

THE ORIGIN, GROWTH AND DEVELOPMENT OF THE GUIDANCE  
SERVICES IN THE PUBLIC SCHOOLS OF ARKANSAS

by

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AN ABSTRACT OF A THESIS

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## ABSTRACT

### THE ORIGIN, GROWTH AND DEVELOPMENT OF THE GUIDANCE SERVICES IN THE PUBLIC SCHOOLS OF ARKANSAS

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The thesis, The origin, growth and development of the Guidance Services in the Public Schools of Arkansas deals with the organized programs of guidance which have been approved by the State Director of Guidance. Public schools, as treated in this thesis, are defined as those which are tax supported and usually consists of only grades seven to twelve.

One objective of this effort was to collect in one volume some of the information that would depict the total guidance program of the state. Again, in looking backward at what has occurred it is possible to make some evaluations of the strengths and weaknesses as seen in perspective. A third objective would be to indicate possible means of correcting past defects and to improve on present strengths.

A short summary of the guidance movement at the national level serves as a background for the development of guidance services in Arkansas. Movements, organizations, congressional support and personnel are treated briefly as they related to guidance services.

The first recorded attempt to establish a guidance service in an Arkansas Public School was at Fort Smith High School in 1939. In

1942 the first twenty-eight programs of guidance were launched and after the use of federal funds, in 1946, the number of programs established increased. Federal funds were also used to help support counselor training programs at four state colleges.

The period of time extends from 1939 through 1963. This represents twenty-four years of the existence of some type of guidance services available to high school students in some of the public schools of the state.

Although some good factors were noted in the thesis there were a number of factors that needed to be taken note of or improved upon. Not enough programs are available to students as many schools do not yet have the services of a counselor. At present, guidance services are only made available to students in the upper six grades. This service should be made available to all students of the public schools. Counselor preparation should improve with the raising of certification requirements.

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## CHAPTER I

### INTRODUCTION: DEFINING THE SCOPE OF THE STUDY

#### Introduction

The guidance program in Arkansas has from its inception been closely identified with the one person who had much to do with setting the pattern for the original guidance services of the state. Dolph Camp, the first state supervisor of the Occupational Information and Guidance Services, was responsible for the training of a large percentage of the counselors in the state. In addition to Camp, much credit must be given to J. Marion Adams, the present State Director of Vocational Education. Fred C. Smith, who held the office prior to Adams, and Ralph B. Jones, who was Commissioner of Education for Arkansas at the time the services were established in the State Department of Education.

With the passing of the years there has been an increasing awakening to the value of guidance services, not only on the part of the educators of the state, but also on the part of the general public and industry. More and more people are requesting that guidance services be made available to their children, and industry is beginning to employ the principles of guidance in dealing with their employment and personnel problems.

Support at the National Level

Support at the national level had much to do with the initial development of the guidance services in Arkansas. Many individuals, including Dana M. Cotton, now director of Admission and Placement, Harvard University; Royce E. Brewster of the United States Office of Education; and Harry A. Allen, formerly of the United States Office of Education, now deceased; and many others contributed their knowledge and understandings of guidance philosophy and practice. These people assisted in conducting workshops and classes in guidance during the summer terms at the University of Arkansas and other institutions. Too, the liberalizing of the George-Dean Act by the passage of the George-Harden Act of 1946 acted as a financial transfusion to the guidance services of Arkansas. Thus, with the inspirational leadership of Dolph Camp, the able assistance of nationally recognized people in the field of guidance and the additional services made possible by the George-Harden Act, the guidance program in Arkansas developed and expanded.

The impact of federal aid provided through the various acts of Congress and the leadership at the national level will be dealt with as they have exerted an influence on the development of the guidance services in Arkansas.

### Statement of the Problem

This history, The origin, Growth and Development of the Guidance Services in the Public Schools of Arkansas, proposes to record the story of the guidance services in Arkansas from the beginning of those services through 1959.

### Purpose of the Study

No attempt will be made here to develop a comparative history in the experimental sense, but rather the narrative approach will be used. In addition to providing a chronological study of the guidance services in Arkansas an attempt will be made to define the objectives of the guidance movement in the state in terms of philosophy, organization and accomplishments. As the functioning of the guidance services differs from state to state, one objective of this history will be to add to the information already available concerning the programs of other states by presenting the guidance services as they function in Arkansas. At present, there is no single document that contains a clear picture of the guidance services in the state. Thus, it is the purpose of this history to provide an historical analysis of the guidance program as it was conceived and has been carried out in Arkansas in the hope that such a history may prove helpful to those entrusted with the administration of the guidance services in other states. It is also the hope that, as the strengths and weaknesses of the Arkansas Program are revealed, means may be pointed out to correct the weaknesses.

### Limitations and Scope of the Study

This history of the guidance program in Arkansas will be limited to the tax-supported secondary schools which have guidance programs that are approved by the State Department of Education. Private and parochial schools will not be included in the study since such schools do not receive support from state tax sources and are not under the supervision of the Director of Guidance in the State Department of Education.

Institutions of higher learning are included insofar as they contribute to the development of the guidance services in the secondary schools. Again, the criteria used will be the support of the institution through tax monies and the approval of the colleges and universities for counselor training.

All available sources will be used in securing material for the study. Primary sources such as letters, office communications, personal interviews and official documents will provide much of the source material. Secondary sources such as books, news articles, reprints of articles, unpublished dissertations will be used, keeping in mind the limitations of such sources. The fact that the author had so many years involvement in the development of guidance services in Arkansas may have blinded him to some of its shortcomings. However, great effort was made to ensure objectivity.

### Definitions of Terms

In order to provide some common ground upon which to base an understanding of the meanings of various terms, the following definitions of the most pertinent terms are given. The term origin carries the meaning of beginning, commencement or inception as related to the guidance program in Arkansas. Growth is interpreted to mean the progressive increase, advancement, or production of the guidance services within the state. Development, as used in this study, denotes the act of unfolding, expansion or evolution. Public schools as defined here includes the secondary schools of the state, in some instances grades seven through twelve, but principally grades nine through twelve, that have organized guidance programs and receive funds from state and local tax sources. The term program means a planned, organized movement with goals and objectives. The guidance program in Arkansas includes the following services: the information service, the individual inventory service, the counseling service, the follow-up service, and the placement service. A sixth service, research, although not now specifically mentioned in the state plan, is mentioned often as a possible addition to the current five services.

### Collection and Treatment of Data

Any endeavour to develop an historical study must recognize that great emphasis should be placed upon past experiences. The general aim of such a study is to apply the method of reflective thinking to problems, still unsolved, by means of discovery of past trends of events, facts and attitudes. The study must trace lines of development in human activities and thought in order to reach some basis for social activity. As has been previously stated, the method is genetic in nature.

The data to be dealt with in this study can be considered as either new or old. Historical and descriptive research deals with things as they have been and as they now are. An informational analysis of the items in the bibliography must be made to determine the reliability of the information and more direct evidence from personal experience and memory will provide some degree of status checks.

Much of the early history of the guidance movement is collected in the writings of John M. Brewer, Anna Y. Reed, Frank Parsons, George Myers and other early leaders in the guidance movement. Liberal use of the material from the writings of the persons mentioned above has been made for the content of Chapter II. Information contained in the issues of Occupations and its successor, The Personnel and Guidance Journal, has been referred to frequently. The official communications and letters on file in the office of the State Director of Guidance proved most fruitful in supplying information. The state newsletter,

The Counselgram was a source of much valuable information regarding the philosophy, origin and growth of the guidance services in Arkansas.

The method of analyzing data after they have been collected will depend to a great extent upon the method employed in collecting the data. Conversely, the method of collecting data must also depend upon the use to which the data are put.

External criticism will be applied to all material collected in an effort to determine the value of the facts stated with respect to the circumstances of their origin and by comparison with other material available. Such a procedure is designed to detect spurious data. Textual examination will follow in an effort to discover corruptions and changes which might have occurred.

Internal criticism will be applied to procure a final judgment on the actual meaning of data gathered, to interpret statements emerging from textual analysis and to determine the truthfulness of the factual information.

Both primary and secondary sources will be critically appraised to detect errors of judgment and bias in reporting. In such an approach to source material consideration must be given to the conditions that existed at the time the material was written, the agencies providing financial backing for the publication of the material and the position of the author in relation to what he is writing about. Care must be taken to detect attempts to "gloss" over and to project exaggerated claims, either of excellence or of deficiencies.

## Plan of the Study

Development of the history of the guidance services in Arkansas will follow an organizational design leading logically to the historical development of the guidance services in Arkansas from 1942 through 1959. To accomplish this purpose seven chapters will be developed as follows: Chapter I, Introduction: Defining the Scope of the Study; Chapter II, Vocational Guidance at the National Level; Chapter III, The Genesis of the Guidance Program in Arkansas; Chapter IV, Organization, Administration and Supervision at the State and Local Level; Chapter V, The Origin and Development of the Guidance Program in the Local Schools; Chapter VI, Evaluation of the Guidance Programs in the Public Schools of Arkansas; and Chapter VII, Summary: Looking to the Future.

## Summary

Any historical composition involves the question of limiting the boundaries to the end that a logical and concise story may be told. This history therefore had to be limited as to time and content. The period of time covered, with the exception of Chapter II which is a review of the guidance movement at the national level, extends from 1942 through 1960.<sup>1</sup> The content has been limited to the

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<sup>1</sup>A short summary of developments since 1960 will be found in Chapter VII.



area of organized guidance programs in the public schools of Arkansas that are supported by federal, state and local tax funds. A further delimiting of content required that events be evaluated as to importance and that those of lesser importance be omitted. Such an evaluation is fraught with weaknesses, as the judgment of the author became the deciding factor as to what was important and what could be left out.

It may appear at first glance that too much prominence has been given to the work of Dolph Camp in the development of the guidance services in Arkansas. However, this criticism fades into insignificance when notice is taken of his personal involvement with the origin and growth of the guidance program in Arkansas from 1942 through 1950. Even after he left the office of State Supervisor of Occupational Information and Guidance Services in 1950, his influence continued to be felt in the state.

The narrative approach lends itself to a description of the events leading up to the establishment of the guidance services at the state level and their growth and expansion at both the state and local levels. However, interposed with the parts of the narrative are evaluations, conclusions and interpretations. The chapters that follow are designed to lead a logical progression from outside influences to the origin, growth and development of the guidance services in Arkansas.

## CHAPTER II

### VOCATIONAL GUIDANCE AT THE NATIONAL LEVEL

#### Introduction

In order to understand the guidance services in Arkansas it is necessary to take a look at guidance services at the national level and, in particular, vocational guidance. These recorded developments were first centered in the industrial areas of the nation and were activated by the desire to assist youth and adults in securing and adjusting to various jobs. As the movement expanded in philosophy and goals it moved out to other sections of the nation. In almost every instance a particular movement was identified with the person who had the most to do with initiating the program. In Boston it was Frank Parsons; in Grand Rapids it was Jessie E. Davis; and in California it was George Arthur Merrill.<sup>2</sup>

As these movements began to attract attention at the national level, individuals in other areas became interested and began to think of the guidance services in terms of their own locality. Through the various conferences and national meetings, the idea of guidance

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<sup>2</sup> Robert Hoppock, "Presidential Address, 1950," Occupations, XXVIII (May, 1950), 497-499.

began to take form, enlarge its perspective and bring into focus the thinking of men and women from other sections of the nation.

### Sociological Influences

Anne Y. Reed in her book, Guidance and Personnel Services in Education, writes that social movements as a rule do not originate; they evolve.<sup>3</sup> This evolution is not a single-track procedure but a process that involves many contributing factors which continue to build up until the movement becomes identified with specific characteristics. Thus, the guidance movement was profoundly influenced by events outside the educational orbit.

Barry and Wolf<sup>4</sup> listed some of the developmental events that have exerted an influence on the guidance movement as: the rapid industrialization and related employment problems; the waves of immigrants between 1890 and 1920; and the increase in enrollment in public schools and institutions of higher learning. The period between 1890 and 1920 was marked by rapid developments on the industrial scene. Too, the frontier was receding and westward expansion was slowing down. A predominantly agrarian society was going through a series of changes which eventually resulted in an urban and technological society.

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<sup>3</sup> Anne Y. Reed, Guidance and Personnel Services in Education, (New York: Cornell University Press, 1944).

<sup>4</sup> Ruth Barry and Beverly Wolf, Modern Issues in Guidance-Personnel Work, (New York: Bureau of Publications, Teachers College, Columbia University, 1957), pp. 12-16.

As the number of factories and businesses increased, the demands on the labor market changed. Greater numbers of people were moving to the cities to find jobs in the factories and the demands of industry for workers trained to perform efficiently in the new jobs focused attention on the schools as a source for suitable employees. The guidance movement was brought into being as an attempt to provide a partial solution to the educational and social questions raised by the rapid industrialization and urbanization.

Between the years 1890 and 1920 great waves of immigrants landed in America. Most of these new Americans settled in the eastern and midwestern sections of the nation where employment could be found on the farm and in the factories. In addition to the great labor problem created by these people, possibly a greater problem was that posed in the educational and social life of the communities affected. Settlement houses were established in many of the larger cities and workers from them assisted the immigrant children and adults in learning a new language and making social adjustments. When it became apparent that the settlements could not supply all of the needs of these people, attention was gradually directed toward the public schools as a possible source of assistance. Thus, the schools began to assume more and more of the functions formerly carried on by the settlement houses.

As women began to enjoy more freedom and equality with men, they assumed positions in offices and factories which required them to spend a greater part of their time out of the home. Along with their emancipation from the home, women acquired the right to vote and assume

political responsibilities. Girls in great numbers began to enroll in schools and their presence there, in view of their involvement in the occupational picture, exerted a great influence on the curriculum of the secondary schools. Courses in shorthand, typing and vocational home economics or domestic science appeared in the curriculum of increasingly larger numbers of schools.

As the number of women working outside the home increased, children became an economic liability rather than an asset. When the society was principally agrarian, children could make a substantial financial contribution to the family budget and this condition existed to a large degree during the early days of the industrial expansion. Eventually, child labor laws restricting the employment of children under the age of sixteen were enacted by the various states and the federal government. By 1949, twenty states had a basic sixteen-year minimum age for employment in establishments covered by the Fair Labor Standards Act of 1938.<sup>5</sup>

The increased emphasis on employment practices and the training requirements for performing newly created jobs stimulated a demand for the inclusion of such courses as manual training, vocational education and trade skills in the public school curriculum in order to provide boys with the training needed to fit them to serve efficiently in the industrial age.

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<sup>5</sup>Delbert C. Miller and William H. Form, Industrial Sociology, An Introduction to the Sociology of Work Relations (New York: Harper & Brothers, 1951), p. 544.

### Population Trends

Today the population of the United States is over 180 million and is increasing rapidly. Since 1950, on an average day, there has been a net rise of about 7,600 in the population, a rise which would indicate a projected population in 1975 of approximately 225 million.<sup>6</sup>

Table 1: Population of the U.S. by Age:  
1955 and Projected for 1975<sup>7</sup>

	Millions of Persons		Percent Change
	1955	1975	1955-1975
All Ages	165.9	222.3	34
0-4 Years	19.1	25.4	33
5-14 Years	30.4	41.9	37
15-19 Years	11.2	18.7	67
20-24 Years	10.8	19.3	79
25-44 Years	26.9	53.2	13
45-64 Years	33.4	43.1	29
65 Years and Older	14.1	20.7	46

The composition of the projected population for 1975 shows an enormous increase in the age group of 15 to 24 and a large increase in the age group of 65 and over. This pattern points up two rather vital problems to those involved in providing guidance services.

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<sup>6</sup>Rockefeller Brothers Fund, The Pursuit of Excellence, Education and the Future of America, Special Studies Project report V, America at Mid-Century Series (Garden City: Doubleday & Co., 1958), p. 13.

<sup>7</sup>Ibid.

The first, concerns the flood of young people who will place an immense pressure on educational institutions in the next twenty years, and on the labor market shortly thereafter. The second problem involves the social and individual problems posed by a rapidly expanding older group.<sup>8</sup>

The two factors pointed out by the Rockefeller Report revolve around the significant changes projected in the two population groups mentioned above. The flood of young people who will place an immense pressure on the educational institutions in the next twenty years presents one problem; the second problem concerns the social and individual problems posed by the older group.

Other factors that focus attention on the need for better and more effective guidance services are the following: the population today is one of movement--about 20 percent of the population change address each year; the negro is shedding his southern character as a consequence of his steady migration northward and midwestward; farmers are becoming less and less a recognizable rural group and are putting on the appearance of the businessman.

Another noticeable condition is the increasing population movement from large metropolitan areas toward the more urbanized areas. By 1975 we can expect a nation less regionally diverse and more uniform in environment. What does all this mean to the area of guidance and counseling? The responsibility of the guidance and counseling services is becoming increasingly greater in this changing complexion of our population.

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<sup>8</sup>Ibid., p. 5.

There is at least the possibility that an older and more urbanized society will be increasingly vulnerable to emotional disorders. The importance of counseling and guidance, for youths at the time of career decisions as well as for older people at the termination of their careers, will be correspondingly increased.<sup>9</sup>

Thus, the next twenty years represent a great challenge to the guidance services and the challenge will occur in an area that formerly has not assumed too great importance. Automation, more leisure time and a larger older-age group pose new and complex problems that are new in our society.

#### Development of Concern for the Individual

"More completely than any other single movement, vocational guidance must take for its function the conservation of human resources."<sup>10</sup> The preceding statement by Spaulding, written in 1915, showed for one thing the growing regard for conserving the human resources represented by the youth of the nation. Much of the literature from 1915 to the present time expresses this concern. Even as early as 1695 there was great solicitude for the welfare of the youth as is shown by the words of John Locke.

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<sup>9</sup>Ibid., p. 6.

<sup>10</sup>F. F. Spaulding (ed.), "Problems in Vocational Guidance," Readings in Vocational Guidance (Cambridge, Mass.: Harvard University Press, 1915), p. 69.



...He therefore that is about Children, should well study their natures and Aptitudes, and see, by often Trials, what turn they easily take, and what becomes them: observe what their native Stock is, how it may be improved, and what it is fit for: He should consider, what they want: whether they be capable of having it wrought into them by Industry, and incorporate there by Practice: and whether it be worthwhile to endeavour it. For in many Cases, the best of what Nature has given, to prevent Vices and Faults to which such a Constitution is most inclin'd, and give it all the Advantages it is capable of. Every one's natural Tendency should be carry'd as far as it would; but to attempt the putting another upon him, will be the labour in Vain; and what is so plaister'd on, will at best sit untowardly, and have always hanging to it the Unreasonableness of Constraint and Affection.<sup>11</sup>

By 1910, across the country from San Francisco, in Philadelphia, an awakening to the need for guidance and vocational education was also taking place. To assist in the enforcement of the recently passed Labor Law, the Consumers League of Philadelphia established the Industrial Betterment Bureau in 1910. This organization had the noble purpose of reporting law violations and of providing guidance and placement for youths just starting out to work.<sup>12</sup> In addition, the league arranged for scholarships for deserving and promising youths.

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<sup>11</sup> John M. Brewer, History of Vocational Guidance: Origin and Early Development (New York: Harper & Brothers, 1942), p. 14.

<sup>12</sup> Ibid., p. 49.

### Early Movements in the South

In 1914, David Spencer Hill sent letters of inquiry to forty-one superintendents in fourteen southern states. The letters requested a reply to the question, "What is being done about organized guidance in the South?"<sup>13</sup> Hill received fourteen replies to his letters and of that number twelve stated that no effort was being made in the direction of organized guidance services.

The superintendent of the Birmingham schools reported that two committees, one on Vocational Education and the second on Public Schools, were joining forces to work on the problem. From Houston, Texas the superintendent reported interest in vocational guidance but indicated a belief that more experimentation in the area must be done before that city would embark upon a program of guidance services in its schools. The report from Little Rock was noncommittal but stated that the subject was under consideration and that some recommendations would be made later. In New Orleans definite steps had been taken by some civic organizations to establish guidance services, although by 1914 very little had been done by the schools themselves.<sup>14</sup>

### Establishing a National Organization

The present American Personnel and Guidance Association developed as a need was seen to coordinate the energies of the various national groups interested in providing greater opportunities to youth through the establishment of personnel practices in and out of school.

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<sup>13</sup>Ibid., p. 23.

<sup>14</sup>Newer, op. cit., p. 23.

The first emphasis in guidance was placed on vocational preparation and job placement. Gradually the concept of personality adjustment and personnel relations became a part of the movement.

Some of the groups that were organized and functioned were the National Association of Student Personnel Administration, the National Vocational Guidance Association. The National Association of Women Deans and Counselors has never officially affiliated with the American Personnel Association.

#### Agencies Contributing to Guidance Services

Among the government agencies that have tributed in the development of guidance services are: The Bureau of Census, the Rehabilitation Service, the Veterans Administration and the U.S. Employment Service. These agencies directed their efforts primarily toward help for the adult population. However, many of the techniques and services they developed have assisted in providing better personnel services to the youth of the nation.

#### Congressional Action

Through a number of acts passed by Congress over a period of years the federal government has provided support for various forms of vocational education. Aside from the federal funds made available for educational purposes the fact that the national Congress recognized the need for increased vocational education is significant. The first action by Congress, though greatly restricted, opened up a narrow approach to the total area of vocational education. Later action by

Congress seemed to increase and broaden the use of federal funds for educational purposes. The federal government is still reluctant to use federal funds for all phases of education although a liberalized approach was taken in 1958 with the passage of the National Defense Education Act.

Shortly after World War I, on February 23, 1917, Congress passed the Smith-Hughes Act.<sup>15</sup> This act may be considered basic, since many of its provisions have been applied to later acts. The funds appropriated were to be used for the promotion of vocational education in agriculture, trades and industry and vocational home economics, and for the training of teachers in those fields. This act further provided for direct federal aid through the various state boards of education. The funds were then allocated to the local school districts to defray as much as fifty percent of the instructional cost of high school programs in vocational agriculture, trades and industries and vocational home economics.

On March 10, 1924, Congress extended the provisions of the Smith-Hughes Act to the Territory of Hawaii. The act authorized an annual appropriation to be used for the same purposes and under the same conditions as the funds appropriated under the provisions of the original Smith-Hughes Act of 1917. In March, 1931, the provisions of the act were further extended to Puerto Rico. The 1917 act and the two supplementary acts are still in effect.

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<sup>15</sup>Federal Security Agency, Office of Education, Administration of Vocational Education, Education Bulletin No. 1, General Series 506, Revised 1948. VII.

The George-Reed Act of February 5, 1929, authorized appropriations of additional funds for the use of the states and territories in extending and expanding programs of vocational agriculture and vocational home economics. This act served to extend the general provisions of the Smith-Hughes Act.

The George-Dean Act, approved June 8, 1936, replaced the George-Hilzey Act of 1934. The provisions of the George-Dean Act authorized additional appropriations for use in the states and territories including Puerto Rico and the District of Columbia. Additional financial support for the services covered by the Smith-Hughes Act and changes in the manner of using the funds were provided. The funds were to be matched on a graduated scale, starting at fifty percent and reaching one hundred percent by 1947.

The George-Barden Act, approved August 1, 1946, further extended federal participation in the areas of vocational education and added to the scope of the programs of education and vocational guidance in the secondary schools.

Through the provisions of the George-Barden Act, federal funds for guidance purposes were restricted to the support of guidance officers in the state departments of education in the various states. This act amended the George-Dean Act of 1936 and liberalized many of its provisions. In reality, the George-Barden Act rewrote the George-Dean Act. The 1946 act broadened the provisions of the earlier act so that vocational funds might be used to support local programs of guidance services and encourage the training of counselors.

George-Parson funds may be used as reimbursement for the cost of research conducted as a part of State Programs of administration, supervision, and teacher training in the special fields of vocational education, including vocational guidance.<sup>16</sup>

The George-Parson Act did not spell out the exact guidance purposes for which the appropriations might be used. Therefore, the United States Commissioner of Education ruled that funds might be used for three purposes at the state and local levels:

1. The maintenance of a program of supervision in vocational guidance.
2. The maintenance of a program of training vocational counselors.
3. The salaries and necessary travel expenses of vocational counselors on the secondary and adult levels, and the purchase of instructional equipment and supplies for use in such counseling.<sup>17</sup>

Another justified expenditure of vocational funds would be the use of these funds for research in guidance.

Reimbursement to states under the provisions of the George-Parson Act was dependent upon certain conditions. First, that the state must develop a state plan that would provide adequate supervision and training of vocational counselors. Funds for reimbursement at the local level may be used only when the program at the state level has been met. Second, that provisions for reimbursement for counsel or training courses are made only when the classes are

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<sup>16</sup>Ibid., p. 20.

<sup>17</sup>Ibid., p. 21.

composed of persons enrolled in a program qualifying them for vocational counseling, vocational training and teachers, counselors, supervisors or directors of vocational education or vocational guidance. Third, that the state plan must set up standards and conditions for reimbursing salaries and travel expenses of vocational counselors.

The extended use of federal funds as provided by the George-Barden Act had some far-reaching effects upon the development of guidance services. The additional funds and the inclusion of guidance services served to expand the guidance staffs at the national, state and local levels. Also, the expansion of training facilities for preparing counselors was encouraged.

The National Defense Education Act, signed into a law by President Eisenhower on September 2, 1958, authorizes something over one billion dollars in federal aid for several educational services. The ten titles of the act touch all levels of education from the elementary to the graduate level in both public and private institutions.

The money was authorized for a number of different programs, all of which were designed for a single purpose--to develop to the fullest the aptitudes of the child from the day he first enters school. To achieve this purpose and to assure efficient use of the federal funds, responsibility for making use of the funds was placed at every level from the agencies of the federal government to the smallest local unit.

The portion of the act with which those interested in personnel work are concerned is that contained in Title V, "Guidance, Counseling, and Testing, Identification and Encouragement of Able Students: Part A. State Programs; Part B. Counseling and Guidance Training Institutes."<sup>18</sup>

The immediate goals which the act hoped to achieve were to encourage schools to expand their guidance and testing programs and to increase the available number of counselors and guidance staff so as to accomplish the aims of the program. To share in the funds each state must submit a detailed plan for its testing and guidance program to the United States Commissioner of Education. With respect to the guidance and counseling programs the plan must provide for the advisement of students on what courses are best suited to their aptitudes, abilities and skills and to encourage outstanding students to take courses that will prepare them for admission to institutions of higher learning.

Each state would receive its allotment of funds on the basis of its school-age population. If, under this arrangement, any state's allotment would be less than \$20,000 in any one year, proportionate reductions would be made in the other states' allotments to bring the allotment of the low state up to \$20,000. Arkansas was authorized \$117,850 with an appropriation of \$63,515.<sup>19</sup> For the first year the

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<sup>18</sup>Office of Education, U. S. Department of Health, Education and Welfare, Guide to the National Defense Education Act of 1958, page 13.

<sup>19</sup>Ibid.



federal government would provide all of the funds but thereafter each state must match funds on a fifty-fifty basis.

Congress wrote into the bill provisions to authorize \$6½ millions for the first year and \$7½ millions for each of the next three years to establish training institutions of higher learning under contract with the United States Commissioner of Education. Each student attending an institute was entitled to a stipend of \$75. for each week plus \$15. for each dependent.

There is some danger in the NDFA Program as it relates to the counseling services. The terminology does violence to the philosophy that a counselor does not recruit, urge or place students in any category or work or experience. The emphasis is one of "advising," "encouraging," and "selecting."<sup>20</sup> With the great emphasis on testing designed to locate and encourage the more able students, there is a possibility that the average and below average student may become the forgotten youth.

The United States Congress passed a bill in 1957 which created the Department of Education, now the Office of Education within the Department of Health, Education and Welfare.

The development of interest in the field of guidance was slow. In 1913 the Office of Education published the proceedings of the first meeting of the National Vocational Guidance Association; in 1914 it presented the results of its study of the problems of guidance in

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<sup>20</sup>Ibid., p. 14.

the schools--Bloomfield's School and the Start in Life and in 1911, W. Carson Ryan was appointed to part-time duty in the field of Vocational Guidance.<sup>21</sup>

In 1931 a tests and measurements service was established with David Segel as its head. The Occupational Information Service was established in 1935 within the Division of Vocational Education with Harry Jager as its chief. The principal functions of this service were (1) to give administrative and professional assistance to the states in setting up vocational and guidance services as provided in the George-Handen Act, and (2) to promote the development of guidance work over and above that carried on by the states in reimbursed programs.

John W. Studebaker, United States Commissioner of Education, announced at a meeting of the American Association of School Administrators held at Atlantic City in February, 1947, that Richard D. Allen had been appointed consultant for the Office of Education in the field of guidance. This appointment marked an important milestone in the development of guidance services in the United States.

The new Occupational Information and Guidance Service was organized with three distinct fields of service: the collection and dissemination of information about occupations, the permanent cumulative inventory of the individual, the promotion throughout the nation of the consciousness of the need of occupational information and general guidance as an integral part of school programs.<sup>22</sup>

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<sup>21</sup>Ibid.

