100	19	67.8	00	00	19	67.8
3-A Schools	24	100	18	75.0	00	00	18	75.0
4-A Schools	46	100	34	73.9	1	1.3	35	76.1
Total	109	100	77	70.6	1	1.3	78	71.6

schools and 19, or 67.8 per cent, in double-A schools as compared with 18 counselors, or 75.0 per cent, in triple-A schools and 35 counselors, or 76.1 per cent, of those in four-A classification responded to the questionnaire. Again, it is noted that triple-A and four-A schools were more responsive than the schools of the lower classification.

CHAPTER II

REVIEW OF RELATED LITERATURE

Variety and depth characterize the literature in the field of guidance. Diverse opinions are expressed on the various guidance services. Opinions of authors in the field of guidance, and reports of studies made of guidance programs and practices on state level are included in this survey of literature.

Guidance Services

Guidance is conceived as an organized body of services designed to enable each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally to reach a state of mature, self-direction as a desirable citizen of a democratic social order. Thus guidance is vitally related to every aspect of the school experiences provided for the student. Activities included in the guidance program should touch all aspects of the student's life. They should aid each student in formulating and carrying out appropriate educational and vocational plans; they should help each student in solving his problems, satisfying his needs and making necessary personal and social adjustments.

According to the literature in the field of guidance, a variety of services may be employed by a school. The specific services employed by any school, however, should be based on local conditions and situations.

Even though certain services may be identified by name and number with a particular authority, the objectives may be essentially the same as those services listed by another.

The National Study of Secondary School Standards list five guidance services as a means for grouping and evaluating guidance programs and services in secondary schools. The services are listed as follows: (1) individual inventory services, (2) socio-economic information services, (3) counseling services, (4) placement services, and (5) research and evaluation services.¹

Crow and Crow list the following: (1) developing desirable attitudes and modes of behavior in home and in relationships with associates outside the 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 the preparation for a vocation, and (7) professional counseling.²

Erickson lists six guidance services which he considers necessary in aiding students: (1) study of the individual, (2) information service, (3) counseling service, (4) placement and follow-up services, (5) assisting the staff, and (6) coordinating home, school, and community influences.³

¹National Study of Secondary Schools Standards, Evaluative Criteria Section G (Washington, D. C.: National Study of Secondary Schools Evaluation, 1960), pp. 278-287.

²Lester Crow and Alice Crow, An Introduction to Guidance (New York: American Book Company, 1951), pp. 50-51.

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

Foster lists three major areas of guidance services: (1) area of social effectiveness, (2) area of educational effectiveness, and (3) area of vocational guidance.⁴

Froehlich suggests the following guidance services for smaller schools:

1. Services to pupils in group activities.
2. Services to pupils as individuals.
3. Services to instructional staff - helping teachers understand pupils, in-service training, and opportunity for teachers to contribute information.
4. Services to administration - research findings and aid in curriculum revision.
5. Services of research activities - occupational surveys and follow-ups.⁵

Hamrin considers the following elements to be necessary in an organized guidance program:

1. Pre-admission and orientation services.
2. Individuals 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.⁶

Humphreys and Traxler state that at the secondary school level, student personnel services (including guidance services) involve many types of activities:

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

⁴Charles R. Foster, Guidance for Today's Schools (New York: Ginn and Company, 1957), pp. 47-64.

⁵Clifford P. Froehlich, Guidance Services in Smaller Schools (New York: McGraw-Hill Book Company, Inc., 1950), p. 21

⁶S. A. Hamrin, Initiating and Administering Guidance Services (Bloomington, Ill.: McKnight and McKnight Publishing Co., 1953), p. 2.

- of a large body of authentic and up-to-date 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, etc.
 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. Co-ordination of all efforts of teachers and other staff members to provide the best possible services to students.⁷

Koos and Kefauver based their discussion on three broad areas.

1. Pupil inventory
2. Information services
3. Counseling Services⁸

Mathewson states "...that the fundamental areas of personal-social needs and the corresponding process areas of guidance operation are four: appraisal, adjustment, orientation, and development." He further sees: (1) guidance work, (2) psycho-clinical services, (3) health and medical services, (4) social work services, (5) pupil accounting, attendance and record services, (6) testing and measurement services, (7) supervisory and coordinative services, and (8) research services as necessary in an organized guidance program. Related services include, (1) classroom work, (2) co-curricular activities, (3) group work, (4) special instruction and remedial work, (5) work experience programs, (6) parent education, and (7) community activities and relations.⁹

⁷Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), p. 13.

⁸Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools (New York: Macmillan Co., 1932), p. 6.

⁹Robert H. Mathewson, Guidance Policy and Practices (New York: Harper and Brothers, 1955), pp. 126-143.

In a consideration of rural schools, Morris suggests the following guidance services: (1) educational guidance: orientation, information, pupil appraisal, and counseling, (2) vocational guidance, and (3) group guidance through various activities.¹⁰

Knapp states that effective guidance is predicated upon the fact that teachers and counselors have in their possession as much pertinent information as possible on each student's needs, potentialities, and problems...

Gathering significant data, then, about the student from as many different sources as possible is the first step in effecting a sound approach to guidance. Knapp further suggests the following ways to learn about pupils: (1) interviews, (2) questionnaire, (3) observation, (4) case studies, (5) autobiographies, (6) parents, (7) tests (I. Q., achievement, special aptitude, and personal adjustments).¹¹

Smith lists the following as essential guidance services pertaining to the individual pupil:

1. Preparation and use of an individual inventory for each pupil in the school are essential to the effectiveness of all guidance services.
2. The preparation and use of informational services 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 and individual pupils are important functions of the counselor.¹²

¹⁰Glyn Morris, A Guidance Program for Rural Schools (Chicago: Science Research Associates, Inc., 1955), pp. 29-45.

¹¹Robert H. Knapp, Practical Guidance Methods (New York: McGraw-Hill Book Company, Inc., 1953), p. 2.

¹²Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The Macmillan Company, 1951), p. 73.

Stoops lists four areas of guidance services as follows:

1. Individual inventory services
2. Information services
3. Counseling services
4. Placement¹³

The U. S. Department of Health, Education and Welfare lists the following services as necessary in an organized guidance program:

1. Individual inventory services
2. Informational services
3. Counseling services
4. Placement services
5. Follow-up services¹⁴

A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools uses the following as basic guidance services of an organized guidance program: (1) orientation and placement service, (2) personal data and record service, (3) counseling service, (4) information service, (5) follow-up service, and (6) research service.¹⁵

Roeber, Smith and Erickson list five basic services as: (1) the counseling service, (2) the individual inventory service, (3) the information service, (4) the placement service, and (5) the follow-up service.

About the five basic guidance service, Roeber, Smith and Erickson state:

In order to understand subsequent points of view expressed about the organization and administration of a guidance program,

¹³Emery Stoops, Guidance Services (New York: McGraw-Hill Book Company, Inc., 1959), pp. 167-246.

¹⁴United 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, January, 1958).

¹⁵A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools Grades K-12 (Oklahoma City: The Oklahoma Curriculum Improvement Commission, The Oklahoma State Department of Education, January, 1961), p. 18.

it is necessary to review certain basic assumptions regarding the five guidance services.¹⁶

From North Carolina Curriculum Guide on Guidance Services we get this statement:

Though the guidance program operates as an integral and vital part of the whole school program and though it calls for the co-operative efforts of every member of a school staff, its program is a clearly defined one and its services are specific services.

The basic and specific services are listed as follows: (1) counseling services, (2) pupil inventory service, (3) information service, (4) placement service, (5) follow-up service, and (6) orientation service.¹⁷

A Chronicle Guidance Services questionnaire uses seven guidance services: (1) counseling, (2) information about the individual, (3) the informational service, (4) the articulation and orientation services, (5) group guidance activities, (6) the placement service, and (7) research service.

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

The literature examined and mentioned above suggested a variety of guidance services that may be included in an organized guidance program. All of the various services mentioned in the literature have some connection with one or more of the basic guidance services included in the preceding paragraph.

¹⁶Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance (New York: McGraw-Hill Book Company, Inc., 1955), p. 7.

¹⁷A Guide to Curriculum Study: Guidance Services (Raleigh: State Board of Education, 1960), p. 5.

Many schools with an organized guidance program may employ only a portion of the guidance services listed; others may employ all of the guidance services listed above. In developing a guidance program in a particular school, the needs of the boys and girls of that school should be ascertained and the guidance services applicable to these needs should be provided. Froehlich pointed this fact out in identifying the kind of services needed in the small secondary school. He states, "The answer to this question is found in the needs of boys and girls. 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."¹⁸

Counseling Service

The real heart of the guidance program and its most important service is the counseling service. Counseling is an individual process which employs techniques and relationships different from those employed in the classroom. Counseling aims at giving assistance to the individual to help him identify, understand and solve problems by facing facts and using them in making plans. It would be fortunate if all faculty and staff members were equally able to do good counseling, but because of such elements as personality, interest, training, and experience some will be more able than others to counsel pupils. The total counseling job, however, is not a one-person responsibility. Although definite assignments as counselors may be made to certain faculty members, there is need in any organized counseling program for cooperative action on the part of all faculty members. The obligation of the counselor to refer the

¹⁸Clifford P. Froehlich, "What Kind of Guidance and Counseling Program in Small High School?", National Association of Secondary School Bulletin, XXXV (March, 1951), pp. 86-92.

counselee to other agencies makes it imperative that the counselor be familiar with state and local agencies for child welfare, with child guidance clinics, and with qualified individuals. Such help can be sought only with the full cooperation of the parents of the counselee. The results of counseling are not always immediately apparent, but in most cases, they are ultimately good.

Fowler states that, in order to develop counseling service in a 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 all counseling services as depending upon good organization and working relationships.
5. To see counseling as requiring certain supporting services and facilities.
6. To see counseling in the schools as yielding important by-products.¹⁹

Andrew and Willey state that:

The counseling service is frequently referred to as the heart of the guidance program. Through counseling the student is given 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.²⁰

Knapp sees the following areas of counseling activities as important:

1. Counseling in the modification of student plans
2. Counseling on vocational or professional choice
3. Counseling on entrance into a vocation
4. Counseling on entrance into college

¹⁹Fred M. Fowler, Guidance Services Handbook (Salt Lake City: State Department of Public Instruction, 1948), p. 12.

²⁰Dean C. Andrew and Roy De Verl Willey, Administration and Organization of the Guidance Program (New York: Harper and Brothers, 1959), pp. 1 and 145.

5. Counseling on appearance, language handicaps, and mannerism
6. Counseling on financial needs
7. Counseling on leadership
8. Counseling on factors of determination and perservance
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 leavers²¹

Erickson states that, "If counseling services were available everywhere, we would find that:"

1. Every pupil would have a "school parent" to assist him.
2. All pupils could be given adequate analysis of the situation when vital decisions were to be made (planning the high school program, selecting part-time work, making vocational choices, etc.).
3. All pupils experiencing difficulty could secure help with their problems.
4. Adequate counseling time would be provided. The minimum starting arrangement might be one hour of time daily for every hundred advisees.
5. All pupils would be interviewed as they prepared to leave the school.
6. Careful studies would be made of particularly important pupil-teacher relationships, and these relationships would be encouraged and directed.
7. Counselors would constantly refer pupils to teachers and community members best able to help them.
8. Counselors would meet with parents and with representatives of community agencies.²²

Froehlich asserts that:

... counseling provides a situation in which the individual is stimulated (1) to evaluate himself and his opportunity; (2) to choose a feasiabile course of action; (3) to accept responsibility with his choice. Such a definition makes it clear that counseling is just one of the guidance services.²³

Smith states his concept of counseling as a service thus:

²¹Knapp, op. cit., pp. 60-71.

²²Erickson, op. cit., p. 14.

²³Froehlich, op. cit., p. 201.

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.²⁴

Individual Inventory Service

In order for counseling service to be effective there must be present at least five supporting services with research and evaluation a possible sixth. One of the most important is the pupil inventory service or study of the individual. The study is carried on for two purposes: to make it possible for teachers to work more effectively with the student, and to help each student understand his own strengths and weaknesses. Only with such understanding can he select the proper courses from the curricular offerings and pursue those he selects with success. The study is made by means of the permanent record, mental and psychological tests, achievement tests, interests inventories, teacher observation, case studies, anecdotal records, home visits, and grades. None of these data gathering devices is conclusive within itself, but together they give a highly valid basis for the understanding of the individual.

Andrew and Willey point out that:

If assistance is going to be given the student during the process of 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 about students to assist in solving their problems and in making their educational and vocational choices.²⁵

²⁴Smith, op. cit., p. 252.

²⁵Andrew and Willey, op. cit., p. 145.

With regard to the importance of information about pupils, Knapp states as follows:

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.²⁶

Roeber, Smith and Erickson comment on the subject of pupil inventory service:

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 the pupils.²⁷

Erickson states further that:

The guidance program is primarily concerned with careful, systematic, and continuous study of the individual pupil. This is required if the pupil is to be understood by those working with him. It is also essential that the pupil come to understand himself, and important that all data be recorded and interpreted so that other persons may be more effective in their relationships with the pupil.²⁸

Information Service

The second supporting service is the information service. It is designed to make available to the student information not provided in the regular academic course. In meeting specific needs of pupils it is necessary to assist in developing a close and desirable relationship between his aptitudes, ability, attitudes, interests, limitations, and

²⁶Knapp, op. cit., p. 2.

²⁷Roeber, Smith and Erickson, op. cit., p. 168.

²⁸Erickson, op. cit., pp. 1-2.

his objectives--whether they be training or jobs. Students have the right to expect that the school will assist in the acquiring of those skills and attitudes necessary for making satisfactory adjustments--socially and emotionally--then their adjustment to learning and training, or work situations cannot be ignored. Vocational choice based upon a careful study of the objective and its relationship to the individual's abilities, interests, and limitations, is one major outcome of the guidance program. Besides acquiring information as to individual characteristics, it is essential that occupational and educational opportunities be identified and the information made available to all individuals.

Boyer states that:

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 afford the threatening gesture of a cold revealing record that may haunt them at a later day.²⁹

Shartle states with reference to the information service:

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.³⁰

Much of the personal-social, educational, and occupational information are used most effectively in the counseling interview, but also may be distributed effectively to students in groups. The groups may vary in size from six students in conferences to a class meeting of two hundred

²⁹P. A. Boyer, "Use of Cumulative Records," in Handbook of Cumulative Records, U. S. Office of Education Bulletin, No. 5, 1944 (Washington, D. C.: Government Printing Office, 1945), p. 31.

³⁰Carrol Shartle, Occupational Information--Its Development and Application (New York: Prentice-Hall, Inc., 1946), p. 1.

students. Other methods of disseminating information may be through career conferences, College Days, television program, etc.

Stone has indicated that using group procedures along with counseling procedures provide maximum means of disseminating occupational information.³¹

Educational information include courses necessary for graduation, for college admission, or for other types of training beyond high school. This type of information should be offered pupils as part of the orientation program.

Commenting on the information service, Erickson asserts:

If pupils are to be helped to solve their problems and to plan their programs more intelligently, they need an increasing body of relevant information about themselves, about the activities in the next grade, about the world of work, about the specific jobs in which they have an interest, and many other types of information relating to their own plans and problems.³²

In considering different schools of thought as to how information should be disseminated, Froehlich has this to say:

...one contends that the dissemination is largely a group affair, and consequently is instruction. If instruction, they argue it is the responsibility 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 to the school to assign responsibility in the light of local school conditions.³³

Wrenn and Dugan in a study of guidance practices, report that:

The main weakness revealed in present testing practices is

³¹C. Harold Stone, "Are Vocation Orientation Courses Worth Their Salt?" Educational and Psychological Measurement, VIII (Summer, 1948), p. 161.

³²Erickson, op. cit., p. 2.

³³Froehlich, op. cit., p. 201.

the limited provisions for interpretation of test results to students. Interest inventories and achievement tests are more frequently discussed with students than others, but even with these there are many more tests given than interpreted.³⁴

Humphreys and Traxler speak of the information service to students thus:

Receiving properly interpreted data on himself helps a student to gain insights 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.³⁵

Placement Service

The third supporting service is the placement service. Placement involves helping the student find his place in school immediately and in life ultimately. It includes working out a course of study, participating in various school activities, getting a job, and planning for further study. Any action taken here must be done with full consideration of the individual characteristics as well as his objectives. This means, that certain staff members should be skilled in the identification and isolation of the objective so that it can be studied and analyzed in terms of the individual's abilities and limitations. All staff members, however, should have or develop those skills necessary to offer assistance through the individual's inventory so that adjustment will be based on up-to-date information.

With regard to the responsibility of the school for placement of its pupils, Erickson has this to say:

1. The school has the responsibility for the first job placement.

³⁴Gilbert C. Wrenn and Willie E. Dugan, Guidance Procedures in High School (Minneapolis: University of Minnesota Press, 1950), p. 20.

³⁵Humphreys and Traxler, op. cit., p. 379.

2. The counseling program has responsibility to help pupils into the next grade, school, job, college, or life activity.
3. The counseling program should offer some assistance to former students.³⁶

In general the literature seems to support the contention held by Froehlich who states:

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 extracurricular activities. The program helps students gain admittance to appropriate educational facilities, whether it be a class in chemistry in high school, a college, an apprentice shop, or a trade school.³⁷

In commenting on the importance of the placement service and the weaknesses of it in many schools, Stoops states:

Placement services which make an effort to help pupils secure employment while in school are a responsibility which many secondary schools accept today. However, some schools do not accept responsibility for any of the following:

1. The school's responsibility ceases when the pupil leaves school for the day.
2. Placement services are recognized as a responsibility of the school, but they are needed in the community, or they are too expensive.
3. Pupils are expected to continue their education as a next step, and educational counseling is provided for them. Those who do not continue formal education are not the responsibility of the school.
4. Placement services may be offered on an informal or unorganized basis.³⁸

A further examination of weakness in the placement services of secondary schools, reveals, according to Humphreys and Traxler, that:

All too frequently, the high school counselor and his counselee neglect to find out about the job-placement services of an

³⁶Erickson, op. cit., p. 226.

³⁷Froehlich, op. cit., p. 226.

³⁸Stoops, op. cit., p. 226.

educational institution; these services, of course, are designed to help graduating students and graduates to obtain full-time positions.³⁹

Follow-Up-Service

The fourth supporting service is the follow-up service. It is only through a continuing follow-up of its school leavers - graduates and/or drop-outs that the school is able to ascertain its strengths and weaknesses in terms of the marketability of its products in an ever-changing consumer's market. Follow-up studies will provide pertinent data relative to what happens to students after they leave the school. They will reveal the number of pupils entering and pursuing higher education, the occupational distribution of those who entered employment, the types of training pursued, and the type and amount of supplementary training needed to secure a job. In light of these data it is the obligation of the school to interpret the findings to its pupils and, in turn, to modify its curricular offerings.

Follow-up studies may be used to: (1) evaluate the program of the school, (2) discover the needs of pupils as they leave school, (3) gather data about job trends and opportunities, and (4) maintain contact with employers and registrars.⁴⁰

Research studies contain reports on many follow-up and drop-outs. Evaluation of the school programs revealed by these studies is primarily concerned with the holding power of the secondary school in accordance with the assumption that all pupils are entitled to an education through the twelfth grade. Efforts here seem to be aimed at determining which

³⁹Humphreys and Traxler, op. cit., p. 257.

⁴⁰Erickson, op. cit., p. 192.

students are vulnerable to drop-out forces. Identifying significant forces at this point of influence will permit the school to initiate compensating forces.⁴¹

In spite of the many reports of studies on follow-up services, it was revealed that many schools do not engage in such research. Humphreys and Traxler state that:

An integral part of guidance services is follow-up. Through the follow-up conducted by a counselor, the counselee learns the nature and extent of his progress. The counselor determines the areas of his life in which he has made successful adjustments and the areas in which he needs to make further adaptations.⁴²

In describing the areas of follow-up to which a school should be directed, the authors continue:

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

They also list devices that may be used in the follow-up:

(1) file devices, (2) the questionnaire, (3) the telephone, and (4) the follow-up letter.⁴³

The follow-up service is designed to provide valuable information for the counselor to help the school's former students as well as his present counselees. In studying the information gathered, the counselor will discover former students who need further guidance services. He may then arrange to have these services provided by the school or by other

⁴¹Stoops, op. cit., p. 266.

⁴²Humphreys and Traxler, op. cit., p. 207.

⁴³Ibid., pp. 208-221.

institutions, agencies, or organizations within the community.⁴⁴

Orientation Service

The fifth supporting service is the orientation service. This service helps young people prepare for and become adjusted to new situations. For the student the crucial situations are starting school, moving from elementary school to junior high school, from junior high school to senior high school, from senior high school to college or other institutions, and ultimately entering the world of work. All along the way the student needs assistance in making adjustments. This should be done through a systematic program of activities by which the student may become acquainted with other students, teachers, regulations, facilities, course offerings, extracurricular offerings, and the procedures of the school in general.

Every school should help new pupils get started. This starting means more than helping the pupil decide which subjects to take. As Barbara Wright writes concerning pupils entering high school.

They are likely to feel strange and quite lost in their new surroundings. They are unacquainted with the routines and rules of the school; the building itself is new; the teachers are strangers; and moving from class to class is a new experience. They are not acquainted with the extra-curricular activities and the traditions of the school. Often they find themselves assigned to groups in which they have no friends.⁴⁵

In commenting on the purposes of orientation, Froehlich makes this statement:

An orientation program is designed to serve many purposes; but basically it is most valuable as an information giving

⁴⁴Janet Kelly, Guidance and Curriculum (Englewood Cliffs: Prentice-Hall, Inc., 1955), p. 159.

⁴⁵Barbara Wright, Practical Handbook for Group Guidance (Chicago: Science Research Associates, Inc., 1948), p. 73.

