A study of the development of school social services in public schools, Charlotte, North Carolina

Martha L. Moore

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A STUDY OF THE DEVELOPMENT OF SCHOOL SOCIAL SERVICES
IN PUBLIC SCHOOLS, CHARLOTTE, NORTH CAROLINA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK

BY

MARTHA LENA MOORE

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA
JUNE 1958
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M.L.M.
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CHAPTER I

INTRODUCTION

Significance of the Study

School Social Services may be defined as those services in the school program directed toward helping those children whose problems in school stem from social and emotional causes in the child, his family or in some area of his environment. The school team of principal, counselor, Social Worker, psychologist, nurse and speech therapist work closely together in varying combinations to meet the needs of the child. These services supplement the work of the teacher. The aim of the team is to make the teacher's work more effective through helping her to understand the child with whom she works. The team also offers direct help to children and their parents with problems which may interfere with successful school achievement.

Psychiatric services are used in a variety of ways by schools. While the principal function of the psychiatrist is to help with the emotional difficulties that may hinder or interfere with a child's progress in school, his duties may encompass a wide range of services. These may include help in in-service training of teachers and other school personnel in working effectively with children and groups of children, treatment to parents and children, and consultation to the teachers.

As most schools are now attempting to develop educational programs suited to the abilities of the individual, psychologists render invaluable service in giving and developing the psychological tests that have contributed so greatly to the understanding of the abilities and achievements of children in school. Such work is very helpful to schools in curriculum planning and in developing school programs for individual children.
For many years an increasingly large number of people have had a deep and lasting conviction that there is no area in our culture where social work can make so great a contribution to the mental health of the people of our country as in the public schools.¹

During the past decade educators have become increasingly aware that it is their responsibility to see that all of the needs of the child - social, emotional, and aesthetic as well as the needs of the mind are met. They recognize the fact that many children who are physically healthy and who have the intellectual ability to succeed in school are blocked or inhibited in their progress because of problems in feelings and relationships.

Case work service with children in school and with their parents is the core of the contribution of the school social worker. The school social worker attempts to arrive at a tentative diagnosis of the cause of the child's maladjustment, based on a study of the child's capacities and interests, his behavior at school, and his home environment. After the nature of the problem is understood, the social worker shares with members of the team the content of her exploration and diagnosis of the problem. At the same time the school social worker may provide services, as needed, to assist the child and his family toward modification of the problem. These services may include direct case work for the child and/or his family, or referral to another social agency.

A single significant strength of social work in the school lies in its availability in the regular daily living experiences of all children. A second strength is the unique opportunity of the school social worker to work as a member

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of the faculty with other professional and policy making persons in a large social institution toward the modification of the educational process. Both are important considerations in the contribution of social case work to the mental health of our children.

It is quite apparent that there is a great deal of interest on the part of the average parent in school social work. This is very evident since state legislatures in such widely separated localities as Georgia, Michigan, Louisiana, Maryland, Puerto Rico and Illinois have passed legislation appropriating funds for just such programs. An organized school social service program was established and became effective in Charlotte, North Carolina in 1954. During 1957 a questionnaire was mailed to 280 individuals to get their opinions and reactions to the School Social Work program.

Philadelphia presents an example of a coordinate city plan for the administration of school social work. A Division of Pupil Personnel and Counseling was established by the Board of Education in 1942. The work of attendance officers, counselors, home and school visitors, and employment of certifying officials was placed under the supervision of a central administrative staff. A section composed of full time counselors and counseling teachers was made responsible for the necessary work involved. The Division of Pupil Personnel and Counseling was directed to administer the service training for all personnel. Philadelphia also provided interviewing privacy for the workers who have had noteworthy success. Many children now voluntarily come to the counseling offices.

Through her interest in the development of school social services, and her placement for field work training in the Attendance Department of the

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1 Ibid., p. 506.
Charlotte City Schools, the writer chose to study the development of this program from 1954 through 1957. This study was significant because Charlotte is still in its primary stages of development. It seemed important to describe this development while the early information would still be obtainable. Also, because of the flexibility of the program, it should be helpful as well as descriptive of trends to the present role and equally helpful in charting the future course of school social services.

Purpose of the Study

The purpose of this study was to present the development of school social services in Charlotte, North Carolina. While Charlotte is still in its pioneering stages, the writer presented its development and trends from its beginning in 1954 through 1957. It further shows the extent to which the schools in Charlotte recognize the value of social case work in its schools. This development was related to the background of school social work on a national basis. The second purpose was to discuss the function of a social worker in an educational setting; the nature of the service requested of the school social worker; the content of services given and the interprofessional relationships with other services in the school. The third purpose was to show changes in the attitudes of other personnel in the school system and in the visiting counselor practices from the beginning of the program in 1954 through 1957 in Charlotte.

Method of Procedure

Data for this study were collected from many sources, utilizing the following methods: first, surveying the literature of eminent leaders in the field of social work and education; second, reading 40 cases prepared by Visiting Counselors during 1954-1957. In order to secure an overall
picture of the operation of the Attendance Department, these cases were selected as follows: starting with Case No. 151, the following ten cases were studied; then beginning with Case No. 201, the next ten cases were used. The same procedure was employed following Case Nos. 251 and 301. A schedule of these cases was prepared showing the problem, referral source and the service rendered; third, conducting personal interviews with class room teachers, principals, supervisors, counselors, administrative officers of the North Carolina State Department of Education in the Charlotte, North Carolina Public School System; fourth, sending a questionnaire to 280 employees of the Charlotte Board of Education. These were employees in both white and colored schools where visiting counselor services were offered. The employees included principals, teachers, special teachers, counselors, supervisors, and psychologists. The purpose of this poll was to indicate earlier and present attitudes toward the school social work program. A total of 126 of the questionnaires were returned.

