

1964

A survey of the counseling service of Thomas Dale High School and seventeen other high schools comparable in size

Daisy Park Reames

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A SURVEY OF THE COUNSELING SERVICE OF THOMAS DALE HIGH SCHOOL
AND SEVENTEEN OTHER HIGH SCHOOLS COMPARABLE IN SIZE

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

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education
LIBRARY
UNIVERSITY OF RICHMOND
VIRGINIA

by
Daisy Park Reames

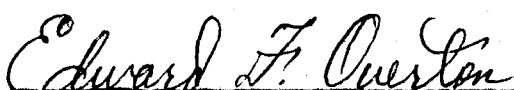
August 1964

APPROVAL SHEET


The undersigned, appointed by the Chairman of the Department of Education, have examined this thesis by

Daisy Park Reames, A.B.

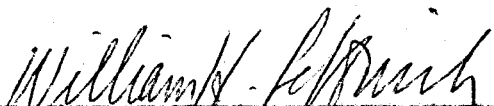
candidate for the degree of Master of Science in Education, and hereby certify their approval of its acceptance.



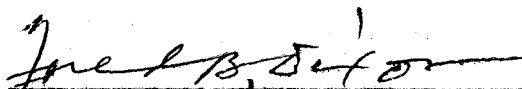
Edward F. Overton, Ph.D.
Professor of Education and
Dean of the Summer School
University of Richmond



Franklin R. Jones, Ed.D.
Professor of Education
Randolph-Macon College
Visiting Lecturer
University of Richmond



William H. Leftwich, Ph.D.
Assistant Professor of Psychology
University of Richmond



Fred B. Dixon, Ed.D.
Principal John Marshall High School
Visiting Lecturer
University of Richmond



Calvin H. Phipps, Ph.D.
Professor of Education
Limestone College
Visiting Lecturer
University of Richmond

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CHAPTER I

INTRODUCTION

Many of the ultimate objectives of the guidance services of Thomas Dale High School are the same as those of the total educational program although the methods by which these goals are reached are sufficiently different to necessitate systematic supplementary services.

It is important, therefore, to state the objectives of Thomas Dale High School.

The school aims:

- To give training in orderly methods of gaining knowledge.
- To develop the skills and fundamentals in each pupil necessary for efficient living.
- To develop a well-balanced and desirable personality in each pupil.
- To provide opportunity in vocational and non-vocational training.
- To develop a high sense of personal conduct.
- To develop the ability for constructive participation in social and economic life.
- To promote physical efficiency in its membership.
- To merit the continued support of the citizenry by extending the opportunity for educational and recreational activity to all and by attempting to meet the present and foreseeable future needs of the children.¹

Thomas Dale subscribes to the theory that a guidance program requires the participation of every member of the school staff as well as cooperation from pupils, parents, and community agencies.

A goal of the guidance program is to bring together all of the resources of the home, school, and community for the benefit of each pupil.

¹Faculty Handbook Session 1963-64, No. 5 (Chester, Virginia: Thomas Dale High School, 1963), p. 2. (Mimeographed.)

Counselors strive to help each individual to understand his abilities, interests, and personality traits, to develop them as well as possible, to relate them to his life goals, and to reach a state of mature self-guidance as a desirable citizen of a democratic social order.

It is appropriate to ask what elements in the present counseling service seem to be sound and what elements need to be changed. The purpose of this thesis is to determine the comprehensiveness and effectiveness of the counseling service of Thomas Dale High School. From this appraisal based upon a variety of techniques, it will be indicated whether the present counseling service is adequate. The criteria include considerations of student opinion, teacher opinion, counselor opinion, administrative opinion, former student opinion, and parent opinion. Special studies will be made to determine the effect of the program in terms of student behavior. Certain aspects of the counseling service of Thomas Dale High School will be compared with similar programs in other selected high schools in the state of Virginia.

I. THE PROBLEM

Statement of the problem. The problem is to identify the strengths and weaknesses of the counseling service at Thomas Dale High School in order to ascertain what changes are needed to make the service more effective. The problem actually is to reveal both the strong and weak points of the service so that they may be used as a starting place for future planning. It is a hard task as the effects of counseling may

be felt for many years after the student has been directly exposed to them. Furthermore, the causes of behavior are multiple. Some are physical, some interpersonal, some cultural and environmental.² Hence, any attempt to isolate the effects of counseling impedes the interpretation of data. Another factor that complicates the problem is the difficulty in determining the effect of the counseling service apart from the other guidance services. It may not be necessary to know the exact effect of one service since the results of the total program are far more important; yet it is imperative that counselors have some estimate of the effect of the counseling service if improvement is to be made.

Significance of the problem. It is important to study the comprehensiveness and effectiveness of the present counseling service in order to discover steps which may be taken to improve and extend it. This evaluation should strengthen the program by leading not only to an increase in student, staff, and community interest but by revealing also the kinds of needs which must be met. It should serve as a basis for judging the extent to which the present service meets the life needs of the youth it serves. Information will be available to administrators and instructional staff that may be used to modify procedures in accordance with the needs and interests of the students. The results, if implemented, could be used to improve public relations, increase pupil motivation, and to substantiate the reasons for recommended changes in

²Franklin R. Jones, "Human Growth and Development," Virginia PTA Bulletin, Vol. 47, No. 8 (April, 1964), p. 8.

the school's program.

It should be noted that this is the first attempt at a systematic evaluation since the assignment of any full-time guidance personnel at Thomas Dale High School. Despite the limitations of this survey it is significant, therefore, in that it should point out the need for staff members to assign research a high priority among their activities, as evaluation which is systematic and continuous may be expected to make a significant contribution to the growth and development of the counseling service.

II. SOURCES OF DATA

Four sources of data were used for this investigation. Surveys were sent to approximately 24 administrators, 480 teachers, and one hundred counselors in 24 selected high schools in the state of Virginia. Questionnaires were also sent to one hundred former students of Thomas Dale High School, 250 pupils currently enrolled in Thomas Dale High School, and to two hundred adults in the area served by Thomas Dale High School. A number of educators, students, and other citizens from various school communities were interviewed, and their thoughts and recommendations are included in this study. The third source of data consisted of reports of the principal and guidance department of Thomas Dale High School. In terms of interpretation and application of this material, books, educational journals, and specialized publications were chiefly useful.

III. THE THESIS

This thesis is organized so that following the introductory chapter there are chapters devoted to a description of the school and community, the nature and scope of the present counseling service, the presentation of survey data on the comprehensiveness and effectiveness of the counseling service, the presentation of special studies on the academically talented, and a general summary.

IV. DEFINITIONS OF TERMS USED

The concepts of counseling vary, and yet in order to have a basic definition for this study the one used by the Virginia State Department of Education was chosen. Counseling is a process by which the individual student is assisted in gaining information and making decisions which lead to effective personal adjustment.³ Counseling is considered the central function of the guidance program with the other services functioning as supporting services.

Guidance services. Guidance services are usually defined as a group of identifiable services that are designed to assist an individual toward maximum adjustments.⁴ The following are considered the five

³State Department of Education, "Guidance--A Vital Part of Virginia's Public School Program," Informational Service Bulletin, May, No. 5 (Richmond, Virginia, 1961).

⁴Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services, (New Jersey: Prentice-Hall, Inc., 1958), p. 22.

major services: inventory, information, counseling, placement, and follow-up.

Other selected high schools. Schools with enrollments ranging from 1109 to 1495 were chosen.⁵ Although Thomas Dale had an enrollment of 1892 for the same year, these figures were considered inappropriate as they included the students housed in temporary buildings and a wing of the Curtis Elementary School while facilities were being constructed to house the overflow of students. In 1963 with the completion of two new high schools the Thomas Dale enrollment stabilized at 1318. The projected enrollment for 1964 which will not include grade eight is 1071.

V. BRIEF SUMMARY OF FINDINGS

The findings concerning the counseling service of Thomas Dale High School revealed a need for more counseling time, a need for more time for teachers to utilize the counseling service, a need for improved channels of communication between administrators and counselors and between counselors and teachers, a need for informing the public of the objectives of the counseling service, and a need for changes in the curriculum and methods of instruction so that individual differences of students can be provided for more effectively.

⁵Virginia State Board of Education, Annual Report of the Superintendent of Public Instruction 1962-63, Vol. XLVI, September, No. 3 (Richmond, Virginia, 1963), pp. 63-86.

CHAPTER II

DESCRIPTION OF SCHOOL AND COMMUNITY

It is imperative that a counseling service have a basis in facts concerning the school and the community it serves. Basic data concerning the school and community are essential in order to recognize the needs of the pupils. It is only by an analysis of the local community, the present staff, and the pupil population that one can determine what steps should be taken to improve the counseling service.¹ The people by whom and for whom the school is operated make it what it is, and it is out of their desires, hopes, and frustrations that its greatest difficulties and its greatest achievements arise. Too often educators assume they know the needs of their students without making a study of these needs.

The distinctive characteristics of the people and groups of people of the school community, particularly those of the youth, should be known. Since every school community inevitably is interrelated with other communities, the school should adapt its general philosophy, specific purposes, and its educational program to its own communities and to the larger communities of which it is a part.²

¹Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services (New Jersey: Prentice Hall, Inc., 1958), p. 311.

²National Study of Secondary School Evaluation, Evaluative Criteria (Section C. Washington 6, D.C.: National Study of Secondary School Evaluation, 1960), p. 29.

I. BASIC DATA CONCERNING THE SCHOOL

Thomas Dale High School is a consolidated high school organized as a five year unit. It offers a general diploma and a college preparatory diploma and is accredited by the State Department of Education and the Southern Association of Colleges and Secondary Schools. Its faculty numbers sixty-seven.

Enrolled pupils and graduates. Table I, page 9, gives the enrollment of pupils for the current year and for the five preceding years. It also shows the number of graduates for each of these years. These data provide a general picture of the gradual increase in enrollment which necessitated the opening of two additional high schools in the areas formerly served by Thomas Dale High School. It will be noted that the total enrollment for the 1958-59 session was 1242 while the total enrollment reached a peak of 1890 for the 1962-63 session. Temporary facilities were used to house the additional students until Matoaca High School and Meadowbrook High School were ready for use in September, 1963. This explains the decline in the total enrollment of Thomas Dale High School to 1318 for the 1963-64 session. The new Thomas Dale High School will be ready for the 1964-65 session with a projected enrollment of 1071 exclusive of eighth grade while the present structure will be converted into the Chester Intermediate School. The data also reveal a gradual increase in the number of graduates from 94 for the 1958-59 session to 194 for the 1963-64 session.

TABLE I

ENROLLED PUPILS AND GRADUATES OF THOMAS DALE HIGH SCHOOL,
CHESTER, VIRGINIA

Session	Enrollment			Graduates		
	Boys	Girls	Total	Boys	Girls	Total
1958-59	605	637	1242	31	63	94
1959-60	675	651	1326	58	69	127
1960-61	767	730	1497	65	82	147
1961-62	840	826	1666	69	90	159
1962-63	973	917	1890	83	80	163
1963-64	677*	641*	1318*	75	119	194

*These figures were computed as of April 30, 1964, whereas all other figures were computed at the end of the school session.

Age-grade distribution. Table II, page 11, gives the age-grade distribution of Thomas Dale High School students for the current year. These data reveal certain deviations from normal grade placement. For example, the data show that although the average age of eighth graders is 13, there are 38 (6.63 per cent) who are 12 years of age (one year under age), 120 (20.94 per cent) who are 14 years of age (one year over age), 90 (15.70 per cent) who are 15 years of age (two years over age), 39 (6.80 per cent) who are 16 years of age (three years over age), and 13 (2.27 per cent) who are 17, 18, or 19 years of age (four, five, or six years over age). This means that in the eighth grade there is an age spread of eight years. Age-grade deviations are found also in the ninth, tenth, eleventh, and twelfth grades. With such wide age-grade deviations the question of social readiness for some of those under age becomes a problem. The need for social adjustment is a factor to be recognized not only for some of the students who are under age but for some who are over age as well. By giving special attention to students whose age-grade deviations have been a contributing factor to their maladjustment, some staff members have succeeded in helping some of these individuals resolve their conflicts in such a way that the resultant behavior is both acceptable to society and satisfying to the individual. Some have become drop-outs and some have been labeled maladjusted by their teachers.

Mental ability. Complicating the whole problem of learning is the recognition of the varying capacities of individual children and

TABLE II

AGE-GRADE DISTRIBUTION OF STUDENTS OF THOMAS DALE
HIGH SCHOOL, CHESTER, VIRGINIA, 1962-63

Eighth		Ninth		Tenth		Eleventh		Twelfth	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
38	6.63								
273	47.64	27	6.01						
120	20.94	253	56.34	25	6.44				
90	15.70	109	24.27	252	64.94	33	13.25		
39	6.80	43	9.57	68	17.52	151	60.64	15	7.77
11	1.91	15	3.34	28	7.21	41	16.47	127	65.80
1	.17	1	.22	12	3.09	20	8.03	33	17.09
1	.17	1	.22	2	.51	3	1.20	15	7.77
over				1	.25	1	.40	3	1.55

NOTE: This table was computed on the basis of the pupil's age as of September 1, 1962.

adolescents in different content areas, and the administrative difficulty of arranging for instruction in accordance with these individual differences.³ Intelligence tests, educational achievement tests, and aptitude tests are given regularly at Thomas Dale High School to secure data on the mental ability of the pupils. The mental ability of the school population as determined by the California Test of Mental Maturity is given in Table III, page 13. These data, compiled in 1960, show that 3 per cent of the school population had an IQ range of 126-135; 7 per cent had an IQ range of 116-125; 19 per cent had an IQ range of 106-115; 29 per cent had an IQ range of 96-105; 25 per cent had an IQ range of 86-95; 12 per cent had an IQ range of 76-85; and 5 per cent had an IQ of 75 or below. This means that approximately seventy-five per cent of the school population of Thomas Dale High School earned IQ's between 84 and 116 as compared with a normal expectancy of approximately sixty-seven per cent. Ten per cent of the Thomas Dale High School population had IQ's above 116 as compared with the normal expectancy of approximately seventeen per cent, while fifteen per cent of the Thomas Dale High School population had IQ's below 84 as compared with the normal expectancy of approximately seventeen per cent.

For the students who deviate somewhat from normal in mental ability some provisions are made. All required subjects are offered at two levels. Pupils are placed by the staff on the bases of ability and

³Francis H. Horn, "The Ends For Which We Educate," The Educational Forum, Vol. XXVIII, No. 2 (January, 1964), p. 138.

TABLE III

MENTAL ABILITY OF THE SCHOOL POPULATION OF THOMAS DALE HIGH SCHOOL,
CHESTER, VIRGINIA, IN 1960 AS DETERMINED BY THE CALIFORNIA
TEST OF MENTAL MATURITY

I Q Ranges	Per cent in Each Group	Cumulative per cent in Each Group
126-135	3	100
116-125	7	97
106-115	19	90
96-105	29	71
86- 95	25	42
76- 85	12	17
0- 75	5	5

performance independently for each subject. An accelerated program is offered in mathematics and science to those students who qualify as determined by a testing program administered in the seventh grade, provided their parents after an interview with the administrator indicate their desire for their children to participate in the program. Special offerings include a remedial reading program on the eighth grade level. Some staff members interviewed, particularly those working with the eighth grade, felt the provisions made for dealing with the differential abilities were inadequate. This condition was not unique with Thomas Dale staff members as educators interviewed elsewhere in the state made similar comments.

In September, 1963, Chesterfield County opened a school for retarded but educable children of high school age at Camp Baker. This year the school was dedicated as the Lilla Spivey School. Three teachers are now employed at the Spivey School which has an enrollment of thirty students.

Stability. The number of years which each member of the current senior class has been in this school is indicated in Table IV, page 15. These data reveal that 4 seniors (1.94 per cent) attended Thomas Dale 1 year, 11 seniors (5.32 per cent) attended Thomas Dale 2 years, 6 seniors (2.89 per cent) attended Thomas Dale 3 years, 22 seniors (10.62 per cent) attended Thomas Dale 4 years, 145 seniors (70.05 per cent) attended Thomas Dale 5 years, 15 seniors (7.24 per cent) attended Thomas Dale 6 years and 4 seniors (1.94 per cent) attended Thomas Dale for 7 or more

TABLE IV

STABILITY DATA ON CLASS OF 1964 OF THOMAS DALE HIGH SCHOOL,
CHESTER, VIRGINIA

Number of Years in This School (Including Present Year)	Seniors		Cumulative Per cent
	Number	Per cent	
7	4	1.94	100.00
6	15	7.24	98.06
5	145	70.05	90.82
4	22	10.62	20.77
3	6	2.89	10.15
2	11	5.32	7.26
1	4	1.94	1.94
Total	207	100	

years. Only to a small degree are the problems generated by family mobility found at Thomas Dale High School. The concomitant problem of emotional instability on the part of a small percentage of transfer students, some of whose parents are engaged in construction or industry, is partially solved by extracurricular activities and the efforts of staff members and students to help these transfers adjust to their new surroundings. Through orientation counseling many students have been able to adapt to change without frustration and fear. Counselors encourage pupils to acquire attitudes that will enable them to accept change as normal and inevitable. In tomorrow's world there will be far more mobility than at present, when one out of three families moves every two years.⁴

Withdrawals. Pupil dropout data given in Table V, page 17, reveal that the major reason for withdrawals for the twelve months preceding September, 1963, was the transfer of 463 students (24.5 per cent of the total enrollment) without change of residence. These students were enrolled in the Matoaca and Meadowbrook High Schools which were opened in September, 1963. Subject difficulties accounted for the withdrawal of 56 students (2.96 per cent of the total enrollment), marriage accounted for the withdrawal of 29 students (1.53 per cent of the total enrollment), and parental indifference accounted for the withdrawal of 12 students (.63 per cent of the total enrollment). These data also

⁴Ibid., p. 139.

TABLE V

WITHDRAWAL DATA ON PUPILS OF THOMAS DALE HIGH SCHOOL, CHESTER,
VIRGINIA, FOR TWELVE MONTHS PRECEDING SEPTEMBER, 1963

Reason for Withdrawal	Boys	Girls	Total	Per cent of total enrollment
Disciplinary problems	2	1	3	.16
Employment	6	2	8	.42
Entered military service	7	0	7	.37
Financial reasons	2	0	2	.11
Health problems	1	7	8	.42
Lack of motivation	4	0	4	.21
Marriage	1	28	29	1.53
Parental indifference	6	6	12	.63
Subject difficulties	36	20	56	2.96
Transferred to another school				
With change of residence	3	5	8	.42
Without change of residence	287	176	463	24.50
Unclassified	9	11	20	1.06
Unknown	16	23	39	2.06
Total	380	279	659	34.85

reveal that transfer to other schools with change of residence, health problems, military service, lack of motivation, disciplinary problems, and financial reasons were responsible for the withdrawal of 40 students (2.12 per cent of the total enrollment).

It should be noted that subject difficulties accounted for 38.57 per cent of all withdrawals exclusive of those students who transferred to the newly opened high schools in the county. Many staff members interviewed felt that a significant contribution to the continuous growth and development of the total school program could be made by stimulating improvements in the curriculum and methods of instruction which would meet the needs of these students. Some felt that modification of the existing program was a more pressing problem than the construction of vocational schools which have as their objective occupational competency, and, hence, have no place for those whose mental abilities are below average.

