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# A survey of guidance activities in group III high schools in Virginia

Edward Michael Branich

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A SURVEY OF GUIDANCE ACTIVITIES IN  
GROUP III HIGH SCHOOLS IN VIRGINIA

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A Thesis  
Presented to  
the Graduate Faculty of  
The University of Richmond

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Edward Michael Branich  
August 1952

*Approved  
8/20/52  
C. F. Overton*

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## CHAPTER I

### INTRODUCTION

#### Origin of the Problem

Recognition of a definite need for organized guidance services is so general that planned guidance programs need no defense.<sup>1</sup> In the editor's introduction to a recent book on guidance practices, Franklin P. Zeran has this to say, "School administrators are becoming more and more interested in initiating and developing functional guidance programs within their schools."<sup>2</sup> Numerous articles discussing guidance--its principles, functions, techniques, and methods of evaluation--have appeared in periodicals devoted to education.<sup>3</sup> The State Board of Education of Virginia, in its newly adopted standards for the accrediting of Secondary Schools, states:

Guidance services shall be provided to aid pupils in making proper adjustments to the various types of problems which they must meet.

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<sup>1</sup> Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The Macmillan Company, 1951), pp. 80-81. et passim.

<sup>2</sup> Clifford E. Erickson and Marion C. Happ, Guidance Practices at Work (New York: McGraw-Hill Book Company, Inc., 1946), Editor's Introduction.

<sup>3</sup> e.g. N.E.A. Journal; School Review; Occupations; High Points; Bulletin of National Association of Secondary School Principals.

Guidance in school consists of an organized program . . .<sup>4</sup>

The question arises: Has actual practice kept pace with theory and with knowledge of the best procedures?

A survey reported by the United States Office of Education reveals that of all the persons working in public high schools in the United States in 1946 only 2½ per cent gave some time to guidance activities.<sup>5</sup> The survey also indicates that in the State of Virginia 167 persons gave some time to guidance activities out of a total of 6,056 people engaged as administrators, supervisors, teachers, and other instructional staff of all public high schools.<sup>6</sup> This is just a little higher than the national average.

Most secondary schools can be assumed to be making some effort both to provide for individual differences among their pupils and to assist them in making personal adjustments; but systematic guidance services vary widely from one section of the country to another, from one state to another,

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<sup>4</sup> Commonwealth of Virginia, State Board of Education, Standards for the Accrediting of Secondary Schools (Richmond, Virginia: State Department of Education, 1950), p. 14.

<sup>5</sup> Federal Security Agency, U.S. Office of Education, Statistics of Public High Schools 1945-46, Biennial Survey of Education in the United States, 1944-46. (Washington, D.C.: U.S. Government Printing Office, 1949), pp. 68-69.

<sup>6</sup> Ibid.

and from one school to another.<sup>7</sup> The interest of the present writer was directed toward the Group III schools of Virginia through his position as an administrator in one of them and his familiarity with many of the school systems. The desire to learn in more detail the existing guidance activities of the Group III schools, most of which have a small enrollment,<sup>8</sup> led to the formulation of this problem.

#### Statement of the Problem

Any consideration of guidance activities brings a series of questions to mind. In how many schools is there an organized guidance program? Who is responsible for its direction? For which functions are those concerned with guidance responsible? With many writers in the field of guidance agreeing that greatest efficiency is achieved when areas of responsibility are defined,<sup>9</sup> the answers to such questions become of major importance.

Other questions which arise might be classified as part of the processes of guidance services which Ruth Strang calls appraisal and adjustment.

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<sup>7</sup> Walter J. Greenleaf and Royce Brewster, Public High Schools Having Counselors and Guidance Officers (Washington, D.C.: U.S. Government Printing Office, 1939) p. 3.

<sup>8</sup> Infra. p. 7.

<sup>9</sup> e.g. Frank G. Davis, Editor, Pupil Personnel Service (Scranton, Pa.: The International Text Book Company, 1948), p. 470.  
Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Company, 1951), p. 57.

Appraisal is the process of understanding the individual, of ascertaining his potentialities, interests and needs. Adjustment is the process of developing these abilities by providing conditions favorable for growth, giving information necessary as a basis for making wise choices and helping the individual to acquire special skills.<sup>10</sup>

Within these areas one might ask: What is the curricular offering of these schools? How is educational and vocational information made available? What activities are included in the civic-educational, social and recreational program? What records are kept, and how are they used? What methods are utilized in studying the pupil? What provision is there for articulation between various educational levels, and between school and work? In what ways are individual differences and individual adjustment problems provided for?

Briefly then, the purpose of this study is to determine (1) the administration of guidance activities in Group III high schools of Virginia, and (2) the existence of specific activities in the areas of information and assistance to pupils; individual inventory; and aid in "bridging the gap"<sup>11</sup> between elementary school and secondary school,

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<sup>10</sup> Ruth Strang, Counseling Technics in College and Secondary Schools (New York: Harper and Brothers, Revised Edition, 1949), pp. 3-4.

<sup>11</sup> Shirley Hamrin, C. E. Erickson, and Margaret W. O'Brien, Guidance Practices in Public High Schools (Bloomington, Ill.: McKnight & McKnight, 1940), p. 13.

and between secondary school and higher education or work. This survey cannot furnish adequate evidence of the quality of the work, but some information having bearing on this has been secured.

A partial answer to the problem of the quality of performance of guidance functions has been attempted by seeking to learn the training and experience of those responsible for such functions; the type of in-service program offered to teachers; the progress which has been made in the past five years in the opinion of the guidance functionaries; and the most serious limitations, in their opinion, to the progress of the program.

### Delimitation of the Problem

A wide variety of definitions of guidance has appeared during the past few years. In many of the approaches there is wide and violent disagreement. These varied points of view serve to illustrate . . . the lack of concise thinking on the exact kinds of activities that take place within the framework of the think called "guidance."<sup>12</sup>

Since guidance permeates almost every activity of the school, and in the interest of harmony with the present standards of the State Department of Education in Virginia, the term "guidance services" and its definition as given in the Guidance Handbook will be used for this study:

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<sup>12</sup> Erickson and Happ, op. cit., p. 1.



In the interest of unity of thought and effort for guidance services in Virginia, it is believed that an acceptable statement of the meaning and purpose of guidance services should be the first consideration of this bulletin. The Statement of Guiding Principles developed for the Evaluative Criteria of the Cooperative Study of Secondary School Standards represents a sound point of view from which to plan guidance services in a high school program.

#### Statement of Guiding Principles on Guidance Services

Guidance services, as applied to the secondary school, should be thought of as organized activities designed to give systematic aid to pupils in solving their problems and in making adjustments to various situations which they must meet. These activities should assist each pupil in knowing himself as an individual and as a member of society; in making the most of his strengths and in correcting or compensating for weaknesses that interfere with his progress; in learning about occupations so that he may intelligently plan and prepare, in whole or in part, for a career; in learning about educational opportunities available to him; and in discovering and developing creative and leisure interests.

These objectives should be achieved through cooperative relationships among the home, school and community; through a closer co-ordination of the work of the secondary school and the sending schools; through use of a system of cumulative records and reports; through interpretation of adequate and specific data concerning the individual pupil; through a comprehensive and effective system of counseling; through co-ordination of the work of the school and community agencies; and through definite provisions for articulating the work of the school with the needs of the individual after he leaves school.

To effect these results the school administration must support and encourage the guidance function with leadership and facilities necessary to provide adequate services. All members of the guidance and teaching staffs should understand their mutual responsibilities and should desire to cooperate in

fulfilling these responsibilities. Although every teacher and administrative officer should be prepared to participate in guidance activities, the services of competent counselors who have specialized training should be available. In conjunction with other available information, measurements and tests of various types, standardized or locally devised, and personality and interest inventories should be available and should be used as guidance tools with full knowledge of their values and limitations.

Finally, the guidance services should reveal facts about the pupils enrolled and the community served which the whole school staff should study and interpret in the continuous evolution of the curriculum.<sup>13</sup>

Within this definition of guidance activities the scope of the present study lies. It is further limited to the Group III high schools of Virginia. A Group III high school is defined as follows: ". . . Group III consists of schools with less than 200 high school students . . . Group classification is flexible, in that," when, "normal classification imposes problems of excessive travel or of differing activities interests."<sup>14</sup> Because of the flexibility of this rule, it will be found that some of the Group III schools in this study may have more than 200 students.

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<sup>13</sup> Commonwealth of Virginia, State Board of Education, Guidance Handbook (Richmond, Va.: State Department of Education, 1951), pp. I-1 - I-2.

<sup>14</sup> Virginia High School League Handbook (Charlottesville, Va.: The Virginia High School League, Extension Division, University of Virginia, 1950), p. 19.

### Methods of Procedure

With the formulation of this problem came the necessity for (1) determining specific guidance activities within the area to be investigated, (2) deciding on a method of obtaining the information, and (3) securing the cooperation of school administrators and guidance workers. Since decisions in these three respects were interlocking and often simultaneous, the following discussion does not consider them in numerical order.

Reading and study in the field indicated the existence of various guidance activities. To secure information about these activities two instruments were possible, the interview and the questionnaire. To obtain a picture of the trend in regard to guidance activities in the Group III schools in the state it was necessary to have information on more schools than would be possible if the interview technique were chosen. For this reason, although several interviews were made in the various stages of the survey, the questionnaire was selected as the basic technique to be used, even though its limitations<sup>15</sup> were recognized.

Late in January of 1952 a postal card questionnaire was sent to the 234 Group III high schools in the state

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<sup>15</sup> Infra. p. 11.

which were listed in the 1951-52 League Directory.<sup>16</sup> Several questions concerning the guidance services being given, the existence of an organized program, and willingness to cooperate in a more detailed survey were asked. Replies were received from 197 schools which represents 83 per cent of the total. Of these, 132 indicated an organized guidance program and 133 signified willingness to answer a detailed questionnaire. To these 133 and to an additional 19 (to include those who neglected to indicate whether or not they would answer a more detailed questionnaire), questionnaires were sent in March. Responses were received from 121.

During the summer of 1951 the writer interviewed Mr. James B. Patton, Jr., in the Guidance and Adult Education Division of the State Department of Education. Mr. Patton furnished information about the work of the State Consultation Services and the Guidance and Adult Education Division. From these interviews, and from the related studies discussed below, as well as from various books on secondary school guidance,<sup>17</sup> also from Section G of the Evaluative Criteria,

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<sup>16</sup> The Virginia High School Leaguer, Extension Division of the University of Virginia, October 1951, 15 pp.

<sup>17</sup> Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools (New York: The Macmillan Company, 1933).  
E. G. Williamson and M. E. Hahn, Introduction to High School Counseling (New York: McGraw-Hill, 1940).

Strang, op. cit., p.4.

Hamrin, Erickson, and O'Brien, op. cit., p.4.

1950 Edition,<sup>18</sup> items were listed having to do with guidance activity. From this list a questionnaire was compiled.

Aware that the respondents would be busy with regular school work, the writer limited the questionnaire to items basic in guidance activities. Although ample space was left for comments, the form used allowed for checking "yes" or "no", and checking items in a list. By reducing the length of the blank to a minimum, and by stating the questions so as to permit simple and rapid answering, it was hoped to achieve a larger and more accurate response. Insofar as possible items which were included were so formulated that they would apply to schools without an organized program as well as those with an organized program.

Copies of the first draft of the questionnaire were sent to several people throughout the state, who were either employed as members of the State Consultation Services and/or were familiar with and had read widely on guidance services. They were asked to read the items for ambiguity, triviality and unnecessary limitation, and to make suggestions concerning items which they felt should be included. As a result some items were changed or omitted, others included. Additional suggestions were made by the writer's thesis adviser.

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<sup>18</sup> Cooperative Study of Secondary-School Standards (Washington, D.C.: Cooperative Study of Secondary School Standards, 1950), pp. 219-234.

In spite of care in the formulation of the items in the questionnaire, it retained certain limitations as an instrument. Although it did not seem possible to overcome these, they must be recognized as having bearing on the results. In the first place, it is impossible to know whether the guidance activity which was checked as being in existence is functioning effectively, or whether the person specified as performing a duty has adequate ability and training and is doing the work well. In the second place, there is the possibility that in some instances interpretation of the terms might vary. For example, the "home room" may be very much different in several schools, and its existence may be important to the guidance services in one school, but not in another.

Even with these limitations, however, it was felt that the purpose of the study could be accomplished. When the questionnaire had been completed it was sent to 152 Group III high schools in Virginia and replies were received from 121 of these schools.

Tabulation of the results of the questionnaire and interpretation together with some comparison with related studies to determine similarities and trends complete the methods of procedure.

### Related Studies

Studies of the guidance services of Virginia schools are not many in number, and all that were found are unpublished. Three studies were found which seemed most pertinent to the present survey and are described below.

An unpublished summary report, "Guidance Information Taken from 1951-52 Principal's Preliminary Annual Reports,"<sup>19</sup> was obtained from the office of the State Consultation Services in Richmond. The total number of schools, including both white and negro, reporting was 507. Cumulative records were kept by 490 schools, 5 did not keep records, and 12 gave no answer. Counseling space was provided by 338 schools, no space provided in 136 schools and 7 schools provided some space while 26 schools gave no response. Vocational and educational information was provided by 435 schools, while 25 schools did not provide any and 26 schools provided some; 21 schools failed to answer.

Britton's study,<sup>20</sup> was made in 1947. Replies were received from a total of 309 schools of which 247 fall into the classification, according to size, that is covered by this study. The study revealed that organized programs

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<sup>19</sup> Unpublished report in hands of writer.

<sup>20</sup> Roderick J. Britton, "A Survey and Evaluation of Guidance Practices in the High Schools of Virginia," (unpublished Master's thesis, The College of William and Mary, Williamsburg, Va., 1947).

existed in less than 50 per cent of the schools and only 34 per cent of the schools had directors of guidance. One fourth of the schools had counselors and only 39 per cent of the schools designated time in the daily schedule for guidance activities. A little more than half of the schools provided for an in-service training program and most of the group guidance, in 98 per cent of the schools, was done through regular academic classes. Vocational information was provided in 80 per cent of the schools and only 42 per cent had follow-up programs, but those were mostly concerned with college entrants rather than drop-outs. The instruments used in counseling were mostly intelligence and aptitude tests, which were used in 57 per cent of the schools, while general interest inventories, vocational interest tests and personal adjustment tests were used by less than 17 per cent of the schools.

Pulley,<sup>21</sup> in 1948-49, did a follow-up on Britton's study and brought forth the following findings. Out of the 350 schools responding to his questionnaire, 127 were small schools and the information for the small schools is presented here. An organized guidance program was provided by 43 per cent of the schools and provision for a special space

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<sup>21</sup> David C. Pulley, "A Survey and Appraisal of Guidance Services in the High Schools of Virginia, 1948-49," (unpublished Master's thesis, The College of William and Mary, Williamsburg, Va., 1950).



for counseling was made by 58 per cent of the schools. Less than 50 per cent of the schools provided a class period per day for each 75 students, for counseling, and 33 per cent made no provision for counseling time in the daily schedule. Cumulative records were found to be kept by 90 per cent of the schools. Vocational information was provided for students in 70 per cent of the schools. An in-service training program was reported by 50 per cent of the respondents and the principal was listed as a functionary of the guidance committee in 96 per cent of the schools. A follow-up plan was reported by 21 per cent of the schools and the tests used as instruments in providing guidance services in 85 per cent of the schools were intelligence and achievement tests while aptitude, vocational interest, and special interest tests were the least used.

## CHAPTER II

### COOPERATING SCHOOLS

The questionnaire devised by the writer was sent, as was pointed out under Methods of Procedure,<sup>1</sup> to 152 of the Group III high schools of Virginia. One hundred and twenty-one, which is approximately 80 per cent of the questionnaires, were returned. A check was made of the questionnaires returned to see if the results were representative geographically of all portions of the state. An examination of the map appended will indicate that the distribution was satisfactory.

The largest percentage of the questionnaires was filled in by the principals of the responding schools. In a few cases the responses were made by either a counselor, director of guidance or a classroom teacher. Table I classifies the respondents as they indicated their titles.