Scope and Limitations

Materials were limited to articles, reports and surveys concerned with visiting teacher programs found in (1) Social Work Year Books and Proceedings of the National Conference of Social Work, (2) Visiting Teacher Bulletins and other publications of the National Association of School Social Workers, and (3) Publications of the United States Office of Education and any related materials from the Department of Education, Charlotte, North Carolina. This study was not limited to Negro or white students. It was, however, limited to case records for two years. The fact that time would not permit the writer to study several hundred cases was another limitation.
CHAPTER II

HISTORY

The Agency was established in September 1954 under the auspices of the Board of Education, Charlotte, North Carolina. It was and is known as the Department of Child Accounting and Attendance. Dr. Elmer H. Garinger, Superintendent of the Public Schools, became increasingly aware of the diversified problems faced by the schools and realized the need for a school social work program. Because of a rising school population and also because of an increasing number of compulsory school attendance laws, he believed that a trained staff of Professional Social Workers was needed to cope with the problems presented by these factors. An experienced professional worker, Mrs. Anne S. Hausmann, was appointed by the Board of Education to head the Agency. She was given the title of Director. She was well qualified for the position. She had received her M.A. Degree from Columbia University and a Diploma from the New York University School of Social Work. She had had extensive experience in working with Community Welfare Planning Councils, Juvenile Courts, Travelers-Aid Associations, and Family and Children's Services. One other professional worker, Miss Grace McCauley, Negro social worker, was selected by the Director.

Mrs. Hausmann's first step was to set in motion the machinery to ensure cooperation between the various agencies most vitally concerned.

During the month of September 1954 -- individual conferences with the key person or persons in the various health and welfare agencies in the community were carried on for the purpose of learning the nature of the services provided by that agency, establishing friendly relationships and working out methods of referrals.\(^1\)

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\(^1\) Anne S. Hausmann, Report of the Director of the Attendance Department for September 1954.
Among those persons expressing a willingness and a desire to cooperate with the new Department were Judge Willard I. Gatlin of the Juvenile Court; Mrs. Elizabeth McCubbin, Director of Family and Children's Services; Dr. M. L. Fisher, Director, and Miss Elizabeth Allen, Social Worker, of the Mental Health Clinic; Mr. G. E. Mattison and Mr. Robert W. Wright, Directors of the United Community Fund and Social Planning Council; and Mrs. Cordelia Henderson, Social Worker, Alexander Home.

During the month of September 1954, a regular schedule for work at Dilworth and Piedmont schools was set up. This schedule called for the Director to be at those schools two mornings a week, Dilworth, Monday and Thursday; Piedmont, Tuesday and Friday, to confer with principals and teachers about attendance problems. Home visits were made to provide counselling to the families involved in an attempt to secure more regular attendance. Conferences were held with a number of social agencies in connection with the services to these families. Cases were also referred from other schools and other sources in the community. A total of 11 conferences were held with school personnel in the white schools and 9 with Miss McCauley and principals of Negro schools in the city. A special conference was held with Dr. Lyles, Assistant Superintendent, and with Mr. Freeman and Mr. Moreland, Negro principals, to discuss the small volume of referrals to the Visiting Teacher, and other aspects of the work in these schools.

During the latter part of 1954, the Director made a trip to Richmond, Virginia to study the Attendance Department of the Public Schools of that city. A full report was submitted to the Board of Education, Charlotte, North Carolina concerning the trip. On another trip to Chapel Hill, Mrs. Hausmann held a conference with Dr. Arthur E. Fink, Dean of the School of
Social Work, University of North Carolina. As a result of the conference, Dr. Fink promised to assist the Department in recruiting staff personnel for the ensuing year and assist it in establishing a feasible program to meet the needs of the schools.

At the beginning of the free lunch program, all free lunch requests were investigated by the Attendance Department and sent to the Superintendent, Dr. Garinger, for approval before the service was certified. In the fall of 1955, the Attendance Department was given the responsibility of investigating all applications for free lunch, and was authorized to certify 200 children for lunch. A progress report was submitted in January, 1956 and 50 more free lunches were authorized. At the end of the year, 250 children were receiving free lunch, but an additional 37 children had received free lunch for a period of time, but had been removed from the list because they moved out of the city or the financial situation in the family had improved.

During the first half of the school year 1955-1956, the Department made use of the clothing closet operated by the ladies of the Unitarian Church under the auspices of Family and Children's Services. The Parent-Teacher Association in a number of schools assisted greatly by conducting clothing drives and donating the clothing to Family and Children's Services. Shoes were provided on a limited basis for some children by the Needlework Guild under the leadership of Mrs. Paul Efird. The Negro principals solicited funds from individuals and groups for shoes for Negro children. The Visiting Counselors certified needy children for shoes, and the fund was administered by Mrs. Perrin Sasso, principal of Biddleville School.

In February, 1956, Family and Children's Services indicated that the
volume of clothing and applicants had become too large for them to handle. Under the leadership of the Welfare Planning Council a committee was formed with Mrs. Richard L. Huffman, President of the United Church Women, as chairman. The committee speculated on the establishment of a central clothing room to serve all agencies in the fall of 1956.

The Attendance Department cooperated in the student training program of the Sociology Department of Winthrop College by accepting a senior student for training during the spring semester. The undergraduate social work sequence at Winthrop, under the direction of Dr. Dorothy Jones, is designed to prepare the student for graduate training in social work and is similar to a pre-medical undergraduate program. The student spent two days a week for 11 weeks working in the Attendance Department. She was assigned to do home visiting in the First Ward area where a great deal of non-attendance is due to apathy of the parents and poverty of the family. The time required for supervising the student trainee was somewhat greater than the limited staff could easily afford from regular duties, but the Department feels a professional responsibility to assist in the training of future social workers and plans to continue this phase of the program.

During the 1956-57 school term the Department operated with a professional staff of a director, one white and two Negro workers. Regular weekly service was provided for 26 schools (11 white, 12 Negro). The remaining 19 schools (18 white, 1 Negro) were served on an "on-call" basis.¹ Requests for service were received from 15 of the 18 "on-call" schools.