<sup>22</sup>John W. Studebaker, "The New Occupational Information and Guidance Service," Occupations, XVII (November, 1938), p. 101-104.

Some of the individuals who devoted either full-time or part-time services to the newly created service were Richard D. Allen, regular consultant; Walter A. Bingham; Loyton S. Hawkins; H. C. Kuch; Paul W. Chapman; Walter J. Greenleaf; David Segel; and Harry A. Mason.<sup>23</sup>

On May 15, 1952, the Occupational and Information Service was discontinued. Possibly because of the great interest shown by school administrators and others in the educational fields the Service was re-created in 1953 as the Guidance and Pupil Personnel Services Section within the Division of State and Local School Systems.

#### Life Adjustment Education

A number of educators met at Washington, D.C., May 31 to June 1, 1945, at the invitation of the U. S. Commissioner of Education. They were asked to review a forthcoming publication to be issued by the Office of Education under the title, Vocational Education in the Years Ahead. At the close of the meeting Charles A. Prosser, a former Director of the Danwoody Institute in Minneapolis, offered a resolution that has since become an historic pronouncement of guidance philosophy. The resolution called for more concern for the sixty percent of all secondary school students who were not benefited by either the college preparatory courses or the vocational training in skilled occupations. Prosser closed his summation of the conference by suggesting that the U.S. Commissioner of Education call a series of conferences to study this problem.<sup>24</sup>

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<sup>24</sup> U.S. Office of Education, Federal Security Agency, Life Adjustment Education for Every Youth (Washington, D.C.: U.S. Government Printing Office, 1951), p. 16.

As a result of this suggestion, five regional conferences were held between April, 1946 and November of the same year. The five regional meetings, sponsored by the U.S. Office of Education, were held at New York, Chicago, Cheyenne, Sacramento and Birmingham. Following the conference the U.S. Commissioner of Education appointed a National Committee on Life Adjustment Education composed of one representative from each of nine national educational organizations.<sup>25</sup>

Circular No. 253, revised June, 1951 and published by the Federal Security Agency, proposed as a basic assumption of Life Adjustment Education that

...the school can and should aid pupils in making certain adjustments better than other social institutions...however, most school practices have not advanced in a manner consistent with these goals.<sup>26</sup>

The circular outlines some guiding principles under seven headings.<sup>27</sup> The same source gives prominent display to the following definition of Life Adjustment Education which, in many respects, follows the line of thought accepted by most authorities in personnel work.

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<sup>25</sup>Glenn E. Smith, Principles and Practices of the Guidance Program (New York: MacMillan Company, 1951).

<sup>26</sup>U.S. Office of Education, Federal Security Agency, Developing Life Adjustment Education in a Local School, Circular No. 253, Revised June, 1951 (Washington, D.C.: U.S. Government Printing Office, 1951), pp. 3-4.

Life adjustment education is designed to equip all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens. It is concerned especially with a sizable proportion of youth of high school age (both in school and out) whose objectives are less well served by our schools than the objectives of preparation for either a skilled occupation or higher education.<sup>28</sup>

### Literature

A great number of books and miscellaneous literature has been written and published during the past fifty years. Many of the books have been used as texts by counselor training institutions and the other literature has provided a source of valuable reference materials.

Some of this printed material has played an important part in helping to establish policies and philosophies. Other material has left very little imprint on the present aspects of guidance and personnel work.

### Trends in Counselor Certification

Shortly after the establishment of the Boston Bureau in 1908, the Boston Young Men's Christian Association sponsored a school for vocational counselors. Among the requirements for admission were such personal characteristics as mature judgment, good manner and character and personality inviting respect and confidence. Specific courses in social sciences and psychology were required. In addition, the applicants had to have had at least two years' experience in

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<sup>28</sup>Ibid.

teaching, business or social work. Each student was granted a certificate of proficiency upon completion of the course.

The first state to issue counselor certification was Pennsylvania in the middle 20's. After this, there was a period of inactivity until Connecticut adopted its original plan in 1930. Later, other states followed by setting up some certification requirements: New York in 1937; Ohio in 1940; Massachusetts in 1941; Indiana, Utah, West Virginia and Wisconsin in 1946; Florida, Maryland and Missouri in 1947; Georgia, Maine, New Jersey, New Hampshire and Vermont in 1948; Arkansas, District of Columbia, Delaware, Louisiana, Mississippi and Iowa in 1949.

Some of the plans were adopted by the various states with the stipulation that they become effective at a later date.

Benjamin G. Kremen in a study made in 1951<sup>29</sup> found that there were in existence in some states four different levels of counselor certification. The following table summarizes the information.

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<sup>29</sup> By the end of 1962 special certification was required of counselors in thirty-four states and certification was optional in four states. Some of the remaining twelve states were making plans to introduce some type of counselor certification.

Table 11: Number of Levels of Certification by States<sup>30</sup>

	ONE LEVEL	TWO LEVEL	THREE LEVEL	FOUR LEVEL
Arkansas	X			
Connecticut		X		
District of Columbia	X			
Delaware		X		
Florida	X			
Georgia		X		
Indiana	X			
Louisiana	X			
Maine				X
Maryland			X	
Massachusetts	X			
Mississippi	X			
Missouri		X		
New Hampshire	X			
New Jersey		X		
New York		X		
Ohio			X	
Pennsylvania		X		
Tah		X		
Vermont		X		
West Virginia		X		
Wisconsin		X		
Wyoming			X	
TOTALS	8	12	2	1

In general, the first two levels of counselors have a number of requirements in common. Some of their common requirements are

- (1) teaching certificate in state of eligibility for such a certificate,
- (2) two years of teaching experience, (3) one year of work experience.

<sup>30</sup> Royce E. Brewster, Guidance Workers Certification Requirements, Bulletin 1960, No. 14, U.S. Department of Health, Education, and Welfare, pp. 1A-A (Appendix D, p. 12).

(4) a high level of personality requirements. The two levels differ in academic requirements--level I requiring fifteen semester hours in four areas while level II requires thirty hours in fourteen areas.

Most states are in agreement on the need for specific courses in counselor education. Among the areas most often listed are Philosophy and Principles of Guidance, Understanding the Individual, Occupational and Educational Information, Counseling, Organization and Administration, and Supervised Counseling Experience.<sup>31</sup>

In 1949 the National Vocational Guidance Association and several related groups issued a proposal concerning counselor preparation. The proposal suggested several areas in which counselors should acquire proficiency. The areas were: personal qualification, experience in business and industry and areas of training.<sup>32</sup> The proposal also suggested two levels of training: a temporary certificate involving one year of graduate work and professional status based upon two years of graduate work.

The joint proposal indirectly called for setting up some procedures for the certification of counselors. A number of states were moving in this direction and the next few years showed an acceleration toward the goal of counselor certification.

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<sup>31</sup>Glenn Smith, Counseling in the Secondary School (New York: Macmillan Company, 1955), p. 239-257.

<sup>32</sup>Henry B. McDaniel, Guidance in the Modern School (New York: Dryden Press, 1956), p. 448.



A three-year study of certification requirements for student personnel workers was undertaken in California by a committee sponsored by the State Department of Education. The committee making the study considered personnel workers as falling into four groups.<sup>33</sup>

In recent years a great deal of concern has been shown about the question of certification of counselors and personnel workers. A number of states and territories have been revising or developing certification requirements as a result of work done by various committees and professional groups. Thirty-three states and territories have mandatory certification requirements as of June, 1917<sup>34</sup> Seven states and territories have optional requirements as of the same date.<sup>35</sup> Many states had to take legislative action to provide the necessary laws to permit certification of counselors and in most cases the State Boards of Education had to take action on establishing certification.

#### Summary

With the enactment of child labor laws and the resultant compulsory school-attendance acts, the school population took on a different character from its former character. Now, children from all walks of life were attending school; they represented a cross-section of the national population. Children of immigrants, doctors, lawyers, brickmasons, ditchdiggers and various other occupational groups were

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<sup>33</sup>California State Department of Education, The Preparation and Training of Pupil Personnel Workers, bulletin XVI: 3 (1922).

<sup>34</sup>U.S. Department of Health, Education and Welfare, Office of Education, Guidance Workers Certification Requirements, Bulletin No. 22 (1957).

<sup>35</sup>Ibid. (see appendix, p. 241).

attending the public schools of the nation and were thrown into close relationship with each other on a basis of social and scholastic attainment. The fact that more children were attending schools and that all levels of intellectual, social and economic attainments were represented presented new and complex problems. The development of guidance services was an effort to meet this new situation and to conserve our human resources.

The early effort at developing guidance services grew out of a concern on the part of some educators and businessmen for the effective job placement and occupational training of the young people of the time. Frank Parsons was one of the leaders in this area. As a result of this point of view the term "vocational guidance" was attached to most attempts at personnel work. Too, as many states made use of vocational funds for the support of the guidance services within the states, the term "vocational guidance" was applied to the activities carried on. Gradually dissatisfaction with the term caused some leaders in the field to search for a more descriptive term. The term "guidance" was used by some; the term "pupil personnel services" was used by others. Today there is still a divergence of opinions as to what label the work of the counselor should carry. Some persons believe the term "guidance workers" is best, while others believe that a more inclusive term, "pupil personnel services," is correct. In some states the term "counseling services" is preferred, while elsewhere "guidance and counseling services"<sup>36</sup> may be accepted.

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<sup>36</sup>Arthur C. Jones and Leonard M. Miller, The National Picture of Pupil Personnel and Guidance Services in 1953 (Washington: National Association of Secondary-School Principals, 1954), pp. 106-107.

There is a growing acceptance of guidance services as an integral part of the educational systems today and the idea of the service as an educational "frill" is fading away. A number of factors have influenced this acceptance, among them the employment of personnel practices in industry and the emphasis given guidance and counseling services by the federal government.

The history of the development of professional associations concerned with pupil personnel work is one of unification and coordination. In the beginning a number of organizations were developed, all having much the same purposes but springing from different sources. In 1933, three of these, the National Vocational Guidance Association, the American College Personnel Association and the National Association of Deans of Women, joined to form the Council of Guidance and Personnel Associations. Closely associated with the Council were the following service organizations: Altrusa, the National Federation of Business and Professional Women's Clubs and the Alliance for the Guidance of Rural Youth. The National Association of College Registrars were not associated at this time.

The American Personnel and Guidance Association was formed in 1951. At the date of its organization it was composed of the following organizations: the American College Personnel Association, the American School Counselors Association, the National Association of Guidance Supervisors and Counselor Trainers, the National Vocational Guidance Association and the Student Personnel Association for Teacher Education. Today, the American Personnel and Guidance

Association is the strongest and largest organization devoted to the development and improvement of personnel services.

National and international events have focused attention in the United States on the educational program within the nation. Foremost among the events which caused much concern was the projecting into space of the first satellite by the Russians. Almost everyone looked to the schools as the cause of our lag in the "space race." Whether or not the schools were at fault is not a matter of concern here. However, the effect of this event and its chain-reaction on guidance is pertinent. The National Defense Education Act of 1958 was a legislative effort to overcome what was apparently thought to be the cause of the national scientific deficiency. In addition to the sums of money appropriated for this purpose, the focusing of attention on the guidance processes in the public schools was important.

The states and territories reported an increase in 1958 in the funds spent for vocational guidance of \$84,120,10 or 5.1 percent more than the amount spent during the previous year.<sup>37</sup> The federal funds were used in the ratio of 2:9 to state and local funds. Although more money has been made available for use in establishing and improving guidance services in the states, the critical problem still is the training and retention of qualified counselors in the public

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<sup>37</sup> U.S. Department of Health, Education and Welfare, Office of Education, Digest of Annual Reports of State Boards of Vocational Education to the Office of Education, Division of Vocational Education, fiscal year ended June 30, 1958 (Washington, D.C.: United States Government Printing Office, 1959), p. 58.

school systems of the states. The trend toward certification has accelerated to the point that most of the states now have such requirements or are in the process of establishing certification regulations. Greater emphasis is being placed upon school excursions to places of employment, and new interest in developing and presenting occupational information is evident.

Some states have entered the area of technical training by establishing technical institutions for the training of those who will be employed by industry and the trades. Greater emphasis is being placed upon pupil placement through the use of tests and counseling. The National Defense Education Act of 1958 provided funds for this purpose.

Industrial expansion, automation, increased leisure time for workers and changes in population complexion all lend weight to an increasing need for services to people in a complex society. Thus the history of guidance services has been and will continue to be one of growth and expansion.

## CHAPTER III

### THE GENESIS OF THE GUIDANCE PROGRAM IN ARKANSAS

#### Introduction

A brief summary of the factors influencing the character of the people of Arkansas and the social and economic climate surrounding these people will perhaps lend an insight into events that are to be recorded here. Knowing where and how people live makes it possible to better understand why they react as they do under certain conditions. The topography of the land, the racial composition of the population, the past history of people and the degree of industrialization or non-industrialization influence the thinking and reaction of people.

The physical features of Arkansas have had an important bearing on the degree to which various sections of the state have progressed and developed. Geographically, Arkansas may be divided into two sections according to physical characteristics. The highland portion is north of a line running northeast to southwest through Corning, Newport, Augusta, Searcy, Little Rock, Benton, Malvern and Arkadelphia southwestward. Highway 67 may be considered as roughly marking this line. The lowland area consists of all territory below that line and makes up about 52 percent of the total land area.

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<sup>35</sup>Map of Arkansas. Appendix A, p. 196.

The highlands may be further divided into two areas by the Arkansas Valley running from Little Rock to Fort Smith. The area north of this line includes the Ozark Mountains, the southern portion of this area includes the Ouachita Mountains. These two mountain groups are still further divided into other mountain ranges.<sup>39</sup>

The lowlands are composed of the Mississippi Alluvial, Crowley's Ridge and the West Gulf Coastal Plain.<sup>40</sup> This area is for the most part flat land shading from the plateaus near the center of the state to the low delta area in the southeastern part of the state.

The inhabitants of the highland area of the state have tended throughout the years to be the conservative group. They are for the most part small land-owners with modest incomes. During the last fifteen years, an influx of people from other states has settled in this area and the complexion of the society has been altered considerably. As a result of the great supply of water available for power, many industries have selected this section of the state to establish factories. Politically, the population of this section has never been solidly democratic as has the lowlands. During the War Between the States the northern tier of counties gave more support to the North than to the Confederacy. Their reluctance to accept new ideas and their customary economic frugality have been apparent in the degree to which they supported their public school systems.

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<sup>39</sup> Ibid.

<sup>40</sup> Ibid.

The people living in the lowlands are for the most part large land-owners, share-croppers and descendants of the Negro slaves. Education is considered desirable for the "upper-class," and social and cultural activities are held in high esteem. Most of the wealth is concentrated in the southern part of the state and the bulk of the population is concentrated there. Union, Columbia and Nevada Counties have great lumber and oil resources which have contributed to their development.

The physical character of the land in the northern part of the state is such that the development of large plantation systems was precluded and as a result slavery did not gain a foothold in that area. Consequently, few if any, Negroes are found in the northern counties. The lowlands became more heavily populated than the high-land areas.

By 1950 there were nearly two million people living in Arkansas. Between 1940 and 1950 there was a population loss of 47,756.<sup>41</sup> Part of this loss may be credited to an exodus of Negroes to northern industrial areas<sup>42</sup> and to the loss of poorer whites and young people looking for better employment opportunities. In the past few years many people have moved from the rural areas to the towns and cities. A number of causes for this movement may be deduced.

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<sup>41</sup>O. F. McKnight, Living in Arkansas (Oklahoma City: Earlow Publishing Corporation, 1951), p. 282.

<sup>42</sup>Phillips H. Brown and John M. Peterson, "The Exodus from Arkansas," The Arkansas Economist, II (Winter, 1960), p. 12.



For one thing, the improvement in agricultural methods has made it possible to increase the productivity of the soil. There is no longer a need for large numbers of people to till the soil in order to produce the necessary yields. Therefore, a large number of farmers have been released from the farm for other pursuits. Fields in increasingly larger numbers have been made into pasture lands and row-cropping is very little in evidence.

The row crop farms that remain are being worked with mechanical equipment, thereby reducing the number of hand laborers required. Tractors, combines and mechanical cotton pickers have replaced farm laborers in great numbers.

A third cause for the shift in population is that many thousands of acres that were formerly used for row crops are being turned into forests. In 1950 the soil of Arkansas was used as follows: seven million acres to grow crops, seven million acres to pasture cattle and twenty million acres to produce timber.<sup>43</sup>

A fourth cause for the movement of farm families to the towns and cities is the development of various industries. Many industries have moved from the eastern and mid-western sections of the United States to Arkansas because of its favorable climate and labor conditions. During the ten-year period from 1939-1949, over fifty thousand new jobs have been created by new industries in Arkansas.

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<sup>43</sup>Ibid.

Cotton still ranks as the largest farm crop in the state, being responsible for about sixty percent of the total \$442,000,000 farm crops in 1951.<sup>44</sup> Some other farm products that rank among the first ten in the state's agricultural industries that have increased in value during the past fifteen years are livestock production and broiler production.

Mineral resources provide a livelihood for many citizens of the state. Arkansas is rich in oil, gas, barite, commercial diamonds and other minerals.

The 1950 census showed a great increase in the population of cities of 2,500 or larger.<sup>45</sup> The counties lying in the highland area have shown the greatest decrease in population, while the greatest loss in the lowland area has resulted from the migration of Negroes, poor whites and some others seeking opportunities in skilled and professional pursuits.

Generally speaking, the people living in the highland area are principally of Anglo-Saxon ancestry; those in the lowlands are more equally divided between Negro and white. There are very few foreign-born within the boundaries of the state.

The picture of Arkansas is one of change from the old row-crop agricultural system to that of mechanized farming, development of vast mineral resources and greatly increased industrialization. This change from the rural character to the industrialization system has

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<sup>44</sup>Ibid., p. 282.

<sup>45</sup>O. L. McKnight and Loyd D. Johnson, The Arkansas Story (Oklahoma City: Harlow Publishing Corporation, 1958), pp. 340-341.

also caused changes in the social and cultural character of the people. More people now live in the cities and towns and the distinction between rural and urban is more difficult to distinguish.

A significant feature of the Census Bureau's analysis of Arkansas population trends from 1940 through 1950 was that Arkansas farm residents totaled fifty-seven percent of the state's population in 1940 with fewer than twenty-five percent living in cities. The analysis showed that in 1950 there were forty-two percent of the population living on farms with a third of the total population classed as urban.<sup>46</sup> These figures reflect basic changes in Arkansas' economy. They are linked with expanded industrial and commercial employment, greater acreage and capital investment per farm, much larger business turnover and growth of Arkansas cities. The census report indicates a continuous improvement in the balance between agriculture and industry as income producers. Hence, industry is offering more employment opportunities for boys and girls of Arkansas. This condition would suggest the need for added emphasis on current job opportunities, surveys and occupational information relative to Arkansas business and industry.

There has been a steady increase in the percentage of school-age population enrolled in school from 1870-71 to 1955-56. In the period 1870-71, 13.7 percent of the total population was enrolled

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<sup>46</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, Annual Descriptive Report --1950-51," Ch. VI (Little Rock, Arkansas: State Department of Education, 1951).

in school as compared to 23.6 percent in 1955-56.<sup>47</sup> For the same periods the percent of school-age population was 40.4 percent in 1970-71 and 56.1 percent in 1955-56.<sup>48</sup> This increase may be attributed to a number of factors, chiefly the higher educational requirements for entrance into certain vocational fields and the consolidation of school districts. In 1931-32 there were 3,193 school districts in Arkansas and by 1955-56 this number had been reduced, by consolidation, to 423.<sup>49</sup> The result of consolidation has been to increase the size of the remaining schools and concentrate local financial support to the extent that better facilities are made available to students. One such facility is the provision for guidance services in many of the schools.

#### Early Development of the Guidance

##### Services in Arkansas

Because of the informal manner in which the guidance services were first established in Arkansas at the state level, a process of evolution has carried the development of a philosophy and frame of organization through a number of exploratory steps. Dolph Camp was already occupying a position in the Arkansas State Department of Education related to the Youth War Effort when the idea of establishing a guidance service in the State Department of Education was breached by

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<sup>47</sup> U.S. Office of Education, Department of Health, Education and Welfare, Biennial Survey of Education in the United States--1954-56, Statistics of State School Systems: 1955-56, Chapter 2 (Washington, D.C.: U.S. Government Printing Office, 1959), pp.62-63.

<sup>48</sup> Ibid.

<sup>49</sup> Ibid.

Fred A. Smith, Director of Vocational Education, Dolph Camp and Fred A. Smith approached the State Commissioner of Education, Ralph E. Jones, with the idea and the Commissioner was highly in favor of the proposal. Dolph Camp assumed the position of State Supervisor of Occupational Information and Guidance Services in July, 1942.<sup>50</sup> However, there was no official document authorizing the action, as all action taken was based upon oral commitments.<sup>51</sup> There was neither an official action by the State Board of Education nor an executive order by the State Commissioner of Education. Thus, the Office of State Supervisor of Occupational Information and Guidance Service was launched without benefit of any legal or official action by the State Board of Education. No funds were available from either state or federal sources for reimbursement of local guidance programs as were available later. The work of the first half of 1942 was carried on under this plan of nonreimbursement. However, some funds from the State Vocational Division were made available during the latter half of 1942. This use of vocational funds was considered to be illegal<sup>52</sup> at this time, but shortly thereafter the George-~~Warden~~ Act made funds available from the federal government for guidance purposes.

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<sup>50</sup>Letter from Dolph Camp to George W. Harrod, November 7, 1939. (In the files of George W. Harrod, Southern State College, Magnolia, Arkansas.)

<sup>51</sup>ibid.

<sup>52</sup>ibid.

This new service in the Arkansas Vocational Division had to develop some definite concepts of organization and philosophy as guides and procedures. At first, the supervisor of Occupational Information and Guidance Service confined his activities to those schools that had established organized guidance programs or whose administrators formally invited him to visit them for the purpose of developing guidance services in their schools.<sup>53</sup> The thinking behind this policy was that if the administrator took the trouble to invite the State Supervisor and to provide time in the school program for him to explain to the staff the function of the guidance service, then the administrator must have some interest in establishing a guidance program in his school.

An item in the O.I.G.S. Report Number 6, of January, 1943 describes what Dolph Camp did on December 15, 1942.

Spent the day working with Heber Springs High School and Community. I went on invitation from the superintendent. He is very anxious to have an effective program of vocational guidance. On arrival I had a conference with him and explained the six-point program to him. At one o'clock I spoke briefly to the student body. From two to three o'clock I again spent the time with the superintendent discussing the revised program of wartime counseling and the organization of his staff for a permanent program of vocational guidance. At 3:00 P.M. I met with the teaching staff and discussed the use of individual inventory and occupational information in a counseling

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<sup>53</sup> Ibid.

program. I also discussed the revised program of guidance for boys facing Selective Service immediately. At 7:30 P.M. I spoke to the Rotary Club on the importance of vocational guidance for the boys who will be inducted into service soon.<sup>54</sup>

It is obvious that the above schedule of activities was designed to contact as many different groups as possible and to inform them of the objectives and methods of guidance. Dolph Camp emphasized the fact that he made the visit upon the invitation of the superintendent and this pointed up a principle that was followed by the State Supervisor with other contacts.

The Office of Occupational Information and Guidance Services when first established July 1, 1942, at the state level consisted of a State Supervisor, Dolph Camp, and Miss Vivian Steed as secretary. The first counselor trainer position was created at Henderson State Teachers College in 1946. O. E. McKnight served in this capacity until his death in 1955. Eventually positions of counselor trainers were created at three other state-supported colleges. All the colleges were entitled to reimbursement for half the salary of the counselor trainers and the state provided the money to defray the travel expenses of the counselor trainers. The University of Arkansas has never been on a reimbursement basis for counselor training.

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<sup>54</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, "I.I.S.S. Report Number 6, January 5, 1943," p. 1.

### The First State Plan

Before a state could participate in the funds made available by the passing of the George-Handen Act in 1946, it had to prepare a State Plan under which to operate. This State Plan had to be approved by the Vocational Division of the U.S. Department of Education. The first State Plan for Arkansas was approved by the Office of Occupational Information and Guidance Service, U.S. Office of Education, in 1943.<sup>55</sup> Some of the provisions of that state plan as approved follow:

#### The Duties of the State Supervisor Were:

##### I. Studies and Investigations

- A. He shall study employment conditions in that state as a guide to occupational information.
- B. He shall survey school facilities of the various communities to ascertain the best means for establishing programs of occupational information and guidance suited to the individual communities.
- C. He shall prepare plans, programs of guidance and literature on studies, surveys, and investigations in the field of occupational information and guidance.
- D. He shall ascertain and recommend such equipment, library materials and other supplementary supplies and facilities as will be needed to make a program of occupational information and guidance effective in the several units.

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<sup>55</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services. "Annual Report--1942-43." (Little Rock: 1943).



- F. He shall promote through the state follow-up studies of graduates and former students in secondary schools and particularly all vocational schools and classes in order to reveal from the experiences of such school-leavers better ways of serving the individuals in the schools and of adjusting school programs to individual needs, both in wage-earning and non-wage-earning occupations. Particular attention will be given to studies of school-leavers in the fields of agriculture and home-making.

## II. Promotion

- A. He shall counsel with school authorities, such as superintendents, principals, and supervisors, desiring information regarding establishment of programs of occupational information and guidance and shall aid in the organization of such programs as have been approved by local school authorities.
- B. He shall make a special study of the needs of rural and semi-rural school units with relation to occupational information and guidance, with a view to promoting a program suitable to these needs. He shall investigate the possibilities of cooperative effort in providing personnel, equipment and guidance programs in rural school units which, because of small enrollment or other reasons, may be unable to provide complete programs for themselves.
- C. He shall promote training of teacher-counselors in occupational information and guidance, and advise with teacher trainers on all matters pertaining to the improvement of the program.

- F. He shall counsel with teachers of vocational subjects, particularly in developing techniques of counseling and other aspects of a guidance program.
- F. In the promotion of occupational information and guidance programs, he shall work in close cooperation with existing agencies, public and private, which contribute to the advancement of the objectives of the program
- G. He shall promote programs of guidance for persons no longer enrolled in full-time day schools.<sup>56</sup>

A study of the State Plan reveals the existence of a close relationship between the functions of the Arkansas guidance program and the Vocational Division of the State Department of Education. This is evidenced by the many references to "Occupational Information," "Vocational Schools," and "Agriculture and Homemaking." This close-knit relationship, in the early days of the Arkansas Program, has raised the question regarding the freedom of the guidance services in Arkansas to develop along the lines acceptable to the philosophy of guidance and counseling. Fortunately, the Director of Vocational Education, Fred A. Smith and later L. Marion Adams, permitted the State Director of Occupational Information and Guidance to have a free hand in carrying out the provisions of the State Plan. It is understandable that there would be a very close relationship in view

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<sup>56</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, A Handbook for Use as a Guide in Establishing, Enlarging and Improving Local Programs of Vocational Education in Arkansas Public Schools (Little Rock: 1943), Chapter VIII.

of the manner in which the service was established. By the George-  
Harden Act, funds from the Federal Vocational Division were made  
available to the State Vocational Division for guidance use.

The use of the term "teacher-counselor" indicates that the  
conception of philosophy and organization of the guidance services in  
Arkansas was in the formative stage. The State Supervisor, in 1945,  
wrote that he soon saw how wrong he was to start with the idea of each  
teacher doing some counseling.<sup>57</sup> Eventually, the idea that every teacher  
is a counselor was abandoned in favor of the philosophy that counseling  
should be done by a person who has been specifically trained to per-  
form counseling services and who has been released from other duties  
in order to serve the pupils effectively.

The scope of the first State Plan was originally restricted to  
providing auxiliary services to the Vocational Services that were al-  
ready established in many public schools. In all respects the idea  
of "working with," "cooperating with," or "augmenting" indicated a  
certain degree of anxiety with respect to acceptance by the Division  
of Vocational Education.

In the early stages of the guidance program the State Supervisor,  
in conference with the State Commissioner of Education and the Director  
of Vocational Education, outlined three requirements that administrators  
of public schools had to adhere to in order to acquire the assistance  
of the State Supervisor in improving or establishing a program of

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<sup>57</sup>Letter from Dolph Camp, U.S. Office of Education, Department  
of Health, Education and Welfare, (Washington, D.C.: November 7, 1959).

Occupational Information and Guidance Service in their schools.  
The requirements were the following:

1. A school must issue an invitation to the State Supervisor of Occupational Information and Guidance;
2. the superintendent must be desirous of improving his program of occupational information and guidance; and
3. the superintendent must free some member of the local staff from other duties in order to assist with the organization of the program. This time will range from one period a day in small schools to full-time guidance work.<sup>58</sup>

The three requirements enumerated in the above quotation show the great concern on the part of the State Supervisor towards the receptiveness on the part of the school administrator. The superintendent of the school had to make the first move by inviting the State Supervisor and had to indicate a sincere desire to establish a guidance program in his school. He was also required to provide some member of his staff time in which to carry on the functions of a counselor according to the conception of such a program as those functions were described by the Office of the State Supervisor of Occupational Information and Guidance Service.