The organization of almost all of the responding schools falls into two groups, the 7-4 plan or the 7-5 plan. Forty-seven schools indicated they were organized on the 7-4 plan, while 60 were organized on the 7-5 plan. Eight schools had the 8-4 plan, while one indicated that it had a 7-2 plan, but stated that it had only two years of high school. One school stated that it was all high school.

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<sup>1</sup> Supra, p. 8.

TABLE I

TITLE OF PERSON RESPONDING TO QUESTIONNAIRE  
ON GUIDANCE SERVICES

Title of respondent	Number	Per cent
Principal	98	80.8
Counselor	5	4.1
Director of Guidance	4	3.4
Teacher-Counselor	3	2.5
Classroom Teacher	3	2.5
Teacher and Principal,	2	1.7
Librarian	1	.8
Principal's Secretary	1	.8
Title Not Given	4	3.4

The enrollments of the cooperating schools show a variation. The 121 schools represented in this study vary in enrollment from a low of 24 to a high of 343 students. Most of the schools represented, 68 per cent, have an enrollment that falls between 50 and 200 pupils. There are fourteen schools represented which have fewer than 50 students on the rolls, and only two schools which have an enrollment above 300 but less than 350. The enrollment figures are shown in Table II.

Concern for the placing of responsibility of a guidance program in a school depends upon the enrollment of that school. In order that the guidance program may be effective, coordination and direction become vital. Robert Hoppock has said, "Appoint someone to take charge of the program . . ."2 Smith calls to our attention "In smaller schools the principal may be the nominal leader of the program and may delegate the various functions to members of a guidance committee. Other things being equal, leadership responsibility should be placed upon an individual rather than upon a committee."3 Chisholm spotlights the need for real leadership in guidance by writing that "so far as guidance is concerned the most

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<sup>2</sup> Robert Hoppock, "Starting a Guidance Program," Occupations, XIII (Jan. 1935), 344.

<sup>3</sup> Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The Macmillan Company, 1951), p. 91.

TABLE II  
 ENROLLMENT OF 121 GROUP III SCHOOLS  
 RETURNING THE QUESTIONNAIRE

Number of pupils enrolled	Number of schools
349 - 300	2
299 - 250	3
249 - 200	8
199 - 150	22
149 - 100	29
99 - 50	31
Below 50	14
Not specified	12

Range: High - 343

Low - 24

important handicap at the present time in the schools generally is the lack of able professional leadership."<sup>4</sup> He reminds his readers, too, that the school principal is ultimately responsible for the efficiency of the guidance program.

In the 121 Group III schools surveyed, responsibility for the overall guidance program is not placed with one person in more than 50 per cent of the cases. The principal's Preliminary Annual High School Reports for the 1951-52 session shows that 71 of the 121 schools surveyed by the writer have organized programs.<sup>5</sup> However, as Table III shows, in only 53 schools is one person responsible for guidance activities. Comparison of questionnaire responses to this item with the replies as to who is responsible shows that if one person has this obligation it is usually the principal, who is presumably also busy with duties of administration and supervision. (See Table III on page 22)

This practice of the principal's being the one to provide guidance is not unusual. Jacobson and Reavis found that of 68 secondary schools in 22 states, 53 per cent of the principals in the schools in question undertook to have

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<sup>4</sup> Leslie L. Chisholm, Guiding Youth in the Secondary Schools (New York: The American Book Company, 1945), p. 418.

<sup>5</sup> State Consultation Services, Richmond, Virginia, unpublished report, 1951-52.

the major portion of the guidance activities center around themselves.<sup>6</sup> Other studies, dealing with Virginia schools, have shown similar results. Pulley found the principal a member of the guidance committee in 96 per cent of 127 small high schools.<sup>7</sup> Britton found the principal as a guidance functionary in 100 per cent of 247 high schools.<sup>8</sup>

Although failure to put an individual in charge often results in overlapping duties and scattered effort, it is obviously possible definitely to delegate responsibility and functions among several, yet retain coordination.

A study of individual cases would be necessary in order to evaluate the effectiveness of this procedure. Williamson and Hahn say that "only the head of the school can supervise and coordinate the many phases of a personnel program. Moreover, only the principal or superintendent is able to coordinate personnel services with instruction and to persuade teachers of the necessity of performing their

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<sup>6</sup> Paul B. Jacobson and William C. Reavis, Duties of School Principals (New York: Prentice Hall, Inc., 1948), pp. 121-122.

<sup>7</sup> David C. Pulley, "A Survey and Appraisal of Guidance Services in the High Schools of Virginia, 1948-49," (unpublished Master's thesis, The College of William and Mary, Williamsburg, 1950), p. 23.

<sup>8</sup> Roderick J. Britton, "A Survey and Evaluation of Guidance Practices in the High Schools of Virginia," (unpublished Master's thesis, The College of William and Mary, Williamsburg, 1947), p. 14.

unique personnel functions . . . In a real sense, therefore, the school administrator is the director of the personnel program."<sup>9</sup> Turrell and Weitzel say that "the principal should be left relatively free to organize and to administer, to plan and execute, to supervise instruction, and even to sit back and have ideas!"<sup>10</sup> Broady and Clason in urging understanding on the part of the entire staff, and division of responsibilities among a few state that "control of the general planning will reside with the principal or superintendent."<sup>11</sup> To these writers direction and administration can best be done by the head of the school; but the direction should not also involve a responsibility for carrying on all guidance activities personally. A report by the New Jersey Secondary School Teachers' Association states, "The principal as an effective agent for guidance, according to teachers, varies inversely as the size of the school's enrollment."<sup>12</sup> To a certain extent then, the small enrollment of these Group III schools might make possible the effectiveness of the principal as a guidance functionary.

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<sup>9</sup> E. G. Williamson and M. E. Hahn, Introduction to High School Counseling (New York: McGraw-Hill, 1940), p. 79.

<sup>10</sup> A. M. Turrell and H. I. Weitzel, "Secondary School Guidance," Phi Delta Kappan, XIII (Sept. 1940), 9.

<sup>11</sup> Knute Broady and Elgin Clason, "Guidance in Small High Schools," Occupations, XII (Nov. 1933), 10.

<sup>12</sup> New Jersey Secondary School Teachers' Assn., Guidance Service Standards for Secondary Schools (1937), as quoted in James A. McClintock, Personnel Procedures in Secondary Schools (New York: The Psychological Corporation, 1940), p. 1.



TABLE III  
RESPONSIBILITY FOR GUIDANCE ACTIVITIES

Placing of responsibility	Number	Per cent
Placed with one person	53	43.8
Not placed with one person	64	52.9
No response	3	2.5
No organized program	1	.8

TABLE IV  
PERSONS WITH WHOM RESPONSIBILITY  
FOR GUIDANCE IS PLACED

Person assigned responsibility	Number	Per cent
Principal	88	72.5
Classroom Teacher	53	43.7
Counselor	40	33.0
Home Room Adviser	32	26.5
Librarian	3	2.5
Assistant Principal	1	.8
Others	3	2.5
No response	4	3.4

The division of responsibility for guidance is summarized in Table IV. Respondents were asked to check more than one item if responsibility was scattered. The principal was checked most often. However, the responses in many cases indicated that the responsibility was scattered as can be gathered from the following statements taken from the returned questionnaires:

Guidance committee, assistant principal is chairman and works very closely with principal who is directly responsible.

Principal and two teachers.

One teacher and principal, with help of all.

Committee and all teachers assuming some responsibility.

All our teachers are responsible for the program.

Two counselors-principal.

The classroom teachers share the responsibility for the overall guidance program in 53 of the 121 responding schools while the counselor and home room adviser rank next in slightly more than one third of the schools represented in this study.

The home room plan for guidance, according to the responses, appears to play an important part in the program of the small high schools. Seventy-one, or 60 per cent, of the schools reported that they used the home room plan for guidance. Ten others indicated a modified use while four stated some use of the home room.

In connection with the home room it is difficult to say to what degree its existence is a guidance activity, and not an administrative device. Several writers agree that the home room can play an important part in guidance activities but go on to state that in many cases the actual practice of using the home room for guidance activities is not successful because of limited time, most of which is taken up with administrative duties, and the lack of training, experience and proper attitude of the home room teacher.<sup>13</sup> Hoppock, in quoting Warters, has this to say, "Surveys show that the home room is frequently used medium for group guidance. The surveys also show that, in the main, it is an ineffectual medium."<sup>14</sup>

The areas of responsibility of those charged with guidance are shown in Table V. It appears that the emotional problems of the students is the greatest area of responsibility for those charged with guidance functions, as 95 out of the 121 responses listed this as an area of responsibility. However, there is very little variation in the number which also checked Orientation Into High School (93), Curriculum

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<sup>13</sup> Frank G. Davis, Pupil Personnel Service (Scranton, Pa.: The International Textbook Company, 1948), pp. 445-446.

Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Company, 1951), p. 253.

<sup>14</sup> Robert Hoppock, Group Guidance - Principles Techniques and Evaluation (New York: McGraw-Hill Book Co., Inc., 1949), pp. 31-32.

Guidance (93), Social Problems (88), and Educational-Vocational Guidance (87), as being areas of responsibility. These ranked highest in the schools surveyed. Home room activities and Supervision of Extra-Curricular Activities both were responsibilities in 78 schools, while discipline and quality of the students' work were given attention in 73 of the schools. Control of attendance and job placement were areas in 50 per cent of the schools. The lowest in the area of responsibility concerned the financial problems which received attention in 32 of the schools. It can be discerned from the above that in over 50 per cent of the schools surveyed, the persons responsible for guidance functions have not a few areas of responsibility but almost all of those that were mentioned on the questionnaire.

The percentage on home room activities, 64 per cent, seems to indicate that the home room plan is used in the schools and does function to some extent as a means of providing guidance, since it has been mentioned earlier that 60 per cent of the schools indicated they used the home room plan for guidance.

A wide variation was shown in the number of times an area was mentioned as a responsibility of the person(s) in charge of guidance and the number of items checked by an individual school covered a wide range. As many as 12 areas were marked in 10 cases, and as few as 3 in 6 schools. To

TABLE V  
 AREAS OF RESPONSIBILITY OF THOSE CHARGED  
 WITH GUIDANCE FUNCTIONS

Area of responsibility	Total number of schools responding*	
	Number	Per cent
Emotional Problems of Students	95	78.3
Orientation into High School	93	76.1
Curriculum guidance	93	76.1
Social Problems	88	72.5
Educational-Vocational Guidance	87	71.7
Home Room Activities	78	64.3
Supervision of Extra Curricular Activities	78	64.3
Discipline	73	60.2
Quality of Student's Work	72	59.4
Job Placement	61	50.3
Control of Attendance	57	46.9
Financial Problems of Students	32	26.4

\*Includes two which stated "All left up to homeroom teachers."

be sure, in the opinion of the writer, the person doing pupil personnel work must be concerned with most of the areas, but such a multiplicity of duties cannot be carried out successfully in addition to a full schedule of administrative duties or classroom teaching. It must be recalled, however, that in most of these schools enrollment is small, and more than one person is given the responsibility for guidance.

Responsibilities in many directions could be more easily carried out if adequate clerical help were available. However, as is shown by Table VI, 59.50 per cent of these 121 schools reported that no clerical help was available especially for guidance work. Paid adult help was available in only 22 of the schools and one school reported paying a student for such work. A few of the schools reported volunteer help from both adults and students. Thirteen schools reported volunteer clerical help from adults while 16 schools used students who volunteered their services.

It is apparent, from the responses received, that the majority of the schools are making some effort to provide both the time and space for counseling and interviews. In reply to the question, "Is a special space provided for interviews and counseling?", 78, or 64 per cent, of the schools indicated they had such a space, and of the remaining 36 per cent, four schools stated either "some" or

TABLE VI

AMOUNT AND TYPE OF CLERICAL HELP  
AVAILABLE FOR GUIDANCE WORK

Type of clerical help	Number	Per cent
Help Available:		
Paid Adult	22	18.1
Volunteer Adult	13	10.7
Paid Student	1	.8
Volunteer Student	16	13.2
No Help Available	72	59.3
No Response	2	1.6

"partial" space. In some cases, from the writer's personal visits to several of the cooperating schools, it was apparent that it is almost impossible to provide a special space for counseling and interviews other than the principal's office, because some of the Group III high schools of today were built for a school enrollment of twenty or more years ago.

There were only 22, or 18 per cent, of the cooperating schools which stated that they did not provide any time for counseling or guidance activities in the daily schedule for 1951-52. Of the remaining 82 per cent of the schools responding, 42 allowed the counselor one class period per day for guidance activities, 26 schools had two daily periods in their schedule, 12 schools indicated three periods for such work, 2 allowed four periods daily, while 3 schools had five periods. The maximum number of periods in the daily schedule allowed for guidance and counseling, however, was in a school with an enrollment of 159 students which had 7 periods in the daily schedule for such activities.

It would be interesting if it were possible to compare the responses to the questions regarding both time and space allowed for interviews and counseling with answers that might have been given a year or more ago. This would have been the period before the new Standards for the Accrediting of Secondary Schools of Virginia had been given to the schools. The Standards state that suitable and adequate provision shall



be made for the time needed for guidance services and define time and space as follows:

Time for Counseling and Related Activities - One class period per day shall be provided for each unit of one hundred pupils or major fraction thereof.

Required Space for Guidance Service - All persons assigned time for guidance activities shall be provided a private space for work during the time assigned.<sup>15</sup>

It is the opinion of the writer that a great deal of progress has been made in the Group III schools in regards to providing space and time for counseling due to the new Standards for the Accrediting of Secondary Schools.

#### Summary

The questionnaire on guidance activities sent to 152 Group III high schools of Virginia brought responses from 121 schools, or 80 per cent, which were representative geographically of all portions of the state. The organization of the responding schools shows that 47 have the 7-4 plan, while 60 have a 7-5 plan. This indicates that approximately 40 per cent of the schools have not at the present time added the eighth grade to their program.

Enrollment in the 121 schools ranged from 24 to 343, with 68 per cent having an enrollment which ranged between

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<sup>15</sup> Commonwealth of Virginia, State Board of Education, Standards for the Accrediting of Secondary Schools (Richmond, Va.: State Department of Education, 1950), pp. 15-17.

50 and 200 pupils. Only 13 had more than 200 students and 14 had fewer than 14 pupils. The problems of guidance for this group, therefore, would seem to be those of the small high school.

Responsibility for guidance activities was placed with one person in 53 cases, or 44 per cent of the total group. Principal, classroom teachers, counselor and home room advisers, in that order, were named most frequently as having a definite responsibility.

The home room plan plays an important part in the guidance program, as it was reported as being used either entirely or in some modified form, in 81, or 67 per cent, of the schools.

Those charged with guidance functions have many areas of responsibility, with emotional problems of students, orientation into high schools and curriculum guidance being named most frequently. Financial problems of students, control of attendance and job placement were checked least often. Little clerical help is available especially for guidance work, being reported in only 40.50 per cent of the schools. Whether or not this situation has resulted in omission of some guidance service was not learned by this survey.

The small schools in Virginia are making some effort to provide both time and space for counseling and guidance

activities. Eighty-two per cent of the schools provided some time in the daily schedule for such activities and 64 per cent provided a special space for interviews and counseling.

## CHAPTER III

### CURRICULAR ORGANIZATION

#### Types of Curricula

In addition to surveying the administration of guidance activities in the small high schools of Virginia, a second phase of the present problems deals with offerings made available to the pupils. The mere fact that they are available does not guarantee that effective guidance toward the best use of the offerings is also present, but the guidance worker, having in mind individual differences in needs, abilities and interests can accomplish more easily the desired goals if adequate curricula and sufficient extra-curricular resources are provided.