IV. BASIC DATA CONCERNING THE COMMUNITY

The school community for a public school is the area and population of the district which is legally responsible for the support and control of the school.⁵ Chesterfield County operated eight secondary schools with a total enrollment of 6,868 for the 1963-64 session.

Thomas Dale High School serves the area from Falling Creek and

⁵National Study of Secondary School Evaluation, op. cit., p. 30.

the Atlantic Coastline Railroad on the north, to Hopewell (James River) on the east, to Beechwood Avenue on the south, and to Beach on the west.

Area and population. Chesterfield County with a land area of 460 square miles lies in central Virginia between the James and Appomattox Rivers. Its population according to the 1960 census was 71,197. Its estimated population for 1964 is 84,500. Community facilities include a number of churches representing many of the major Protestant denominations and the Roman Catholic faith.

Occupational status of adults. One realistic basis by which young people can determine their place in the occupational structure of society is to learn about jobs held by their parents or by other citizens of the community. Many Chesterfield people are engaged in manufacturing and trade. Some work in nearby cities. Large numbers are employed in the plants of the duPont Company which have been developed in the county since 1928, and in the more recently established plants of the Allied Chemical and Dye Corporation and Reynolds Metals Company. In addition to chemicals (ammonia, sodium, nitrate, cellophane, and nylon fibers), Chesterfield manufactures excelsior, lumber millwork, fiberglass boats, aluminum extrusions, foil laminated cartons, molded plastic products, and foundry castings.⁶

As shown in Table VI, page 20, the total work force for Chester-

⁶Division of Industrial Development and Planning, Economic Data Chesterfield County (Richmond, Virginia: Division of Industrial Development and Planning, 1964).

TABLE VI

WORK FORCE COMPONENTS FOR CHESTERFIELD COUNTY FOR
MARCH, 1960

TOTAL WORK FORCE	16,160
TOTAL EMPLOYMENT	15,820
MANUFACTURING	5,780
Lumber & Furniture	170
Chemicals	5,450
"All Other" Manufacturing	160
NONMANUFACTURING	6,560
Construction	810
Public Utilities	400
Trade	860
Finance Insurance & Real Estate	80
Service	510
Government	3,900
ALL OTHER NONAGRICULTURAL*	2,910
AGRICULTURAL	570
TOTAL UNEMPLOYMENT	640
Per cent of Work Force	3.9

*Includes self-employed, unpaid family and domestic workers.
(Adapted from Virginia Employment Commission, Research, Statistics, and Information Division.)

field County for March, 1960 was 16,460. Of this number there were 15,820 employed. The data reveal that there were 5,780 engaged in manufacturing; 6,560 engaged in nonmanufacturing which included construction, public utilities, trade, finance insurance and real estate, service, and government work; and 2,910 engaged in all other nonagricultural work which included self-employed, unpaid family and domestic workers. Only 570 were agricultural workers. The 640 who were unemployed comprised 3.9 per cent of the work force.

The per capita personal income for Chesterfield County for 1962 was \$2,462 as compared with the per capita personal income for the state of Virginia of \$2,018. The median income in 1959 for Chesterfield County families was \$6,707. The per cent having incomes less than \$3,000 was 9.9.⁷

The impact of economic diversity is evident at Thomas Dale High School where pupils from all socio-economic levels are found. These young people need help in discovering ways to achieve occupational satisfaction commensurate with their abilities and interests. Based upon evidence obtained from research and concerns expressed by representatives of skilled trades, books are being developed by some publishers which describe many workers that pupils never hear about, and teacher materials designed to integrate vocational concepts into the existing curriculum are also being explored.⁸

⁷Ibid., p. 1.

⁸Walter M. Lifton, "The Elementary School's Responsibility For

Educational status of adults. Figure 1, page 23, shows that 59 per cent of the fathers of Thomas Dale students completed high school while 69 per cent of the mothers of Thomas Dale students finished high school.

Many higher educational institutions are conveniently close to Chesterfield County. Prominent among these are the University of Richmond, Richmond Professional Institute, Richard Bland College, Medical College of Virginia, and Union Theological Seminary.⁹

Recreational opportunities. All kinds of excellent entertainment are available to the people of Chesterfield. Many attend the concerts, lecture series, theater productions, art exhibits, and sports events in the adjoining cities of Richmond and Petersburg.¹⁰

Recreational facilities in the county include numerous public and private swimming pools and four golf courses. Deer and foxhunting are popular. The Appomattox and James Rivers offer good fishing.¹¹

Pocahontas State Park and Forest cover 7,604 acres in the center of the county. The park of about 2,004 acres has good roads and hiking trails, three lakes for swimming, boating, and fishing, playing fields

Today's Vocational Misfits," SRA Guidance Newsletter, December 1959-January 1960, Special Report (Chicago, Illinois: Science Research Associates, Inc., 1960).

⁹Division of Industrial Development and Planning, op. cit., p. 5.

¹⁰Ibid., p. 2.

¹¹Ibid., p. 1.

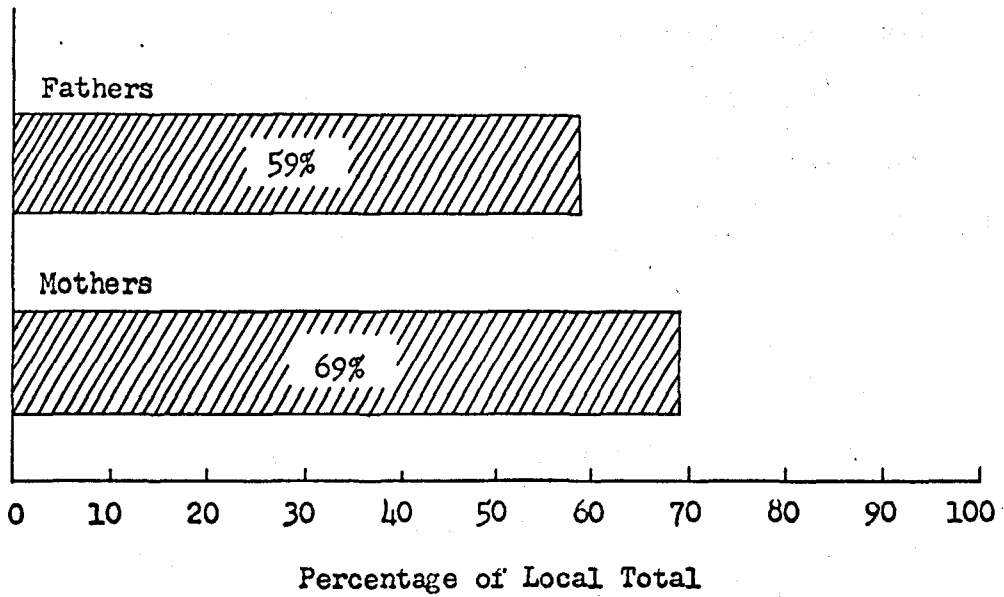


Figure 1. Percentage of parents of Thomas Dale students who completed high school.

for various sports, picnic facilities, and three large group camps for the use of organizations. Throughout the county the athletic fields of the public schools are available for community use. Civic clubs, churches, 4-H clubs, and other groups have well-planned programs that provide local recreation and activities. Fort Darling is a county owned and operated park which has recently been restored by the federal government. The county maintains a boat landing on the James River, and at the Courthouse are two lighted baseball diamonds and a lighted football field.¹²

Health facilities. Chesterfield County is adjacent to Richmond, one of the leading medical centers of the South. The county public health department has offices in Chesterfield and a staff of nurses, sanitarians, and a health director. Clinics and other public health services are provided county-wide.¹³ When necessary Thomas Dale students are referred to appropriate persons or agencies in the surrounding cities.

Public finances. The rates of local tax levies per \$100 for Chesterfield County in 1963 on real estate were \$2.60, on tangible personal property \$3.00, and on machinery and tools \$.55. The true value on real estate will be considerably below these nominal rates, since according to the Virginia Department of Taxation, the average ratio of

¹²Ibid.

¹³Ibid., p. 2.

the assessed value of real estate to its actual sale value in 1962 was 31.3 per cent in Chesterfield County. According to the Virginia State Corporation Commission, the state-wide ratio of the assessed value of public service corporation property to its true value is 40.0 per cent. The aggregate assessed values subject to taxes in Chesterfield County for 1962 were \$203,355,827.¹⁴

The total budget for schools in Chesterfield County for 1964-65 is \$14,607,364. From the county general fund budget \$6,198,098 will be expended.¹⁵

III. SUMMARY

Thomas Dale High School with a current enrollment of 1318 offers a general diploma and a college preparatory diploma. Special attention is given by many staff members to those pupils who deviate from normal grade placement. Since a qualitative analysis of a pupil's test performance can be used in many ways, tests are given regularly to secure data on the mental ability of pupils. Some staff members interviewed, especially those on eighth grade level, felt that the provisions being made for pupils who deviated somewhat from normal in mental ability were inadequate. This is not a situation unique at Thomas Dale High School, however, as educators elsewhere in the state expressed a need for special educational programs to deal with the differential abilities of

¹⁴Ibid., pp. 5-6.

¹⁵Statement by M. W. Burnett, personal interview.

pupils. Family mobility has not been a major problem at Thomas Dale. In September, 1963, 24.5 per cent of the total enrollment transferred without change of residence to newly opened high schools in the county. Subject difficulties, marriage, and parental indifference were major reasons for pupil drop-outs in the twelve month period prior to September, 1963. Many staff members felt that changes in the curriculum and methods of instruction would improve the situation relative to withdrawals.

Chesterfield County with a land area of 460 square miles and a population of 71,197 according to the 1960 census operated eight secondary schools with a total enrollment of 6,868 for the 1963-64 session. Many Chesterfield people engage in manufacturing and trade. Slightly more than half of the fathers of Thomas Dale students completed high school while approximately two-thirds of their mothers finished high school. Many recreational opportunities are afforded the people of Chesterfield, and adequate health facilities are available in the county and the cities of Richmond, Petersburg, and Hopewell.

CHAPTER III

NATURE AND SCOPE OF THE COUNSELING SERVICE

Each school must organize its guidance program, the focal point of which is the counseling service, to fit its own needs, and the extent to which guidance functions are performed by staff members will depend on many variables such as the size of the school, the qualifications of the personnel, and the degree of development of the guidance program within the school. An appraisal of the present state of the counseling service is needed before procedures for initiating improvements can be made.

In order to determine the effectiveness of the Thomas Dale High School counseling service it is necessary to know something about its organization, the qualifications of its personnel, and the availability of its services. The counseling service is available to all students throughout all their years in school. While stress is placed on the preventive, developmental, and educational aspects for the majority of students, the few deviates are not overlooked. Referral agencies are utilized for the maladjusted and otherwise handicapped. The counseling service strives to help students achieve insight into their desires, motives, and problems and to make choices and adjustments in such a way that they mature in their ability to make wise and independent decisions. Only behavior which is self-selected and is consistent with the coun-

sclee's set of values and his goals is meaningful to him.¹

I. ORGANIZATION OF THE COUNSELING SERVICE

Thomas Dale High School subscribes to the theory that providing for the successful operation of a counseling program is primarily the function of the school administrator. The extent to which the administrator is able to provide adequate facilities, trained counselors, and sufficient time for counseling and to foster among teachers and students an attitude conducive to effective counseling will determine to a great extent the success of the program.² Unless there is an identification with the counseling service and the acceptance of responsibility for the counseling service by the teachers, it is improbable that improvements in the service will be made.

A number of principles affect the organization and operation of an effective counseling service. For the purpose of emphasizing the need for purposeful planning, some of the principles germane to systematic planning of the counseling service are reviewed: all pupils must be served by the counseling service, counseling emphases should be determined by the institutional objectives, administrative support is essential, staff support is needed, professional leadership is vital,

¹Daisy P. Reames, "The School Counselor," Virginia Journal of Education, Volume LVII, Number 8 (April, 1964), p. 16.

²State Department of Education, Guidance Services, Division of Special Services, Guidance Handbook Tentative, Volume 45, No. 13 (Richmond, Virginia: Commonwealth of Virginia, May, 1963), p. 67.

released time for counseling is necessary, adequate funds must be provided, and the counseling service must be continuously evaluated.³ To the extent that finances permit the Thomas Dale administrator structures the guidance program around these principles. He has provided active administrative support, adequate physical facilities, and trained and experienced full-time counselors. In some instances working relationships between counselors and other staff members would be more satisfactory if delineation of responsibility and functions was more clearly defined and worked out in written form.

II. QUALIFICATIONS OF COUNSELORS

If counseling is to be effective, it is necessary to have competent counselors. All of the full-time counselors at Thomas Dale are certified and experienced. Minimum qualifications for guidance counselors adopted by the Virginia State Board of Education which became effective in September, 1961 follow:

- a. The Collegiate Professional Certificate
- b. One or more years of successful teaching experience;
- c. A minimum of 15 semester hours (preferable at the graduate level) in at least four of the following five areas, one of which must be in Counseling and one in Tests and Measurements:
 - (1) Principles and Practices of Guidance
 - (2) Counseling
 - (3) Tests and Measurements
 - (4) Occupational and Educational Information
(Including Curricular Offering)
 - (5) Understanding the Individual
(In Relation to His Educational Needs); and

³ Glenn E. Smith, Counseling in the Secondary School (New York: The Macmillan Company, 1955), pp. 146-55.

- d. Good physical and mental health and personal qualities which merit the confidence of pupils, parents, teachers, and school administrators.

A person having responsibility for coordination of guidance services within a school should have completed a graduate course in the Organization and Administration of a Guidance Program.⁴

Since it is considered important for counselors to continue their study beyond these minimum qualifications, an increasing number of counselors are working toward or even beyond a master's degree.⁵

III. COUNSELOR-PUPIL RATIO

The counselor-pupil ratio at Thomas Dale High School is 1 to 395. The State Board of Education recommended counselor-pupil ratio in the secondary schools is 1 to 375 while the Virginia Plan for Guidance under NDEA recommended counselor-pupil ratio is 1 to 250.

IV. COUNSELING ASSIGNMENTS

The guidance coordinator at Thomas Dale High School not only coordinates the guidance services but spends much time in individual counseling. There are two full-time counselors and three teacher-counselors who devote one period per day to counseling. After study, experimentation, and suggestions from experts, Thomas Dale developed a procedure for assigning counselors that is unique in this area. The

⁴State Board of Education, Standards for the Accrediting of Secondary Schools, Bulletin, Vol. XXXII, May, No. 7 (Richmond, Virginia: Commonwealth of Virginia, 1960), p. 19.

⁵State Department of Education, loc. cit.

guidance coordinator is responsible for educational and vocational counseling on eighth grade level; one full-time counselor works with college-bound students in grades ten, eleven, and twelve; and the other full-time counselor has a parallel vocational program for students who do not plan to attend college. The guidance coordinator and the teacher-counselors work with the remaining students.

A guidepost from an expert points out the need for such specialization within a group of counselors:

It seems quite likely that the counselor's rather large responsibility for understanding psychological appraisal, as well as the various kinds of constantly changing information needed for student planning and transition to the next educational level, will require specialization within a group of counselors in any given school. As a given school employs more counselors, there will be a natural tendency for some counselors to shift to more intensive operation in certain areas of counseling or to become especially well informed on certain kinds of information. As a result, other counselors will come to depend on a particular counselor for certain kinds of information or services. Some of this division of labor could certainly be planned.

Steps could be taken to see that some counselors are encouraged to become the best informed of all on further educational opportunities, while still others attempt to keep up to date regarding changing occupational conditions and demands. Another might become apt in the interpretation of school population information to teaching staff and administration. Another specialization might involve the school's liaison with community agencies. All must remain specialists in student understanding and have the capacity to develop a counseling relationship with students and a consulting relationship with teachers and parents.⁶

⁶C. Gilbert Wrenn, The Counselor in a Changing World (Washington 9, D.C.: American Personnel and Guidance Association, 1962), p. 114.

V. DUTIES OF COUNSELORS

The primary responsibility of counselors is counseling.⁷ Clerical duties sometimes prevent counselors at Thomas Dale from discharging this responsibility properly. One of the better descriptions of responsibilities that most authorities agree should be assigned to counselors has been prepared by Roeber, Smith, and Erickson:

1. He provides counseling services for all pupils who desire them or who are referred to him by others.
2. He provides technical leadership for the individual or group which determines guidance policies.
3. He carries out guidance policies.
4. He encourages and assists in the orientation of other staff members to the guidance services.
5. He acquaints himself with the individual inventories of all students, occupational information resources, community resources, and referral possibilities within the school.
6. He assists teachers in discovering individual differences among pupils and in meeting these individual needs.
7. He systematically collects and organizes pupil data which may assist administrators and teachers in the improvement of any part of or the total educational program.
8. He works and cooperates with employers, community agencies, and organizations committed to furthering the welfare of pupils.⁸

VI. SUMMARY

The principal at Thomas Dale actively supports the counseling service. To the extent that finances permit he has organized the counseling service in accordance with principles that most authorities agree

⁷Raymond N. Hatch and Buford Steffire, Administration of Guidance Services (New Jersey: Prentice Hall, Inc., 1958), p. 211.

⁸Ibid., p. 164.

are germane to the systematic planning of such a service. He has provided adequate facilities and competent full-time counselors. The counselor-pupil ratio is 1 to 395. The procedure for counseling assignments which permits specialization within a group of counselors is unique in this area.

CHAPTER IV

SURVEYS ON THE COMPREHENSIVENESS AND EFFECTIVENESS OF THE COUNSELING SERVICE

This study was designed to evaluate the present counseling service of Thomas Dale High School and to recommend changes that would enable the service to function more effectively. With these general objectives in view questionnaires were sent to twenty-four selected high schools in Virginia with enrollments ranging from 1109 to 1495. The survey was sent to administrators, counselors, and teachers in each of these schools as well as to parents, pupils, and former students of Thomas Dale. The purpose of this chapter is to present and interpret the data from the questionnaires.

Each principal in the 24 high schools was requested to complete an administrative survey, each of approximately one hundred counselors in the selected high schools was asked to complete the counselor questionnaire, and 480 teachers selected at random by the principal of each of the selected high schools were asked to supply the information on the teacher survey form. It was suggested that every second or third teacher from an alphabetical list of staff members complete the teacher questionnaire.

Eighteen of the twenty-four schools responded. Completed questionnaires were received from 18 principals, 57 counselors, and 256 teachers.

Of the two hundred questionnaires sent to the parents of Thomas

Dale students, 162 were returned. Parents representing stratified random sampling were selected. The basis for stratification was area of residence with sample percentages representing the percentages of population. One hundred surveys were sent to former students. Twenty-five were sent to students selected from an alphabetical list of the Class of 1954. In the same manner twenty-five were chosen from the Class of 1957, the Class of 1960, and the Class of 1963. There were twenty-eight respondents. Teachers at Thomas Dale were asked to distribute questionnaires to 250 students. Fifty students were selected at random from each of the five grade levels. Every n^{th} pupil was selected according to seating arrangement to comprise the subsample from each classroom. Completed questionnaires were received from 248 pupils.