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. Through organized orientation experiences, it is hoped that the transition from one school to another can be cushioned against unnecessary disappointment and confusions.⁴⁶

Research and Evaluation Service

A sixth supporting service is the research and evaluation service. Each school must devise methods for evaluating its own program of helping pupils select their activities. There should be an organized plan for periodic studies of the effectiveness of the program.

Successful program planning depends on several important factors: the school must learn about its pupils, the pupil must learn about himself, the pupil must learn about educational and vocational opportunities, counseling services must be provided, and the pupil must be helped to learn how to plan his activities intelligently. All these activities, revealed through a carefully planned program of evaluation, can eliminate much of the random and unwise planning which take place in many schools.⁴⁷

The specific obligations of the guidance program are the counseling service, the information service, the placement service, the follow-up service and the orientation service. These, at least, a school must offer every student in order to claim that it has a guidance program. Evaluation of some sort should also be available. Through its counseling function and its supporting services, guidance accomplishes three purposes for which it was designed: to assist the individual student, to assist the teacher,

⁴⁶Roeber, Smith and Erickson, op. cit., pp. 181-182.

⁴⁷Erickson, op. cit., p. 192.

and to assist the administrator.⁴⁸

Related Studies

Many studies have been made of guidance programs in secondary schools, particularly in the northeastern and mid-western states. A review of these studies revealed pertinent information for this investigation. Even though many of the studies were limited to particular phases of guidance or selected schools, the findings were of some value in developing this project.

No attempt was made to include all of the studies in this project; those of most recent date which have bearing on the project and those most frequently referred to in the literature were selected.

State Studies

A good many studies have been done on the state level, particularly in the East and Middle West. For the most part they consist of doctoral dissertations.

During 1946-1947 the State Department of Public Instruction of North Carolina made a study of guidance practices in the high school of the state. This study revealed that:

1. Cumulative records were kept in 83 per cent of the schools.
2. Standardized tests were used in 54 per cent of the schools.
3. Occupational information files were maintained in 81 per cent of the schools.
4. Occupations courses were taught in 32 per cent of the schools.
5. Individual counseling was provided by 69 per cent of the schools.
6. Placement services were found in 36 per cent of the schools.
7. Follow-up studies were made by 49 per cent of the schools.⁴⁹

⁴⁸A Guide to Curriculum Study, op. cit., p. 7.

⁴⁹Guidance Practices in North Carolina High Schools, 1946-1947 (Raleigh: State Department of Public Instruction, 1947), pp. 1-8.

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

1. Systematic guidance programs were claimed by 60 per cent of the schools.
2. In 90 per cent of the schools, counselors devoted less than one-fourth of this 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 subordinate to other types of guidance.
7. Major emphasis was on the homeroom in 40 per cent of the schools, and in 28 per cent of the remainder it was the secondary emphasis.

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

The study indicated that many of the schools were aware of their needs and were attempting to adopt programs to meet the needs. There was a need, however, for principals and teachers with the guidance point-of-view to furnish leadership in the development of guidance.⁵⁰

Orr conducted a study of guidance practices in Wyoming schools in 1945 for the State Department of Education. He found that:

1. The superintendent or the principal was in charge of guidance in 64 per cent 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.
3. No counselors seem to have had assigned duties in counseling.

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

4. Courses in occupational information were offered in three-fourths of the schools at the ninth grade level.
5. Placement services were available in 21 per cent 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 per cent of the Wyoming schools.⁵¹

Lore made a study to determine the status of guidance practices in the senior high schools of Pennsylvania in respect to 70 selected criterion item with which high school principals and guidance workers indicated their practices by checking.

He sent out 892 questionnaires; 530 were completed and returned. Those returned represented 59.5 per cent of the senior high schools of Pennsylvania.

His findings indicated 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 per cent of the schools claim to have a planned program of testing. Counseling is seriously neglected in many, if not most, of the high schools.⁵²

Horn reports a study of guidance practices in Michigan Public Schools. His questionnaire was developed through a study of established criteria and consultation with experts. The schools were classified according to the Michigan Inter-scholastic Division, based on four enrollment groups. A total of 539 schools were sent the questionnaire, and 339,

⁵¹R. S. Orr, "Guidance Practice in Wyoming Schools," Guidance News Bulletin (Cheyenne: State Department of Education, October, 1945), pp. 1-15.

⁵²Stanley Lore, "A Survey of Guidance Practices in the Senior High Schools of Pennsylvania" (Unpublished doctoral dissertation, Penn State University, University Park, 1950).

or 63 per cent responded. Horn was primarily concerned with quantitative analysis. He made no attempt to evaluate the practices. His major findings included:

1. Although 45 per cent of the schools had counselors, only 3 per cent had full time counselors.
2. Placement services were found in 20 per cent of the schools.
3. Half of the schools made follow-up studies of their graduates, but only 28 per cent made studies of drop-outs.
4. The importance of the teacher's role was stressed by 99 per cent of the administrators.
5. The state cumulative folder was used in 64 per cent of the schools.
6. One-third of the schools offered occupation courses.
7. One-fourth of the schools conducted occupational surveys.
8. Guidance committees were used in 19 per cent of the schools.⁵³

Frank Fuller attempted to establish a need and make provision for guidance services in the white high schools of North Carolina through a study of these schools. He divided the state into three sections and chose a county from each section. All high schools in the selected counties were studied. Fuller found the following major weaknesses:

1. Insufficient financial support from both local and state level to local programs of guidance.
2. Insufficient liaison between state agencies at both the state and local levels.
3. An insufficient number of properly trained guidance specialists at the local level.
4. A lack of organization of guidance services at the local level.
5. Poorly organized and maintained student guidance records in local schools.
6. Insufficient use of objective standardized tests in local schools.
7. Insufficient amounts of properly indexed and filed occupational, educational, and personal-social problems literature in local schools.
8. Insufficient means of disseminating information.
9. Not enough counseling available to students in the school.
10. Virtually non-existent placement services in local schools.
11. Little organized cooperation between schools and public placement agencies.

⁵³Carl M. Horn, "A Survey of Guidance Practices in Michigan Public Schools" (Unpublished doctoral dissertation, Michigan State College, Lansing, 1951).

12. Virtually non-existent follow-up activities in local schools.
13. Few schools with organized group activities in guidance to assist in such problems as orientation, vocational choice, and curriculum choice.⁵⁴

The guidance program in thirty Negro high schools of Missouri were surveyed by Hoard. He used the interview method to gather his data which covered the organization and administration, guidance staff, and guidance services. The following represent the findings:

1. A guidance program of some kind was in all the 30 high schools.
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 function in the guidance program 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 a major in guidance.
5. Twenty-one of the thirty 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 per cent 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.⁵⁵

Morse made a study of guidance services and practices in the Negro secondary schools of Georgia in 1959. His stated purposes were to survey the guidance programs in the schools and make recommendations for

⁵⁴Frank G. Fuller, "Guidance Services in the White Public Schools of North Carolina" (Unpublished doctoral dissertation, George Washington University, Washington, D. C., 1959).

⁵⁵Charles M. Hoard, "A Survey of the Guidance Programs in the Missouri Negro High Schools" (Unpublished doctoral dissertation, Indiana University, Bloomington, 1952).

improvement. One hundred-eighty-four questionnaires were returned and data analyzed.

His findings were as follows:

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 service.
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.

The following conclusions were drawn from the study:

1. There is need for an adequate number of qualified counselors and 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 the students.⁵⁶

A study was made of guidance services in Kansas public schools by Baird in 1956. He found that:

1. Guidance programs are organized in Kansas public secondary schools because of the need for additional services to students, the interest of the administration, and the interests of the teachers.

⁵⁶Carlton H. Morse, "Guidance Services and Practices in the Negro Secondary Schools of Georgia" (Unpublished doctoral dissertation, University of Oklahoma, Norman, Oklahoma, 1959).

2. Counselors are chosen from the regular teaching staff, and expressed interest of a teacher in guidance is more important than services as a classroom teacher.
3. Administrators believe in guidance and confess a considerable interest in it, but this interest is not always supported by the knowledge of how to implement such program.
4. Administrators often fail to plan in-service guidance training for the entire faculty when organizing and developing a program.
5. Administrators believe in the usefulness of the guidance program and the desirability of trained personnel for it.
6. Lines of communication between administrator and counselors are not quite clear.
7. Curriculum modification as a result of findings left much to be desired.
8. Weaknesses in the guidance program in many schools result from a lack of clearly defined objectives.
9. For the most part men provide the guidance leadership and that personnel in the first and second class school are better trained than those in third class schools.
10. Supervised Counseling experience is the weakest area of training for counselors.
11. Counselors are usually selected from the staff of teachers employed--usually social studies teachers.
12. All broad areas of work experienced other than teaching is represented among the counselors.
13. Cumulative records are reasonably adequate for the information needed by the counselor.
14. Informational services appear to be adequate in those schools having guidance programs.
15. Counselors accept the premise that counseling should be available to all students.
16. Counselors are not convinced of the importance of keeping records of interviews with students.
17. Placement services are somewhat weak in Kansas public schools.
18. Practically nothing is done in the way of follow-up services.
19. Orientation activities appear to be a definite part of the guidance service program in most schools.
20. Guidance programs in first class schools appear to be of better quality than that in second and third class schools.

He drew the following conclusions about the school in Kansas:

1. Guidance programs in Kansas public schools may be considered as typical programs.
2. The guidance programs usually provide the services recommended as being desirable.
3. Counselors in Kansas public schools are reasonable well-trained.
4. Guidance programs in third class schools are often weaker than those in first and second class schools.⁵⁷

⁵⁷Clyde Ray Baird, "Guidance Services in Kansas Public Secondary Schools" (Unpublished doctoral dissertation, University of Oklahoma, Norman, Oklahoma, 1956).

CHAPTER III

ADMINISTRATIVE BASES FOR GUIDANCE SERVICES

Introduction

In the organization of a guidance program, the administrator is the key person. Teachers may undertake the task of organizing a guidance program but it will be more successful and reach its greatest potential only through encouragement and support from the administrator.

While much of the responsibility for coordination and effective operation of the guidance program can be assigned to the guidance person, the administrator must assume leadership in providing the necessary space and facilities, time for guidance, a program of in-service training for the teaching staff, opportunity for teacher participation, and an adequate budget. Additional responsibilities of the administrator include public relations, encouraging students to use guidance services, an expressed belief in guidance services, and providing trained and competent personnel for the program.

Since an effective guidance program depends upon the encouragement and support of the administrator, it was felt desirable to obtain information from the administrators regarding the administrative bases for guidance in the schools.

Reasons for Initiating a Guidance Program

Responses from administrators to questions designed to establish

reasons for initiating a guidance program in their schools, indicated one principal reason for organizing such programs. According to Table 3, 52 administrators, or 59.1 per cent, felt that there was a need for broader services for students which could be provided through a guidance program. While 17 administrators, or 19.3 per cent, checked more than one item as the reason, each included broader services for students. Interest of the administrator in starting a guidance program was pointed out by three administrators, or 3.4 per cent. Two administrators, or 2.3 per cent, felt that the board of education was an important factor in initiating the guidance program. At the same time 10 administrators, or 11.4 per cent, indicated the provision of the National Defense Education Act as the primary reason for organizing guidance activities in their schools. Demands from the community influenced two administrators, or 2.3 per cent, in including guidance programs in the offerings to students. Teacher-training institutions were influential with only one administrator, or 1.1 per cent, in initiating guidance services. Like teacher-training institutions, the State Department of Public Instruction was of little importance in influencing the organization of guidance services, since one, or 1.1 per cent, of the administrators indicated this reason for organizing a guidance program.

Selection of Professional Guidance Staff

In selecting counselors, both full-time and part-time fifty-three administrators, or 61.4 per cent, reported they selected personnel from the regular teaching staff as pointed out in Table 4. Recommendations of teacher-training institutions for positions of counselors accounted for thirteen, or 14.7 per cent. Next in importance of selection of professional

TABLE 3
 REASONS FOR INITIATING A GUIDANCE PROGRAM IN NEGRO SECONDARY SCHOOLS
 IN NORTH CAROLINA WITH NUMBER AND PER CENT OF EACH AS REPORTED
 BY PRINCIPALS OF THE SCHOOLS

Reasons	1-A Schools 10		2-A Schools 25		3-A Schools 18		4-A Schools 35		Total 88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Demand from community	0	0	1	4.4	0	0	1	2.9	2	2.3
2. Provisions of NDEA	1	10.0	2	8.0	4	22.2	3	8.6	10	11.4
3. State Department	0	0	1	4.4	0	0	0	0	1	1.1
4. Need for broader services	7	70.0	11	44.0	9	50.0	25	71.4	52	59.1
5. Interest of principal	0	0	1	4.4	2	11.1	0	0	3	3.4
6. Influence of Board of Education	0	0	1	4.4	0	0	1	2.9	2	2.3
7. Teacher-training institution	0	0	1	4.4	0	0	0	0	1	1.1
8. Checked more than one	3	30.0	9	36.0	7	38.9	8	32.9	27	30.7

TABLE 4
 SOURCES USED BY ADMINISTRATORS FOR SELECTING COUNSELORS IN NEGRO SECONDARY
 SCHOOLS OF NORTH CAROLINA WITH NUMBER AND PER CENT OF EACH
 REPORTED BY THE PRINCIPALS OF THE SCHOOLS

Sources	1-A Schools 10		2-A Schools 25		3-A Schools 18		4-A Schools 35		Total Schools 88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Regular teaching	7	70.0	14	56.0	13	72.2	19	54.3	53	61.4
2. Persons recommended	1	10.0	2	8.0	3	16.7	7	20.0	13	14.7
3. Persons recommended by state supervisor of guidance	1	10.0	3	12.0	1	5.5	5	11.4	10	11.4
4. Others	1	10.0	4	16.0	1	5.5	3	8.6	9	10.7
5. More than one source checked	0	0	2	8.0	0	0	1	2.9	3	3.4

guidance staff was persons recommended by the state supervisor of guidance services with ten, or 11.4 per cent, reporting. Nine administrators, or 10.7 per cent, used other means of selecting counselors. Apparently more than one factor was involved in the selection of guidance personnel since three, or 3.4 per cent, indicated that more than one source was used.

While most schools use the regular teaching staff as the primary sources for selecting counselors, it appears that success as a classroom teacher is of little importance in singling out a teacher for counseling duties. Table 4 gives evidence to support this statement, since only two administrators, or 2.3 per cent, indicate this reason to be of prime importance.

Primary Reason for Selecting Guidance Personnel

Active interest and professional training in guidance work is one of the chief reasons for staff selection. This is true in 28, or 31.1 per cent, of the schools reporting, as indicated in Table 5. Active interest with minimum certification requirements and some background experience in guidance work was a factor in 18, or 20.4 per cent, of the schools. Active interest and willingness to complete minimum certification was reported to be important by 11 administrators, or 12.5 per cent. Ten administrators, or 11.8 per cent, considered expressed interest in guidance work as a major factor in selecting counselors. Active interest with minimum certification requirements was an important factor in selecting counselors with nine administrators, or 10.2 per cent. Success as a classroom teacher, apparently was of little significance in selecting counselors since only two administrators, or 2.3 per cent, indicated this reason. Two administrators, or 2.3 per cent, reported that counselors were selected

TABLE 5

PRIMARY REASONS FOR SELECTING INDIVIDUALS AS COUNSELORS IN THE NEGRO SECONDARY SCHOOLS IN NORTH CAROLINA WITH NUMBER AND PER CENT FOR EACH AS REPORTED BY THE PRINCIPALS

Reasons	1-A Schools 10		2-A Schools 25		3-A Schools 18		4-A Schools 35		Total Schools 88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Successful classroom teaching	0	0	1	4.0	1	5.5	0	0	2	2.3
2. Expressed interest in guidance	2	20.0	5	20.0	3	16.7	0	0	10	11.8
3. Active interest and professional training	3	30.0	6	24.0	5	27.8	14	40.0	28	31.1
4. Active interest and willingness to complete professional training	1	10.0	3	12.0	4	22.2	3	8.6	11	12.5

TABLE 5 continued

Reasons	1-A Schools 10		2-A Schools 25		3-A Schools 18		4-A Schools 35		Total Schools 88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
5. Active interest minimum certification requirement	2	20.0	1	4.0	2	11.1	4	11.4	9	10.2
6. Active interest minimum certification and guidance experience	2	20.0	4	16.0	2	11.1	10	28.6	18	20.4
7. Others	0	0	5	20.0	1	5.5	2	5.7	8	9.1

primarily on recommendations of the principals.

Although most of the administrators were definite in their commitment to reasons for selecting counselors, eight or 9.1 per cent, apparently felt that a combination of several factors were important as they checked two or more of the reasons. Five of these responses came from double-A schools, or 20 per cent, of those reporting; one came from triple-A schools, or 5.5 per cent of those reporting; two came from four-A schools, or 5.7 per cent of those reporting.

All schools placed great emphasis upon active interest and professional training. This is apparent in that 14, or 40 per cent, of the four-A schools, 5, or 27.8 per cent, of the triple-A schools, 6, or 24 per cent, of the double-A schools, and 3, or 30 per cent, of the single-A schools, stress this combination. The four-A schools also place greater emphasis upon active interest, minimum requirements for certification and guidance experience than do both the double-A or triple-A schools. This fact is evident from the response which indicates that 10, or 28.6 per cent, stress this point in comparison to 2, or 11.1 per cent, of the triple-A schools, 4, or 16 per cent, of the double-A schools, and 2, or 20 per cent, of the single-A schools. The triple-A schools regarded an active interest and willingness to complete professional training for certification as a second major factor in selection of counselors, as indicated by four, or 22.2 per cent, of those schools.

Physical Facilities and Consumable Supplies

Table 6 indicates that administrators in single-A schools, 8, or 80 per cent, double-A schools, 25, or 100 per cent, triple-A schools, 14, or 77.8 per cent, and four-A schools, 31, or 88.9 per cent, believe that

TABLE 6

NUMBER AND PER CENT OF NEGRO SECONDARY SCHOOLS OF NORTH CAROLINA
PROVIDING PHYSICAL FACILITIES AND CONSUMABLE
SUPPLIES FOR THE GUIDANCE PROGRAM

Physical Facilities and Consumable Supplies	1-A Schools		2-A Schools		3-A Schools		4-A Schools		Total Schools	
	10		25		18		35		88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Comprehensive record system	8	80.0	25	100.0	14	78.8	31	88.9	78	88.5
2. Accessible records	10	100.0	25	100.0	18	100.0	34	97.1	87	98.9
3. Safeguards for records	10	100.0	23	96.0	15	83.3	34	97.1	82	93.2
4. Testing materials	6	60.0	21	84.0	13	72.1	31	88.9	71	80.7
5. Clerical service	1	10.0	7	28.0	3	16.7	5	14.3	16	18.2
6. Accession of materials	9	90.0	10	64.0	14	77.8	31	88.9	70	79.5
7. Special equipment	7	70.0	22	88.0	16	88.9	34	97.1	79	89.8
8. Facilities for privacy	6	60.0	22	88.0	17	94.4	29	82.9	74	84.1

a comprehensive record system is provided which meets standards of compactness, clerical economy, and usability. Counselors and other authorized persons have ready access to all records relevant to guidance services. The availability of guidance records is a principle endorsed by most of the schools since 87 schools, or 98.9 per cent of all administrators, indicate that counselors and other persons authorized to use the records find them available. In a like manner, safeguards to insure security, privacy, and permanency of guidance materials are provided by 82, or 93.2 per cent of all schools.

Testing materials are provided in 71, or 80.7 per cent, of the schools. Apparently less emphasis is placed on testing in the single-A schools, 6, or 69 per cent, and triple-A schools, 13, or 72.1 per cent, than in double-A schools, 21, or 84 per cent, and four-A schools, 31, or 88.9 per cent. This may be due partly to a lack of funds for testing materials and/or a lack of clerical services. A lack of funds may also be a major factor in the clerical services provided, since only 16, or 18.2 per cent, of the schools provide these services. The double-A schools, 7, or 28 per cent, provided clerical services as compared with triple-A schools with 3, or 16.7 per cent, four-A schools with 5, or 14.3 per cent, and single-A schools report only 1, or 10 per cent.

Published materials and audio-visual materials of an occupational nature are provided in many schools though somewhat lacking in others. In 70, or 79.5 per cent, of all the schools such materials are provided. The single-A schools, as compared with double-A schools with 16, or 64 per cent, triple-A schools with 14, or 77.8 per cent, and four-A schools with 31, or 88.9 per cent, apparently place greater emphasis on obtaining printed

and audio-visual materials for the guidance program.

Most schools attempt to provide necessary items of office equipment, including files. Seventy-nine, or 89.3 per cent, indicate such provisions. Four-A schools lead the others in this important area with 34, or 97.1 per cent, in comparison with triple-A schools, 16, or 88.9 per cent, double-A schools, 22, or 88 per cent, and single-A schools, 7, or 70 per cent. Facilities for privacy while interviewing are provided in 74, or 84.1 per cent, of the schools, with triple-A schools outstanding with 17, or 94.4 per cent, in comparison with double-A schools, 22, or 88 per cent, four-A schools 29, or 82.9 per cent, and single-A schools 6, or 60 per cent.

Development and Operation

Professional leadership for the development and operation of the guidance program is assumed by professionally trained guidance personnel in most of the schools as revealed in Table 7. Since all schools report having professionally trained guidance staff in 90 per cent or better in all cases, it is apparent that administrators place great emphasis on trained personnel. Double-A schools, 24, or 96 per cent, lead in this respect with triple-A schools, 17, or 94.4 per cent, four-A schools, 33, or 94.3 per cent, and single-A schools, 9, or 90 per cent, following in that order. It is interesting to note that resources of the faculty, other than guidance trained members, are utilized more in carrying on the guidance program in single-A schools, 8, 80 per cent, than in the triple-A schools, 13 or 72.1 per cent, four-A schools, 25, or 71.4 per cent, and double-A schools, 16, or 64 per cent. It is apparent that less emphasis is placed on this phase of the program in double-A schools than either of the others.