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<sup>58</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, "Annual Descriptive Report, May, 1945," (Little Rock: May, 1945).

The State Supervisor submitted written reports to the United States Office of Education, Occupational Information and Guidance Services, at regular intervals. Report Number 6, addressed to Harry A. Stager, Chief, Occupational Information and Guidance Services in the U.S. Office of Education, consisted of an itemized report for the month of December, 1943. A portion of this report which appears to have significance with respect to the organization of the earliest Occupational Information and Guidance Service in the public schools of Arkansas has this to say with respect to the manner of initiating the Programs:

It has been my feeling that one of the best procedures for the first year of this service in the State would be for me to assist a few school administrators develop excellent programs of vocational guidance. This of course would be in addition to the matter of working with all the services in Vocational Education toward improving vocational guidance for members of their classes, and the matter of giving certain helps to all schools such as bulletins on wartime counseling. I have taken plenty of time to select these schools. of course I had to find schools whose administrators are interested in guidance. On this date I have: Fort Smith, Heber Springs, Searcy, Beebe, McGehee and Lake Village definitely lined up and working on the program. In addition Valley Springs and Friendship, two open country schools, are going to adopt the program just as soon as I can get around to them. I plan to spend some time with Valley Springs in January. I do not plan to call the schools "Experimental" or "Demonstration." In fact I do not plan to "call" them but I confidently expect them to become demonstration in nature. I believe others in the state will hear of them.<sup>59</sup>

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<sup>59</sup>"O.I.G.S. Report Number 6, January 5, 1943." Loc. cit.

The first six schools to establish an Occupational Information and Guidance Service represented both the larger and the smaller schools; the northwest section; the central section; the southeastern section; and the southern section of the state. It is significant that the State Supervisor did not want these first programs to be considered experimental. Though he did not want them to be labeled as such, it is evident from the portion of the O.I.G.S. Report Number 6 just quoted that the State Supervisor did expect them to serve as demonstration programs. Evidently, Dolph Camp wanted the six programs to be located in such areas that superintendents in nearby school systems could observe the operation of the programs and thus become interested in establishing similar programs in their schools.

#### The State Philosophy of Guidance

The basic philosophy underlying the guidance program in Arkansas, as followed in 1942, has undergone very little change or modification from that date to the present time.

The mimeographed bulletin, "Guidance Services in Arkansas Public Schools, 1952," issued by the Vocational Division of the Arkansas State Department of Education, was a report of the State Guidance Program up to that date. The philosophy of the guidance service was outlined by listing sixteen points termed "Our Basic Philosophy of Guidance Services." The following points describing the services were listed:

1. Public schools should be adapted to the needs of the pupils and communities that they serve.
2. No two individuals are alike.
3. All pupils possess aptitudes that can be developed into social and salable skills. These traits vary in number and degree among individuals.
4. The vast majority of children can profit by a high school education if each knows his individual strengths and limitations and is provided curriculum in which he has a reasonable chance to succeed.
5. All pupils have problems.
6. The primary responsibility of teachers is to teach fundamental skills they have mastered to pupils that they understand.
7. It is necessary for teachers and administrators to have access to and utilize a wealth of information about pupils that only a trained counselor can collect, interpret, and make available to them.
8. Adequate time allotment is necessary for a counselor to do his work.
9. Guidance is a cooperative effort of administrators, teachers, pupils, parents, community, business and industry and counselors.
10. Counseling (the individual conference) is the heart of the guidance program.
11. Each pupil must assume the responsibility of making and carrying through his own decisions concerning his educational and vocational goals.

12. Each pupil is due adequate information about himself, about the world of work, and about available opportunities as a basis for wise planning.
13. Most pupils need help and counsel with emotional, social, and personal problems. A well-trained counselor is capable of supplying this help either personally or by referring pupils to the proper person or agency.
14. Boys and girls in many instances need help in securing full-time or part-time employment either for work experience or to earn necessary living expenses or both. This is a service that the school should render by cooperating with existing agencies or in the absence of such agencies should assume full responsibility.
15. The school has a responsibility to the adults of the community and should provide counseling services to meet their needs.
16. The head counselor or director of the services should supply the leadership under the direction of the school administrator for the development of an adequate guidance program.<sup>60</sup>

The "Sixteen Points" listed above became the foundation on which the philosophical basis of the Arkansas guidance program was established. This concept of guidance has continued to be the foundation upon which guidance services have developed in the public schools. The sixth and seventh points show some change in philosophy from that expressed by the State Supervisor in 1942. These two points draw sharp distinctions between the function of the teacher and administrator as contrasted to the work of the counselor. This

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<sup>60</sup>Arkansas State Department of Education, Vocational Division, Occupational Information and Guidance Services, "Our Basic Philosophy of Guidance Services," Guidance Services in Arkansas Public Schools (Little Rock: 1952), mimeographed, p. 9.



belief has been expressed in all state publications and by verbal expressions by Dolph Camp and Hugh Levett as State Supervisors of Occupational Information and Guidance Services.

In the same publication an attempt was made to establish some definite boundaries by attempting to clarify the meaning of the term "guidance." No attempt was made to define it in terms of a precise definition, but rather a statement of services rendered was given.

Five accepted areas were listed:

1. A cumulative record for each pupil in grades 1-12 in which would be found information pertaining to family background, health, and physical status, scholastic record, psychological test results, interview notes, and all other pertinent information that is possible to assemble;
2. An adequate educational and occupational information service which includes specific orientation for incoming pupils and data concerning local employment opportunities that can be obtained by a planned community survey of job opportunities;
3. Counseling service (the personal conference) a minimum time allotment of one hour per pupil to be counseled;
4. Adequate placement service through cooperation with existing agencies or if these are not available by setting up a placement service in the school system. Current information about local employment opportunities and a close working relationship with local employers is necessary if the employment service is to function adequately;

5. A follow-up of school leavers both graduates and drop-outs. A periodic contact of former students is essential for the purpose of getting information necessary to the appraisal of the effectiveness of the total school program.<sup>61</sup>

According to the philosophy enunciated, a school is deemed to have an organized guidance program when all the five services listed above are present. The effectiveness of the program could be determined by the degree to which each service functions in providing the information and activities enumerated.

The "Guidance Services in Arkansas Public Schools," revised October, 1959, lists the identical sixteen points contained in the 1952 edition as the basic philosophy of the guidance services. Research as an area was added to the 1959 list as though it was an afterthought. The original idea was that the activity of follow-up would also include research practices, but experience proved that research as such was practically non-existent in most guidance programs. Thus, the 1959 edition carries a specific reference to research but shies away from stating a firm attitude toward it. In the same bulletin last cited, the work of the counselor was defined under four broad areas:

1. Services to pupils.
2. Assisting teachers to teach better.
3. Presenting the facts to the administration.
4. Supplying leadership in development of the guidance program.<sup>62</sup>

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<sup>61</sup>Ibid., p. 10.

<sup>62</sup>Ibid., p. 11.

Actually, there is nothing new in this statement; rather, it is a more concise restatement of the original principles. Item 2 would at first glance seem unnecessary but experience has shown a need for assisting teachers to improve their teaching. Dolph Camp, throughout his tenure as State Supervisor and Hugh Lovett, who succeeded him, kept always before the counselors of the state the necessity for the local counselor to provide leadership for the program in the school and the community.

Any definition of a guidance program must depend upon the descriptive method in defining the areas and scope of the activities. The general conception of what constitutes a guidance program as the program is related to Arkansas is dependent upon the basic philosophy held by the State Director and local school counselors. Much of what are considered to be the integral parts of a guidance program is due to the foundation developed by Dolph Camp in the early years of the organized programs in the state. Hugh Lovett, the present Director of Guidance, is continuing the work in the state office in line with the former conceptions of what constitutes a guidance program.

In the mimeographed booklet, Guidance Services in Arkansas Public Schools, published by the State Department of Education and revised October, 1959, Hugh Lovett, State Director of Guidance, lists the following characteristics of a guidance program:

1. A cumulative record for each pupil in grades one through twelve. This record contains or will contain before separation from school:
  - A. Family background
  - B. Health and physical status
  - C. Scholastic record
  - D. Aptitude and or ability, achievement, interest, and other needed test results
  - E. Activity record
  - F. Honors and special recognition
  - G. Counseling notes.
2. An adequate information service provides the pupil with occupational, educational, and next-step information. Among other things, current knowledge of local employment requirement and opportunities is needed.
3. The counseling service (the personal conference and the heart of the guidance program) should provide a minimum time allotment of one hour a year per pupil.
4. An adequate placement service through cooperation with existing agencies; or, if these are not available, through a placement service in the school system. Current information about local employment opportunities and a close working relationship with local employers is necessary if the employment service is to function adequately.
5. A follow-up of school leavers, both graduates and drop-outs. A periodic contact of former students is essential for the purpose of getting information necessary to the appraisal of the effectiveness of the total school program.<sup>63</sup>

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<sup>63</sup>Arkansas State Department of Education, Vocational Division, Occupational Information and Guidance Services, "Guidance Services in Arkansas Public Schools, " revised October, 1959 (Little Rock: October, 1959) mimeographed, p. 10.

Again, not actually including the area of research in the basic requirements, the implication is that though research is not a sixth service, it may be considered as one of the guidance services. A general statement at the close of the statement of services states that "when a school is rendering all these services for its students, it has a guidance program."<sup>64</sup>

The January 1947 issue of the Counselgram, the state newsletter, carried a letter from the State Supervisor, addressed to the counselors of the state. The first paragraph of the letter enumerated the following characteristics as being desirable in all counselors:

You are engaged in a work which requires that you be energetic, sympathetic, well informed, wise, alert, faithful, courageous, persistent, and enthusiastic. It requires that you be characterized by many good qualities but these are enough to mention now.<sup>65</sup>

The State Supervisor closes the letter with the injunction to the counselors that they keep in mind that their main job is counseling and that the services of inventory and information must be in evidence before effective counseling can be done. A later reminder from Hugh Lovett, Director of Guidance, appeared on the "Director's Page" in the October 1958 issue of the Counselgram. He urged counselors not to forget that poor guidance is worse, infinitely worse, than no guidance at all. He called the counselors' attention to the fact that counseling and testing are only two of the services of the guidance program.

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<sup>64</sup>Ibid., p. 12.

<sup>65</sup>Dolph Camp, "Supervisors' Letter," Counselgram, January, 1947 p. 2.

The Director of Guidance continued by reminding the counselors that

Guidance should be performed by people who are competent, by nature and training, to do the job. It is a sad commentary that we still have some people in education who subscribe to the idea that academic teachers without special preparation can--and should--carry on all guidance service and teach too. There is just one of two things true when a person makes such a statement: He is either deliberately misrepresenting the facts; or, he just does not know what a guidance program is. These same people who want to argue that every teacher is qualified to do psychological testing, test interpretation, counseling, and other guidance activities would not for one minute agree that all teachers are qualified coaches or band directors or administrators. To claim that all teachers are counselors is equally absurd.<sup>66</sup>

The above statement is perhaps the strongest enunciation of the belief that counselors should be specifically trained for the work they are to do and that sufficient time must be allocated to permit them to perform that service effectively. The present Director of Guidance has neither changed nor modified the Arkansas guidance philosophy but has brought out into the open a basic belief that has girded the whole structure of organized guidance in the state. He has left no doubt in the minds of the readers that a program entirely dependent upon the teachers to do the counseling cannot be a truly effective program.

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<sup>66</sup>Hugh Lovett, "Money Alone Won't Solve All Our Problems," Counselgram (October, 1958), p. 1.

In the May 1950 issue of the Counselgram, the State Supervisor takes some counselors to task about sponsoring student organizations. His article, found on the "Supervisor's Page," singles out three student organizations; the Student Council, the National Honor Society and the Future Teachers of America, for comment:

I hasten to say that these organizations are, of themselves, worthwhile and useful. It is not to be taken that I am against them or the type of development they assist the pupils to achieve. They are such healthy and thriving organizations that they demand considerable time from the person chosen to sponsor any one of them...When a state meeting of one of these organizations resembles a state counselors' meeting it raises the question--"are counseling services being realized with counseling dollars?"<sup>67</sup>

#### Development of Guidance Services

##### in Arkansas

The public schools in Arkansas, in common with the public schools elsewhere, had provided a haphazard type of advisement even before the development of organized guidance services. Such a procedure attempted to provide assistance to pupils in the face of inadequate facilities and untrained personnel. This hit-or-miss approach did not satisfy those in the state who were interested in developing an effective guidance service for the pupils of the secondary schools.

The first attempt at an organized program of guidance was made in the public schools in Fort Smith, Arkansas, in 1935. Elmer Cook,

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<sup>67</sup> "In Name Only," Counselgram (May, 1950), p. 1.

the senior high school principal, had returned from a meeting of the North Central Association of Secondary Schools and Colleges held in Chicago, where he had heard a great deal about developing guidance services in the secondary schools. Elmer Cook approached Dolph Camp with the idea of developing a guidance program in the senior high school. Dolph Camp was at that time employed by the Fort Smith School Board as an instructor in the senior high school.

Elmer Cook provided funds for the purchase of books on guidance for the purpose of establishing a professional library composed of books on the subject of guidance and counseling. Dolph Camp spent more than a year reading and studying the philosophy and organization of guidance programs before attempting to do much in the way of making an organized approach to guidance.<sup>68</sup>

The first plan was to develop the program on the basis of every teacher a counselor. The students selected their counselors and according to Dolph Camp, "This did not get the job done." In a letter to the author he wrote, "I suppose the most I learned from this effort is that such a plan is no good."<sup>69</sup>

A number of guidance bulletins were issued by the guidance director and the teachers were to use one of the periods during the day for group discussion of the items presented in the bulletins. Of this procedure Dolph Camp had this to say:

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<sup>68</sup>Camp to Harrod, loc. cit.

<sup>69</sup>Ibid.



Some of the teachers did an excellent job in the activity. Some of them gave a very cursory treatment of these bulletins and devoted the guidance period to the teaching of the subject at hand.<sup>70</sup>

An orientation program was begun in the ninth grade with the social science teacher carrying on the work. The Handbook, Opportunities in Fort Smith Senior High School, became the basic guide for this work.

During the war years, 1942-45, the guidance program was discontinued but was reorganized in 1948.

In January, 1941, Ralph E. Jones, principal of Fort Smith High School, was appointed State Commissioner of Education. Ralph Jones had seen the guidance program in action at Fort Smith and was anxious to establish guidance services at the state level. On September 1, 1941, Commissioner Ralph Jones employed Dolph Camp as Supervisor of Vocational Education for NYA Workers.<sup>71</sup> Dolph Camp spent ten months in this position before it was abolished on June 30, 1942. He then entered upon the duties of State Supervisor of Occupational Information and Guidance Services. The period of time between July 1, 1942, and February 1, 1946, was spent by the State Supervisor in developing readiness for the state guidance program. Much time was spent with the state vocational staff as they were the ones who would support the guidance program with money and moral backing.

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<sup>70</sup>Ibid.

<sup>71</sup>Ibid.

### Reimbursement

In 1945 Commissioner Ralph B. Jones approached the State Supervisor regarding the reimbursement for counselors along the pattern of that for vocational teachers. Dolph Camp assured Ralph Jones that he was very greatly interested in such an arrangement and the Commissioner suggested the sum of \$50,000 annually for that purpose. Later, in a meeting with the vocational staff, the State Supervisor proposed the sum of \$75,000 for counselor reimbursement, and this amount was agreed upon.<sup>72</sup> The money was to be used to reimburse sixty percent of the salary of local school counselors and the funds were to be derived from the budget of State Vocational Education. At this time it was illegal to use federal funds for this purpose.

Actual reimbursement began with the second semester of the school year 1945-46 and twenty-eight public schools participated. In the summer of 1946 the George-Barden Act was passed by Congress; this act increased Vocational Education funds and authorized their use for the purpose of reimbursing local schools for the salaries of counselors. Two other developments at the state level had far-reaching effects upon the development of the guidance program in Arkansas. These were the establishment of requirements which a high school should have to meet in order to participate in the reimbursement program and the establishment of certification requirements for counselors.

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<sup>72</sup>Ibid.

Approval of Local Schools for  
Guidance Programs

Before a local school could be approved by the State Department of Education to participate in federal and state funds for the support of a guidance program a number of application forms had to be completed. One of these forms was "Plan of Proposed Program of Guidance and Counseling, 1960-61."<sup>73</sup> The superintendent of the school making the application had to respond to a number of items indicating the degree to which he was willing to support a guidance program in his school. The State Director of Guidance and Testing and the State Commissioner of Education made final approval or disapproval of the application.

A second form, "Counselor Contract, Counselor Qualifications, Type of Program for Guidance Service, 19\_\_ - 19\_\_,"<sup>74</sup> was also executed before the agreement to support a guidance program in any public school was approved by the state officials. This form was written as a formal contract between the State of Arkansas and the local school district. It also contained an agreement to be signed by the local school directors and the counselor. A portion of this part of the contract states:

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<sup>73</sup>Arkansas State Department of Education, Guidance and Testing Service, "Plan of Proposed Program of Guidance and Counseling, 1960-61," (Little Rock).

<sup>74</sup>\_\_\_\_\_, Guidance and Testing Services, "Counselor Contract, Counselor Qualifications, Type of Program for Guidance Service, 19\_\_ - 19\_\_," (Little Rock).

Party of the first part by a majority of the directors present at a legally-held meeting on \_\_\_\_\_, 19\_\_, agree to employ party of the second part as counselor in the above-named school district for a term of \_\_\_\_\_ (must agree with A-(2) or B-(2) above) calendar months beginning \_\_\_\_\_, 19\_\_, paying for said services the sum of \$ \_\_\_\_\_ per month. Party of the second part agrees to comply with all laws prescribing his duties as a counselor and all reasonable rules and regulations prescribed by the party of the first part.<sup>75</sup>

In order for the local school district to be reimbursed for the money expended on the guidance program a requisition had to be submitted to the Arkansas State Board of Education requesting such reimbursement and accounting for funds expended in behalf of the guidance program. The form used by the local school board to request reimbursement, Arkansas State Board of Education, Reimbursement Requisition for N.E.T.A. Title V-A, Guidance and Testing, #21633, was to be submitted semi-annually and enumerated the areas in guidance and testing in which the money was spent. This statement was signed by the secretary of the local school board and recommended by the Director of Guidance and Testing Services and the State Commissioner of Education.

The signing of the above mentioned forms by the local school officials and the counselor made binding the duties and responsibilities of each if state and federal funds were to be used for reimbursement.

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<sup>75</sup> ibid.



### Certification

A seminar was held at the University of Arkansas in August, 1946, to consider the question of certification requirements for counselors. Representatives from the University of Arkansas, Henderson State Teachers College, Arkansas State Teachers College, school administrators and counselors participated in the seminar. The members of the seminar recommended that a counselor, in order to receive a provisioned certificate, must have met certain requirements:

1. Two years of teaching experience.
2. One year of work experience other than teaching.
3. A bachelor's degree with a minimum of six semester hours of guidance program work.

For a counselor's certificate the seminar recommended that the requirements be:

1. Two years teaching experience
2. One year work experience other than teaching
3. A bachelor's degree with a minimum of fifteen semester hours in guidance program work.<sup>76</sup>

The Committee further recommended that the required semester hours could be selected from among the following courses:

1. Principles and Practices of the Guidance Program
2. Pupil Analysis
3. Occupational and Educational Information

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<sup>76</sup>Dolph Camp, Evaluation of Federally and State Aided Guidance Programs in the Public Schools of Arkansas (unpublished doctoral dissertation, Syracuse University, 1949), p. 25.

4. Techniques of Counseling

5. Organization and Administration of the Guidance Program<sup>77</sup>

Although the counselor's certificate was not made a requirement **a t** that time, the provisional certificate would be valid only until **S e**ptember 1, 1949, after which date all counselors would be required **t o** have the counselor's certificate.

Ford Foundation Project

Under the auspices of the Ford Foundation for the Advancement **o f** Teacher Education, a committee on counselor education met in the **A r**kansas Education Building, Little Rock, Arkansas, June 4, 5, and 6, **1 9**53, for the purpose of developing more adequate training requirements **f o r** counselors. Milton E. Hahn, who was at that time Dean of Students, **U n**iversity of California, served as visiting consultant. Others part-  
**i c**ipating in the meeting were Hugh Lovett, State Director of Occupational **I n**formation and Guidance Services; Corliss Howard, Counselor at Pine **S t**reet High School, Conway; Charles G. Northead, Counselor Trainer **a t** Arkansas Polytechnic College; LeRoy Pennington, Counselor at El **D o**rado High School; Minnie Lee Mayhan, Counselor at North Little **R o**ck High School; and Effie Lee Terrell, Counselor at Blytheville **H i**gh School.

In addition to Milton Hahn the following consultants were **p r**esent: O. F. McKnight, Counselor Trainer at Henderson State Teachers **C o**llege; Glenn Cole, Counselor Trainer at the University of Arkansas;

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<sup>77</sup> Ibid., p. 26.

Dolph Camp, President of Southern State College; Orlana Hensley, Director of Guidance at Little Rock High School; Frances Amis, Counselor at Crossett High School; Dalton Henderson, Counselor at Sloan-Hendrix Academy; Mrs. Archie Adams, Counselor at Pine Bluff High School; and Charles Clarke of the Arkansas State Department of Education.<sup>78</sup>

The recommendations of the committee added very little to the already established requirements for the training of counselors. In line with the proposals for training of educators in other areas, a fifth year of internship was recommended for counselors. Also, additional basic courses to broaden the general educational background were suggested.

#### State Publications

A number of publications were issued from the Office of the State Supervisor during the period from 1942-1945. The objective of most of these publications was to inform students, teachers and administrators with regard to the purpose of the guidance program. Specific attention was directed toward the needs of students in vocational education courses such as agriculture and homemaking. Some of the earliest bulletins released were the following:

1. A Sixteen Point Counseling Program for Vocational Agriculture Teachers
2. A Ten Point Wartime Program of Vocational Guidance for Arkansas Schools

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<sup>78</sup> "Report of Guidance Committee for the Ford Foundation Experiment in Education," Counselgram (September, 1953), p. 4.



3. Free material
4. Guidance for Boys Facing Selective Service Immediately
5. Sixty Recent Books on Occupations
6. The Arkansas Service of Occupational Information and Guidance
7. Guidance for 1943 Graduates and Other School Leavers
8. Educational Experience Summary Record
9. Counseling Victory Farm Volunteers

The nine publications listed above were released in mimeographed form; two other bulletins, A Tentative Statement of a Program of Occupational Information and Guidance for Arkansas Schools and The Task of the High School Counselor in the Matter of Assisting Returned Veterans, were released in printed form.

The bulletin A Tentative Statement of a Program of Occupational Information and Guidance for Arkansas Schools was released in 1944 as O.I.G.S. No. 1. The Preface to the bulletin contained some definitions of guidance with elaborations upon the Arkansas point of view. After quoting the definition of guidance as found in Myers' Principles and Techniques of Vocational Guidance,<sup>79</sup> the State Supervisor went on to explain that

From the above definition it can be seen that a program of vocational guidance is not "discipline," it is not a health program, and it is not character education.

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<sup>79</sup>George L. Myers, Principles and Techniques of Vocational Guidance, (New York: McGraw-Hill, 1941).

It is not the whole of education though it is an integral part and a very important part of education.<sup>80</sup>

The O.I.G.S. Bulletin No. I consisted of sixty-four pages covering the areas of Counseling, Individual Inventory, Information about Occupations and Training Opportunities, Placement and Follow-up, Job Analysis of Counselors, Steps in Improving a Program of Occupational Information and Guidance and Sources of Material for Wartime Counseling. The material in this Bulletin is of such a nature that, for the greater part, it remains a valuable source of information for counselors today.

The O.I.G.S. Bulletin No. II, The Task of the High School Counselor in the Matter of Assisting Returned Veterans, was released through the State Department of Education in 1945. The Introduction to the Bulletin points out a two-fold task of the high school counselor in dealing with the returning veterans of World War II: the tasks of referral and of counseling. The bulletin contains an analysis of the job of the counselor in dealing with returning veterans and also lists referral agencies. A statement that is contrary to the philosophy of guidance as stated in earlier material raises the question as to why it was inserted at all. The statement follows:

In this bulletin "high school counselor" has reference to the staff members of the high school whose responsibility it is to assist

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<sup>80</sup> Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, Tentative Statement of a Program of Occupational Information and Guidance for Arkansas Schools, O.I.G.S. No. I (Little Rock, Arkansas, 1944).

returned veterans. He may be superintendent, principal, teacher, or counselor according to<sup>81</sup> the size and organization of the high school.

Two printed bulletins, Licensed Occupations and Educational Opportunities, were published during the period from 1946 to 1953.

The bulletins are revised at regular intervals to keep them up-to-date.

The state newsletter, the Counselgram, was issued for the first time in March, 1946. In this first issue of the state newsletter, the State Supervisor asked the counselors to suggest a name for the publication. The April, 1946 issue of the Counselgram carried an announcement of the change in the name of the newsletter from the original one, Counselogram, to Counselgram. The new name was suggested by Alice Brooks, Counselor at Malvern High School.<sup>82</sup> The Counselgram publishes reports of current practices among the counselors in the state, the latest free and inexpensive information about occupations and educational opportunities, a list of the most recent books dealing with the guidance program and various special articles. Much of the material printed in the Counselgram is written by counselors in the public schools. The State Supervisor and Hugh Lovett, who succeeded him, continually urged counselors to send in material. Hugh Lovett, in making an appeal for

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<sup>81</sup> Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, The Task of the High School Counselor in the Matter of Assisting Returned Veterans, O. I. No. II (Little Rock, Arkansas, 1945), p. 4.

<sup>82</sup> Counselgram, (April, 1946), p. 1.

counselors to send in more material for the Counselgram, quoted a portion of an article that appeared in the first guidance newsletter, the forerunner of the present Counselgram. This article, written by the State Supervisor, requested cooperation from the counselors.

Following is Dolph Camp's appeal:

Last week at the training conference of counselors, it was suggested by those in attendance that the State Office of Occupational Information and Guidance release each month, a newsletter which would be of service to all counselors. It was thought that it might contain, among other things, promising practices of the various schools of the state, news items of interest, materials useful to counselors, and a list of recent books on the guidance program. The state supervisor is taking the responsibility for getting out the "In the Beginning" issue but he will lean heavily on the counselors in the field for materials for subsequent issues.<sup>83</sup>

In the section "News from the State Supervisors" in the April, 1950 issue of Occupations mention is made of a feature written by Lois Brickhouse, who held the position of Administrative Assistant to the State Supervisor. The feature was titled "Guide--The bookish bloodhound." Mrs. Brickhouse pointed out articles in current literature and made shrewd suggestions regarding their use. For example, after recommending a number of articles to the counselor, "Guide" has this to say: "If you'll code them and put them in your files as soon as you clip them, they won't get so dog-eared."<sup>84</sup>

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<sup>83</sup>"From the Supervisor," Counselgram (March, 1952), p. 3.

<sup>84</sup>"News from the State Supervisors," Occupations, XXVIII (April, 1950), pp.471-472.

Perhaps one of the first Arkansas high school publications directed toward the guidance program was Opportunities in Fort Smith Senior High School. This small paper-bound book was printed by the high school press in 1940. The aim of the publication was to provide an outline for group guidance activities in the ninth grade social science classes. The foreword, written by Dolph Camp, concludes with the following statement to the students:

...Finally, study this book in order to become familiar with the school's plan for helping you make the right choices and adjustments throughout your high school career.<sup>85</sup>

This book contained ninety-three pages of information regarding school spirit, studies, academic department regulations and guidance. The material was designed to be used as the outline for a unit of orientation in the senior high school.

#### Annual Reports of State Supervisor

The growth of the guidance program in Arkansas is reflected in the annual reports of the State Supervisor to the U.S. Office of Education. The report for the fiscal year 1942-43 showed that the State Supervisor had appeared before sixty-one teachers' meetings in the interest of the guidance program. The State Supervisor stated in this report that:

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<sup>85</sup>Opportunities in Fort Smith Senior High School, Guidance Unit No. 1 (Fort Smith: Senior High School Press, 1940), p. 3.

The practices and activities which seem to yield the greatest results are:

1. Working with individual schools and
2. working with the school administrators and individuals of a county on an in-service teacher training workshop basis.<sup>86</sup>

The Annual Report for 1944-45 listed five items and the important developments for that year:

1. Follow-up of already functioning programs
2. Effective cooperation with all other vocational services
3. Continued emphasis on in-service training
4. The gradual development of the program
5. Teacher colleges taking a greater part in the program<sup>87</sup>

A survey of the guidance practices in the public high schools of the state revealed that guidance activities of some type were being carried on in 404 of the 500 public high schools in the state. An occupational survey for Negroes was carried on by the State Supervisor, the Superintendent of the Malvern Public Schools and the principal of the Negro school in Malvern. The survey results were to be used to determine the location of the Negro school building and the revision of courses of study to meet the needs of the Negro youth in the community.

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<sup>86</sup> "Annual Descriptive Report for Vocational Education--1942-43." loc. cit.