I. ADMINISTRATIVE RESPONSE

The administrative questionnaire completed by eighteen administrators showed that they had an average of 16.4 years of experience in administrative work and an average of 3.6 courses in guidance. It also revealed that the eighteen responding schools had a mean enrollment of 1252. All eighteen of the schools had organized guidance programs. Figure 2, page 36, shows that the number of secondary-school personnel assigned to full-time counseling was thirty (37 per cent), and the number of secondary-school personnel assigned to part-time counseling was fifty-two (63 per cent). Of these eighty-two counselors, Figure 3, page 36, reveals that 37 per cent held a state counselor's certificate but did not hold a master's degree; 33 per cent held a master's degree,

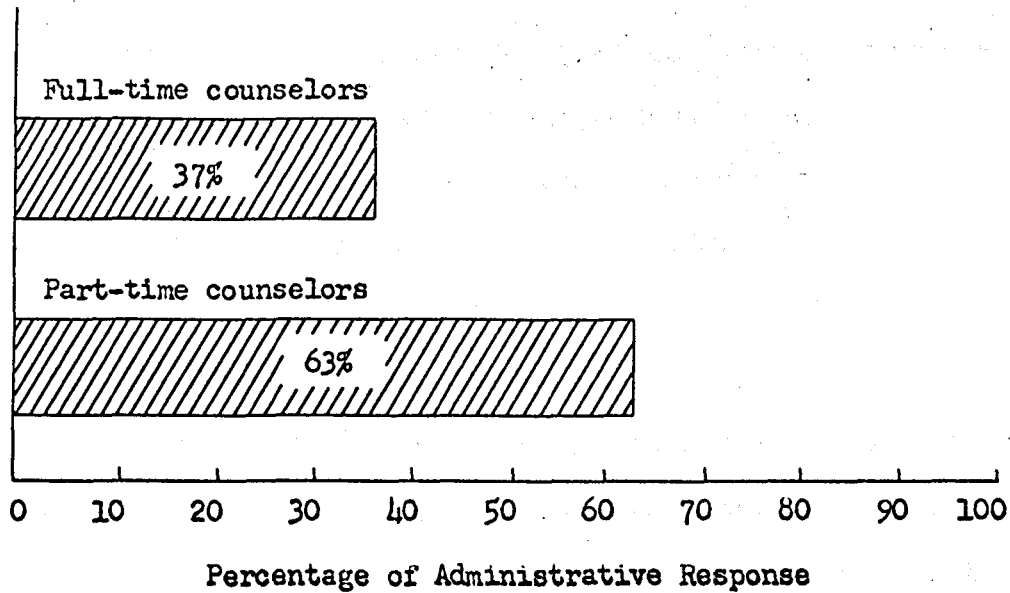


Figure 2. Administrative response on the number of secondary-school personnel assigned to full-time counseling and to part-time counseling.

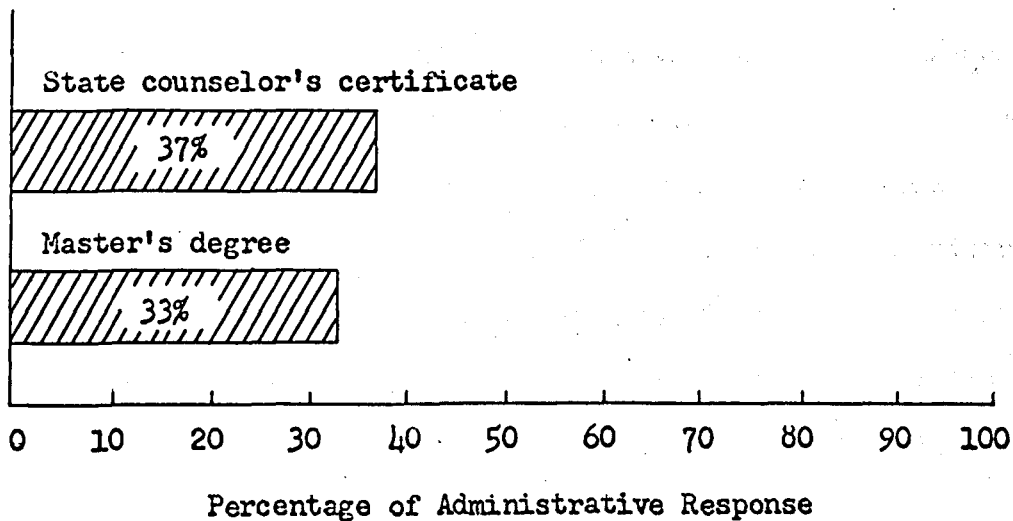


Figure 3. Administrative response on the number of secondary-school personnel assigned to counseling who hold a state counselor's certificate and the number who hold a master's degree.

but only 20 per cent held a master's degree with guidance or psychology as the field of concentration. The average ratio of counseling staff time to total school staff time was 1:21. The ratio of counseling staff time to total staff time ranged from 1:10 to 1:60. The average counselor-pupil ratio in the schools was 1:385.

Physical facilities for guidance in fifteen schools included a guidance unit which was separate from but near the administrative offices. In fourteen schools the guidance unit was accessible by a direct entrance from the corridor; in seventeen schools the guidance unit was readily accessible to students; and in fourteen schools the guidance unit was readily accessible from a main entrance.

An adequate and attractive reception area was found in eleven of the schools, a conference or multipurpose room in eight of the schools, private counseling offices in fifteen of the schools, adequate and conveniently located storage facilities in ten of the schools, a telephone for each counseling office in nine of the schools, necessary supplies and materials in sixteen of the schools, and functional and attractive furnishings and equipment in fourteen of the schools.

Figure 4, page 38, reveals that 56 per cent of the administrators considered personality the most important qualification of a counselor, 22 per cent considered experience the most important qualification of a counselor, and 17 per cent considered training the most important qualification of a counselor.

Table VII, page 39, shows that seven administrators ranked reliability as the most important personal quality of a counselor, and

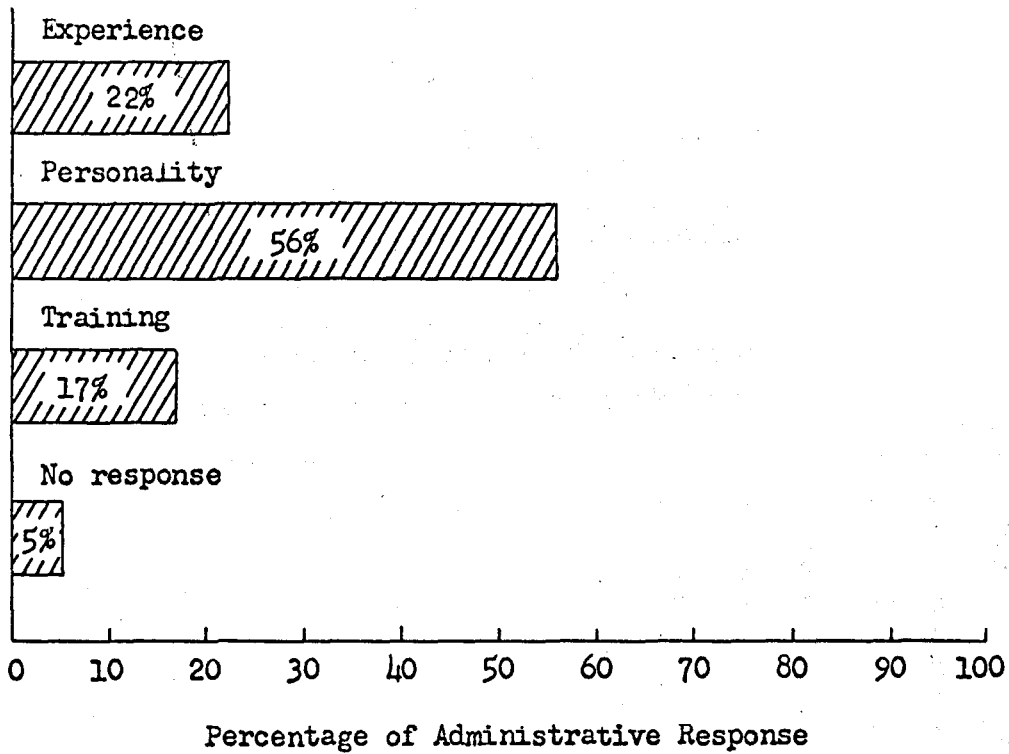


Figure 4. Administrative response on the most important qualifications of counselors.

TABLE VII

PERSONAL QUALITIES OF A COUNSELOR RANKED IN ORDER
OF IMPORTANCE BY ADMINISTRATORS

Personal quality	Rank by frequency of response							
	1	2	3	4	5	6	7	8
Ability to interrelate with others	3	10	0	2	1	1		
Ability to keep confidences	1	1	4	5	3	1	0	1
Cheerfulness	0	1	0	3	2	5	4	1
Emotional stability	5	0	7	2	2	0	1	
Good health	0	0	0	0	2	4	3	6
Mental alertness	1	3	2	1	3	3	3	
Personal appearance	0	0	2	1	4	1	3	5
Reliability	7	2	2	2	1	1	1	

that five ranked emotional stability as the most important personal quality of a counselor.

Administrators, as indicated in Table VIII, page 41, considered techniques in counseling and supervised experience in counseling the most important courses of study for school counselors. Other courses not listed in Table VIII, page 41, recommended by administrators for counselors were administration of a guidance program, economics, humanities, individual analysis, individual testing, and mental hygiene.

In checking functions for which administrators indicated the degree of responsibility they assumed, fifteen, as shown in Table IX, page 42, stated they assumed complete responsibility for providing time in the school schedule for counseling and related guidance service. Some responsibility was assumed by most principals for orienting pupils to guidance services; encouraging individual guidance interviews; giving leadership in providing in-service education in guidance for professional staff members; encouraging guidance personnel to continue professional education; making recommendations to the superintendent for qualified professional and clerical personnel; participating, when practical, in guidance conferences; interpreting guidance services to staff, parents, and community; studying the socioeconomic and cultural aspects of the community as these affect the particular needs of the students; informing the staff and the community of the findings of follow-up studies and research; and participating in a continual evaluation of the guidance program within the school.

A trained psychologist was employed in two schools. Psychological

TABLE VIII

COURSES OF STUDY FOR SCHOOL COUNSELORS RANKED IN
ORDER OF IMPORTANCE BY ADMINISTRATORS

Course of study	Rank by frequency of response							
	1	2	3	4	5	6	7	8
Educational and occupational information	3	2	1	4	1	4	1	1
Philosophy	2	2	0	1	3	2	6	
Psychology	2	2	4	2	5	0	2	
Research methods	0	0	0	2	0	7	3	4
Sociology	0	0	1	3	1	2	1	8
Supervised experience in counseling	2	6	3	2	1	0	2	1
Techniques in counseling	8	1	3	2	1	2		
Tests and measurement	0	4	5	1	5	0	1	1

TABLE IX

DEGREE OF RESPONSIBILITY ASSUMED BY ADMINISTRATORS
FOR VARIOUS FUNCTIONS

Function	Degree of Responsibility		
	Complete	Some	No
Provide time in the school schedule for counseling and related guidance service	15	2	
Orient pupils to guidance services	2	15	
Encourage individual guidance interviews	2	15	
Give leadership in providing in-service education in guidance for professional staff members	5	12	
Encourage guidance personnel to continue professional education	3	14	
Make recommendations to the superintendent for qualified professional and clerical personnel	8	9	
Participate, when practical, in guidance conferences	3	14	
Interpret guidance services to staff, parents, and community	2	14	1
Study the socioeconomic and cultural aspects of the community as these affect the particular needs of the students	0	15	2
Inform the staff and the community of the findings of follow-up studies and research	0	16	1
Participate in a continual evaluation of the guidance program within the school	7	9	

services were available on a referral basis in twelve schools. Full-time clerical helpers were assigned to the guidance department in one school; part-time clerical helpers were assigned to the counseling department in ten schools. In five schools counselors served as checkers of absentees, and in eight schools counselors were assigned clerical duties. Staff meetings were employed in sixteen schools and extension courses were offered in twelve schools for in-service training in guidance of the entire staff.

Principals in sixteen schools felt that they made a schedule of classes and school activities which provided for the interest and needs of each student, and seventeen believed that they made a schedule which provided an opportunity for each student to utilize guidance services.

The data regarding special classes available in the eighteen schools responding to the survey are presented in Table X, page 44. Developmental reading classes were offered in five schools, special classes for slow learners in four schools, special classes for advanced students in three schools, an honor class for exceptional students in one school, a class on how to study in one school, and an extension course in one school.

Three administrators said that they knew the total amount of guidance support provided in the budget. The average amount spent for guidance services in these schools exclusive of salaries was four hundred dollars per year.

The principal results of the administrative survey are listed as follows:

TABLE X

PROGRAMS DESIGNED TO MEET INDIVIDUAL NEEDS OF STUDENTS IN EIGHTEEN VIRGINIA SCHOOLS*

CLASS	Number of schools
Developmental reading	5
Extension courses	1
Honor classes for exceptional students	1
How to study	1
Special classes for slow learners	4
Special classes for advanced students	3

*Some of the schools surveyed reported no special programs of this type. On the other hand, some schools reported as many as three special programs within the same school.

1. All eighteen of the high schools responding to the survey had organized guidance programs.
2. Of the eighty-two counselors in these schools, 37 per cent held a state counselor's certificate but did not hold a master's degree; 33 per cent held a master's degree, but only 20 per cent held a master's degree with guidance or psychology as the field of concentration.
3. The average counselor-pupil ratio was 1:385.
4. More than half of the schools had adequate physical facilities.
5. A majority of the administrators considered personality the most important qualification of a counselor.
6. Reliability and emotional stability were ranked as the most important personal qualities of counselors.
7. Administrators believed that techniques of counseling and supervised experience in counseling were the most important courses of study for counselors.
8. Two of the schools had trained psychologists. In twelve schools psychological services were available on a referral basis.
9. Full-time clerical helpers were assigned to the guidance department in one school; part-time clerical helpers were assigned to the counseling department in ten schools.
10. In five schools counselors served as checkers of absentees, and in eight schools counselors were assigned clerical duties.
11. Staff meetings and extension courses were the chief methods employed in schools for in-service training in guidance of the entire staff.
12. Special classes were available in ten of the schools. In addition to developmental reading classes, there were classes for advanced students as well as for slow learners.
13. Three administrators supplied the total amount of guidance support provided in the budget, and the average amount spent in these schools exclusive of salaries was four hundred dollars per year.
14. The number of years of experience in administrative work

ranged from one year to thirty-seven years with an average of 16.4 years.

15. The average number of courses in guidance taken by administrators was 3.6.

II. TEACHER RESPONSE

Of the 256 teacher respondents, 95 per cent stated that they regarded counseling as a professional activity requiring specific knowledge and skills.

Figure 5, page 47, shows that 48 per cent of the teacher respondents often acquainted pupils with the values and availability of the counseling service, 48 per cent occasionally acquainted pupils with the service, and 2 per cent never discussed the service.

Data in Figure 6, page 48, present teacher response on the frequency with which teachers conferred with counselors and other specialists regarding the problems of individual pupils and then utilized the information they provided. The respondents indicated that 38 per cent often conferred with counselors, and 2 per cent never conferred with counselors.

In discussing the relationship between the counselor and discipline, 2 per cent believed that the counselor should enforce discipline, 92 per cent said the counselor should help the student analyze his problems and formulate acceptable patterns of behavior, and 6 per cent stated that there should be no relationship.

An affirmative response was received from 82 per cent of the teachers when they were questioned on whether they provided a classroom

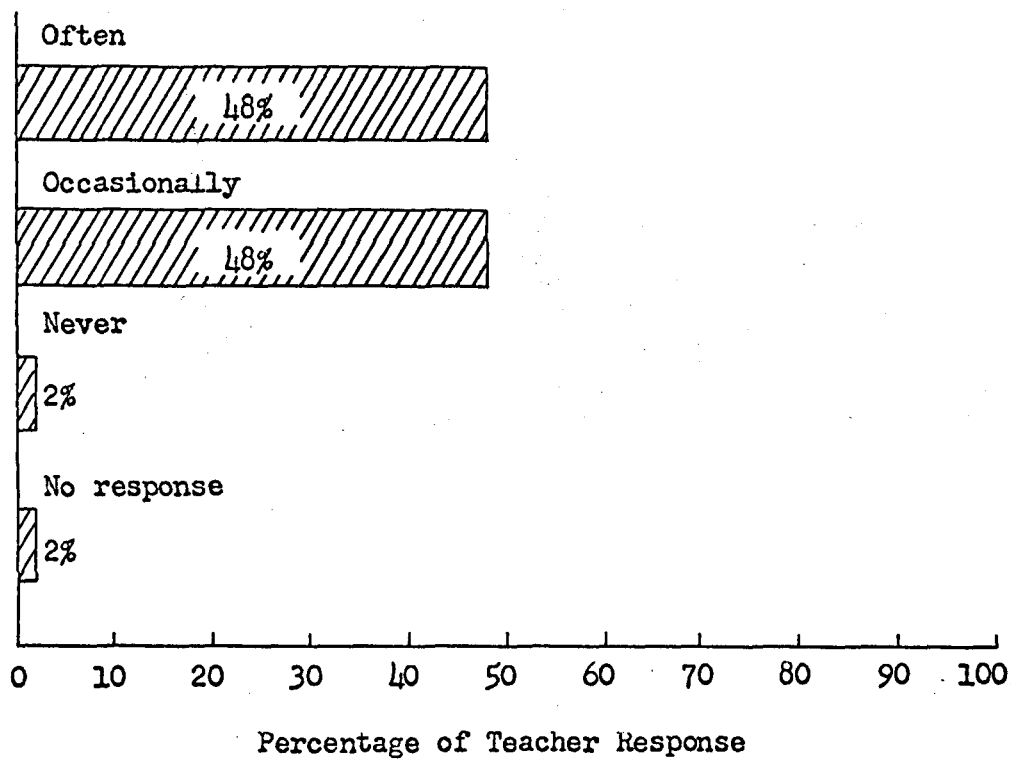


Figure 5. Teacher response on frequency with which teachers acquaint pupils with the values and availability of the counseling service in the school.

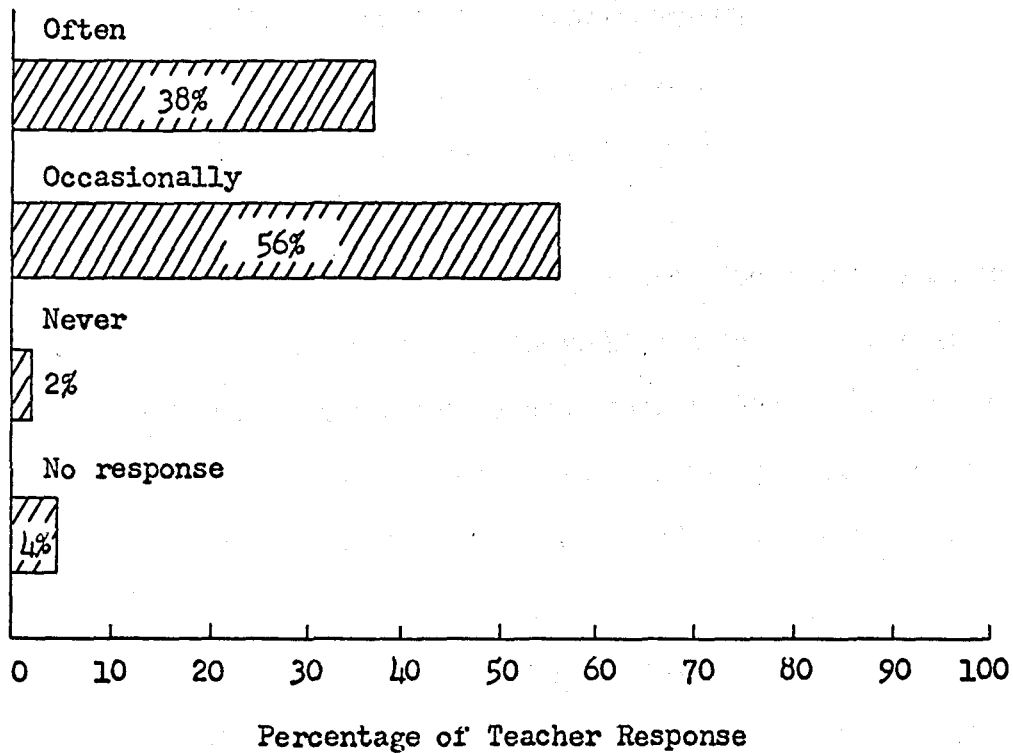


Figure 6. Teacher response on frequency with which teachers confer with counselors and other specialists regarding problems of individual pupils and then utilize the information provided.

free from tension. It was noted that 41 per cent stated that they placed a premium on conforming behavior and that 20 per cent failed to respond to this question.