TABLE 7
 NUMBER AND PER CENT OF NEGRO SECONDARY SCHOOLS IN NORTH CAROLINA
 MAKING PROVISION FOR THE DEVELOPMENT AND OPERATION
 OF GUIDANCE SERVICES

Provisions	1-A Schools		2-A Schools		3-A Schools		4-A Schools		Total Schools	
	10		21		18		35		88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Professional guidance leadership	9	90.0	24	96.0	17	94.4	33	94.3	83	94.5
2. Faculty resources utilized	8	80.0	16	64.0	13	72.1	25	71.4	62	70.5
3. Orientation programs used	7	70.0	22	88.0	18	100.0	34	97.1	91	92.0
4. Guidance duties scheduled	10	100.0	25	100.0	18	100.0	35	100.0	88	100.0
5. Students freed for interviews	9	90.0	25	100.0	18	100.0	35	100.0	87	98.9
6. Flexibility in schedule	5	50.0	10	40.0	10	55.5	24	68.8	49	55.7
7. Counselor out-of-school contacts	6	60.0	17	68.0	12	66.6	28	82.9	63	71.6

TABLE 7 continued

Provisions	1-A Schools		2-A Schools		3-A Schools		4-A Schools		Total Schools	
	10		21		18		35		88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
8. Community support enlisted	9	90.0	19	76.0	15	83.3	30	88.9	73	82.9
9. Interviews for each student	9	90.0	20	80.0	15	83.3	33	94.3	77	87.5
10. Counselor assigned administrative duties	2	20.0	6	24.0	1	5.5	6	17.1	15	17.0
11. Guidance needs adjusted	9	90.0	23	92.0	12	66.6	30	88.9	74	84.1
12. Counselor student ratio 100 or less	8	80.0	16	64.0	11	61.0	15	42.8	50	56.8
13. Guidance council	4	40.0	17	68.0	13	72.2	25	71.4	59	67.0

Orientation activities are utilized in most of the schools to introduce new students to the school as is noted in Table 7. These orientation programs are carried on by 81 schools, or 92 per cent. There is a greater tendency, however, to use orientation services in triple-A schools, 18, or 100 per cent, and four-A schools, 34 or 97.1 per cent, than in double-A schools, 22, or 88 per cent, and single-A schools, 7, or 70 per cent.

Table 7 also reveals that all schools make provision for counselors to perform their guidance duties during the regularly scheduled school day since 88, or 100 per cent, of the schools make such provision. With the exception of one single-A school, all administrators release students for counseling interviews during the school day as is noted in 87, or 98.9 per cent, of the schools. This permits counselors to plan interviews with all students if the counseling load is of such that time will permit it.

Apparently less consideration is given to flexibility in the school schedule to facilitate counseling decisions of pupils for work experiences. Only 49 administrators, or 55.7 per cent of the schools, provide such opportunity. Four-A schools 24, or 68.8 per cent, triple-A schools, 10, or 55.5 per cent, seem to place greater emphasis on flexibility in the schedule than double-A schools, 10 or 40 per cent, and single-A schools, 5, or 50 per cent. This lack of flexibility may be due to location of the schools in rural areas where job opportunities are more plentiful per se, but they are not available to all persons on like basis. Counselor out-of-school contacts are authorized by administrators to facilitate on-the-spot observance and proper referral of counselors to community agencies that may have something to offer in the way of experiences in a

particular line of work in which the student is interested. Field trips or visits to local industry and business have much to offer in helping students to gain new insights into a particular line of work. Such contacts provide opportunity for counselors to make occupational surveys in any placement services that may be offered. This authorization is given in 63, or 71.6 per cent, of the schools. Four-A schools, 28, or 82.9 per cent, give greater emphasis to out-of-school counselor contacts than do the double-A schools, 17, or 68 per cent, triple-A schools, 12, or 66.6 per cent, and single-A schools, 6, or 60 per cent. Considerable attention is given to enlisting the support of agencies and organizations which influence public opinion with 73 schools, or 82.9 per cent, indicating such practices. Single-A schools seem to give more attention to gaining support for this aspect of the program since 9 schools, or 90 per cent, report enlisting such support.

Interviews are not planned for each student since only 77, or 87.5 per cent, of the schools make such arrangement. The practice of interviewing varies from one school to the other. Some schools schedule interviews with all seniors and freshmen, while others handle interviews on a voluntary basis. A few schools schedule interviews for students who obviously need assistance in adjustment to the school environment. Four-A schools, 33, or 94.3 per cent, do more in the area of scheduling students for interviews than either of the other classes of schools.

Only a few of the schools assign counselors administrative and supervisory duties since only 15 schools, or 17 per cent, report doing such. Apparently administrators feel that counselors should be steered clear of such duties. One administrator stated that the counselor in his school

was assigned administrative and supervisory duties on the same basis as the other teachers on his staff. In most instances, administrative and supervisory duties involve, either directly or indirectly, some semblance of authority which may conflict with the concept that a counselor can be more effective and successful when his duties keep him clear of disciplinary actions which require punitive measures.

Although 74 schools, or 84.1 per cent, indicated the needs of the guidance program were specifically included in the instructional budget, many administrators were a bit vague about the actual amount of money spent on the guidance program. This may be due to the fact that superintendents handle the budget and principals make little or no effort to discuss this item with their superintendents.

Many writers in the field of guidance recommend a counselor-pupil ratio of one full-time counselor to 500 pupils in a school with a five period schedule or 100 or less pupils per hour of counseling time. Responses to the question of counselor-pupil ratio reveal that 50 schools, or 56.8 per cent, indicate that this ratio is met in slightly more than one-half of the schools. Table 7 further reveals that single-A, double-A, and triple-A schools adhere closer to the established counselor-pupil ratio than do schools of the four-A classification. This fact is to be noted particularly since single-A schools, 8, or 80 per cent, and double-A schools, 16, or 61 per cent, in comparison with four-A schools, 15, or 42.8 per cent, indicate that the counselor-pupil ratio is 100 or less per hour of counseling time. A lack of financial assistance may be a factor since many local boards are responsible for the necessary funds for operating the program.

Guidance councils composed of faculty members from various subject-matter areas were considered important and in use in 59, or 67.0 per cent, of the schools. Single-A schools seem to place less emphasis on this aspect than schools in the other classification, however, neither school group seems to place a great deal of emphasis on it since less than 73 per cent of either group considered it important.

Teacher Participation

To see the teacher's role in guidance as a strategic one is the responsibility of the administrator and guidance counselor. Actually, a sound guidance program calls for and is dependent upon the participation of every member of the school staff. Even though the school counselor may serve as coordinator of all guidance activities, the counselor should look to teachers for help in gathering data and disseminating information and the teacher, in turn, should look to the counselor for help on special problems, suggestions in regards to referrals, and especially, for leadership in improving skills and understanding in working with students. Provision then, for teachers to participate in the guidance program is a must if the program is to be of maximum service to students.

Table 8 shows that the area of teacher participation in the guidance program is looked upon with favor by administrators in the Negro secondary school in North Carolina. As a part of their responsibilities, they are expected to collect and record information about students in 56 schools, or 63.6 per cent. They are reported as encouraging students to participate in extra-curricular activities as a measure of social and personal guidance in 87 schools, or 98.9 per cent. For specialized help,

TABLE 8
 NUMBER AND PER CENT OF NEGRO SECONDARY SCHOOLS IN NORTH CAROLINA
 MAKING PROVISION FOR TEACHERS TO PARTICIPATE
 IN THE GUIDANCE PROGRAM

Teacher Participa- tion	1-A Schools		2-A Schools		3-A Schools		4-A Schools		Total Schools	
	10		25		18		35		88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Collect and re- cord information	10	100.0	19	76.0	14	77.8	23	65.7	56	63.6
2. Encourage students to participate in extra-curricular activities	10	100.0	24	96.4	18	100.0	35	100.0	87	98.9
3. Refer students to counselor	10	100.0	24	96.4	18	100.0	34	97.2	86	97.7
4. Confer with prin- cipal about students	10	100.0	24	96.4	18	100.0	32	91.5	84	95.4
5. Secure cooperation of the home	10	100.0	22	88.0	17	94.4	33	94.3	82	92.2
6. Use cumulative records	9	90.0	25	100.0	18	100.0	34	97.2	86	97.7

TABLE 8 continued

Teacher Partici- pation	1-A Schools		2-A Schools		3-A Schools		4-A Schools		Total Schools 88	
	10		25		18		35			
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
7. Acquaint students with services	10	100.0	25	100.0	18	100.0	34	97.2	87	98.9
8. Follow-up of school leavers	6	60.0	17	68.0	9	50.0	30	88.9	62	70.5
9. Develop materials	5	50.0	19	76.0	14	77.8	30	88.9	68	77.2
10. Discuss implica- tions of subject	9	90.0	24	96.0	18	100.0	33	94.3	84	95.4

teachers refer students to counselors in 86 schools, or 97.7 per cent. A slightly lesser number of teachers confer with the principal about students who need special help, since 84, or 95.4 per cent, of schools report such practices. Cooperation of home with the guidance program was considered important in 82 schools, or 92.2 per cent. As a means of understanding students more fully, teachers go to the cumulative records for information in 86, or 97.7 per cent, of the schools responding.

Teachers are helpful in acquainting students with the values and availability of guidance services in 87 schools, or 98.9 per cent. There seems to be less emphasis on follow-up of school-leavers than most other areas of teacher participation since only 62, or 70.5 per cent, of the schools receive help from teachers. In developing and obtaining instructional materials useful in the guidance program 68 schools, or 77.2 per cent, report that teachers engage in the practice. A discussion of educational and occupational implications of various subject-matter is done by teachers in 84, or 95.4 per cent, of the schools. It is to be noted here that administrators think well of and make adequate provision for teachers to participate fully in the guidance program since 7 out of 10 areas rated better than 92 per cent in participation. It is further noted that single-A schools and triple-A schools rated better than double-A and four-A schools in teacher participation.

In-Service Training of Professional Staff and Other Staff Members

Staff members who are assigned guidance duties are encouraged to carry on a program of graduate studies appropriate to their needs and ultimately to the advancement of the guidance program in 75, or 85.2 per

cent, of the schools responding. According to Table 9 each classification of schools place considerable emphasis upon this aspect as noted by the fact that single-A schools, 8, or 80 per cent, double-A schools, 21, or 85 per cent, triple-A schools, 16, or 88.9 per cent, and four-A schools, 30, or 88.9 per cent, attach significance to a program of continued study by staff members. Administrators, 78, or 88.5 per cent, make arrangements for study of guidance programs through a series of meetings devoted to guidance. Single-A schools lead in this respect with 10, or 100 per cent, of the schools making such provisions as compared with 17, or 94.4 per cent, of triple-A schools, 32, or 91.5 per cent, of the four-A schools, and 19, or 76 per cent, of the double-A schools. The local program is given particular emphasis and only 73, or 82.9 per cent, of the schools, while access to professional guidance reading materials is provided in 84, or 95.4 per cent, of the schools. Four-A schools seem to make more adequate provision in this area since 34, or 97.2 per cent, of the administrators make such provisions. This means that books and pamphlets are purchased by the schools for use by the faculties. As a contrast to this type of in-service training, few schools provide financial incentives for additional guidance training by underwriting either part or all tuition for summer school, evening courses, and extension courses. Most schools rated low in this respect with only 13 schools, or 14.8 per cent, providing such incentives. Effort is made to develop a mutual understanding between counselors and other members of the school staff as to their respective functions in dealing with individual students in 84, or 95.4 per cent of all the schools. Single-A and double-A schools took the lead in this aspect as noted with 10 schools, or 100 per cent of single-A schools, 25, or 100

TABLE 9
 NUMBER AND PER CENT OF NEGRO SECONDARY SCHOOLS IN NORTH CAROLINA
 MAKING PROVISIONS FOR IN-SERVICE TRAINING
 OF PROFESSIONAL STAFF

In-service Training	1-A Schools		2-A Schools		3-A Schools		4-A Schools		Total Schools	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	10		25		18		35		88	
1. Professional study encouraged	8	80.0	21	85.0	16	88.9	30	88.9	75	85.2 49
2. Meetings devoted to guidance	10	100.0	19	76.0	17	94.4	32	91.5	78	88.5
3. Local program studied	7	70.0	18	75.0	16	88.9	32	91.5	73	82.9
4. Guidance materials	9	90.0	24	96.0	17	94.4	34	97.2	84	95.4
5. Understanding of function	10	100.0	25	100.0	15	83.2	34	97.2	84	95.4
6. Financial incentives	3	30.0	3	12.0	2	11.1	5	14.3	13	14.8

per cent of double-A schools, while four-A schools, 34, or 97.2 per cent, and triple-A schools, 15, or 83.3 per cent, follow in that order. This phase of the guidance program is of prime importance since cooperation of the entire staff is desirable and necessary for the development and operation of the program.

Curriculum Modification

Table 10 points out that an attempt to systematically compile and interpret data derived from cumulative records and from the community for their importance in curriculum modification has been successful in only 52, or 59.1 per cent, of all the schools. In 73 schools, or 82.9 per cent, new forms of curricular offerings are studied in view of data revealed through the guidance services, but there is a greater tendency to do this in four-A schools as indicated by the fact that 31, or 88.6 per cent, of these schools make such studies.

Seventy-one, or 80.7 per cent, of the administrators reported that in cases where special needs of students were identified through guidance services, new courses or units in existing courses were added to meet those needs. Double-A schools are especially active in including new courses and/or units in that 22, or 88 per cent, attempted to meet the special needs of students by doing so. It is to be noted also that effort is being made to modify instructional methods in accordance with the characteristics of students enrolled when the characteristics are revealed through the guidance services. This practice is noted in 76 schools, or 86.4 per cent. Four-A schools as well as triple-A schools make similar provisions with 88.6 per cent and 88.9 per cent respectively. At the same time double-A schools, 21, or 85 per cent, and single-A schools, 8, or 80 per cent,

TABLE 10 continued

Curriculum Modification	1-A Schools		2-A Schools		3-A Schools		4-A Schools		Total Schools 88	
	10		25		18		35			
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
7. Schedule and instructional offerings modified	5	50.0	16	64.0	11	61.1	26	74.3	58	65.9
8. Supervised work experienced	2	20.0	10	40.0	4	22.2	16	45.7	32	36.3
9. Extra-curricular offerings supplement curricular offerings	7	70.0	20	80.0	15	83.3	33	94.3	75	85.2

99

TABLE 10
 NUMBER AND PER CENT OF NEGRO SECONDARY SCHOOL IN NORTH CAROLINA
 MODIFYING THE CURRICULUM AS A RESULT OF DATA OBTAINED
 THROUGH GUIDANCE SERVICES

Curriculum Modification	1-A Schools		2-A Schools		3-A Schools		4-A Schools		Total Schools	
	10		25		18		35		88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Cumulative record data interpreted	6	60.0	16	64.0	9	50.0	21	60.0	52	59.1
2. New Curricular offerings	7	70.0	20	80.0	15	83.3	31	88.6	73	82.9
3. New course or units	7	70.0	22	88.0	14	77.8	28	80.0	71	80.7
4. Instructional methods modified	8	80.0	21	84.0	16	88.9	31	88.6	76	86.4
5. Educational and occu- pational units in- cluded	10	100.0	25	100.0	15	83.3	31	88.6	71	80.7
6. Variety of occupa- tions discussed	8	80.0	20	80.0	8	44.4	30	85.7	66	75.0

67

make such provisions.

Specific provision is made in the curriculum for acquainting students with a variety of occupations, particularly of the local community as noted in 66, or 75 per cent, of the schools. Triple-A schools, 8, or 44.4 per cent, seem to place much less emphasis on this aspect than either of the other classified groups of schools. Likewise, teachers of various subjects in 71, or 80.7 per cent, of all the schools, include their courses, units of occupational and educational information as relate to their subject-matter field.

A modification of the school schedule and instructional offerings to provide for students with special abilities, handicaps, and unusual situations as revealed by the guidance services, has been done in only 8 schools, or 65.9 per cent. This fact may be due to a "tight" schedule created by heavy teacher load. In a lesser degree supervised occupational experiences, when desirable, through cooperation of schools and employing agencies, take place in 32 schools, or 36.3 per cent. Apparently there is need for a closer working relationship between school officials and employing agencies in the local community.

Many school administrators seem to be convinced that curricular offerings should be broadened or supplemented by extra-curricular or core-curricular activities and organizations for the purpose of arousing vocational interests and stimulating the development of desirable personality and character traits, since 75, or 85.2 per cent, checked this as a practice in their schools. Table 10 also reveals that this practice received more consideration in the larger schools with four-A schools, 33, or 94.3 per cent, triple-A schools, 15, or 83.3 per cent, double-A schools, 20, or

80 per cent, followed by single-A schools, 7, or 70 per cent. This is to be expected since the largest school enrollment makes it possible to sponsor a greater variety of activities.

Age of Organized Guidance Program

In an attempt to establish the age of the organized guidance program, respondents were asked to check the space appropriate to the number of years the program had been in operation in their schools. Table 11 gives a fairly good practice of the length of time organized guidance programs have been in operation. Only 21, or 23.8 per cent, of the schools have had an organized program more than five years, while 67 schools, or 76.2 per cent, have had an organized guidance program five years or less. Only seven schools reported having an organized guidance program ten or more years with four-A schools ahead in this respect with five schools. This fact indicates the relative newness of the guidance movement in the Negro secondary schools of the state.

Assigned Time for Counseling

The amount of time provided guidance personnel is of prime importance. For any program to make progress, sufficient time for planning and evaluation must be provided. Table 12 reveals that only 51, or 65.4 per cent, of the counselors are assigned to guidance work full-time. One counselor is assigned to guidance duties 25 hours per week--5 hours per day, or 1.3 per cent, on a weekly basis. Eleven counselors, or 14.1 per cent, are responsible to the guidance program in their respective schools 15 hours per week or 3 hours per day. This seems to approach the half-time counselor since many of the schools operate on a 6 hour daily schedule.

TABLE 11

NUMBER OF YEARS AN ORGANIZED GUIDANCE PROGRAM HAS BEEN IN
OPERATION IN NEGRO SECONDARY SCHOOLS IN NORTH CAROLINA
WITH NUMBER AND PER CENT OF EACH

Years of Operation	1-A Schools		2-A Schools		3-A Schools		4-A Schools		Total Schools	
	10		25		18		35		88	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. 10 or more	0	0	2	8.0	0	0	6	17.1	8	9.1
2. 9 years	1	10.0	2	8.0	1	5.5	3	8.6	7	7.9
3. 8 years	0	0	0	0	0	0	1	2.8	1	1.1
4. 7 years	0	0	0	0	0	0	4	11.4	4	4.5
5. 6 years	0	0	0	0	0	0	1	2.8	1	1.1
6. 5 years	0	0	2	8.0	1	5.5	5	14.3	8	9.1
7. 4 years	1	10.0	4	16.0	1	5.5	5	14.0	11	12.5
8. 3 years	2	20.0	3	12.0	7	38.8	1	2.8	13	14.8
9. 2 years	6	60.0	10	40.0	7	38.8	7	20.0	30	34.1
10. 1 year	0	0	2	8.0	1	5.5	2	5.7	5	5.7

TABLE 12

ASSIGNED TIME FOR COUNSELING IN NEGRO SECONDARY SCHOOLS
WITH NUMBER AND PER CENT IN EACH AREA

Counseling time	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Full-time	1	16.7	10	52.6	11	61.1	29	82.9	51	65.4
2. Twenty-five hours	0	0	0	0	0	0	1	2.9	1	1.3
3. Twenty hours	0	0	0	0	0	0	0	0	0	0
4. Fifteen hours	0	0	1	5.3	7	38.9	3	8.6	11	14.1
5. Ten hours	5	83.3	6	31.6	0	0	2	5.7	13	16.6
6. Five hours	0	0	2	10.5	0	0	0	0	2	2.6

Thirteen counselors, or 16.6 per cent, are assigned to guidance work 10 hours per week or 2 hours per day. Only two, or 2.6 per cent, of the counselors are assigned for five hours per week or one hour per day.

Summary

The organization of guidance programs in Negro public secondary schools is due to a felt need for broader services to students. Another important factor in the growth of such programs is a provision made by the National Defense Education Act, Title V. Adequate physical facilities and sufficient consumable supplies are provided according to responses from administrators in most of the schools.

The regular teaching staff provided the source for most of the counselors, and the development of the guidance program is generally under the leadership of a professionally trained guidance person. Administrators feel that they provide fairly adequately for the development and operation of the guidance program within the framework of policies conducive to the growth and expansion of guidance services, however, very little is done by way of making provisions for financial incentives to staff members for further study in the field of guidance.

The degree to which teachers participate in the guidance program and the in-service training program attests to the fact that administrators consider these strong areas in the development and operation of the guidance program. Curricular offerings tend to be influenced by the data gathered from guidance services as reported by administrators. Organized guidance programs are relatively new in the Negro secondary schools of North Carolina and time for counseling varies from one hour per day to full-time counseling.

CHAPTER IV

GUIDANCE LEADERSHIP

Introduction

In addition to the support of the administrator in the development and operation of a guidance program, professional guidance leadership is essential. The individual whose responsibility it is to plan, organize, and direct guidance services must have the necessary professional training for an understanding commensurate with the demands of the program if it is to be of maximum value to all of the students. It is the responsibility of the individual to provide active professional leadership in every respect. He must be able to marshal the forces of the entire staff and utilize the services of state, regional, and national leadership in guidance activities as well as draw upon recommended practices reported in the literature. To give a picture of the counselor in his role as the professional leader in the guidance program, this chapter is included in this investigation.