<sup>87</sup> Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Service, "Annual Descriptive Report for Vocational Education--1944-45," (Little Rock, Arkansas: State Department of Education, 1945).

In addition to the regular supervisory visits to schools with guidance programs, the State Supervisor of Occupational Information and Guidance Services helped to conduct nine district meetings for the Arkansas State Congress of Parent-Teacher Association. The meetings were held at Harrison, Springdale, Van Buren, Danville, Elytherville, Walnut Ridge, Newport, Batesville and Stuttgart.

The Annual Report for 1945-46 showed that \$75,000 was made available for guidance purposes from the state vocational funds. This money was used to reimburse local schools for the services of counselors. It was not possible to grant all of the requests for qualified counselors; consequently, some of the available funds were not used. Only twenty-eight schools operated reimbursed programs during this period. Of this group twenty-seven were white schools, one a Negro school; eight were full-time programs, two were two-thirds time programs and eighteen were one-half time programs.<sup>88</sup>

The Annual Report for the fiscal year 1946-47 stated that the new State Plan provided for five percent of federal funds and five percent of State Vocational funds to be devoted to the guidance program. During this year the number of reimbursed guidance programs increased from twenty-eight in the previous year to forty-nine for the year ending 1946-47.

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<sup>88</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services. "Annual Descriptive Report for Vocational Education--1945-46," (Little Rock, Arkansas: State Department of Education, 1946).

A specialist in occupational and educational information, Lois Brickhouse, was added to the state staff as Administrative Assistant. O. E. McKnight was employed at Henderson State Teachers College on a half-time basis as counselor trainer. Mr. McKnight taught courses in guidance and counseling on the campus and assisted the State Supervisor in visiting schools with guidance programs.

The 1947-48 Annual Report recorded an increase in the number of reimbursed guidance programs. The number of programs in the public schools receiving federal and state funds was fifty-nine. There were twenty-eight half-time counselors employed, one two-thirds time and thirty full-time programs. Numerous appearances were made by the State Supervisor before school and community groups. In addition to the half-time counselor trainer employed the previous year, a second half-time counselor trainer was employed at Arkansas Polytechnic College, September 1, 1948.

A number of meetings were held throughout the state during the period of the 1948-49 Annual Report. Some of these meetings were of the work conference type and others were with the counselors and administrators in the public high schools with guidance programs. The meetings with those responsible for guidance services in the high schools were devoted to a study of the Criteria for Evaluating of Guidance Programs in Secondary Schools with the idea of each school using the criteria in evaluating its own programs.



In addition to the two counselor trainers previously mentioned, a third counselor trainer was employed at the Agricultural, Mechanical and Normal College at Pine Bluff to work with the Negro counselors.

The number of reimbursed guidance programs increased during this period from fifty-nine in 1947-48 to sixty-six programs. There were forty-three full-time counselors and twenty-three half-time counselors.

The 1949-50 Annual Report began with a section, "General Conditions Affecting the Program," which in part stated:

The economic and social trends in Arkansas are changing. The state is emerging from one predominantly agricultural to one becoming rapidly industrialized. The trend will, without doubt, affect the youth of the state, keeping more of them in the state for their careers, and bringing more into the state. The program of consolidation of school districts has been going forward. The number of school districts has been brought to a new low for Arkansas. The raising of assessments and increased millage has made more funds available to local districts. A high school is now available to every high-school-age child in Arkansas--a factor which cannot help but affect the guidance program, creating more of a demand for guidance services.

For the 1949-50 school year, it was necessary to reduce the amount of reimbursement to local school districts. Formerly the districts were reimbursed on the basis of either 55% of the salary of the counselor or the amount of the "formula"--which ever was smaller. For the year 1949-50, the amount of reimbursement was reduced to either 50% of the counselor's salary or 80% of the "formula"--which ever was smaller.<sup>89</sup>

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<sup>89</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, "Annual Descriptive Report--1949-50," Section VI (Little Rock, Arkansas: State Department of Education, 1950), p. 1.

The first of what has become the annual state counselor's meeting was held early in October, 1949. The general topic for this meeting was "How to Get Publicity for Your Guidance Program." The Negro counselors met in Little Rock on October 21, 1949, for the first of their annual state meetings. H. G. Barnett, Counselor Trainer at the Agricultural, Mechanical and Normal College at Pine Bluff, conducted this meeting. The general theme of the meeting was "Problems of the Counselor in High School."

The status of counselors in the public schools for this period was forty-six full-time counselors, twelve half-time programs and five dual<sup>90</sup> programs, making a total of sixty-three programs.

Some personnel changes occurred in the Office of the State Supervisor of Occupational Information and Guidance Services at the close of the 1949-50 fiscal year. Dolph Camp, who had been the State Supervisor since the inception of the position in 1942, resigned to take the position of President of Southern State College. Lois Brickhouse, the Administrative Assistant to the State Supervisor, resigned to take the position of secretary to the President at Southern State College. The new State Supervisor, Hugh Lovett, took office July 1, 1950. He had served as counselor at Sheridan High School for a period of three years prior to assuming the office of State Supervisor of Occupational Information and Guidance Services. Wilma Jean Jewell replaced Lois Brickhouse as secretary.

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<sup>90</sup>Dual programs were guidance programs in a local school that were combined with either T and I, D.O., or D.F. Programs.

The 1950-51 Annual Descriptive Report presented a summary of the socio-economic conditions affecting guidance services and stated that an additional counselor trainer would be placed at Southern State College beginning July 1, 1951. George W. Harrod, Counselor at DeQueen High School, assumed the position of Counselor Trainer at Southern State College. With the addition of this counselor trainer there were now four counselor trainers located in three white colleges and the Negro college at Pine Bluff. By the end of June, 1951, there were fifty-one full-time counselors and sixteen part-time counselors in the state. Of the total of sixty-seven counselors two were not reimbursed with federal funds.

The Annual Descriptive Report for 1951-52 listed the following accomplishments for that year:

...approximately fifteen percent of the high school units in Arkansas operated guidance programs on a reimbursed basis. The total number was sixty. Forty-nine of these were in white schools and eleven in Negro schools. Thirty-seven of the white programs were full-time, ten were half-time, and two were dual. Nine of the Negro programs were full-time and two were half-time. The schools with guidance programs serve approximately twenty-seven percent of the total enrollment in the state. The number of programs by six in comparison to 1950-51, due to the reduction in school funds and a lack of qualified counselors.<sup>91</sup>

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<sup>91</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, "Annual Descriptive Report--1951-52," Section VI (Little Rock: State Department of Education, 1952), p. 1.

During the 1951-52 fiscal year, a program of intensive evaluation of the guidance programs in the public schools with guidance programs was begun. The State Supervisor and two counselor trainers visited the public schools and spent two days in the process of the evaluation, using the Criteria for Evaluating Guidance Programs in Secondary Schools, Form B, plus a pupil questionnaire. Eleven programs were evaluated during this first year. A total of forty-seven full-time counseling programs were in operation during 1951-52; and there were nineteen part-time programs, making a grand total of sixty-six guidance programs in operation.

During 1952-53 the State Supervisor and counselor trainers continued the program of evaluating the local school guidance programs; fourteen programs were evaluated during this period, making a total of twenty-five programs evaluated by the end of June, 1953. By the end of the fiscal year, there was a total of sixty-eight counselors, of whom forty-nine were full-time and nineteen part-time.

The Annual Descriptive Report for 1953-54 listed fifty full-time counselors and twenty-three part-time counselors, making a total of seventy-three counselors. The program of evaluation of the local guidance programs was continued, with a total of nine programs evaluated, bringing the total of evaluated programs to that date to thirty-four.

During the period 1954-55, seventy-two schools were reimbursed for the services of seventy counselors. In one community, Altheimer, one counselor served both the Negro and the white schools. Also, two school districts, Murfreesboro and Delight, shared one counselor

between them. Of the total of eighty-one counselors serving the guidance programs in public schools, seventy were reimbursed.

The State Board of Education withdrew reimbursements for counselor training on July 1, 1955. The circumstances under which such action was taken will be discussed more completely in Chapter IV. This action by the State Board denied the local schools the supervisory services of the counselor trainers. However, the institutions where counselor trainers were located on a half-time basis continued to offer courses in guidance and counseling.

For a short period after the action of the State Board in withdrawing support for the counselor training programs in colleges, the number of approved guidance programs in the state decreased. The total dropped from seventy-three in 1954-55 to sixty-eight in 1955-56, and to sixty-nine in 1956-57. However, the period 1957-58 started a trend upward. There was a total of 106 approved programs in 1959-60.

July 1, 1959, marked the organizational end of a close relationship between the Occupational Information and Guidance Services and the Vocational Division of the State Department of Education. On that date the Occupational Information and Guidance Services was discontinued and a new Division of Guidance Services was created. The position of State Supervisor of Occupational Information and Guidance Services was abolished and a position of Director of Guidance Services was created.

### Summary

The story of the guidance services in Arkansas has been a story of slow but continuous growth. The question has been presented many times: Should not the program have been pushed more rapidly in order to establish programs in more public schools? It has been the working philosophy of those concerned with the development of guidance services in Arkansas that it is much better to have a few higher-class programs than a multitude of second-rate programs that, in the long run, would work to the detriment of guidance services in general in the state.

Doubtless, many public schools in Arkansas have carried on some type of pupil personnel work which was not recognized as guidance services by the State Department of Education. This is understandable when the definition of a guidance program as enunciated in the guidance philosophy is considered.

A number of problems face Arkansas as a state and those problems will exert an influence on the continued growth and development of guidance services in the state. The loss of population during the past few years must be considered. The movement of people from the rural areas to the more urbanized areas has greatly influenced the character of the population. The movement of industry into the state has caused the citizens to count less on a purely agricultural economy and more on a balanced economy.



The question of integration, a difficult issue to be faced by the people, increases the need for more effective guidance services in all of the schools in the state.



## CHAPTER IV

### ORGANIZATION, ADMINISTRATION AND SUPERVISION AT THE STATE AND LOCAL LEVEL

#### Introduction

The preceding chapter traced the development of guidance in Arkansas from the first organized attempt in the Fort Smith Senior High School in 1935 to July 1960. During that period of time, specifically July 1, 1942, the Office of Occupational Information and Guidance Services was first established in the Arkansas State Department of Education.

The purposes of this chapter are to trace the organizational development of the Occupational Information and Guidance Services as a part of the State Department of Education; to describe the duties and responsibilities of the State Supervisor and counselor trainers; and to present a number of organizational plans of local guidance programs as developed in the Arkansas public schools. Concurrent with this presentation the political and economic influences upon the development of organization and supervision will be presented.

Much of the material for this chapter is taken from the Annual Descriptive Reports which were rendered by the State Supervisor to the State Director of Vocational Education at the close of the fiscal year.

Organization of the State Department of Education

The functional organization of the Arkansas State Department of Education, under which the guidance services were established, operated with very few changes until the reorganization of the State Department of Education in March, 1954 and again in April, 1958. In 1946 the State Department of Education consisted of eight coordinated divisions as follows: Administration, Finance, Instruction, Teacher Education and Certification, Surplus Property, Vocational Education, Negro Education and Vocational Rehabilitation.<sup>92</sup> The Guidance Service was organized in the Division of Vocational Education as the sixth service of that division.

The organizational plan for the State Department of Education was changed effective July, 1955. At this time the services of the counselor trainers and the District Supervisors for Home Economics and Agriculture were terminated, leaving the state without the services formerly performed by these people. This termination tended to reduce the assistance that had been given local school personnel in these fields in the past.

The State Board of Education approved changes in the organization of the State Department of Education which became effective March 6, 1954.<sup>93</sup> The position of the guidance services in the State Department of Education was not affected to a great extent by this move, which consisted in a great measure of changing the titles of the heads of

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<sup>92</sup>See Appendix E, p. 190.

<sup>93</sup>See Appendix E, p. 200.



the various divisions to the titles of assistant commissioners consisting of the divisions of Instructional Services, Research and Statistics, Disbursements and Vocational Services. A Deputy Commissioner for Administrative Services was established to whom were assigned the functions of Departmental Administration, Purchasing, Surplus Commodity Distribution, Instructional Materials, School Plant and School Law.

Again, on July 1, 1958<sup>94</sup> the organization of the State Department of Education was changed. This change was necessitated by the participation of the state in the federal National Defense Education program. Seven divisions, with a Director at the head, were established; and two Assistant Commissioners--one for Vocational Services and one for Instructional Services--were placed in charge of the two services. For the first time since the establishment of the guidance services in 1946, Guidance Service was given a position independent of the Vocational Division, with a Director of Guidance replacing the former State Supervisor of Occupational Information and Guidance Services. Hugh Lovett, who held the position as Supervisor of Occupational Information and Guidance Services prior to the reorganization, continued as Director of Guidance Services. The organizational chart for 1958 listed two areas of service to be performed by the Guidance Service. These were Guidance Programs and Testing Programs.

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<sup>94</sup>See Appendix E, p. 201.

The educational program in the state is affected to a degree by the pressures of politics which are inherent in the state system. Through appointments to the State Board of Education the governor can control the entire educational system of the state. Although the term of office for a governor in Arkansas is two years, there is no limit to the number of terms he may serve. Thus, if a governor should be elected to three terms or, as is presently the case, to five terms, all members of the State Board of Education could be his appointees.

#### Supervision at the State Level

Dolph Camp was the first to fill the position of State Supervisor of Occupational Information and Guidance Services and remained in that position until July 1, 1950, when he resigned to take the position as President of Southern State College at Magnolia, Arkansas. Hugh Lovett, at that time a counselor at Sheridan High School, succeeded Camp as the State Supervisor. In 1946 Lois Brickhouse joined the staff as Administrative Assistant to Dolph Camp. Mrs. Brickhouse was assigned the responsibility of developing occupational and educational information materials for distribution to counselors in the public schools and of preparing the state newsletter, the Counselgram, which was sent to each counselor each month.

The State Supervisor submitted annual reports to the Director of the State Vocational Division at the end of each fiscal year describing his activities and listing the developments in the state guidance program. These annual reports became a part of the general

annual report of the State Vocational Division to the State Commissioner and the Vocational Division of the U.S. Office of Education. During the formative years of the guidance program in Arkansas, monthly reports were also submitted to the Office of Occupational Information and Guidance Services, Office of Education, in Washington. One such report for August and September (year not given) records the following activities of the State Supervisor during that period of time.

August 10 -- I returned from Cambridge, attended the meeting at Henderson State Teachers College of Arkansas School Administrators. I spoke to the group concerning the new program of guidance and what they could expect from the service.

August 20 -- I attended the Couchdale Future Farmers of America Camp, a two-day meeting on conservation of fish and game in the state. I spent the remainder of the time in August in the office, planning the program.

September 3 -- I conducted a panel discussion on the subject of "Education in a Democracy" before the Arkansas Council of Home Demonstration Clubs. On the same evening I spoke before the Southwest District of Vocational Agricultural Teachers on the subject of "A Counseling Program for Vocational Agriculture Teachers."

September 7 -- I met with the Harrison faculty and discussed "A Check List of Guidance Activities for Public Schools."

September 8 -- I spoke before the Vocational Agricultural Teachers of Southeast Arkansas on the counseling program for agricultural instructors.

September 10 -- I spoke before the Fort Smith Senior High School faculty on "Vocational Guidance for War Time."



September 1 -- I spoke to the agricultural teachers of Northwest Arkansas at Russellville.

September 23 -- I outlined a program of guidance for teachers and administrators of the Friendship Community School.

Bulletins Prepared: Learning heavily on Marion Justice's Check List of Guidance Objectives, I prepared "Check List of Guidance Activities in Public Schools." 95

The Annual Report for 1942-43 contained a summarized statement of the various activities of the State Supervisor for that period. The introduction to the report quoted from the State Plan that portion which stated that the State Supervisor of Vocational Guidance shall work with various local guidance counselors and school superintendents in building a sound program of vocational guidance. The State Supervisor continued by stating that in addition to working with local school counselors and administrators, a great deal of time was devoted to working with teachers of home economics and vocational agriculture. Listed as the two best practices for this period were: (1) working with individual schools, and (2) working with school administrators and individuals of a county on an in-service teacher-training workshop basis. 96

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<sup>95</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, "Report for August and September (year not given) to Occupational Information and Guidance Services, Washington, D.C." (In the files of the State Director of Guidance and Testing Services, Arkansas State Department of Education)

<sup>96</sup>"Annual Descriptive Report for Vocational Education--1942-43," loc. cit.



The State Supervisor accepted every opportunity to speak to members of various civic and service organizations throughout the state. During the first year of the organized guidance program, Dolph Camp appeared before the Heber Springs Rotary Club, the Pine Bluff Kiwanis Club and the Hot Springs Chamber of Commerce and talked to both district lieutenant governors of the Arkansas Kiwanis Clubs concerning the guidance services.

The O.I.G.S. Report Number 6 of April 19, 1943,<sup>97</sup> recorded the State Supervisor's activities during the month of March, 1943. Dolph Camp spent March 2, 3 and 4 in Lawrence County visiting the various schools; he was accompanied by the county supervisor of schools for that county. Here the emphasis was on interpreting the guidance program to the principals and faculties of the various schools. On March 5, 1943, the State Supervisor attended a meeting of Negro principals and teachers that was held at the Agricultural, Mechanical and Normal College at Pine Bluff. Later in March the State Supervisor met with the faculty of the Agricultural, Mechanical and Normal College and two members of the State Department of Education and formulated plans for a summer workshop. On the same date he met with the faculty of the Fordyce Public Schools and discussed the bulletin, Arkansas Services of Occupational Information and Guidance. During March the State Supervisor visited Foreman and Ashdown High Schools, the Community School at Friendship and Fort Smith High School.

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<sup>97</sup> "O.I.G.S. Report Number 6, January 7, 1943," loc. cit.

A community occupational survey for Negroes was conducted during 1945 through the cooperative efforts of Dolph Camp, A. L. Burns, Superintendent of the Malvern Public Schools and the principal of the Negro school of Malvern. The survey was to be used to determine the location of a new Negro school building and to revise the course of study to meet the needs of the Negro youth in the community. During the period covered by the 1944-45 Annual Descriptive Report, forty-nine conferences were held. The State Supervisor continued the promotional activities by appearing at nine district meetings of the Arkansas Congress of Parent-Teacher Association, which were held at Harrison, Springdale, Van Buren, Danville, Slytheville, Walnut Ridge, Newport Patesville and Stuttgart.<sup>98</sup>

Career-day programs were conducted in El Dorado, Little Rock and Malvern during the spring of 1945. The local Kiwanis sponsored the first two, while the program at Malvern was a joint effort by the Rotary Club and the Lions Club.

In 1946 career days were held at El Dorado, Helena, Hot Springs, Little Rock and Scott. The objective for holding career days was two-fold:

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<sup>98</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, "Annual Descriptive Report, 1944-45." (In the files of the Director of Guidance and Testing Services, Little Rock.)

- (1) To present occupational and educational information to students.
- (2) To act as a vehicle for public relations within the communities.<sup>99</sup>

A field study was conducted during 1947 which consisted of a tour of various business and industrial establishments inside and outside the state. Eighteen school administrators made the tour which was planned and directed by the State Supervisor of Occupational Information and Guidance Services. The specific purposes of the tour were stated in the Annual Descriptive Report for 1946-47:

- (a) To enable us to assist our counselors to assist our pupils to work out their vocational and educational plans;
- (b) To learn of the philosophies, practices, and procedures successfully used in business and industry which could well be adopted (sic) to our public school program in order to better operate our schools;
- (c) To plan an educational program that will better meet the needs of All our pupils and;
- (d) To broaden the vision of educators by getting away from books and classrooms and seeing life itself.<sup>100</sup>

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<sup>99</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, "Annual Descriptive Report, 1946-47." Little Rock. (In the files of the State Director of Guidance and Testing Services.)

<sup>100</sup>Ibid.

The field study was followed by a series of meetings which were held in October, 1947. Several institutions were selected for the meetings, including Arkansas Polytechnic College at Russellville, State Agricultural and Mechanical College at Magnolia, Arkansas State College at Jonesboro and Arkansas Agricultural and Mechanical College at Monticello. The field study pointed to the need for an adjusted educational program as well as the life-adjustment program for education. Stimulated by a study of the Prosser Resolution<sup>101</sup> these conferences took into consideration both of these efforts in the deliberations and discussions.

All the meetings followed a general pattern consisting of a welcome address by someone from the college on whose campus the meeting was being held, with a response from someone who had taken the field tour. A representative of one of the industries visited during the tour spoke to the group; after this speech, a review of the entire trip was made by one of the individuals who made the trip. After this there was a panel discussion.

The State Supervisor, always conscious of the need for counselors to develop and grow professionally, decided to hold a number of regional meetings early in 1949. These meetings were held between February 14 and February 23, 1949. The subjects dealt with at these meetings included budgetary problems and the evaluation of the guidance programs in the local schools. Superintendents, principals and counselors from

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<sup>101</sup>Supra, pp. 53-54.

fifty-eight reimbursed white schools attended the meetings. The Negro Counselor trainer, H. G. Barnett from the Agricultural, Mechanical and Normal College met with the Negro counselors and discussed identical topics.

The Annual Descriptive Report for 1954-55 lists the activities of the State Supervisor for the 1954-55 period. The different achievements of the State Supervisor in pursuit of the duties of his office were the following:

- a. Made 52 visits to schools.
- b. Worked with nine schools in establishing reimbursed guidance programs.
- c. Lectured to counselor training classes at the University of Ark. (sic), Little Rock Graduate Center, Henderson State Teachers College, Ark. (sic) Polytechnic College and Southern State College.
- d. Performed routine servicing duties of program such as recommending occupational information materials, and professional materials to counselors, teachers, and administrators.
- e. Spoke to civic groups, teacher groups, senior high classes, and college groups who expressed and interest in guidance services.
- f. Participated in evaluating 11 guidance programs in cooperation with the counselor trainers, local administrators, counselors, and teachers. Evaluations were discontinued after the first semester of the school year because of the lack of personnel to carry on these intensive evaluations. Reduction of the staff at this time was due to the death of O. F. McNight, counselor trainer, Henderson State Teachers College.

- g. Participated in four county-wide teachers' meetings as guidance consultant.
- h. Processed applications-for-aid and counselor contracts...
- i. Evaluated transcripts and applications for all candidates for counselor certification.
- j. Recommended eight new schools for reimbursement.
- k. Wrote and distributed OIGS Bulletin # 36.
- l. Worked with the legislative Committee appointed by the Ark. (sic) General Assembly to study the needs for Vocational Education in Arkansas, by serving as a consultant to the sub-committee on Guidance. Considerable research was done in connection with this work. Three committee meetings were held and recommendations were made to the committee as a whole.
- m. Served with North Central Accrediting group in checking one school for N.C. membership.<sup>102</sup>

The State Supervisor in addition to performing the routine office duties and maintaining contact with other divisions of the State Department of Education spent a great deal of time in the field visiting local guidance programs; meeting with administrators, teachers and patrons with regard to establishing guidance programs; speaking to classes in the area of guidance conducted on the various college and university campuses.

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<sup>102</sup> Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, "Annual Descriptive Report--Guidance Services--1954-55." (Little Rock: In the files of the State Director of Guidance and Testing Services.)

For a number of years public schools were granted membership in the North Central Association although few of them could meet the requirements set forth in the "C" Section of the North Central Report. Although requests had been made to permit a person qualified in the area of guidance to become a member of the inspection committee, these requests had been ignored until Hugh Lovett was made a member of the Committee in 1936. This action marked another milestone in the recognition of guidance services at the state level.

The Annual Descriptive Report for 1957-58 contained a Prefacing Statement<sup>103</sup> which included a statement of the philosophy of the guidance services in Arkansas. The report was developed under the headings of Status of Reimbursed Programs, Status of Supervision at the State Level, Status of Counselor Training, Conferences, The State Supervisor, Counselor Training, Service from the State Office and Plans for Development. Under the heading The State Supervisor, Hugh Lovett listed the following activities for the period of this report:

- a. Made supervisory and in-service training visits to all 67 schools that operated reimbursed programs.
- b. Worked regularly with three additional schools for the purpose of helping them develop guidance programs.
- c. Visited schools upon request to explain the guidance program to them.

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<sup>103</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, "Annual Descriptive Report, 1957-58." Little Rock. (In the files of the State Director of Guidance and Testing Services.)

- d. Worked with 20 new schools preparatory to establishing reimbursed guidance programs.
- e. Lectured to counselor-training classes at the University of Arkansas, Henderson State Teachers College, State Teachers College (sic) and Southern State College.
- f. Served on a North Central Committee evaluating team in evaluating readiness of schools applying for North Central Rating.
- g. Spoke to civic clubs, PTA's, senior high school classes, and college groups who expressed interest in guidance services.
- h. Attended three Career Days as consultant.
- i. Served as consultant for two county-wide teachers' meetings.
- j. Worked as consultant with Pine Bluff, Camden, and Taylor school systems in their study of guidance services and curriculum planning, which was sponsored and financed by the International Paper Company.
- k. Participated in four Area Clinics which were set up for the purpose of studying vocational education.
- l. Processed applications for aid and counselor contracts, and recommended approval for those that met reimbursement requirements.
- m. Evaluated (sic) transcripts and applications for all candidates for counselor certification and recommended certification for those who met the requirements.
- n. Recommended 20 new schools for reimbursement for the coming year after working with these schools in carefully planning for vocational guidance programs.



- o. Edited and published the guidance newsletter, the Counselgram, monthly for the school year, 1957-58.
- p. Revised and distributed our regular booklets and occupational information materials to the schools having vocational guidance programs.
- q. Performed the routine services of the guidance program, such as recommending occupational information materials to counselors, teachers, and administrators.<sup>104</sup>

### Counselor Training

In the beginning of the organized guidance program most of the counselor training was carried on by the State Supervisor of Occupational Information and Guidance. Dolph Camp taught classes on various campuses and also held workshops for counselors, superintendents, principals and teachers at various locations over the state. The guidance program, expanded through use of reimbursement, demanded that the counselor training program also be expanded. The University of Arkansas and Henderson State Teachers College met this challenge by providing counselor training courses during the summer. The educational institutions bore a part of the expense and the Vocational Division of the State Department assumed a portion.

The University of Arkansas conducted a workshop during the summer term of 1946 on "The Work of the Counselor." A number of bulletins were prepared at the workshop, among them bulletins entitled "Suggestions for Making a Community Survey," "Suggested Bookshelf," "A Suggested Outline for a Study of Occupational Information," "Selling the Guidance Program to the Community," and "A Plan for a Follow-up

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<sup>104</sup>Ibid.

Study of Graduates and School Leavers." Dana M. Cotton, Director of Placement, Graduate School of Education, Harvard University, assisted the State Supervisor in conducting the workshop.<sup>105</sup>

The University of Arkansas offered the following courses during the summer of 1947:

1. Principles and Practices of the Guidance Program
2. The Work of the Counselor
3. Occupational Information, Including Job Analysis
4. Special Problems in Counseling<sup>106</sup>

The State Supervisor of Occupational Information and Guidance Services was assisted in conducting these courses by Dana M. Cotton, Harvard University; Milton E. Hahn, Director of Psychological Services Center, Syracuse University; Ben R. Worley, Occupational Analyst for the Arkansas State Employment Service; E. H. Reed, Education and Training Department of the International Harvester Company; and Verner J. Swanson, Assistant to the Works Manager, International Harvester Company.

Six courses were offered by the University during the summer of 1948. The courses were the following:

1. The Work of the Counselor
2. Counseling the Exceptional Child
3. Testing in the Guidance Program
4. Adult Counseling

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<sup>105</sup>Camp, Evaluation of Federally and State Aided Guidance Programs in the Public Schools of Arkansas.

<sup>106</sup>Ibid., p. 21.

5. Counseling and Psychotherapy

6. High School Case Studies<sup>107</sup>

Assisting the State Supervisor in conducting the above courses were Dorothy M. Clendenen, Psychometrist; Arthur W. Combs; William M. Cruickshank; and Jackson O. Powell, all from Syracuse University.

With the increased demand for greater effort in providing trained counselors, the colleges and the University considered offering courses during the school year for counselor preparation. It was impossible, with the training facilities in 1948, to prepare enough counselors to meet the demand from the public school administrators. The situation was particularly urgent with respect to the preparation of Negro counselors. Through the effort of Fred McCuistion, Associate Director of the General Education Board of New York City, assistance for the training of Negro counselors was made available.

The First grant provided \$1,000 for conducting two workshops for the training of Negro counselors at A.M. and N. College, one for four weeks during the summer of 1948, and the other for six weeks during the summer of 1949. It also provided \$2,900 for the state supervisor of occupational information and guidance and the counselor trainer at A.M. and N. College (Negro) to attend Syracuse University in order to study counselor training courses there.<sup>108</sup>

The other grant from this source was used to assist four Negro counselors and four white counselors to attend a six-weeks summer term in 1948 at Syracuse University.

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<sup>107</sup> Ibid., p. 21.

<sup>108</sup> Ibid., p. 22.