The 121 schools represented in this study indicate what seems to be a healthy trend in regards to the type of curricula being offered. One hundred and two schools offer a general curricula, which represents 84 per cent of the total, while 95 schools, or 78 per cent, offer a college preparatory course. The writer believes this is a significant trend, as it is possible to interpret the data to indicate that perhaps the small rural schools of Virginia are getting away from the traditional college preparatory curricula and are taking the needs, abilities and interests of the students into the consideration they deserve, since

only 20 per cent of high school students continue their education in college.<sup>1</sup> To substantiate this point of view, one needs only to look a little further at the picture presented in reply to the questionnaire as shown in Table VII. Eighty-five schools, or 70 per cent, offer a home economics curriculum; 81 schools, or 67 per cent, offer a business education curriculum; and 77 schools, or 63 per cent, offer an agricultural curriculum. When one takes into consideration that most of the Group III schools are in rural areas and have small towns nearby, which need clerical workers, then it appears that perhaps the curricular offerings in the schools are being set to meet the needs of pupils and communities. One of the responding schools even indicated, "We do not specify special curricula."

Other types of curricula being offered in these schools include: Fine Arts in 20 schools, Industrial Arts in 13 schools, and Trade and Industry in 3 schools.

#### Offerings in the Area of Social-Civic Education

The schools surveyed, as a whole, seem to be making provisions for social-civic education, providing opportunities for groups to learn by working and playing together. One must realize that existence of these group activities

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<sup>1</sup> E. G. Williamson and M. E. Hahn, Introduction to High School Counseling (New York: McGraw-Hill, 1940), p. 28.

TABLE VII  
CURRICULAR OFFERINGS OF 121 GROUP III  
SCHOOLS IN VIRGINIA

Curriculum offered	Number	Per Cent
General	102	83.8
College Preparatory	95	78.3
Home Economics	85	70.0
Business Education	81	66.7
Agriculture	77	63.5
Fine Arts	20	16.5
Industrial Arts	13	10.7
Trade and Industry	3	2.5
No response	6	4.9

does not mean that in all cases the most worthwhile outcomes are being achieved. Participation may provide for social adjustment, it may develop leadership of a desirable sort, it may be an opportunity for vocational and academic try-out; but whether or not participation brings about these desirable ends depends on more than the existence of the activity. A further study might conceivably be made to determine the effectiveness of this group of activities.

The variety of offerings which can contribute much to the development and adjustment of pupils in the social-civic area is shown in Table VIII. Group recreation, cooperation with Boy Scouts, FFA and 4-H groups, class picnics, and student planned and conducted assemblies are provided for in over 80 per cent of the schools in this study.

Table VIII also shows that subject matter clubs are provided in only 53 or 43.8 per cent of the schools. Student government is provided in 68 schools while the activities checked least often were clubs open to all boys, (such as Hi-Y), and clubs open to all girls (such as Girl Reserves).

Some effort is being made in the schools to provide for recreation in which the parents participate. Fifty-nine, or 48.8 per cent, of the schools indicated that they provided for such activities. This seems particularly significant in that it tends to give the impression that the schools are making some effort towards getting the schools to be a part of the community.

TABLE VIII  
OFFERINGS PROMOTING SOCIAL-CIVIC EDUCATION

Type of offering	Number	Per cent
Group recreation, such as parties, picnics for entire group	106	87.1
Cooperation with Boy Scouts, FFA, 4-H Groups	104	85.4
Class or Club picnics, parties, banquets	100	82.1
Student Planned and Conducted Assemblies	98	80.8
Student Governing Groups	68	50.1
Recreation planned with parents participating	59	48.6
Subject matter clubs, hobby groups, etc.	53	43.7
Clubs open to all girls, such as Girl Reserves	44	36.3
Clubs open to all boys, such as Hi-Y.	42	34.6



### Activities in the Area of Educational-Vocational Information

Although just "giving information" is not sufficient educational or vocational guidance,<sup>2</sup> a glance at Table IX indicates that making information available is more common than assisting the pupil in applying the information. Printed materials and motion pictures fill in the first five positions in the table. These may be presented in such a way that they are extremely helpful, for information is necessary. If presented well and, especially when supplemented by individual inventory, it is certainly valuable.<sup>3</sup> It would be of interest to know in what way occupational information is presented.

It can be noted that in sixth place, eighth and ninth places, in eleventh place and last on the list are items which more easily give the pupil "first hand" contacts with persons and jobs in which they may be interested. Exploratory courses, actual visits to industrial and commercial concerns of the community and personal interviews by students with those engaged in various vocations might well be given equal rank with other items and, in the opinion of the writer, should appear more frequently than they do. "Large

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<sup>2</sup> Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The Macmillan Company, 1951), pp. 166-168.

<sup>3</sup> Ibid., p. 166.

TABLE IX

TYPES OF EDUCATIONAL AND VOCATIONAL INFORMATION  
OFFERED IN VARIOUS SCHOOLS

Types of educational and vocational information	Number	Per cent
Occupational books, pamphlets, magazines	102	83.8
Visual presentation (e.g. motion pictures, exhibits, posters)	97	80.0
Printed material on college entrance requirements	89	73.3
Printed or duplicated material concerning program of studies	76	62.7
Description of opportunities for vocational training	62	51.1
Exploratory courses	61	50.3
Units on vocations within another course	56	46.2
Visits to industrial and commercial concerns	54	44.5
Personal interviews with students by business and professional men	53	43.7
Study of community opportunities for work	49	41.4
College Day (College representatives visiting schools)	46	38.9
Courses on occupations	35	28.8
Students' handbook	22	18.1
Guidance issue of paper	20	16.5
Career Day	13	10.7
Others	3	2.5

numbers of high schools depend upon classroom teaching of occupational information to resolve vocational problems of students," says Hahn. "This faith in talking at students has little to recommend it. Many of the studies which show advantage of classroom group-counseling do so only in terms of gains in amount of occupational information."<sup>4</sup>

One explanation for the rank of exploratory courses, in the schools surveyed, might be that these schools have inaugurated the 7-5 plan in recent years and according to the State Department of Education:

The eighth grade in the five year high school provides an additional year for the total development of all pupils. Subjects for this grade include . . . exploratory courses in two or more fields of industrial arts, agriculture, fine arts, homemaking, and business.<sup>5</sup>

The fact that 61 of the schools in this study offer exploratory courses and 60 of the schools have a 7-5 organization<sup>6</sup> lends this explanation some support.

The findings of this study reveal that courses on occupations are offered in only 46 or 37.9 per cent, of the

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<sup>4</sup> Milton E. Hahn, "Levels of Competence in Counseling - A Post-War Problem for Student Personnel Work in Secondary Schools," Educational & Psychological Measurement II (July, 1942), 250.

<sup>5</sup> Commonwealth of Virginia, State Board of Education, Standards for the Accrediting of Secondary Schools (Richmond, Va.: State Department of Virginia, 1950), p. 11.

<sup>6</sup> Supra, p. 15.

schools responding. A glance at Table X shows that this course is offered most frequently in the eighth grade. It is possible that the respondents may have interpreted "courses on occupations" in the questionnaire to mean the subject offering "exploratory courses" of the eighth grade as stated in the Standards for the Accrediting of Secondary Schools.<sup>7</sup> One of the respondents noted that courses on occupations were given "In only home economics and agriculture 8th grade."

Further study of Table X shows that approximately three fourths of the courses on occupations are offered before the eleventh grade is reached. This seems wise in view of the fact that for many pupils graduation from high school completes schooling and a study of occupations during the eleventh or twelfth year comes too late--"since vocational choice is a long time process . . ." <sup>8</sup>--to allow much use of the information gained in selection of courses and subjects, or in making the most advantageous use of such educational-vocational information as is listed in Table IX. When this course is accompanied with individual inventory and competent

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<sup>7</sup> Commonwealth of Virginia, op. cit., p. 11

<sup>8</sup> Shirley A. Hamrin, and Blanche B. Paulson, Counseling Adolescents (Chicago: Science Research Associates, Inc., 1950), p. 234.

TABLE X  
GRADE LEVEL AT WHICH COURSE ON OCCUPATIONS IS OFFERED

Grade level	Responses from schools	
	Number	Per cent*
Grade: 8	25	20.6
9	7	5.8
10	4	3.3
11	6	4.9
12	4	3.3
Not specified	8	6.6

\*Based on schools responding to questionnaire.

counseling, the pupil can make wise use of the information.<sup>9</sup> However, when it comes to dealing with specific occupations, Hoppock believes that since large numbers of students finish high school before they go to work they need occupational information in the twelfth grade.<sup>10</sup> He has a point of view that is sound but it is the opinion of the writer that a combination of courses on occupations, one in the eighth grade which would deal with broad groups of occupations, followed by a course in the twelfth grade which would deal with specific occupations, might be more useful to the student.

The Standards for Accrediting Secondary Schools charges that each high school library should house occupational, educational, and personal adjustment information.<sup>11</sup> Responses from the cooperating schools indicate that 105, or 86.6 per cent, keep such information in the library. Both the principal's office and the guidance room were given as the location of this information in 28 schools. It is to be noted that not a single school indicated that occupational, educational and personal adjustment information was located in the classroom even though it is recognized that "the use of books and other occupational materials are an integral

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<sup>10</sup> Ibid., p. 13.

<sup>11</sup> Commonwealth of Virginia, op. cit., p. 19.

part of classroom teaching," and "regular attention to occupational possibilities" should be included "in all the regular subjects."<sup>12</sup>

The Guidance Handbook charges the superintendent of schools with including in his budget funds sufficient to provide the necessary facilities for effective guidance services.<sup>13</sup> In answer to the question, "What are the sources of financial aid for providing guidance materials (pamphlets, magazines, occupational information, etc.)?", 95, or 78.4 per cent of the schools, stated that such moneys came from the school fund and in only 36 cases, or 29.7 per cent, did the school board provide funds. A good number of the schools, 62 of them, took advantage of the library order to obtain such materials, and 16 schools listed the state as a source of financial aid. It is to be hoped that in the near future, when the school administrators and the community realize the importance of guidance services in the schools, financial aid for guidance materials will come from the proper source.

### Summary

Five types of curricula are offered by more than half

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<sup>12</sup> Clifford E. Erickson, A Practical Handbook for School Counselors (New York: The Ronald Press Co., 1949), p. 92.

<sup>13</sup> Commonwealth of Virginia, State Board of Education, Guidance Handbook (Richmond, Va.: State Department of Education, 1951), p. III-A-1.

of the schools in this survey. The college preparatory, for many years in the history of education of this country the only curriculum, seems to be losing ground to a more generalized curriculum and to types of curricula such as home economics, business education and agriculture, which help to fit the individual into his type of community setting.

A second type of offering is in the area of social-civic education. A marked effort is apparent to provide a variety of experiences aimed toward promoting social adjustment, opportunity for developing leadership and individual interests.

Educational and vocational information is given in a variety of ways, with more emphasis upon presenting information to the pupils than upon participating opportunities. A course on occupations, when offered, is usually placed in the eighth grade.

The location of occupational-educational books and printed matter is usually in the library in most of the schools. Financial aid for providing guidance materials is usually from school funds, while very little is offered by the school boards.

As a whole, although inadequate in some respects, the curricular, social-civic and informative offerings of these schools seem to show a trend toward more adequate provisions. If accompanied or followed by other procedures such as



individual inventory and competent counseling, adequate guidance would be available. Further research is necessary to make such an evaluation and would involve personal contact with individual schools and the recipients of the guidance services.

## CHAPTER IV

### STUDY OF PUPILS

To provide adequate guidance for an individual it is necessary not only to have offerings of which the pupil may take advantage, but also--and even more important--to have a sufficient knowledge of the student to give him assistance which he may need in making choices. Froelich and Darley express it this way, "To understand a boy or girl, counselors and teachers need both quantitative and qualitative data."<sup>1</sup> Important aspects of this phase of guidance are the cumulative record, individual inventory and the testing program.

#### Cumulative Records

A cumulative record which contains more than school marks and attendance summaries is a vital part of effective guidance work. Good cumulative records are particularly important, since not only teachers but administrators transfer frequently from one school to another. Even if teacher tenure were relatively stable, the mobility of the population results in students moving from one school to another. Some other reasons for good cumulative records are that they

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<sup>1</sup> Clifford P. Froehlich, and John G. Darley, Studying Students (Chicago: Science Research Associates, Inc., 1952), p. 1.

can be a help to facilitate orientation as a pupil proceeds from one educational level to another, to provide a developmental picture which promotes understanding of the pupil and to promote competent counseling.

One hundred and eighteen, or 97.3 per cent, of the 121 schools in this study keep a cumulative record for each student. These cumulative records vary widely in content, as will be shown later. They are available to all teachers in 113, or 93 per cent, of the schools surveyed and in only two schools are they available only to teachers concerned with guidance. However, it appears that the justification for this is that all teachers are considered to be concerned with guidance in most of the schools. Statements such as, "All of our staff is concerned with guidance.", "All teachers, since all do some in small schools.", "All teachers are urged to study records.", give this impression. One respondent indicated that cumulative records are available to all teachers but "under supervision of counselor."

The value of the use of the cumulative record for guidance depends upon the competence of the user and upon the contents of the record. Competence of the user cannot be ascertained with certainty by a questionnaire, although some indication is given in Chapter VI.

To determine the contents of the records, respondents were asked to check items which were included in their

cumulative records. The replies are tabulated in Table XI. Most frequently checked were scholastic achievement and standardized test results. The next seven items in order of frequency were occupation of parents, family background, number of brothers and sisters, nationality, participation in activities, offices held and attendance.

Mentioned least often were social ratings by teachers, health habits such as amount of sleep, diet, etc., language spoken in the home, work experience, personality ratings, causes of absence and home duties. Although in a small school where teachers have been residents of the community for a period of years, such information might be a part of their general knowledge, even if it were not recorded in the cumulative record, counseling would nevertheless be easier if the facts were gathered in one place. For efficient counseling on personal problems, whether emotional, social, educational, or vocational, the above facts which are least often recorded would seem to be necessary.

Aptitude in courses having exploratory significance was recorded in only 52, or 42.9 per cent, of the schools. If the aptitude of the student in particular exploratory courses is not recorded, and used as a basis for counseling, some of the value of the courses has been lost. Williamson and Hahn say that "Counseling cannot be effective unless the counselor is well informed about (1) the characteristics and

potentialities of the student; and (2) the influences and resources of school, home, and community in which the student's problems arise and in which he must make his adjustments."<sup>2</sup> Other items which would seem important for giving the pupil assistance in making the best adjustment, but which were reported by less than half the schools are hobbies and individual recreational choices.

A further study of Table XI shows that seventeen of the twenty-four items listed are included in the cumulative records of the students in over fifty per cent of the schools which responded. This seems to indicate that the school records in these small high schools would be a great deal of help in counseling the pupils of these schools.

Work and Training, a publication of the State Board of Education, which provides guidance information for Virginians, had in its April, 1952 issue a "Suggested High School Record Form."<sup>3</sup> This suggested record form was developed by a committee from the Principals' Association and members of the State Department of Education. The plans are for the State Department to provide the forms, if they are acceptable, to the high schools of the state which do not

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<sup>2</sup> E. G. Williamson, and M. E. Hahn, Introduction to High School Counseling (New York: McGraw-Hill Book Company, Inc., 1940), p. 146.

<sup>3</sup> Work and Training, April 1952, Vol. II, Number 8, State Board of Education, Richmond, Va., pp. 3-6.

TABLE XI

## ITEMS INCLUDED IN SCHOOL RECORDS OF THE 121 SCHOOLS

Type of item	Number	Per cent*
Scholastic Achievement	117	96.1
Standardized Test Results	117	96.1
Occupation of Parents	114	93.6
Family Background	113	92.8
Number of Brothers and Sisters	112	91.9
Nationality	102	83.8
Participation in Activities	102	83.8
Offices Held	101	82.9
Attendance	100	82.1
Physical Development	93	76.7
Age Rank in Family	85	70.1
Findings of Medical Examination	83	68.5
Athletic Interests	78	64.3
Home Conditions	74	61.0
Movie Preferences	73	60.2
Vocational Experience	72	59.4
Educational Plans	69	56.9
Hobbies	63	51.9
Aptitude in Courses Having Exploratory Significance	52	42.9
Causes of Failure	52	42.9
Misdemeanors and Disciplinary Action	52	42.9
Individual Recreational Choices	51	42.1
Home Duties	44	36.3
Causes of Absence	40	33.0
Personality Ratings	40	33.0
Work Experience	40	33.0
Language Spoken	34	28.1
Health Habits (am't sleep, diet, etc.)	31	25.6
Social Ratings by Teachers	30	24.7

\*Based on number of responding schools.

already have an adequate record of their students. An examination of the suggested form, which is appended, will indicate:

This record card attempts to provide:

1. The basic information needed by school administrators and teachers in the systematic appraisal of a student's growth and development toward the objectives that have been established by the school, the student and the student's parents.

