A SURVEY OF THE CHARACTERISTICS OF THE GUIDANCE
PROGRAMS IN THE SMALL NEGRO HIGH SCHOOLS IN
MISSOURI

A Thesis
Presented to
the Faculty of the Department of Education
Indiana State Teachers College

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Master of Science in Education

by
Carl M. Connor
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is hereby approved as counting toward the completion of the Master's degree in the amount of 8 hours' credit.

Committee on thesis:

Lloyd R. Smith
Doro H. Jenkins
Nellie Ederle, Chairman

Representative of the English Department:

George E. Swabb

Date of Acceptance: June 2, 1949
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CHAPTER I

INTRODUCTION

Since the end of World War II, the guidance movement has become exceedingly important. Secondary schools that had not thought of any organized guidance programs are now beginning to plan and adopt programs already in use. The need for guidance has become more apparent in recent years.

During the war, education and industry discovered that the schools had not given their charges adequate training, especially in the vocational fields. Industry had to train and retrain these charges for different occupations, in order to help produce war materials.

Critical situations occur in our lives daily which require important and far-reaching decisions. It is necessary, then, that adequate help be provided by the school in order that these decisions may be made wisely.

Young people are not capable of making such decisions and solving life's problems without aid. Therefore, it is the duty, as well as the responsibility of the school, to have guidance services in its curriculum. The adage that we are all born free and equal has been disproved. We now know that inequalities exist among individuals, mentally as well as physically. It is because of these inequalities that provisions for certain forms of guidance are necessary.
Before the advent of science and technology the home was the chief social and economic unit. Nearly everything necessary for the existence of the family was raised on the farm. Social life was simple and confined to the home and neighborhood.

In recent years the home no longer serves as the chief social and economic unit. Scientific inventions, specialized industry, and the development of trade and industry have all contributed to dynamic changes in home life. With these changes there came new challenges to the school. The school must meet these challenges by providing work in vocational, recreational, and educational guidance.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine to what extent guidance was being carried on in the small Negro high schools of Missouri; and (2) to determine the basic guidance procedures in use in the small Negro high schools of Missouri.

Importance of the study. Guidance has been stressed by the State Department of Education in Missouri as one of the important aims of education. If there were no guidance programs, we would need the information secured in this study to help in the development of each individual’s personality and
ability. No such study of this kind has been made; therefore, there was reason to believe that such a study would contribute to improved guidance programs in the small Negro high schools of Missouri.

II. DEFINITIONS OF TERMS USED

Guidance. J. W. Studebaker has given the following definition of the concept of guidance:

Guidance is the process of acquainting the individual with various ways in which he may discover and use his natural endowment, in addition to special training available from any source, so that he may live, and make a living, to the best advantage to himself and to society.1

Occupational information. Occupational information was interpreted as meaning that body of facts and principles underlying an understanding of all socially approved activities or means by which people earn a living. It was considered to be inclusive of both professions and vocations.

The individual inventory. The individual or personal inventory is essentially an array of those facts about a pupil which distinguish him as an individual apart from others. It must take into account a wide range of such factors as

physical development, interests, and special talents. It is the school's formal record of its effort to discover and capitalize the individual differences among pupils.²

Counseling. Counseling is the process through which individual students may be assisted in making appropriate choices of occupations and other activities associated with living and earning a living.

Placement. Placement is a supervised search for jobs, a search designed to assist students to secure employment and to make subsequent adjustments on the job.

Follow-up studies. Follow-up studies are periodic checks on the students who have left school either by graduation or for other reasons.

III. PROCEDURES OF THE STUDY

The data used in this study were obtained by the questionnaire method and by reading guidance literature on the main topics included in the questionnaire. One week after the questionnaire was mailed to the principals, a follow-up letter was sent to the same schools. Because of the meager answers to the questionnaire, the writer then traveled to

the respective schools for a personal interview with the principals. (See Appendix A).