Dorothy Clendenen, then at Syracuse University, now at the Psychological Corporation, conducted the workshop at A.M. and N. College during the summer of 1948 and returned to conduct a similar workshop at that college in the summer of 1949. The 1948 workshop provided the first opportunity for Negro counselors to gain graduate credit in Arkansas.

The University of Arkansas offered four courses in guidance during the regular school year 1949-50. The State Supervisor taught a course in guidance at the University of Arkansas Graduate Center at Little Rock during the same period. Nine graduate courses in guidance were offered by the University of Arkansas during the summer of 1950. Two of the courses were taught by the State Supervisor, Dolph Campbell. Lurline Lee, Counselor, Office of the Counselor for Men, Michigan State University, taught four courses in guidance at the University of Arkansas Graduate Center in Pine Bluff. In addition to the graduate credit offered at the University of Arkansas, undergraduate credit was offered at the University of Arkansas, Henderson State Teachers College, Arkansas A.M. and N. College, and Arkansas Polytechnic College.

A total of fifteen semester hours of credit was offered by the University of Arkansas on the campus at Fayetteville and at graduate centers at Little Rock and Pine Bluff in 1950-51. Undergraduate courses were taught at the University of Arkansas, Henderson State Teachers College, Arkansas Polytechnic College and Arkansas A.M. and N. College.

During the period 1951-52 courses at the graduate level were offered at the University of Arkansas during the regular term and also during the summer terms. Undergraduate courses were offered at Henderson State Teachers College, Arkansas Polytechnic College, Arkansas A. M. and N. College, and Southern State College. All of the institutions mentioned above provided courses in guidance during 1952-53 and have continued to have such courses taught although the counselor-training Program as first established was discontinued in 1955.

### Counselor Trainers

The first counselor trainer was employed by Henderson State Teachers College on a half-time basis in September, 1946. The arrangement was that the counselor trainer would work half-time for the college and devote the other half of his time to supervision of local guidance Programs and to teaching courses in guidance on the campus of the institution where he was employed. The Arkansas Vocational Division supplied the funds for half of his salary and all travel expenses were paid out of federal and state vocational funds. The college where he was employed paid the other half of his salary. O. F. McKnight was employed as the counselor trainer. He shared the duties of supervision with the State Supervisor of Occupational Information and Guidance Services. The counselor trainer taught one three-semester hour course in the area of guidance each semester. The courses taught by O. F. McKnight were "Principles and Practices of the Guidance Program," "The Work of the Counselor," and "Guidance Testing."

H. G. Barnett was employed as counselor trainer at the Agricultural, Mechanical and Normal College on a half-time basis effective July 1, 1947. His duties were similar to those of the counselor trainer at Henderson State Teachers College except that at first he did not teach courses in guidance on the campus of the college. He devoted the greater part of his time to working in the field with local Negro counselors.

In September of 1948 a counselor trainer, Charles Morehead, was employed to work on the campus of Arkansas Polytechnic College. He was employed on a basis similar to that which the two employed counselors were employed.

The State Supervisor assumed responsibility for supervision in the central part of the state and elsewhere if supervision were needed. Charles Morehead was given the territory consisting of the portion of the state north of Little Rock and O. F. McKnight assumed the responsibility for the areas south of Little Rock. H. G. Barnett supervised all of the Negro programs in the state but had very few programs north of Little Rock, as very few Negroes resided in that area.

When a counselor trainer was added at Southern State College on July 1, 1951, the territory was again divided. Charles Morehead still had the northern part of the state, but the central part of the state was allocated to Hugh Lovett, State Supervisor and O. F. McKnight. George W. Harrod was assigned the southern part of the state including all of the schools south of a line drawn through Arkadelphia from

east to west. H. G. Barnett still assumed the responsibility for all  
guidance programs.<sup>109</sup>

The duties of the counselor trainers consisted of in-service  
training with counselors, teachers and administrators in schools that  
did not have guidance programs but wished to institute such programs.  
Each counselor trainer made monthly reports to the State Supervisor  
on the progress and activities of the guidance programs in the local  
schools.<sup>110</sup>

The instruction sheet distributed by Hugh Lovett at the counselor  
trainers' meeting in the Office of the State Supervisor of Occupational  
Information and Guidance Services on August 15, 1931, contained general  
and specific information. The visitation territory was divided as  
follows:

1. Morehead

Russellville	Bentonville
Atkins	Harrison
Morrilton	Mt. Home
Dover	Clinton
Paris	Imboden
Fort Smith	Paragould
Van Buren	Tuckerman
Alma	Flytheville
West Fork	Conway

Harrod

Gillham	El Dorado
Foreman	Parker's Chapel
Texarkana	Fordyce
Hope	Hermitage
Prescott	Star City
Magnolia	Monticello
Camden	McGehee
Fairview	Lake Village
Smackover	Crossett

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<sup>109</sup>See Appendix A, p. 19.

<sup>110</sup>See Appendix C, pp. 203-204.

McKnight and Lovett

Arkadelphia	Lakeside
Gurdon	Little Rock
Delight	North Little Rock
Mena	Sheridan
Havana	Pine Bluff
Perryville	Des Arc
Hot Springs	Bald Knob
Cutter-Morning Star	Wynne

Barnett

Barnett will remain responsible for all Negro reimbursed programs in the state as well as those who want help and are not on the reimbursed basis.

2. Field reports shall consist of a report to the counselor, superintendent and state supervisor for each school visited. In cases where it is necessary confidential reports shall be sent to the state office in addition to the above mentioned reports.
3. The following shall receive the emphasis in the field of public relations: interpretation of the guidance program to the superintendents, principals and faculties in addition to press releases, talks before civic clubs and in-service training in both college and high school.
4. The state counselors' meeting will be held on September 27, 28, and 29. It will begin with a dinner meeting on Thursday evening, the 27 and end approximately at noon Saturday, the 29. The state office will send out questionnaires to all counselors for the purpose of getting their suggestions for the general topic for the state meeting. It was decided that the meeting shall be held either on Petit Jean Mountain or at the F.F.A. Camp at Hot Springs if the latter can be made available. The mechanics of the program and the final details will be worked out after the general theme is selected.



5. Articles of interest for the Counselgram shall be obtained from summer school reports from counselors who attended summer school this year and one article each from the four counselor trainers. Number 1 from Charles Morehead. Number 2 from O. E. McKnight, Number 3 from George Harrod and Number 4 from H. G. Barnett.
6. Counselor trainers and state supervisors shall take every opportunity to make talks to teacher education classes in all colleges of this state explaining the functioning of the guidance program and its relationship to the entire school program.
7. Special attention was called to the following schools: McGehee, Cutter, Morning Star, Tillam, Bryant and Glen Rose. There seems to be some discrepancies in the counselor's duties at... The remaining four schools are not on a reimbursed basis but have asked help from the counselor trainers and the state office to set up adequate guidance services. It shall be our policy to give as much help to our schools not on reimbursed basis as those on the reimbursed basis if they desire and request such help. Attached to this instruction sheet was a map of Arkansas showing the division of the territory into three areas. (See Appendix A. p.197.)

A similar information sheet was given the counselor trainers at their September, 1953, meeting in the Office of the State Supervisor of Occupational Information and Guidance Services. Two new schools, Lincoln and Newport, were added to Charles Morehead's territory. One new school, Nashville, was added to George W. Harrod's territory, and two new schools, Marianna and McCorty, were added to the territory assigned to O. E. McKnight and Hugh Lorette. H. G. Barnett was still responsible for all of the Negro programs.

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111 Information Sheet from Mr. Hugh Lorette, State Supervisor of Occupational Information and Guidance, to Counselor Trainers at regular fall meeting August 18, 1951. (In the files of the State Director of Guidance Services, State Department of Education, Little Rock, Arkansas.)

### Summary

The guidance services in Arkansas received initial support at the state level from the Vocational Division of the State Department of Education. J. Marion Adams provided both moral and financial support for the program by accepting the guidance services as a part of the Vocational Division and providing money from state and federal vocational funds to assist in carrying on the program. The State Supervisor provided energetic leadership in the formative stages of the program and set a course that has been followed from the inception of the program until today.

The supervision of guidance programs has suffered through the action of the State Board of Education in eliminating the positions of counselor trainers in its reorganization of the State Department of Education in 1955. With the increase in the number of local programs and the demands made on the Director of Guidance from civic, educational and other groups to appear before them, the state supervisor has very little time to visit local programs and assist high school counselors as was done before the curtailment of personnel. However, as a result of the National Defense Education Act, one person was added to the state office as State Supervisor in 1958.

The Office of Occupational Information and Guidance Services was moved from the Vocational Division and was established as the Division of Guidance Services in 1958. Thus, the Division of Guidance

Services has equal organizational status with the other divisions of the State Department with a director of the division to head the service. This came about as a result of the passage of the National Defense Education Act by the national Congress. Although the position of supervision appears to be better than that immediately after 1955, a study of the developments since that time leaves some doubt as to its position today. The Guidance Services occupies a more independent organizational position in the State Department of Education, and a State Supervisor has been added; yet the increase in the number of Counselors and school programs of guidance has more than offset the personnel expansion.

## CHAPTER V

### THE ORIGIN AND DEVELOPMENT OF THE GUIDANCE PROGRAMS IN THE LOCAL SCHOOLS

#### Introduction

The establishment of guidance programs in the high schools of Arkansas has always been on a voluntary basis. Although the North Central Association strongly urges the development of guidance services in schools seeking and maintaining accreditation, the individual schools were not forced to establish guidance programs. In recent years the state committee for North Central Association has been placing increased emphasis on the importance of establishing guidance programs as one of the requirements for accreditation. The first few guidance programs established, prior to the use of federal funds, were established at the request of administrators who were interested in providing guidance services for the pupils of their schools. The use of federal and state funds for reimbursement provided added emphasis to the program and the number of programs established increased steadily after 1946.

The State Supervisor of Occupational Information and Guidance Services did not have a well-defined plan for the establishment of guidance programs at the beginning but took a rather slow exploratory approach in setting up programs in the local schools. He did require

that the administrator indicate an informed desire for the service and that the teachers and pupils have some understanding of the objectives of the program. Much of this was accomplished through conferences and other programs of in-service training. The administrator was expected to provide adequate physical facilities for the counselor, which included a private office, occupational and educational materials, file cabinets, folders for individual records and other necessary office supplies. Counselors on full-time programs were permitted to teach not more than two classes of related subjects such as occupational information and personal problems. Classes in psychology, English, science or other purely academic subjects were not permitted. Counselors on a half-time basis could teach one course in occupations in addition to performing their non-guidance activities. However, the State Supervisor was reluctant to approve half-time programs, as many of them did not prove as successful as did the full-time programs.

One of the jobs of the State Supervisor was to show the school administrators that the development of a guidance service need not be a financial drain upon the school. He did not express the opinion that a guidance program would not cost money; but he took pains to show how much of what was needed could be procured by inexpensive means. It was a common sight to see him drive up to a school building and unload an orange crate containing a sample of an occupational information file. He used this means to show that expensive steel filing cabinets were not needed to house the occupational information materials. During the early years of the guidance program many schools used orange crates to house their occupational information files when they could have afforded more expensive containers. It was this practical, common-sense



approach used by the State Supervisor that convinced many administrators of the practicability of the program that he was selling. This same practical approach with respect to other phases of the guidance program soon brought support from administrators from over the state.

The State Supervisor devoted a great deal of his energies during the first few years after 1948 to "selling" the program of guidance to administrators, lay persons, members of clubs, organizations and representatives of higher education. At first this selling program consisted of talks before clubs and organizations and conferences with administrators, teachers and counselors. Shortly after reimbursement was inaugurated in 1946, the first state-wide counselors' conference was held at Little Rock.

#### Conferences

The first conference of Arkansas counselors was held February 14, 15, and 16, 1946 in the Senate Chamber of the state capitol. This conference was conducted on the plan of a workshop and the topics covered were those considered to be basic to the development of the guidance services in the state. Counselors attending this conference were the following:

Amis, Frances	Crossett
Bankston, Morcil	Scott
Benton, Merl	Cotton Plant
Brooks, Alice	Malvern
Burke, Doyle	Monticello
Cash, Marie	Fordyce
Ferguson, Bessie	Helena
Fore, Stella	Friendship
Harrod, Margie	Horatio

Henderson, Helen	Imboden
Hicks, A. F.	Nashville
LaGrone, Ruth	Foreman
Lawless, Mrs. O. D.	Mabelvale
Leise, George	State Vocational School- Huntsville
Lyons, Don T.	Hermitage
Meyers, Corrine	Searcy
Patchell, George W.	Wilson
Payne, Chloe	Havana
Puckette, Pansy	Magnolia
Reynolds, Ova	Dover
Teeter, Charles	Lake Village
Terrell, Effie Lee	Blytheville
Ware, Bernice	El Dorado
Whitton, Dolph	Hope
Williamson, Mildred	Parker's Chapel <sup>112</sup>

It is interesting to note that of the first twenty-eight counselors ten are active currently in the guidance field within the state. The ten counselors who are at present<sup>113</sup> working as counselors, some working in the schools where they started as counselors, are listed below:

Marie Cash	Fordyce High School
Helen Henderson	Imboden High School
A. F. Hicks	Nashville High School
Corrine Meyers	Searcy High School
Pansy Puckette	Magnolia High School
Ova Reynolds	Dover High School
Eugenia Rives	Marianna High School
Effie Lee Terrell	Blytheville High School
Bernice Ware	El Dorado Junior High School
Mildred Williamson	Northfleet High School

In addition to the twenty-eight counselors who attended the conference at the state capitol, a number of guests attended the dinner meeting at which J. W. Hull, President of Arkansas Polytechnic College was the principal speaker.

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<sup>112</sup>Counselgram. Arkansas State Department of Education, Vocational Division, Occupational Information and Guidance Service (Little Rock: March, 1946), p. 5.

<sup>113</sup>Counselgram, Arkansas State Department of Education, Vocational Division, Occupational Information and Guidance Service (Little Rock: 1963).



### Petit Jean Conferences

Each fall the counselors from over the state meet at Petit Jean State Park for a conference lasting two or three days. Petit Jean Mountain is steeped in legends derived from the early French settlers. The mountain is 1,100 feet above sea level and has great scenic beauty. It is located near the center of the state just seventeen miles from Morrilton.

The first state conference for white counselors was held at Petit Jean State Park on October 1, 1949. Each year thereafter a conference of all white counselors was held at Petit Jean State Park. The work of each conference was organized around a central theme--a different theme for each conference. The principal address at each conference was given by a guest speaker and the remainder of the program was presented by counselors and counselor educators.

### The McKnight Memorial

Olen F. McKnight was one of the first individuals in Arkansas to become interested in providing guidance services for the secondary schools of the state. Along with Dolph Camp, he was instrumental in getting the program started in Arkansas and had been connected with the movement from the beginning in 1942 to the time of his death in 1954. Mr. McKnight became the first counselor trainer when he was appointed counselor trainer at Henderson State Teachers College in 1946. Continuing in that capacity until his death, he left a deep imprint upon the philosophy and structure of the guidance program in Arkansas. The idea of providing a living memorial was brought up in the counselors'

conference held at Petit Jean State Park in October, 1955. The final decision was to establish a memorial book shelf in the library at Henderson State Teachers College. The Arkansas School Counselors' Association would set aside \$100. each year to be used in the purchase of books and materials to be placed on this shelf. The minutes for the Arkansas School Counselors, August 21, 1957, contained the following reference to the McKnight Memorial:

Lois Thomas of Arkadelphia gave a report on the McKnight Memorial which had been discussed in previous business sessions. She stated that Henderson State (sic) College has bought the stacks for the "living memorial" and that a designated place had already been given for the stacks in which books were to be placed as they were bought by a fund from the OIGS organization. Mrs. Thomas had already obtained the plaque which contained the words "O.E. McKnight Memorial by Arkansas Counselors." Further explanation from Mrs. Thomas included the following facts.

1. It was hoped that \$100. would be spent out of the treasury to buy books on guidance material for two years.
2. She would like for another committee other than the present one, composed of Hugh Loret, George Harrod, and Lois Thomas, to purchase the material.<sup>114</sup>

A permanent committee composed of Glenn Cole, University of Arkansas, Chairman; Lois Thomas, counselor at Arkadelphia High School; and Frances Trasher, counselor at Prescott High School, was appointed at the OIGS meeting held in the Hotel Marion, August 28, 1957. In 1956, Mrs. Marvin Shackelford, who replaced Mrs. Thomas as counselor

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<sup>114</sup>Ibid.

at Arkadelphia, and Dorothy Rice of Henderson State Teachers College were added to the McKnight Memorial Committee. Each year a selection of books is purchased to be placed in the memorial stack. Over thirty volumes had been added to the memorial stack by the close of the year 1958.

#### Other Meetings and Conferences

A number of state high school administrators, counselors and individuals from other states and territories attended a Southern Regional Meeting which was held at the Hotel Marion, Little Rock, November 17 and 18, 1949.<sup>115</sup> State supervisors of guidance who attended the conference came from six other states and the Island of Puerto Rico. All together there were approximately 125 people present with practically all of the counselors from Arkansas in attendance.

Lucien Adams, State Supervisor of Virginia, spoke to the group on "Trends in Counseling." Harry A. Jager, Chief of the Occupational Information and Guidance Service, U.S. Office of Education, spoke on the topic "Whither from Here." Fay Rucks, counselor from Lakeside High School, Hot Springs, presided at the November 18 morning session; and Rufus Pulliam, State Supervisor of Occupational Information and Guidance Services in Georgia, spoke on "Planning Guidance Programs in Georgia." Eleanor Zeis, the State Supervisor of Occupational Information and Guidance Services from Mississippi, described the methods of planning

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<sup>115</sup> "State Counselors' Meeting Report," Counselgram (December, 1949), pp. 2-3.



guidance programs in Mississippi. Ella Stephens Barrett, the State Supervisor of Occupational Information and Guidance Services of North Carolina, spoke on "Planning Guidance Programs in North Carolina."

Hugh Loyett, counselor at Sheridan High School, presided at the afternoon meeting and Royce Brewster, Assistant Chief of Occupational Information and Guidance Services, U.S. Office of Education, spoke on the subject, "Evaluation Procedures and Techniques." Dolph Camp, the State Supervisor of Occupational Information Services from Arkansas, delivered the final speech in which he summarized the achievements of the guidance services in general.

A conference of Negro counselors was held on the campus of Arkansas Agricultural, Mechanical and Normal College, Pine Bluff, January 17 and 18, 1947. A number of Negro counselors from over the state were in attendance. Attending from the high schools were Olie Bailey, counselor at Yerger High, Hope; Dorothy Jones, counselor at Washington High School, Texarkana; Mattyo Whyte Woodridge, counselor at Eliza Miller High School, Little Rock; and June Dawson, counselor at J. C. Corbin High School, Pine Bluff.

Others attending the conference were Ed Peebles, Supervisor of Teacher Training, Negroes at Arkansas Agricultural, Mechanical and Normal College; H. G. Barnett, Instructor of Distributive Education at A.M. and N. College; O. B. Elders, Veterans' Counselor at the college; C. A. Hicks, Assistant State Supervisor of Negro Education, State Department of Education; and President Lawrence Davis, of the host college.<sup>116</sup>

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<sup>116</sup>"Chatter," Counselgram (February, 1947), p. 7.

The work of the conference was structured around a discussion of the bulletin, The Guidance Program Explained, and around reports from the counselors regarding the progress of the guidance programs in their schools. The questionnaire "Status of Counselor's Work" was used throughout the conference in order to stimulate discussion.

The first of a series of annual mid-year counselors' conferences was held January 18, 19 and 20, 1951 at Southern State College, Magnolia. Edward Charles Roeber, counselor trainer at the University of Missouri, was the consultant for the conference. Edward Roeber discussed "Testing as a Tool in Pupil Planning" and "Records in Assisting Pupils to Plan for College."

Edward Roeber summarized the work of the conference at the final session and listed some things that colleges could do to assist high school counselors in doing a better job of counseling students for college. He listed the following items:

1. Improve catalogues and bulletins.
2. Send out representatives for college days in the high schools to present the case of that particular college.
3. Provide continuing research on the matter of student success.
4. Provide an opportunity for high school seniors to visit the college campus and talk with some one from the departments they are interested in.<sup>117</sup>

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<sup>117</sup>"Highlights from the Magnolia Counselors' Conference." Counselgram (February, 1951), pp. 2-7.



The Negro counselors met at Hot Springs March 31, 1950 in conjunction with the annual Arkansas Teachers Association meeting. The program was built around the relation of the counselor and the student and community. Dorothy Jones, counselor at Washington High School, Texarkana, spoke on the topic, "The Counselor and Student Relationships and Cumulative Records." Corliss Howard, counselor at Pine Street High School, Conway, discussed the topic, "The Counselor and Community Relationships."<sup>118</sup>

The Negro counselors under the leadership of H. G. Barnett, Counselor Trainer at Arkansas Agricultural, Mechanical and Normal College, Pine Bluff, held a number of conferences each year. Eighty-two percent<sup>119</sup> of the Negro counselors attended a conference at Arkansas Agricultural, Mechanical and Normal College October 11 to 13, 1951, where problems concerning Negro counselors were discussed.

The second mid-winter conference of Arkansas counselors convened on the campus of Southern State College, January 25 and 26, 1952.<sup>120</sup> Nicholas Hobbs, Professor of Education and Psychology, George Peabody College for Teachers, Nashville, Tennessee and Don Russell, Director of Rehabilitation Services in Arkansas, were the principal speakers at the conference. Nicholas Hobbs discussed "Identification and Referral Problems of the High School Counselor," and Don Russell spoke on "Cooperation Between High School Counselors and Vocational Rehabilitation

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<sup>119</sup>H. G. Barnett, "Bird's Eye View of State Conference at Arkansas A.M. and N. College, October 11-13, 1951," Counselgram (November, 1951), pp. 5-7.

<sup>120</sup>"Mid-winter Conference," Counselgram (January, 1952), p. 4.



Counselors." While at this conference, the counselors expressed the opinion that there were too many meetings for counselors during the year and that much more benefit could be derived by reducing the number of meetings and trying to do a better job with the remaining meetings. Thus, the 1952 conference was the last mid-winter conference.

A counselor-training conference was held on the campus of Arkansas Polytechnic College April 11, 1953. A. J. Crabaugh stated that the two following fundamental principles were involved:

1. Concentration in the first four years on general and subject-matter preparation.
2. A fifth year of professional preparation.<sup>121</sup>

The Ford Foundation Program was designed to improve the foundation program of teachers and counselors. It provided that an allowance of \$125. per month be given students participating in the program during their fifth year of internship. A certain amount of credit was allowed for work done during this year of internship; but the amount varied with the different institutions. The fifth year of work consisted of class instruction, seminar work and actual teaching or counseling in the community where the students were training. The cooperating teacher from the local school system was paid \$25. per month by the Ford Foundation.

A conference was held on the campus of Arkansas Polytechnic College on December 5, 1953.<sup>122</sup> The conference was arranged and

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<sup>121</sup>"Report from Mrs. Kenneth Teague--Training of Counselors," Counselgram (May, 1953), pp. 11-13.

<sup>122</sup>Mrs. Kenneth A. Teague, "Refresher Conference at Arkansas Tech," Counselgram (January, 1954), pp. 8-9.

conducted by Charles Morehead, assisted by some members of the college staff. The theme of the conference was built around three philosophical thought patterns: hierarchic or part-whole relationships, mechanistic structure or whole-whole relationships and organic or emergent pattern of thought.

Miss Hazel Dunnings, counselor at Morrill High School, Pine Bluff, Arkansas, reported in the Counselgram for May, 1958 on a series of "Information Clinics" that were conducted at Morrill High School and were terminated March 20, 1958. This series of clinics was designed to

1. better inform parents concerning the behavior patterns of the child,
2. develop knowledge of the school, its program and structure,
3. develop skills in working with children to assure better development,
4. develop attitudes plus a conducive atmosphere for increased cooperation between parents and teachers.<sup>123</sup>

The objectives of these clinics were to promote understandings of guidance practices, to establish channels for communication between counselors and teachers and to effect acceptance of programs of guidance among students, parents, teachers and the community.

The state Negro organization of teachers is known as the Arkansas Teachers' Association and the Negro counselors hold their annual meetings at the same time and place that The Arkansas Teachers' Association holds their meetings. The Negro counselors have held their

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<sup>123</sup>Hazel Dunnings, "Information Clinics, Morrill High School," Counselgram (May, 1958), pp. 8-9.

meetings each year since the establishment of guidance services in Negro public schools in Arkansas. The plan for the conferences follows that described as the organization followed by the white counselors. A special speaker delivers the principal address and the counselors then present the other parts of the program.

#### Little White House Conference

As a result of the emphasis placed on the study of youth and their relationship within the American society at the national level, a group of interested citizens organized what was know as "The Little White House Conference." Each year the group meets at Little Rock and studies the problems related to children and youth.

The 1951 Conference on Children and Youth met in Little Rock on February 23. Dolph Camp, President of Southern State College, was the chairman of group 12, "Matching Youth and Jobs." Others acting as advisors to the group were Hugh Lovett, State Supervisor of Occupational Information and Guidance Services; Ben Worley of the Arkansas Employment Security Division; and Frances Allen of the Little Rock Office, Employment Security Division.

The following six questions served as the outline for the group work:

1. Is there exploration in the field of matching youth and jobs which can assist us in forming a pattern for a workable plan?

2. Can personality tests be used safely in high school.
3. Why is it that the question of "Matching Youth and Jobs" is not exactly fitting today?
4. What determines the interests of youth in a job and how does age, schooling, and home life influence this interest?
5. When should we begin to influence youth to select a specific occupational field?
6. What youth agencies are responsible for matching youth and jobs?<sup>124</sup>

The concern for the occupational adjustment of the youth of high school age was evidenced by the seriousness with which the various agencies dealing with youth participated in this and similar conferences. The conclusion drawn in the 1951 Little White House Conference was that it was the responsibility of all agencies coming in contact with youth to assist these young people to select an occupation in which they had a high degree of interest and ability. Agencies having specific responsibilities are high schools, employment agencies, rehabilitation services and all other youth social service agencies.

#### International Paper Company Foundation Program

In 1956 the International Paper Company, through the International Paper Company Foundation, became interested in assisting local schools to improve their instructional programs at the secondary level to better meet the future needs of industry and business. This interest was manifested by financial aid to schools and a scholarship program

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<sup>124</sup>Rodney Palmer, "Little White House Conference on Children and Youth," Counselgram (April-May, 1951), pp. 1-3.

for teachers. W. L. Davis, of Alabama Polytechnic Institute, Auburn, Alabama, became the program coordinator for all programs in Arkansas. Improvement programs were established in Emerson Public Schools, Taylor Public Schools, Camden Public Schools, Fairview Public Schools and Pine Bluff Public Schools. Each school determined the direction its program should take and in most instances the guidance services were studied during the first year of the program.

The International Paper Company Foundation made available \$3,250. to be used in the first year study at Taylor Public Schools. Similar amounts, varying with the size of the school, were provided the other schools participating in the improvement program. Curtis Easley, Superintendent of Taylor Public Schools, developed a budget based on the sum of money allocated to the school for 1956-57. The items listed below appeared in the 1956-57 budget:

A. Guidance--Consultant Services	\$ 550.00
Materials, tests, files, etc.	400.00
B. Consultants Services, other fields	750.00
Materials, other fields	300.00
C. Conferences, Workshops, Visitations (including released time)	750.00
D. Professional Books	200.00 <sup>125</sup>

A report of the progress of the first year of the program at Taylor Public Schools listed the following accomplishments:

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<sup>125</sup>Report of Taylor Public Schools I.P.C. Foundation Program, 1956-57. (In the files of Taylor Public Schools.)

1. Securing services of George Harrod, Counselor at Southern State College, to act as consultant in guidance field during the school year.
2. Orientation of faculty in a series of faculty meetings beginning in late September and held every two weeks. These meetings were conducted by Mr. Harrod and Mr. Middlebrooks and dealt with philosophy of guidance, objectives for the year, and the setting up of individual records.
3. Individual conferences, faculty members and consultants.
4. Setting up a proposed five-year testing program, with plans for testing for the 1956-57 year.
5. Selection (sic) and securing materials for files, tests, etc.
6. Administering, scoring, and summarizing of the following tests by counselor (Taylor School).
  - Henmon-Nelson Mental Maturity to grades 6, 12.
  - California Reading Tests to grades 5 through 12.
  - California Mental Maturity Test to grades 6, 7, 8, 9, 11.
  - SRA Youth Inventory to grades 9 and 12.
  - Arkansas College Entrances grade 12.<sup>126</sup>

In addition to the activities listed above, a number of conferences were held and a program of school visitation was carried out.

#### State Personnel and Guidance Organization

As a result of receiving funds for reimbursement of guidance programs at the local level, emphasis was placed on the importance of counselors' becoming members of the American Vocational Association. The Arkansas counselors had maintained a hundred percent membership in the American Vocational Division for nine years beginning in 1949.

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<sup>126</sup>Ibid.