2. Information usually requested by colleges considering the admission of a student.

3. Information often requested by prospective employers.<sup>4</sup>

Further examination of the suggested form will reveal that ample space is provided for the data to be recorded. It is the opinion of the writer that when these new high school records, which seem quite adequate and are to be printed on a folder into which additional material can be placed, are made available to and used by the schools, they will be of invaluable assistance in the counseling of students.

### Tests

The State Department of Education in Virginia has a testing program whereby the pupils in the eighth grade are given an Iowa Silent Reading Test in the fall and again in the spring, and the New California Short Form Test of Mental

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<sup>4</sup> Ibid., p. 1.

Maturity in the fall. In addition, the senior class of each school is given the American Council on Education Psychological Examination for High School Students about the middle of the school year.

It seems, from the results obtained on this survey, that if it were not for the state-wide testing program of the State Board of Education, the use of tests as a means of collecting information for individual inventory is not too widespread in the Group III schools of Virginia. For the group of 121 schools as a whole (Table XII), the only types of tests used by more than 50 per cent of the schools was the reading, indicated by 98 schools, the group intelligence, reported by 83 schools, and the achievement which was used by 66 schools.

Schools reporting the use of tests were asked to indicate the titles of these, but did not do so in all instances. Tabulation of the tests which were named shows two facts which are not perhaps characteristic of the entire group, but are evident in those reporting names of tests. First, one notices a wide variety of tests being used, and second, incorrect placing of tests in general categories seems to indicate some unfamiliarity with their use.

Listing the different tests used was difficult since often only a partial title was given. The most frequently



TABLE XII  
USE OF TESTS BY THE 121 SCHOOLS

Type of test	Number	Per cent
Reading	98	80.8
Group Intelligence:	83	68.4
To all	47	39.7
To problem students	3	2.5
To students in Grade 8	37	30.5
To students in Grade 10	2	1.6
To students in Grade 11	7	5.7
To students in Grade 12	11	9.1
Achievement	66	54.4
Aptitude	31	25.6
Individual Intelligence	26	21.4
Personality Rating Scales	25	20.6
Vocabulary	14	11.5
Other	13	10.7
No response	6	4.9

mentioned reading test was the Iowa Silent Reading Test<sup>5</sup> which was listed 65 times. The most frequently mentioned group intelligence test was the California Test of Mental Maturity<sup>6</sup> which appeared 53 times under various titles such as "California Short Form," "California Test of Mental Ability," "California," and "New California." The Otis Quick Scoring Test was listed 11 times. The American Council on Education Psychological Examination for High School Students was named by 15 schools and the Terman-McNemar by two. The only other tests named, which appeared only once each, were the Kuhlman-Anderson and the Hemmon-Nelson.

The other areas of testing present the same picture. Under Achievement Tests, the Stanford was mentioned 6 times, Metropolitan and California 4 times each, and Progressive 3 times. Eight other tests were mentioned once each. Few personality rating scales were mentioned. The Heston Personal Adjustment was mentioned twice while the Adjustment Inventory and the Washburne Social Adjustment were named only once. Several aptitude tests were mentioned but none appeared more than 2 times. Those that were mentioned were: The General Aptitude Test Battery, California Occupational

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<sup>5</sup> Supra, p. 52.

<sup>6</sup> Supra, p. 52.

Inventory, Latin, Algebra, Vocational Aptitude (Carnegie Institute of Technology), English, and Differential Aptitude.

The second fact one notices in connection with the titles of the tests used is a lack of understanding of tests. The American Council on Education Psychological Examination for High School Students appeared 28 times but under the following headings: 6 times as a group intelligence test, 5 times as an achievement test, 3 times as an aptitude test, once as an individual intelligence test, once as a personality rating scale and 13 times under no classification except as "other." The New California Short Form of Mental Maturity appeared 53 times as a group intelligence test, 7 times as an individual intelligence test, 2 times as a personality rating scale and one time as an achievement test.

The Kuder Preference Record, which is an interests test, was named once under group intelligence, twice as a personality rating scale, 5 times under aptitude and 7 times as "other" tests.

It would seem from this study that more study of tests and test interpretation would be a valuable part of in-service training.

A study of the responses to the question on the source or sources of finances for the testing program was very revealing. In spite of the fact that the Guidance Handbook states that it is the superintendent's responsibility to

include in his budget funds for the necessary facilities for effective guidance services,<sup>7</sup> there were 62 schools which provided for the testing program out of school funds. Other responses indicated that the School and School Board provided funds in 13 schools; the School and State in 10 schools; the State and School Board in 10 schools; and all three, School, School Board and State, in 11 schools.

A large number of schools commented that they were under the state testing program, but several indicated that they even charged the students fees for the tests. One said, "Collect money from pupils and state furnished," another, "by small fee." However, some of the respondents gave their opinion as to how they felt about this and the words of one will suffice for those, "School Board should furnish, I think."

### Summary

Cumulative records for each pupil seem to be rather widely kept, and being available are used somewhat for guidance. A study of items included in the school records shows, however, that they are not equally strong in all respects. Darley suggests that a counselor needs information

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<sup>7</sup> Commonwealth of Virginia, State Board of Education, Guidance Handbook (Richmond, Va.: State Department of Education, 1951), p. III-A-1.

about a pupil in seven important areas: general ability, achievement, aptitude, interests, personality, physical status, and family background.<sup>8</sup> The records kept by these 121 schools seem to be somewhat deficient in several of these areas, especially aptitude, interests and personality.

One of the reasons for failure to record much information in the areas mentioned above is probably a lack of accurate, reliable data. The reading and group intelligence tests seem to be widely used by schools but this probably is due to the state-wide testing program of the State Department of Education. It would be of great value to know whether individual results which fail to correspond to other indices of ability are followed up with further study, and whether contributing factors are sought out and remedial measures applied.

Scientifically measured data on interests were not often reported. Presumably counseling with regard to vocational choice and to the education and training necessary to reach the vocational goal, is given on the basis of subjective judgment of the teachers and claimed interests of the pupil. According to Darley,

Previous research has shown that about 50 out of every 100 students in grades 9 through 12 will change

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<sup>8</sup> John Darley, Testing and Counseling in the High School Guidance Program (Chicago: Science Research Associates, 1945), pp. 35-39.

their claimed occupational choices from one year to the next and only 25 out of 100 students will have the same stated choice at grade 12 as they had in grade 9. Therefore this method of asking the student what occupation he is interested in doesn't yield very stable results.<sup>9</sup>

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<sup>9</sup> Ibid., p. 114.

## CHAPTER V

### ORIENTATION AND GUIDANCE OF THE INDIVIDUAL PUPIL

Williamson and Hahn give the impression that it is not sufficient to make various types of information available to the individual, and to accumulate information regarding the pupil but that these two phases should be coordinated and utilized in providing the most effective assistance to each pupil as he confronts problems and makes decisions. They list as two important personnel services "personalized assistance to each student in utilizing these resources (of school and community)" and "remedial instruction and counseling for those students who fail to adjust and to develop in line with their potentialities."<sup>1</sup>

#### Use of Guidance to Foresee and Prevent Problems

Respondents were asked if a special effort were made to foresee problems and treat them through guidance. Eighty-six of the schools responded in the affirmative. Only 22, or 18 per cent, of the schools replied that no special effort was made. Two schools replied that some effort was made, while 11 schools did not answer the question.

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<sup>1</sup> E. G. Williamson and M. E. Hahn, Introduction to High School Counseling (New York: McGraw-Hill, 1940), p. 74.

The respondents were given an opportunity to state the types of problems that they attempted to foresee and treat through guidance. The answers were many and varied. Social problems of students appears to be the chief type of problem treated in the schools included in this survey, as this was indicated by 13 schools. Other types of problems and their frequency are as follows: "discipline" - 9 times; "academic and personal adjustment" - 7 times; "courses to take in high school" - 6 times; "choice of vocation" and "emotional" - 5 times each. Some of the other types of problems, none of which were indicated more than two times, were: "any," "drop-outs," "leaving school," "teacher-student problems," "every kind," "lack of attendance" and "failure causes."

#### Provisions for Individual Guidance

Foreseeing problems is often dependent upon the amount of individual guidance which is provided. Sixty-four, or 52.4 per cent, of the schools reported that individual guidance opportunities (interviews, counseling) was scheduled for all students. Fifty-three schools indicated they did not arrange for individual guidance opportunities, while one school indicated that "some" scheduling was done for this purpose. Limitations of time, personnel, and finances probably account for this, yet scheduling individual guidance



opportunities for all students seems to be a desirable goal toward which to strive.<sup>2</sup>

### Provisions for the Same Adviser

The same adviser for a pupil throughout his high school career was reported in only 29, or 23.7 per cent, of the schools. Eighty-eight of the respondents indicated that the pupil did not have the same adviser throughout high school. One school indicated its answer by "Yes and no, depending on teacher-turnover plus individual and classroom." Perhaps the changing of personnel of the schools may be one of the reasons for so many negative responses to this question. However, changing advisers from year to year is not an undesirable feature. McClintock puts it this way:

Much can be said . . . for giving some students an opportunity to work with more than one faculty member. We should not rob the student of the experience which comes from rubbing shoulders with people, even faculty members, who may not be too compatible with his ideas and behavior.<sup>3</sup>

On the other hand, adequate records should be available for each succeeding adviser to study, in order to obtain a developmental picture of the interests, needs, and abilities of the individual.

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<sup>2</sup> Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The Macmillan Co., 1951), p. 23.

<sup>3</sup> James McClintock, Personnel Procedures in the Secondary School (New York: The Psychological Corporation, 1940), p. 11.

### Use of the State Consultation Services

The State Consultation Services in Virginia, which went out of existence on July 1, 1952, had rendered five types of assistance to the schools. These five types of assistance were:

1. Consultant service to schools in need of assistance in organizing or improving their guidance programs.
2. Vocational and guidance information service for the secondary schools of Virginia.
3. Resource agency for occupational and educational information.
4. Test-scoring service.
5. In-service training clinics.<sup>4</sup>

The survey upon which this study is based was made many months before any indication was made that the State Consultation Services would be done away with; therefore, the writer included a question which asked the respondents to indicate their use of the State or Regional Consultation Services for assistance. Twenty-six schools indicated that they made use of these services often. Sixty-three schools used the services seldom and only 26 schools indicated that they made no use of these services.

The nature of the services received from the State or Regional Consultation Services, as indicated by the responses

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<sup>4</sup> Work and Training, Oct. 1949, Vol. 9 Number 2, State Board of Education, Richmond, Va., pp. 1-2.

from the 89 schools which did use the Services for assistance, were mainly those cited above. The majority of the schools indicated that the publication, Work and Training, which was published by the Consultation Services, was the most helpful aid received. Several of the schools revealed that they were just beginning to make use of the services offered, since emphasis on a guidance program had been indicated in the New Accrediting Standards for Secondary Schools.

#### Types of Orientation Provided

A method of providing assistance for the pupil is through various media of orientation. Provisions for orientation in the schools studied are shown in Table XIII. Fourteen per cent of the schools stated that they had no program of orientation and a like number did not respond to the question.

Assistance in planning the high school career (67 schools), and "location and use of school facilities" (57 schools), were reported most often. These two plans for providing orientation, although covering approximately 50 per cent of the schools in this survey, were the ones answered most frequently. Civic responsibility and social relationships were planned for in only 27 schools.

Comments on this question indicated that the eighth grade, through the social studies classes and exploratory

TABLE XIII  
TYPES OF ORIENTATION PROVIDED BY VARIOUS SCHOOLS

Provisions for orientation	Number	Per cent*
Orientation in:		
Planning high school career	67	55.2
Location and use of school facilities	57	47.0
Social relationships	27	22.3
Civic responsibility	27	22.3
Other**	2	1.6
No planning for orientation	17	14.0
No response	17	14.0

\*Based on number of schools responding.

\*\*Includes Citizenship Club and Assembly method.

courses, was the place used for providing this orientation. Several schools indicated that since they were small such plans for orientation were not needed and also other schools stated that all their high school students attended elementary school in the same building and therefore did not need orientation into high school. Several comments which indicated the feeling that the program of orientation was inadequate included such statements as "limited" and "this is planned for next year."

#### Provisions for Individual Differences

A provision for individual differences, in the opinion of the writer, is just as important to satisfactory adjustment for each pupil as orientation. That which is done for individual differences in ability in the schools studied is shown in Table XIV.

In general, more seems to be done for the slow student than for the gifted. The most frequently mentioned device was conferences with failing pupils (104 schools). This may or may not be a useful means of correcting failure, depending on the extent to which there is insight as to the cause of failure and the interview results in constructive action both on the part of the school and the pupil. Sixty-four per cent of the schools vary the number of subjects carried in order to allow for individual differences. Very few schools make any provision for "skipping," a method of allowing a

TABLE XIV  
PROVISIONS MADE FOR INDIVIDUAL DIFFERENCES

Type of provisions	Number	Per cent*
Conferences with failing students	104	85.4
Varied number of subjects carried	78	64.3
Differentiated assignments within class	66	54.4
Guidance in how to study	56	46.2
Differentiated assignments out of class	44	36.3
Special coaching of slow students	39	32.2
Homogeneous grouping	19	15.7
Special courses for students who have failed	16	13.2
Provisions for "skipping" a grade or courses	4	3.3
No response	3	2.5

\*Based on number of responses.

proficient pupil to demonstrate his ability in a field and spend the time on another subject.

A glance at Table XIV also indicates that some attempt is being made to provide for individual differences by differentiated assignments within and out of class for both slow and gifted students. Sixty-six schools included in this study use differentiated assignments within class and 44 schools provide assignments out of class for individual differences. Fifty-six schools provide for guidance in how to study, while 39 schools indicated they have special coaching of slow students.

Small enrollments and limited teaching staffs probably account for the small amount of homogenous groupings and special courses for students who have failed.

One area in which the individual may need guidance is mental hygiene. It was felt important to determine insofar as possible what guidance activities existed in the area of mental hygiene. The results of an effort to determine the respondents' awareness of symptoms of maladjustment are shown in Table XV. Respondents were asked to indicate "items on which effort is made to discover underlying attitudes and experiences which may have brought forth this reaction." Because it is sometimes easy to theorize that something which should exist does, they were asked to double check the items "for which in specific instances so far this

TABLE XV  
PERSONALITY TRAITS RECOGNIZED IN THE GUIDANCE SERVICES

Personality traits	Schools indicating			
	Effort		Action this year	
	Number	Per cent	Number	Per cent
Non-cooperation	85	70.1	30	24.8
Indifference	85	70.1	32	26.4
Dishonesty	81	66.8	30	24.8
Feelings of Inadequacy	70	57.8	23	19.0
Self-consciousness	69	56.9	19	15.7
Timidity	63	52.0	19	15.7
Resentment	62	51.1	21	17.3
Unhappiness	62	51.1	22	18.2
Insociability	60	49.5	24	19.8
Unhappy relation to parents	53	43.7	19	15.7
Habit formation such as tics, etc.	51	42.1	20	16.5
Friendlessness	44	36.3	12	9.9
Despondency	34	28.1	4	3.3
Suspiciousness	24	19.8	1	.8
None	1	.8		
No response	8	6.6		



year something has been done to provide for better mental hygiene."

Non-cooperation, indifference and dishonesty were the items checked most frequently, 81 - 85 schools, on which effort is made to discover the underlying attitudes and experiences which may have brought forth a personality trait and these items were also checked as being the most frequent ones "for which in specific instances" something had been done this year. Another group, if they may be grouped, and which were checked by 65 - 70 schools in each case, includes feelings of inadequacy, self-consciousness, unsocialibility, timidity, and resentment. This may be an indication that there is some effort in these schools to realize the worth of the individual. Considering the importance of this phase of guidance to the satisfactory adjustment of the individual, the writer feels that a more adequate program should be provided. Perhaps more training for teachers in the field of mental hygiene is necessary.