Greater emphasis in the instructional program was placed by 8 per cent of the teachers on imparting subject matter for its own sake, by 83 per cent on teaching students according to their needs and capacities, and 9 per cent did not respond to this item.

When asked to rank according to importance the areas in which they would like assistance in working and counseling with their students, teachers listed the guidance services available in the school, an explanation of instruments for the appraisal of personal qualities of students such as rating scales, and the uses and limitations of standardized tests.

Teachers stated that the greatest strengths of the counseling program were, according to frequency of response, the help college-bound students received, the assistance given to students in analyzing their problems, the scheduling of students in classes, the individual counseling program, the friendliness of the staff, the counselor's contact with parents, student growth in self-understanding, and the conscientious classroom teacher.

Teachers listed as the greatest weaknesses of the counseling program insufficient time, understaffed departments and overworked counselors, need for psychiatrists, poor channels of communication, clerical duties, limited training of counselors, impersonal attitude of counselors, and failure of counselors to understand the student.

Recommendations for improving the counseling program included full-time counselors, employment of psychiatrists, careful screening of students for classes, employment of clerical help, more vocational counseling, lower counselor-pupil ratio, employment of men and women as counselors, and more understanding counselors.

III. COUNSELOR RESPONSE

The data in Figure 7, page 51, reveal that 39 per cent of the counselors conferred with each of their counselees individually once during each year, 36 per cent counseled with each of their counselees individually twice during the year, and 9 per cent met with their counselees three times or more each year.

Counselors placed emphasis, as shown in Figure 8, page 52, on preventive measures rather than remedial measures. The responses indicated that 86 per cent of the counselors were concerned primarily with preventive counseling while 5 per cent were concerned primarily with remedial measures.

Figure 9, page 52, indicates that 21 per cent of the counselors visited other schools to observe guidance programs in action. Many stated that they hoped time and funds would permit visits in the future.

The approaches used by counselors in their interviews with students and parents are shown in Figure 10, page 53. The directive approach was used by 14 per cent, the eclectic approach by 54 per cent, and the non-directive approach by 21 per cent.

Responses from 98 per cent of the counselors indicated that it

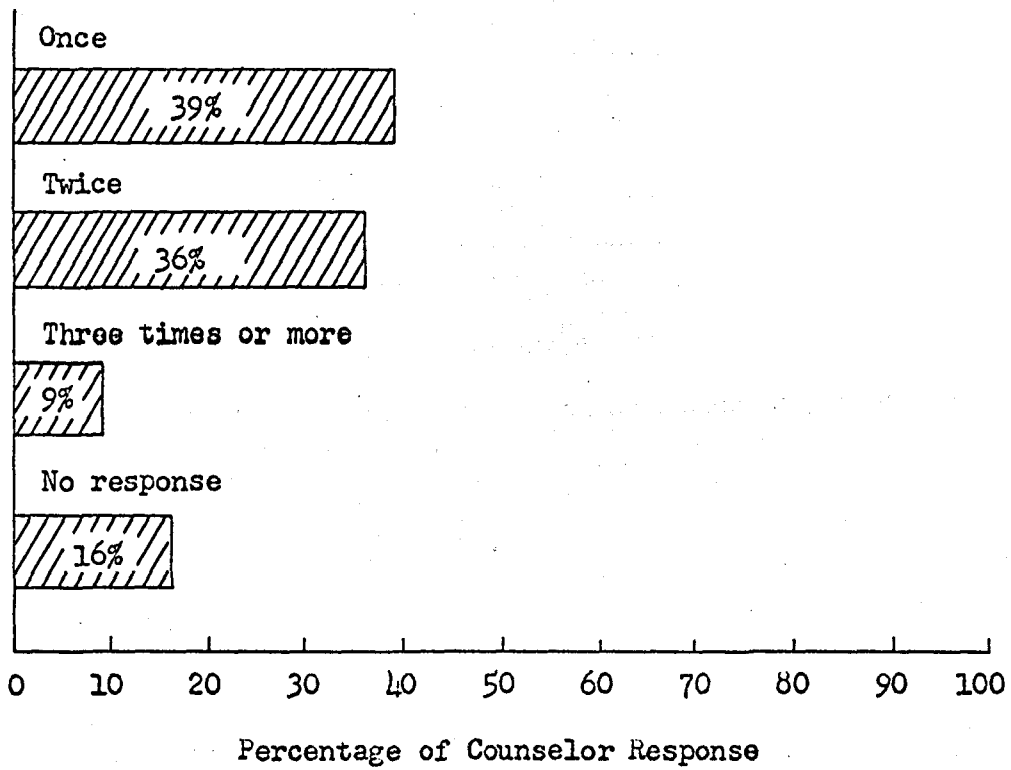


Figure 7. Counselor response on number of times counselors counsel with each of their counsees individually during each year.

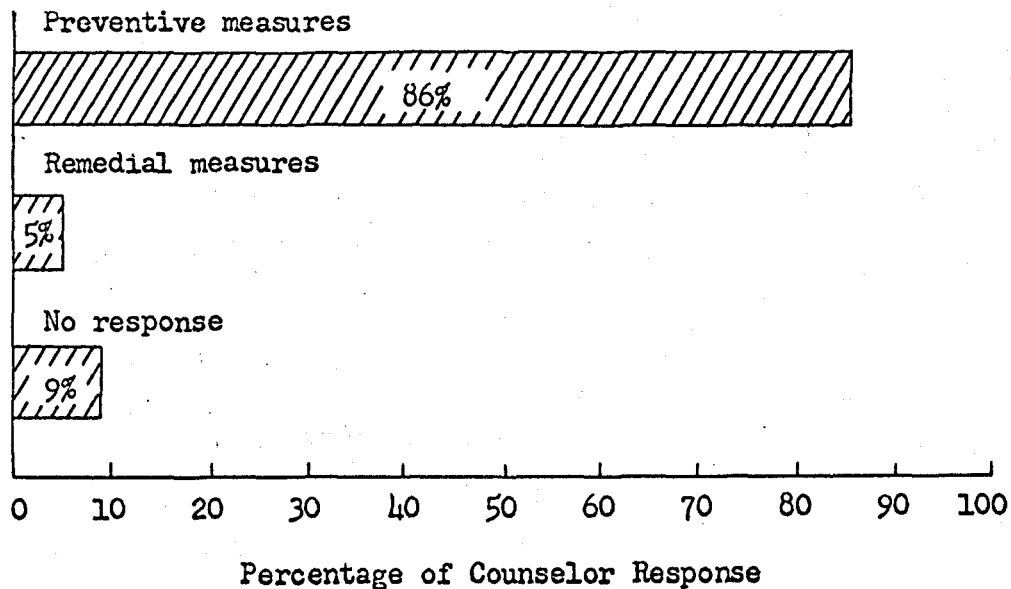


Figure 8. Counselor response on measures with which counselors are primarily concerned.

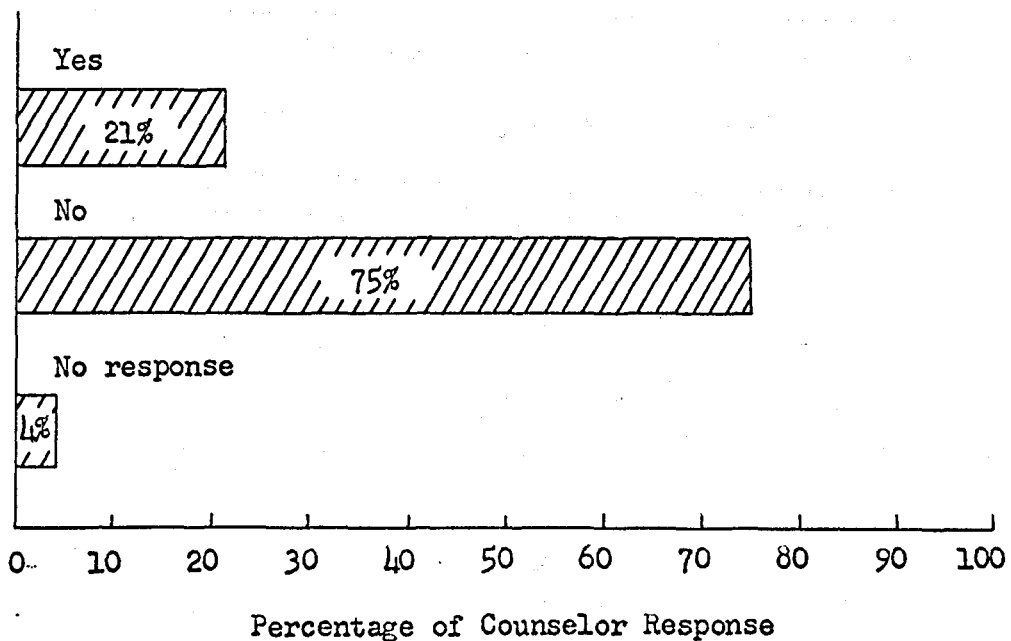


Figure 9. Counselor response on whether counselors visit other schools to observe guidance programs in action.

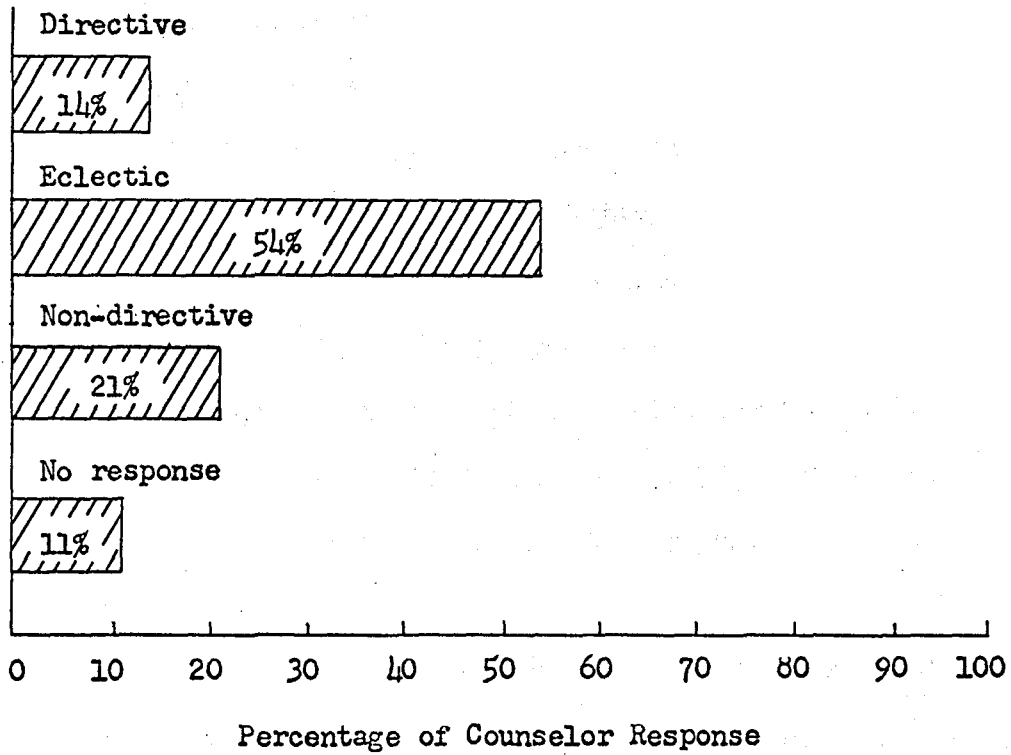


Figure 10. Counselor response on approaches most often used in interviews with both pupils and parents.

was very important for counselors themselves to be well adjusted. Table XI, page 55, shows that counselors considered integrity and the ability to cope with one's own problems important personal qualities for counselors. Respect for the needs of others and the ability to work harmoniously with others were also considered important.

The data in Figure 11, page 56, reveal that 42 per cent of the counselors believed there was a need for better communication between the administration and the counselors. Counselors suggested that improvement be made by regular, frequent meetings between administrators and counselors; by the reporting of pertinent information at frequent, regular meetings; by an effort to understand the problems of each other; and by the appointment of a guidance director in school systems without one.

Figure 12, page 56, shows that 65 per cent of the counselors stated that there was a need for better communication between the counselors and the teachers. Counselors believed that improved channels of communication could be obtained by counselors attending meetings with department heads; by conferences between counselors and teachers; by counselors attending occasionally the departmental meetings; by orientation sessions with new teachers; by administrative interpretation of the program; by in-service training in human behavior, ethics, and guidance services; by providing time during the school day for consulting relationships with teachers and parents; by case conferences; by employment of younger teachers; and by meetings with homeroom teachers.

Figure 13, page 57, reveals that 88 per cent of the counselors

TABLE XI

PERSONAL QUALITIES OF A COUNSELOR RANKED IN ORDER
OF IMPORTANCE BY COUNSELORS

Personal quality	Rank by frequency of response						
	1	2	3	4	5	6	7
Ability to cope with one's own problems	16	10	9	6	5	3	1
Ability to work harmoniously with others	5	9	15	9	15	2	
Acceptable personal appearance	0	0	0	2	7	21	22
Integrity	20	6	7	13	6	1	
Leadership ability	0	4	1	1	5	16	26
Respect for the needs of others	3	14	17	9	6	3	1
Significant moral and spiritual values	8	12	5	10	9	7	2

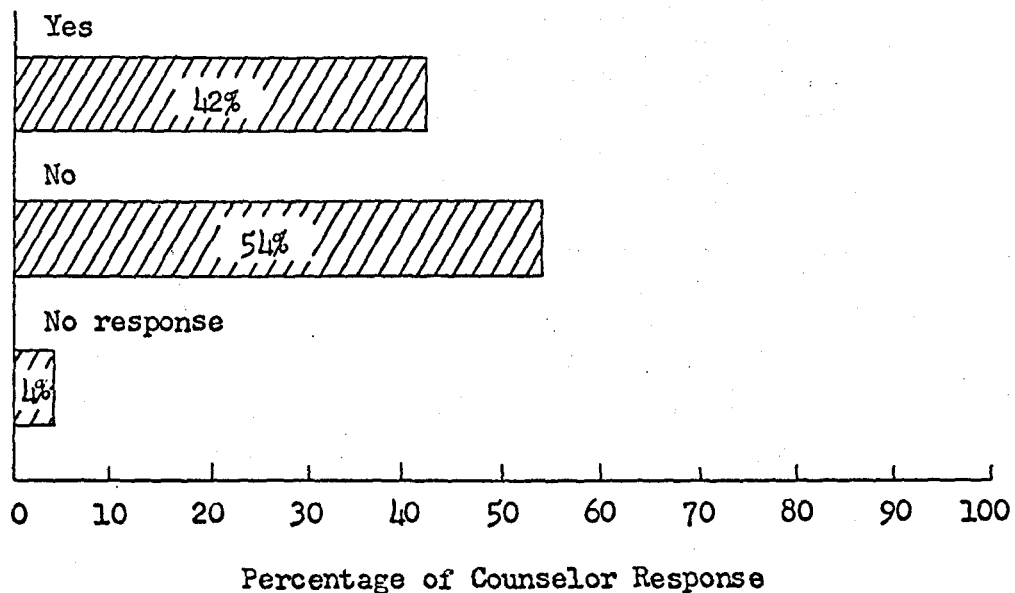


Figure 11. Counselor response on indication of need for better communication between the administration and the counselors.

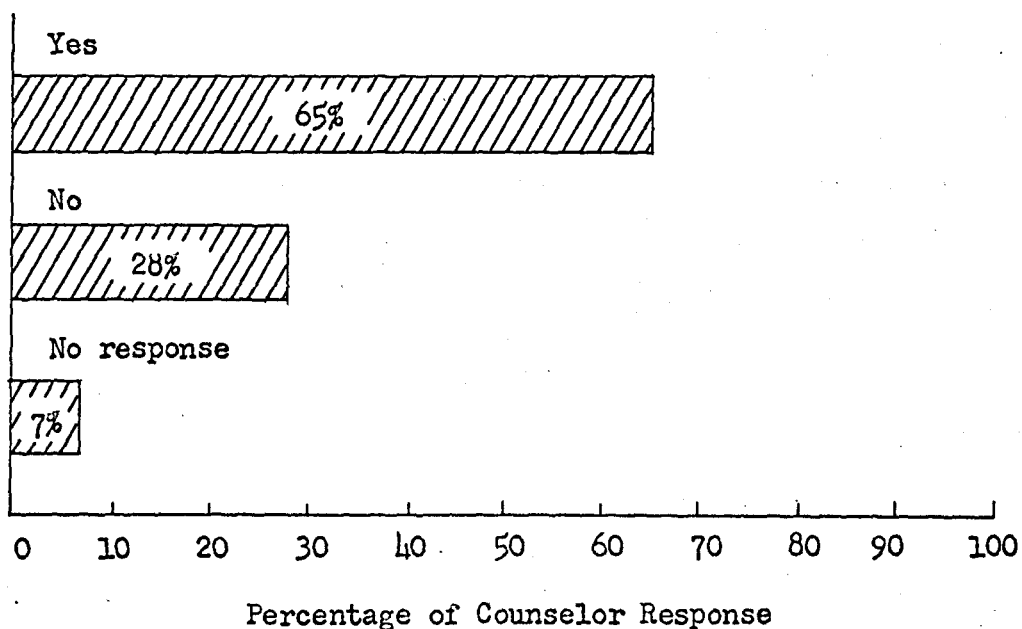


Figure 12. Counselor response on indication of need for better communication between the counselors and the teachers.