According to the Annual Report of the Director for 1956-1957, the Visiting Counselors worked with 1568 children from 939 families. In 59 per cent

¹ Anne S. Hausmann, Report of the Director of the Attendance Department, 1956-1957.
of these cases (935 children), the major problem was school attendance, although in every case there were secondary problems involving the behavior of the child. Behavior, without non-attendance, was the problem presented by 136 children. Lunch investigations were made in the home situation of 303 children, who required no other service. In addition, lunch was considered and, in some instances, authorized for 154 children who were referred for other reasons. That made a total of 457 lunch investigations. In the miscellaneous category were 211 children who were referred for clothing, investigation for Special Education Department, inquiries from other social agencies, et cetera.

By the beginning of the 1957-1958 school year, the Department had increased its staff to five qualified, experienced social workers, one full-time secretary for the Social Work Staff, and one full-time and one part-time clerical worker for the Continuous Census File. Adequate space and office equipment had been provided so that the workers might function at maximum efficiency. The Department now had the responsibility of keeping records on all children enrolled in Charlotte City Schools. These data were kept in cumulative folders and a continuous census file.

The cumulative folder is a record kept on each child giving its race, sex, place and date of birth, date of entrance, family data, elementary school progress, standard test records, secondary and high school progress, and evaluation of social and personal assets. It also showed the attendance record, withdrawal record, re-entry record, school physical examination and a record of the activities and honors of the child.

The Continuous Census File contains individual census cards on each child, family information sheets, family census cards and transfer slips. The
The purpose of this file is to provide a central, systematic plan for accounting for all children of school age and all pre-school children; to provide a means of locating children at all times; to relieve the individual school of the necessity of keeping records of children who have left the school; and to conform with the state law requiring that each school district maintain a continuous census.

The Department had also shown marked progress in its clothing and student training programs. During 1957 the PTA Council accepted the responsibility for collecting new and used clothing and assorting and arranging it in the clothing room. This room was located in the basement of the Educational Center for easy accessibility. In relation to the Student Training Program, the Department accepted a graduate student from Atlanta University School of Social Work for a six-months field work placement period. A stipend of $300 was approved by the Board of Education for this training period. The student was supervised by a professional worker with extensive experience. The Department continued to cooperate in the student training program of the Sociology Department of Winthrop College.
CHAPTER III

RELATIONSHIPS WITH OTHER SCHOOL PERSONNEL

The school "team" of principal, teacher, counselor, social worker, nurse, psychologist, reading specialist, etc. worked closely together in varying combinations, depending on the needs of the individual child. The teacher and principal and/or school counselor are able in the great majority of cases to assist the child in making a satisfactory adjustment to the group situation at school. The Visiting Counselor is generally called in when (1) the child's behavior (either chronic non-attendance or unacceptable group relationships) is so deviant that it requires more individual attention than can be given in the school situation; or (2) the child's home conditions and/or family relationships are adversely affecting his adjustment at school.

In relation to the school team, the Visiting Counselor acts in a manner similar to the general practitioner in the medical field, exploring the total situation both at school and at home, diagnosing the problem, providing case work treatment to both child and family, and calling in a specialist as needed. In those cases where the problem, or its manifestation, was primarily school-centered, an effort was made to modify the school situation to fit the child's needs. This might involve placement in a special class by the Special Education Department, providing remedial reading instruction by the Reading Center, a transfer to another teacher or school. Decisions as to referrals or transfers were always made in consultation with the principal and the appropriate school personnel.  

It is quite evident that the relationship between the Attendance Department and other school personnel is very good. It is equally as apparent that appreciation of the function of the Department is growing at a very rapid pace.

An attitudinal survey was conducted. Replies were received from 85 teachers, 26 principals, The Director of the Department of Special Education and 9 members of that Department including 2 psychologists, 1 speech therapist, 1

1 Anne S. Hausmann, Report of the Director of the Attendance Department, 1956-1957.
and 6 special education teachers. Replies were also received from two city wide supervisors in the elementary schools and three teacher-counselors attached to Junior High Schools. This survey was made in an attempt to correlate their opinions and attitudes at the beginning of the Attendance Department with their present feelings.

What Was Your First Contact With The Attendance Department?

In response to this question Table 1 indicated that attendance problems were the concern of 58.8 per cent of the teachers at their first contact whereas only 15.4 per cent of the principals were concerned with attendance. The initial contact of 46.2 per cent of the principals with the Department was for full interpretation of its services as contrasted with 9.7 per cent of the teachers. A total 15.4 per cent of the principals made their initial contact at Conferences for Consultation; while 5.8 per cent of the teachers checked it as their initial contact. In relation to referrals for behavior, 10 per cent of the teachers and 3.8 per cent of the principals indicated that as being their first contact with the Department. Only a small percentage of the teachers and principals gave no response.

How Did You Feel About Having An Attendance Department?

According to Table 2, principals were 100 per cent accepting of having an Attendance Department while 89.4 per cent of the teachers were equally as accepting. Only 5.9 per cent of the teachers were indifferent. A very small percentage of the teachers were rejecting and 2.4 per cent gave no response. It is significant to note that no principal or teacher indicated hostility toward the idea of an Attendance Department.
What did you Think that the Function of the Visiting Counselor was at that Time? What do you Think It is Now?

Early reflections of the function of the Visiting Counselor as contrasted with the present concept are shown in Table 3 and 4. Out of a total of 85 teachers and 26 principals, Table 3 indicates that 42.3 per cent of the principals and 29.4 per cent of the teachers felt that the function of the Visiting Counselor was that of a case worker. Conversely, 31.8 per cent of the teachers and 26.9 per cent of the principals thought that the function of the Visiting Counselor was that of a counselor. It might be well to note that the term "counselor" in this context was applied to those teachers in the school system who taught on a part-time basis with several hours each day set aside in order that they might give educational and vocational guidance counseling. In actual practice, the school "counselor", and most junior high schools in the Charlotte Public School System were assigned one, dealt with simple personal problems as well as problems of educational and vocational guidance. On the other hand the Visiting Counselor makes a study of the child both at school and at home and works with the teacher and others in the school to assist the child in working out some of his difficulties; she also works as a member of a team of specialists in seeing that the child is afforded the opportunity to achieve the maximum of his potential, both in the classroom work and in social and emotional growth toward mature and responsible citizenship; and she works with parents to help them handle the child in a more understanding manner at home. Therefore, a total of 69.2 per cent of the principals and 61.2 per cent of the teachers felt that the function of the Visiting Counselor was that of a case worker.