The school does not discharge its duty to a pupil during his stay in the school. It has an obligation to provide assistance for his entry to college or a job, and to promote a follow-up program which will not only assist the pupil but be a basis for evaluation of the school's effectiveness in guidance activities. Pre-college guidance is offered by 99, or 81.6 per cent, of the schools in this

study. In only 10 per cent of the schools is no effort made to provide pre-college guidance. Five schools offered limited pre-college guidance while 5 schools did not answer the question.

Several methods were used to give pre-college guidance. Some of the methods reported include talks by college students, in academic classes, by counselors, to individuals in conferences, by the senior adviser, by the guidance director for interested students, and by county-wide college days.

Not all pupils go to college.<sup>5</sup> Some go to specific vocational training schools or to a job, and others do not even complete high school. A follow-up plan for drop-outs and graduates is a recognized part of all guidance programs. The extent of follow-up work in the schools included in this study indicates a dismal picture. Responses indicated that only 28 schools, or 23.1 per cent, have a follow-up plan for drop-outs and graduates. Typical comments were: "No definite plan," "Present method not adequate," "lack of interest in this type of thing by officials." It seems that much progress needs to be made in this area of guidance activity.

### Summary

Responses from the 121 schools surveyed indicate that a definite effort is made to foresee problems. Interviews

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<sup>5</sup> E. G. Williamson and M. E. Hahn, op. cit., p. 28.

and counseling for each individual seem to be available but not arranged in approximately one half the schools, and not often would a pupil have the same adviser throughout his high school career. These facts in the mind of the writer make complete cumulative records and adequate tests more indispensable, so that those persons in need of guidance can be detected and interviews arranged, even by members of a new teaching staff.

The State and Regional Consultation Services provided a great deal of assistance to the schools of Virginia, and the most helpful aid rendered was through the publication Work and Training.

Provision for various kinds of orientation was made in approximately 50 per cent of the schools. The orientation program seems to be rather informal and deficient in areas of civic responsibility and social relationships. Some provisions are made for the recognition of individual differences, but it is not possible to evaluate their effectiveness from this study.

An interest was expressed in mental hygiene and some effort is being made to promote better adjustment in this area.

Pre-college guidance is being given in four fifths of the schools. The present study does not show what is being done to determine which pupils are definitely not "college

material" and to guide them away from college into work or training which would be more profitable for them and for society. Nor does it show what is being done for the exceptional pupil, for whom college would be desirable, but who has not considered it or feels he can not afford to go.

Seventy-seven per cent of the schools do not have a systematic follow-up plan for graduates and drop-outs.

## CHAPTER VI

### SOME INDICATIONS OF THE ADEQUACY OF THE REPORTED ACTIVITIES

The following section is not presented as a complete picture. It is merely an indication, based on returns on training of staff and the personal opinion of the respondents about the progress of the guidance program in the past five years. It is included because it does have some value in connection with a survey of the guidance services in the Group III schools of Virginia, even though it does not make possible an evaluation.

#### Qualifications of Personnel

Respondents were asked to indicate for all persons performing counselor's functions the number of semester hours completed in guidance and counseling, number of years experience in guidance activities and number of years experience in teaching. The results are indicated in Table XVI. Although replies were incomplete, with the question omitted in whole or in part on many questionnaires, the following summary of the responses is given. There are thirteen persons performing a counselor's function, in the schools taking part in this study, who have had no formal training in the area of guidance and counseling. Fifty-two of the 102, a little more than half, of the persons performing

a counselor's function in these schools have completed from three to eight semester hours work in guidance and counseling. Twenty-two persons had completed from nine to fourteen semester hours and 5 indicated eighteen or more semester hours in such courses. Two of the persons performing a counselor's function were reported as having a Master's Degree in Guidance and Counseling.

The majority of the individuals who perform the counselor's functions in the schools in this study have had less than six years' experience in guidance activities. Of the 101 persons acting as counselors, as indicated in Table XVI, the number of years experience in guidance activities varies anywhere from no experience, prior to this year, to more than twenty years' experience. Twenty-two persons were indicated as having from five to eleven years' experience, 14 have had anywhere from twelve to twenty years' experience and 7 indicated more than twenty years' of guidance activities experiences. This would seem to indicate that the persons who are assigned to perform a counselor's functions, in the Group III schools of Virginia, are the ones who have entered the teaching profession in the last five years, or to teachers who have taken postgraduate work in guidance and counseling. This assumption is made on the basis of comparing the number of years of experience in guidance with the number of years' experience in teaching indicated on

the returned questionnaires and tabulated in Table XVI on the following page.

Thirty-two of the responses indicated the counselor as having less than six years' experience in teaching while 58 of the counselors had less than six years' experience in guidance activities. Sixteen persons were indicated as having from six to eleven years' experience in teaching and 38 counselors have had from twelve to twenty years' experience. Thirty persons performing a counselor's functions have been teaching for more than twenty years, but only 7 of these have had more than twenty years of experience in guidance activities. This may be an indication that the remaining 23 persons with more than twenty years of experience in teaching have assumed the role of counselor within the past seven years.

It is difficult to draw a truly representative conclusion in regards to the qualifications of the personnel performing the counselor's function in the 121 schools represented in this study since so many of the returned questionnaires were incomplete. Thirty-six schools, or 29.7 per cent, did not specify the number of semester hours completed and counseling; 26 schools left blank the years of experience in guidance; and 25 schools failed to indicate the number of years' experience in teaching.

TABLE XVI

## TRAINING AND EXPERIENCE OF PERSONS PERFORMING COUNSELORS FUNCTIONS

Number of semester hours completed in guidance and counseling	Number reporting	Years Experience in guidance activities	Number reporting	Years experience in teaching	Number reporting
None	13	0 - 2	21	0 - 2	11
Less than 3	8	3 - 5	37	3 - 5	21
3 - 5	24	6 - 8	16	6 - 8	7
6 - 8	28	9 - 11	6	9 - 11	9
9 - 11	7	12 - 14	6	12 - 14	12
12 - 14	15	15 - 17	5	15 - 17	16
15 - 17	0	18 - 20	3	18 - 20	10
18 or more	5	More than 20	7	More than 20	30
Master's Degree	2	Not specified	26	Not specified	25
Not specified	36				



### In-service Training of Faculty

The Guidance Handbook places the responsibility of encouraging and assisting guidance personnel to secure professional training in guidance, and providing in-service training in guidance for all staff members, on the principal.<sup>1</sup> Some of the specifics that a principal can support as a means for initiating group planning and action according to Dugan are:

- faculty meetings devoted specifically to guidance plans and counseling needs of students.
- in-service training of faculty through discussions led by trained guidance leaders, reports of local youth surveys and follow-up studies, illustrative case-study conferences, and provision of adequate literature and materials for staff use.
- faculty attendance at guidance workshops and summer schools to augment professional training in this area.
- formation of a guidance council or committee to serve as point of origin for specific proposals and plans for counseling service.<sup>2</sup>

Looking into the future in regards to guidance activities, Zeran and Jones predict we will see "Inservice training among the teachers as they work from day to day on their jobs," and that continuous leadership must be given

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<sup>1</sup> Commonwealth of Virginia, State Board of Education, Guidance Handbook (Richmond, Va.: State Department of Education, 1951), pp. III-A-2 - III-A-3.

<sup>2</sup> Willis E. Dugan, "Counseling and Guidance in the Secondary School," The Bulletin of the National Association of Secondary School Principals, Vol. 35, Jan. 1951, Number 175., p. 37.

to those on the job to the end that there is ever-improving use of the skills and knowledge which they already possess and in order that they may learn new skills and knowledge.<sup>3</sup>

Provision for in-service training in guidance in the Group III schools, included in this survey, is tabulated in Table XVII. A glance at the table will reveal that five of the six methods suggested in the questionnaire are being provided in more than half of the schools. Teachers' meetings devoted to discussion of the use of records and to general discussion of guidance problems are used in approximately 75 per cent of the schools to provide in-service training. Seventy-eight, or 64 per cent, of the schools use teachers' meetings for studying of tests used and interpretation of tests. It is the opinion of the writer, as stated previously,<sup>4</sup> that more study of tests and test interpretation would be a valuable part of in-service training.

Providing teachers with information about summer guidance courses is used as a method for in-service training in approximately 58 per cent of the schools. Fifty-four per cent of the respondents indicated they make a special effort to make available to teachers current periodicals on guidance.

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<sup>3</sup> F. R. Zeran and Galen Jones, "The National Picture of Guidance and Pupil Personnel Service," The Bulletin of the National Association of Secondary School Principals, Vol. 32, Oct. 1948, Number 156, p. 72.

<sup>4</sup> See p. 56.

TABLE XVII  
 NUMBER AND PERCENTAGE OF SCHOOLS  
 PROVIDING IN-SERVICE TRAINING

Kinds of in-service training	Number reporting	Per cent
Teachers' meetings devoted to discussion of use of records	93	76.7
Teachers' meetings devoted to general discussion of guidance problems	90	74.2
Teachers' meetings devoted to study of use and interpretation of tests	78	64.3
Providing teachers with information about summer guidance courses	70	57.7
Special effort to make available current periodicals on guidance	66	54.4
Case conference, or staff clinic, bringing together material on a student	40	33.0

The case conference, or staff clinic, bringing together material on a student was the least used of the methods for providing in-service training. This method is being used in one third of the schools.

It is the opinion of the writer that if arousing the interest of the teachers in the program of guidance and then providing in-service training would seem to be a good method for increasing the efficiency of guidance activities, the small schools of Virginia are making some efforts along these lines.

#### Opinion of Respondents Concerning Guidance Programs

The writer feels that the value of the questionnaire used in this study is in determining the existence of guidance activities and that it would be inadequate as a basis for evaluating the effectiveness of the guidance being given in these and other schools in Virginia. However, two questions were included asking the opinion of the respondents in regard to progress and limitations to progress of the program.

The replies concerning progress are recorded in Table XVIII. Approximately four fifths of the respondents feel that the cumulative records are more complete than they were five years ago and a more adequate testing program exists.

TABLE XVIII  
RESPONDENTS' OPINION REGARDING PROGRESS  
DURING THE PAST FIVE YEARS

Area of progress	Number reporting	Per cent
More complete cumulative records	95	78.4
More adequate testing program	92	75.9
More individual counseling	81	66.8
More provision for vocational information	70	57.7
Increased holding power of school	41	33.8
Other	3	2.5
No progress	1	0.8
Not specified	4	3.3

Sixty-six per cent of the respondents feel that more individual counseling is being given now than five years ago. Seventy respondents believe that there is more provision for vocational information, and only 41 feel that the holding power of their school has increased in the past five years. One person wrote that, in his opinion, no progress has been made during this period of time. Three of the respondents did not check any of the specific ways in which their program has progressed in the past five years, but they stated that this was their first year in that particular school and it was impossible for them to express any opinions in regards to the progress of the guidance activities during the past five years in their school.

The limitations to successful work most frequently mentioned was the pressure of time (Table XIX). The number of teachers in a small high school is limited and in order to offer a choice of subjects each one carries a heavy load. Therefore, even if the schedule is arranged to permit them free time for counseling, the pressure exerted by many duties in connection with teaching limits their effectiveness.

Closely allied and ranking second in frequency along with a limited budget is sufficient time allotted in the schedule. More than three fifths of the respondents expressed the opinion that a limited budget was a serious

limitation to the success of their work. Ranking next in frequency as a limitation was the attitude and preparation of teachers. However, five of the respondents qualified their responses by either drawing a line through the word "attitude" in the questionnaire or writing that the "preparation of teachers only" and not the attitudes was a limitation.

Non-cooperation of parents was listed as being a limitation in 35 per cent of the cases. In addition to the limitations suggested on the questionnaire, several respondents also gave the following as limitations, which also shows the apparent general type of guidance services offered in their schools.

No spare periods or rooms.

The fact that even if we discover exactly which courses and experiences a student should have we can give them only a limited college preparatory or commercial course. These two choices fit only a very small percentage of our students. Therefore, guidance, except to help improve each student's reading and study ability, does not mean much in this school. Consequently, there is apathy on everyone's part.

No person or committee specifically assigned to duties.

Lack of properly trained counselor.

We have only three teachers assigned to high school. Impossible to get everything done.

Being isolated as we are, and a small school, we do not have many people nor industries to draw upon to present "live" cases.

TABLE XIX  
LIMITATION TO GUIDANCE SERVICES

Limitation to success of work	Number reporting	Per cent
Pressure of Time	94	77.5
Insufficient Time in Schedule	76	62.7
Limited Budget	76	62.7
Attitude & Preparation of Teachers	67	55.2
Non-cooperation of parents	43	35.5



Table XIX is based only on the number of times an item was checked. Respondents had been asked to rank the items in order of importance as a limitation but only a part of them did so. It is interesting to note that "pressure of time" was ranked first in importance more often than any other item, being given that rank by 29 persons. Insufficient time allotted in the schedule was ranked first by 18 persons. Limited budget, attitude and preparation of teachers and non-cooperation were given first rank by 11, 9 and 3 respondents respectively.

#### Summary

On the basis of the incomplete response concerning the training and experience of the persons performing the counselor's function only broad generalizations can be made. A small percentage of teachers who have had no formal training in guidance and counseling are performing a counselor's function. One half of the counselors have less than eight semester hours credit in guidance and counseling courses. One fourth of the people who perform a counselor's function have anywhere from nine to eighteen or more semester hours work in guidance and counseling.

The majority of the individuals who perform the counselor's functions have less than six years' experience in guidance activities. One third of the counselors have had less than six years' experience as teachers.

In-service training as reported is provided in more than half of the schools by means of teachers' meetings devoted to (1) discussion of the use of records, (2) general discussion of guidance programs and (3) studying of tests and test interpretations; by means of making available to teachers current periodicals on guidance and by providing teachers with information about summer guidance courses.

About four fifths of the respondents indicated a belief that their guidance programs have progressed during the past five years in the completeness of cumulative records and a more adequate testing program. About two thirds felt that progress is evident in the amount of individual counseling. A little more than half felt that progress is evident in the provision for vocational information. This is merely expression of opinion on the part of the respondents but perhaps it does indicate a trend to more interest in guidance activities and more effort to provide an adequate program.

Pressure of time was mentioned most frequently as the limitation of guidance work.

## CHAPTER VII

### SUMMARY AND CONCLUSIONS, WITH SUGGESTIONS FOR FURTHER STUDY

It was the purpose of this study to determine (1) the administration of guidance activities in Group III high schools of Virginia and (2) the existence of specific activities in the areas of information and assistance to pupils; individual inventory; and aid in orientation of those entering high school, or leaving it to enter college or a vocation.

Interest in the subject was aroused when the writer was taking graduate courses at the University of Richmond. Methods of procedure included reading widely in the field of secondary school guidance, obtaining cooperation of high school principals in the Group III schools through a preliminary postcard survey, visiting several of the Group III high schools to get first-hand information on the guidance services in operation, and finally compiling a questionnaire on guidance activities. This was sent to 152 Group III high schools and responses were received from 121 schools.

The following information was obtained from the 121 Group III high schools:

(1) Approximately 50 per cent of the schools of this group are organized under the 7-5 plan.

(2) Enrollment of the 121 schools ranged from 24 to 343, with 68 per cent having between 50 and 200 students.

(3) In 44 per cent of the schools, one person is responsible for guidance and when one person has this responsibility, it is usually the principal.

(4) The home room plan for guidance is used in 67 per cent of the schools.

(5) Responsibilities reported most often for those with guidance functions are emotional problems of students, orientation into high school, and curriculum guidance.

(6) Clerical help for guidance work is not usually found; 60 per cent of the schools replied it is not available.

(7) Time in the daily schedule for guidance activities and counseling is provided in 82 per cent of the schools.

(8) A special space for interviews and counseling is provided in 64 per cent of the schools.

(9) The most frequently offered curricula are the general, the college preparatory, home economics, business education and agriculture. Five or more types of curricula are offered by more than 50 per cent of the schools.

(10) A variety of group activities promoting social-civic and recreational adjustment is offered by the majority of schools.