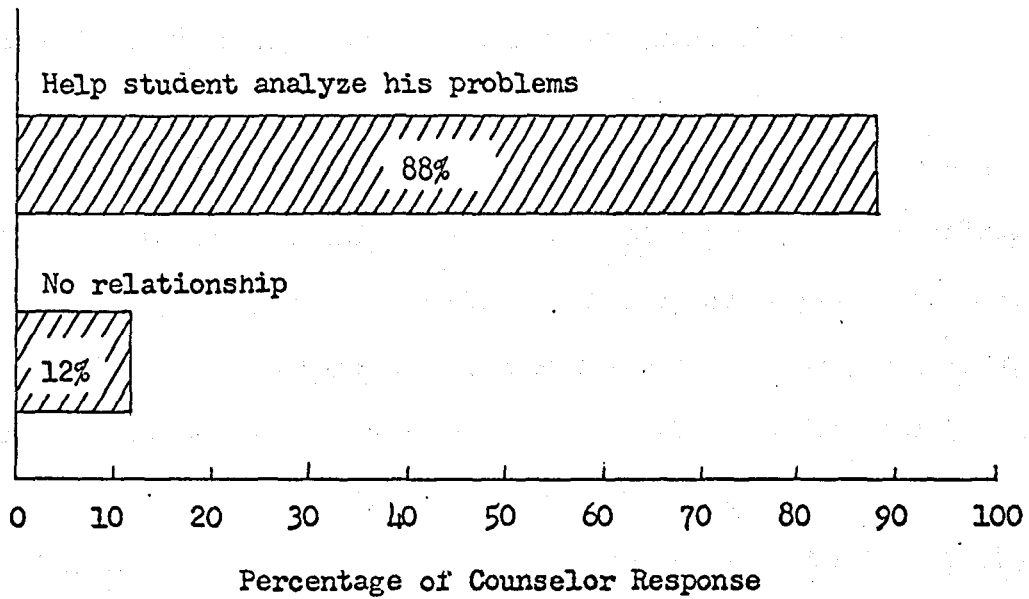


Figure 13. Counselor response on the relationship of the counselor to discipline.

believed that the counselor should help the student analyze his problems and formulate acceptable patterns of behavior, and 12 per cent said the counselor should have no relationship to discipline.

Table XII, page 59, shows that counselors considered techniques in counseling, psychology, and supervised experience in counseling the most important courses of study for counselors.

Other courses counselors considered important included group counseling, organization and administration of a guidance curriculum, individual analysis, personnel work, humanities, human growth and development, study skills, developmental reading, new teaching procedures, multiple counseling, school and community relations, individual testing, trends in counseling, typing, and English composition.

Counselors stated that they maintained the confidentiality of information obtained in counseling by keeping confidential files, practicing professional ethics, omitting personal data from the interview card, and locking the files.

Provisions for follow-up and assistance, when desirable for each student counseled, were made by 96 per cent of the counselors. Conferences with parents, when a need was indicated, were held by 98 per cent of the counselors.

While some counselors placed major emphasis on general counseling, others placed major emphasis on educational counseling. Figure 14, page 60, shows that 39 per cent were concerned primarily with general counseling, and 39 per cent were concerned primarily with educational counseling.

TABLE XII

COURSES OF STUDY FOR SCHOOL COUNSELORS RANKED
IN ORDER OF IMPORTANCE BY COUNSELORS

Course of study	Rank by frequency of response							
	1	2	3	4	5	6	7	8
Educational and occupational information	1	0	11	21	10	6	5	2
Philosophy	7	2	4	5	5	8	9	14
Psychology	17	12	9	6	7	4		
Research methods	0	0	0	1	2	10	17	24
Sociology	0	2	4	3	10	15	15	4
Supervised experience in counseling	7	15	8	3	7	5	5	6
Techniques in counseling	21	20	6	3	4	0	1	
Tests and measurements	2	5	15	14	9	6	2	1

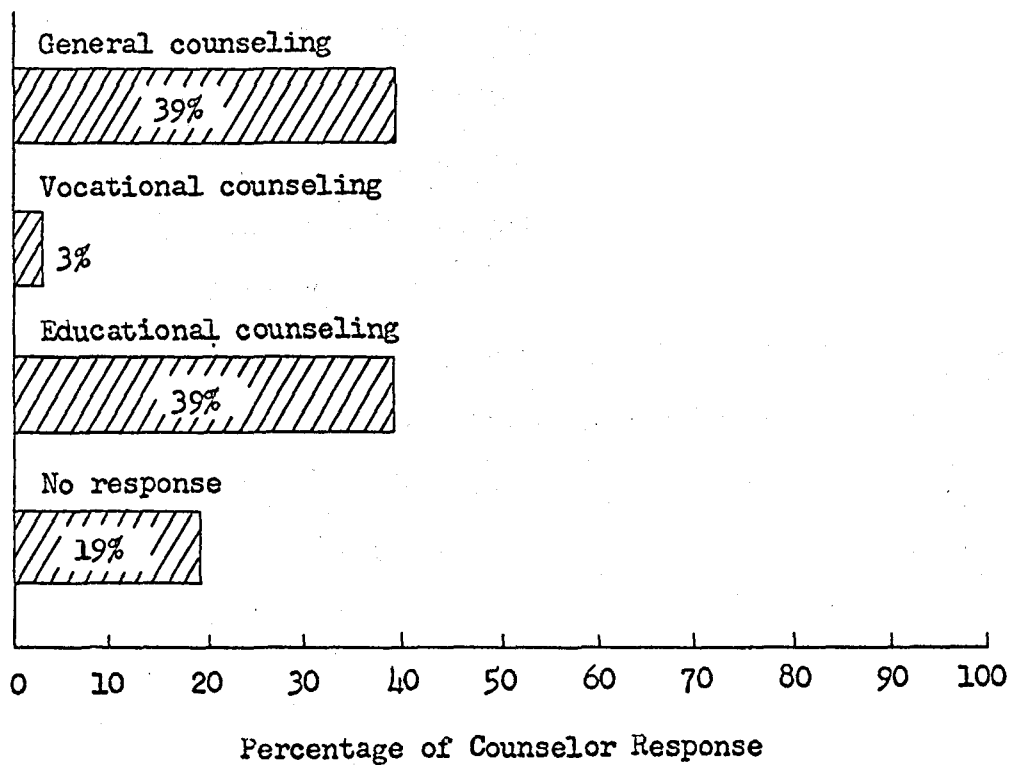


Figure 14. Counselor response on type of counseling with which counselors are primarily concerned.

As shown in Figure 15, page 62, 26 per cent of the counselors were responsible for special types of counseling such as college counseling, vocational counseling, testing, psychiatric referrals, group counseling, scheduling, and freshman program planning.

Figure 16, page 62, reveals that 49 per cent of the counselors sponsored a class or organization. Clubs and senior classes led the list of activities sponsored by the counselors.

Responses of counselors indicated general agreement among counselors as to appropriate counselor duties. Conferring with parents; assisting students in educational planning, vocational planning, and personal and social problems; and interpreting and discussing information concerning a student's abilities, aptitudes, and interests were considered appropriate duties of counselors by 96 to 100 per cent of the respondents. Providing group orientation was listed as an appropriate duty of counselors by 91 per cent of the counselors, discussing the school program by 86 per cent of the counselors, and assisting students in applying for employment by 84 per cent of the counselors.

It was noted that 35 per cent of the respondents considered clerical duties inappropriate duties for a counselor. Other duties listed as inappropriate included pupil accounting, discipline, monitoring, teaching a class, and checking permanent records. Figure 17, page 64, shows that 32 per cent of the counselors were required to perform miscellaneous duties which hindered them in working with individual students.

All of the respondents stated that a counselor should have

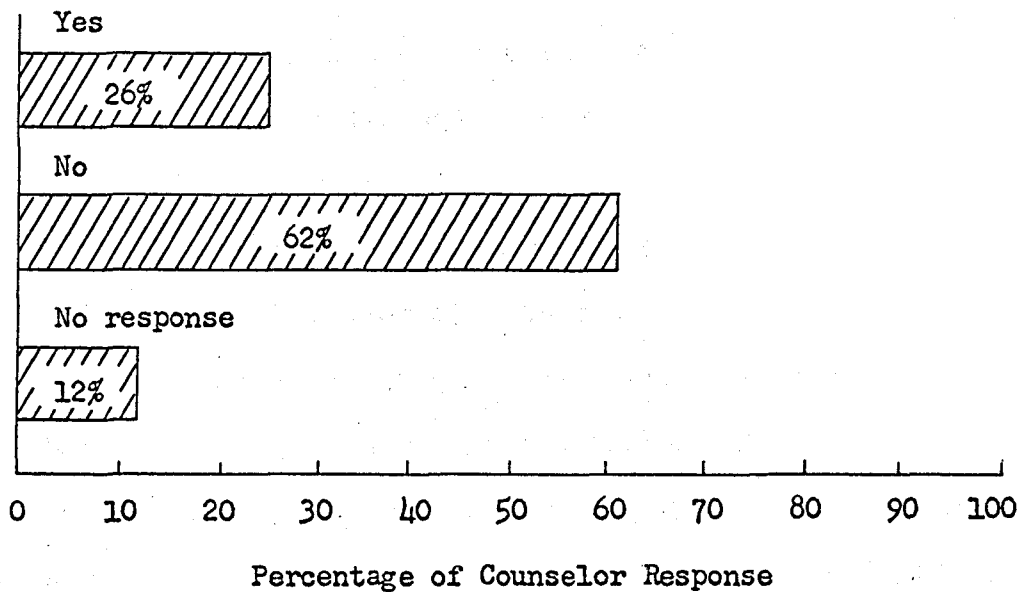


Figure 15. Counselor response on whether counselors are responsible for any type of special counseling.

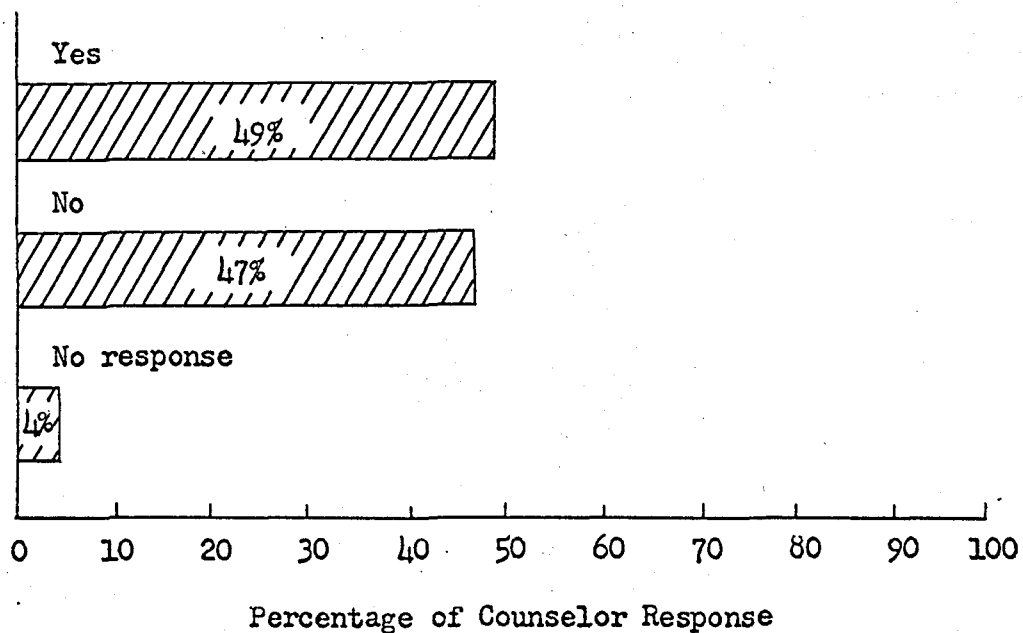


Figure 16. Counselor response on whether counselors sponsor any class organization.

successful teaching experience. Figure 18, page 64, shows that 70 per cent of the respondents believed that a counselor should have work experience in addition to educative experience.

Figure 19, page 65, reveals that 40 per cent of the counselors considered state certification adequate training for counselors; 39 per cent, a master's degree adequate training; and 18 per cent, training beyond the master's degree level adequate preparation.

Figure 20, page 66, shows that 42 per cent of the counselors did not have sufficient time to confer with staff members about plans and activities affecting their counselees.

Data in Figure 21, page 66, indicate that 93 per cent of the counselors participated in activities of professional associations.

The major strengths of the counseling service as seen by the counselors were active administrative support, dedicated counselors, well-trained counselors, good rapport with teachers and students, and ideal physical plants.

Inadequate time for counseling students, contacting parents, and professional reading; inadequate physical facilities; lack of clerical help; and a high counselor-pupil ratio were listed as the major weaknesses of the counseling service by the counselors.

The principal results of the counselor survey are listed as follows:

1. Individual conferences with their counselees were held once during each year by 39 per cent of the counselors, twice during each year by 36 per cent of the counselors, and three times or more by 9 per cent of the counselors.

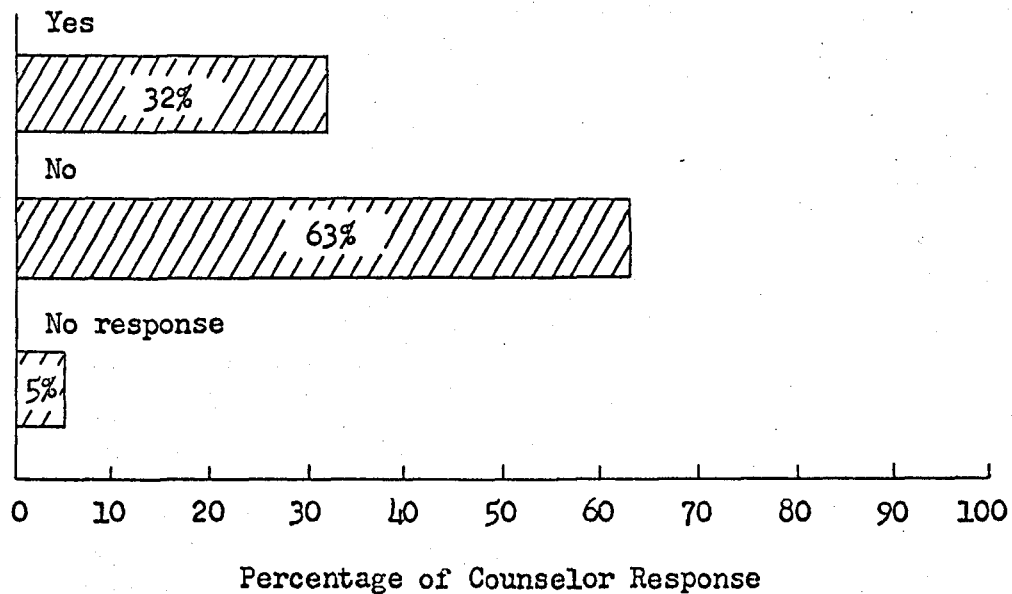


Figure 17. Counselor response on whether counselors are required to perform miscellaneous duties which hinder them in working with individual students.

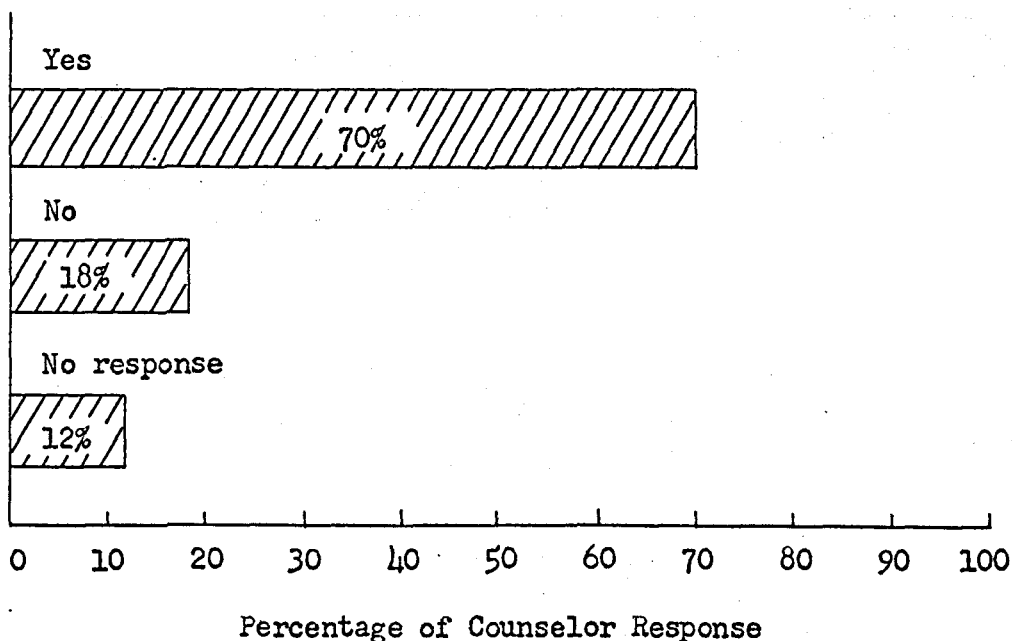


Figure 18. Counselor response on whether counselors should have work experience in addition to educative experience.

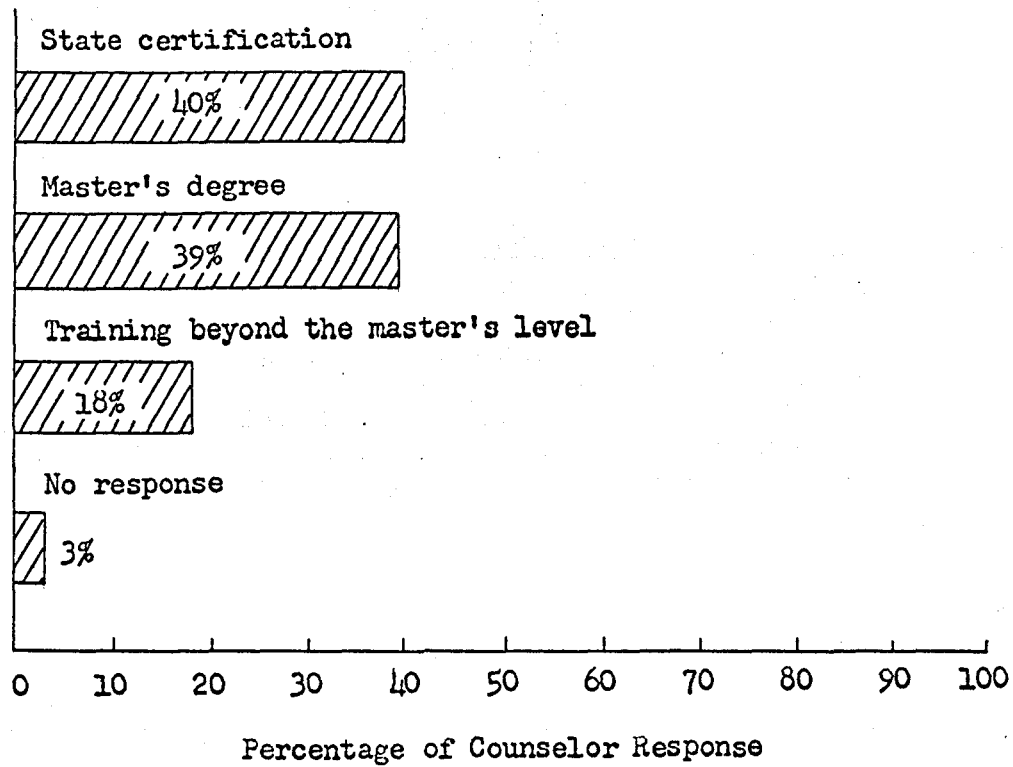


Figure 19. Counselor response on minimum training considered adequate for counselors.