Professional Leadership

Both men and women furnish the professional guidance leadership in the Negro secondary public schools in North Carolina, with women dominating the counseling scene in every classification. In the single-A schools, there is one man, or 16.7 per cent, and five women, or 83.3 per

cent. There is a slight increase in the percentage of men in double-A schools, where 6 men, or 31.6 per cent, and 13 women, or 68.4 per cent, are employed as counselors. A check of Table 13 reveals that 4 men, or 22.2 per cent, and 14 women, or 77.7 per cent, comprise the counseling staff in triple-A schools. The trend continues in four-A schools with 7 men, or 20 per cent, and 28 women, or 80 per cent.

With regard to professional training of counselors Table 14 points out the fact that counselors in four-A and triple-A schools have better training for their positions than do counselors in single-A and double-A schools. A fairly good percentage of counselors in all schools have had a survey course in guidance as indicated with 67, or 85.9 per cent, having had such a course.

Training in techniques for the analysis of the individual seems to be substantial among counselors of all schools with counselors in single-A schools showing the greater weakness in this area. It was found that 32 of the four-A school counselors, or 91.4 per cent, 15 of the triple-A school counselors, or 83.2 per cent, 14 of the double-A school counselors, or 73.7 per cent, had received preparation in this area as compared with 4, or 66.6 per cent, of the counselors in the single-A schools.

In the area of occupational information, it was found that single-A school counselors, 5, or 83.3 per cent, rate better than double-A school counselors, 11, or 57.9 per cent, and triple-A school counselors, 14 or 77.7 per cent, but counselors in four-A schools, 32, or 91.4 per cent, are more outstanding in their preparation.

Professional background in techniques of counseling is somewhat stronger in four-A and triple-A schools with 34 counselors, or 97.1 per

TABLE 13

NUMBER AND PER CENT OF MEN AND WOMEN COUNSELORS IN NEGRO SECONDARY
SCHOOLS IN NORTH CAROLINA RESPONDING TO THE QUESTIONNAIRE

Counselors	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Men	1	16.7	6	31.6	4	22.2	7	20.0	18	23.1
2. Women	5	83.3	13	68.4	14	77.7	28	80.0	60	76.9

TABLE 14
 PROFESSIONAL TRAINING OF COUNSELORS WITH NUMBER AND PER CENT
 IN EACH PROFESSIONAL AREA

Professional courses	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Survey course	5	83.3	15	78.9	15	83.2	32	91.4	67	85.9
2. Guidance services	4	66.6	13	68.4	15	83.2	26	74.2	58	74.2
3. Analysis of Individual	4	66.6	14	73.7	15	83.2	32	91.4	65	83.1
4. Occupational information	5	83.3	11	57.9	14	77.7	32	91.4	62	79.5
5. Techniques of counseling	4	66.6	13	68.4	15	83.2	34	97.1	66	84.6
6. Practicum in guidance	3	50.0	8	42.1	11	61.1	28	80.0	50	64.1
7. Organization and administration	4	66.6	11	57.9	12	66.6	27	77.7	54	69.2

cent, and 15 counselors, or 83.2 per cent, respectively. Double-A and single-A counselors are fairly comparable in their training in this area with 13 counselors, or 68.4 per cent, and 4 counselors, or 66.6 per cent, for the respective classifications.

With regard to the number of counselors who had had a practicum in guidance, it was revealed that 28 of the four-A school counselors, or 80 per cent, had had such training as compared with 11 of three-A school counselors, or 61.1 per cent, 8 of double-A school counselors, or 42.1 per cent, and 3 single-A school counselors, or 50 per cent. Only 50 counselors, or 64.1 per cent, of all counselors had practicum in guidance as a part of their professional guidance background. Organization and administrative relationships comprise the background of only 54 counselors, or 69.2 per cent. Of this percentage, four-A school counselors, 27, or 77.7 per cent, were more outstanding. Single-A school counselors and triple-A school counselors were comparable with 4, or 66.6 per cent, and 12 counselors, or 66.6 per cent, respectively. Double-A school counselors showed the greatest weakness in this area with 11 counselors, or 57.9 per cent, having had courses in administrative relationships of the guidance program.

Undergraduate Majors and Minors

A variety of undergraduate majors characterized the training indicated by the counselors, with social science representing the largest single group. The social science divisions, however, gave only 23 counselors, or 27.5 per cent of all counselors. Four-A schools lead the list of schools in this area with 12 counselors, or 34.6 per cent. A check of Table 15 reveals that six triple-A school counselors, or 33.3 per cent, and one single-A school counselor, or 16.7 per cent, majored in some

TABLE 15

UNDERGRADUATE MAJORS OF COUNSELORS WITH NUMBER AND
PER CENT IN EACH AREA

Undergraduate majors	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Social Sciences	1	16.7	4	21.1	6	33.3	12	34.6	23	27.5
2. English and related	2	33.3	4	21.1	3	16.7	3	8.6	12	15.4
3. Natural Sciences	1	16.7	2	10.5	3	16.7	3	8.6	9	11.5
4. Elementary education	0	0	1	5.3	3	16.7	4	11.4	8	10.3
5. Business education	0	0	4	21.1	0	0	2	5.7	6	7.7
6. Mathematics	0	0	2	10.5	0	0	4	11.4	6	7.7
7. Home Economics	1	16.7	0	0	0	0	3	8.6	4	5.1
8. French	0	0	0	0	1	5.6	2	5.7	3	4.8
9. Vocational Agriculture	1	16.7	1	5.3	1	5.6	0	0	3	4.8
10. Industrial Arts	0	0	1	5.3	0	0	1	2.9	2	2.6
11. Fine Arts	0	0	0	0	1	5.6	0	0	1	1.3
12. Health and Physical education	0	0	0	0	0	0	1	2.9	1	1.3

division of the social sciences. The second highest area of undergraduate majors was accounted for by English and related courses, with 12 counselors, or 15.4 per cent, while natural sciences rated third with 9 counselors, or 11.5 per cent. Elementary education, business education and mathematics were the next three areas most often completed. The majors seemed to be spread out considerably with twelve areas of undergraduate majors represented.

Undergraduate minors selected by the counselors changed the picture slightly. Table 16 shows that English edged out social sciences in this area with 13 counselors, or 16.6 per cent, whereas the social sciences and natural sciences were identical with 12 counselors, or 15.4 per cent. Following in sequential order were: foreign language, business education, home economics, art, mathematics, vocational agriculture, physical education, and elementary education. Twelve minors were included in selection.

Graduate Majors and Minors

Graduate majors cover six broad areas with education the predominate area with 49 counselors, or 62.8 per cent. Table 17 indicates that 9 education majors, 33 counselors, or 42.3 per cent, selected the specific area of guidance. There are 3 counselors, or 50 per cent, in single-A schools, 17 counselors, or 48.6 per cent, in four-A schools, 9 counselors, or 47.4 per cent, in double-A schools, as compared with 4 counselors, or 22.2 per cent, in triple-A schools. It would seem that triple-A schools place little emphasis on selecting counselors who have had sufficient training in guidance. Social science, 5 counselors, or 6.4 per cent, mathematics, 3 counselors, or 4.8 per cent, were next in order of preference for graduate majors, followed by business education, 2 counselors, or 2.6

TABLE 16

UNDERGRADUATE MINORS OF COUNSELORS WITH NUMBER AND
PER CENT IN EACH AREA

Undergraduate Minors	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. English and related	2	33.3	2	10.5	2	11.1	7	20.0	13	16.6
2. Social Sciences	1	16.7	2	10.5	4	22.2	5	14.3	12	15.4
3. Natural Sciences	1	16.7	3	15.8	0	0	8	22.9	12	15.4
4. French	1	16.7	3	15.8	0	0	3	8.6	7	8.9
5. Business education	0	0	1	5.3	0	0	2	5.7	3	4.8
6. Psychology	0	0	0	0	0	0	2	5.7	2	2.6
7. Art	0	0	0	0	0	0	1	2.9	1	1.3
8. Home Economics	1	16.7	0	0	0	0	0	0	1	1.3
9. Elementary Education	0	0	0	0	1	5.6	0	0	1	1.3
10. Mathematics	0	0	0	0	1	5.6	0	0	1	1.3
11. Vocational Agri- culture	0	0	0	0	1	5.6	0	0	1	1.3
12. Health and Physical Education	0	0	1	5.3	0	0	0	0	1	1.3

TABLE 17
GRADUATE MAJORS OF COUNSELORS WITH NUMBER
AND PER CENT IN EACH AREA

Graduate Majors	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Education	5	83.3	11	57.9	8	44.4	25	71.4	49	62.8
2. Social Sciences	0	0	1	5.3	2	11.1	2	5.7	5	6.4
3. Mathematics	0	0	1	5.3	0	0	2	5.7	3	4.8
4. Business Education	0	0	1	5.3	0	0	1	2.9	2	2.6
5. English	0	0	0	0	0	0	1	2.9	1	1.3
6. Health and Physical Education	0	0	0	0	1	5.6	0	0	1	1.3

per cent, English, 1 counselor, or 1.3 per cent, and physical education, 1, or 1.3 per cent.

Sequential listing of graduate minors as revealed in Table 18 indicate that graduate minors cover seven areas. Of these areas the social science led the list with 11 counselors, or 31.4 per cent. Triple-A school counselors were more outstanding in this area with 5 counselors, or 27.8 per cent, followed by single-A school counselors, 2, or 33.3 per cent, double-A school counselors, 2, or 10.5 per cent, and four-A school counselors, 2, or 5.7 per cent. Education was selected by 21 counselors, or 26.9 per cent. Even though guidance was the predominate choice in the area of education it was selected by no single-A school counselors, but was selected by 2 counselors, or 10.5 per cent, in double-A schools, 2 counselors, or 11.1 per cent, in triple-A schools, and 3 counselors, or 8.6 per cent, in four-A schools. It should be noted that psychology with 7 counselors, or 8.9 per cent, secondary education, 7 counselors, or 8.9 per cent, and English, with 7 counselors, or 8.9 per cent, were comparable in number and percentage. Foreign language, physical education, home economics, and business were selected as graduate minors by only one counselor each. The latter four areas were selected by counselors in four-A schools primarily. One double-A counselor, or 5.3 per cent, selected foreign language.

Teaching Fields in Which Counselors Are Certified

As a climax to the discussion of undergraduate and graduate majors and minors, it seems appropriate to review briefly the teaching fields in which counselors hold certification. As undergraduate majors, the social science field account for more counselors since 18, or 23.1 per cent,

TABLE 18

GRADUATE MINORS OF COUNSELORS WITH NUMBER AND
PER CENT IN EACH AREA

Graduate Minors	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Social Sciences	2	33.3	22	10.5	5	27.8	2	5.7	11	14.1
2. Education	2	33.3	4	21.1	4	22.2	11	31.4	21	26.9
3. English and related	1	16.7	3	15.8	1	5.6	2	5.7	7	8.9
4. Business Education	0	0	0	0	0	0	1	2.9	1	1.3
5. Home Economics	0	0	0	0	0	0	1	2.9	1	1.3
6. Health and Physical Education	0	0	0	0	0	0	1	2.9	1	1.3
7. Foreign Language	0	0	1	5.3	0	0	0	0	1	1.3

selected it as an area. Even though the social sciences claim the largest number of certified counselors, it seems to be negligible since the number is very small in comparison to the number of counselors included in the investigation. An examination of Table 19 shows that the fields of certification were spread out considerably, with English, 12 counselors, or 15.4 per cent, coming in a second choice. It should be noted that single-A schools counselors, 3, or 50 per cent, selected English as an area of certification. Rating third is the natural science area with 7 counselors, or 8.9 per cent. Education and business account for an identical number with 6 counselors each, or 7.7 per cent respectively, while home economics and foreign language account for 3 counselors each, or 4.8 per cent respectively.

Four additional areas with even smaller numbers are considered at this point. Three of these areas place health and physical education, 2 counselors, or 2.6 per cent, vocational agriculture, 2 counselors, or 2.6 per cent, and industrial arts, 2 counselors, or 2.6 per cent, on a comparable basis. Very little interest was given to selecting counselors with a fine arts background since only 1 counselor, or 1.3 per cent, indicated certification in this area.

Related Courses

Responses from counselors regarding related professional courses as revealed in Table 20 shows that several areas of study are a part of the background of counselors in all classifications of schools. Significantly, courses in adolescent psychology were completed by 61 counselors, or 78.2 per cent. The average number of earned credits in this subject was 3.1 semester hours. A slightly smaller number of persons was enrolled

TABLE 19

TEACHING FIELDS IN WHICH COUNSELORS ARE CERTIFIED
WITH NUMBER AND PER CENT IN EACH

Certified Teaching Fields	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Social Sciences	1	16.7	2	10.5	4	22.2	11	31.4	18	23.1
2. English and related	3	50.0	4	21.1	1	5.6	4	11.4	12	15.4
3. Natural Science	1	16.7	1	5.3	2	11.1	3	8.6	7	8.9
4. Elementary Education	1	16.7	1	5.3	1	5.6	3	8.6	6	7.7
5. Business Education	0	0	3	21.1	0	0	2	5.7	6	7.7
6. Mathematics	0	0	2	10.5	0	0	4	11.4	6	7.7
7. Home Economics	1	16.7	0	0	0	0	2	5.7	3	4.8
8. Foreign Language	0	0	0	0	1	5.6	2	5.7	3	4.8
9. Health and Physical Education	0	0	0	0	0	0	2	5.7	2	2.6
10. Vocational Agri- culture	1	16.7	1	5.3	0	0	0	0	2	2.6
11. Industrial Arts	0	0	1	5.3	0	0	1	2.9	2	2.6
12. Fine Arts	0	0	0	0	1	5.6	0	0	1	1.3

TABLE 20

RELATED PROFESSIONAL COURSES COMPLETED BY COUNSELORS WITH NUMBER,
PER CENT AND AVERAGE SEMESTER HOURS IN EACH

	1-A Schools 6 Counselors			2-A Schools 19 Counselors			3-A Schools 18 Counselors			4-A Schools 35 Counselors			Total 78		
	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.
1. Child Psychology	2	33.3	2.3	12	63.1	2.6	12	66.6	4.5	26	74.2	3.5	52	66.6	3.2
2. Adolescent Psychology	5	83.3	3.3	14	73.7	3.3	12	66.6	2.5	30	85.7	3.5	61	78.2	3.1
3. Mental Hygiene	5	83.3	3.7	10	52.6	1.7	10	55.5	2.0	25	71.4	3.1	50	64.1	2.6
4. Test and Measurement	5	83.3	3.3	12	63.1	3.6	11	61.1	3.4	30	85.7	5.1	58	74.2	3.9
5. Social work	1	16.7	1.0	2	10.5	0.4	5	27.8	0.8	11	31.4	2.8	19	20.5	1.3
6. Related courses in child development	3	50.0	3.3	7	36.8	2.8	5	27.8	1.2	19	54.2	4.9	30	43.5	3.1

in tests and measurements courses, but average earned credit hours were slightly higher than for adolescent psychology courses. There are 58 counselors, or 74.2 per cent, who have completed courses in tests and measurements with an average of 3.9 semester hours for each counselor. It should be noted that counselors in single-A and four-A schools are similar, and a higher percentage of them have taken courses in this area than double-A and triple-A school counselors, however, double-A and triple-A schools are comparable with 12 counselors, or 63.1 per cent, and 11 counselors, or 61.1 per cent, respectively.

The third related subject-matter from which the highest number of counselors was drawn is child psychology. A total of 52 counselors, or 66.6 per cent, completed work in this field. The average number of credits earned by counselors in child psychology was 3.2 semester hours. Similarly, courses in mental hygiene were completed by 50 counselors, or 64.1 per cent. Again single-A school counselors, 5, or 83.3 per cent, and four-A school counselors, 25, or 71.4 per cent, show as greater preference for the same course than do double-A school counselors, 10, or 52.6 per cent, and triple-A school counselors, 10, or 55.5 per cent. The average number of credits earned by counselors in mental hygiene was 2.6 semester hours.

Two additional areas of class work were completed by counselors in all classifications. Thirty-four counselors, or 43.5 per cent, completed courses in child growth and development with an average of 3.1 semester hours. Here again counselors in four-A schools and single-A schools are fairly comparable in percentage taking such work, with double-A schools and triple-A schools with a smaller percentage. Another area of background preparation is that of social work. Here, there was a sharp decline in the number and percentage of counselors pursuing such areas. Nineteen

counselors, or 20.5 per cent, completed work in social work for an average of 1.3 semester hours.

Teaching Experience

Variety characterized the teaching experience of counselors in the Negro secondary schools of North Carolina but it must be noted that the larger percentage of counselors had one or more years of teaching experience at either the junior high school, or senior high school level. Table 21 indicates that senior high school experience accounts for 56 counselors, or 71.8 per cent, with an average of 9.3 years while 24 counselors, or 30.8 per cent, represent junior high school experience with an average of 1.2 years. It should be observed that single-A schools had 6 counselors, or 100 per cent, who had had senior high school experience, while triple-A schools had 10 counselors, or 55.5 per cent. Although double-A and four-A schools were somewhat comparable percentagewise, double-A schools were just a little higher in percentage.

Several counselors had teaching experience in the elementary school. Although counselors in single-A and triple-A schools were more outstanding in this respect, the actual number and per cent are very small. Single-A schools counselors, 2, or 33.3 per cent, with an average .3 years and triple-A school counselors, 7, or 38.8 per cent, with an average of 2.7 years and slightly higher than counselors in double-A schools and four-A schools with three counselors, or 15.7 per cent, and an average .05 years and 5 counselors, or 14.3 per cent, and an average of .8 years respectively.

Well below any of the above areas of teaching experience were junior college and senior college. Only a very small number had had experience at these levels. The number of counselors having such experience

TABLE 21

NUMBER OF COUNSELORS WITH PER CENT AND AVERAGE YEARS OF TEACHING
EXPERIENCE IN EACH ADMINISTRATIVE DIVISION

Administrative Divisions	1-A Schools 6 counselors			2-A Schools 19 counselors			3-A Schools 18 counselors			4-A Schools 35 counselors			Total 78		
	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.
1. Elementary	2	33.3	.3	3	15.7	.05	7	38.8	2.7	5	14.3	.8	17	21.8	1.0
2. Junior High	1	16.7	.3	4	21.1	1.4	6	33.3	2.9	13	37.3	7.8	24	30.8	1.2
3. Senior High	6	100.0	17.3	15	78.9	7.3	10	55.5	4.7	25	71.4	7.6	56	71.8	9.3
4. Junior College	0	0	0	0	0	0	0	0	0	4	11.4	0.6	4	5.1	0.2
5. Senior College	1	16.7	1.0	0	0	0	0	0	0	3	8.6	0.5	4	5.1	0.4

was the same in both divisions, but the percentage is still very small. It should be noted, however, that all of the counselors with college experience, except one, work in four-A schools.

Counseling Experience

Since guidance is a relatively new area in most of the secondary schools included in this investigation, it might be expected that counseling experience will reflect that newness. Many of the schools reporting are schools in rural or semi-rural areas where the local schools depend entirely upon state appropriation for operating expenses. This fact somewhat explains why many of the schools have not been able to support full-time counselors. With the National Defense Education Act, Title V making provision for guidance services in secondary schools, the number of counselors has increased considerably. Table 22 reveals that there are 46 counselors, or 59.8 per cent, employed full-time with an average of 1.5 years of counseling. On the other hand, 32 counselors, or 41.1 per cent, with an average of 2.4 years of counseling experience comprise the remainder of counselors. Even though full-time counselors were most outstanding in four-A schools, 29, or 82.9 per cent, the average was only 2.2 years. By contrast, there were 6 part-time counselors, or 17.1 per cent, with 2.8 years of experience. As might be expected, single-A schools had the highest per cent of part-time counselors, 5, or 83.3 per cent. This does not necessarily mean that the counseling load is excessive, since the enrollment in these schools are small. The smallest percentage of part-time counselors was registered by counselors in four-A schools.

Work Experience Other Than Teaching

The six broad areas of work experience are represented in the Negro

TABLE 22

NUMBER OF FULL-TIME AND PART-TIME COUNSELORS WITH PER CENT
AND AVERAGE YEARS OF COUNSELING EXPERIENCE

Counseling Experience	1-A Schools 6 Counselors			2-A Schools 19 Counselors			3-A Schools 18 Counselors			4-A Schools 35 Counselors			Total 78		
	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.	No.	Per cent	Ave. hrs.
1. Full-time counseling	1	16.7	.3	6	31.6	.6	10	55.5	1.5	29	82.9	2.2	46	58.9	1.5
2. Part-time	5	65.3	4	13	68.4	2.4	8	44.4	1.1	6	17.1	2.8	32	41.1	2.4

public secondary schools of North Carolina. According to Table 23, service work, as may be expected, represents the largest group of counselors, 39, or 50 per cent, with counselors having had 10.1 months of such experience. Four-A schools lead the others in the percentage represented. Next in order is that of professional, technical and managerial with 25 counselors, or 32.1 per cent, and an average of 19.4 months. In this area, single-A schools lead in terms of percentage represented. Counselors in other classifications are fairly comparable in percentage.

Clerical and sales is another area in which all classes of counselors have similar backgrounds. In this field there are 21 counselors, or 26.9 per cent, with an average of 18.1 months of experience. Manual work, though comprising only three of the four classifications, has the next highest number and percentage of persons, 20, or 25.6 per cent, representing 10.7 months average work experience.