IV. LIMITATIONS

This study was limited to the small Negro high schools of Missouri. None of these schools had an enrollment of over 125 pupils. Data were meager and not too complete. The writer has assumed full responsibility for any errors of recording or interpretation of data.
CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

No one pattern of organization for guidance activities can assume to be appropriate. The size of the student body and the training and interest of the administrative and teaching personnel are essential factors in determining who shall perform various guidance duties. There must also be someone to assume the responsibility for organizing and coordinating guidance activities.

Those individuals who have the responsibility of organizing and coordinating the guidance services in the secondary schools should be interested, and trained in the guidance functions of the school.

Regarding this observation, Payne\(^1\) states:

There is little doubt that guidance is developing into a highly specialized function which calls for specially trained persons to perform that function, whether it is found within the public school system, in industry, or other units of society.\(^2\)

It is the purpose of this chapter to present and interpret the data secured from the small Negro high schools of Missouri.

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\(^2\) Loc. cit.
I. SCOPE OF THE SURVEY

The purpose of Table I was to show the scope of the survey. It will be noticed that 20 schools were surveyed having a total pupil enrollment of 1461.

Returns from 15 schools, or 75 per cent, were received. It has been assumed that 5 schools, or 25 per cent, had no organized guidance program in operation. The total per cent of the enrollment of the schools responding was 85 per cent. In the 15 schools reporting there was a total of 92 teachers. It has also been assumed that of the 5 schools not reporting incidental guidance was being carried on.

<table>
<thead>
<tr>
<th>Number of schools surveyed</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools that responded</td>
<td>15</td>
</tr>
<tr>
<td>Per cent of schools that responded</td>
<td>75</td>
</tr>
<tr>
<td>Enrollment of schools surveyed</td>
<td>1461</td>
</tr>
<tr>
<td>Number enrolled in schools that responded</td>
<td>1236</td>
</tr>
<tr>
<td>Per cent of total enrollment represented by responses</td>
<td>85</td>
</tr>
<tr>
<td>Total number of teachers</td>
<td>92</td>
</tr>
</tbody>
</table>
The administration of the guidance program. The principal was the director of guidance in eight, or 40 per cent, of the small Negro high schools of Missouri. Administrative data have been presented in Table II. One school, or 5 per cent, has a dean of boys and/or girls; 5 per cent reported a coordinator; 5 per cent reported classroom teachers acting as counselors in guidance, and 5 per cent class advisers for guidance work. It may be pointed out that 15 per cent had no designated director, and 25 per cent did not report any data at all.

Therefore, it appeared obvious that such conditions do not favor effective guidance services because of the absence of guidance interest of the part of the school administrators.

Preparation and training of the guidance personnel. It may also be pointed out that only 27, or 29 per cent, of the teachers had had any courses in guidance training; whereas 48, or 52 per cent, of the teachers had had no training whatsoever. The preparation and training of the guidance personnel in the small Negro high schools of Missouri has been very inadequate. It can be easily understood why many Negro boys and girls drop out of school or terminate their education at the secondary school level or sooner. Table III presents the data concerning the preparation and training of
### TABLE II

THE ADMINISTRATION OF THE GUIDANCE PROGRAM

<table>
<thead>
<tr>
<th>Guidance director</th>
<th>Schools represented</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Principal</td>
<td>8</td>
</tr>
<tr>
<td>Dean of boys or girls</td>
<td>1</td>
</tr>
<tr>
<td>Home-room teachers</td>
<td>0</td>
</tr>
<tr>
<td>Counselor</td>
<td>0</td>
</tr>
<tr>
<td>Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Class room teachers</td>
<td>1</td>
</tr>
<tr>
<td>Class advisers</td>
<td>1</td>
</tr>
<tr>
<td>No specific director</td>
<td>3</td>
</tr>
<tr>
<td>No data reported</td>
<td>5</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>20</td>
</tr>
</tbody>
</table>
the guidance personnel.