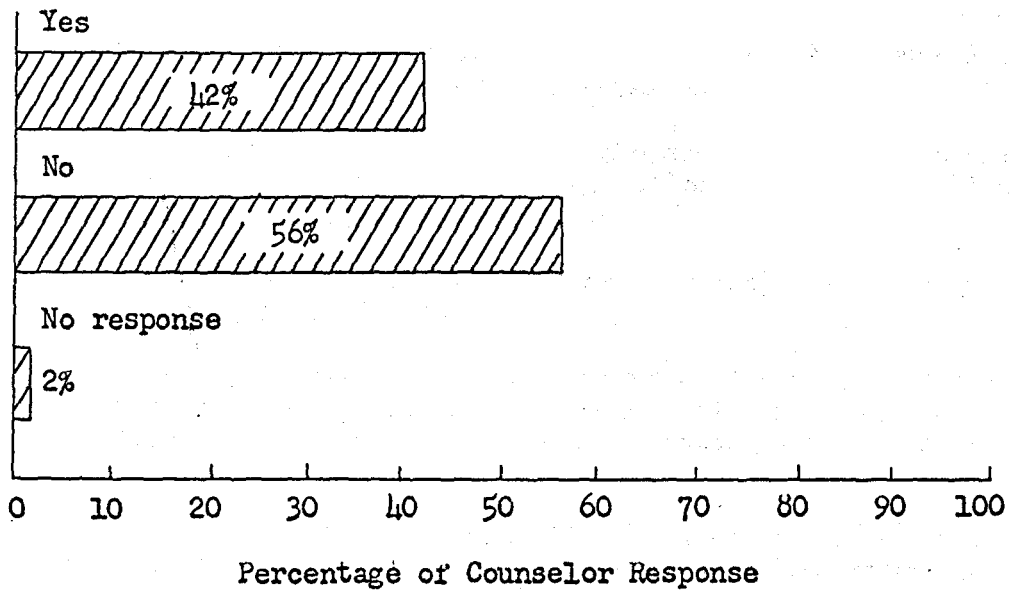


Figure 20. Counselor response on whether counselors have sufficient time to confer with staff members about plans and activities affecting their counselees.

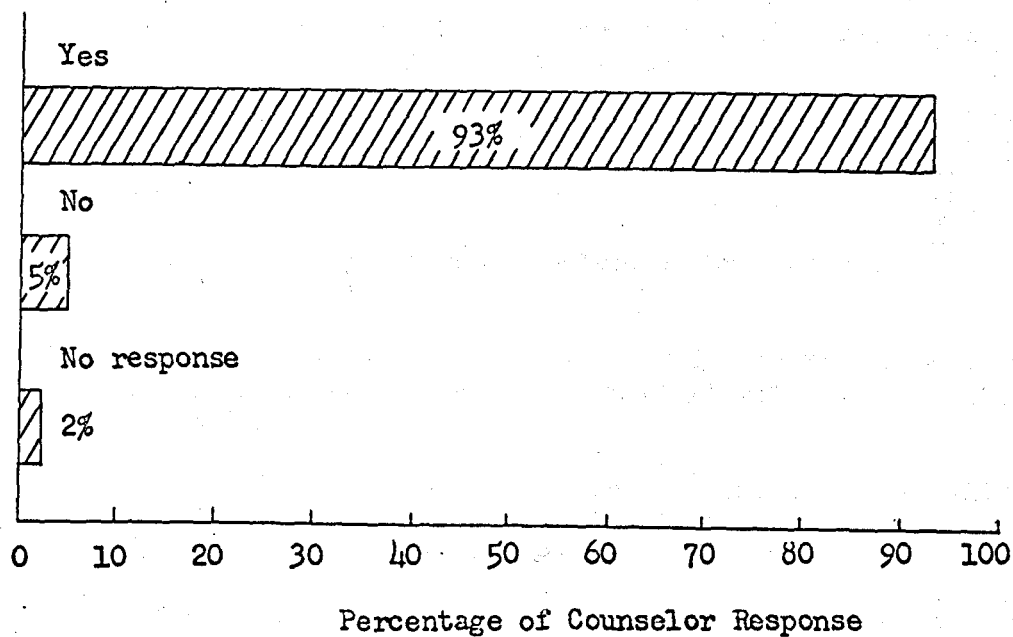


Figure 21. Counselor response on whether counselors participate in professional association activities.

2. Most counselors were primarily concerned with preventive measures rather than with remedial measures.
3. In interviews, 54 per cent of the counselors used an eclectic approach, 14 per cent a directive approach, and 21 per cent a non-directive approach.
4. Counselors believed it was very important that they be well adjusted individuals.
5. A need for better communication with administrators was indicated by 42 per cent of the counselors. Regular and frequent meetings between administrators and counselors were suggested.
6. A need for better communication between counselors and teachers was indicated by 65 per cent of the counselors. Meetings with department heads and conferences with teachers were recommended.
7. Although 88 per cent of the counselors believed they should help students analyze their problems and formulate acceptable patterns of behavior, there were 12 per cent who said the counselor should have no relationship to discipline.
8. Techniques in counseling, psychology, and supervised experience in counseling were considered the most important courses of study for school counselors.
9. Confidential files and professional ethics were employed to maintain the confidentiality of information obtained in counseling.
10. Conferences were held with parents when the need was indicated.
11. While some counselors were concerned primarily with general counseling, others were concerned primarily with educational counseling.
12. The trend toward specialization in counseling was evident by the fact that 26 per cent stated that they were responsible for some type of special counseling.
13. Approximately half of the counselors sponsored classes or organizations.
14. All counselors felt that assisting students in educational planning and conferring with parents were appropriate duties

- of a counselor, while 84 per cent considered assisting students in applying for employment an appropriate duty of a counselor.
15. Clerical duties led the list of assigned duties that counselors considered inappropriate.
 16. All stated that counselors should have successful teaching experience.
 17. State certification was considered adequate counselor training by 40 per cent of the counselors, a master's degree was considered adequate by 39 per cent, and training beyond the master's level was considered necessary by 18 per cent.
 18. More than half of the counselors did not have sufficient time to confer with staff members about plans and activities affecting their counselees.
 19. Activities of professional associations were participated in by 93 per cent of the counselors.
 20. Integrity and the ability to cope with one's own personal problems were ranked as the most important personal qualities for counselors.
 21. Active administrative support, dedicated counselors, well-trained counselors, good rapport with teachers and students, and ideal physical plants were cited as major strengths of the counseling service.
 22. Inadequate time for counseling students, contacting parents, and professional reading; inadequate physical facilities; lack of clerical help; and a high counselor-pupil ratio were given as the major weaknesses of the counseling service.

IV. PARENT RESPONSE

Of the 162 parent respondents, 92 per cent knew individual counseling services were offered, 64 per cent knew staff members were available for parent interviews, 79 per cent knew a standardized testing program was provided, 80 per cent were cognizant of the fact that educational information was available, 78 per cent realized occupational information

was disseminated, and 53 per cent realized assistance with personal problems would be given to students who requested it.

The data in Figure 22, page 70, reveal that 21 per cent of the parents had an interview with their children's counselor during the current school year. Figure 23, page 70, presents data indicating that Thomas Dale supplied information to 37 per cent of the parents concerning their children's aptitude for college. Figure 24, page 71, shows that 43 per cent of the parents received information concerning their children's aptitude for different occupations. Parents indicated, as shown in Figure 25, page 71, that 90 per cent of their children discussed their personal problems with them and that 13 per cent, as indicated in Figure 26, page 72, discussed their personal problems with the school counselor.

Some parents believed the school's program could be improved by offering a wider range of subjects, giving more training in vocational areas, putting more emphasis on placement according to level of ability, improving the quality of instruction, hiring additional clerical help to prepare transcripts, and exerting more effort to see that pupils from all areas of the school community are represented in school activities.

Figure 27, page 73, reveals that in evaluating the guidance program of Thomas Dale 6 per cent of the parents rated it as excellent, 27 per cent above average, 40 per cent as average, 20 per cent as below average, and 7 per cent did not rate the program.

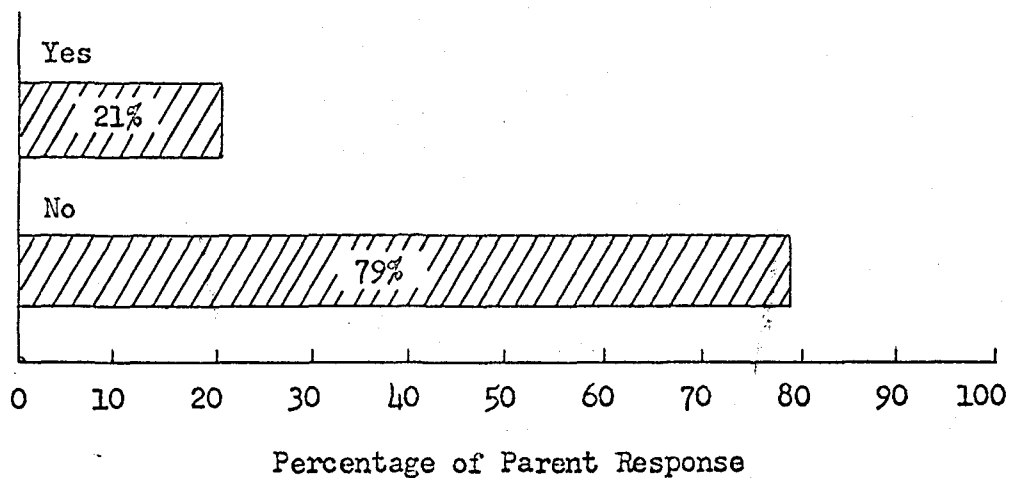


Figure 22. Parent response on whether parent had an interview during the year with his child's counselor.

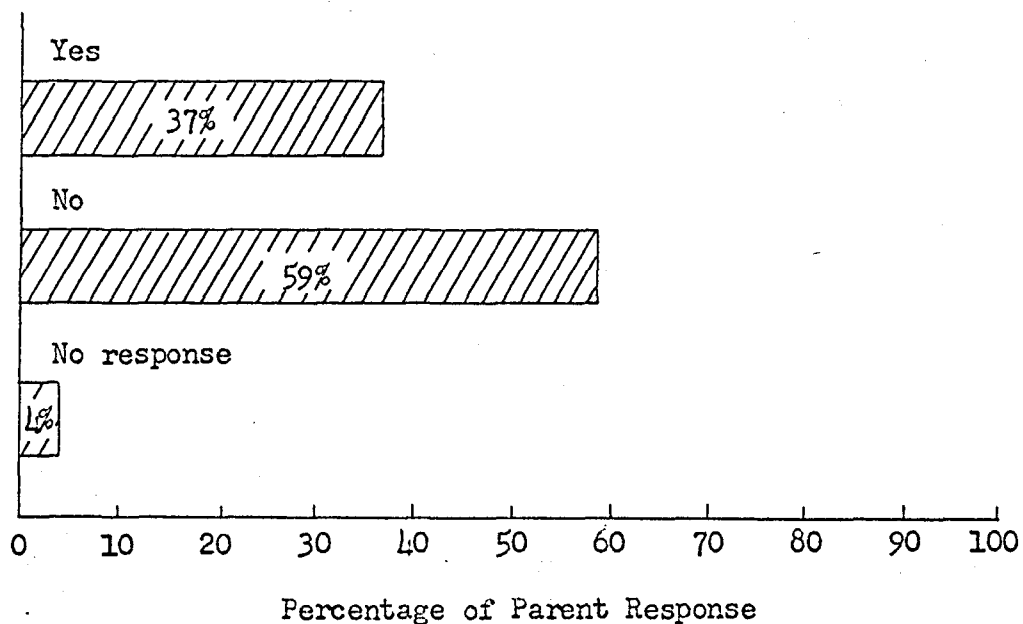


Figure 23. Parent response on whether Thomas Dale gave parent information on his child's aptitude for college.

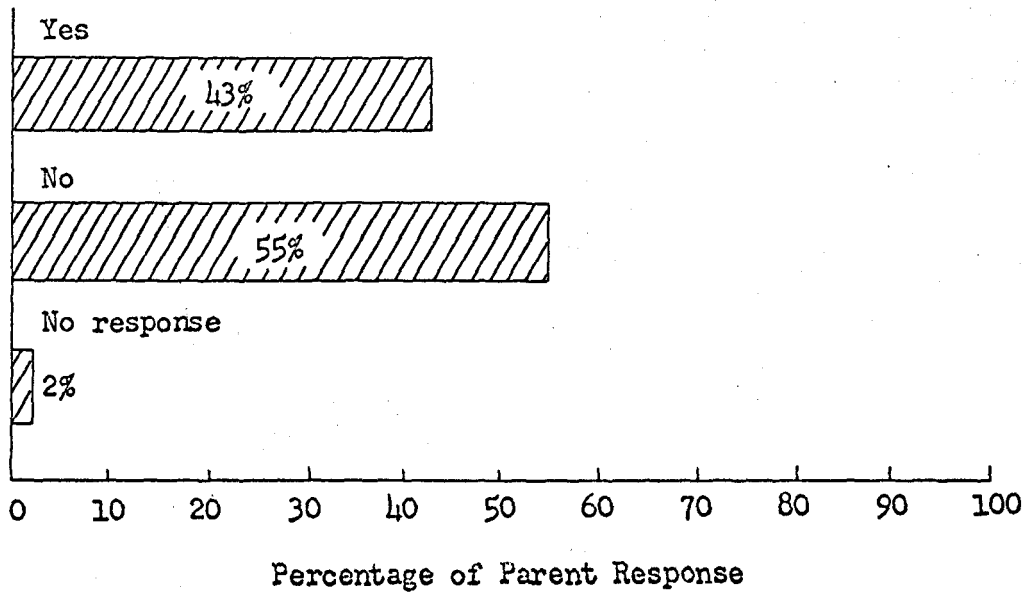


Figure 24. Parent response on whether Thomas Dale gave parent information on his child's aptitude for different occupations.

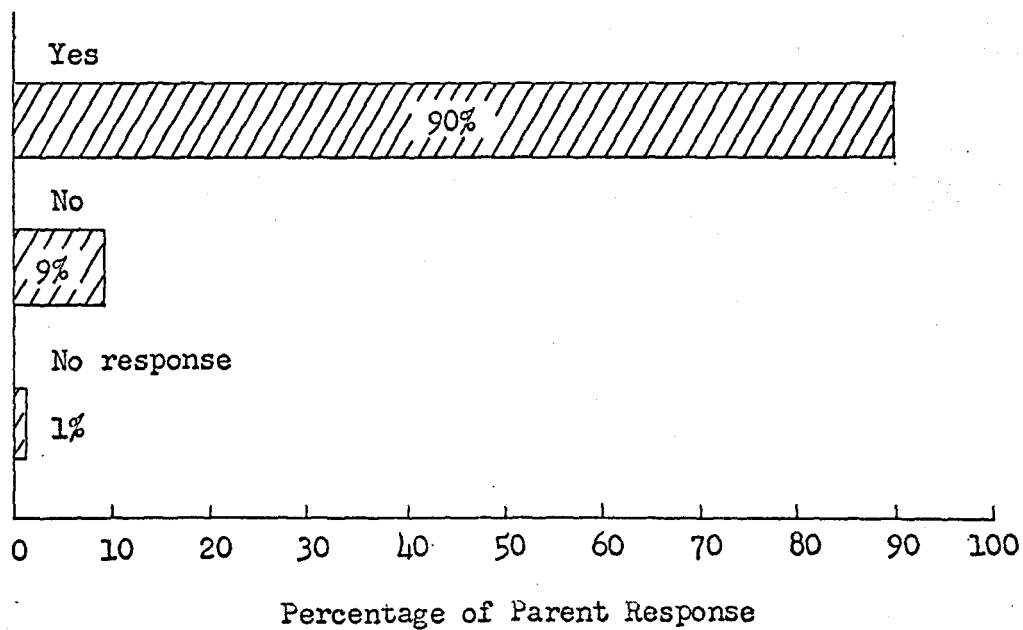


Figure 25. Parent response on whether child discusses his personal problems with his parent.

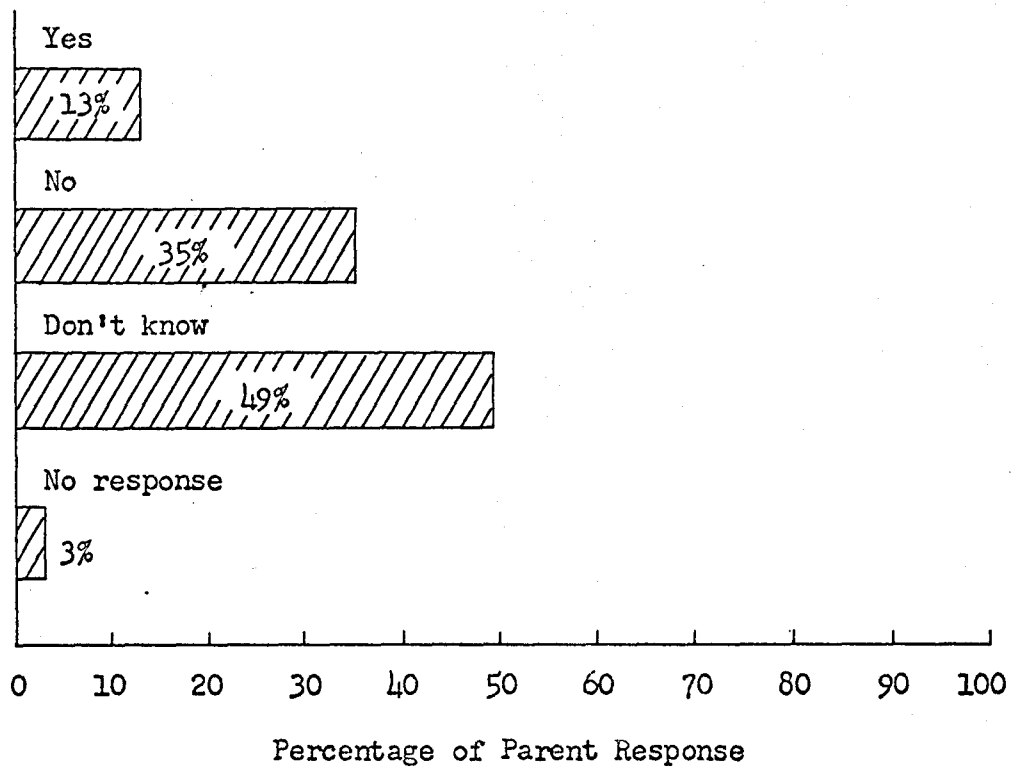


Figure 26. Parent response on whether child discusses his personal problems with the school counselor.