At the Arkansas School Counselors' Conference held at Petit Jean State Park September 17-19, 1959, Mr. Lovett stated that

in the past, he had very emphatically urged that every counselor become a member of the AVA and, that for nine years, the counselors in the state of Arkansas have been 100 percent in this membership--but since July 1, 1959 the counselors were no longer a part of the Vocational Division since the Guidance Division had become a distinct part of the State Department of Education.<sup>127</sup>

In 1949 the counselors were members of two organizations with emphasis on guidance--the Arkansas Occupational Information and Guidance Association and the Arkansas Vocational Association. As the personnel in both organizations were the same, there arose some confusion with respect to officers for the two organizations and scheduling meetings both at the Arkansas Education Association and at other state meetings. Therefore, in 1949, the organization of Arkansas Vocational Association was permitted to die as a distinct organization, although membership was maintained in the then mythical organization. The one organization that remained, the Occupational Information and Guidance Association, continued to function as the sole counselors' organization until 1957, when the counselors of the state changed the name of their organization to Arkansas School Counselors and consolidated all activities within the framework of the new organization. In effect, there was no change in personnel, purpose or function involved in this action.

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<sup>127</sup>"Minutes of Arkansas School Counselors' Conference, Matner Lodge, Petit Jean State Park, September 17-18, 1959." (In the files of the Secretary of the Arkansas School Counselors.)

A group of personnel workers from a number of Arkansas high schools and colleges met March 1, 1957, at the LaFayette Hotel, Little Rock, to discuss some common problems in the area of guidance and personnel. Arthur A. Hitchcock, Executive Director, American Personnel and Guidance Association, discussed the work of the American Personnel and Guidance Association. At the conclusion of Arthur Hitchcock's talk it was proposed that this group organize themselves into the Arkansas Personnel and Guidance Association. The vote on the proposal was unanimous. The first two personnel organizations in the state to become members of the Arkansas Branch of the American Personnel and Guidance Association were the Arkansas College Personnel Association and the Association of Women Deans and Counselors. Thus there exists an incongruous situation, since the National Association of Women Deans and Counselors refused to affiliate with the American Personnel and Guidance Association; yet the state organization of women deans did affiliate with the state branch of that organization. An invitation was extended to the Occupational Information and Guidance Association of the state to become affiliated with the state branch of APCA and action was taken in 1958 which led to the membership of the Arkansas Counselors' Association in the Arkansas Personnel and Guidance Association.<sup>128</sup>

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<sup>128</sup>Letter from Dean C. Andrew, Academic Dean of Southern State College, Magnolia, Arkansas, February 14, 1958 (Mimeographed).



The first meeting of the newly organized Arkansas Personnel and Guidance Association was held November 6, 1958, in the Hotel Marion, Little Rock. Hugh Lovett, State Supervisor of Occupational Information and Guidance Services, and Frank Sievers, Director of Guidance and Pupil Services in the U.S. Office of Education, spoke to the group assembled for the meeting. New officers elected were Dean C. Andrew, Academic Dean at Southern State College, President; Georgia Adams, counselor at Pine Bluff High School, Vice-President; Robert M. Jones, Dean of Students, University of Arkansas, Secretary; and Peggy Stroud, Dean of Women, Arkansas State College, Treasurer. LeRoy Pennington, counselor at El Dorado High School, was elected Council Member-at-Large.

The purposes of the new organization were stated in the constitution dated May 1, 1957:

- (a) To unite in one organization all persons engaged or interested in any phase of personnel and guidance work in the state of Arkansas.
- (b) To maintain and improve professional standards in the field of personnel and guidance in the state of Arkansas.
- (c) To coordinate personnel and guidance activities in the state of Arkansas, functioning through either public or private (sic) agencies.
- (d) To encourage the development of personnel and guidance activities throughout Arkansas.

- (e) To serve as a central clearing agency for information pertinent to present or contemplated personnel and guidance programs in Arkansas.
- (f) To disseminate information and focus public attention on legislation in any way affecting personnel and guidance in the state of Arkansas.
- (g) To stimulate creative and experimental activities in the personnel field.
- (h) To promote research in guidance and personnel work, and in related areas.<sup>129</sup>

In a letter addressed to the members of the Executive Council of the Arkansas Personnel and Guidance Association, dated July 21, 1958, Dean Andrew appointed the following to serve on the program committee: Georgia Adams, counselor at Pine Bluff High School, Chairman; Edwin M. Hughes, Director of Testing and Counseling at Hendrix College; Minnie Lee Mayhan, counselor at Hall High School, Little Rock; and V. F. Baugus, counselor at Wynne High School. Dean Andrew suggested that the committee consider the items listed below:

- (a) Allow time for election of officers
- (b) Allow time for report of treasurer
- (c) Allow time for presentation of projects suggested during spring meeting. Some of the proposed projects were:
  - (1) Publish a book for parents on real value of education
  - (2) Publish a book on college-admissions information for high school counselors
  - (3) To act as a clearing house for research going on in high schools and colleges

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<sup>129</sup>"Constitution of the Arkansas Personnel and Guidance Association: A branch of the American Personnel and Guidance Association, May 1, 1957." Article II, Section I in the files of the Secretary of the Arkansas Personnel and Guidance Association).

4) Publication of referral sources for  
counselors.<sup>130</sup>

Some of the efforts of the officers of this young organization were directed toward increasing the membership and bringing into the organization other personnel groups in the state. The road to the unification of the various personnel groups within the state was a difficult one. Each organization was reluctant to merge with any other organization that might imperil its independence. The Arkansas School Counselors' Association, the Association of Women Deans and Counselors and the Arkansas College Personnel Association were the first three groups to affiliate with the Arkansas Branch of the American Personnel and Guidance Association. However, a great deal of progress has been and is still being made and the Association is gaining strength with each passing year. Much of the success has been due to the energetic leadership provided by Dean C. Andrew during the developmental period.

Instituting Programs of Guidance

Programs of guidance were instituted in the high schools of Arkansas in a number of ways, none of which was considered the way. Usually a program was established after a period of in-service training with teachers and administrators. Dolph Camp and Olen L. McKnight worked with teacher and parent groups in the community where consideration was being given for the establishment of a program

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<sup>130</sup>Letter from Dean C. Andrew, President, Arkansas Personnel and Guidance Association, Southern State College, Magnolia, Arkansas, July 21, 1958 (in the files of the Secretary of the Arkansas Branch).

of guidance services. One such school was El Dorado High School, one of the first twenty-eight to institute a guidance program. After a visit to El Dorado, Olen E. McKnight wrote a letter to Bernice Ware, outlining some of the goals to be set for the program. In the letter, dated November 20, 1946 he wrote:

1. Through conference and discussion while traveling together, the clear understanding was reached concerning the immensity of the task of developing an adequate guidance program in the El Dorado High School.
2. The goals set up for the year seem clearcut and obtainable.
3. In keeping with my own philosophy and general practices in other schools, it seems essential that plans be made for effective individual counseling for every ninth grade pupil for the purpose of acquainting the pupils with the offerings in the El Dorado High School curriculum. The larger high schools like El Dorado offer many opportunities that can't be offered in small centers. It is essential that some plan be worked out where pupils can have the proper guidance in terms of what they are and what they are likely to become in making an educational plan that seems sound at the time it is made. The plan should be subject to any modification that might seem desirable as the student progresses through school.
4. In planning for the guidance program to contribute to the welfare of beginning students, I think it wise that the results of a recent and reliable mental ability test be available. It seems desirable, as a further aid to educational planning, that each student in the ninth grade be given the Kuder Preference test and that he be familiar with the results and their significance.
5. ...131

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131 Letter from Olen E. McKnight to Mrs. Bernice Ware, November 20, 1946 (in the files of the Junior High School Counselor of El Dorado Junior High School, El Dorado, Arkansas).

Comments about Arkansas Guidance Services

Johanna Willich from Berlin, West Germany, visited Arkansas from October 23 to November 2, 1952.<sup>132</sup> While in Arkansas she observed the guidance programs at the state and local level and studied the counselor training facilities in the various colleges. Miss Willich visited North Little Rock High School, Sheridan High School, Dunbar High School, W. C. Corbin High School, Arkadelphia High School, Prescott High School, Hope High School, El Dorado High School, Arkansas Agricultural, Mechanical and Normal College, Henderson State Teachers College and Southern State College.

After returning to her home in Germany, Johanna Willich wrote an evaluation of her experiences in the United States in a letter to the State Supervisor of Occupational Information and Guidance Services. Miss Willich wrote:

...In Connecticut Counseling Services was given in almost all the schools whereas in Arkansas and Georgia it was still in its beginning stage, an ardent group of capable leaders are doing their best to develop guidance work throughout those two states...<sup>133</sup>

Miss Willich was not referring to the quality of the guidance services she found in operation in Arkansas and Georgia; but rather to how universal the services were found in all of the high schools of those states. This observer from Germany detected, in the short time that she was in Arkansas, one of the major weaknesses of the guidance services in the state. This particular weakness will be dealt with in greater depth in Chapter VII.

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<sup>133</sup>Counselgram (January, 1952), p. 11.

A second visitor, Ronald Good, educational psychologist, Federal Ministry of Education, North Rhodesia and Nyasaland, visited Arkansas January 15-19, 1962. He visited several high schools and observed how counselors operated. Mr. Good proposed to head up the guidance services at the ministry level in North Rhodesia after he returned home. Ronald Good did not send back a report of his observations but such a report was made by a previous visitor, Miss Willich from Germany.

Nancy Gulley, salutatorian of the 1958 Prescott High School graduating class, delivered her address on the subject of guidance. In the course of the address Miss Gulley had this to say:

The whole community is responsible for the guidance of youth. A school and its faculty are just as good as the community demands. We seniors are fortunate. Our community has provided us with a counselor. Did you know that only 55 towns in Arkansas feel that they can afford a counselor in their high school? Fortunately Prescott is one of these. Prescott High School has had a counseling program for 13 years.<sup>134</sup>

Nancy Gulley continued by describing the type of guidance program that was available to the students at her high school. She stated that the individual folder was started in the first grade and eventually ended up in the counselor's office at the time the students reached the seventh grade. A study of the remainder of the address indicates a keen insight on the part of the students into the functions of an effective guidance program.

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<sup>134</sup>Nancy Gulley, "Counseling and Its Advantages," Counselorgram (September, 1958), p. 2.

### Career Days

One of the techniques employed by many of the schools in Arkansas to publicize the work of the guidance programs was the career day. There is still much controversy over the effectiveness of such an event in its contribution to the guidance services of the local school. No adequate defense has been made in its behalf as to its influence on the vocational choices made by students; but almost everyone agrees that it does have value in calling attention to what the guidance service is attempting to do. Whatever value career days may have, they were employed by many counselors in the early days of the program in Arkansas and are used in some modified form at the present time.

Most career days began with a general assembly in which some qualified person spoke to the students. After the assembly period the students met with people who talked to them about certain specific vocations. A student would probably be able to attend two or three such meetings on as many different occupations. One period in each student's schedule was released to make it possible for the student to meet and talk with representatives of a number of colleges. Such was the plan of the Career Day held at El Dorado School on April 23, 1948.

Seniors in forty-four high schools participated in career days during the spring of 1949. These career days were conducted on the campuses of one college and seven high schools. Some of the high schools served as hosts for a number of high schools in their area; and one college, State Agricultural and Mechanical College of Magnolia.<sup>135</sup>

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<sup>135</sup>Now Southern State College, Magnolia, Arkansas.

served as host to the seniors of seventeen high schools in the area. Hope High School served as the host for eleven high schools in the counties of Polk, Sevier, Howard, Little River, Miller, LaFayette, Pike, Hempstead, Columbia and Nevada. The preceding year, 1948, DeQueen High School served as host to schools in the area.

An editorial in the Fort Smith Times Record of Friday, May 12, 1950 contained an editorial regarding a career day that was held at the Fort Smith Senior High School.

Education, we think, can be of real value only when it can be applied to actual living. Even if a youngster is taking a purely "arts and sciences" course, he'll get more out of it if he knows what he wants to do, and understands how the background and knowledge he's acquiring can be useful to him.

Its (sic) a tough job for students to find out enough about the various professions and vocations to have that much understanding. There just isn't any way for them to have that much contact with the spots they'll fill in the world in the future.

About the best that can be done is to get other people to tell them about it. What those people say has a lot more weight if the "telling" is done by men who actually work in these professions and businesses. And so, we think local students should have benefited a lot from yesterday's "career" day--when they invited professional and business men to visit the school, meet with them, and tell them about their jobs. Such contacts should help all the students--and it's just possible the visitors learned something new about the problems of youngsters, also.

Both groups should benefit from the experience. <sup>136</sup>

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<sup>136</sup>"Making Education Practical," Fort Smith Times Record, XXIX (Friday, May 12, 1950), p. 4.



Such articles appearing in the local papers provided excellent advertisement of the purposes of the guidance programs in the schools and also acted as a means of reporting on the activities of the counselor to the community. A number of local papers print "back to school" editions that usually carry stories regarding the various departments of the local school and describing some of the work done in those departments.

#### Summary

At no time in the history of the guidance services in Arkansas has there been any pressure from any source to cause local schools to establish programs of guidance. A permissive attitude has prevailed at the state level and accrediting agencies have not categorically required the inclusion of a guidance program as a requirement for accreditation. The philosophy that has governed the guidance services has been to wait until the administrator of a school requests the services from the State Supervisor of Occupational Information and Guidance Services (now the Director of Guidance and Testing Services) and indicates a clear understanding of the objectives and requirements for such a program. Thus, while it cannot be reported that every public school has an organized guidance program, it is felt by those who have administrative authority at the state level that the programs that do exist are much more effective as a result of the care taken in establishing the programs.

The idea of "selling" guidance to the local schools has prevailed from the time the Occupational Information and Guidance Services were first established in the State Department of Education in 1942. Every possible means has been utilized in doing this. Dolph Camp spent a great deal of his time as State Supervisor speaking to any civic or educational group that would hear him. He also utilized the idea of conferences in which teachers, counselors, administrators and school patrons would meet to study about guidance. The newspapers, radio and television are mediums that have been exploited to the fullest in getting the story of guidance over to the general public.

An indication of the type of persons who enter the field of guidance in Arkansas is shown by the demand from other agencies in the state for those trained and experienced in guidance work. A number of counselors have become administrators of public schools, counselors in the Rehabilitation Service and members of the personnel organizations of the colleges and the university.

The report made by Johanna Willich regarding the development of the guidance programs in the public schools of Arkansas showed keen insight on Miss Willich's part in recognizing the weaknesses of the Arkansas programs; yet the report did not take into consideration that the types of programs in Arkansas differed very much from those observed in other states. One reason for the few programs of guidance in Arkansas is the permissive approach and philosophy. Further, it is believed by those responsible for the developing of the guidance services in Arkansas that to do a good job in counseling a person must

have specialized training and must devote full time to the job. Although the lack of money is sometimes given as a reason for not establishing guidance services, such a condition does not prevent large expenditures for athletics and athletic facilities. When school administrators and parents sincerely want the services offered through a guidance program, money will be found to provide such services.

Each school has been free to develop its guidance program to best suit its own situation within the limits set by the State Department of Education. Such limitations were primarily in the area of use of the counselor's time, adequate office space for counseling and office equipment and materials. The progress has been slow, but a gradual increase in the number of counselors and programs has been made since the inception of organized guidance in 1942.

CHAPTER V  
EVALUATION OF THE GUIDANCE SERVICES  
IN THE PUBLIC SCHOOLS OF ARKANSAS

Introduction

It would be extremely difficult, if not impossible, to conduct an evaluation of what is envisioned as "incidental guidance." The difficulty of such an evaluation would lie in the diffusion of activities and the absence of planned, organized procedures. In view of such obstacles and abiding by the definition of a guidance program as defined in Chapter I,<sup>137</sup> this chapter will be devoted to the evaluation of the organized guidance programs in the local tax-supported public schools of Arkansas.

Consideration will be given to how effectively the administrators, counselors, teachers, pupils and parents feel the guidance programs in Arkansas are meeting the needs of the students. Under the best of conditions counseling is perhaps one of the most difficult of the educational processes to evaluate because of the difficulty of obtaining concrete evidence. However, other guidance services, such as the information service, the follow-up service and the individual inventory service, lend themselves more readily to evaluation.

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<sup>137</sup>Supra, pp. 4-5.

Some of the aspects considered in the evaluation of the guidance services are counselor-released time, ratio of counselors to pupils, pupils' use of counseling facilities, teachers' use of guidance services, adequacy of office facilities and a number of other requirements. Any evaluation of the effectiveness of the guidance services must take into consideration the qualitative as well as the quantitative aspects of the guidance program.

Very little evidence has been brought to light which indicates that the objectives of the guidance services are being met. "Guidance Services, like many others in education, are still offered largely on the basis of hope and faith."<sup>138</sup> One reason for this lack of concrete evidence of the effectiveness of the guidance services is the problem of securing adequate terminal measures of attempts to provide guidance services. There has been a tendency to consider not so much how to evaluate but what to assess. Some of the items used by investigators in the evaluation of guidance services are the following:

- (a) persistence in school and post-high school activities,
- (b) performance in college or other educational undertakings,
- (c) students' grade-point average,
- (d) evaluation by client of guidance offerings,
- (e) changes of goals or interests,

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<sup>138</sup> John W. M. Rothney and Gail F. Farwell, "The Evaluation of Guidance and Personnel Services," Review of Educational Research, XXX (April, 1960), p. 168.

- (f) job satisfaction,
- (g) tendency to use public welfare assistance agencies,
- (h) amount of earnings,
- (i) client's self-knowledge,
- (j) level of effect,
- (k) optimism about the future, and
- (l) specificity of choice of vocation.<sup>139</sup>

There was no direct agreement among those in the field of guidance as to what goals should be achieved and this lack of agreement makes conclusive research in this area rather difficult. This lack of agreement is illustrated by the studies published by Goodstein and Grigg<sup>140</sup> relative to client satisfaction as a measure of counseling effectiveness. A departure from the usually accepted approach to evaluation was advanced by Kaeskowski and Rothney,<sup>141</sup> who maintained that it was not necessary to develop criteria before the evaluation was completed.

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<sup>139</sup>Ibid., p. 169.

<sup>140</sup>Leonard D. Goodstein and Austin L. Grigg, "Client Satisfaction, Counselors and Counseling Processes," The American Personnel and Guidance Journal, XXXIX (September, 1959), pp. 19-24.

<sup>141</sup>Henry R. Kaeskowski and Donn W. M. Rothney, "Discriminant Analysis in Evaluation of Counseling," The American Personnel and Guidance Journal, XXXV (December, 1956), pp. 231-235.



This lack of agreement on methods, procedures and criteria for the evaluation of guidance services indicates that the problem of evaluation has not yet been solved.

The freedom of the trained counselor to operate an effective counseling program depends upon a number of factors. Glenn E. Smith, in Counseling in the Secondary School has this to say regarding this point:

...Unfortunately, this situation is not always the fault of the counselor. Some administrators place the helpless counselor in the role of administrative assistant and keep him occupied with routine clerical duties, checking attendance, discipline and other similar responsibilities which places him in the anomalous position of being counselor by training and title, and the school's "handy-man" and "chief mopper-upper" by administrative assignment.<sup>142</sup>

With few exceptions all of the counselors serving in the public schools of Arkansas are fully certified by the State Department of Education. A few counselors are permitted to begin work in a school although they do not have the full course requirements. However, they must make up the deficiency within the period of one year. Thus, practically all the counselors in Arkansas are deemed competent to perform the duties of a counselor according to the Arkansas standards. However, many extenuating circumstances can prevent the competent counselor from performing as effectively as he should. Too, being completely certified is no indication that the counselor is competent to perform the necessary functions.

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Glenn E. Smith, Counseling in the Secondary School (New York: The Macmillan Company, 1956), p. 27<sup>o</sup>.



An effective guidance program will be reflected in the behavior of the students in the school, which indicates maximum growth and development. Some of the indications of an effective guidance program are fewer school leavers, fewer scholastic failures, improved attendance and effective occupational and educational planning.

#### Evaluation of Guidance Programs in Arkansas Public Schools

As intensive evaluation of the guidance programs in the Arkansas public schools was initiated in January, 1952, and was continued until December, 1954. At that time the action of the State Board of Education reduced the supervisory staff to the point that further evaluations were not feasible. A total of thirty-nine Arkansas schools had been evaluated when the action of the State Board of Education brought the evaluations to an end in December, 1954. The procedure for making the evaluations was to have a committee composed of the State Supervisor of Occupational Information and Guidance Services and at least two counselor trainers to spend two days in the school being evaluated. The schools selected to be evaluated usually had from two months to a year<sup>143</sup> to prepare for the evaluation. The first step in the evaluation was for one of the counselor trainers to write a letter to the superintendent and counselors of the school selected, notifying them of the planned evaluation and asking that they select a date that would be agreeable to them. A letter to Horace Hubbard, counselor at Hope High School in 1952, contained the following information:

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<sup>143</sup>Charles G. Morehead, "Using an Evaluative Criteria to Evaluate High School Guidance Services, " The School Counselor, VI (December, 1958), p. 4.

...At a recent Counselor-Trainers meeting with the State Supervisor plans were made for the evaluation of schools with guidance programs during the school year 1952-53.

Your school was selected in my area to be one of the four to be evaluated next year.

Would you please take steps to be ready for the evaluation by looking over the Criteria for Evaluation (sic) Guidance Programs in Secondary Schools, Form B. If you do not have a copy of the criteria drop me a card and I will send you one.

Also, if you have a preference on a date for us to be in your school let me know. As you know there will be three members on the evaluation committee and we will be in your school approximately two days....<sup>144</sup>

This first letter to the counselor, with copies being sent to the superintendent of the school and the State Supervisor of Occupational Information and Guidance Services, was actually a follow-up on conversation that had taken place in the course of the counselor trainer's regular visit to the school. Later, more specific information was relayed to the counselor in order to expedite the two-day visit of the evaluation committee. Typical of this type of letter is the letter to Horace Hubbard just prior to the visit of the evaluation committee:

...This is just a reminder that Charles (Morehead), Mr. McKnight, and I will be with you the 23-24 of October for the evaluation of the Guidance Services in your school. I will offer some suggestions that will make the ordeal less painful.

You can have the information ready for us that is called for in sections iii, iv, v and from page 6 through 12. Of course, page 11 will be omitted.

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<sup>144</sup>Letter from George W. Harrod to Horace Hubbard, May 25, 1952. (In the files of the Director of Guidance and Testing Services, Little Rock.)

We will need your superintendent and principal in with us for the section beginning on page 2 and running through page 5. This section will require from 1<sup>1</sup>/<sub>2</sub> to 2 hours to complete.

We would also like to meet with a cross-section of the faculty so we can evaluate the use the teachers make of the services that are available.

In the past most schools have selected the members of the Student Council to make up the student group. We find this very satisfactory as the members of the Student Council are usually the clearest thinkers and are representative of the student body. In any event we would like to have all classes that you work with represented in the group....<sup>145</sup>

The instructions sent to the counselors and administrators prior to the evaluation contributed greatly to the efficiency with which the work of the committee was carried on. A number of schools made their own evaluation before the arrival of the evaluation committee so that everyone would be familiar with the procedures.

During the evening following each day of evaluation the committee discussed each item of the evaluation criteria covered during the day and attempted to reach an agreement on a rating of each item. One member of the committee assumed the responsibility of writing the final evaluation report. Each final evaluation report reviewed the purposes of the evaluation. The introduction to the final report of the Hope High School Evaluation contained the following statement:

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<sup>145</sup>Letter from George W. Harrod to Horace Hubbard, October 14, 1952. (In the files of the Director of Guidance and Testing Services, Little Rock.)



The evaluation of the guidance services in Hope High School was made with several objectives in mind. Among them: 1. To provide the administration with suggestions for improving the guidance services to the students and the community; 2. To provide for self-evaluation on the part of the counselor; 3. To acquaint representative groups of the student body and staff with the guidance services available and to point out ways those services may be of value to them.

This study will in no way represent a rating of the guidance services in Hope High School as compared with the services in other high schools in the state.<sup>146</sup>

Whenever possible, parents in the community were brought into the evaluation with the hope that through their working in the evaluation a more comprehensive understanding of the guidance services would be brought about in the community. Through the medium of group conferences with teachers and students a better understanding of the services offered by the guidance program was expected to result. Thus, the evaluation was intended as a means of in-service training of staff and students.

#### Physical Facilities

One of the requirements a public school must meet in order to establish a reimbursed guidance program was to provide a private office for the counselor. In the early days of the program, such facilities might consist of a closet or storage room that would be made available to the counselor. Some of the counselors' offices were very crude and lacked good lighting and ventilation. Gradually the administrators

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<sup>146</sup>Arkansas State Department of Education, Division of Vocational Education, Occupational Information and Guidance Services, "Final Evaluation Report of the Guidance Program in Hope High School, October 23, 24, 1952," (Mimeographed), p. 2.

came to see the necessity for providing adequate quarters and this was done either by finding more suitable quarters in the buildings currently in use or by including such quarters in the plans of new buildings. The state supervisor and counselor trainers were never satisfied with the provision of a counselor's office but continued to urge that in addition to the counselor's office, space be provided for an outer office where informational materials might be exhibited.

Where the outer office facilities were not considered adequate, some specific suggestions were made in the final evaluation report. For instance, in the report to one school the evaluation committee recommended that

The arrangement of the counselor's office could be improved by placing a partition so that the present room would consist of a counselor's office and an outer room with tables for displaying occupational and educational materials and could also be used for individual testing. Such an arrangement would provide privacy in counseling.<sup>147</sup>

An encouraging factor relative to the suggestions contained in the evaluation reports was the general acceptance of the suggestions on the part of the administrators and their attempts to improve the physical facilities. For example, the administrator of the Camden High School had the counselor's quarters completely reworked the summer following the evaluation. Not only did he correct the deficiencies as seen by the evaluation committee; he provided other physical facilities that were needed but had not been suggested.

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<sup>147</sup> Ibid., p. 3.

Administrative Basis for the Guidance Program

A portion of the two days spent by the evaluation committee was allocated to periods of discussion with the superintendent and the principals. The purpose of this phase of the evaluation was to arrive at some understanding of the degree to which the administrators assisted or obstructed the counselor in his work. Also, the committee hoped to determine if the administrators held to a philosophy of guidance that would provide a good climate for the operation of the guidance services. In the final report of the evaluation of the Hope High School Guidance Program, the following were listed as "commended features."

1. The administration indicated an active interest in the progress of the guidance program by devoting a large part of two days to the work of the evaluating committee.
2. The counselor's office is adequate as to size and location with respect to the administration offices, availability to pupils and staff members.
3. The administration has allowed the counselor time off to attend state meetings and continue study during the summer months.
4. Information from the majority of the pupils indicates an awareness and appreciation of the value of the guidance services provided for them.
5. The administration has cooperated with the counselor in providing Career Days, and more recently, Career Forums.
6. A number of the members of the faculty interviewed showed insight, understanding, and a disposition to cooperate, contribute to and benefit by the guidance services. At the same time they indicated the need to work more closely with the service and to secure greater benefits.<sup>148</sup>

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<sup>148</sup>ibid., p. 2.

Under the heading "Constructive Suggestions for Improvement" a number of specific suggestions were formulated and introduced with this statement:

The following suggestions are given in the belief that any one of them accepted and carried out would increase the effectiveness of the guidance services in the Hope High School. The committee considers the integration of the guidance services into the total program as of prime importance in this evaluation.<sup>149</sup>

The specific suggestions that followed the introductory statement were based upon suggestions made by teachers, pupils and members of the committee. The suggestions dealt with included the following:

1. Encouraging the use of pupils as members of guidance committees in order to develop a better understanding of the objectives of the guidance services.
2. A systematic approach to the orientation of the staff to the philosophy underlying the guidance program so that they may better understand the services available to them and how they may contribute to the effective operation of the guidance program.
3. The use of group procedures to acquaint the pupils and staff with the guidance program.
4. Encourage participation of the counselor and staff in carrying on research activities.
5. The provision of adequate clerical help so that the counselor would be freed from routine clerical jobs.
6. Inclusion of funds labeled for guidance services in the general school budget.<sup>150</sup>

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<sup>149</sup> Ibid., pp. 2-3.

<sup>150</sup> Ibid., p. 3.





Teacher Evaluation of the Guidance Program

The acceptance or rejection of the guidance program by the teachers can exert a tremendous influence on the attitude the pupils will assume toward the program. As many teachers had never come in contact with a guidance program as a student and had not taken guidance courses in college, the conference between teachers and the evaluation committee assumed great value as a means of in-service training. Not all of the teachers in any one of the schools evaluated were included in the conferences. However, the committee talked to as many members of the staff as were available at the time set aside for teachers' conferences. Some of the strong points of the guidance program as identified by the teachers were the following:

1. The counselor does effective work in the area of occupational and educational information.
2. The student autobiographies are valuable sources of information about the pupils.
3. The counselor does effective work with pupils who have emotional and educational problems.
4. The counselor does an effective job in counseling.
5. The counselor does an excellent job in assisting the pupils with their schedules and educational progress.
6. The counselor's training and ability is highly respected by the staff.