<table>
<thead>
<tr>
<th>TABLE III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREPARATION AND TRAINING OF GUIDANCE PERSONNEL</strong></td>
</tr>
<tr>
<td><strong>Director</strong></td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Preparation and training</td>
</tr>
<tr>
<td>No special training</td>
</tr>
<tr>
<td>No data reported</td>
</tr>
<tr>
<td>Persons who have had courses in guidance</td>
</tr>
<tr>
<td>Totals</td>
</tr>
</tbody>
</table>

Features of cumulative records of the small Negro high schools of Missouri. The cumulative record of the small Negro high schools of Missouri was not adequate nor complete. Jones makes a very definite statement about cumulative records and counseling.

Since guidance is unitary in nature, complete adequate guidance can be given only when we have the most important facts about the individual. These include information not only concerning the various phases of his school work, but his family history, home conditions, his health, and his whole outlook on life.4


4 Loc. cit.
Table IV has shown the features of the cumulative records of the small Negro high schools of Missouri. Fifteen schools, or 100 per cent of those responding, kept a record of the pupil's successes and failures; eleven schools, or 73 per cent, kept a record of the pupil's intelligence score; seven schools, or 47 per cent, kept a record of the pupil's achievement; four schools, or 27 per cent, kept a record of the pupil's aptitude; ten schools, or 67 per cent, kept a record of the pupil's recreational activities; and six schools, or 40 per cent, kept a record of the pupil's occupational experiences.

**TABLE IV**

FEATURES OF CUMULATIVE RECORDS OF THE SMALL NEGRO HIGH SCHOOLS OF MISSOURI

<table>
<thead>
<tr>
<th>Features of records</th>
<th>Schools including items</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil's successes and failures</td>
<td>15</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Intelligence tests</td>
<td>11</td>
<td>73.00</td>
<td></td>
</tr>
<tr>
<td>Achievement tests</td>
<td>7</td>
<td>47.00</td>
<td></td>
</tr>
<tr>
<td>Aptitude tests</td>
<td>4</td>
<td>27.00</td>
<td></td>
</tr>
<tr>
<td>Recreational activities</td>
<td>10</td>
<td>67.00</td>
<td></td>
</tr>
<tr>
<td>Occupational experiences</td>
<td>6</td>
<td>40.00</td>
<td></td>
</tr>
</tbody>
</table>

Judged on the basis of Table IV, fifteen of the small Negro high schools which responded, kept records of the pupil's
successes and failures, while other phases of the pupils' experiences received less attention. It was evident that the purpose of the cumulative record in these schools was limited and inadequate. It was obvious that there existed great need for the use of more adequate cumulative records.

Features of the counseling program in the small Negro high schools of Missouri. Features of the counseling program in the small Negro high schools of Missouri are shown in Table V. This phase of the guidance program must be carried on through a private conference with the individual pupil in order that the student can express himself freely, and the counselor can consider all factors pertinent to the problem of the individual.

Table V showed that these schools have different ways of administering counseling services. In twelve schools, or 80 per cent, students receive advice as they desire it; in ten schools, or 67 per cent, teachers have free periods for counseling service; and in eleven schools, or 73 per cent, counseling is done at a specified time.

Part-time counselors in nine schools, or 60 per cent of the schools, are available. Case conferences are held in eight, or 53 per cent of the schools, and a guidance committee is available in three, or 20 per cent, of the schools for counseling.
Very few schools have made any provisions for special rooms for counseling services in which private conferences with pupils can be held. It is doubtful whether effective counseling can be accomplished in classrooms or administrative offices.