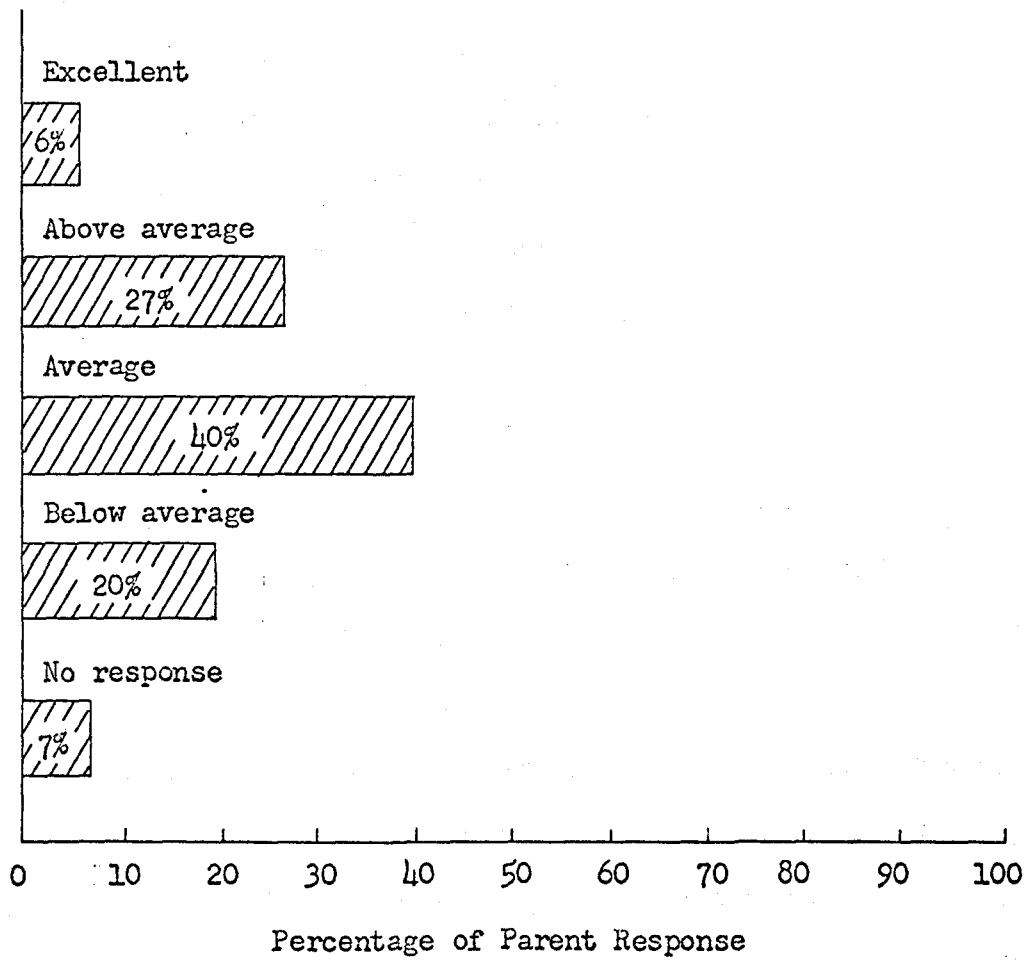


Figure 27. Parent response on his evaluation of the guidance program of Thomas Dale.

V. FORMER STUDENT RESPONSE

Of the twenty-eight former student respondents, 57 per cent took the college preparatory course in high school, and 82 per cent continued their education after graduating from high school. More than half of these students are now enrolled in college. Some are homemakers; others are engaged in clerical work, industry, and teaching.

Subjects of greatest value ranked according to frequency of response were English, mathematics, social studies, typing, science, home economics, speech, and shorthand. Subjects of least value listed according to frequency of response were science, mathematics, foreign languages, shop, geography, and shorthand. It was noted that some students considered shorthand the subject of greatest value while others considered it the subject of least value.

Suggestions for the improvement of subjects now offered at Thomas Dale included more written work in English, more accelerated courses, better instruction, typing for college preparatory students, office machine training, emphasis on speaking in foreign language courses, an introductory course in accounting, additional emphasis on speed in typing, training in art, and better science laboratories.

The data in Figure 28, page 75, show that 96 per cent are satisfied with their present occupations. Those who left full-time employment gave marriage, service in the armed forces, and better working conditions as the reasons.

The respondents mentioned several subjects that would have been

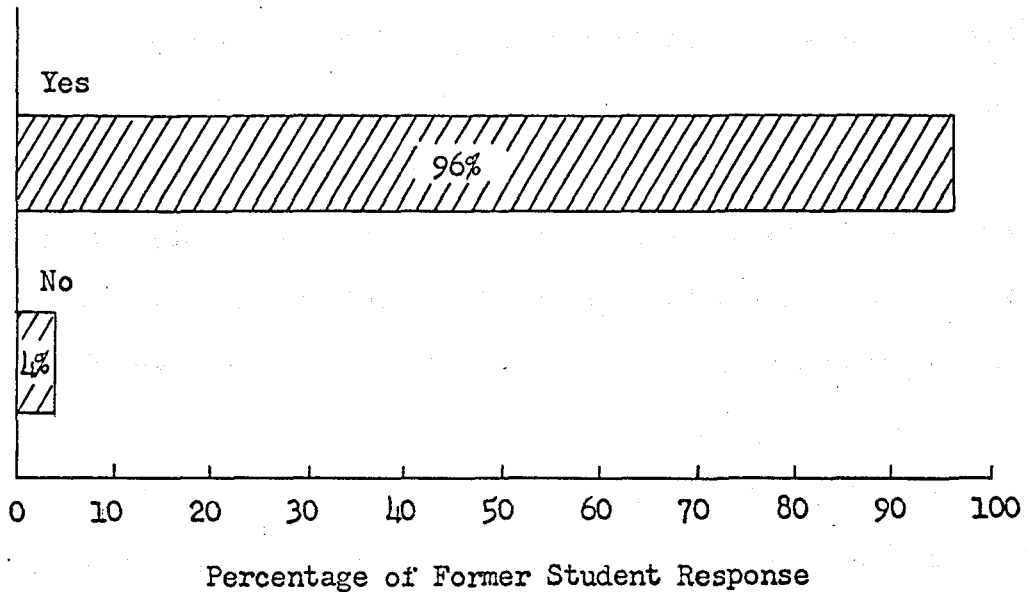


Figure 28. Former student response on whether he is satisfied with his present occupation.

helpful to them such as advanced mathematics, sociology, psychology, drawing, public speaking, Bible, art, and English if they had been offered during their enrollment in high school.

Figure 29, page 77, reveals that 68 per cent of these former students had a regular counselor while in school. The data presented in Figure 30, page 77, indicate that 54 per cent received all of the counseling needed while in school.

The counseling received in high school, as shown in Figure 31, page 78, was rated as excellent by 11 per cent of the respondents; above average by 18 per cent; average by 50 per cent; and below average by 18 per cent.

Suggestions made by these former students that might make counseling more effective included full-time counselors, fewer students per counselor, help for students with failing grades, less work for counselors, more occupational information, and more personal interest in the student.

VI. PUPIL RESPONSE

Of the 248 Thomas Dale pupils responding to the pupil questionnaire, 96 per cent, as indicated in Figure 32, page 79, knew who their counselor was. Of these respondents 31 per cent stated that they had one conference with their counselor during the 1963-64 session, 23 per cent had two conferences, 17 per cent had three conferences, 9 per cent had four conferences, and 15 per cent had more than four conferences. The data in Figure 33, page 79, show that 60 per cent of the pupils

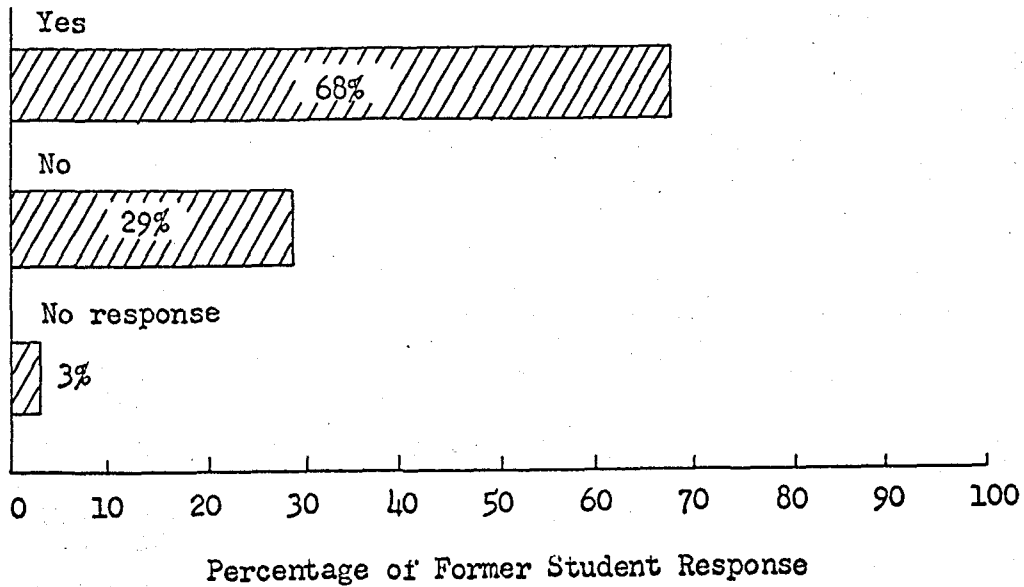


Figure 29. Former student response on whether he had a regular counselor while in school.

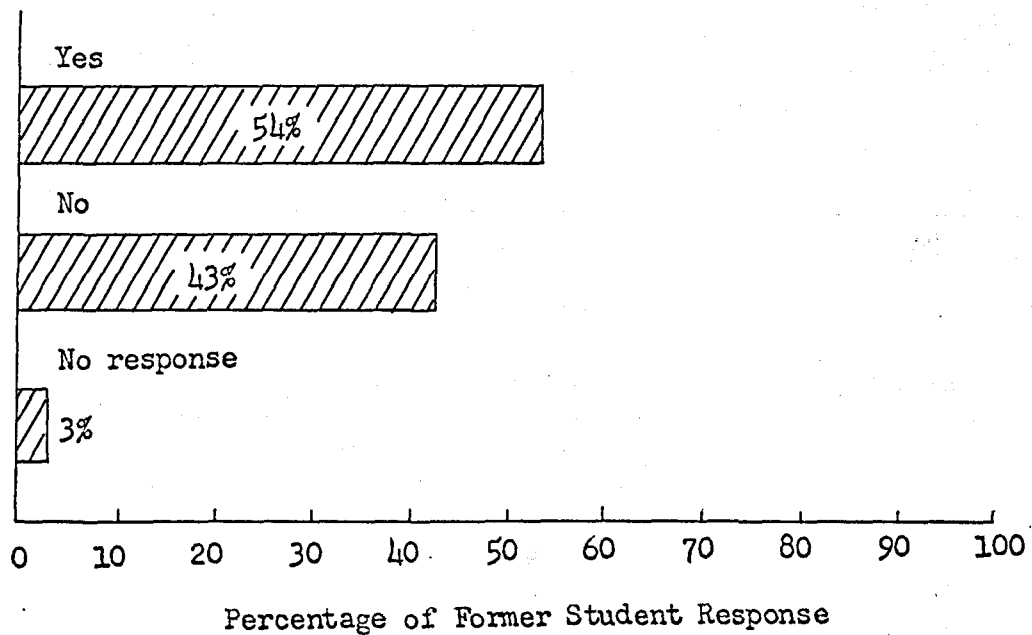


Figure 30. Former student response on whether he received all of the counseling needed while in school.

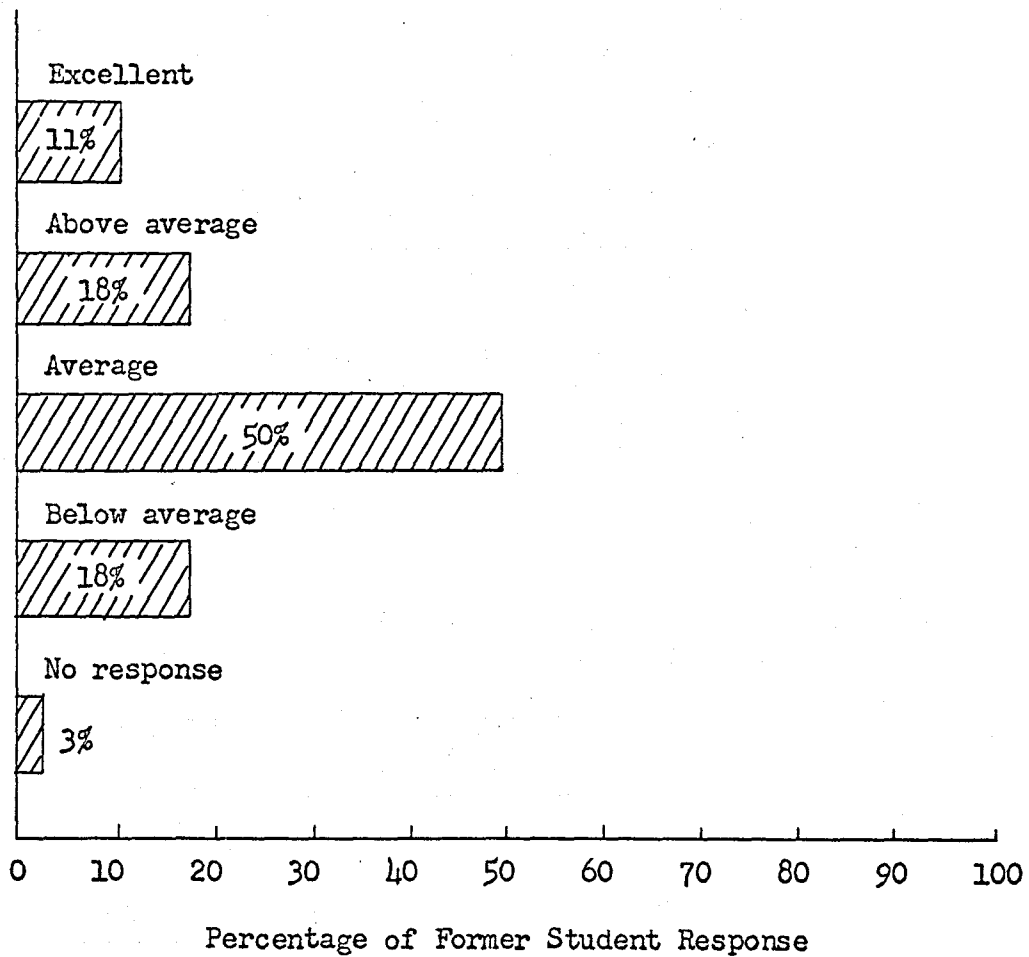


Figure 31. Former student response on his evaluation of the counseling received in school.

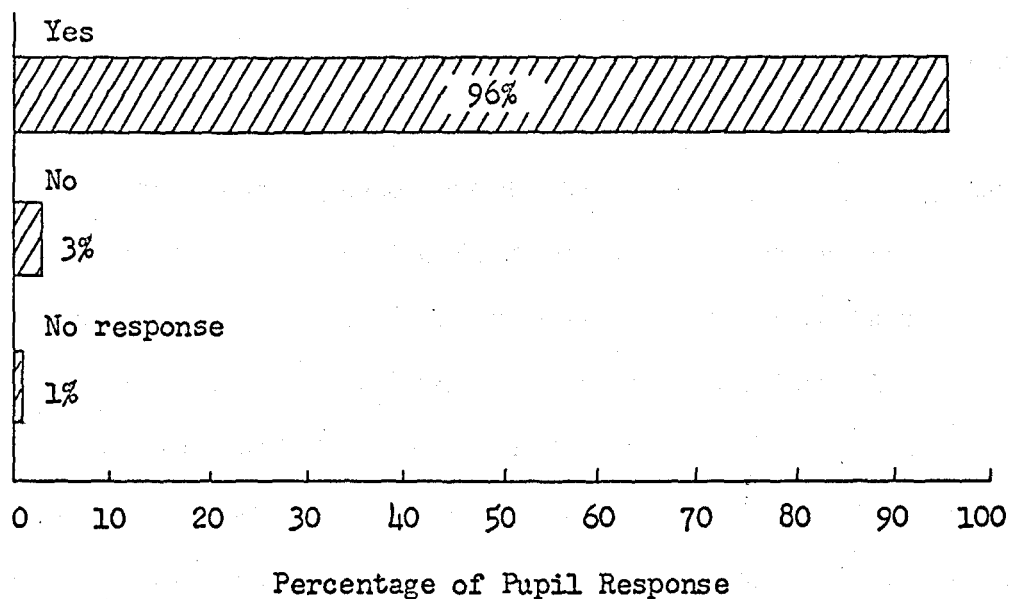


Figure 32. Pupil response on whether pupil knows who his counselor is.

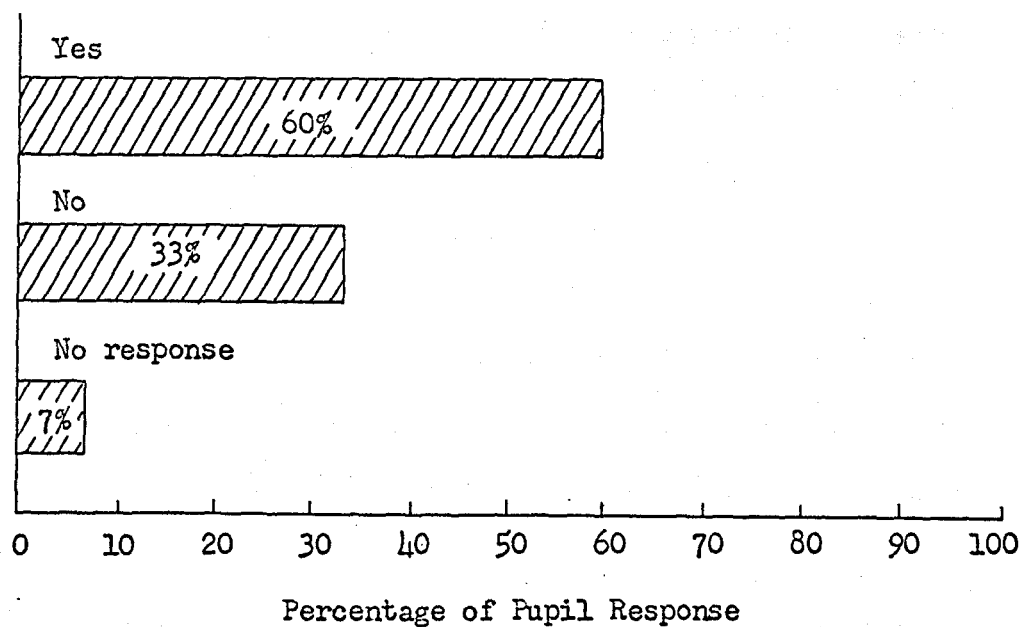


Figure 33. Pupil response on whether pupil would have liked more conferences with his counselor this year.

indicated that they would have desired more conferences with their counselor.

The questionnaire revealed that 219 of the pupils lived with both parents, 20 with the mother, 6 with the father, 1 with relatives, 1 with his wife, and 1 by himself. There were 122 male respondents and 126 female respondents. No significant differences were found in responses when they were classified on the basis of sex.

Data regarding the extent to which pupils believed that their counselor was interested in their problems are presented in Figure 34, page 81. These data reveal that 50 per cent thought that their counselor was interested in all of their problems, 19 per cent believed that their counselor was interested in some of their problems, and 4 per cent thought that their counselor was not interested in any of their problems.

Pupils when questioned concerning the amount of high school assistance they received in selecting their high school course responded, as shown in Figure 35, page 82, as follows: none, 4 per cent; little, 16 per cent; average, 46 per cent; above average, 14 per cent; and much, 18 per cent.