Not all of the comments by the teachers reflected the strengths of the guidance program in the high schools. Some of the unfavorable comments of the teacher groups were the following:

1. The testing programs in many of the schools were given without consideration of sequence and overlapping.
2. The counselor should have more time available to acquaint new teachers with the guidance program.
3. The counselor should provide the administrators and faculty with more of the information available in her office about pupils so that more consideration could be given to modification of the curriculum.

#### Pupil Evaluation of the Guidance Program

A "Pupil Evaluation of Guidance Program"<sup>151</sup> check sheet was developed by the counselor trainers and the State Supervisor of Occupational Information and Guidance Programs in Secondary Schools, Form P. The usual procedure was for two members of the committee to meet with a representative group of the pupils of the high school and have them respond to the eighteen items of the questionnaire. After completing the questionnaire, there was a period of free discussion in which the pupils could indicate what they thought was good and what was not so good about the guidance program. They were encouraged to offer suggestions to remedy the weaknesses. George W. Harrod, in an article that appeared in The School Counselor,<sup>152</sup> listed some

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<sup>151</sup>See Appendix C, p. 205.

<sup>152</sup>George W. Harrod, "Pupil Attitudes Toward Counseling Programs in Eleven Arkansas Public Schools," The School Counselor, VII (December 1959), pp. 33-34.

suggestions for improvement of the guidance programs in the eleven high schools included in the study. The suggestions were:

1. More and larger classes in occupational information and in some instances requiring credit in the course to meet graduation requirements.
2. That students in the seventh grade should have more contact with the counselor in order to plan their high school program.
3. Provide detailed explanation of all standardized tests.
4. More information about the availability of jobs.
5. More time should be provided for the counselor to counsel with the seniors. Many seniors said that they felt confused after short conferences.
6. All teachers should be better informed about the services available through the guidance program. Many pupils expressed the opinion that some teachers impeded the work of the counselor because of such lack of understanding.
7. More office space provided for the counselor to include precautions for privacy during interviews.
8. The counselor should operate all periods of the day. Many pupils stated that when the counselor had other duties it was practically impossible for some of the pupils to gain time for an interview. When the counselor had free time, the pupil was in class.<sup>153</sup>

#### Evaluation Through Supervision

The supervisory structure of the guidance program at the state level was designed to provide evaluation along with other supervisory duties. The state supervisor and the counselor-trainers on the various

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<sup>153</sup>Ibid.

college campuses carried on a continuous evaluation of the guidance programs in the schools they visited. There was no effort made to rank one guidance program above another program; yet the report of visitation made by each counselor trainer was in effect an evaluation of the program visited. Each counselor trainer was free to organize the reports of visitations as he desired, although some of them followed a set plan for reporting. Charles G. Morehead, counselor trainer at Arkansas Polytechnic College designed a "Counselor Trainer's Visitation Report"<sup>154</sup> which was used by a number of the counselor trainers. The report was divided into nine sections dealing with Administrative Leadership, Working Relationship in Guidance Program, Physical Facilities, Individual Inventory, Counseling, Occupational and Educational Information, Placement and Follow-up, Research and Remarks. A number of items were enumerated under each heading and ratings were given as Excellent, Satisfactory, Unsatisfactory or Not Present. The reports were made out in triplicate with a copy going to the State Supervisor of Occupational Information and Guidance Services, a copy to the counselor and a copy retained by the counselor trainer.

#### Summary

It has not been the intention of the author to imply that no evaluation of the guidance program has taken place except that carried on by the evaluation committee. To a varying degree some type of evaluation is continuous in all of the schools. Most counselors carry

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<sup>154</sup>See Appendix,

on some sort of follow-up of school leavers and graduates. An excellent example of this is work done by the counselor at Fordyce High School, Marie Cash. Miss Cash maintains a follow-up of the students at Fordyce High School for a period of ten years after they leave the school. Many other counselors maintain this same sort of contact with former students.

The evaluation committee found that in general the pupils of the high schools with counseling programs were well informed about the services available to them through the program. With few exceptions the teachers were conscious of the value and need of the program but expressed a lack of understanding of the underlying philosophy of guidance. The administrators were cooperative and in most instances were sincerely interested in discovering the shortcomings of the guidance program and active in taking steps to correct the weaknesses found.

Perhaps a greater benefit of the organized evaluations was the in-service training they provided administrators and teachers. Too, the degree of publicity given the evaluations in the local communities helped to bring the program before the citizens of the community. Some three years after the last evaluation, the State Supervisor of Occupational Information and Guidance Services made the following reply to a letter from Charles G. Morehead:

I feel that this is one of the best pieces of work that we have done in Arkansas to improve the quality of guidance services. We are still furnishing North Central Committees with final evaluation reports. They are looking into them to see if the particular schools have made the improvements that the committee recommended....Supervisory visits to many of these schools since these evaluations were made revealed numerous improvements which, we think,

are direct results of the recommendations made by the evaluating team. The improvements range from more adequate office space to better counseling schedules, improvements in occupational and educational information, better budgeting for guidance materials, and many others.<sup>155</sup>

Charles Morehead stated in an article published in The School Counselor of December, 1958 that

...If the administrators and faculty members could have had this in-service training sooner, and periodically, our guidance services could have made more progress. This method of evaluating guidance services was systematic in-service training and an interpretation of the program to faculty and administrators who can do much to help the program or drag their feet. If the faculty and administrators hadn't received this training during the evaluation it would have taken many months for them to absorb this much about guidance services, and some of them would probably never have understood as much about guidance programs.<sup>156</sup>

When the program of evaluation was initiated, it was the intention of the State Supervisor and counselor trainers that the evaluation would be continued each year, that as the last program had been evaluated, the committee would begin to evaluate programs that had previously been evaluated.

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<sup>155</sup>Charles G. Morehead, "Using an Evaluative Criteria to Evaluate High School Guidance Services," The School Counselor, VI (December, 1958), p. 8.

<sup>156</sup>Ibid., p. 9.

## CHAPTER VII

### LOOKING TOWARD THE FUTURE

#### Introduction

The preceding chapters have dealt with the growth and development of the guidance services in the United States with special attention being given to the origin, growth and development of the guidance services in Arkansas. Because of lack of space, it has been necessary to omit much of what has occurred at both the national level and within the State of Arkansas.

The work done by Dolph Camp in the area of guidance has been given a prominent place in the history of the guidance services in Arkansas due to his great influence in developing the philosophy and in organizing the guidance services in Arkansas during their formative stages and a number of years afterward. The great store of energy which he expended in behalf of the guidance services in Arkansas did much to mold the thinking of those in Arkansas who have been involved with the growth of professional guidance and counseling.

Some readers may question the amount of space devoted to the geographical and sociological influences upon the development of the guidance services in Arkansas. However, Arkansas has a number of distinct geographical features that have influenced the economic, social and political development within the different areas of the



state. From the earliest history of Arkansas these factors have been instrumental in the development of the educational facilities within the state. The frugality of the residents in the northern mountainous regions has been reflected in the financial support given the educational programs in those areas. The more progressive areas in the southeastern sections of Arkansas have accepted the idea of guidance services for their schools to a greater degree than have the other areas of the state.

#### Urbanization of Arkansas

Reference was made in a previous chapter<sup>157</sup> to the fact that the character of the population in Arkansas was undergoing a change because of a number of causes, one of which was the development of new industries. Although there has been a trend from the rural areas to the towns and cities, Arkansas still remains primarily a rural state. However, if this trend continues, at the close of the next decade there should be a greater concentration of the population in the cities and towns. An article which appeared in the Arkansas Gazette, December 29, 1960 carried the headline, "50,000 Farms Lost in Arkansas."<sup>158</sup> More than 50,000 farms disappeared between the dates 1954 and 1959. The 1954 census report listed 145,076 farms in 1954 and only 95,000 in 1959.<sup>159</sup> Some of this loss resulted from a change in the census definition of terms used in the 1959 report.

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<sup>157</sup>Supra, p. 72.

<sup>158</sup>Arkansas Gazette CXIII (Thursday, December 29, 1960), p. 18.

<sup>159</sup>Ibid.

There were 17,944,367 acres devoted to farming in 1954 while only 16,474,571 acres were reported in 1959.<sup>160</sup> Some of this decrease has been due to one or more of the farms listed in 1954 being combined into a single unit by 1959.

During the period of World War II the number of people leaving the farm and moving to the towns and cities increased greatly. A still greater increase in this movement from the rural areas to the urban areas occurred during the 1950's. At the present time more than 42.8 percent of the total population lives in the urban areas.<sup>161</sup> During the period between 1950 and 1960 there has been an increase of 21.3 percent<sup>162</sup> of the total population in Arkansas living in urban areas. There has been a decrease of 20.1 percent<sup>163</sup> in the rural population over the same period.

This population shift and the resultant economic and social changes require changes in educational and occupational outlooks. Thus, the guidance programs in Arkansas must be geared to meet these changing conditions. The high school counselors must be cognizant of the changes and the effect such changes will have on the educational and vocational plans of the students they will be working with. Also, the urbanization of the population will produce social conditions that are vastly different from those of the past and counselors must adjust

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<sup>160</sup>Bill Lewis, "People, Our State Still Has Plenty of Country Folks--But They're Moving to Town," Arkansas Gazette, CXLII (Sunday, December 18, 1960), p. 2F.

<sup>161</sup>Ibid.

<sup>162</sup>Ibid.

<sup>163</sup>Ibid.

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their thinking to the changing conditions--not only in Arkansas and the United States but through the world. Many of the more common agricultural pursuits have been replaced by a newer system of agriculture and the movement of new industries into the state.

#### The Development of Programs of Guidance

There has not been a spectacular growth of guidance programs throughout Arkansas. The growth has been slow but steady and the primary aim has been not to sacrifice quality for quantity.<sup>164</sup> Each year there has been an increase in the number of programs with the exception of the loss of some programs during 1949-50 and 1951-52.<sup>165</sup> Some of the reasons that may have contributed to the slow growth of the guidance services in Arkansas are the following:

1. Lack of trained counselors who meet the state certification requirements.
2. Limiting state financial support restricted to only one counselor in each school system (one white counselor and one Negro counselor).
3. Indifference on the part of some administrators.
4. Lack of adequate counselor-training facilities.
5. Limited supervisory personnel at the state level.
6. Lack of understanding of the purposes of the guidance program by many teachers.

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<sup>164</sup>LeRoy Pennington, "Steps Toward Improved Guidance Services," Counselgram (January, 1961), p. 3.

<sup>165</sup>See Appendix D, pp. 214-216.

7. Inertia on the part of many parents.
8. Uninformed members of the local boards of education.
9. Lack of active support by the leaders of the Arkansas Education Association.
10. The inevitable play of politics at the state and local level.
11. Reluctance of the Arkansas State Board of Education to support an adequate program of guidance at the state and local level.

The weaknesses listed above have contributed to the decrease in the promotional aspects of the guidance services at both the state and the local level. Today, many of the colleges in Arkansas have failed to provide the necessary courses leading to counselor preparation. Many of the courses that are provided are not taught by instructors having a guidance point of view.

An adequate force of supervisors should be provided at the state level in order to provide professional and practical leadership which is indispensable for the continued development of the guidance services in Arkansas. A step in this direction has been made by the appointment of a full-time Supervisor of Guidance to assist the State Director of Guidance.



Strength of the Guidance Services

The character of the leadership at the state level must be considered one of the greatest assets in the growth and development of the guidance services in Arkansas. Dolph Camp, in the formative years of the guidance program in Arkansas; Hugh Lovett, the present State Director of Guidance; and LeRoy Pennington, the present State Supervisor of Guidance Services have all given capable leadership in the area of supervision and their past experiences as public school teachers and counselors have brought to the state office a practical approach to the development of the guidance services in Arkansas.

The local counselors may be considered as a second asset. All of the counselors who operate in the public schools have had experience as classroom teachers. The state requirement for certification of counselors lists two years of successful teaching experience as one of the requirements for certification. The term "successful" has never been fully defined and a precise definition of the term, as related to teaching experience, is difficult to establish. Of the 151 counselors serving in reimbursed guidance programs in 1960, 99 held masters degrees; 52 held bachelors degrees; 69 counselors had more than 15 semester hours in guidance; 31 counselors had 15 hours in guidance. Fifty-one counselors had less than 15 semester hours and were allowed one year to meet the state certification requirements.<sup>166</sup>

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<sup>166</sup> Pennington, op. cit.

One hundred three of the 151 counselors in the public schools of Arkansas in 1960 were employed as full-time counselors. Forty-eight counselors were employed as half-time counselors and none were serving less than half time. The trend has been to move away from the employment of counselors who work a fractional part of the school day as counselors. This is borne out by the fact that by 1960 there were no counselors serving less than half-time.

#### Growth of the Guidance Services, 1960-63

Although there has been an increase in the number of schools with guidance programs the total number of students having access to guidance services is still low. In 1960-61 there were 177,322 students enrolled in grades seven through twelve. Of this number only 71,082 or 40 percent had access to a guidance program.

Through the emphasis placed on testing by the National Defense Education Act a greater portion of the counselor's time has been devoted to the administration of tests to students of all grades. This emphasis on testing has taken the counselor away from her job of counseling and thus deprived many students of the opportunity of receiving the counseling services they have a right to expect.

One hundred seventy-seven certified counselors operated 15<sup>1</sup> full-time equivalents of counseling programs in 1960-1962. Approximately 89,000 secondary youth from 173 schools in 117 districts were served by counselors.<sup>167</sup> This number represents an increase in the

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<sup>167</sup> LeRoy Pennington, "Evaluation of Guidance Services in Arkansas for 1961-62," Counselgram (October, 1962), p. 2.



number of schools providing guidance services but still falls far short of reaching all the students in more than 400 school districts.

There are presently 418 school districts in Arkansas and approximately half of this number have less than 500 students in grades one through twelve. The possibility of improving the level of education now being offered in the 418 districts is slight because many of those districts are so small that adequate financial support appears impossible. Too, the smaller districts cannot support a broad educational program that would also include guidance services. One more that would tend to improve the opportunities for many Arkansas students would be the consolidation of the smaller districts. The dual educational system also provides a serious drain on the ability of the districts to provide adequate educational opportunities for all youth. Encouragement was given by the 1963 Arkansas State Legislature when that body provided for a commission to study the total school problem and particularly the question of reducing the number of districts.

#### Guidance Services at the Elementary Level

The state philosophy of guidance does not provide for the extension of guidance services to the lower grades. This is perhaps one of the greatest weaknesses of the total guidance program in Arkansas. There are isolated cases where counselors do devote some time to the children of the elementary school but in doing so they take time away from the students in the upper grades.



To develop a comprehensive program of guidance in the schools of Arkansas this gap in the program must be eliminated. The forward look in Arkansas must include programs of guidance that will extend from the first grade through the twelfth grade in all schools of the state. During the period 1960-1962 there has been a trend to establish guidance services at the junior high level and it can be expected that eventually this movement will descend to the lower grades as well.

### Integration

The current movement of forced integration has presented many problems to the high school counselor. The unrest and its resultant emotional problems for both the white and the Negro races have increased the responsibility of the counselor. The overthrow of over a hundred years of social relationships has presented problems to both the Negro youth and the white youth. How the counselors meet this difficulty may determine to a great degree the ease with which integration will be accomplished.

### Looking Forward

The future of the guidance services in Arkansas promises to be one of continued development and growth. A number of factors point to this conclusion. The up-grading of counselors is progressing at a steady rate and there are indications that this progress will accelerate in the next few years due to the influence of the National Defense Education Act and increases in state certification requirements. As



the supply of qualified counselors increases to the point that requests from schools for counselors can be met, the State Board of Education will be able to demand higher qualifications for counselors. At the present time only fifteen semester hours in the area of guidance are required of counselors.<sup>168</sup> This requirement can be expected to be increased to at least eighteen semester hours within the next three or four years and eventually include the requirement for a masters degree.

The North Central Accrediting Committee in Arkansas is coming more and more to see the need for guidance services in the public schools and it is only a matter of time until this committee will require that the public schools in Arkansas have a functioning guidance program before receiving North Central accreditation. This move could do both good and bad for the future of guidance services in Arkansas. One danger is that many programs would be established merely to satisfy the North Central requirement and a possible lack of understanding on the part of the school administrators and teachers would create a climate that would make the functioning of an effective program in many cases very difficult.

The philosophy underlying the development of the guidance services in Arkansas has been such as to preclude a mushroom growth of guidance services in all the public schools of the state. Instead, a few programs were established after careful planning and preparation within the local schools. Thus, Arkansas does not claim to have a

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<sup>168</sup>Supra, p. 112

guidance program in every public school but maintains that the programs that do exist are well able to perform the services for which they were established. Some of the reasons for maintaining the efficiency of these services are:

1. Schools are approved for a guidance program only after the school superintendent has convinced the State Director that he sincerely wants a functioning guidance program in keeping with the basic philosophy existing in Arkansas.
2. Counselors are permitted released time to perform the duties of a counselor. It has been the policy to have counselors who have had specific training in the area of guidance to serve as counselors.
3. The basic philosophy of guidance in Arkansas holds that a person cannot effectively perform the duties of a counselor and at the same time serve as a classroom teacher, that it is not only difficult for the teacher to assume two distinct identities but that it is also confusing to the students as well. A teacher must occasionally assess discipline and such action would tend to identify her, in the eyes of the students, as one that could not be unbiased in all matters affecting student-teacher relationship.

4. If the counselor has had a number of years of successful teaching experience the contention that teachers will not accept him on an equal basis does not carry too much weight.

The future of the guidance services in Arkansas appears to be one of growth in respect to the number of students served and the qualifications of the counselors who work with the students. The reduction in the number of school districts will tend to create schools with larger student bodies and consequently greater financial resources. Eventually each student from the first grade through the twelfth grade will be able to use the services of a counselor. The counselors will be better able to deal with the emotional problems that arise and understand that poor academic achievement can, in many instances, be traced to poor emotional adjustment.

The greatest challenge to the citizens of Arkansas today is the provision of a school system that will provide opportunities for the children of Arkansas to achieve well academically and to emerge from school well adjusted individuals.

#### Some Questions to Face

As the story of the development of guidance services in Arkansas unfolds, the reader can view the program from a time distance that permits greater depth of perspective. A perspective that permits one to recognize where errors in philosophy and organization gave birth to deficiencies in the present program. Were those entrusted with the establishment of guidance services responsible for the lack of services

available to many public school students in Arkansas today? Has the process followed in the development of the guidance services in Arkansas been such that there is general support for guidance in Arkansas by educators, parents and the general public? These are just two of the many questions that may be asked as the result of this backward look at the guidance services as they function in Arkansas. Perhaps a more important problem may be identified by the question, "Where is guidance in Arkansas going in the future?" Shall the mistakes of the past help to face those entrusted with the development of guidance services toward a road that will lead to quality and quantity guidance for Arkansas.



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Letter from George W. Harrod, Counselor Trainer at Southern State College, Magnolia, Arkansas, August 31, 1951. (In the files of the State Director of Guidance and Testing Services, Little Rock.)

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\_\_\_\_\_, Counselor Trainer at Southern State College, Magnolia, Arkansas, October 14, 1952. (In the files of the State Director of Guidance and Testing Services, Little Rock.)

Letter from Hugh Lovett, Arkansas State Supervisor of Occupational Information and Guidance Services, September 10, 1951. (In the files of the State Director of Guidance and Testing Services, Little Rock.)



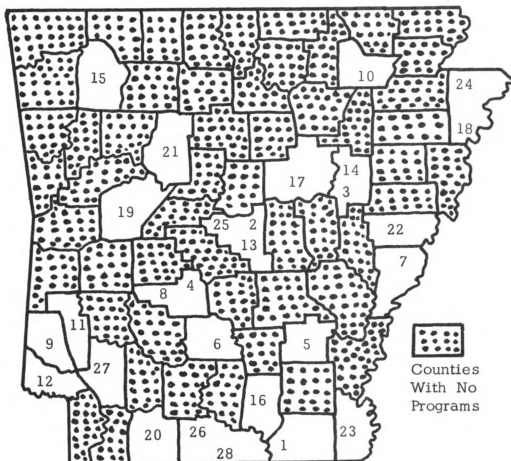
Letter from O. F. McKnight, Counselor Trainer at Henderson State  
Teachers College, Arkadelphia, Arkansas, November 20, 1946.  
(In the files of the State Director of Guidance and Testing  
Services, Little Rock.)



## APPENDIX A

### Maps

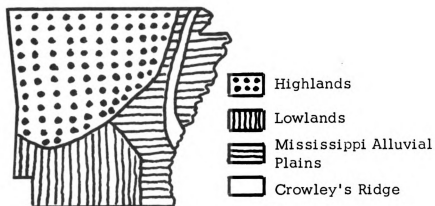
Location of the First Twenty-eight Reimbursed Guidance Programs  
In Arkansas



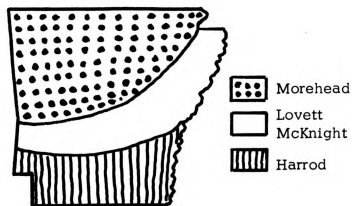
THE HIGH SCHOOLS

- |                 |                            |
|-----------------|----------------------------|
| 1. Crossett     | 15. Huntsville Voc. School |
| 2. Scott        | 16. Hermitage              |
| 3. Cotton Plant | 17. Searcy                 |
| 4. Malvern      | 18. Wilson                 |
| 5. Monticello   | 19. Havana                 |
| 6. Fordyce      | 20. Magnolia               |
| 7. Helena       | 21. Dover                  |
| 8. Friendship   | 22. Marianna               |
| 9. Horatio      | 23. Lake Village           |
| 10. Imboden     | 24. Blytheville            |
| 11. Nashville   | 25. North Little Rock      |
| 12. Foreman     | 26. El Dorado              |
| 13. Mabelvale   | 27. Hope                   |
| 14. McCrory     | 28. Parker's Chapel        |

# Geographical Features of Arkansas



## Counselor Trainer Territory - 1951-1955

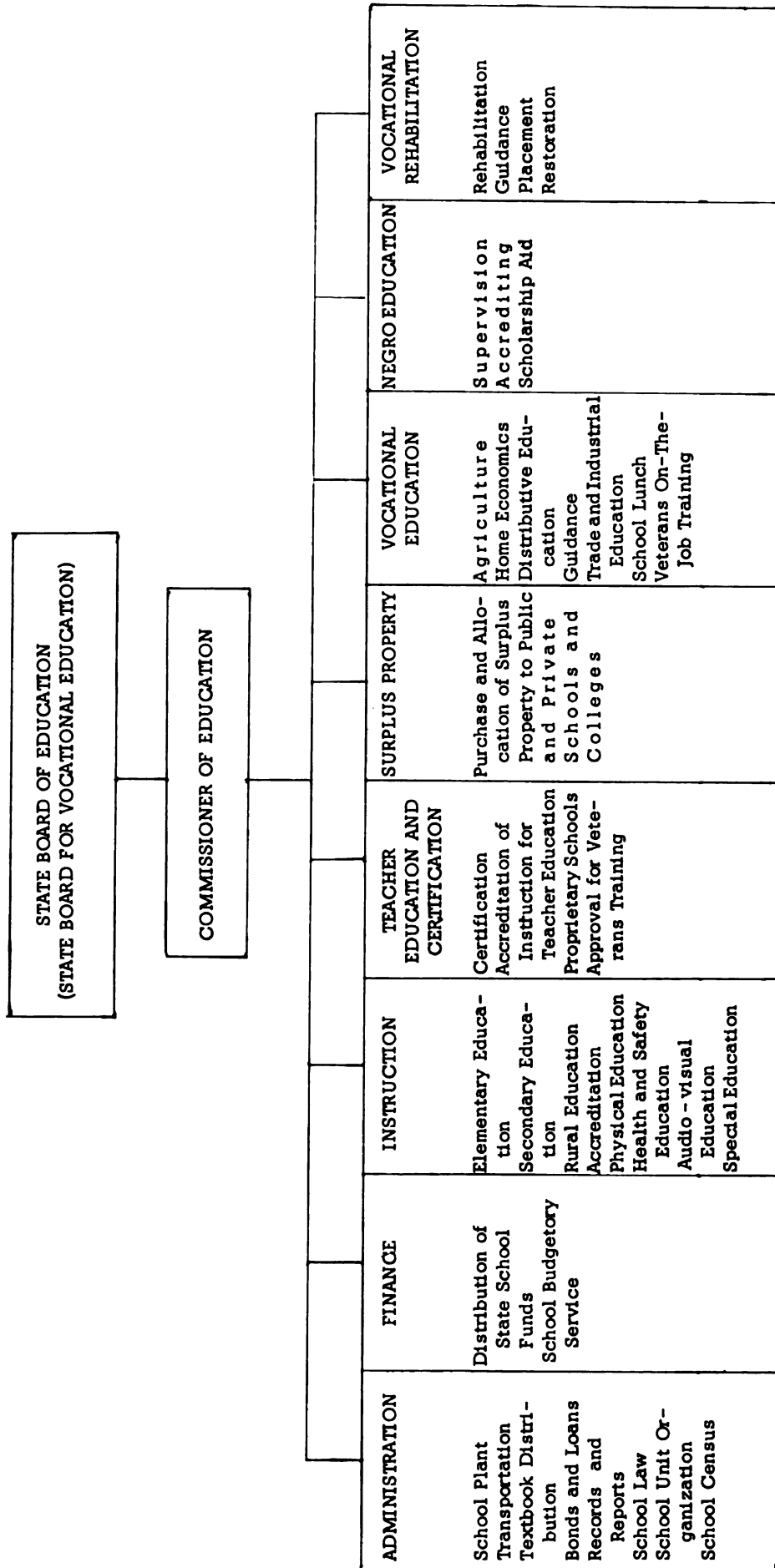


## **APPENDIX B**

### Charts

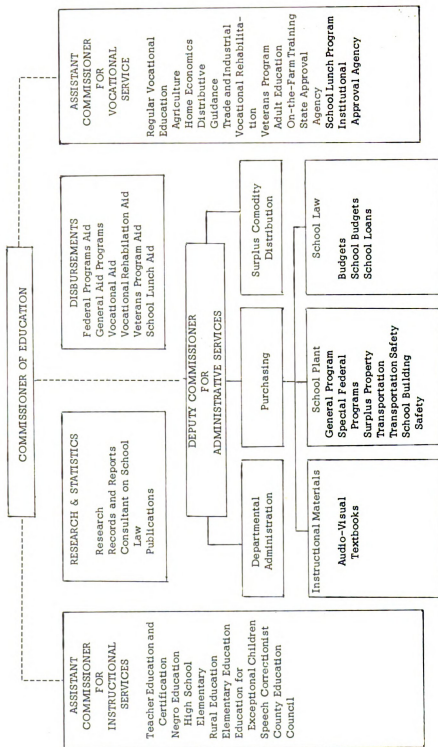


Organizational Chart: Arkansas State Department of Education, 1946.