(11) Numerous activities to provide educational-vocational information were reported. Those which give out facts were listed more often than those providing first-hand contact.

(12) The location of occupational-educational books and printed matter is in the library in almost all the schools.

(13) Very little financial aid for providing guidance materials is given by the school boards.

(14) Cumulative records are kept by 97 per cent of the schools and are used rather generally for guidance.

(15) School records most often show scholastic achievement and standardized test results. Few schools record social ratings by teachers, health habits, work experience, personality ratings and home duties.

(16) A need for wider use and understanding of tests is apparent, particularly interest and aptitude tests.

(17) The majority of schools reported a special effort to foresee problems, although half of the schools do not arrange interviews or counseling for every pupil.

(18) A pupil is not likely to have the same adviser throughout his high school career.

(19) The State and Regional Consultation Services provided a great deal of assistance to the schools. The most helpful aid reported was the publication Work and Training.

(20) A diversified in-service training program is carried on in more than half the schools.

(21) Orientation of various types is provided in approximately half the schools.

(22) The most common recognition of individual differences comes through conferences with failing students and variation in the number of subjects carried.

(23) In the area of mental hygiene, recognition of maladjustment was reported most frequently for non-cooperation, indifference and dishonesty.

(24) Pre-college guidance is offered by four fifths of the schools.

(25) Persons acting as counselors in two thirds of the schools have had training and experience in guidance and counseling.

(26) Seventy-seven per cent of the schools reported they had no follow-up plan for drop-outs or graduates.

(27) Most of the respondents expressed a feeling that their guidance programs were progressing in one or more areas, although limited by pressure of time.

These results are limited by both the small number of schools surveyed, and the inability to evaluate the adequacy with which these activities are being carried on. One can not, from the present study, ascertain with any degree of

certainty how effective the reported activities are in accomplishing the best adjustment of the individual.

Although the effectiveness of the guidance programs can not be judged by these findings, certain suggestions can be made. These include the following.

(1) The guidance programs might well be more definitely organized and planned in the Group III schools.

(2) The State Department of Education, if it does not already have plans to do so, might attempt to replace the types of services to the schools which were rendered by the Regional and State Consultation Services.

(3) The superintendent should include in his budget for each school funds available for guidance materials.

(4) Each school should attempt to evaluate its own guidance program, with the idea of improving its services. Form G of the Evaluative Criteria, 1950 Edition, might well be used as the basis for this evaluation.

(5) Each community might make a study of local needs and opportunities. This knowledge would be utilized in planning and organizing educational and vocational opportunities and information.

(6) A study of tests and their uses should be made in each school as part of the in-service training program.

(7) An increased in-service training program could be helpful to the entire staff of each school.

(8) A greater awareness of how to recognize need for and to promote better mental hygiene would perhaps eliminate some discipline problems and would provide better pupil adjustment.

The completion of this study leaves many questions unanswered, which might be worth further investigation. Among these are the following:

(1) A study of the effectiveness of providing opportunities for groups to learn by working and playing together.

(2) A study of ways in which occupational information is presented to students.

(3) A study of the effect of the New Accrediting Standards for Secondary Schools in Virginia on the guidance services in small high schools.



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Montross, Virginia  
March 14, 1952

Dear Fellow-Educator:

Enclosed you will find a questionnaire which has been drawn up to obtain information on the guidance practices in Group III schools in Virginia. You indicated on a preliminary survey that you would be willing to answer.

As a principal of a Group III high school in Virginia, I am interested in determining the extent of certain guidance practices in the Group III schools. My reading and interviews in connection with my graduate work in education at the University of Richmond has shown that there is an increasing awareness of the value of guidance, and an interview with Mr. James Patton of the State Consultation Service, convinced me that a study of the significant progress of the amount and kind of guidance being offered in Group III schools might be useful. There are two reasons for this survey:

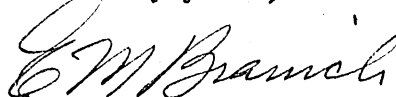
1. To obtain information to be used in my thesis as a partial fulfillment of the requirements for a Master Of Science in Education Degree at the University of Richmond.
2. To make available information on the most widespread practices and the most desirable procedures of guidance practices in the Group III schools in Virginia.

Realizing that you are very busy, I have endeavored to put the enclosed questionnaire in a form that you can answer most easily and rapidly. Although it has four pages, it is principally a check list which can be answered as you read. Therefore it is requested that you read it over, fill it out as soon as convenient, and return it to me by April 7, 1952. A stamped and addressed envelope is enclosed for your reply.

Your cooperation in making this survey as representative as possible of all the Group III schools in Virginia will be appreciated. Your identity will not be revealed in the handling of this material. Only the results of the grouped data will be used and I shall be glad to send you a summary of the results if you desire it.

I wish to thank you in advance for the consideration which you extend in filling out this questionnaire. With kind regards, I am

Sincerely yours,



Edward M. Branich

## APPENDIX B

## Copy of Preliminary Postal Card

Dear Fellow Educator:

As a graduate student in the field of education I am interested in learning the type of guidance that is being given in Group III high schools in Virginia.

I realize how busy you are, but I should appreciate it very much if you would check the attached post card and drop it in the mail box as promptly as possible.

Even if you have no organized guidance program, I am interested in the return of the card.

Thank you very much for your cooperation.

Sincerely,

s/

Edward M. Branich

1. Do you have an organized guidance program? Yes No
  2. Is it directed by one person? Yes No Committee?
  3. What percent of time do(es) the person(s) devote to it?  
Full Time      Half time      Hours per day
  4. Is specific individual guidance given, either by the above directors or teachers in the following:  
Orientation      Social civic      Recreational       
Health      Academic      Vocational      Pre College       
Placement and follow up      Personal problems
  5. Has any member of your staff had specific training in guidance or personnel procedure? Yes No
  6. Do you make use of the services offered by the State Consultation Services? Yes No
  7. Would you be willing to cooperate in further study of guidance practices in Group III schools by answering a more detailed questionnaire? Yes No
- Name of School                                  Signed

A STUDY OF GUIDANCE ACTIVITIES IN GROUP III HIGH SCHOOLS IN VIRGINIA by E. Branich

1. School \_\_\_\_\_  
Position of person filling in questionnaire \_\_\_\_\_
2. Plan of school: 7-4 \_\_\_\_\_ 7-5 \_\_\_\_\_ 8-4 \_\_\_\_\_ 6-3-3 \_\_\_\_\_ 6-2-4 \_\_\_\_\_ Other? \_\_\_\_\_
3. Enrollment of high school, Grades 9 thru 12 only: \_\_\_\_\_
4. What curricula are offered?  

_____ College preparatory	_____ Trade & Industry	_____ Agriculture
_____ General	_____ Business Education	_____ Home Economics
_____ Industrial Arts	_____ Fine Arts	_____ Other, Specify _____
5. Is the responsibility for the overall guidance program placed with one person?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 Even if your answer is "no", I should appreciate your further response.
6. To whom is this responsibility assigned: (Check more than one if necessary)  

_____ Superintendent	_____ Class room teachers	_____ Counselor
_____ Principal	_____ Home room adviser	_____ Other? Specify _____
7. Training of persons performing counselor's function; (If more than one person, please use back of sheet to list additional information for each)  
 Number of semester hours completed in guidance and counseling? \_\_\_\_\_  
 Years experience in guidance activities? \_\_\_\_\_  
 Years experience in teaching? \_\_\_\_\_
8. Have you used the State or Regional Consultation Services for assistance? Often \_\_\_\_\_  
 Seldom \_\_\_\_\_ Never \_\_\_\_\_. Nature of services received? \_\_\_\_\_
9. Is clerical help available especially for guidance work? Yes \_\_\_\_\_ No \_\_\_\_\_
10. If so, is this help volunteer \_\_\_\_\_ or paid \_\_\_\_\_, adult \_\_\_\_\_ or student \_\_\_\_\_?
11. Are individual guidance opportunities (interviews, counseling) scheduled for all students? Yes \_\_\_\_\_ No \_\_\_\_\_
12. How many class periods are allowed the counselor, for guidance activities, in the daily schedule for 1951-52? None \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_
13. Is a special space provided for interviews and counseling? Yes \_\_\_\_\_ No \_\_\_\_\_
14. Does each student have the same adviser throughout high school? Yes \_\_\_\_\_ No \_\_\_\_\_
15. Do you use the home room plan for guidance? Yes \_\_\_\_\_ No \_\_\_\_\_
16. Check the functions for which those assigned guidance duties are responsible:  

_____ Orientation into high school	_____ Curriculum guidance
_____ Financial problems of students	_____ Discipline
_____ Social problems of students	_____ Control of attendance
_____ Emotional problems of students	_____ Quality of students' work
_____ Home room activities	_____ Educational-vocational guidance
_____ Supervision of extra-curricular activities	_____ Job placement
	_____ Others? Specify _____
17. Is special effort made to foresee problems and treat them through guidance?  
 Yes \_\_\_\_\_ No \_\_\_\_\_. Type of problems? \_\_\_\_\_
18. Is a cumulative record kept for each student? Yes \_\_\_\_\_ No \_\_\_\_\_

19. Are cumulative records kept for each student? Yes \_\_\_ No \_\_\_

20. To whom are they available aside from the administrative staff?

All teachers \_\_\_ Only teachers concerned with guidance \_\_\_

Comment: \_\_\_\_\_

21. Check the following items which are included in your school records:

- |  |  |
|--|--|
| ___ Family background                                      | ___ Scholastic achievement               |
| ___ Nationality  | ___ Causes of failure                    |
| ___ Occupations of parents                                 | ___ Attendance                           |
| ___ Home Conditions  | ___ Causes of absence                    |
| ___ Language spoken  | ___ Participitation in activities        |
| ___ No. brothers & sisters                                 | ___ Offices held                         |
| ___ Age rank in family                                     | ___ Individual recreational choices      |
| ___ Home duties  | ___ Hobbies                              |
| ___ Physical development                                   | ___ Movie preferences                    |
| ___ Findings of medical exam.                              | ___ Athletic interests                   |
| ___ Health habits(Amt.sleep,diet,etc.)                     | ___ Social ratings by teachers           |
| ___ Standardized test results                              | ___ Personality ratings                  |
| ___ Educational plans                                      | ___ Vocational interests                 |
| ___ Aptitude in courses having<br>exploratory significance | ___ Work experience                      |
|  | ___ Misdemeanors and disciplinary action |

Others? \_\_\_\_\_

22. Check those of the following standardized tests which are given:

Please add name of test after item.

- \_\_\_ Group intelligence \_\_\_\_\_
- \_\_\_ To all \_\_\_\_\_
- \_\_\_ To problem students \_\_\_\_\_
- \_\_\_ To students in \_\_\_ Grade \_\_\_\_\_
- \_\_\_ Individual intelligence \_\_\_\_\_
- \_\_\_ Vocabulary \_\_\_\_\_
- \_\_\_ Reading \_\_\_\_\_
- \_\_\_ Personality rating scales \_\_\_\_\_
- \_\_\_ Achievement \_\_\_\_\_
- \_\_\_ Aptitude (Special ability or prognostic) \_\_\_\_\_
- \_\_\_ Other? Specify \_\_\_\_\_

23. Source of finances for the testing program: School Funds \_\_\_ School Board \_\_\_  
State \_\_\_ Other \_\_\_. Comment: \_\_\_\_\_

24. Check all of the following methods used to give students educational and vocational information:

- \_\_\_ Printed or duplicated material concerning program of studies
- \_\_\_ Students' handbook.
- \_\_\_ Guidance issue of school paper
- \_\_\_ Exploratory courses
- \_\_\_ Courses on occupations. At what grade level? \_\_\_\_\_
- \_\_\_ Units on vocations within another course or courses
- \_\_\_ Printed material on college entrance requirements
- \_\_\_ College Day (College representatives visiting school)
- \_\_\_ Career Day
- \_\_\_ Description of opportunities for vocational training
- \_\_\_ Study of community opportunities for work
- \_\_\_ Occupational books, pamphlets, magazines in library or guidance room
- \_\_\_ Visual presentation (e.g.,motion pictures, exhibits, posters)
- \_\_\_ Visits to industrial and commercial concerns
- \_\_\_ Personal interviews with students by business and professional men
- \_\_\_ Others? Specify \_\_\_\_\_



25. Where are the occupational-educational books, etc., located? Library \_\_\_  
 Guidance Room \_\_\_ Principal's office \_\_\_ Other? Specify \_\_\_\_\_
26. Source(s) of financial aid for providing guidance materials (Pamphlets, magazines, occupational information, etc.) School Funds \_\_\_ School Board \_\_\_ State \_\_\_  
 Library Order \_\_\_ Other \_\_\_ Specify \_\_\_\_\_
27. Do you have a plan providing orientation for entering students in:  
 \_\_\_ Planning high school career \_\_\_ Civic responsibility  
 \_\_\_ Social relationships \_\_\_ Location and use of school facilities,  
 e.g., library, cafeteria, etc.  
 Comment: \_\_\_\_\_
28. Do you provide any pre-college guidance? Yes \_\_\_ No \_\_\_  
 Comment: \_\_\_\_\_
29. By which of the following means do you provide for individual differences?  
 \_\_\_ Varied number of subjects carried \_\_\_ Special courses for students who have  
 \_\_\_ Homogeneous grouping \_\_\_ failed  
 \_\_\_ Guidance in how to study \_\_\_ Provisions permitting capable students  
 \_\_\_ Special coaching of slow students \_\_\_ to "skip" grade or courses  
 \_\_\_ Conferences with failing students \_\_\_ Differentiated assignments within  
 Others? \_\_\_\_\_ class for slow and gifted students  
 Differentiated assignments out of  
 class for slow and gifted students
30. Check the following items which are included in your civic, educational, social and recreational programs:  
 \_\_\_ Student planned and conducted assemblies  
 \_\_\_ Student governing group with definite responsibilities  
 \_\_\_ Clubs open to all girls, such as Girl Reserves  
 \_\_\_ Clubs open to all boys, such as Hi-Y  
 \_\_\_ Cooperation with Boy Scouts, F.F.A., 4-H Groups  
 \_\_\_ Subject matter clubs, hobby groups, etc.,  
 \_\_\_ Group recreation, such as parties, picnics for entire group  
 \_\_\_ Class or club picnics, parties, banquets  
 \_\_\_ Recreation planned with parents participating  
 Other? \_\_\_\_\_
31. Below are listed certain personality traits. Check any items on which effort is made to discover underlying attitudes and experiences which may have brought forth this reaction.  
 \_\_\_ Feelings of inadequacy \_\_\_ Insociability \_\_\_ Dishonesty  
 \_\_\_ Unhappy relation to parents \_\_\_ Indifference \_\_\_ Timidity  
 \_\_\_ Self-consciousness \_\_\_ Despondency \_\_\_ Resentment  
 \_\_\_ Non-cooperation \_\_\_ Unhappiness \_\_\_ Suspiciousness  
 \_\_\_ Friendlessness \_\_\_ Habit formation such as tics, speech dis-  
 Others? \_\_\_\_\_ orders, etc.
32. Double check those of the above list for which in specific instances so far this year something has been done to provide for better mental hygiene.
33. Do you have a follow-up plan for drop-outs and graduates other than the State wide study of 1939-40 graduates? Yes \_\_\_ NO \_\_\_  
 Comment: \_\_\_\_\_

34. Check any of the following means by which you provide for in-service training in guidance for the teaching staff:

- Teachers' meeting devoted to discussion of use of records  
 Teachers' meeting devoted to study of used and interpretation of tests  
 Teachers' meeting devoted to general discussion of guidance problems  
 Case conference, or staff clinic, bringing together material on a student  
 Providing teachers with information about summer guidance courses  
 A special effort to make available to teachers current periodicals on guidance

Specify any others: \_\_\_\_\_

35. Check specific ways in which your guidance program has progressed in the past five years:

- More complete cumulative records  
 More adequate testing program  
 More provision for vocational information  
 More individual counseling  
 Increased holding power of your school

Other? \_\_\_\_\_

36. What are the most serious limitations to the success of your work?

Number in the order of importance.