At the present time principals and teachers have shown a decided change in their understanding of the function of the Visiting Counselor. Table 4
indicates this change. Presently all of the principals and 93.3 per cent of the teachers feel that the Visiting Counselor performs the functions which might be considered Case Work. The writer feels that this change in understanding the role of the Visiting Counselor is due to the workers' ability to interpret, clarify and work as members of the team. The positive response of the teachers was quite indicative of this. Fink has said that much of the case worker's effectiveness depends on the way she works with teachers. Teachers may have both suspicion and fear of another profession on the staff just because the worker is there. Because of the fear of a reflection on her own professional ability, some teachers may be reluctant to disclose a classroom difficulty. Therefore only as the worker carries on her day by day job, unthreateningly, and is accepted by the rest of the staff, will teachers feel comfortable about bringing their troubles.

At the beginning of the program, 30.8 per cent of the principals and 12.9 per cent of the teachers felt that the function of the Visiting Counselor was that of a truant officer. Now only 1.2 per cent of the teachers and no principals are of that opinion. At the beginning of the Attendance Department, a small number of teachers gave no response to this question regarding the function of the Visiting Counselor, but all expressed a belief as to that function at the present time.

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1. She works as a member of a team of specialists in seeing that the child is afforded the opportunity to achieve the maximum of his potential, both in the classroom work and in social and emotional growth toward mature and responsible citizenship. Teachers 77.6 - Principals 84.6
2. She makes a study of the child both at school and at home and works with the teacher and others in the school to assist the child in working out some of his difficulties. Teachers 16.5 - Principals 15.4
3. She works with parents to help them handle the child in a more understanding manner at home. Teachers 1.2 - Principals 0
What is your Present Relationship with the Department?

In regard to their present relationship with the Attendance Department, 65.4 per cent of the principals responded 'excellent', as did 42.3 per cent of the teachers (Table 5). 'Good' was the response of 51.7 per cent of the teachers and all except one of the remaining principals. A very small percentage of teachers gave negative responses, but no principal did. One of the principals and 3.5 per cent of the teachers gave no response at all.

How do you Think the Department can be Improved?

From Table 6 we see that 61.5 per cent of the principals and 35.3 per cent of the teachers felt that the Department could be improved by adding more Visiting Counselors with an additional teacher requesting more worker time. According to 30.8 per cent of the principals and 2.4 per cent of the teachers there should be a shorter interval between referrals and action. In addition, 7.7 per cent of the principals and 3.5 per cent of the teachers felt that there should be closer relationships between the Visiting Counselor and the teacher. One teacher suggested that a male should head the Department, while another felt that a male worker should be assigned to each school.

Work with Other School Personnel

Of the 10 questionnaires received from the Department of Special Education, all were accepting of an Attendance Department and reflected positive attitudes. These attitudes were, perhaps, due to the knowledge of the Special Education people of social service implications in an educational setting. The initial contact of the Director of Special Education with the Department was a referral for behavior. His present relationship with the
Department is excellent. The initial contact of one psychologist was for full interpretation of the services offered. His present relationship is excellent. He further felt that additional personnel would allow for maximum utilization of case work service and thereby increase departmental aid to the schools. A Special Teacher commented that because of the small staff, as compared with a very great demand for services, many cases which needed special attention, were neglected. All of the respondents felt that the Department could be improved by adding more trained workers.

The two city wide supervisors in the elementary schools and the three teacher-counselors attached to Junior High Schools were as accepting as the members of the Special Education Department.

We have seen how interested people in the Charlotte Public School System are aware of the need for school social services and desirous of increasing these services. On a national basis, the same picture prevails. School administrators are incorporating these services into their programs in ever increasing numbers.

School social work began in 1906 and 1907 in Boston, Hartford, and New York City. ...in Hartford and New York the service has since become part of the school system. Rochester, New York, in 1914, became the first city in which the visiting teacher service was financed by a Board of education. ...by 1930 there were 244 visiting teachers in communities in 31 states. In 1944, the latest year for which accurate figures are available, full-time school social work services were in operation in 266 cities. \footnote{Florence Poole, "School Social Services" Social Work Year Book, 1957, pp. 509 and 510.}

The following three cases are illustrative of the relationships which exist between the Attendance Department, at Charlotte, and other school personnel.
Case No. 1

Patricia was referred to the Attendance Department by Family and Children's Service. Her mother applied to this agency for financial assistance. During the interview, she indicated a deep concern over Patricia's apparent abnormal behavior. This behavior was characterized by a fear of crossing streets, of riding elevators, by constant nail biting and day dreaming. While her grades indicated that she was a slow learner, past and present information from psychological testing and class room records led the team (psychologist, teacher, principal, and Visiting Counselor) to question whether or not she was functioning or had ever functioned close to her full capacity. Because Special Education classes had been stigmatized by children in the school and by some parents in the community, Patricia had a deep seated fear of being assigned to a special class. Therefore, the Visiting Counselor and the Psychologist represented a threat to her class room security. At the time of psychological testing to determine possible necessity for psychiatric treatment, she proved to be very uncooperative. Testing had to be discontinued after she had been given the performance part of the Wechsler Intelligence Scale for children. Other attempts at testing were futile. A positive relationship between the Visiting Counselor and the child was never established because the Visiting Counselor represented Special Class Assignment to Patricia.

Staff members of the Mental Health Clinic felt that since Patricia had so much fear of being tested, it would not be feasible at this point to offer psychiatric consultation. It was suggested that the Visiting Counselor work with the mother toward understanding Patricia's need for a closer mother-figure identification. It would also be necessary to interpret to both parents the attitudes and needs of a girl during this very difficult period of development. The Visiting Counselor would work very closely with parents and teachers in understanding and trying to modify Patricia's pattern of behavior so that she might gain the maximum from her school experiences.

This case illustrated the close cooperation that existed between the principal, teacher, psychologist and the Visiting Counselor. In this situation each of them worked as a member of the team. All were equally concerned with Patricia's welfare. In addition, it was quite indicative of the cooperative inter-agency relationships. The case was referred to the Attendance Department by Family and Children's Service. The Attendance Department, in turn, referred it to the Mental Health Clinic for further
deliberation and a suggested plan of treatment.