**TABLE V**

**FEATURES OF THE COUNSELING PROGRAM IN THE SMALL NEGRO HIGH SCHOOLS OF MISSOURI**

<table>
<thead>
<tr>
<th>Counseling activities</th>
<th>Schools Sponsoring activities No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students secure advice as they desire it</td>
<td>12</td>
<td>80.00</td>
</tr>
<tr>
<td>Part-time counselors</td>
<td>9</td>
<td>60.00</td>
</tr>
<tr>
<td>Teachers having free period during the day</td>
<td>10</td>
<td>67.00</td>
</tr>
<tr>
<td>Counseling done as the need arises</td>
<td>13</td>
<td>87.00</td>
</tr>
<tr>
<td>Case conferences held as a counseling aid</td>
<td>8</td>
<td>53.00</td>
</tr>
<tr>
<td>Group counseling at a specific time</td>
<td>11</td>
<td>73.00</td>
</tr>
<tr>
<td>Guidance committee</td>
<td>3</td>
<td>20.00</td>
</tr>
</tbody>
</table>
Guidance activities for directing the choice of the careers of pupils. Table VI pointed out the types of guidance activities employed by the schools for directing the choice of the careers of pupils and the number and per cent of the schools using these activities. This table showed that six schools, or 40 per cent, were making available information about vocations; seven, or 47 per cent, were securing occupational literature; ten, or 67 per cent, were making use of speakers in assemblies; eight, or 53 per cent, were utilizing the field trip, four, or 27 per cent, were making home visits; and one, or 7 per cent, was conferring with specialists in various fields.

TABLE VI
GUIDANCE ACTIVITIES FOR DIRECTING THE CHOICE OF CAREERS OF PUPILS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Schools Sponsoring activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making available information about trades and vocations</td>
<td>6 40.00</td>
</tr>
<tr>
<td>Securing occupational literature</td>
<td>7 47.00</td>
</tr>
<tr>
<td>Conferences with specialists in various fields</td>
<td>1 7.00</td>
</tr>
<tr>
<td>Speakers at assemblies</td>
<td>10 67.00</td>
</tr>
<tr>
<td>Field trips</td>
<td>8 53.00</td>
</tr>
<tr>
<td>Home visitations</td>
<td>4 27.00</td>
</tr>
</tbody>
</table>
From these findings it was evident that these schools were doing representative work in this phase of the guidance program. This emphasis might have been due to the fact that during World War II industry emphasized vocational preparedness.

Activities representing avocational or recreational guidance. In Table VII there has been indicated the types of activities which represented recreational and avocational guidance in the small Negro high schools studied. Fifteen, or 100 per cent, sponsored some form of athletics; eight, or 53 per cent sponsored music; five, or 33 per cent, sponsored clubs; eight, or 53 per cent sponsored dramatics; two, or 13 per cent, sponsored art; four, or 27 per cent, have home projects; and two, or 13 per cent published school papers.

From these findings it was evident that athletics, music, and dramatics were stressed. Only a few schools provided for school papers and art. The schools should have more varied activities in order to meet the interests of the entire student personnel.
TABLE VII
ACTIVITIES REPRESENTING AVOCATIONAL OR RECREATIONAL GUIDANCE

<table>
<thead>
<tr>
<th>Activities</th>
<th>Schools Sponsoring activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Athletics</td>
<td>15</td>
</tr>
<tr>
<td>Music</td>
<td>8</td>
</tr>
<tr>
<td>Clubs</td>
<td>5</td>
</tr>
<tr>
<td>Dramatics</td>
<td>8</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td>Home projects</td>
<td>4</td>
</tr>
<tr>
<td>School paper</td>
<td>2</td>
</tr>
</tbody>
</table>

Placement activities of the small Negro high schools in Missouri. In Table VIII there has been indicated the placement activities of the aforementioned schools. Fourteen schools, or 93 per cent, assisted the students in securing part-time employment; five schools, or 33 per cent, assisted in job placement during the summer months. Only two schools, or 13 per cent, were interested in the returning veterans. These schools were more interested in helping the students with part-time employment while they were in school, then they were in helping their graduates and drop-outs to secure jobs.
No guidance program can be effective unless the school has become interested in all of its students, whether they be in school or out of school. This was a distinct weakness of the guidance programs in the small Negro high schools of Missouri.