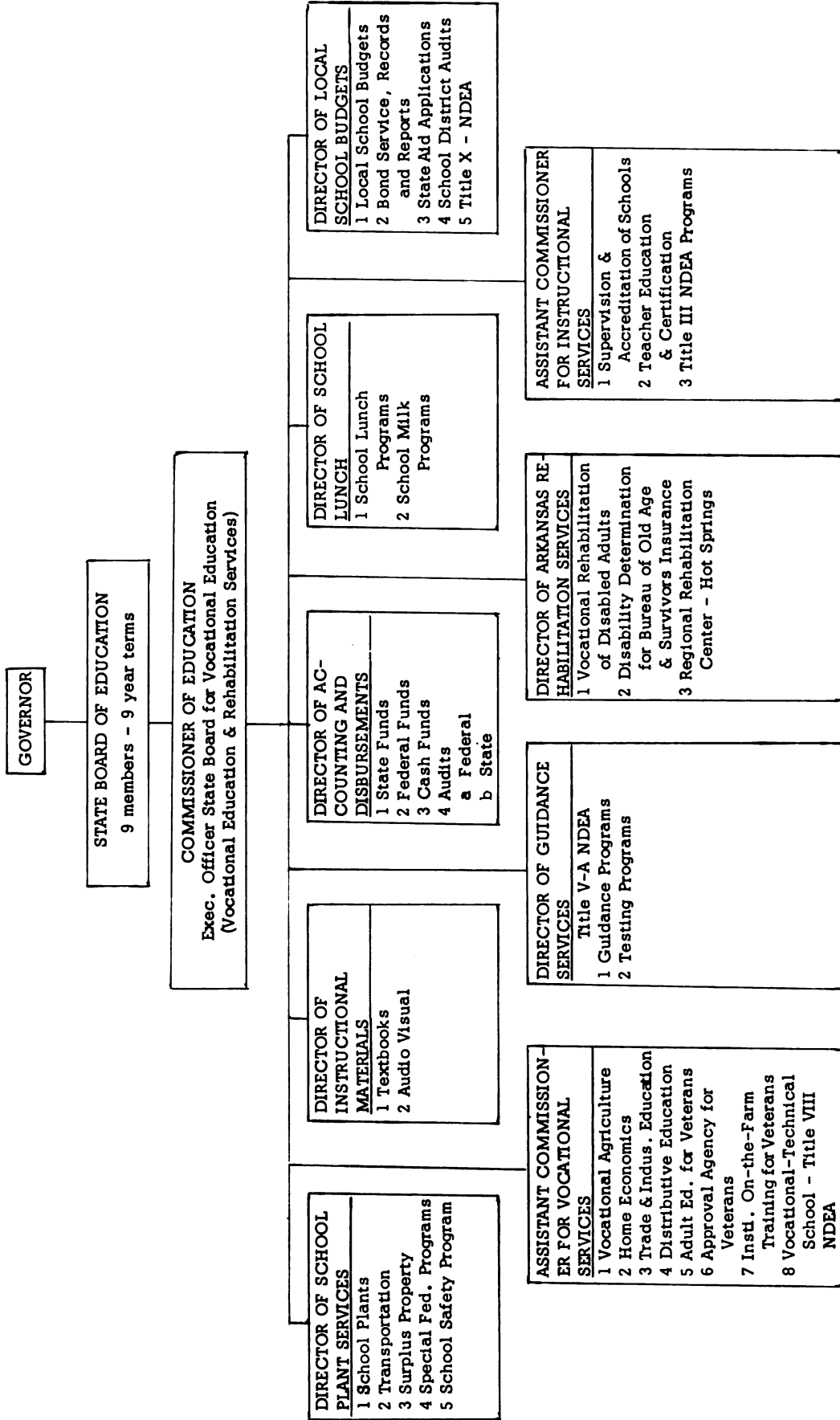


Organizational Chart: Arkansas State Department of Education, 1954



1. Adopted by the Arkansas State Board of Education. March 6, 1954.

Organizational Chart: Arkansas State Department of Education, 1958



## APPENDIX C

### Forms

COUNSELOR TRAINER'S VISITATION REPORT

To: Hugh Lovett, State Supervisor, O.T.C.S., State Dept. of Education,  
Little Rock

From: \_\_\_\_\_  
(Counselor Trainer) (Institution)

School \_\_\_\_\_ Date of Visit \_\_\_\_\_

Name of Counselor \_\_\_\_\_ Full-time \_\_\_\_\_ Half-time \_\_\_\_\_ No. years program  
has operated \_\_\_\_\_

E--Excellent S--Satisfactory U--Unsatisfactory N--Not Present

I. ADMINISTRATIVE LEADERSHIP

Administrator(s) Attitude \_\_\_\_\_ Cooperation \_\_\_\_\_ Positive Leadership \_\_\_\_\_

Schedule of counselor's time \_\_\_\_\_

Remarks \_\_\_\_\_

II. WORKING RELATIONSHIP IN GUIDANCE PROGRAM

Principal \_\_\_\_\_ Staff \_\_\_\_\_ Community Agencies \_\_\_\_\_

Remarks \_\_\_\_\_

III. PHYSICAL FACILITIES

Counselor's Office--Location \_\_\_\_\_ General Appearance \_\_\_\_\_

Lighting \_\_\_\_\_ Ventilation \_\_\_\_\_ Furniture \_\_\_\_\_ Clerical

Help \_\_\_\_\_ Privacy \_\_\_\_\_ Outer Office \_\_\_\_\_ Bulletin

Boards \_\_\_\_\_ Budget \_\_\_\_\_

Remarks \_\_\_\_\_

IV. INDIVIDUAL INVENTORY

Folder for each pupil \_\_\_\_\_ Pupil Data \_\_\_\_\_ Testing Program \_\_\_\_\_

Interpretation of records to individual pupils.

9 \_\_\_\_\_, 10 \_\_\_\_\_, 11 \_\_\_\_\_, 12 \_\_\_\_\_.



V. COUNSELING

Counselor-pupil ratio\_\_\_\_, Counselor-pupil relationship\_\_\_\_,  
Progress in counseling\_\_\_\_, Counseling notes\_\_\_\_, Average  
time per counseling conference\_\_\_\_. Percent coverage, 9\_\_\_\_,  
10\_\_\_\_, 11\_\_\_\_, 12\_\_\_\_.

Use of referral agencies\_\_\_\_ Other counseling\_\_\_\_

Remarks\_\_\_\_\_  
\_\_\_\_\_

VI. OCCUPATIONAL AND EDUCATIONAL INFORMATION

Materials\_\_\_\_ Occupational Information Class,

1 unit\_\_\_\_  $\frac{1}{2}$  unit\_\_\_\_ 9\_\_\_\_ 10\_\_\_\_ 11\_\_\_\_ 12\_\_\_\_

Use of referral classes\_\_\_\_, 9\_\_\_\_ 10\_\_\_\_ 11\_\_\_\_

12\_\_\_\_ School catalogs\_\_\_\_ Career Days\_\_\_\_

College Days\_\_\_\_ Forums\_\_\_\_ Remarks\_\_\_\_\_  
\_\_\_\_\_

VII. PLACEMENT AND FOLLOW-UP

Part-time jobs\_\_\_\_ Full-time jobs\_\_\_\_ Further  
training\_\_\_\_ In-school counselees\_\_\_\_ Graduates\_\_\_\_

Drop-outs\_\_\_\_ Remarks\_\_\_\_\_  
\_\_\_\_\_

VIII. RESEARCH

Studies being made:  
Community surveys\_\_\_\_ Institutional studies\_\_\_\_

Other\_\_\_\_ Remarks\_\_\_\_\_  
\_\_\_\_\_

IX. OTHER REMARKS\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

P U P I L E V A L U A T I O N O F G U I D A N C E P R O G R A M

Grade \_\_\_\_\_

1. Do you have an individual folder or record in the counselor's office? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
2. Have you filled in a form containing personal information such as family background, health, likes, dislikes, etc.? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
3. Have you written an autobiography? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
4. Has the counselor discussed with you the information in your folder? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
5. Have you taken the following tests?:
  - Interest - Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
  - Intelligence or Mental Maturity - Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
  - Personality- Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
  - Aptitude- Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
  - Achievement- Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
6. Have you had \_\_\_\_\_ - Are you taking \_\_\_\_\_ - Do you plan to take \_\_\_\_\_ a course in Occupational Information?
7. Do you know where the Occupational Information books and materials are located? Yes \_\_\_\_\_ No \_\_\_\_\_
8. Have you talked with your counselor about your future plans, your interests, your strengths and weaknesses? Much \_\_\_\_\_  
Some \_\_\_\_\_ None \_\_\_\_\_ (2 or more times)  
(At least once)
9. Have your test results been explained to you? Yes \_\_\_\_\_ No \_\_\_\_\_  
Don't know \_\_\_\_\_
10. Do you believe your counselor is really interested in you? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
11. Do your parents know that they can meet with you and your counselor to discuss your future plans? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_
12. Does or would your counselor help you to find part-time or full-time jobs? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_

13. Has your counselor helped you in selecting your courses?  
Yes \_\_\_\_\_ No \_\_\_\_\_

14. Do you have a plan for the next step in school or work?  
Yes \_\_\_\_\_ No \_\_\_\_\_

15. In talking with your counselor which of the following were helpful and which were not helpful? Check with an X.  
Helpful \_\_\_\_\_

_____	Tests	_____
_____	Counselor helping me to think through my planning or problems more logically	_____
_____	Counselor helping me to see both sides of a plan or problem	_____
_____	Counselor helping me to better understand	_____
_____	My interests	_____
_____	My strong points	_____
_____	My weak points	_____
_____	Just talking it over	_____
_____	Information about jobs or schools	_____
_____	Counselor's suggestions	_____

16. What do you like best about your counselor or the guidance program? \_\_\_\_\_

17. What do you like least about your counselor or the guidance program? \_\_\_\_\_

18. What suggestions do you have for improving the guidance program in your school? \_\_\_\_\_





PLAN OF PROPOSED PROGRAM OF GUIDANCE AND COUNSELING, 1960-61

\_\_\_\_\_ School District No. \_\_\_\_\_ of \_\_\_\_\_ County, Arkansas

\_\_\_\_\_ (Name of School) \_\_\_\_\_ White \_\_\_\_\_ Colored

The answers to the following questions supply facts which are submitted for approval of the guidance program in the above named school district for participating in NDEA and/or State funds for guidance and counseling.

1. Standardized tests of Mental Maturity and/or Multiple Aptitude and Achievement have been \_\_\_\_\_ will be \_\_\_\_\_ made available to all students in one or more of grades seven \_\_\_\_\_ eight \_\_\_\_\_ nine \_\_\_\_\_ ten \_\_\_\_\_
2. Is the proposed guidance program adequate to meet the needs of students as outlined in the enclosed statement, "Standards for Guidance"? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Have adequate equipment and materials been provided? Yes \_\_\_\_\_ No \_\_\_\_\_  
Has a private office been provided for the counselor? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Name of counselor \_\_\_\_\_ Type of certificate \_\_\_\_\_  
Degree or semester hours \_\_\_\_\_ Semester hours in guidance courses \_\_\_\_\_
  - A. Does the counselor plan to have fifteen (15) semester hours in guidance by the end of summer school 1962? Yes \_\_\_\_\_ No \_\_\_\_\_
  - B. Experience:
    - (1) Number years teaching experience \_\_\_\_\_
    - (2) Number years work experience other than teaching \_\_\_\_\_
5. How many students will be assigned to the counselor? \_\_\_\_\_ (approximately)
6. Type of program:  
Half time \_\_\_\_\_ Full time \_\_\_\_\_ Nine months \_\_\_\_\_ Ten months \_\_\_\_\_ Twelve months \_\_\_\_\_
7. Contract salary of counselor: \$ \_\_\_\_\_  
Dates: \_\_\_\_\_ Signed: \_\_\_\_\_  
(Superintendent of Schools)

Reimbursement: \$ \_\_\_\_\_

Recommended by: \_\_\_\_\_  
(Director, Guidance Services)

Approved by: \_\_\_\_\_  
(Commissioner of Education)

Submit three copies for each counselor not later than September 1, 1960. Return to Hugh Lovett, Director, Division of Guidance Services, State Department of Education, Little Rock, Arkansas.

COUNSELOR CONTRACT, COUNSELOR QUALIFICATIONS, TYPE

OF PROGRAM FOR GUIDANCE SERVICES, 19\_\_\_\_ - 19\_\_\_\_  
(Execute five copies, two copies to be returned to  
State Department of Education)

\_\_\_\_ School District No. \_\_\_\_ of \_\_\_\_ County, Arkansas  
\_\_\_\_ (Counselor) \_\_\_\_ (School) \_\_\_\_ White \_\_\_\_ Colored

TYPE OF PROGRAM AND COUNSELOR QUALIFICATIONS

1. Type of program-check or fill in correct space:

A. Full time

B. Half time

(1) Yes \_\_\_\_ No \_\_\_\_

(1) Yes \_\_\_\_ No \_\_\_\_

(2) Number of calendar months \_\_\_\_

(2) Number of calendar  
months \_\_\_\_

2. Counselor's qualifications

Is Counselor qualified? \_\_\_\_

A. Type of certificate \_\_\_\_

Expiration date of certificate \_\_\_\_

B. Degree or semester hours \_\_\_\_

Semester hours in Guidance  
courses \_\_\_\_

C. Number of years experience as  
counselor \_\_\_\_

STATE OF ARKANSAS

CONTRACT

This contract and agreement, between \_\_\_\_

\_\_\_\_  
as Directors of \_\_\_\_ School District No. \_\_\_\_, party of the  
first part, and \_\_\_\_  
(Name of Counselor)  
the party of the second part,

WITNESSETH:

Party of the first part by a majority vote of the directors present  
at a legally-held meeting on \_\_\_\_, 19\_\_, agrees to employ party  
of the second part as counselor in the above-named school district for  
a term of \_\_\_\_ (must agree with A- 2) or \_\_\_\_ (2), above) calendar months  
beginning \_\_\_\_, 19\_\_, paying for said services the sum of  
\$ \_\_\_\_ per month. Party of the second part agrees to comply with  
all laws prescribing his duties as a counselor and all reasonable rules  
and regulations prescribed by the party of the first part

WITNESSETH: (CONTINUED)

According to regulations set up in the State Plan, the following are the responsibilities of the counselor \_\_\_\_\_

Both parties hereto agree that all steps taken under the terms of this contract shall be in accordance with all laws and regulations governing the employment and compensations of classroom teachers. It is agreed that either party may terminate this contract by giving the other party 30 days notice or by mutual consent of the parties concerned. If this contract is not put in operation on date stated, the State Director of Guidance Services will be notified immediately.

Given this the \_\_\_\_\_ day of \_\_\_\_\_, 1960.

By \_\_\_\_\_  
(President of School Board) (Secretary of School Board)

\_\_\_\_\_  
(Counselor)

Approval recommended by Director \_\_\_\_\_

Approved \_\_\_\_\_  
(Commissioner of Education)

A full-time counselor shall be assigned full-time guidance duties  
A half-time counselor shall be assigned at least half-time each day to guidance duties.  
Combinations of counselor-principal or counselor-coach are not reimbursable.

ARIZONA STATE BOARD OF EDUCATION

REIMBURSEMENT REQUISITION FOR N.D.E.A., TITLE V-A

GUIDANCE AND TESTING

School District Post Office County

Expenditure incurred during the semi-annual period checked below, fiscal year ending June 30, 19\_\_

1st Period 2nd Period  
Ending December 31 Ending June 30  
N.D.E.A., Title V-A Services

1. Guidance and Counseling - Counselor(s) Salary \$  
\$
2. Testing  
A. Number of Students Tested  
B. Actual Cost of Testing \$

I certify that the above statement is correct and that the funds have been expended in accordance with the regulations of the State Board of Education and apply for reimbursement of \$

Signed  
Secretary of School Board

Subscribed and sworn to before me this \_\_\_ day of \_\_\_, 19\_\_

Notary Public

REIMBURSEMENT RECORD

	State Funds	Title V-A Funds
Counselor(s) Salary	\$	\$
Testing	\$	\$

Recommended by  
Director, Guidance Services

Approved by  
Commissioner of Education

County Treasurer should credit this allocation to the operating fund of the school district. In accordance with federal regulations, these funds are not subject to commission for handling.  
Please return this copy to the Division of Guidance Services, State Department of Education, Little Rock, Arkansas.



## APPENDIX D

### Tables

Status of Certification Requirements for Guidance Workers by State,  
December 1959

STATE	SCHOOL COUNSELOR			STATE	SCHOOL COUNSELOR		
	Mandatory	Optional	None		Mandatory	Optional	None
Alabama			x	Nevada		x	
Alaska			x	New Hampshire	x		
Arizona	x			New Jersey	x		
Arkansas	x			New Mexico	x		
California	x			New York	x		
Colorado			x	North Carolina	x		
Connecticut	x			North Dakota		x	
Delaware	x			Ohio	x		
Florida	x			Oklahoma	x		
Georgia	x			Oregon			x
Hawaii	x			Pennsylvania	x		
Idaho			x	Rhode Island	x		
Illinois		x		South Carolina	x		
Indiana	x			South Dakota			x
Iowa	x			Tennessee			
Kansas			x	Texas	x		
Kentucky	x			Utah	x		
Louisiana	x			Vermont	x		
Maine	x			Virginia			x
Maryland	x			Washington			x
Massachusetts	x			West Virginia	x		
Michigan			x	Wisconsin			x
Minnesota		x		Wyoming	x		
Mississippi	x			District of Columbia	x		
Missouri	x			Guam	x		
Montana	x			Puerto Rico	x		
Nebraska			x	Virgin Islands			x
	15	2	7		19	2	6

Boyce Brewster, Guidance Workers Certification Requirements, Bulletin 1960, No. 14, U.S. Department of Health, Education and Welfare, pp. IX-V.





Personnel: Division of Guidance Services, 1942-1963

Personnel	Office	Date
Dolph Camp	Supervisor, Occupational Information and Guidance Services	1942-1950
Hugh Lovett	Director, Guidance Services Administrative Assistant	1950-
Lois Brickhouse	Administrative Assistant	1946-1950
Olen F. McKnight	Counselor Trainer, Henderson State Teachers College	1946-1955
H. G. Barnett	Counselor Trainer, Agricultural, Mechanical and Normal College	1947-1955
Charles G. Morehead	Counselor Trainer, Arkansas Polytechnic College	1948-1955
George W. Harrod	Counselor Trainer, Southern State College	1951-1955
Russell McCracken	Counselor Trainer, Arkansas Polytechnic College	1950-1951
LeRoy Pennington	Supervisor, Division of Guidance Services	1959-
Civian Steed	Secretary, Occupational Information and Guidance Services	1942-1946
Betty Jean Thompson	Secretary, Occupational Information and Guidance Services	1946-1950
Wilma Jean Fewell	Secretary, Occupational Information and Guidance Services	1950-1951
Ruby Lawhon Cole	Secretary, Occupational Information and Guidance Services	1951-1957
Helen Scroggin	Secretary, Guidance Services	1957-

On leave of absence 1950-1951

Served as Counselor Trainer while Morehead was on leave of absence

Number of Guidance Programs by Counties - 1946-1963

COUNTY	1946- 1947	1947- 1948	1948- 1949	1949- 1950	1950- 1951	1951- 1952	1952- 1953	1953- 1954	1954- 1955	1955- 1956	1956- 1957	1957- 1958	1958- 1959	1959- 1960	1960- 1961	1961- 1962	1962- 1963
1. Arkansas	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	3	3
2. Ashley	2	1	1	1	1	1	1	1	1	1	1	1	1	1	3	4	6
3. Baxter	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0
4. Benton	0	0	0	0	1	1	1	0	0	0	0	0	2	2	3	3	5
5. Boone	0	0	0	0	1	1	0	0	0	0	0	1	1	1	2	2	2
6. Bradley	1	1	1	1	1	1	1	1	1	2	1	1	1	0	1	3	3
7. Calhoun	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Carroll	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
9. Chicot	1	1	2	1	1	1	1	0	1	1	1	1	0	2	2	2	1
10. Clark	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3
11. Clay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
12. Cleburne	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	1	1
13. Cleveland	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1
14. Columbia	1	1	1	1	1	1	1	1	1	2	2	2	2	3	5	5	5
15. Conway	1	1	2	2	2	2	2	2	2	2	2	1	1	2	1	2	2
16. Craighead	0	1	1	1	1	0	0	0	0	0	0	1	2	3	3	3	7
17. Crawford	1	1	1	0	2	1	1	2	2	1	1	1	1	1	1	2	3
18. Crittendon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	6
19. Cross	0	2	2	2	2	1	2	2	2	1	1	1	1	1	1	2	2
20. Dallas	2	2	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1
21. Desha	1	1	1	1	1	1	0	0	1	1	1	1	2	1	2	2	2
22. Drew	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	2
23. Faulkner	0	1	1	1	2	1	2	2	2	2	2	2	2	4	4	4	4
24. Franklin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25. Fulton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26. Garland	0	1	3	3	3	3	2	2	2	3	3	3	3	1	3	4	5
27. Grant	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
28. Green	0	1	1	1	1	1	2	1	1	1	1	1	1	1	2	3	3
29. Hemstead	0	1	2	2	2	1	2	2	2	1	1	2	2	3	3	4	3
30. Hot Springs	2	1	0	0	0	0	0	0	1	0	0	0	0	1	2	2	2
31. Howard	1	1	3	3	1	1	1	2	3	2	2	2	3	2	2	3	3
32. Independence	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
33. Izard	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34. Jackson	0	1	1	1	1	1	1	2	2	2	2	2	2	5	4	4	3
35. Jefferson	1	1	1	1	2	1	2	2	4	2	2	3	3	3	6	10	10
36. Johnson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
37. LaFayette	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	2

COUNTY	1946-1947		1947-1948		1948-1949		1949-1950		1950-1951		1951-1952		1952-1953		1953-1954		1954-1955		1955-1956		1956-1957		1957-1958		1958-1959		1960-1961		1961-1962		1962-1963	
	1946	1947	1947	1948	1948	1949	1949	1950	1950	1951	1951	1952	1952	1953	1953	1954	1954	1955	1955	1956	1956	1957	1957	1958	1958	1959	1959	1960	1961	1962	1963	
38. Lawrence	0	0	0	0	0	0	0	2	2	1	1	1	2	1	1	1	1	2	2	1	1	0	0	0	1	1	1	1	1	1	1	
39. Lee	0	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
40. Lincoln	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	1	1	1	1	
41. Little River	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	2	2	2	2	2	2	2	
42. Logan	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	2	1	1	1	1	1	1	2	1	1	1	2	2	2	2	2	
43. Lonoke	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	1	1	1	1	1	2	4	4	
44. Madison	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	
45. Marion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	
46. Miller	3	2	2	2	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	
47. Mississippi	3	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	6	6	6	6	6	
48. Monroe	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	2	2	
49. Montgomery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	
50. Nevada	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	
51. Newton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
52. Ouachita	1	1	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	6	4	4	4	
53. Perry	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
54. Phillips	3	2	2	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	2	2	2	2	
55. Pike	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	2	2	1	1	1	1											

Counseling Programs and Counselors - 1946-1963

SCHOOL	COUNSELOR	1946-1947	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963
Alma	James Holland	x	x																
	Mrs. Kenneth Teague			x		0	x	x	x	x	0	0	0	0	0	0	0	0	x
	Hugh L. Lowrimore																		
Altheimer (w)	Harold J. Walker	0	0	0	0	0	0	0	0	x								x	x
	Marguerite H. Walker																		
Altheimer (N)	Harold J. Walker	0	0	0	0	0	0	0	0	x	0	0	0	0	0	0	0	0	0
Arkadelphia (w)	Lois Thomas	0	x	x	x	x	x	x	x	x	x								
	Mrs. Marvin Shackford																		
Arkadelphia (N)	Chester A. Bratton	0	0	0	0	0	0	0	0	0	0	0	x	x	x	x	x	x	x
Ashdown	William L. Beck	0	0	0	0	0	0	0	0	0	0	0	x	x	x	x	x	x	x
Atkins	Mrs. Percy Darr	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	0	0	0
Augusta	Mack Hopper	0	x	x	x	x													
	Frances Rushing																		
	Mrs. E. B. Ferguson																		
Bald Knob	Corine Myers	0	0	0	0	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Corinne Connell																		
Batesville	Georgia Adams	0	0	x	x	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bauxite	Vernelle Ramsey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
	Cora Ferguson																		
Bay	Robert W. Kitterman	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bearden	Estelle Shankle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x	x
Bebee	B. B. Millsapps	0	0	x															
	William A. Beck																		
	O. K. Vandament					x													
Benton	Bess Thomas	0	0	x	x	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	William Leon Bock																		
Bentonville	Mrs. W. D. Boyd	0	0	0	0	x	x	x	x	0	0	0	0	0	0	0	x	x	x
	Ruth Barker																		
Berryville	Grace Pope Snyder	x	x	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x	x
Black Rock	Clifford D. Holland	0	0	0	0	0	0	0	0	0	x	x	0	0	0	0	0	0	0
Blytheville	Effie Lee Terrell	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	W. B. Nicholson																		
	Robert L. Brashier																		
	Ruth B. Wright																		
Bodcaw	Olen Wood	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
Boonville	Garvin Green	0	0	0	0	0	0	0	0	0	x								
	Russell W. McGraken																		
	Mrs. W. W. Keefe											x	x	x	x	x	x	x	x

[illegible]







[illegible]

[illegible]

SCHOOL	COUNSELOR	1946-1947	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963
Malvern (continued)	Margie B. Homard										x	x	x	x	x	0			
	Jim Paul Franks																		
Manila	L. E. Mobley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x	x
Marianna	Susan Keese	0	x	x	0	0	0	0	0	0									
	Eugenia Rives										x	x	x	x	x	x	x	x	x
Marion	Jane McGinnis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x
Marked Tree	Robert Allen	0	0	0	0	0	0	0	x	x	x	x	0	0	0	0	0	0	0
Mena	Faith Kirsch	x	x	x	x	x	x	x	x	x	x	x							
	Thomas L. Merritt																		
Menifee (N)	Corliss Mays	0	0	x	x														x
	Sadie B. Woods					x													
Mineral Springs (N)	Phillip McFadden	0	0	x	x														0
	Maggie Zapora Glien																		
	Ray Fleeter Bonner																		
Monticello	Doyle Burke	x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Larry Johnston																		x
Monticello (Drew Central)	Floyd McAllister	0	0	x	0	x													
	Lottie Walker																		
Morrilton	Hettie Poteet	0	0	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Morrilton JHS	William H. Osborne	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Peyton H. Osborne																		
Mountain Home	V. F. Bagus	0	0	0	0	0	0	x	x	0	0	0	0	0	0	0	0	0	0
Murfreesboro	Charles M. Cox	0	0	0	0	0	0	0	0	x	0	0	0	0	0	0	0	0	0
Nashville	D. S. Floyd	x	x																
	William F. Williams																		
	A. E. Hicks			x	x	0	0	0	0										
Nashville (N)	C. M. Terry	0	0	x															
	Alma Elizabeth Stovall																		
	Everlyn L. Williamson			x	0	0	0	0	0										
	R. A. Sharpe																		
Newport	Shirley Stancil	0	0	0	0	0	0	0	0	x	x	x							
	Ruby Williams																		
	Susan McCartney																		
Newport JHS	Ruby Williams	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x	x
Newport (N)	Gladys Mays	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Norman	Lindell R. Dalrymple	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Norphlet	Mildred Williamson	0	0	0	0	0	0	0	0	0	0	x	x	x	x	0	0	0	0



SCHOOL	COUNSELOR	1946-1947	1947-1948	1948-1949	1949-1950	1950-1951	1951-1952	1952-1953	1953-1954	1954-1955	1955-1956	1956-1957	1957-1958	1958-1959	1959-1960	1960-1961	1961-1962	1962-1963
Norphlet (continued)	Dale Smeltzer																x	x
North Little Rock:																		
Fourth Street JHS	Clifford J. Mason	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
High School	W. A. Massey	0	x															
	Clyde Cathey																	
	Minnie Lee Mahan			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Paul Brown																	
	Meridith Landers												x					
	Kathleen Bledsoe																x	x
Jefferson Davis JHS	Kathryn H. Trueblood	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
Ridgeroad JHS	Faye V. Billingsley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
Scripto Jones HS (N)	U. S. Harris	0	0	0	0	x	x	x	x	x	x	x	x	x	x	x	x	x
Sylvan Hills	Paul Brown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
	Ruth James																	
Paragould HS	Clara Steep	0	x	x	x	x	x	x	0	0								x
	Lena Simmerman																	
Paragould JHS	Lucille Robinson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
Paragould - Green																		
County Tech	J. C. Cothorn	0	0	0	0	0	0	x	x	x	0	0	0	0	0	0		
	Robelene Webb																	
Paris	William Challis	0	0	0	0	0	x	x	x	x	0	0	0	0	0	x	x	x
	Garvin Green																	
Parkin	Carl Baker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
Perryville	Woodrow L. Powell	0	0	0	0	x	0	0	0	0	0	0	0	0	0	0	0	0
Piggott	James F. Golden	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
Pine Bluff:																		
Dial JHS	Joyce Seymour	0	0	0	0	0	0	0	0	0	0	0	x	x	x			
	W. W. Magness																	
Dollerway	Eulalee S. Greene	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
High School	Georgia Adams	0	0	0	0	x	x	x	x	x	x	x	x	x	x	x	x	x
J. C. Cordin (N)	June Dawson	x	x	x	x	x	x	x	0	0	0	0	0	0	0	0	0	0
Merrill (N)	Hazel Dunning	0	0	0	0	0	0	0	x	x	x	x	x	x	x	x	x	x
	Ruth Phillips																	
Southeast (N)	Hattie J. Mollette	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
Townsend Park (N)	Earnest Dees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
Watson Chapel	Vivian Dutton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
Woodrow Wilson JHS	Joyce Seymour	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
Pocahontas	Etolle Gibson	0	0	0	0	0	0	0	0	0	x	x	0	0	0	0		



[illegible]

SCHOOL	COUNSELOR	1946- 1947	1947- 1948	1948- 1949	1949- 1950	1950- 1951	1951- 1952	1952- 1953	1953- 1954	1954- 1955	1955- 1956	1956- 1957	1957- 1958	1958- 1959	1959- 1960	1960- 1961	1961- 1962	1962- 1963
West Helena (N)	Matty White Woodridge	x	x	x	0	0	0	0	0	0	0	0	0	0	0	0	0	0
West Memphis	Ruth Elizabeth Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	x
West Memphis (N)	Leo Chitman	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x
West Ridge	Rosemary Osborne	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0
Wilmot	John Keese	x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Carolyn Baldrige																	x
Wilson	Mrs. LeRoy Dangeau															x	x	x
	George Patchell	x	x	x	0	0	0	0	0	0	0	0	0	0	0			
Wynne	Pauline Langley	0	x	x	x	x	x	x										
	Eugenia Rives																	
	V. F. Baugus																	
Wynne (N)	Alvin McNeil	0	x	x	x				x	x	x	x	x	x	x	x	x	x
	C. M. Terry				x													
	M. L. Summerville																	
	Phillip W. McFadden						x											
	Mrs. R. M. Bardley								x									
	Sonja M. Myrick									x	0	0	0	0	0	0	0	0

NOTE: (N) indicates Negro schools



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