Case No. 2

Larry, a twelve year old, 7th grade pupil, was born out of wedlock and was living with his paternal grandmother. Until two years ago, he lived with his mother. He was a healthy, well-mannered child who had maintained an average school record. He was likeable and was apparently well adjusted to the school situation. It appeared that his physical needs were being adequately met. Contacts with the principal and teacher revealed that Larry had begun to be irregular in attendance. At times he was described as being very bright and alert. At other times he was apathetic, disinterested, and often unable, apparently, to hear and understand the simplest statement. Through interpretation, the Visiting Counselor helped the principal and the teacher to understand Larry's behavior and attitudes at this stage of his development. Clarification of some of the physical and emotional disturbances that the child was experiencing at this period in his life contributed to better understanding and acceptance of him, by the principal and teacher. Efforts were made by the teacher and the Visiting Counselor to encourage him to attend school regularly and to participate more fully in extra-curricular activities. He was given the opportunity to discuss any problem that he might have whether it concerned the home or the school.

The Visiting Counselor, the principal and the teacher worked very closely together in this situation. By so doing, they were able to help the child to face the reality of his behavior. Through this help, he has made a favorable adjustment.

Case No. 3

This case was referred to the Attendance Department by the school nurse and the principal. It concerned a free lunch and clothing request for Ruby and Shirley, 6th and 7th grade pupils. These children, with their parents (the father is presently incarcerated) and three siblings, occupied a three room, sub-standard house in a slum neighborhood. Economically, the family was in very poor circumstances. The mother was the sole support, and earned only $20.00 weekly as a domestic. The six-month old baby was suffering from malnutrition and was in need of regular nursing care. Ruby and Shirley had been
very irregular in attendance because of inadequate food and clothing. Through the efforts of the Visiting Counselor, teacher, and nurse, both girls received free lunch daily. Clothing was supplied from the clothing room for each member of the family. A shoe order was issued for Ruby and Shirley. Because some of the financial and emotional stresses were relieved through the cooperation of the Attendance Department and other school personnel, these children became regular in their attendance.

In this instance the school nurse was added to the inter-school cooperative personnel of principal and teacher. Any member of the school team may become aware of the existence of a problem, but unless the team has cohesiveness and unity, oftimes, adequate service is not rendered.
CHAPTER IV

COORDERATIVE RELATIONSHIPS WITH OTHER COMMUNITY AGENCIES

Youth Bureau

Under the dynamic leadership of its Director, the Attendance Department has worked cooperatively and effectively with other social agencies in the community. "Although compulsory attendance laws have long been on the statute books of every state, enforcement of the laws has varied in different localities and in individual schools."\(^1\) The Youth Bureau and the Attendance Department have worked in complete harmony in an effort to enforce the Attendance laws of Charlotte.

For some time the Youth Bureau of the Charlotte Police Department has been concerned about the number of youth of school age seen during school hours on the streets, working at golf courses, loitering in stores and lunchrooms. Previously they could take no action unless the young person was observed committing some crime or was wanted for questioning.

In October, 1956, a conference was held with Judge Willard I. Gatling of the Juvenile Court and Lt. J. R. Hall of the Youth Bureau. A plan was worked out whereby Youth Bureau officers would stop and question any youths of school age seen in the community during school hours. The name, address, school and reason for non-attendance were secured and this information forwarded to the Attendance Department. The Visiting Counselors followed up all of these cases, sending a written report to the Youth Bureau and the Juvenile Court.

In evaluating the program after a trial period of a year, Lt. Hall states that in his opinion, it has been valuable to his department in reducing the amount of shoplifting and petty theft. He says, however, that he only reported to the Attendance Department about a third of the children observed out of school by his officers, since he was aware of the limited staff available in the Attendance Department to process them.

\(^1\) Ibid., p. 506.
He recommends, and the Director of Attendance concurs, that a central location within the school system be established to which his officers can deliver all youths found out of school during school hours. It is not possible for his officers to deliver the children to the various schools where they belong. An immediate questioning of the children by school authorities would add greatly to the effectiveness of the program.

As a result of his recommendations, all children apprehended by Youth Bureau Officers are brought to the Attendance Department. A report is made on each child. This report includes the child's correct name, age, address, school attended, and his reason for being out of school at the time of apprehension. A duplicate of this report is mailed to the school. Home visits are made by the teacher in an effort to get the cooperation of the parents in seeing that the child is not truant again. The Visiting Counselor makes a follow-up visit to the home after the teacher has made her visit, if the situation seems to warrant it. If, for any reason, the child becomes a chronic truant, and the parents or child show no willingness to comply with the compulsory attendance law, the Visiting Counselor refers the case to Juvenile Court.

Juvenile Court

Social services to children and youth who violate attendance laws are an important function of the Attendance Department. Divergent behavior cannot be treated alike in all children because of the different circumstances under which it occurs. The Department, therefore, attempts to make the court experience a positive and constructive force in the child's life. The Visiting Counselor makes a careful analysis of all of the factors involved before a child is referred to the Court. In situations where the

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1 Anne S. Hausmann, op. cit.
child and/or the parents refuse to conform to the compulsory attendance laws, court referrals are mandatory. Judge Williard I. Gatling, of the Juvenile Court, a sympathetic and understanding person, has been most cooperative and helpful to the Attendance Department. The Juvenile Court also works in close cooperation with the Youth Bureau.

Mental Health Clinic

The Mental Health Clinic has been a very valuable aid to the Attendance Department in helping with seriously disturbed children. It has provided psychiatric treatment for those with deep seated maladjustments, in cases where the parents would accept such treatment. Monthly staff meetings are held where Visiting Counselors may bring cases for consideration. "The Visiting Counselor interprets to the principal and teacher recommendations of the clinic and assists the teacher in carrying these out and handling the child in his school situation. At the same time, the Visiting Counselor reports to the clinic the child's adjustment at school and his progress."