Two additional areas are similar in total number of counselors represented, and both are below the other areas of work background. In the field of agriculture, marine and forestry, there are 8 counselors, or 10.3 per cent, representing 16.6 average months of work. Paralleling the agriculture, marine and forestry classification is that described as mechanical. Eight persons, or 10.3 per cent, have an average of 1.3 months of work experience in this field. It should be noted that no single-A schools are represented in these two areas of work experience; neither is there a double-A school represented in the mechanical field. The other classifications are comparable in percentage in both of these fields.

Summary

As was expected, women constitute the major portion of counselors

TABLE 23

WORK EXPERIENCE BACKGROUND OTHER THAN TEACHING FOR COUNSELORS
WITH NUMBER, PER CENT, AND AVERAGE MONTHS IN EACH

Work Experience	1-A Schools 6 Counselors			2-A Schools 19 Counselors			3-A Schools 18 Counselors			4-A Schools 35 Counselors			Total 78 Counselors		
	No.	Per cent	Ave. mos.	No.	Per cent	Ave. mos.	No.	Per cent	Ave. mos.	No.	Per cent	Ave. mos.	No.	Per cent	Ave. mos.
1. Professional technical and managerial	4	66.6	24.5	7	36.8	17.5	4	22.2	18.9	14	40.0	19.9	25	32.1	19.4
2. Clerical and sales	3	50.0	6.6	11	57.9	27.7	6	33.3	15.0	11	31.4	17.0	21	26.9	18.1
3. Service	2	33.3	7.3	7	36.8	6.5	9	50.0	9.3	21	60.0	17.3	39	50.0	10.1
4. Agriculture marine and forestry	1	16.7	40.0	1	5.8	11.9	1	5.6	3.3	5	14.3	11.2	8	10.3	16.6
5. Mechanical	0	0	0	0	0	0	1	5.6	16	7	20.0	4.8	8	10.3	1.3
6. Manual	0	0	0	5	26.3	22.3	5	27.8	8.4	10	28.6	8.1	20	25.6	10.7

in Negro secondary schools in North Carolina, and counselors in all classifications of schools have similar professional backgrounds. The more highly trained counselors are found in the largest schools, or the four-A classification. A background in the social sciences and English is common among counselors in their undergraduate work, while professional courses dominate the graduate majors. Guidance courses are predominant in this area. The years of teaching experience at the senior high school level rank above all others in all administrative divisions. Guidance work in Negro school of North Carolina is done by both full-time and part-time counselors with the number in each division fairly comparable to the other. A variety of work experiences characterize the counseling scene with the classification which includes ministering to the needs of others in various types of personal service activities out-numbering all the others.

CHAPTER V

GUIDANCE SERVICES AND PRACTICES

Introduction

One of the most important areas of a school program is the area that fosters an understanding of the school personnel in general and that of the students in particular. The guidance program attempts to accomplish this task through its various services.

Students are constantly beset by problems which must be faced and solutions sought. These problems come at various stages of students' lives and in a variety of ways and forms. Some grow out of school experiences; others are promoted by experiences in the home and in the community. No matter what the source happens to be, the real root of the problem can be found in the relationship with other people.

In solving problems, the individual must be appraised of many things about himself as well as the influences which surround him. The various guidance services are the vehicles through which guidance personnel might obtain and disseminate the information pertinent to a solution of the problem. For this and many other reasons, included in this study, it is felt that a chapter on guidance services and practices should be included in this investigation

Individual Inventory

In gathering information about students for the guidance program,

it was found that various methods and tools were used. Table 24 indicates that home visits were used by 63 counselors, or 82.1 per cent. Counselors in single-A schools are especially outstanding in this area since 6, or 100 per cent, used this method of gathering information about students. Double-A and triple-A school counselors were similar in the use of home visits with 16 counselors, or 84.2 per cent, and 29 counselors, or 82.9 per cent, respectively. On the other hand this practice was used by only 12 counselors, or 66.6 per cent, in the triple-A schools.

The two most outstanding areas with regard to data gathering, were standard tests and records from feeder schools. A total of 72 counselors, or 92.3 per cent, use standard tests as a tool in obtaining information about students. Here single-A school counselors, 6, or 100 per cent, and four-A school counselors, 34, or 97.1 per cent, lead in this important area. This practice was followed in double-A schools with 17, or 89.5 per cent, while triple-A school counselors, 15, or 83.2 per cent, did the least in the use of standard tests. Records from feeder schools are utilized by 71 counselors, or 91.0 per cent of all counselors represented. It should be noted here that single-A schools, 6, or 100 per cent, and four-A schools, 34, or 97.1 per cent, represent the same percentage as they did on standard tests. Percentage in double-A schools dropped slightly from that of 89.5 per cent for standard tests to 16 counselors, or 84.2 per cent, in the use of records from feeder schools. The same percentage was maintained by triple-A schools, 15, or 83.2 per cent, in the use of records from feeder schools as that of standard test usage.

The interview technique ranked third in percentage with regard to obtaining information about students from parents, other family members, and interested friends of the student. Seventy counselors, or 89.7 per

TABLE 24

TOOLS AND TECHNIQUES FOR OBTAINING INFORMATION ABOUT PUPILS WITH
NUMBER AND PER CENT OF COUNSELORS USING EACH TECHNIQUE

Tools and techniques	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total Schools 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Home visits	6	100.0	16	84.2	12	66.6	29	82.9	63	82.1
2. Teacher observations	6	100.0	13	68.4	15	83.2	33	94.3	67	85.9
3. Case conferences	2	33.3	9	47.4	10	55.5	25	71.4	46	58.9
4. Teacher ratings	2	33.3	10	52.6	6	33.3	29	82.9	47	60.3
5. Records from feeder schools	6	100.0	16	84.2	15	83.2	34	97.1	71	91.0
6. Standard tests	6	100.0	17	89.5	15	83.2	34	97.1	72	92.3
7. Questionnaires	6	100.0	12	63.2	13	72.2	27	77.7	58	74.4
8. Anecdotal records	2	33.3	9	47.4	6	33.3	24	68.6	41	52.6
9. Interviews	6	100.0	15	78.9	16	88.8	33	94.3	70	89.7
10. Autobiographies	6	100.0	15	78.9	10	55.5	25	71.4	56	71.8

cent, use the interview procedure in gathering information. The percentage of counselors in single-A and four-A schools are somewhat comparable, but the percentage of counselors in single-A schools is a little higher. In fact, it is 100 per cent with 6 counselors, whereas 33 counselors, or 94.3 per cent, are represented in the four-A classification. Fifty-six counselors, or 71.8 per cent, look to the autobiographies for valuable information about students. It is interesting to note that single-A school counselors, 6, or 100 per cent, are most outstanding in this respect.

The questionnaire was of particular interest to counselors in single-A schools since 6 counselors, or 100 per cent, engage in the practice. Counselors in the other categories did not find the use of the questionnaire quite so interesting since the total represents only 58 counselors, or 74.4 per cent. Twenty-seven counselors in four-A schools, or 77.7 per cent, 13 counselors in triple-A schools, or 72.2 per cent, and 12 counselors, or 63.2 per cent, in double-A schools, also utilize the questionnaire in obtaining information about students.

Just a little more than half of the counselors in all schools draw upon the case conference for information about students as is noted by the fact that 46 counselors, or 59.8 per cent, use such procedure. Single-A schools are represented by 2 counselors, or 33.3 per cent, while four-A schools are represented by 25 counselors, or 71.4 per cent. Counselors in double-A and triple-A schools are comparable in their use of the case conferences. Closely paralleling the case conference procedure is the use of ratings made by the teachers. There were 47 counselors, or 60.3 per cent, who made use of information obtained by teachers.

Another approach to obtaining information from teachers about students in the anecdotal record. This device furnishes information for 41

counselors, or 52.6 per cent. All schools are fairly comparable with four-A school counselors making slightly greater use of the anecdotal records. It is interesting to observe that, of the ten devices represented in gathering information, the anecdotal record is utilized by the smallest number of counselors.

Background Information Found in
the Cumulative Folders

Counselors in all schools were in general agreement that the cumulative record of a student contains current information in ten broad areas. Table 25 indicates that 67 counselors, or 85.9 per cent, feel that the cumulative record contains sufficient information on vital statistics, such as: name, date of birth, place of birth, sex, number of brothers and sisters and their ages, and present address. With 6 counselors, or 100 per cent, single-A schools lead by far in this area, followed by four-A triple-A and double-A schools in that order. Likewise 70 counselors, or 89.7 per cent, report that information about the health and physical aspect of students is available. Many counselors say that standardized tests results are included in the cumulative record. Seventy, or 89.7 per cent, make this statement. This is especially true with single-A schools which report that 6 counselors, or 100 per cent, and four-A schools with 34 counselors, or 97.1 per cent, report that such information make up a part of the cumulative record. Double-A and triple-A schools are also comparable with a much lesser percentage. There are 15 double-A counselors, or 78.9 per cent, and 15 triple-A counselors, or 83.2 per cent, who claim that this information is available. With regard to information in academic achievement, slightly more counselors, 72, or 97.3 per cent, observe this information in the records. As with standardized tests results, single-A

TABLE 25

INFORMATION OBTAINED BY COUNSELORS FROM CUMULATIVE RECORDS WITH
NUMBER AND PER CENT IN EACH AREA OF THE RECORD

Areas of information found in cumulative records	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total Schools 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Vital statistics	6	100.0	15	78.9	15	83.2	31	88.8	67	87.9
2. Standardized tests	6	100.0	15	78.9	15	83.2	34	97.1	70	89.7
3. Physical and health information	6	100.0	16	84.2	14	77.7	34	97.1	70	89.7
4. Academic record	6	100.0	16	84.2	16	88.8	34	97.1	72	92.3
5. Family background	6	100.0	16	84.2	15	83.2	32	91.4	69	88.5
6. Work experience	6	100.0	10	52.6	7	38.9	23	65.7	56	71.8
7. Special interest and achievement	6	100.0	13	68.4	9	50.0	31	88.8	59	75.6
8. Future educational and occupational	5	83.3	15	78.9	15	83.2	32	91.4	67	85.0
9. Conferences and inter- views	5	83.3	5	26.3	5	27.8	22	62.9	37	47.4
10. Co-curricular activities	5	83.3	14	73.7	11	61.1	30	85.7	60	76.9

100

schools, 6, or 100 per cent, and four-A schools, 34, or 97.1 per cent, report that cumulative records contain such information. Double-A schools and triple-A schools are similar in that they report that 6, or 84.2 per cent, and 16, or 83.2 per cent, respectively claim such information is included.

Information on family background is included in the records of 69 schools, or 88.5 per cent, with single-A schools showing a better record than double-A and triple-A schools in this area. There are 6 counselors, or 100 per cent, in single-A schools and 32 counselors in four-A schools, or 91.4 per cent, who report that family background information is available in the records as compared with double-A schools, 16 counselors, or 84.2 per cent. Information on the type of work students engage in was found by 6, or 100 per cent, of the counselors in single-A schools, but of a lesser percentage in the other three classifications. In all schools there were 69 counselors, or 71.8 per cent, who found such information in the cumulative records.

A recording of special interests and achievements was thought to be important in single-A schools since 6, or 100 per cent, observed information to this effect in the cumulative records. Next in order are the four-A schools with 31 counselors, or 88.8 per cent, observing such information, but double-A and triple-A schools are considerably below single-A and four-A schools with regards to percentage of counselors reporting such service. In all, 59 schools, or 75.6 per cent, reported that consideration was given to using and recording information about special interests and achievements. In a like manner, plans for the future occupy space in the cumulative records of 67 schools, or 85.0 per cent. Of this number, four-A

schools are most outstanding with 32 counselors, or 91.4 per cent, reporting such practice. The other three schools classifications are somewhat similar in their estimate of this aspect of the service.

Many records do not include information about conferences and interviews, but 37 counselors, or 47.4 per cent, reported that the cumulative records contained such information. This seems to be a weak area since information gained through conferences and interviews can and should be used extensively in the counseling process. Slightly better but still weak is a recording of co-curricular activities. Only 60 schools, or 76.9 per cent, reported such practice.

In the whole area of information found in the cumulative record it appears that single-A schools place more emphasis on this practice than do either of the other classifications since 7 of the 10 items included were represented by 100 per cent participation of the schools. Four-A schools ran a distant second with only 5 schools reporting 90 per cent or better, but no schools reporting 100 per cent in either category.

Maintenance and Use of Cumulative Records

Table 26 reveals that 6 counselors in single-A schools, or 100 per cent, indicate that cumulative records are used to assist students in making plans and adjustments. Similarly 33 counselors, or 94.3 per cent, in four-A schools employ the practice. Double-A and triple-A schools are comparable in this area with 84.2 per cent and 88.8 per cent respectively. In all, 75 counselors, or 96.2 per cent, use information in cumulative records to assist students.

Cumulative records seem to be better organized in single-A schools and four-A schools, since 6 counselors, or 100 per cent, in single-A and

TABLE 26

MAINTENANCE AND USE OF INFORMATION ABOUT PUPILS BY COUNSELORS
WITH NUMBER AND PER CENT IN EACH

Maintenance and use of information	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Cumulative records	6	100.0	16	84.2	16	88.8	33	94.3	75	96.2
2. Date sequential	6	100.0	15	78.9	12	66.7	32	91.4	65	83.1
3. To adjust class activities	5	83.3	11	57.9	10	55.6	30	85.7	56	71.8
4. Graphs utilized	0	0	0	0	6	33.3	15	42.9	21	26.9
5. Sequential testing	6	100.0	15	78.9	15	72.2	28	80.0	62	79.5
6. Faculty interpret record data	6	100.0	12	63.1	11	61.1	21	60.0	50	64.1
7. Planning curricular offerings	5	83.3	13	63.1	13	72.2	28	80.0	48	61.5
8. Data interpreted to parents	2	33.3	5	26.3	7	38.9	15	42.9	29	57.2
9. Records safeguarded	6	100.0	15	78.9	15	83.2	30	85.5	66	84.6
10. Choice of courses	6	100.0	15	78.9	15	83.2	33	94.3	69	88.5

32 counselors, or 91.4 per cent, in four-A schools stated that data are entered periodically and in sequential order so that progress and relationships can be easily traced. In this regard, triple-A schools seem to place the least emphasis on sequential recording of data since only 12 counselors, or 66.7 per cent, claim such practice. This practice is similar with double-A schools with 15 counselors, or 78.9 per cent. Graphs are used by only three classifications of schools. No single-A school counselor reported having used graphs in the counseling process whereas 32 counselors, or 91.4 per cent, in four-A schools use such device. Ranking third in this respect are schools in the double-A bracket, with 15 counselors, or 78.9 per cent, in contrast with triple-A schools with 6 counselors, or 33.3 per cent, stating that the use of graphs is a practice in the schools.

In adjusting class activities to meet the needs of students, 56 counselors, or 71.8 per cent, go to the cumulative records for assistance. In this respect single-A and four-A schools are comparable with 5 counselors, or 83.3 per cent, and 30 counselors, or 85.7 per cent, respectively, whereas double-A schools with 11 counselors, or 57.9 per cent, and triple-A schools with 10 counselors, or 55.6 per cent, are comparable on the lower level. It seems that this percentage is low when we consider the main purpose of class activities - to minister to the needs of the students.

There is a carefully planned sequential program of testing which included tests of aptitude, interests, achievement, and intelligence in only 62 schools, or 79.5 per cent. Especially active in this area are single-A schools with 6 schools, or 100 per cent, carrying on such a program. The other schools are somewhat comparable in their consideration of the testing program with a much lower percentage than that reported by the single-A schools.

The practice of assisting teachers in the use and interpretation of record data through a well planned education program was employed in only 50 schools, or 64.1 per cent. This appears to be a weak area even though 6, or 100 per cent, of the single-A schools place extensive emphasis on this aspect. Double-A school counselors with 12, or 63.1 per cent, triple-A school counselors with 11, or 61.1 per cent, and four-A school counselors with 21, or 60.0 per cent, look upon the practice with favor.

In consideration of information obtained concerning students, slightly more than half of the schools make an attempt to use this information in planning curricular offerings for students. As indicated in Table 26, single-A and four-A schools take the lead in this matter. There are 5 single-A schools, or 83.3 per cent, and 28 four-A schools, or 80 per cent, as contrasted with 12 double-A schools, or 63.1 per cent, and 13 triple-A schools, or 72.2 per cent, which make provision in planning the curricular offerings.

Apparently, counselors do not think it important to interpret data in the cumulative records to parents during regularly scheduled interviews. Responses from counselors indicate that only 29 counselors, or 37.2 per cent, use this method of informing parents about their children. The percentage in each classification is low, but slightly higher in four-A schools. It just might be possible that work schedules and places of residence hamper and, in some cases, make regularly scheduled interviews impossible. Several counselors indicated that this is a practice only in special and rare cases.

All classifications of schools exercise about the same precaution in safe-guarding confidential information since 66 counselors, or 84.6

per cent, state that records are available only to individuals who are authorized to use them. Especially is this true in single-A schools which report 6 counselors, or 100 per cent, exercise the necessary precaution to prevent unauthorized persons from having access to information about students of a confidential nature. Even though single-A schools are outstanding in this area, the other classifications exercise considerable precautions to safe-guard the files.

In cases involving choice of courses, or vocations, attendance, conduct, failure, and similar problems, staff members consult the student's record in 69 schools, or 88.5 per cent of those reporting. Again the smallest and largest schools report a larger percentage of participation. There are 6 counselors in single-A schools, or 100 per cent, and 33 counselors in four-A schools, or 94.3 per cent, who resort to the practice. And, again, double-A and triple-A schools are similar in percentage of schools reporting such practices, with 78.9 per cent and 83.2 per cent respectively.

It should be noted here that information about students is fairly well maintained in all classifications of schools. A use of graphs and efforts to interpret data to parents need a bit more consideration from counselors.

Informational Service

The information service is designed to provide students with information not regularly included in the regular academic courses. Such information may be classified as educational, occupational and personal-social needed by students in self-analysis and in setting realistic goals.

Counselors responding to inquiries about the information services

in their respective schools hold that some three-fourths of the schools reporting hold this service to be important. Table 27 supports this contention in the twelve broad areas solicited. Complete and current files of information on educational and career opportunities are effectively organized and maintained for pupils, parents and staff use in 65, or 83.1 per cent, of the schools. Of this number 6 counselors, or 100 per cent, in single-A schools, 16 counselors, or 84.2 per cent, double-A schools, 15 counselors, or 83.2 per cent, in triple-A schools, and 28 counselors, or 80.0 per cent, in four-A schools, provide such service. Information concerning scholarships and financial aids for use by students in making post high schools plans is maintained by 67 counselors, or 85.0 per cent. Foremost in this area is the single-A school classification with 6 counselors, or 100 per cent, followed by double-A counselors, 17, or 89.5 per cent, triple-A counselors, 15, or 83.2 per cent, four-A counselors, 29, or 82.9 per cent, maintaining such file. Personal and social adjustment information claims the attention of 65 counselors, or 83.1 per cent. Single-A school counselors lead in this important area also with 6 counselors, or 100 per cent, providing such information. Comparable in their practices in this area are the triple-A counselors, 15, or 83.2 per cent, and four-A counselors, 29, or 82.9 per cent. The practice is of lesser importance in double-A schools since only 15 counselors, or 78.9 per cent, employ such practice. Subject-matter related to occupations is stressed in 64, or 82.1 per cent, of the schools with triple-A school counselors of 88.8 per cent, taking the lead over the other schools. Five counselors, or 83.3 per cent, in single-A schools, 28 counselors, or 80.0 per cent, in four-A schools as compared with 15 counselors, or 78.9 per cent, in double-A schools, look

TABLE 27

PRACTICES COUNSELORS USE IN PROVIDING THE INFORMATION SERVICES
WITH NUMBER AND PER CENT IN EACH SCHOOL

Practices	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Current files of information	6	100.0	16	84.2	15	83.2	28	80.0	65	83.1
2. Scholarship aid file	6	100.0	17	89.5	15	83.2	29	82.9	67	85.0
3. Personal and social adjustment	6	100.0	15	78.9	15	83.2	29	82.9	65	83.1
4. Related subject matted	5	83.3	15	78.9	16	88.8	28	80.0	64	82.1
5. Research studies	5	83.3	11	57.9	10	55.6	25	71.4	51	65.4
6. Visual aids	6	100.0	16	84.2	15	83.2	32	91.4	69	88.5
7. Community resources	5	83.3	14	73.7	11	61.1	30	85.7	60	76.9
8. Current catalogs	6	100.0	17	89.5	15	83.2	32	91.4	70	89.7
9. Places of training and employment	4	66.7	10	52.6	7	38.9	21	60.0	42	53.4

TABLE 27 continued

Practices	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
10. Admissions officers	5	83.3	16	84.2	12	66.7	24	68.6	57	73.1
11. Group guidance	5	83.3	15	78.9	12	66.7	27	77.1	59	75.6
12. Current periodicals	6	100.0	16	84.2	13	72.2	31	88.8	66	84.6

with favor upon providing teachers with occupational information especially related to their subject-matter area.