- Pressure of time  
 Insufficient time allotted in schedule  
 Limited budget  
 Non-cooperation of parents  
 Attitude and preparation of teachers

Others? \_\_\_\_\_

Would you like to have a copy of the results of this survey? Yes\_\_\_\_ No\_\_\_\_

Name \_\_\_\_\_

# WORK AND TRAINING

*Guidance Information for Virginians*

## Summer Courses In Guidance

Following its annual custom, WORK AND TRAINING presents the latest information available regarding the summer school offerings in guidance at Virginia colleges for 1952.

### BRIDGEWATER COLLEGE

#### Measurements and Guidance.

Three hours. Major emphasis will be placed on principles of organizing and administering a program of guidance in the public schools, especially high school. Attention will also be given to tests and measurements as they relate to the guidance process. Instructor to be announced.

### EMORY AND HENRY COLLEGE

#### 411. Educational Tests and Measurements.

Three semester hours. June 16—July 19. A knowledge of the methods and instruments of objective measurement is an important and necessary part of any public school administrator, supervisor, or teacher today. The nature, construction, and uses of educational tests and scales, and important tests and scales in the different fields, methods of scoring, educational norms and their uses, and the uses of standard tests and scales as teaching instruments, and their administrative and supervisory uses are treated at length. Enough statistical information is given to enable the student to interpret the results. Open to juniors and seniors, and to others who have had teaching experience, by permission of the instructor. There will be a fee of \$1.50 to pay for the necessary materials.

**311. Child Psychology.** Three semester hours. July 21 to August 23. The instincts, emotions, and general tendencies of children up to the age of twelve or fourteen are studied. Early tendencies which may lead to

serious difficulties are pointed out and remedial measures are suggested. Each student is required to make a detailed report of observation on at least one child. Prerequisite: Psychology 211.

### LONGWOOD COLLEGE

#### Education 357S. Standardized Tests.

The selection, administration, scoring, and interpretation of standardized tests used in elementary and high schools. Five-week course, June 16 to July 19. Three semester hours credit. Laboratory fee, \$2.00. Instructor, Mrs. Kathleen G. Cover, Regional Supervisor of Guidance.

#### Education 339S. The Role of the Classroom Teacher in Guidance.

A course for both elementary and high school teachers. The responsibilities of teachers in the total guidance program will be examined. Techniques of guidance will be studied. Eight-week course, June 16 to August 9. Three semester hours credit. Instructor, Mrs. Kathleen G. Cover, Regional Supervisor of Guidance.

### LYNCHBURG COLLEGE

#### A-282-11. Guidance, Testing, and Evaluation.

July 21 to August 23. Three hours credit. Instructor, Albert H. Shuster. Special attention in this course is given to the child-study and guidance function of the classroom teacher and to the techniques of evaluating the outcome of education on the elementary and secondary school levels.

### MADISON COLLEGE

**Guidance in the High School.** June 16 to July 11. Instructor, Mr. Alfred K. Eagle. An overview of adequate guidance services will include identification of the problems of adolescents and how to solve them. Materials fee: \$1.00.

**Counseling.** July 14 to August 8. In-

## Suggested High School Record Form

At the request of the Principal's Association a committee from that association and members of the State Department of Education worked out a new high school record form. The present plan is that if the form, shown on pages 3-6, is acceptable, it will be provided by the State Department of Education to those high schools in the State of Virginia who do not already have an adequate record of their students. It would of course be advisable for schools to continue using their own forms if they are as comprehensive and more suitable to the local situation.

**This record card attempts to provide:**

1. The basic information needed by school administrators and teachers in the systematic appraisal of a student's growth and development toward the objectives that have been established by the school, the student, and the student's parents.

2. Information usually requested by colleges considering the admission of a student.

3. Information often requested by prospective employers.

**Suggestions for ready access of material:**

1. Many junior and senior high schools are now receiving a manila folder with the record of the student's development in the elementary grades. It is suggested that the forms on pages 3-6 be inserted in this folder to provide a developmental case history of the student. When manila folders do not come up from the elementary grades, it is recommended that folders be secured and that these two forms plus the health record HPE-h-1 serve as the basis for cumulative records of each individual high school student.

APRIL, 1952

Volume 11 Number 8

### THIS MONTH

Suggested High School Record Form \_\_\_\_\_ 1  
Summer Courses in Guidance \_\_\_\_\_ 1

### ROUTING:

From Principal: \_\_\_\_\_  
To Teacher— \_\_\_\_\_ 1  
Counselors \_\_\_\_\_ 2  
\_\_\_\_\_ 3  
To Librarian \_\_\_\_\_  
for Files \_\_\_\_\_

**Suggestions for recording data:**

**Page 1**—It is suggested that such information as parent or guardian, present address, occupation of the parent, and any other information which might be subject to change be written in with pencil so as to be easily kept up to date.

It is suggested that when a student transfers from another school his grades be entered in the appropriate column with a notation of the school in which the student earned those grades. Others may prefer to keep this information in a different colored pencil.

**Page 2**—Attention is called to the fact that the health record section is to be completed when the record of the pupil is terminated and placed in an inactive file. Current information is listed on the state health form, HPE-h-1.

Under family data, the school can use its own discretion as to what to put in comments. Such things as whether the parents were living together when he was growing up, did family finances affect his attitude or work, was he unduly neglected or sheltered in childhood, did he have an opportunity for normal social development, etc.?

**Page 3**—It might be advisable to clip the photo rather than paste it, and it would be important to give the age of the pupil and the date the picture was taken.

Under standardized test date, it is recommended that in addition to the information recorded, the individual profile sheets be included in the cumulative folder and a suitable notation made in this space. This would be particularly true where there were a large number of sub-sections.

Under section entitled "Significant Limitations, Outstanding Abilities, Other Comments," remarks should be dated and signed by the observer so as to be evaluated in the proper perspective.

**Page 4**—Personal data record section is a confidential terminal evaluation. This evaluation will be more meaningful if it is developed over a period of several years with several teachers participating in the evaluation. This section could be considered an attempt at appraising the individual's normal behavior pattern with a desire to help him improve wherever possible and to give a true picture of his behavior to persons who might be in a position to further assist the student.

The above suggestions touch only a few of the more pertinent questions that might arise concerning these new record forms. Any suggestions or criticisms regarding these forms will be greatly appreciated.

These forms will probably be presented to the Principal's conferences this summer for approval, rejection, or revision. It would be most helpful to the committee if you would send your suggestions immediately to the Chairman of this committee.

Clarence L. Kent, Chairman  
State Department of Education  
State Consultation Service  
815 E. Franklin Street  
Richmond 19, Virginia

**SUMMER COURSES (Cont'd)**

structor, Mr. Alfred K. Eagle. Actual experience in counseling high school students will be provided. Materials fee: \$1.00. Prerequisite: Ed. 85 or experience in guidance testing.

**Problems in Child Study.** June 16 to July 11. Repeated July 14 to August 8. Instructor, Dr. Charles Caldwell. This course is designed for those who are working or plan to work with children. The principles which explain child growth and development, and the causes of children's behavior will be considered. The course will also include an analysis and discussion of behavior records prepared by teachers as well as the problems teachers encounter in working with children in their classrooms. Opportunity will be provided for observation.

Enrollment will be limited to 30. Advance registration is advised. Write to Dr. Charles G. Caldwell, Madison College.

**MARY WASHINGTON COLLEGE**

**Education 116. Theory and Practice of Guidance.** The philosophy and function of guidance in educational institutions, with particular emphasis on the role of the teacher-counselor in guidance programs. Consideration is given such topics as counseling, guidance in teaching, case studies, keeping of records, group guidance, orientation programs, aptitude testing, placement, use of occupational information, and organization of the guidance program. Instructor to be announced.

Intended for graduate students and advanced undergraduate students. Three semester hours' graduate credit may be obtained by stu-

(Continued on Page 7)

**WORK AND TRAINING**

April, 1952

Published monthly, except June, July, and August, by the State Board of Education, Richmond 19, Virginia

DOWELL J. HOWARD  
*State Superintendent of Public Instruction*

THOMAS T. HAMILTON, *Director*  
Division of Secondary Education

Z. T. KYLE, *Supervisor*  
Guidance and Adult Education

**Editorial Staff**

Helen E. Spivey, Editor  
James B. Patton, Jr., Circulation Mgr.

**Guidance Assistance**

The Consultation Services of the Division of Secondary Education render the following services to the public schools of Virginia on request:

- (1) Advisory assistance relative to their guidance programs.
- (2) Copies of WORK AND TRAINING during the school year.
- (3) A vocational information service in answer to questions from faculty members in connection with guidance.
- (4) A machine test-scoring service on a cost basis by the State Consultation Service for Virginia schools and colleges.

State Consultation Service  
815 E. Franklin Street  
Richmond 19, Virginia  
Clarence L. Kent, Director

Danville Regional Consultation Service\*  
D. M. I. Building, Kemper Road,  
Danville, Virginia  
F. E. Finney, District Supervisor

Norfolk Regional Consultation Service\*  
107 West 15th Street  
Norfolk 7, Virginia  
W. Herman Bell, District Supervisor

Kathleen G. Cover, Regional Supervisor  
Longwood College

Paul E. Behrens, Regional Supervisor  
Radford College

\*Operated by the State Department of Education in cooperation with the local school Boards of Danville and Norfolk, respectively.

Entered as second class matter October 8, 1942, at the post office at Richmond, Virginia, under the act of August 24,

1912



Name \_\_\_\_\_ School \_\_\_\_\_

EIGHTH GRADE DATA: 19\_\_\_\_ - 19\_\_\_\_ Days Present \_\_\_\_\_ Days Absent \_\_\_\_\_ Tardy \_\_\_\_\_

Courses	Remarks	Courses	Remarks
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Comments:

Home Room Teacher

HEALTH RECORD: (To be completed when record of pupil is terminated and placed in inactive file.)

1. General Health \_\_\_\_\_
2. List all physical defects noted on health card (HPE-h-1) \_\_\_\_\_

FAMILY DATA: \_\_\_\_\_ Date Recorded \_\_\_\_\_ 19\_\_\_\_

Name	Age	Health	Birthplace	Education
Father _____				
Occupation:*				
Mother _____				
Occupation:*				
Guardian _____				
Occupation:*				

\*Indicate under Occupation the exact type of work and place of employment.

Comments:

Names of Brothers and Sisters	Age	School Grade or Term Completed	Living at Home	Married	Occupation	Where Employed
_____						
_____						
_____						
_____						
_____						

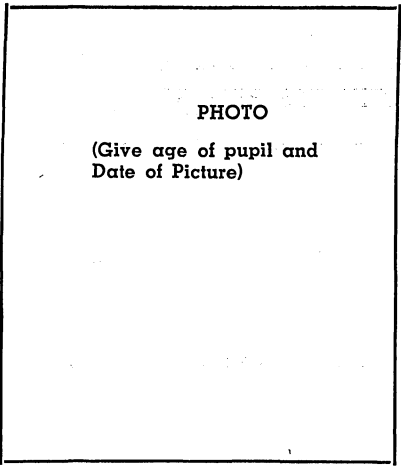
Additional Comments:

Does pupil's family have a church preference? If so, what is it? \_\_\_\_\_

Does pupil have a church preference? If so, what is it? \_\_\_\_\_

me Last First Middle Sex Date of Birth

Date	TRANSCRIPT SENT or INQUIRY ANSWERED



**STANDARDIZED TEST DATA** (See Individual Profile Sheets for additional information.)

Date	Test Name and Form (or subtests)	Raw Score	Per- centile	Norm Group	Grade Place.	Chrono. Age	Mental Age	Age Equiv.	Grade Equiv.

Remarks:

Gr.	Vocational Plans	Educational Plans	Interests, Hobbies and Special Talents
9			
9			
10			
11			
12			
P.G.			

Significant limitations, outstanding abilities and other comments:

## ACTIVITIES RECORD

List activities and organizations in which pupil actively participated: \_\_\_\_\_

List major offices held by pupil: \_\_\_\_\_

## WORK EXPERIENCE (List all jobs including after-school, vacation and part-time).

Employer.....			
Date Started.....			
Date Stopped.....			
Kind of Work.....			
Hours and Pay.....			
Like or Dislike.....			
Why and Comments:.....			

## PERSONAL DATA RECORD Confidential

## TERMINAL EVALUATION

Date

Grade

Seriousness of Purpose	Not Evidenced	Some	Average	Above Ave.	Purposeful
Industry	Not Evidenced	Needs Pressure	Needs prodding	Prepares Work	Additional Work
Initiative	Not Evidenced	Initiative	Average	Above Ave.	Very Much
Concern for Others	Anti-Social	Self-Centered	Average	Concerned	Strongly Concerned
Influence on Others	Not Evidenced	Some	Average	Above Average	Very Much
Responsibility	Not Evidenced	Some	Usually Dependable	Conscientious	Very
Emotional Stability	Very Emotional	Excitable	Usually Well-Balanced	Well Balanced	Very Stable
	Apathetic	Unresponsive			



dents who have been approved for graduate study by the Department of Education at the University of Virginia. Advanced undergraduate students may be permitted to enroll for undergraduate credit of three semester hours. The dates of the summer sessions are June 16 to August 8.

#### RADFORD COLLEGE

**Education 447. Principles of Guidance for Classroom Teachers.** Prerequisite: General Psychology. One session hour credit. Instructor, Dr. M'Ledge Moffett. Analyzes the activities of the school program and gives experience in techniques of personal, social, educational, and vocational guidance.

**Education 447A. Guidance Techniques for the Elementary Schools.** One session hour credit. Mr. Paul E. Behrens, Instructor. For teachers, administrators, and others having responsibility for elementary school pupils. Deals with such techniques as observations, anecdotal records, interviews, case studies, use of standardized tests, and various provisions for individual differences. May be taken as a substitute for Education 447.

**Education 556. Advanced Educational Guidance.** Prerequisite: Undergraduate course in Guidance or its equivalent. One session hour graduate credit. Instructor, Dr. M'Ledge Moffett. Includes the principles and techniques of guidance and counseling designed to meet the needs of classroom teachers and school administrators in developing and understanding of, and skills in, teacher-pupil guidance in the school situation.

Dates for the summer school courses are as follows: First term—June 11 to July 16, Second term—July 16 to August 20.

#### ROANOKE COLLEGE

**Education 16. Guidance and Counseling in Elementary and High School.** Two or three semester hours credit. June 13 to July 25 (6 weeks' term) or June 13 to August 16 (9 weeks' term.) Instructor, Professor Silas. Physiological, psychological, social and personal aspects of growth and development. Methods and techniques of study and analyzing the needs of children and youth; procedures of the various phases of guidance — educational, vocational, social, and personal.

#### UNIVERSITY OF RICHMOND

**Ed. S327. "Guidance in the Secondary School."** June 16 to July 25. Prerequisite: 9 hours in Education and Psychology. Three semester hours credit. Instructor, Dr. John F. Showalter. The need for guidance; concepts of guidance; its purposes; instruments of guidance; administrative, curricular, and extra-class provisions for guidance; the teacher as counselor and personnel worker.

**Ed. S345. "Practice in Counseling Techniques."** Three semester hours credit. A brief review of the basic principles of interviewing, cumulative records, testing, use of occupational, educational, and personal adjustment information. Opportunity will be provided to counsel with high school students. This counseling is done under the supervision of Mr. Lucien D. Adams, formerly with the State Consultation Service and now Director of Instruction in Richmond Public Schools. Applicants must have successfully completed Ed. S327 or its equivalent. Counselors, administrators, or teachers having guidance responsibilities in a Virginia High School will be given preference in considering applications since enrollment is limited. It is suggested that persons enrolling in this course do not enroll in another class. The class will meet for a period of three weeks, June 23 through July 11, from 10:00 A.M. to 3:00 P.M. at John Marshall High School in downtown Richmond.

#### UNIVERSITY OF VIRGINIA

Twelve semester-hours of education or psychology are prerequisite for the following courses.

**Education s114. Mental Hygiene.** June 23 to July 19. Three semester hours credit. Instructor, Miss Mary Walker Randolph. The elementary principles governing the development of human behavior with particular reference to the cause and prevention of social and emotional maladjustment; the responsibility of the school for the cultivation of the wholesome personality.