### TABLE VIII

**Placement Activities of the Small Negro High Schools in Missouri**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Schools Sponsoring activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work try-outs</td>
<td>1</td>
<td>7.00</td>
</tr>
<tr>
<td>Assisting in job placement</td>
<td>5</td>
<td>33.00</td>
</tr>
<tr>
<td>Placement of students in work related to their occupational choice</td>
<td>2</td>
<td>13.00</td>
</tr>
<tr>
<td>Helping to place drop-outs in jobs</td>
<td>1</td>
<td>7.00</td>
</tr>
<tr>
<td>Helping students to get part-time jobs</td>
<td>14</td>
<td>93.00</td>
</tr>
<tr>
<td>Helping veterans to re-adjust themselves</td>
<td>2</td>
<td>13.00</td>
</tr>
</tbody>
</table>
Features of the follow-up programs of the small Negro high schools of Missouri. It has been a common practice for schools to make follow-up studies of their former students. According to Traxler, there have been four aspects of the follow-up program in guidance:

1. the incidental follow-up of which counselors and teachers carry on as a part of their normal activities in the school;

2. that to be found in connection with individual pupils who have served as a bases of case studies or who have received intensive remedial help in certain fields;

3. that to be found where schools have evolved a systematic procedure for following up pupils from one unit of school to the next higher one;

4. the one toward which attention especially needs to be directed, because for the most part guidance programs leave much to be desired as far as this phase of the school program is concerned.

Table IX has shown data concerning the method and the number of follow-up studies of the small Negro high schools of Missouri. Seven schools, or 47 per cent, checked the different occupations their students enter; two, or 13 per cent, made use of class reunions; four, or 27 per cent, contacted students by letters; and six, or forty per cent, evaluated individual achievements. Some of these schools used other

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6 Loc. cit.
means for this phase of the program.

The inability of a large per cent of the schools to make follow-up studies can, in some extent, be traced to the lack of funds. However, the least any school could do, regardless of conditions, would be to make some attempt to learn what their former students have been doing since they left the high schools.

**TABLE IX**

FEATURES OF THE FOLLOW-UP PROGRAMS OF THE SMALL NEGRO HIGH SCHOOLS OF MISSOURI

<table>
<thead>
<tr>
<th>Features</th>
<th>Schools represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class reunions</td>
<td>2  13.00</td>
</tr>
<tr>
<td>Letters</td>
<td>4  27.00</td>
</tr>
<tr>
<td>Other means</td>
<td>7  47.00</td>
</tr>
<tr>
<td>Evaluation of individual achievements</td>
<td>6  40.00</td>
</tr>
<tr>
<td>Keeping checks on kinds of occupations students enter</td>
<td>7  47.00</td>
</tr>
</tbody>
</table>
CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study has been based on the assumption that the youth of today have been confronted with a complexity of problems. It has also been based upon the assumption that they have been unable to solve these problems or make intelligent decisions without guidance. Consequently, large numbers of Negro youth have dropped out of school to become anti-social and maladjusted. The need for guidance has been further activated by the recent war, and the shifting of many of the responsibilities of the home to the school.

The small Negro high schools of Missouri have used various types of organizations for guidance programs; however, they have been very limited. The principal has been the administrator of the program in most of the schools.

The students in a large number of the schools have been deprived of adequate guidance services because of the limited training of the personnel in these schools.

A listing of the main factors contained in the analysis of the data is as follows:

1. There were twenty small Negro high schools included in the study of which fifteen responded; their replies furnished the basis of the survey.

2. The principal is the person chiefly responsible
for the administration of the guidance program. The prin-
cipal was the guidance director in 8 of the 15 schools
included in the study.

3. Slightly over half (52.00 per cent) of the guidance
personnel (teachers) of the small Negro high schools had had
no preparation or special training in guidance work. Only
29 per cent of the guidance personnel had had courses in
guidance work.

4. In general the cumulative records maintained by
the small Negro High Schools of Missouri are inadequate. All
kept records of pupil's successes and failures, but failed
to record other vital information necessary in a satisfactory
guidance program.

5. There was no standardized counseling program in
the schools comprising this study. None had special coun-
seling rooms; in general, the counseling was group counseling,
and in most cases, counseling was done as the need arose.