Department of Public Welfare

The Visiting Counselor makes referrals to the Department of Public Welfare in situations where the family requests services other than those offered by the Attendance Department. The Visiting Counselor interprets the services of the Agency to the family, and shares with the Department of Public Welfare helpful information gained from contact with the family. The Attendance Department also checks all free lunch requests where there is doubt concerning the family receiving Aid to Dependent Children from the

1 Letter from Anne S. Hausmann (Attendance Department, Charlotte Public Schools, April 16, 1958).
Department of Public Welfare. This is done to avoid duplication of services.

**Family and Children's Service**

In cases where families are disrupted, where marital conflicts appear, or cases of unresolved sibling rivalry, as well as disciplinary problems in the home, the Attendance Department refers the affected group to Family and Children's Service. This Agency also gives legal advice. In addition, it helps the family where there is an inability to either get or hold gainful employment. Where family groups seek help from Family and Children's Service, and that help is given by the Attendance Department, the facts in the case are sent to the Attendance Department.
"The school social worker, as a member of the school staff, is identified with the school's aims and purposes and works within the school's regulations and authority." The school social worker, in Charlotte known as the Visiting Counselor, offers individual case work help to the child and to his family. She also assists them in securing specialized services from other community agencies. It is the Visiting Counselor's responsibility to help the child in making a change if there is a change to be made. This means discussing frankly, at the first meeting with the child, the nature of the school's concern about him. It means helping the child to understand that the Visiting Counselor is the person in the school whose job it is to try to help children who are having some kind of trouble in school. The child needs to know specifically what must change if he is to remain in a particular school, as well as what he may do differently if he chooses to use the school experience more fully.

Some of the common problems handled by the Visiting Counselors were those concerning behavior, non-attendance, school lunch and truancy. In the 40 cases randomly selected for study, the researcher focused on the referral source, the problem and its causative factors. The study showed that in many ways these families had similar economic and social characteristics. Schools referred 22 cases to the Attendance Department; the Youth Bureau referred 8; parents referred 6; and the Department of Public Welfare

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Florence Poole, op. cit., p. 511.
made one referral. Three cases were missing from the files and un-accounted for. A total of 63 children from the 37 families were given case work service. Twenty of these children had problems of attendance. Investigations revealed that a majority of these children were from low income groups, lived in slum neighborhoods and had to remain at home to care for younger siblings while their parents worked. A small number were absent because of illness or parental neglect. Of the other children referred, 16 were for free lunch; 12 for truancy; 10 for behavior; and 5 for other reasons.

The following case summaries are illustrative of the problems and how the Visiting Counselors handled them.

School Lunch Referral

Case No. 4

Case opened 9-25-55, closed 10-15-55, referred by school. Mother felt that she was unable to purchase lunches for her four children. When she could not provide money for lunch, she often kept children at home. Family occupied 4 room, sub-standard home in slum neighborhood. Father, part time truck driver, out of home most of the time. Lacking close parental supervision, Tommy, age ten, became a truant. Family received ADC and ineligible for free lunch. V. C. showed mother that by careful budgeting she could prepare attractive lunches for the children to carry. Tommy became regular in attendance.

The Visiting Counselor helped the client to modify her problem by counseling her about the importance of budgeting and wise spending. The client was also given an agency pamphlet on how to prepare a well balanced, attractive, inexpensive lunch box.

Case No. 5

Case opened 10-26-54. Closed 11-19-54, referred by parents through the school. Problem: Free lunch request. Free lunch was requested for Arthur, age nine. The parents saw their problem as the inability to provide lunch for this
child. Nine members occupied a four room house in a sub-standard neighborhood. The father was unemployed because of illness. The mother was seven months pregnant and unable to work. The only income was $15 received from Unemployment Compensation.

Obviously it was impossible for the family to provide lunch for Arthur. Free lunch was granted.

Referral for Truancy and Non-Attendance

Case No. 6

This twelve-year-old boy was the oldest child in a family of five. At the time of the referral the father was unemployed. The mother was employed and earned a small salary which was not adequate to meet the family's needs. This boy was being influenced by older boys to stay out of school. This boy along with two other boys were apprehended by Youth Bureau Officers and carried to school.

Through interpretation and clarification, the Visiting Counselor helped the parents and the child see the necessity for obtaining an education and also the importance of conforming to the compulsory school attendance laws. At the close of this case the school reported that he was in regular attendance.

Case No. 7

The problem concerned the non-attendance of Mattie, a sixteen-year-old girl. There was adequate finance to meet the family needs. The emotional climate was good. The home was quiet, clean, moderately furnished and in a middle income neighborhood. Grandmother unaware of non-attendance. Mattie was being influenced by friend. Visiting Counselor was able to gain Mattie's confidence and interest her in continuing regular attendance at school. Her apparent need was for understanding of the drives and urges that confront an adolescent.

Through counseling the client was able to understand something of the
causes of her behavior, her environment, the people with whom she was associated, and how her problem had been created. Through understanding and self-awareness, she was able to modify her problem. It should be added that the Department handles a very small number of cases of this nature involving children 16 years of age.

Behavior Problems

Case No. 8

Case opened 2-1-55, closed 3-14-55, referred by school.
Problem: Behavior.
Contributing Factors - Marital discord, lack of parental supervision, low income, poor family relationship, unstable home.

Mr. and Mrs. X have been separated for about 4 years. The children, two boys, aged 13 and 11, have lived in several foster homes, but have never made satisfactory adjustments. Mr. X does work, but his income is inadequate to support his family. ADC is received to supplement the income. Because of the above factors, the boys were truant and non-conforming to the school situation. The Attendance Department, the school, the father and the boarding mother are working together to help these boys and to modify their behavior.

By discussing many of the causative factors involved in this problem with the father, boarding mother and the teacher, the Visiting Counselor helped them to see that these boys had many unmet needs. She explained to them that the boys had feelings of insecurity and rejection and needed love, a feeling of belonging and, above all, understanding.

Clothes and Shoes

Case No. 9

Case opened 3-8-55, closed 4-18-55, referred by school.
Problem: Inadequate clothing and shoes.