In the area of research, counselors are reasonably active in making available to teachers, students, parents, and the community information from follow-up and research studies. Fifty-one counselors, or 65.4 per cent, engage in such activity. Counseling in schools of the double-A and triple-A classification place less emphasis on research studies than do schools of the single-A and four-A classification. Only 11 counselors or 55.6 per cent, in the triple-A schools as compared with 5 counselors, or 83.3 per cent, in single-A schools and 25 counselors, or 71.4 per cent, in four-A schools, furnish such information. The use of posters, charts, photographs, exhibits and other means are employed to present information to students in varying degrees in 69 schools, or 88.5 per cent. It will be noted that single-A school counselors, 6, or 100 per cent, consider visual-aid of prime importance in providing information to students. The four-A school counselors, 32, or 91.4 per cent, are more concerned about this practice than double-A and triple-A schools counselors since 16 counselors, or 84.2 per cent, and 15 counselors, or 83.2 per cent respectively, express this concern. Of slightly less concern to these counselors is the use of community resources, including representatives from industry and the profession, in providing information to students. Only 60 counselors, or 76.9 per cent, use these community resources. These resources were considered important by 30 counselors, or 85.7 per cent, in four-A schools and 5 counselors, or 83.3 per cent, in single-A schools in slight contrast to 14 counselors, or 73.7 per cent, in double-A schools and 11 counselors, or 61.1 per cent, in the triple-A schools. There are current

catalogs of colleges, nurse training institutions, business schools, evening schools and universities, on file in 70 schools, or 89.7 per cent. Of this number, 6, or 100 per cent, of counselors in single-A schools, have such materials while 32 counselors, or 91.4 per cent, of the four-A schools, 17 counselors, or 89.5 per cent, in the double-A schools and 15 counselors, or 83.2 per cent, of the triple-A schools, use these catalogs.

Other practices in providing information consist of making provision for students to visit post high school training institutions, industry, and other places of employment. This practice is used by only 42, or 53.4 per cent, of the schools. This may be due to a rigid schedule of classes in the school. On the other hand, opportunities to meet with college admissions officers are provided by 57 counselors or 73.1 per cent. Similar in this practice are single-A counselors, with 5, or 83.3 per cent, and double-A counselors with 16, or 84.2 per cent, in contrast with four-A counselors, 24, or 68.6 per cent, and triple-A counselors, or 66.7 per cent. It seems here that more emphasis is placed on information about college training than on information about employment in the local community.

Group guidance is another important method for providing information to students about educational and occupational opportunities. As important as this method seems to be, organized group guidance programs are available for all students in only 59, or 75.1 per cent, of the schools reporting. Single-A schools, double-A schools and four-A schools are somewhat comparable in their provision for such programs, while triple-A schools lag considerably in this respect. Of somewhat greater importance is the provision for printed material of a guidance nature. Periodicals

containing articles of guidance value are available for students use in 66 schools, or 84.6 per cent. Again, single-A school counselors 6, or 100 per cent, take the lead over the other counselors in four-A schools, 31, or 88.8 per cent, double-A schools, 16, or 84.2 per cent, and triple-A schools with 13, or 72.2 per cent.

It is to be noted that even though many counselors reported the same practices, they were realized in varying degrees. For instance, several counselors checked "yes" to the item on follow-up and research studies, but indicate that this practice was carried on to a limited extent. This statement was also true of files on current information on educational and career opportunities.

Counseling Practices

Counseling is an individual process which employs techniques and relationships somewhat different from those employed in the classroom yet complementary to good classroom instruction. Certain basic practices should constitute counseling procedures. Table 28 lists twenty practices to which counselors were asked to indicate whether or not they were employed in their respective counseling procedures. According to this table, no one item was mentioned by more than 70 counselors, or 89.7 per cent. In 70, or 89.7 per cent, of the schools counselors are available during the regular school day for student interviews. This practice is more prevalent among single-A and four-A schools since 6 counselors, or 100 per cent, and 33 counselors, or 94.3 per cent, respectively as compared with 16 counselors, or 84.2 per cent, in double-A schools and 15 counselors, or 83.2 per cent, in triple-A schools, report that their schedules make provision for counseling time. Even though the schedule specifically provides time

TABLE 28

COUNSELING PRACTICES OBSERVED BY COUNSELORS WITH NUMBER AND PER CENT IN EACH AREA REPORTED

Counseling practices	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Counselor is on regular schedule during school day	6	100.0	16	84.2	15	83.2	33	94.3	70	89.7
2. Interviews each student at least once each year	3	50.0	5	26.3	11	61.1	26	74.2	45	57.7
3. Includes all phases of student development	6	100.0	16	84.2	15	83.2	33	94.3	70	89.7
4. Considers environmental factors	6	100.0	16	84.2	15	83.2	32	91.4	69	88.5
5. Counselor-pupil ratio 100 or less per hour assigned	5	83.3	11	57.9	8	44.4	21	60.0	44	56.4
6. Encourages pupil and parent to accept responsibility for decision reached	6	100.0	15	78.9	13	72.2	31	88.8	65	83.1

TABLE 28 continued

Counseling practices	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
7. Considers student's interest	5	83.3	16	84.2	15	83.2	31	88.8	67	85.0
8. Assists student in making appropriate plans	5	83.3	15	78.9	15	83.2	30	85.7	65	83.2
9. Has clerical assistance	2	33.3	5	26.3	0	0	8	22.9	15	19.2
10. Conducts series of interviews where needed	5	83.3	15	78.9	15	83.2	34	97.1	69	88.5
11. Prepares for interview	5	83.3	15	78.9	13	72.2	30	85.7	63	82.1
12. Conducts interviews in privacy	6	100.0	15	78.9	13	72.2	32	91.4	66	84.6
13. Makes proper referrals	6	100.0	15	78.9	13	72.2	33	94.3	67	85.0
14. Encourages student to express himself	6	100.0	16	84.2	15	83.2	34	97.1	71	91.0
15. Avoids domination of interview	6	100.0	15	78.9	15	83.2	34	97.1	70	89.7

TABLE 28 continued

Counseling practices	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
16. Keeps written record of interview	4	66.7	13	68.4	8	44.4	24	68.6	49	62.8
17. Handles confidential information professionally	6	100.0	16	84.2	15	83.2	33	94.3	70	89.7
18. Sees that decisions are acceptable to student	6	100.0	15	78.9	15	83.2	31	88.8	67	85.0
19. Avoids expressing values on student's remarks	6	100.0	16	84.2	15	83.2	33	94.3	70	89.7
20. Encourages self-reliance	6	100.0	15	78.9	15	83.2	33	94.3	69	88.5

for counseling, it appears that there is a lag in the number of counselors who make it possible for each student to have at least one uninterrupted and unhurried interview during the school year. Only 45 counselors, or 57.7 per cent, state that this is the case in their schools. The four-A schools do more in this area with 26 counselors, or 74.2 per cent, while double-A school counselors 5, or 26.3 per cent, do the least. Apparently the counselor-pupil ratio is a factor to be considered here.

Counselors are concerned with all phases of student-development--social, personal, educational, and physical as 70, or 89.7 per cent, express such concern. Single-A schools 6, or 100 per cent, and 33, or 94.3 per cent, of the four-A schools, express a greater concern than do the double-A schools, 16, or 84.2 per cent, and triple-A schools, 15, or 83.2 per cent. Closely paralleling a concern for all phases of students' development is consideration for environmental variations in counseling with students. Sixty-nine counselors, or 88.5 per cent, consider environmental variations in the counseling process. With only one variation from the previous principle, single-A schools, 6, or 100 per cent, and four-A schools 37, or 91.4 per cent, give more consideration in this area than do double-A schools, 16, or 84.2 per cent, and triple-A schools, 15, or 83.2 per cent.

The ratio of pupils to counselors leave something to be desired since only 44 schools, or 56.4 per cent, report a counselor-pupil ratio of 100 or less per hour of counseling time assigned. A break-down in this area shows that triple-A schools, 5, or 83.3 per cent, lead all the others since only 21, or 60 per cent, of four-A schools, 11, or 57.9 per cent, of double-A schools, and 8, or 44.4 per cent, of the triple-A schools, provide this ratio. A little more consideration is given to assisting the student

in arriving at decisions for which he and his parents assume full responsibility since 65 counselors, or 83.1 per cent, expect this to be done. Counselors in single-A schools, 6, or 100 per cent, feel that this practice is most important while four-A counselors, 31, or 88.8 per cent, single-A counselors, 15, or 78.9 per cent, and triple-A counselors, 13, or 72.2 per cent, place importance on this counseling principle. A slightly higher percentage of the counselors maintain close association with students interests and activities. This principle draws the attention of 67 counselors, or 85.0 per cent, of those reporting. All school classifications were similar in their consideration of students interest and activities.

In the area of clerical assistance, all of the schools rate very low. In spite of the amount of correspondence, graph making, testing, preparation of printed material, and general need of clerical assistance, only 15 schools, or 19.2 per cent, indicate that such service is available. Student help was indicated as the clerical service in the two single-A schools and the triple-A schools indicated no clerical help whatever.

Students are assisted in making appropriate educational plans during high school as well as for post high school training by 65, or 83.1 per cent, of the counselors in all schools. There does not seem to be a great deal of difference in the consideration given this principle by counselors since the lowest is 78.9 per cent in double-A schools and the highest 85.7 per cent in the four-A schools. Neither is there a great deal of difference on the part of counselors in recognizing student's problems which may involve a series of interviews. Sixty-nine counselors, or 88.5 per cent, recognize such problems. Most outstanding in this respect are

the four-A school counselors with 34, or 97.1 per cent, while double-A schools were least outstanding with 15, or 78.9 per cent.

Many of the counselors, 63, or 82.1 per cent, feel that preparation for each interview by studying data pertinent to the counseling problem is desirable. While no particular school classification can be labeled as outstanding in this respect, the single-A schools 5, or 83.3 per cent, and four-A schools, 30, or 85.7 per cent, are more outstanding than the double-A schools, 15, or 78.9 per cent, and triple-A schools, 13 or 72.2 per cent. A slightly higher percentage of the counselors, 66, or 84.6 per cent, report that facilities for privacy is available for interviews. Counselors in single-A schools, 6 or 100 per cent, and those in four-A schools, 32, or 91.4 per cent, are most noteworthy with respect to privacy for counselors. Schools of the other two classifications are comparable with double-A schools, 15, or 78.9 per cent, and triple-A schools, 13, or 72.2 per cent, providing proper facilities. A similar number of counselors recognize students with severe problems and make proper referrals when it is felt that other persons or agencies might assist with the problem. Sixty-seven, or 85.0 per cent, of all counselors make necessary referrals. Counselors in 71 schools, or 91.0 per cent, encourage students to express themselves freely during the interview. Of particular note in this respect are schools in single-A classification with 6, or 100 per cent, and four-A classification with 34, or 97.1 per cent. With 16 counselors, or 84.2 per cent, and 15 counselors, or 83.2 per cent, in the double-A and triple-A classifications, we have a picture of provisions for students to express themselves freely in all schools. By substantially the same percentages as the latter, counselors avoid domination of the interview as revealed in the table, with 70 counselors, or 89.7 per cent, adhering to

this practice. Again, single-A schools, 6, or 100 per cent, and four-A schools, 34, or 97.1 per cent, furnish leadership, followed by double-A schools, 15, or 78.9 per cent, and triple-A schools, 15, or 83.2 per cent. A mild approach to the practice of recording results of each interview is made since 49 counselors, or 62.8 per cent, report that this is a practice in their schools. According to the table, double-A schools, 13, or 68.4 per cent, four-A schools, 24, or 68.6 per cent, and single-A schools 4, or 66.7 per cent, show about the same consideration for keeping a written record of interviews, while triple-A schools, or 44.4 per cent, show the least interest.

A great deal of consideration is given to handling information of confidential nature in a highly professional manner. To this inquiry single-A schools, 6, rated 100 per cent, and four-A schools, 33, or 94.3 per cent, followed closely while double-A schools, 16, or 84.2 and triple-A schools, 15 or 83.2 per cent, were somewhat similar in their responses. In further carrying out the professional aspect, counselors are mindful to see that decisions reached in the interview are acceptable to the students. Schools in the single-A classification, 6, or 100 per cent, take the lead with four-A schools, 31, or 88.8 per cent, coming in second followed by triple-A schools, 15, or 83.2 per cent, and double-A schools, 15, or 78.9 per cent, in that order.

In response as to how counselors accept the student as he reveals himself without unnecessarily expressing values on his remarks, 70 counselors, or 89.7 per cent, report this to be a desirable practice. Of this number, 6, or 100 per cent, come from the single-A classification, 33, or 94.3 per cent, from four-A schools, while 16, or 84.2 per cent, come

from double-A schools, and 15, or 83.2 per cent, are represented by triple-A schools. In a like manner 69 counselors attempt to assist students in becoming increasingly self-reliant. Outstanding in this area are the single-A schools, 6, or 100 per cent, and four-A schools, 33, or 94.3 per cent, as compared with 15 schools, or 83.2 per cent, in the triple-A classification and 15 schools, or 78.9 per cent, in the double-A classification.

Placement Services

Students need assistance in selecting the appropriate and desired courses in schools each year as well as assistance in placement on a job or in further education. Placement service is designed to give this assistance. It included working out a course of study, selecting appropriate club activities, getting a job, choosing a college or selecting some form of trade or professional school.

Placement services in the Negro secondary schools of North Carolina receive little consideration as revealed in Table 29. Placement of students for better adjustment within the school is felt to be important by 60 counselors, or 76.9 per cent, of those responding to the inquiry. The schools with the largest enrollments do more in this area than do the smaller schools. This intention is supported by the fact that 32 counselors, or 91.4 per cent, in four-A schools and 13 counselors, or 72.2 per cent, in triple-A schools, provide such service while only 12 counselors, or 63.1 per cent, in double-A schools and 3, or 50 per cent, of the single-A school counselors, engage in the practice. Counselors are fairly concerned with maintaining records of placement information. This information is recorded in student's cumulative records by 51 counselors, or 65.4 per cent. With the exception of the double-A school counselors, 6, or 31.6

TABLE 29

PLACEMENT SERVICES PROVIDED BY COUNSELORS WITH NUMBER
AND PER CENT IN EACH AREA

Placement services	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Adjustment within school	3	50.0	12	63.1	13	72.2	32	91.4	60	76.9
2. Record information	3	50.0	6	31.6	10	55.6	22	62.9	51	65.4
3. Referral cards	1	16.7	3	15.8	5	27.8	13	37.1	22	28.2
4. Making application	6	100.0	16	84.2	10	55.6	24	68.6	56	71.8
5. Employment of graduates	6	100.0	12	63.1	11	61.1	21	60.0	50	64.1
6. Part-time employment	5	83.3	11	57.9	12	66.7	22	62.9	50	64.1
7. File on local employers	3	50.0	5	26.3	5	27.8	13	37.1	26	33.3
8. Similar community services	3	50.0	5	26.3	3	16.7	15	42.9	26	33.3
9. Additional education	6	100.0	15	78.9	10	55.6	30	85.7	61	78.2

TABLE 29 continued

Placement services	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
10. Withdrawals	2	33.3	4	21.1	5	27.8	18	51.4	29	37.2
11. Procedures affecting job	6	100.0	15	78.9	11	61.1	33	94.3	65	83.1

per cent, the practice was somewhat comparable in all schools. To a much lesser degree, counselors prepare and issue referral cards or letters which serve to introduce a job applicant to a prospective employer. Only 22 counselors, or 28.2 per cent, give this practice consideration. Somewhat in contrast to the issuance of referral cards or letters by counselors is the assistance they give students in making appropriate applications for jobs since 56, or 71.8 per cent, of all counselors assist with applications. Counselors in the single-A schools, 6, or 100 per cent, are most outstanding in this respect. Even though 56 counselors, or 71.8 per cent, give assistance in making applications for jobs, only 50, or 64.1 per cent, claim that they assist graduates in obtaining employment for which they are best qualified. All counselors see this practice in about the same respect except the counselors in the single-A schools, 6, or 100 per cent, who place great emphasis upon assisting with employment of graduates.

Another phase of the placement service is that of assisting students with part-time employment. This practice is seen to be important by 50, or 64.1 per cent, of counselors in all schools. It is to be noted that single-A school counselors, 5, or 83.3 per cent, are more active in assisting with part-time employment of students than the other classifications of schools. Just a little better than half of the other counselors engage in this practice. There is little consideration given to maintaining files on local employers who provide jobs for graduates and other school-leavers. This statement is supported by the fact that only 26 counselors, or 33.3 per cent, maintain such files. In the same manner, coordination of the school placement service with similar community services receive little attention in all the schools, with single-A school counselors, 3, or 50

per cent, giving more attention to it than the other.

Graduates are assisted in obtaining additional education by 61 counselors, or 78.2 per cent. The single-A counselors, 6, or 100 per cent, four-A counselors, 30, or 85.7 per cent, and double-A counselors, 15, or 78.9 per cent, are more in line with acceptable practices than the triple-A counselors, 10, or 55.6 per cent, in this most important area. Very little assistance, however, is available to students who withdraw from school in obtaining suitable employment. Only 29 counselors, or 37.2 per cent, assist early school-leavers with employment. One counselor stated that his school did not have a problem with students leaving school before being graduated. A situation of this kind is to be desired in all schools. Students are helped through individual counseling and group activities to understand procedures affecting job finding, job getting, and job holding in most of the schools. Sixty-five counselors, or 83.1 per cent, of those responding to the questionnaire, claimed to make such practices. Again, single-A counselors, 6, or 100 per cent, and four-A counselors, 33, or 94.3 per cent, were most active in providing the service. Two counselors, or 2.6 per cent, reported that this phase of the program in their schools was handled by the diversified occupation and distributive education teachers.

Follow-Up Services

Through the follow-up service the schools keep in touch with their former students and attempt to evaluate the effectiveness of their program in the light of responses received from these former students. Follow-up studies often provide a basis for curriculum modification and changes in the pupil activity program.

Responses indicate that counselors are quite active in most of

the schools in securing information from school-leavers. Table 30 points out that 64 counselors, or 81.8 per cent, secure information from school-leavers. Approximately the same number, 60, or 76.9 per cent, of the counselors, explain to outgoing students - graduates - and drop-outs - the assistance they may be able to give through later follow-up studies. This seems to be significant since the success of a follow-up program depends upon the understanding those who are to be followed-up have of what is expected of them. Neither of the school classifications was outstanding in its response to this question. Counselors in single-A schools seem to be most concerned with acquainting staff members and the community in general with results of follow-up studies with 5 counselors, or 83.3 per cent, engaging in this practice. Only 43 counselors, or 55.1 per cent, in all schools, felt that it was important to acquaint staff members and the community with results of follow-up studies.

Periodic surveys of activities of all school-leavers claimed the attention of only 36 counselors, or 46.2 per cent. The small number of counselors performing this service may be due to a lack of clerical help. The practice of providing opportunities for students currently in school to help with follow-up studies was seen important by 48 counselors, or 61.2 per cent. Outstanding in this area were single-A counselors, 6, or 100 per cent. An attempt to identify out of school youth who need further guidance came from 26, or 33.3 per cent, of the counselors in all schools. On the other hand 59 counselors, or 75.6 per cent, make reports of program accomplishments to their principals regularly. Of particular note, the single-A counselors 6, or 100 per cent, and those in four-A schools, 29, or 82.9 per cent, keep their principal informed of what is happening in the

TABLE 30

FOLLOW-UP SERVICES PROVIDED BY COUNSELORS WITH NUMBERS
AND PER CENT IN EACH AREA

Follow-up Services	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Information from all school-leavers	6	100.0	15	78.9	14	77.7	29	82.9	64	81.8
2. Assistance from outgoing students	5	83.3	15	78.9	12	66.7	28	80.0	60	76.9
3. Staff and community appraised	5	83.3	13	68.4	7	38.9	18	51.4	43	55.1
4. Surveys of activities	4	66.7	12	63.1	7	38.9	13	37.1	36	46.2
5. Students help with follow-up	6	100.0	11	57.9	9	50.0	23	65.7	48	61.2
6. Identifies Youth	3	50.0	5	26.3	4	22.2	14	40.0	26	33.3
7. Reports to principal	6	100.0	12	63.1	12	66.7	29	82.9	59	75.6

follow-up program. Information in Table 30 supports the above mentioned practices.

One counselor reported that her school had had only one graduating class and no follow-up studies had been made. Another counselor stated that placement and follow-up activities were handled by admissions officers in the school.

Orientation Service

Students need assistance in adjusting to new situations, school activities and social activities. The orientation service helps young people prepare for and become adjusted to these new situations and various school activities. The crucial time in a student's life is when he enters school and thereafter as he moves from one level of the school organization to another level, from secondary school to college or other institutions, and finally, enter upon a job.

Counselors in the Negro secondary schools of North Carolina subscribe to the fact that an orientation program is desirable and necessary in assisting students to make proper and appropriate adjustments to new situations and activities. Their practices, as recorded in Table 31, support this contention. With regard to providing special counseling for students coming into their schools from feeder schools, 64 counselors, or 81.8 per cent, provide the service. Here the single-A counselors, 4, or 66.7 per cent, were just slightly less responsive than counselors in the other school classifications. Similarly, there is a planned, regularly conducted program of orientation activities for new students coming from feeder schools as 59 schools, or 75.6 per cent, look upon this program as important. Of particular note in this practice are the four-A counselors, since

TABLE 31

ORIENTATION SERVICES PROVIDED BY COUNSELORS WITH NUMBER
AND PER CENT IN EACH AREA

Orientation Services	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Transfers	4	66.7	15	78.9	14	77.7	31	88.8	64	81.8
2. Pupils from feeder schools	2	33.3	12	63.1	13	72.2	32	91.4	59	75.6
3. Parents informed	6	100.0	15	78.9	15	83.2	27	77.1	63	82.1
4. Group activities	4	66.7	12	63.1	12	66.7	25	71.4	53	67.9
5. Visits to feeder schools	3	50.0	8	42.1	10	55.6	28	80.0	49	62.8
6. Printed materials	3	50.0	10	52.6	7	38.9	23	65.7	43	55.1
7. Transitional activities	5	83.3	12	63.1	12	66.7	29	82.9	58	74.2
8. Information shared	6	100.0	9	47.4	10	55.6	27	77.1	52	66.6

32, or 91.4 per cent, perform this service. The most outstanding item in the list concerned with orientation service is that of regularly informing parents of the objectives and program of the school. Sixty-three counselors, or 82.1 per cent, think this practice has merit. Single-A counselors provide the service 100 per cent, while triple-A counselors, 15, or 83.2 per cent, double-A counselors, 15, or 78.9 per cent, and four-A counselors, 27, or 77.1 per cent, provide the services in that order. Group activities are instrumental in providing opportunities for incoming students to visit the schools prior to enrolling, with 53 counselors, or 67.9 per cent, providing such group activities. Visits to feeder schools by counselors to discuss with students the objectives, opportunities, and requirements of their respective schools are carried on in 49 cases, or 62.8 per cent, of all schools reporting. Four-A schools with 28 counselors, or 80.0 per cent, are most outstanding in making visits to feeder schools.