6. The schools surveyed made use of a variety of
activities for directing the choice of careers of pupils.
Speakers at assemblies and field trips were the most often
used activities in this type of guidance activities.

7. There was not much offered by the small Negro high
schools in Missouri in the way of avocational or recreational
activities. Athletics, music, and dramatics were the most
frequently occurring activities of this kind.
8. The study revealed that most of the schools surveyed were chiefly interested in helping students to get part-time jobs; they were not so interested in helping drop-outs or students who had graduated.

9. There was very little concerted effort on the part of the schools surveyed to conduct follow-up studies of the individuals who attended these schools.

The facts presented in this study have led to the conclusion that the small Negro high schools of Missouri have not been discharging their duties in the field of guidance. Furthermore, the study revealed that the personnel has limited guidance training. Professional improvement is needed with respect to the five areas of guidance: namely, occupational, information, individual inventory, counseling, placement, and follow-up.

I. RECOMMENDATIONS

It is recommended:

1. That a study be made to determine the characteristics of effective guidance programs suited to the needs of these small Negro high schools.

2. That there be in-service training of the present personnel.

3. That the state of Missouri be divided into convenient districts in order that the state might assist each
school to have the aid of trained personnel workers.

4. That in the absence of a state program, the local administration create a continuous guidance program for its schools.

This study, with all of its limitations, may focus attention upon the guidance needs of the young people in the small Negro high schools of Missouri.
BIBLIOGRAPHY
A. BOOKS


B. PERIODICAL ARTICLES


C. PUBLICATIONS OF LEARNED ORGANIZATIONS

APPENDIX A

QUESTIONNAIRE

Name of school __________________________ Location __________________________ (city or county)

Enrollment in high school __________________________
Number of teachers in high school __________________________
How many teachers have had guidance training? __________________________

Personal Inventory:

Do you keep a record of each student by the following records?

1. Pupil successes and failures
2. Intelligence test
3. Achievement test
4. Aptitude test
5. Recreational activities
6. Occupational experiences

Counseling:

1. Do you have a part-time or full-time counselor?
2. Do your teachers have a free period during the day for counseling activities?
3. Do students secure advice as they need it?
4. Do you have a guidance committee?
5. Is group counseling carried on at a specified time?
6. Are case conferences held as a counseling aid?
7. Is counseling carried on as the need arises?

Occupational Information:

1. Do you make occupational information available to all students?
2. Are field trips made for the purpose of acquainting students with different occupations?
3. Do you have an occupational literature shelf?
4. Are conferences held with specialists in the various occupations in your community?
5. Do you practice home visits?
6. Do you use speakers at assemblies?

Does your school participate in any of the following activities? Please check.

[ ] Athletics  [ ] Art
[ ] Music  [ ] Home projects
[ ] Clubs  [ ] School paper
[ ] Dramatics
Placement:

1. Do you assist students to secure jobs during the summer months?
2. Is the student placed in work related to his occupational choice?
3. Do you help drop-outs to secure employment?
4. Do you help to secure part-time employment for your students?
5. Do you help veterans to re-adjust themselves in any way?
6. Do you sponsor work try-outs?

Follow-up:

Does your school follow-up students by the following methods? Please check.

- Class reunions
- Alumni meetings
- Evaluation of individual achievements
- Keeping a check on the kinds of occupations students enter
- Letters
- Telephone
- Other means

Administrator of guidance:

Who is responsible for the administration of the guidance program? Please check.

- Principal
- Dean of boys and/or girls
- Home-room teacher
- Counselor
- Coordinator
- Classroom teacher
- Class advisers
- No specific director
Outline map of Missouri showing the geographical location of the 15 schools included in the study.

1. Boonville
2. Cape Girardeau
3. Charleston
4. Dalton
5. Festus
6. Hayti
7. Huntsville
8. Lexington
9. Liberty
10. Mexico
11. Moberly
12. Poplar Bluff
13. Sedalia
14. Springfield
15. St. Charles