Mayrene, fourteen years old, has been absent 12 days because of inadequate clothing. Father is unemployed because of injuries received in an accident. Mother is 5 months pregnant and unable to work. An older sister is employed but
earns only $15 per week, inadequate to meet the needs of a family of 5. Shoes and clothing were given Mayrene. She is attending school regularly and has made considerable improvement in her class room activities. There has been a decided change for the better in her attitude toward the school situation.

The Visiting Counselor helped relieve some of the stresses and strains surrounding this client by granting the request for clothing and shoes.

During the school year 1956-57, "the Visiting Counselors worked with 1568 children from 939 families. In 59 per cent of these cases, the major problem was school attendance, although in every case there were secondary problems involving the behavior of the child."¹ There were cases of free lunch, behavior and social problems as well.

¹ Anne S. Hausmann, op. cit.
CHAPTER VI

SUMMARY AND CONCLUSIONS

The primary focus of this study was on the development of school social services in the public schools of Charlotte, North Carolina. The writer felt that since this program is still in its pioneering stages, it would be wise to describe its development while the primary sources of information concerning that development were still available. It was felt that the information contained in such a study would be of service in describing present trends of school social work in Charlotte as well as in charting possible future trends.

The principle data for the study were obtained from the following sources: first, reports from the Director of the Attendance Department; second, cases from the files of the Attendance Department (some forty cases were selected at random and studied with emphasis on the problem, referral source, and the service rendered); and third, an attitudinal survey was made. In this survey, a questionnaire was sent to 280 employees in both white and Negro schools where school social workers, known in Charlotte as Visiting Counselors, were placed. Of the 280 questionnaires mailed, 126 were returned. They included replies from 85 teachers, 26 principals, and 10 employees of the Department of Special Education, two city wide supervisors in the elementary schools and the three teacher-counselors attached to Junior High Schools.

Limiting factors in the study were the lack of time needed to allow for a study of some several hundred case records, and the fact this was the researcher's first attempt at dealing with a study of this type.
The Agency, known as the Department of Child Accounting and Attendance, was established in September 1954 under the auspices of the Board of Education, Charlotte, North Carolina. A trained professional social worker with wide experience in the field was appointed Director. Wisely, her first steps were toward ensuring cooperative relationships between the various social agencies in the community and the newly founded agency. This was accomplished through conferences and meetings with key people in the community and the heads of the various social agencies. As a result, presently, the Attendance Department works in close cooperation with the Youth Bureau, Juvenile Court, Mental Health Clinic, Department of Public Welfare, and Family and Children's Service.

Emphasis on school social services has increased greatly within the past decade. An increasingly large number of people have indicated a deep and abiding interest in this field, as shown by the fact that the legislatures of several states have passed legislation providing for the establishment of school social service programs. In 1954, full time school social work was in operation in 266 cities. The results of the researcher's findings indicate that the Charlotte Community not only recognizes the need for school social services and is accepting of such a program, but also is in the process of enlarging the program. The Attendance Department,¹ which began with a director and one social worker in 1954, by the beginning of the 1957-58 school year had increased its staff to five qualified, experienced social workers, one full time secretary, one full time and one part time clerical worker. In addition plans are in the making to provide for further increases

¹ The Department of Child Accounting and Attendance is presently known as the Attendance Department.
and a larger physical plant.

While interest on the part of the community is necessary to inaugurate a program of school social service, it can hardly be said to be successful unless it is accepted by the school personnel, that is, principal, teacher, counselor, et al. The Tables, based on the answers to the questionnaire, indicate that, as of now, school personnel is very accepting of the Attendance Department.

Results of the attitudinal survey indicate that principals and teachers have shown a decided change in their understanding of the function of the Visiting Counselor. At the beginning of the program, 42.3 per cent of the principals and 29.4 per cent of the teachers felt that the function was that of a case worker. Presently, all of the principals and 93.3 per cent of the teachers feel that the Visiting Counselor performs those functions which might be considered case work. The writer feels that this change in understanding is due to the ability of the Visiting Counselors to form sustaining relationships, interpret, clarify and work as members of the team. These same attributes are largely responsible for the very fine cooperative relationship that exists between the Attendance Department and other school personnel.

All responses received from members of the Department of Special Education were accepting, due, perhaps, to their knowledge of social service implications in an educational setting.

Two city wide supervisors in the elementary schools and the three teacher-counselors attached to Junior High Schools were as accepting as the members of the Special Education Department.
As should be expected, the Visiting Counselors, in providing individual case work services for the child and his family, were faced with many and varied problems. The most common ones, however, were those concerning attendance, school lunch, behavior and truancy. In the 37 cases studied by the researcher, 63 children were given case work service. Twenty of these were referrals for non-attendance; sixteen for school lunch; twelve for truancy; ten for behavior; and five for other reasons. Of the 1568 children served by the Visiting Counselors during the school year 1956-1957, attendance was the major problem in 59 per cent of the cases.
APPENDICES
TABLE 1
WHAT WAS YOUR FIRST CONTACT WITH THE ATTENDANCE DEPARTMENT?

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th></th>
<th></th>
<th>Principals</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>100</td>
<td>26</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Interpretation of Service Offered</td>
<td>8</td>
<td>9.7</td>
<td>12</td>
<td>46.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Free Lunch Request</td>
<td>6</td>
<td>7.1</td>
<td>2</td>
<td>7.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Clothing Request</td>
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<td>0</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Conference for Consultation</td>
<td>5</td>
<td>5.8</td>
<td>4</td>
<td>15.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Attendance Problems</td>
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<td>58.5</td>
<td>4</td>
<td>15.4</td>
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<td></td>
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<tr>
<td>Referral for Behavior</td>
<td>9</td>
<td>10</td>
<td>1</td>
<td>3.8</td>
<td></td>
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<td>Parent Teacher Meeting</td>
<td>2</td>
<td>2.3</td>
<td>2</td>
<td>7.7</td>
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</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>5.0</td>
<td>1</td>
<td>3.8</td>
<td></td>
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**TABLE 2**

**HOW DID YOU FEEL ABOUT HAVING AN ATTENDANCE DEPARTMENT?**

<table>
<thead>
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<th>Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>100</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Accepting</td>
<td>76</td>
<td>89.4</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>5.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hostile</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rejecting</td>
<td>2</td>
<td>2.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>2.4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
TABLE 3
WHAT DID YOU THINK THE FUNCTION OF THE VISITING COUNSELOR WAS AT THAT TIME?