Current printed materials and handbooks are distributed to new students and parents as a part of the orientation program by only 43 counselors, or 55.1 per cent of all counselors. Neither school classification seems to be outstanding in this area. To help students make a more desirable transition from elementary school to secondary school, from secondary school to post high school educational institutions, and from school to the world of work, group activities are employed by 58 counselors, or 74.2 per cent. Here single-A and four-A school counselors are more active with 5, or 83.3 per cent, and 29, or 82.9 per cent, respectively. Comparable in their efforts were the triple-A and double-A school counselors with only 12, or 63.1 per cent, and 12, or 66.7 per cent, respectively, responding favorably to this item. Counselors and persons in the feeder schools share

information concerning individual students as it relates to their adjustment to the high school program in 52 instances, or 66.6 per cent. More effort is exerted in this area in single-A schools, 4, or 100 per cent, and four-A schools with 27, or 77.1 per cent, than in the triple-A schools, 10, or 15.6 per cent, and double-A schools, 9, or 47.4 per cent. It appears that a lack of proper enthusiasm for the orientation phase of guidance is evident in a good many schools.

Research and Evaluation

Action research and some form of continuous evaluation are necessary for the improvement of the guidance services. Research is designed to provide the kind of information necessary while evaluation is concerned with a degree of effectiveness of the information on the behavior and adjustments of students.

In response to the questionnaire, it was apparent that too little effort was given to compiling, on a regular basis, academic inventories, contrasting subjects completed with measured ability and with projected plans by counselors in the four classifications of schools reported in Table 32. Only 32 counselors, or 41.1 per cent, thought this to be important or engaged in the practice. As important as is a study of the holding power of the school, the smallest number of counselors in all schools, 28, or 35.9 per cent, reported making such study. Exit-interviews with all school-leavers were conducted to obtain information concerning reasons for leaving and their future plans in 38 cases, or 48.7 per cent. The single-A school counselors, 5, or 83.3 per cent, were more active in doing this while the triple-A school counselors, 6, or 33.3 per cent, were least active in conducting exit-interviews with all school-leavers. The same

TABLE 32

RESEARCH AND EVALUATION SERVICES PERFORMED BY COUNSELORS
WITH NUMBER AND PER CENT IN EACH

Research and Evaluation	1-A Schools 6		2-A Schools 19		3-A Schools 18		4-A Schools 35		Total 78	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Academic inventories	3	50.0	8	42.1	5	27.8	18	51.4	32	41.1
2. Holding power	3	50.0	7	36.8	6	33.3	12	34.6	28	35.9
3. Exit interviews	5	83.3	7	36.8	5	27.8	12	34.6	29	37.2
4. Program of studies	5	83.3	9	47.4	6	33.3	18	51.4	38	48.7
5. Total program	5	83.3	8	42.1	6	33.3	19	54.2	38	48.7
6. Guidance program	2	33.3	10	52.6	4	22.2	20	57.1	36	46.2
7. Reactions of students	3	50.0	9	47.4	8	44.4	18	51.4	38	48.7
8. Share and use information with staff and community	5	83.3	11	57.9	10	55.6	22	62.9	47	60.3

type of response was given by counselors with regard to their effort in securing information from school leavers concerning strengths and weaknesses of the total school program. The total number of favorable responses were 38, or 48.7 per cent. Concerning the practice of securing information from school-leavers on the strength and weaknesses of the guidance program, two less counselors responded favorably. Only 36, or 46.2 per cent, of the counselors seek this type of information.

Another practice receiving little consideration from counselors is that of obtaining systematically, through questionnaires, reactions of present students to the program of guidance services since only 38, or 48.7 per cent, of all counselors felt this to be important. Of the eight items in this section, counselors looked with greatest favor upon sharing information gained through follow-up studies and other research with the staff, parents, and the community and used it to improve the total school program. This practice is engaged in by 47 counselors, or 60.3 per cent of all responding to this item of the questionnaire.

Summary

The guidance services performed in the Negro secondary schools consist of individual inventory service, information service, counseling services, placement service, follow-up service, orientation service, and research and evaluation services. Responses from counselors show that various practices are used in performing the guidance services. Counselors feel that they are fairly successful in their practices in carrying out the individual inventory service, information service, and counseling service, a little less successful with placement, follow-up and orientation services, and least successful with the research and evaluation services.

Counselors indicated that provision for each student to have an uninterrupted interview, counselor-pupil ratio, clerical assistance, files on local employers, and use of similar community services, as well as placement, follow-up, orientation, and research and evaluation services, should receive more attention and consideration.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

This investigation was designed to present detailed information relative to the present status of guidance services and practices in the Negro secondary schools of North Carolina reported to have an organized guidance program by the State Department of Public Instruction. The purpose of the investigation was to gather estimate and summarize data concerning guidance services in the schools. This included a review of related literature, an analysis of current practices, an examination of qualifications of individuals responsible for the guidance programs in the schools, and administrative bases for the programs in the schools.

The normative survey was used; the data were collected from two sources. One questionnaire was sent to counselors and another one was sent to administrators in each school reporting an organized guidance program to the State Department of Public Instruction.

Questionnaires were sent to 114 administrators and 88, or 76.5 per cent, responded. There were 111 counselors who were sent questionnaires. Of this number 78, or 71.6 per cent, replied.

Findings

The findings of the investigation indicate:

1. A review of the literature revealed that there were at least

six guidance services considered to be necessary for a good guidance program. These services include: counseling, pupil inventory, information, placement, follow-up and orientation.

2. Guidance programs are organized principally because of a need for broader services to students. The provisions of the National Defense Education Act, Title V, interest of the principal and demands from the community had considerable influence on the organization of guidance programs, while the influence of boards of education, the State Department of Public Instruction and teacher-training institutions was of little consequence in the organization of the guidance programs.

3. Reasons for selecting persons as counselors comprise seven areas, but the largest single number was selected on the basis of active interest in guidance and some professional training in the field of guidance. Active interest, minimum certification and guidance experience was the second largest area from which counselors were selected.

4. Counselors are selected principally from the regular teaching staff and active and expressed interest are more important as a basis for selection than successful classroom teaching. Teacher-training institutions ranked second in influencing the selection of persons as counselors.

5. Administrators, in general, indicate that adequate physical facilities and consumable supplies are provided for the guidance program. They do not indicate, however, that adequate clerical assistance is available. This seems to be a neglected area in most of the schools.

6. Teacher participation in the guidance program appears to be one of the strongest areas, however, much is to be desired in the area of collecting, recording and using information about students to help them make proper adjustments.

7. In-service training programs for the professional staff are common among the schools, but financial incentives for formal education is missing in most of the schools.

8. Curriculum modification, as a result of data obtained through guidance services, is done in the schools, but not to any great extent. Provision for work experience is an extremely weak area and changes in the schedule and instructional offerings to meet the needs of students, with special abilities, revealed by the guidance services, leave much to be desired.

9. Organized guidance programs are relatively new in the schools. Approximately 67 per cent of the programs have been organized within the last five years, with 34 per cent being organized within the last two years.

10. Counselors are usually steered clear of administrative responsibilities that involve disciplinary action which require punitive measures.

11. The counseling scene is dominated by women in the Negro secondary schools of North Carolina with 60, or 76.9 per cent.

12. Professionally trained personnel, with a varied background of work experience other teaching, direct the guidance programs in the schools. All broad areas of work experience background are represented among the counselor with service work dominating the scene.

13. The seven guidance services, mentioned in the questionnaire, are employed in all schools but the practices used in implementing the services vary considerably among the schools.

14. Established counseling principles are observed by counselors in most of the schools, but the opportunity for each student to have an

interview with the counselor during the year is not present in most of the schools.

15. Clerical assistance is very limited in the schools. In a few of the schools student help was solicited in doing clerical work for counselors.

16. Full-time counselors are more prevalent in the larger schools. This fact does not necessarily mean that the counselor-pupil ratio is higher in smaller schools than it is in the larger schools. The enrollments of the respective schools determine the counselor-pupil ratio. In many instances, the counselor-pupil ratio might be smaller in the smaller schools.

17. Evidence supports the fact that administrators believe that a guidance program is essential to the effective operation of the total school program.

Conclusions

The following conclusions were drawn from the investigation:

1. Guidance programs in the Negro secondary schools of North Carolina appear to be organized and operated on the bases of established principles and procedures. In general, the programs seem to have the leadership of professionally trained guidance personnel and the support of the administrators.

2. Services rendered by the guidance programs are usually those recommended to be desirable for such programs. There is a need, however, for more consideration to be given to each of the areas, but most especially to the areas of placement, follow-up, orientation and research and evaluation. The latter is a much neglected area.

3. Collecting, recording and using information about students should be promoted to a much greater extent.

4. Counselors in the Negro secondary schools of North Carolina are reasonably well-trained and have had considerable work experiences in area other than teaching.

5. The services and practices performed in the single-A schools seem to be superior to those performed in the double-A, triple-A and four-A schools. This fact is noted in almost all areas of the responses.

Recommendations

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

1. Clerical assistance should be provided for counselors in the schools.

2. More emphasis should be placed on schedule changes to meet the needs of those students whose special needs have been identified through the guidance services.

3. More attention and consideration should be given to research and evaluation services.

4. The counselor-pupil ratio should be reduced to comply with the recommended ratio of 100 pupils or less per hour of counseling time allotted.

5. It would seem, from this investigation, that a set of acceptable guidance services in the Negro secondary schools of North Carolina should include the following: counseling service, individual inventory service, information service, placement service, follow-up service, orientation service, and research and evaluation services.

6. Professionally trained personnel who direct the guidance programs should be supported by either a guidance committee or guidance council made up of teachers from the various subject matter areas.

7. Students should be kept appraised of the guidance program through some organized procedure, such as, homeroom organizations and/or pupil activity programs.

8. Effort should be made by the State Department of Public Instruction to organize guidance programs in all Negro secondary schools in North Carolina.

BIBLIOGRAPHY

Books

- Andrew, Dean C. and Willey, Roy DeVryle. Administration and Organization of the Guidance Program. New York: Harper and Brothers Publishers, 1959.
- Barry, Ruth and Wolf, Beverley. Modern Issues in Guidance Personnel Work. New York: Bureau of Publication, Teachers College, Columbia University Press, 1957.
- Bixler, Harold H. Check List for Educational Research. New York: Bureau of Publication, Teachers College, Columbia University Press, 1928.
- Crow, Lester and Crow, Alice. An Introduction to Guidance. New York: American Book Company, 1951.
- Erickson, Clifford E. Organization and Administration of Guidance Services. New York: McGraw-Hill Book Company, Inc., 1947.
- _____. A Basic Text for Guidance Workers. New York: Prentice-Hall, Inc., 1947.
- Foster, Charles H. Guidance for Today's Schools. New York: Ginn and Company, 1957.
- Fowler, Fred M. Guidance Services Handbook. Salt Lake City: State Department of Public Instruction, 1948.
- Froehlich, Clifford P. and Darley, John C. Studying Students. Chicago: Science Research Associates, Inc., 1952.
- Froehlich, Clifford P. Guidance Testing. Chicago: Science Research Associates, Inc., 1948.
- _____. Guidance Services in Smaller Schools. New York: McGraw-Hill Book Company, Inc., 1950.
- Good, Carter V., Barr, A. S. and Scates, Douglas E. The Methodology of Educational Research. New York: Appleton-Century-Crofts, Inc., 1941.

- Hamrin, S. A. Initiating and Administering Guidance Services. Bloomington: McKnight and McKnight Publishing Company, 1953.
- _____. Guidance Talks to Teachers. Bloomington: McKnight and McKnight Publishing Company, 1947.
- Hatch, Raymond and Staffle, Buford. Administration of Guidance Services: Organization, Supervision, Evaluation. Englewood Cliffs: Prentice-Hall, Inc., 1958.
- Hatch, Raymond and Dressel, Paul L. Guidance Services in the Secondary School. Dubuque, Iowa: Wm. C. Brown Company, 1953.
- Humphreys, Anthony and Traxler, Arthur E. Guidance Services. Chicago: Science Research Associates, Inc., 1954.
- Jones, Arthur J. Principles of Guidance. New York: McGraw-Hill Book Company, Inc., 1945.
- Kelly, Janet. Guidance and Curriculum. Englewood Cliffs: Prentice-Hall, Inc., 1955.
- Knapp, Robert H. Practical Guidance Methods. New York: McGraw-Hill Book Company, Inc., 1953.
- Koos, Leonard and Defauver, Grayson N. Guidance In Secondary Schools. New York: The Macmillan Company, 1932.
- Mathewson, Robert N. Guidance Policy and Practice. New York: Harper and Brothers Publishers, 1955.
- Morris, Glyn. A Guidance Program for Rural Schools. Chicago: Science Research Associates, Inc., 1955.
- Mortensen, Donald G. and Schmuller, Allen M. Guidance in Today's Schools. New York: John Willey and Sons, Inc., 1959.
- Roeber, Edward C., Smith, Glenn E. and Erickson, Clifford E. Organization and Administration of Guidance. New York: McGraw-Hill Book Company, Inc., 1955.
- Rummel, J. Francis. An Introduction to Research Procedures in Education. New York: Harper and Brothers Publishers, 1958.
- Shartle, Carrol. Occupational Information--Its Development and Application. New York: Prentice-Hall, Inc., 1946.
- Smith, Glenn E. Principles and Practices of the Guidance Program. New York: The Macmillan Company, 1951.
- Stoops, Emery. Guidance Services. New York: McGraw-Hill Book Company, Inc., 1959.

- Waters, Jane. High School Personnel Work Today. New York: McGraw-Hill Book Company, Inc., 1956.
- Wolf, Maurice D. and Wolf, Jeanne, A. The Student Personnel Program. New York: McGraw-Hill Book Company, Inc., 1953.
- Wrenn, Gilbert C. and Dugan, Willis E. Guidance Procedures in High School. Minneapolis: University of Minnesota Press, 1950.
- Wright, Barbara. Practical Handbook for Group Guidance. Chicago: Science Research Associates, Inc., 1948.

Reports and Public Documents

- A Guide to Curriculum Study: A Course Outline. Raleigh: State Board of Education, 1958.
- A Guide to Curriculum Study: Guidance Services. Raleigh: State Board of Education, 1960.
- A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools, Grades K-12. Curriculum Development Commission. Oklahoma City: The State Department of Education, 1961.
- Boyd, E. Victor. Guidance Practices: How Does Your Guidance Program Rate?. Moravia, N. Y.: Chronicle Guidance Publications, Inc., 1962.
- Boyer, P. A. "Use of Cumulative Records," in Handbook of Cumulative Records. U. S. Office of Education Bulletin, No. 5, 1944. Washington: Government Printing Office, 1945.
- Directory of Guidance Personnel: Guidance Service. Raleigh: State Department of Public Instruction, 1962-1963.
- Educational Directory of North Carolina. Raleigh: State Department of Public Instruction, 1962-1963.
- Federal Security Agency, Office of Education. Administration of Vocational Education. Revised edition. Washington, D. C.: Superintendent of Documents, 1949.
- _____. Administrative Relationships of the Guidance Program. Washington, D. C.: Superintendent of Documents, 1949.
- _____. Counselor Competencies in Counseling Techniques. Washington, D. C.: Superintendent of Documents, 1949.
- _____. Counselor Competencies in Occupational Information. Washington, D. C.: Superintendent of Documents, 1949.

- Criteria for Evaluating Guidance Programs in Secondary Schools, Form B. Washington, D. C.: Superintendent of Documents, 1949.
- Guidance Practices in Connecticut High Schools. Hartford: Connecticut State Department of Education, 1940.
- Guidance Practices in North Carolina High Schools, 1946-47. Raleigh: State Department of Public Instruction, 1947.
- Lovell, Harry D. How to Conduct the Study of the Guidance Services of the Schools. Springfield, Illinois: Superintendent of Public Instruction, 1949.
- National Study of Secondary School Standards. Evaluative Criteria, Section G. Washington, D. C.: National Study of Secondary School Standards, 1960.
- Norton, John K. The Questionnaire. Research Bulletin, Vol. VIII, No. 1. Washington, D. C.: National Education Association, 1950.
- The North Carolina Curriculum Study. Raleigh: State Board of Education, 1959.
- U. S. Department of Health, Education and Welfare, Office of Education. Criteria for Evaluating Guidance Programs in Secondary Schools, Form B. Reprint Misc. 3317. Washington, D. C.: Superintendent of Documents, January, 1958.
- War Man Power Commission. Dictionary of Occupational Titles. Part IV, Entry Occupational Classification. Washington, D. C.: Superintendent of Documents, 1944.

Articles

- Froehlich, Clifford P. "What Kind of Guidance and Counseling Programs in Small High Schools?" Bulletin of the National Association of Secondary School Principals, XXXV (March, 1951), 86-92.
- Gordon, Ira J. "The Role of the Teacher in the Guidance Program." The School Counselor, Volume 4, Number 3 (March, 1957), 24-29.
- Jagar, Harry A. "U. S. Occupational Information and Guidance Service." in Encyclopedia of Vocational Guidance, Vol. II, Edited by Oscar J. Kaplan. New York: Philosophical Library, 1948. pp. 1322-1329.
- Jones, A. J. and Miller, Leonard M. "The National Picture of Pupil Personnel and Guidance Services in 1953." Bulletin of the National Association of Secondary School Principals, XXXVIII (February, 1954), 103-159.

- Kinker, H. R. and Fox, W. H. "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.
- Kleiver, Julius. "Some Techniques for Better Placement." Personnel and Guidance Journal, XXXIII (September, 1954), pp. 34-35.
- Meyer, George C. "Follow-up: The Stepchild of the Guidance Program." Occupations, XXVII (November, 1948), pp. 100-103.
- Orr, R. S. "Guidance and Practices in Wyoming Schools." Guidance News Bulletin. Cheyenne: State Department of Education (October, 1945).
- Rathney, John W. and Moore, Robert L. "Sampling Problems in Follow-up Research." Occupations, XXX (May, 1953), pp. 573-578.
- Stone, C. Harold. "Are Vocation Orientation Courses Worth Their Salt?" Educational and Psychological Measurement, VIII (Summer, 1948), pp. 161-168.

Unpublished Material

- Baird, Clyde Ray. "Guidance Services in Kansas Public Schools." Unpublished doctoral dissertation, University of Oklahoma, Norman, Oklahoma, 1956.
- Fuller, Frank G. "Guidance Services in the White Public Schools of North Carolina." Unpublished doctoral dissertation, George Washington University, Washington, D. C., 1959.
- Hoard, Charles M. "A Survey of the Guidance Programs in the Missouri Negro High Schools." Unpublished doctoral dissertation, Indiana University, Bloomington, 1952.
- Horn, Carl M. "A Survey of Guidance Practices in Michigan Public Schools." Unpublished doctoral dissertation, Michigan State College, Lansing, 1951.
- Lore, Stanley. "A Survey of Guidance Practices in the Senior High Schools of Pennsylvania." Unpublished doctoral dissertation, Penn State University, University Park, 1950.
- Morse, Carlton H. "Guidance Services and Practices in the Negro Secondary Schools of Georgia." Unpublished doctoral dissertation, University of Oklahoma, Norman, Oklahoma, 1959.

APPENDIX A

Price Junior-Senior High School
1300 West Bank Street
Salisbury, North Carolina
March 12, 1963

Dear Principal and Guidance Counselor:

I am making a study of guidance services and practices in all the Negro secondary schools of North Carolina listed, in the Principal's Preliminary Report, as having an organized guidance programs with either a full-time or part-time guidance counselor. Your school is included in the list, and I am asking that you fill out the enclosed questionnaire and return it to me in the self-addressed stamped envelop also enclosed.

The study is being undertaken with the knowledge and approval of Miss Ella Stephens Barrett, Supervisor of Guidance Services, State Department of Public Instruction, Division of Vocational Education, Raleigh, North Carolina.

The value of the data obtained will be seriously reduced if I do not get your completed questionnaire. By returning the questionnaire at your earliest convenience you can help insure the success of this research project. I shall be personally indebted to you for your cooperation.

Sincerely yours,

S. O. Jones
Principal

SOJ:aph

APPENDIX B

AN ANALYSIS OF GUIDANCE SERVICES AND PRACTICES
IN NEGRO SECONDARY SCHOOLS OF NORTH CAROLINA

Administrator's Questionnaire

This is a study of guidance services and practices in the Negro secondary schools of North Carolina. You can help with this study by answering all questions which apply to your particular school.

General data about the school (Check appropriate blank or fill in the appropriate answer):

1. Official name of high school _____
Name of Principal _____
2. Address _____
Street City
3. Indicate the type of school organization used in your school by checking the space which best represents your school: Grades 1-12 ____; Grades 7-12 ____; Grades 7-9 ____; Grades 8-12 ____; Grades 9-12 ____; Grades 10-12 ____ . Others (specify) _____
4. Is your school approved by the Southern Association of colleges and schools? Yes ____ No ____ .
5. Does your school have an organized guidance program? Yes ____ No ____ .
6. What is your high school enrollment? _____
7. What is the number of high school teachers? _____
8. How many full-time counselors are employed? (A full-time counselor is one whose entire school day is assigned to guidance duties) _____
9. How many part-time counselors are employed? (A part-time counselor is one to whom at least one hour of the school day is assigned to guidance duties with the remainder of the day assigned to teaching or other duties) _____

- 10. How long has the organized guidance program been in operation?
_____ years.
- 11. How long have you had a full-time counselor? _____ years.
- 12. Is your counselor provided for through N.D.E.A.? Yes _____ No _____.