**Education s116. Theory and Practice of Guidance.** June 23 to August 16. Three semester hours credit. Instructor, Dr. Richard A. Meade. The philosophy and function of guidance in educational institutions, with particular emphasis on the role of the teacher-counselor in guidance programs. Consideration is given to such topics as counseling, guidance in teaching, case studies, keeping

of records, group guidance, orientation programs, aptitude testing, placement, use of occupational information, and organization of the guidance program.

**Education s135. Personnel Management in School Administration.** June 23 to August 16. Three semester hours. Instructor, Dr. B. J. Chandler. Theory and practice in the administration of the teaching staff and school employees: selection, salaries, tenure, retirement, classification and promotion, training-in-service. Emphasis is placed on the participation of educational workers in administrative activities.

**Education s171. Human Relations in Education.** June 23 to August 16. Three semester hours. Instructor, Dr. Earl R. Boggs. The diagnostic and remedial study of pupil-pupil and pupil-teacher relationships in the classroom. The administration of sociometric analysis tests to pupils and the interpretation of results in terms of improved teaching-learning activities.

**Education s184. Human Growth and Development.** June 23 to August 16. Three semester hours. Dr. John Alexander Rorer, Instructor. The principles of child development and their implications for guidance.

**Education s216. Individual Counseling and Group Guidance.** June 23 to August 16. Three semester hours credit. Instructor, Mr. William W. Savage. The theory and techniques of individual counseling and group guidance are considered along with a treatment of such problems as the use of tests in gathering data, procedures for studying groups, development of cumulative records systems, and the evaluation of counseling procedures.

**Education s250-F. Laboratory Course in the Wechsler-Bellevue Intelligence Scale.** June 23 to August 16. Three semester hours credit. Instructor, Mr. Arthur J. Bachrach. A detailed study of the purpose and technique of the Wechsler-Bellevue Intelligence Scale for Adults. A general approach to the problem of intelligence and its measurement. Laboratory practice in administration, scoring, and interpretation of the Wechsler-Bellevue tests.

**Education s250-K. Mental Hygiene.** June 23 to August 16 (one two-hour evening meeting each week during the eight-week session). One semester hour credit. Instructor, Mr. Arthur

J. Bachrach. The dynamics of human adjustment and a study of behavior, normal and aberrant, with particular reference to the role of the school and home in the development of personality.

Twelve semester-hours of psychology or permission of the instructor are prerequisite for the following courses:

**Psychology s119. Psychology of Adolescence.** June 23 to August 16. Three semester hours credit. Instructor to be announced. The examination of psychological and physiological changes occurring during the adolescent period, with emphasis on attitudes and interests, social adjustment, and behavior problems coming out of the growth process.

**Psychology s135. Aptitude Testing.** June 23 to August 16. Three semester hours credit. Instructor to be announced. The construction, use, and interpretation of aptitude tests for vocational guidance and industrial placement. A review of the findings of aptitude testing for military classification in World War II is included.

#### WORKSHOP COURSE

**Education s107-J. Problems in Guidance—Industrial and Business Practicum.** June 23 to July 18. Four semester hours credit. Instructor, Dr. Fred B. Dixon. Members of this problems course will devote three of the four weeks period to first-hand work experience in business and industries in Richmond, Virginia. Those enrolled will be assigned to a job for first-hand work experience. In addition, students will meet in seminar groups to discuss personnel opportunities and job requirements they are facing. Visits to key industries in and near Richmond will be scheduled. The group will assemble at the University on June 23 for organization and orientation and at the conclusion of the course will return to Charlottesville for a summary and evaluation of the course. Enrollment in the course is limited to a maximum of twenty students. Students will be admitted on the basis of their qualifications for this type of work and the date on which their applications are received. Total fees will be \$30.00 tuition for Virginians, plus \$5.00 registration fee. Living and travel expenses will be kept to a minimum.

#### VIRGINIA POLYTECHNIC INSTITUTE

**Education 401. Vocational and Ed-**

**ucational Guidance.** June 11 to July 19. Three quarter credit hours. Professor D. L. Kinnear. Prerequisites: none. Development, scope, purposes and methods employed in vocational and educational programs in the administration of guidance programs in the smaller school systems. Fees: 6 weeks summer term \$30.00 for Virginia students, \$60.00 for out-of-state students, for full programs.

#### VIRGINIA STATE COLLEGE

**Ed. 182. Problems in Guidance.** June 16 to August 15. No prerequisites. 4 semester hours. Instructor, Mr. David N. Henderson. Designed to assist supervisors, principals, teachers, and counselors to understand the problems of youth and to formulate techniques for their solution.

**Guidance 430. Principles of Guidance.** June 16 to August 15. Prerequisite: Graduate students only. 3 semester hours. Instructor, Dr. Alonzo M. Myster. Comprehensive survey of field, techniques and practices, organization and administration of the guidance program.

**Guidance 432. Personality Adjustment.** June 16 to August 15. Prerequisite: Completion of five courses in guidance and/or psychology. 3 semester hours. Instructor, Mr. Aubrey S. Escoffery. A study of personality maladjustments, procedures for prevention and correction, and critical review of the literature.

**Guidance 433. Occupational Information and Analysis.** June 16 to August 15. 3 semester hours. Instructor, Mr. David N. Henderson. Examination of techniques of studying and presenting information relating to occupational life.

**Guidance 435. Techniques of Counseling.** June 16 to August 15. 3 semester hours. Instructor, Dr. Elwood B. Boone. Emphasis will be upon the development and adjustment of the individual through the use of counseling procedures.

#### VIRGINIA UNION UNIVERSITY

**Education 311. Guidance.** June 16 to August 14. No prerequisite. Three semester hours credit. Instructor, Mr. C. W. Florence. This is a general introduction to guidance for the classroom teacher.

#### COLLEGE OF WILLIAM AND MARY

**Education S304s. Guidance and Personnel Work in Public Schools.** June 17 to August 15. No prerequisite. Three semester hours. This course is designed to help equip the

homeroom and classroom teacher for guidance responsibilities. Students will become acquainted with the instruments of guidance and their application in the solution of problems of adjusting and counseling school pupils. Stress will be placed on counseling with students on personal, educational, and vocational problems.

**Educational S414s. Techniques in Counseling.** June 17 to August 15. Prerequisites: Ed. S304s or equivalent. Three semester hours. Instructor, Mr. Donald Herrmann. A study of the procedures for securing and using data necessary to understand the counselee; the development of skill in using assembled data in counseling.

**Education S417s. Basic Information and Records for Guidance Purposes.** June 17 to August 15. Prerequisite: Ed. S304s or equivalent. Three semester hours. Instructor, Mr. Donald Herrmann. Techniques for developing community occupational surveys; sources of occupational and educational information; methods of using such information in guidance; and development and use of cumulative pupil records.

**Education S418s. Organization of Guidance Programs.** June 17 to August 15. Prerequisite: Ed. S304s or equivalent. Three semester hours. Instructor, Mr. Donald Herrmann. A study of the procedures involved in organizing and developing guidance programs in school.

**Education S419s. Research in Guidance Problems.** June 17 to August 15. Prerequisite: Ed. S304s or equivalent. Three semester hours. Instructor, Mr. Donald Herrmann. Planned for students who wish to undertake the study, on an individual basis, of special problems related to guidance which are not treated in S414s, S417s, and S418s.

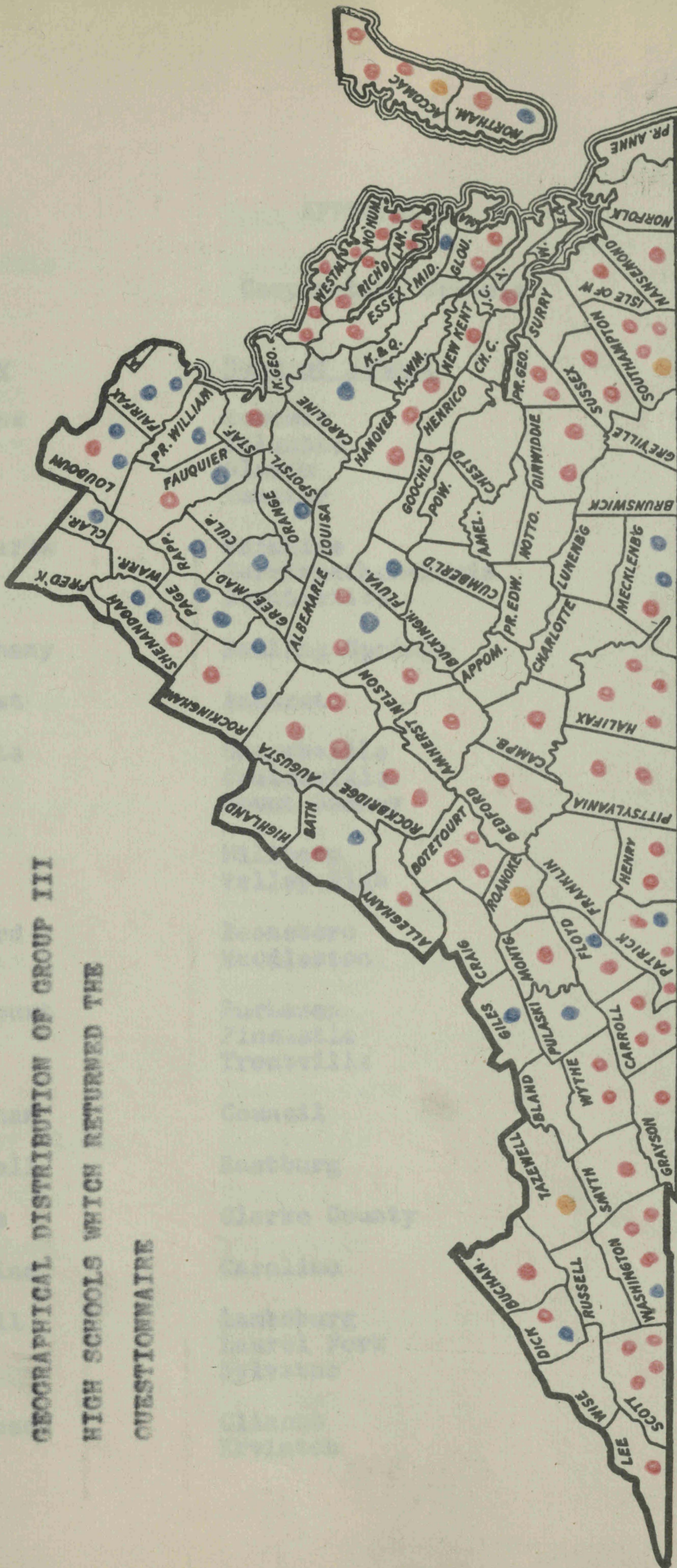
**Psychology 202. Psychological Methods.** Instructor, Mr. Wolin. This course will deal with an introduction to descriptive statistics, experimental design, and methods of testing and rating.

**Psychology 401. Group Psychological Tests.** Instructor, Mr. Bare. This course will deal with an analysis of how psychological tests are made and an introduction to their interpretation, standard group tests of intelligence, personality and interest will be administered, scored and interpreted.



APPENDIX E

GEOGRAPHICAL DISTRIBUTION OF GROUP III  
HIGH SCHOOLS WHICH RETURNED THE  
QUESTIONNAIRE



KEY: ● Below 50 pupils  
● 50 - 200 pupils  
● 200 - 350 pupils

## APPENDIX F

## Cooperating Schools

<u>County</u>	<u>Name of School</u>	<u>Enrollment</u>
Accomac	Accomac	47
	Atlantic	147
	Bloxom	79
	Tangier	54
Albemarle	McIntire	218
	Merriweather-Lewis	106
	Scottsville	108
Alleghany	Boiling Springs	82
Amherst	Amherst	157
Augusta	Churchville	132
	Craigsville	152
	Mount Sidney	80
Bath	Millboro	85
	Valley High	135
Bedford	Beonsboro	71
	Huddleston	73
Botetourt	Buchanan	160
	Fincastle	185
	Troutville	142
Buchanan	Council	105
Campbell	Rustburg	102
Clarke	Clarke County	307
Caroline	Caroline	175
Carroll	Lambsburg	30
	Laurel Fork	18
	Sylvatus	46
Dickenson	Clincho	125
	Ervinton	150

<u>County</u>	<u>Name of School</u>	<u>Enrollment</u>
Dinwiddie	Dinwiddie	145
	Midway	73
Essex	Tappahannock	155
Fairfax	Herndon	245
Fauquier	Remington	32
	Warrenton	180
Floyd	Check	115
	Willis	175
Fluvanna	Fluvanna County	140
Giles	Pembroke	170
Gloucester	Achilles	110
	Botetourt	118
Grayson	Independence	154
Halifax	Cluster Springs	108
	Scottsburg	50
	Virgilina	73
	Wilson Memorial	56
Hanover	Battlefield Park	126
	Beaver Dam	65
	Montpelier	66
Henry	Axton	101
	Spencer-Penn	123
Isle of Wight	Carrsville	68
James City	Toano	46
Lancaster	Kilmarnock	73
	Lively	62
Lee	Dryden	117
Loudoun	Aldie	115
	Leesburg	321
	Lincoln	191

<u>County</u>	<u>Name of School</u>	<u>Enrollment</u>
Madison	Madison	310
Mathews	Mathews	210
Mecklenburg	Chase City	254
	Clarksville	195
	South Hill	200
Middlesex	Middlesex	215
Montgomery	Auburn	158
Nansemond	Whaleyville	90
Nelson	Lovingston	187
New Kent	New Kent	93
Northampton	Cape Charles	80
	Northampton	287
Northumberland	Callao	95
	Reedville	73
	Wicomico	55
Orange	Orange	203
Page	Luray	254
	Shenandoah	194
Patrick	Hardin-Reynolds Memorial	150
	Meadows of Dan	100
	Stuart	156
	Woolwine	85
Pittsylvania	Callands	84
	Chathams	162
Prince Georges	Carson	52
	Disputana	58
Prince William	Occoquan District	190
Pulaski	Draper	195
Roanoke	Bent Mountain	40

<u>County</u>	<u>Name of School</u>	<u>Enrollment</u>
Rappahannock	Rappahannock County	160
Richmond	Farnham	58
	Warsaw	94
Rockbridge	Effinger	118
	Goshen	50
Rockingham	Elkton	250
	Linville-Edom	150
	Montevideo	335
Scott	Hilton	145
	Manville	50
	Nickelsville	117
	Rye Cove Memorial	130
Shenandoah	New Market	170
	Triplett	180
	Woodstock	182
Smyth	Sugar Grove	126
Southampton	Boykins	74
	Courtland	118
	Drewryville	36
	Newsoms	36
Stafford	Stafford	145
Sussex	Jaratt	63
	Wakefield	40
Tazewell	Burke's Garden	34
Washington	Bethel	87
	Glade Spring	205
	Konnarock	52
	Valley Institute	135
Westmoreland	Cople	61
	Oak Grove	65
	Washington-Lee	33
Wythe	Jackson Memorial	224
	Rural Retreat	177

<u>City</u>	<u>Name of School</u>	<u>Enrollment</u>
Falls Church	George Mason	343



## Vita

EDWARD MICHAEL BRANICH. Born in McKeesport, Pennsylvania, September 19, 1918. Attended elementary school in McKeesport, Pennsylvania. Graduated Lyons Falls High School, Lyons Falls, New York, June 1937. Entered School of Nursing, St. Elizabeth's Hospital, Washington, D.C., 1940. Served on active duty in U.S. Naval Forces from June 1941 to October 1945 as Chief Pharmacist Mate. Married Lorraine A. White of Lerty, Virginia, October 1942. One daughter, Jane Kaye, born 1946. Undergraduate work at Randolph-Macon College 1945-1948. Member Commons Club, Beta Beta Beta, Honorary Biology Society, and Chi Beta Phi, Honorary Scientific Society. B.S. Degree with Chemistry Major, 1948. Summer school at University of Richmond 1949, 1950, 1951, 1952, leading to the degree of M.S. in Education. Taught in Westmoreland County Schools in Virginia November 1948-June 1950. Principal 1950 to present.