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Totals</td>
<td>85</td>
<td>100</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Truant Officer</td>
<td>28</td>
<td>12.9</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td>Relief Officer</td>
<td>2</td>
<td>2.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Counselor</td>
<td>27</td>
<td>31.8</td>
<td>7</td>
<td>26.9</td>
</tr>
<tr>
<td>Case Worker</td>
<td>25</td>
<td>29.4</td>
<td>11</td>
<td>42.3</td>
</tr>
<tr>
<td>Disciplinarian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>3.5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
TABLE 4

WHAT DO YOU THINK THE FUNCTION OF THE VISITING COUNSELOR IS NOW?

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1.</td>
<td>The visiting counselor concentrates her entire time on attendance.</td>
<td>3</td>
<td>3.5</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>She makes a study of the child both at school and at home and works with the teacher and others in the school to assist the child in working out some of his difficulties.</td>
<td>14</td>
<td>16.5</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>She tells the teachers how to run their class rooms</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>She enforces the school attendance laws, and takes to court those children who are habitual truants.</td>
<td>1</td>
<td>1.2</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>She works as a member of a team of specialists in seeing that the child is afforded the opportunity to achieve the maximum of his potential, both in the class room work and in social and emotional growth toward mature and responsible citizenship.</td>
<td>66</td>
<td>77.6</td>
<td>22</td>
</tr>
<tr>
<td>6.</td>
<td>She takes to Juvenile Court those children whose behavior is so disruptive that it cannot be tolerated any longer and whose parents show no apparent concern about the child's behavior.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>She assists the principal in enforcing discipline in the school.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>She works with parents to help them handle the child in a more understanding manner at home.</td>
<td>1</td>
<td>1.2</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>She works with the administration and other staff members in developing the program of the school and in helping formulate policies and procedures.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Table 5

**What is your present relationship with the department?**

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Totals</td>
<td>85</td>
<td>100</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Excellent</td>
<td>36</td>
<td>42.3</td>
<td>17</td>
<td>65.4</td>
</tr>
<tr>
<td>Good</td>
<td>44</td>
<td>51.7</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td>Negative</td>
<td>2</td>
<td>2.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Critical</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>3.5</td>
<td>1</td>
<td>3.8</td>
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</tbody>
</table>
### TABLE 6

**HOW DO YOU THINK THE DEPARTMENT CAN BE IMPROVED?**

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>85</td>
<td>100</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Additional Workers</td>
<td>30</td>
<td>35.3</td>
<td>16</td>
<td>61.5</td>
</tr>
<tr>
<td>Closer Study of Parents and Home Conditions</td>
<td>2</td>
<td>2.4</td>
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<td>0</td>
</tr>
<tr>
<td>More Worker time at each School</td>
<td>1</td>
<td>1.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A Man to Head the Department</td>
<td>1</td>
<td>1.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A Male Staff Member for Each School</td>
<td>1</td>
<td>1.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Acceptance of More Referrals for Behavior</td>
<td>1</td>
<td>1.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Closer Visiting Counselor-Teacher Relationships</td>
<td>3</td>
<td>3.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>More Information Regarding the Work of the Attendance Department given Counselors and Teachers</td>
<td>2</td>
<td>2.4</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td>Shorter Intervals between Referrals and Action</td>
<td>2</td>
<td>2.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Suggestions</td>
<td>42</td>
<td>49.3</td>
<td>8</td>
<td>30.8</td>
</tr>
</tbody>
</table>
ATTITUDINAL SURVEY QUESTIONNAIRE
Attendance Department
Charlotte City Schools

Dear Principal-Teacher:

A student from the Atlanta University School of Social Work is writing her thesis on our department and is conducting this survey. Your cooperation in giving your unbiased opinion will be greatly appreciated.

I What was your first contact with the Attendance Department?

( ) Full interpretation of services offered
( ) Free lunch request
( ) Clothing request
( ) Conference for consultation
( ) Attendance problem
( ) Referral for behavior
( ) Parent-Teacher meeting

II How did you feel about having an Attendance Department?

( ) Accepting
( ) Indifferent
( ) Hostile
( ) Rejecting

III What did you think the function of the visiting counselor was at that time?

( ) Truant Officer
( ) Relief Giver
( ) Counselor
( ) Case Worker
( ) Disciplinarian
( ) Indifferent

IV What do you think the function of the visiting counselor is now?

( ) The visiting counselor concentrates her entire time on attendance.
( ) She makes a study of the child both at school and at home and works with the teacher and others in the school to assist the child in working out some of his difficulties.
( ) She tells the teachers how to run their class rooms.
( ) She enforces the school attendance laws, and takes to court those children who are habitual truants.
( ) She works as a member of a team of specialists in seeing that the child is afforded the opportunity to achieve the maximum of his potential, both in the class room work and in social and emotional growth toward mature and responsible citizenship.
( ) She takes to Juvenile Court those children whose behavior is so disruptive that it cannot be tolerated any longer and whose parents show no apparent concern about the child's behavior.
( ) She assists the principal in enforcing disciplines in the school.
( ) She works with parents to help them handle the child in a more understanding manner at home.
( ) She works with the administration and other staff members in developing the program of the school and in helping formulate policies and procedures.

V What is your present relationship with the department?

( ) Excellent  ( ) Good
( ) Negative  ( ) Critical

VI How do you think the department can be improved?

____________________________________________________________________

____________________________________________________________________

VII Do not sign your name but please check position:

( ) Principal  ( ) Special Teacher
( ) Teacher  ( ) Psychologist

Comments:____________________________________________________________________

____________________________________________________________________

PLEASÉ RETURN TO ATTENDANCE DEPARTMENT BY FEBRUARY 15, 1958.
BIBLIOGRAPHY

Published Material


BIBLIOGRAPHY (Continued)


Unpublished Material