Reasons for initiating a guidance program

Please check the one item which best describes the reason for initiating a guidance program in your school.

- 1. Provisions of the National Defense Education Act, Title V.... _____
- 2. Demand from the community..... _____
- 3. Influence from nearby schools..... _____
- 4. Encouragement from the State Department..... _____
- 5. A felt need for broader services to students..... _____
- 6. Interest of one or more teachers in the school..... _____
- 7. Interest of the administrator (Principal)..... _____
- 8. Encouragement from your school board of education..... _____
- 9. The influence of teacher-training institutions..... _____
- 10. Other reasons (specify) _____

Staff Selection

Counselors and/or teacher-counselors are selected from:
(Please give the answer which best describes how your counseling staff is selected).

- 1. The regular teaching staff..... _____
- 2. Persons recommended by teacher-training institutions..... _____
- 3. Persons recommended by the state supervisor of guidance services..... _____
- 4. Other reputable sources (specify) _____

Counselors and/or teacher-counselors are selected primarily on the basis of:

- 1. Success as a classroom teacher..... _____

2. Expressed interest in guidance work....._____
3. Active interest in guidance work and some professional training in guidance....._____
4. Active interest and an expressed willingness to complete professional training in guidance required to meet minimum certification in guidance....._____
5. Active interest in guidance work and completion of enough professional guidance services courses to meet minimum certification requirements....._____
6. Active interest, adequate professional training to meet minimum certification requirements, and some experience in guidance work....._____
7. Other (specify)_____

Physical facilities and consumable supplies

Please check "Yes" the following items which are applicable to your school guidance program; check "No" all items which are not applicable to your school guidance program.

	Yes	No
1. A comprehensive record system is provided which meets standards of compactness, usability and clerical economy _____	_____	_____
2. All records relevant to guidance services are readily accessible to counselors and others authorized to use them..... _____	_____	_____
3. Safeguards are established to insure the security, permanency and privacy of guidance forms and records such as locked files, heavy manila folders and other items.. _____	_____	_____
4. Adequate testing materials are provided for the guidance program..... _____	_____	_____
5. Adequate clerical service is provided for the guidance work..... _____	_____	_____
6. Provision is made for the accession of published, visual, and audio materials for the occupational phase of the program..... _____	_____	_____
7. Files, furniture and other items of equipment are supplied..... _____	_____	_____
8. Each counselor has private facilities for conducting interviews..... _____	_____	_____

Development and operation

	Yes	No
1. Professionally trained guidance personnel assume leadership for the development of the guidance program.....	_____	_____
2. Resources of the faculty who cannot meet minimum certification requirements are utilized by designating appropriate duties in the guidance program including such things as testing and disseminating occupational and educational information.....	_____	_____
3. Orientation programs are used to introduce new groups of students to the school.....	_____	_____
4. Provisions are made for counselors to perform their guidance duties during the regular school day.....	_____	_____
5. Provisions are made to free students for interviews with counselors during the regularly scheduled school day.....	_____	_____
6. There is flexibility in the schedule to facilitate counseling decisions of students involving plans for part-time, try-out, and work experience.....	_____	_____
7. The administration authorizes and facilitates necessary out-of-school contacts for counselors.....	_____	_____
8. Support of the community is solicited in the development of the guidance program through contacts with agencies and organizations that have contributions to make to the program.....	_____	_____
9. Provisions are made so that each student has a periodic interview with the counselor and other interviews as needed.....	_____	_____
10. Counselors are assigned administrative and supervisory duties.....	_____	_____
11. In planning the school's instructional budget, the needs of the guidance program are specifically included.....	_____	_____
12. The counselor-student ratio is 100 or less per hour of assigned counseling time.....	_____	_____
13. There is a guidance council composed of teachers from the various subject-matter areas.....	_____	_____

Teacher Participation

1. Teachers participate in making rating scales, observations and anecdotal records.....	_____	_____
--	-------	-------

	Yes	No
2. Teachers encourage students to participate in extra-curricular activities as a measure of social and personal guidance.....	_____	_____
3. Teachers refer students to counselors for specialized help.....	_____	_____
4. Teachers confer with principal about students who need special assistance.....	_____	_____
5. Teachers assist in securing the cooperation of the home in dealing with students.....	_____	_____
6. Teachers use information from cumulative records to increase their understanding of students in their classes.....	_____	_____
7. Teachers acquaint students with values and availability of the guidance services.....	_____	_____
8. Teachers help in the follow-up of school-leavers.....	_____	_____
9. Teachers help in developing and obtaining instructional materials useful in the guidance program.....	_____	_____
10. Teachers discuss the educational and occupational implications of their subject-matter fields.....	_____	_____

In-Service Training of Professional Staff

1. Staff members who have regularly assigned guidance duties are encouraged to do further graduate study guidance appropriate to their needs and ultimate professional advancement.....	_____	_____
2. In-service training in guidance services is provided for the entire staff through available resources including such things as a series of faculty meetings devoted specifically to the topic of guidance.....	_____	_____
3. Provisions are made for continuous study by the staff of the guidance program within the school.....	_____	_____
4. Provisions are made for access to professional guidance reading materials.....	_____	_____
5. A mutual understanding is developed between counselors and other members of the school staff as their respective functions in dealing with individual students.....	_____	_____
6. Financial incentives, based on additional training including such things as part or all tuition for summer		

	Yes	No
school, extension courses, and even campus classes, are provided.....	_____	_____

Curriculum Modification

- | | | |
|---|-------|-------|
| 1. A systematic compilation and interpretation of data derived from cumulative records and information from the community are carried on constantly..... | _____ | _____ |
| 2. New form of curricular offerings are studied in view of data revealed through the guidance services..... | _____ | _____ |
| 3. New courses or units in courses have been included to serve groups of students whose special needs have been identified through the guidance services..... | _____ | _____ |
| 4. Instructional methods have been modified in accordance with the characteristics of students as revealed through guidance services..... | _____ | _____ |
| 5. Teachers of various subjects include in their courses units of occupational and educational information related to their subject-matter field..... | _____ | _____ |
| 6. Specific provision is made in the curriculum for acquainting all students with a variety of occupations, particularly those in the local community..... | _____ | _____ |
| 7. The school schedule and instructional offerings have been modified to provide for students with special abilities, handicaps, and unusual situations as revealed by the guidance services..... | _____ | _____ |
| 8. Supervised occupational experience is provided, when desirable, through cooperation of school and employing agencies..... | _____ | _____ |
| 9. Curricular offerings have been broadened or supplemented by extra-curricular or co-curricular activities and organizations for the purpose of arousing vocational interests and stimulating the development of desirable personality and character traits..... | _____ | _____ |

Thank you for your cooperation.

APPENDIX C

AN ANALYSIS OF GUIDANCE SERVICES AND PRACTICES
IN NEGRO SECONDARY SCHOOLS IN NORTH CAROLINA

Counselor's Questionnaire

Guidance Staff

Name _____ Sex: Male _____ Female _____
last first middle

Name of School _____ Address _____

Please indicate your professional guidance training by checking the items that apply to your background.

1. A survey course in guidance principles..... _____
2. A survey course in the field of guidance services..... _____
3. One or more courses in techniques for the analysis of the individual..... _____
4. One or more courses in occupational and educational information..... _____
5. One or more courses in techniques of counseling..... _____
6. Supervise counseling experience (practicum in guidance)..... _____
7. One or more courses in organizational and administrative relationships of guidance services..... _____

Additional preparation and qualifications

1. Give undergraduate major (s) _____
2. Give undergraduate minor (s) _____
3. State graduate major (s) _____

- 4. State graduate minor (s) _____
- 5. List teaching fields in which you are certified. _____

- 6. Give number of semester hours (graduate and undergraduate) in: child psychology_____, adolescent psychology_____, mental hygiene_____, tests and measurements_____, social work_____, and other related work in child growth and development_____.
- 7. Give years of teaching experience for each administrative division: elementary_____; junior high_____; senior high_____; junior college_____; senior college_____; trade school_____.
- 8. Give number of years in full-time counseling (a full-time counselor is one whose entire school day is assigned to guidance duties)_____.
- 9. Give number of years of part-time counseling (a part-time counselor is one to whom at least one hour is assigned to guidance duties and the remainder of the school day is assigned to teaching or other duties)_____.

Work Experience

Consider your work experience other than teaching as defined below. Give number of years and months in each including both full-time and part-time experiences.

- 1. Professional, Technical and Managerial Work--work requiring the capacity to acquire and apply special knowledges involved in artistic creation, entertainment, social service work, scientific study, research, engineering, law, medicine, business relations, or management.....Years ___ Mos. ___
- 2. Clerical and Sales Work--work involving recording, transcribing, composing, compiling, transmitting, and systematizing written communications and records, computing or compiling statistical data, or dealing with public business situations to effect sales, give information, or perform other commercial or administrative services.....Years ___ Mos. ___
- 3. Service Work--work that involves ministering to the need of others in preparing food, serving food, caring for children, and other types of personal service activities.....Years ___ Mos. ___
- 4. Agriculture, Marine, and Forestry Work--work involving the raising and harvesting of crops, the breeding, care, catching, and hunting of fish and other animals, the preservation of forests, the

gathering of forest products, and other related outdoor activities.....Years ___ Mos. ___

5. Mechanical Work--work in which the independent judgment of the worker determines the mechanical and manual operation to be used in obtaining the proper form, quality, and quantity of material to be produced.....Years ___ Mos. ___
6. Manual Work--work in which the form, quality, and quantity of work depend primarily on prescribed methods and on the performance of machines or equipment or on the use of hands or hand tools.....Years ___ Mos. ___

Guidance Services and Practices

Kindly check all answers which best describe the guidance services and practices in your school. Check services in the spaces at the left and check practices in the spaces indicated. If you do not check a particular service, then you not need to check the practices pertaining to that particular service.

___ Individual Inventory Service--a guidance service in which all information about the individual student is gathered, organized, and utilized in working with the individual to help him understand better his own interests, abilities, aptitudes, and problems.

1. The following methods are used to secure information about the individual: (Check only the ones you use)

- | | |
|----------------------------------|------------------------|
| ___ Home visits | ___ Standardized tests |
| ___ Observations by teachers | ___ Questionnaires |
| ___ Case conferences | ___ Anecdotal records |
| ___ Periodic ratings by teachers | ___ Interviews |
| ___ Records from previous school | ___ Autobiographies |

2. Cumulative records contain current information in the following areas:

- | | |
|---------------------------------------|--------------------------------|
| ___ Vital statistics | ___ Academic background |
| ___ Special interests and achievement | ___ Family background |
| ___ Standardized tests results | ___ Work experience |
| ___ Physical health information | ___ Conferences and interviews |

_____ Future educational and occupational plans

_____ Co-Curricular activities

Please check "YES" if the following practices are used in the school and check "NO" if the practices are not used in the school. If the practice is done only in special cases, check that column.

	Yes	No	Special Cases Only
1. Information in the cumulative record is used to assist students with self-appraisal and educational and vocational planning.....	_____	_____	_____
2. Student's records are so organized that data are periodically entered in sequential order..	_____	_____	_____
3. Graphs are used whenever appropriate to indicate relative progress of students.....	_____	_____	_____
4. Data in cumulative record are used by teachers in adjusting their class activities to the needs and characteristics of individual students.....	_____	_____	_____
5. There is a carefully planned sequential program of testing which includes tests of aptitude, achievement, interests, and intelligence.....	_____	_____	_____
6. Faculty members are assisted in the use and interpretation of records and data through planned program of in-service training.....	_____	_____	_____
7. Information concerning students is used in planning curricular offerings.....	_____	_____	_____
8. Cumulative record data are interpreted to parents during regularly scheduled interviews.	_____	_____	_____
9. Information of a confidential nature is safeguarded from all except persons authorized to use it.....	_____	_____	_____
10. Students records are consulted by staff members in cases involving choice of courses or vocations, attendance, conduct, failure, and similar problems.....	_____	_____	_____

_____ Information Service--a guidance service which provides educational, occupational and social information needed by students in self-analysis and in setting goals.

	Yes	No	Special Cases Only
1. There are available complete and current files of information on educational and career opportunities.....	_____	_____	_____
2. A file on scholarship information and financial aid is maintained for use by students in making post high school plans.....	_____	_____	_____
3. Information is available concerning personal and social development.....	_____	_____	_____
4. Counselors provide teachers with such occupational information as is especially related to their subject-matter area.....	_____	_____	_____
5. Information from follow-up and research studies is made available to staff, students, parents, and the community.....	_____	_____	_____
6. Posters, charts, photographs, exhibits, and other means are employed to present information to students.....	_____	_____	_____
7. Community resources, including representatives from industry and professions are utilized in providing educational and occupational information.....	_____	_____	_____
8. Current catalogs are available for nurse training, colleges, business schools, evening schools and universities.....	_____	_____	_____
9. Provision is made for students to visit post high school training institutions, industry and other places of employment.....	_____	_____	_____
10. Opportunities to meet with college admission's officers are provided.....	_____	_____	_____
11. An organized program of group guidance is available for all students.....	_____	_____	_____
12. Periodicals containing articles of guidance value are available to students.....	_____	_____	_____
13. Others (pencil in any other practices used)	_____	_____	_____

_____ Counseling Service--a guidance service which should be available to all students at all times during the school day. It is designed to provide opportunities for face-to-face contacts between students and counselors

for the purpose of helping the students develop self-understanding and increasingly self-direction in making decisions, choices, and plans.

Check one answer for each item.

Yes No

1. The counselor is available on regular schedule during the school day for students.....
2. Each student in grades 7-12 has an opportunity for at least one uninterrupted and unhurried interview with the counselor each year.....
3. Counseling service is concerned with all phases of the student's development-social, personal, educational and physical.....
4. Counselor considers such factors as environmental variations in counseling students.....
5. Counseling time to the extent of at least one period for each 100 or less students enrolled is provided.....
6. The counselor assists the student in arriving at decisions for which he and his parents assume full responsibility.....
7. Counselor maintains close association with students' interests and activities.....
8. Clerical assistance is available for counselor.....
9. Counseling services help each student make appropriate educational plans during high school as well as for post high school training.....
10. Counselor recognizes problems which may involve a series of interviews and plans accordingly.....
11. All interviews are conducted in privacy.....
12. Counselor avoids domination of the interview.....
13. Counselor prepares for each interview by studying all available data pertinent to the counseling problem..
14. Counselor make proper referrals when it is felt that other persons or agencies might assist with the problem.....
15. Counselor encourages student to express himself freely..

- | | Yes | No |
|--|-------|-------|
| 16. Counselor keeps a written record of each interview..... | _____ | _____ |
| 17. Counselor acts professionally in handling confidential information about students..... | _____ | _____ |
| 18. Counselor is mindful at all times to see that decisions reached must be acceptable to the student..... | _____ | _____ |
| 19. Counselor accepts the student as he reveals himself without unnecessarily expressing values on his remarks.. | _____ | _____ |
| 20. Counselor aims at assisting students in becoming increasingly self-reliant..... | _____ | _____ |

Placement Service--a guidance service which places each student in appropriate and desirable programs each year as well as assistance in placement on a job or in further education.

Check one answer for each item.

- | | Yes | No | Special
Cases
Only |
|---|-------|-------|--------------------------|
| 1. Recommends changes in placement of student for better adjustment within the school..... | _____ | _____ | _____ |
| 2. Makes record of placement information in the students' cumulative record..... | _____ | _____ | _____ |
| 3. Prepares and issues a referral card or letter which serves to introduce a job applicant to a prospective employer..... | _____ | _____ | _____ |
| 4. Assists graduates in obtaining employment for which they are qualified..... | _____ | _____ | _____ |
| 5. Assists students in making appropriate applications for jobs..... | _____ | _____ | _____ |
| 6. Assists students in securing part-time and vacation employment..... | _____ | _____ | _____ |
| 7. Maintains a file on local employers who provide jobs for graduates and other school-leavers.... | _____ | _____ | _____ |
| 8. Coordinates the school placement service with similar community services..... | _____ | _____ | _____ |
| 9. Assists graduates in obtaining additional education..... | _____ | _____ | _____ |

- | | Yes | No | Special
Cases
Only |
|---|-------|-------|--------------------------|
| 10. Assists students who withdraw from school in obtaining suitable employment..... | _____ | _____ | _____ |
| 11. Helps students to understand procedures affecting job finding, job getting, and job holding through individual counseling and group activities..... | _____ | _____ | _____ |

Follow-up Service--a guidance service which helps the school keep in touch with former students, attempts to evaluate the effectiveness of its program, and often paves the way for modification of the school's curriculum.

- | | Yes | No | Special
Cases
Only |
|--|-------|-------|--------------------------|
| 1. Secures information from school-leavers including graduates..... | _____ | _____ | _____ |
| 2. Explains to all out-going students (graduates and drop-outs) the assistance they may be able to give through later follow-up studies..... | _____ | _____ | _____ |
| 3. Acquaints staff and community with results of follow-up studies..... | _____ | _____ | _____ |
| 4. Conducts periodic surveys of activities of all school-leavers including the graduates..... | _____ | _____ | _____ |
| 5. Provides opportunities for students now in school to help with follow-up studies..... | _____ | _____ | _____ |
| 6. Identifies out-of-school youth who need further guidance..... | _____ | _____ | _____ |
| 7. Makes reports of program accomplishments to the principal regularly..... | _____ | _____ | _____ |

Orientation Service--a guidance service designed to assist students in preparing for and adjusting to new situations, school activities, and social activities. This service is accomplished through various group activities and publications.

- | | Yes | No | Special
Cases
Only |
|---|-------|-------|--------------------------|
| 1. Special counseling is provided for students entering the school as transfers from other schools..... | _____ | _____ | _____ |
| 2. There is a planned, regularly conducted program of orientation activities for new students coming from feeder schools..... | _____ | _____ | _____ |

- | | Yes | No | Special
Cases
Only |
|---|-------|-------|--------------------------|
| 3. Parents are regularly informed of the objectives and program of the school..... | _____ | _____ | _____ |
| 4. Group activities provide opportunities for incoming students to visit the school prior to enrolling..... | _____ | _____ | _____ |
| 5. Orientation activities include visits to feeder schools to discuss with students the objectives, opportunities and requirements of your school.. | _____ | _____ | _____ |
| 6. Current printed materials and handbooks are distributed to new students and their parents as part of the orientation program..... | _____ | _____ | _____ |
| 7. Group activities are provided to assist students in making transition from elementary school to high, from high school to post high school educational institutions, and from school to the world of work..... | _____ | _____ | _____ |
| 8. Information concerning individual students is shared between the feeder school and your school..... | _____ | _____ | _____ |
| 9. Other practices used in your school _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |

_____ Research and Evaluation Service--a guidance service concerned with the improvement of the program through constant study.

Check one answer for each item.

- | | Yes | No |
|---|-------|-------|
| 1. Academic inventories, contrasting subjects completed with measured ability and projected plans, are compiled on a regular basis..... | _____ | _____ |
| 2. Studies of holding power of the school are made on a regular basis..... | _____ | _____ |

	Yes	No
3. Counselor conducts exit interviews with all school-leavers to obtain information concerning reasons for leaving and their present and future plans.....	_____	_____
4. Secures information from school-leavers concerning strengths and weaknesses of the program of studies....	_____	_____
5. Secures information from school-leavers concerning strengths and weaknesses of the total school program..	_____	_____
6. Secures information from school-leavers concerning the strengths and weaknesses of the guidance program..	_____	_____
7. Obtain systematically, through questionnaires, reactions of present students to the program of guidance services.....	_____	_____
8. Shares information gained through follow-up studies and other research with staff members, parents, and the community and use it to improve the total school program.....	_____	_____

Thank you for your cooperation

APPENDIX D

Price Junior-Senior High School
Salisbury, North Carolina
April 11, 1963

Dear Counselor and Principal:

I am anxious to bring my study to a close and I need the information requested in the questionnaire I sent you a few days ago.

My record shows that I have not received your completed questionnaire. If, however, you have mailed it within the last few days, it will probably reach my desk soon; if you have not mailed it, I will appreciate it if you will complete it and mail it to me today. If, for some reason, you are unable to complete the questionnaire, please return it in the self-addressed envelop provided so I may go ahead with my tabulation.

Sincerely yours,

S. O. Jones

SOJ:aph

Follow-up letter

APPENDIX E

C O P Y

NATIONAL STUDY OF SECONDARY EDUCATION EVALUATION

1735 Massachusetts Avenue, N. W.
Washington 6, D. C.

January 17, 1963

Mr. S. O. Jones
Price Junior-Senior High School
Salisbury, N. C.

Dear Mr. Jones,

We are glad to learn of your interest in using the G section of the Evaluative Criteria in your dissertation. In accordance with the policy established by the General Committee of the National Study of Secondary School Evaluation, you are granted permission to use the G. section in your research.

Sincerely,

R. D. Matthews
Executive Secretary

APPENDIX F

C O P Y

CHRONICLE GUIDANCE PUBLICATIONS, INC.

Moravia, New York

Mr. S. O. Jones, Principal
Price Junior-Senior High School
Salisbury, North Carolina

Dear Sir:

Certainly, you may use our materials in setting up your questionnaire. We are pleased that you place such high value on our materials. We also are grateful for having our materials distributed in your area. If we may be of further assistance, do not hesitate to call on us.

Sincerely,

Evelyn Drake