In comparing pupils according to grade level it was noted that the eighth, ninth, and tenth grades had slightly higher percentages of students receiving assistance in selecting their high school course in the average or above average categories. Table XIII, page 83, reveals that an average or above average amount of assistance in this area was received by 82 per cent of the eighth graders, 83 per cent of the ninth graders, 84 per cent of the tenth graders, 74 per cent of the eleventh

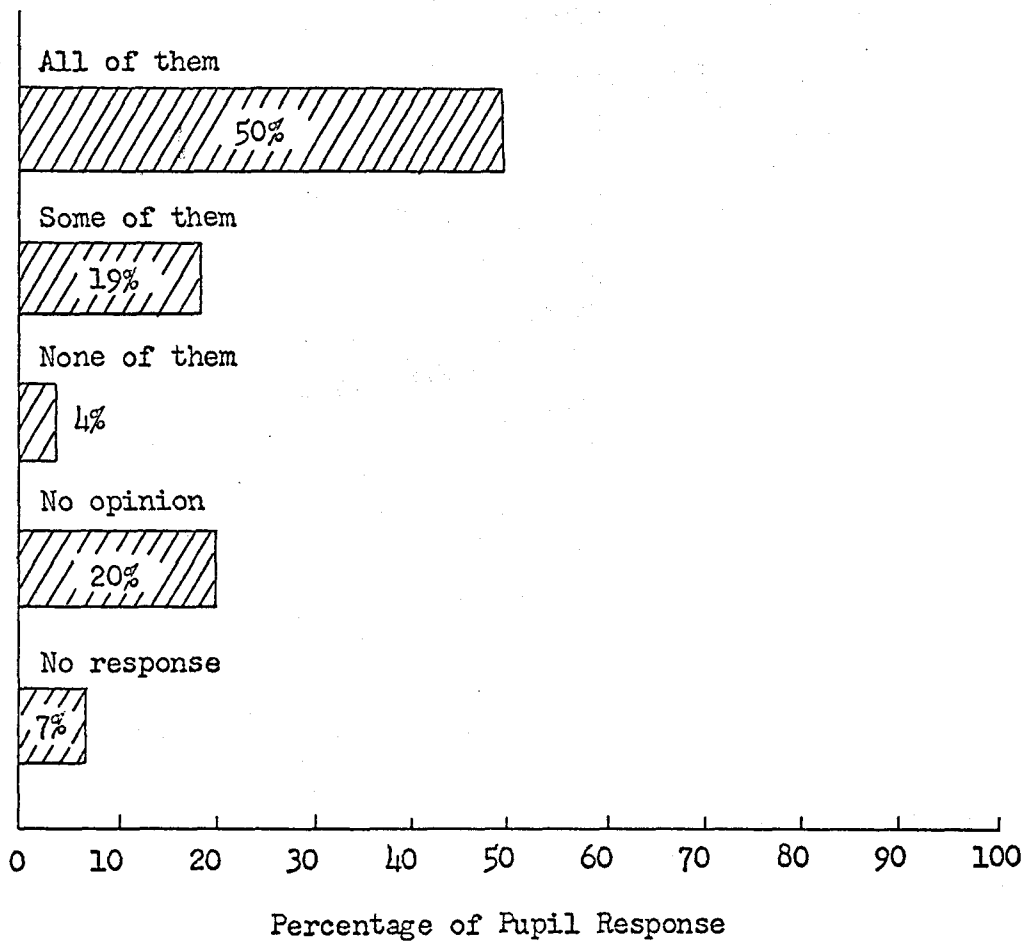


Figure 34. Pupil response on extent to which pupil thinks his counselor is interested in his problems.

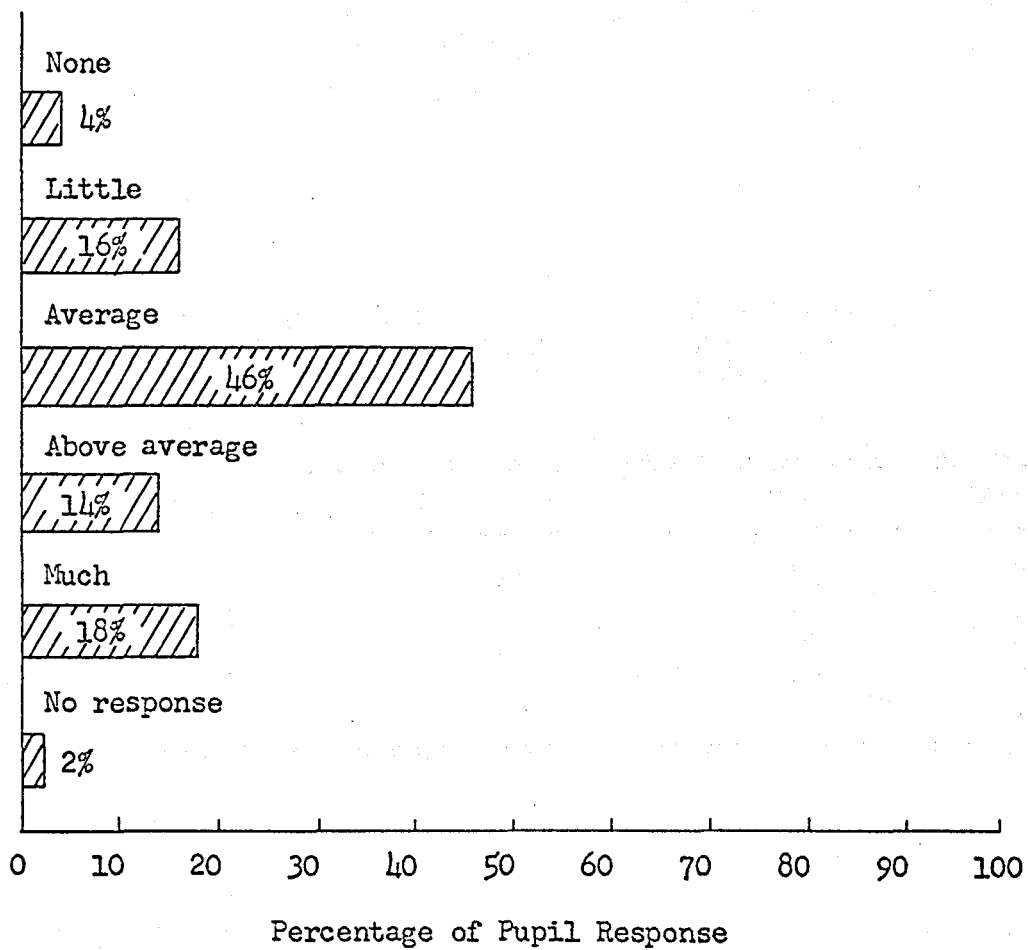


Figure 35. Pupil response on amount of high school assistance pupil received in selecting his high school course.

TABLE XIII

PERCENTAGE OF HIGH SCHOOL STUDENTS RECEIVING AN
AVERAGE OR ABOVE AVERAGE AMOUNT OF ASSISTANCE
IN SELECTING THEIR HIGH SCHOOL COURSE

Grade	Average	Above average	Much	Total
Eighth	44	14	24	82
Ninth	48	14	21	83
Tenth	52	12	20	84
Eleventh	46	18	10	74
Twelfth	43	14	14	71

graders, and 71 per cent of the twelfth graders. This means that approximately four-fifths of all students received an average or above average amount of assistance in choosing appropriate courses.

Figure 36, page 85, reveals that students indicated that the amount of high school assistance they received in interpreting standardized test scores could be grouped into the following categories: none, 19 per cent; little, 17 per cent; average, 37 per cent; above average, 10 per cent; much, 11 per cent.

Figure 37, page 86, shows that students responded as follows concerning the amount of high school assistance they received in solving personal problems: none, 61 per cent; little, 14 per cent; average, 13 per cent; above average, 6 per cent; much, 5 per cent.

The amount of high school assistance pupils stated they received in planning their future occupation is given in Figure 38, page 87. Percentages indicating the amount of aid received in occupational planning for the future follow: none, 26 per cent; little, 22 per cent; average, 30 per cent; above average, 11 per cent; and much, 10 per cent.

When a comparison of responses was made by grade level, it was found as shown in Table XIV, page 89, that an average or above average amount of assistance was received in occupational planning by 72 per cent of the eighth graders, 49 per cent of the ninth graders, 42 per cent of the tenth graders, 38 per cent of the juniors, and 54 per cent of the seniors. Perhaps the interest inventories administered to eighth graders explain the higher percentage of assistance on this grade level.

Pupil response on the amount of high school assistance received

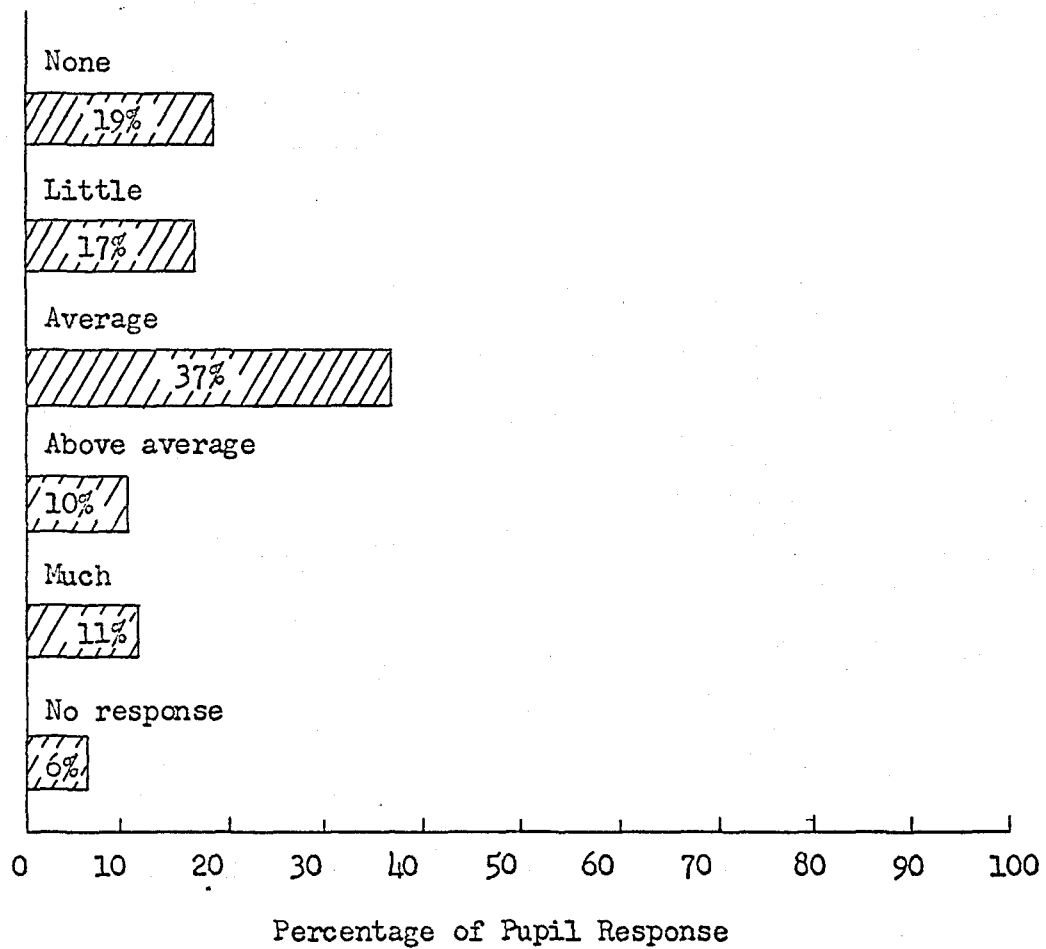


Figure 36. Pupil response on amount of high school assistance pupil received in interpreting standardized test scores.

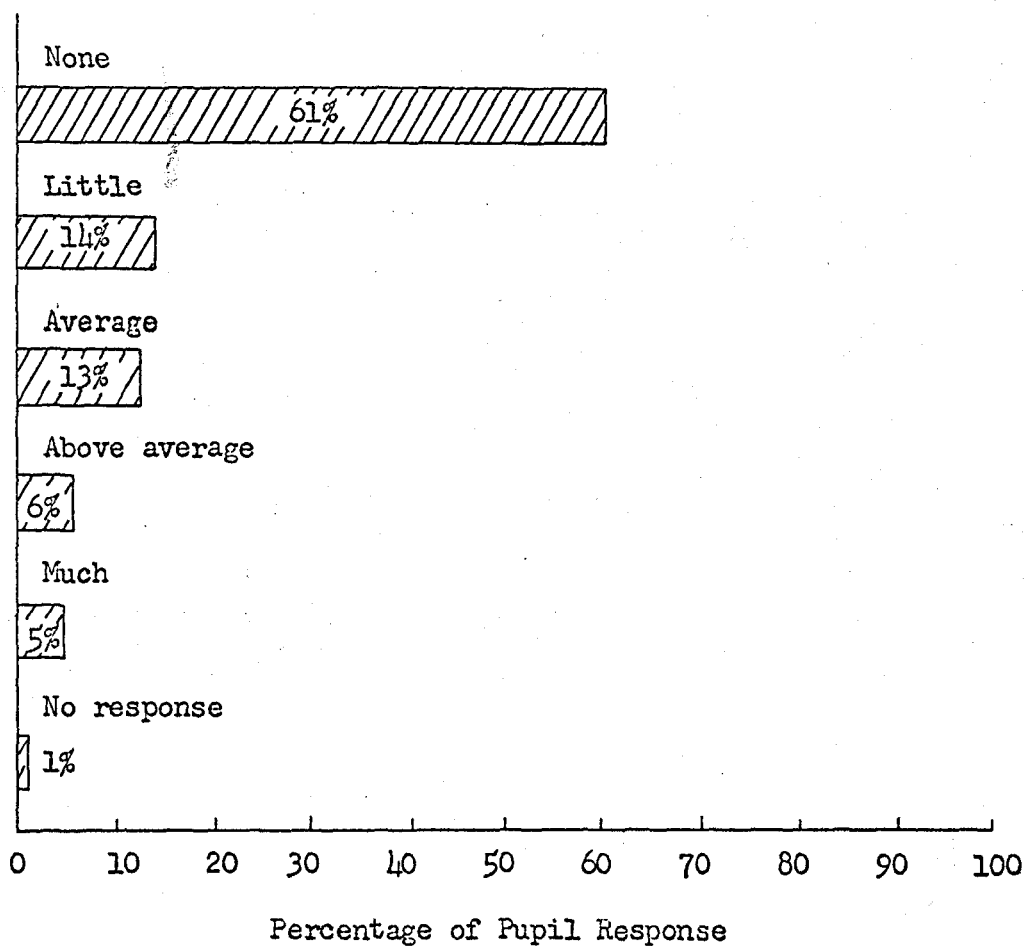


Figure 37. Pupil response on amount of high school assistance pupil received in solving personal problems.

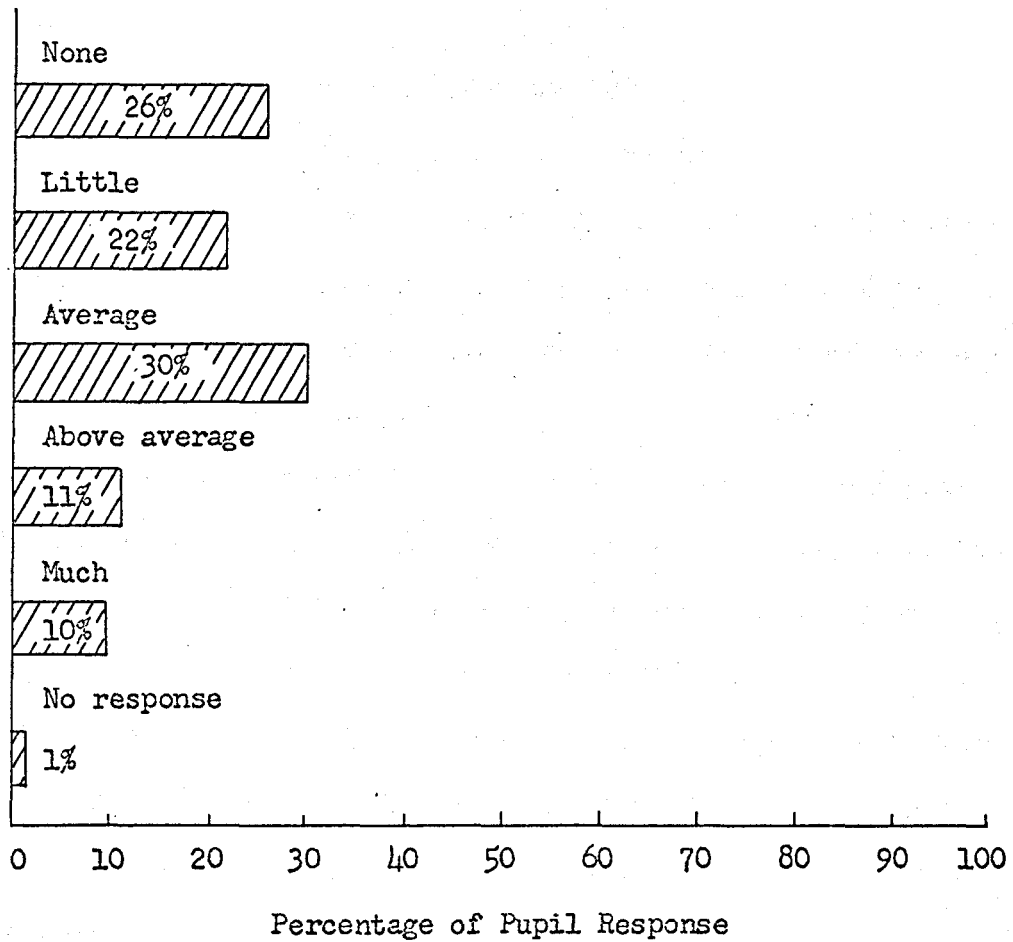


Figure 38. Pupil response on amount of high school assistance pupil received in planning his future occupation.

in planning for college or entering some other school is presented in Figure 39, page 90. The responses follow: none, 35 per cent; little, 19 per cent; average, 25 per cent; above average, 9 per cent; much, 10 per cent.

A comparison of responses by grade level revealed, as indicated in Table XV, page 89, that an average or above average amount of assistance in precollege planning or some other type of future educational planning was received by 38 per cent of the eighth grade, 46 per cent of the freshmen, 40 per cent of the sophomores, 40 per cent of the juniors, and 56 per cent of the seniors.

Data concerning the amount of high school assistance pupils stated they received in developing effective study habits, as indicated in Figure 40, page 91, follow: none, 58 per cent; little, 17 per cent; average, 16 per cent; above average, 3 per cent; much, 4 per cent. This means that more than one-half of the students received no assistance in developing effective study habits and that less than one-fourth of the students received an average or above average amount of assistance in this category.

Other kinds of help students stated they received from their counselor included assistance in changing schedules, information on friendship, procedure when transferring to other schools, encouragement when encountering academic difficulties, and assistance in adjusting to a new school.

When making decisions concerning progress toward goals in school, 33 per cent of the pupils indicated, as shown in Figure 41, page 92,

TABLE XIV

PERCENTAGE OF HIGH SCHOOL STUDENTS RECEIVING AN AVERAGE
OR ABOVE AVERAGE AMOUNT OF ASSISTANCE IN PLANNING
THEIR FUTURE OCCUPATION

Grade	Average	Above average	Much	Total
Eighth	32	16	24	72
Ninth	36	6	7	49
Tenth	22	14	6	42
Eleventh	22	10	6	38
Twelfth	36	11	7	54

TABLE XV

PERCENTAGE OF HIGH SCHOOL STUDENTS RECEIVING AN AVERAGE
OR ABOVE AVERAGE AMOUNT OF ASSISTANCE IN PLANNING
FOR COLLEGE OR ENTERING SOME OTHER SCHOOL

Grade	Average	Above average	Much	Total
Eighth	16	6	16	38
Ninth	28	9	9	46
Tenth	18	18	4	40
Eleventh	26	4	10	40
Twelfth	36	9	11	56

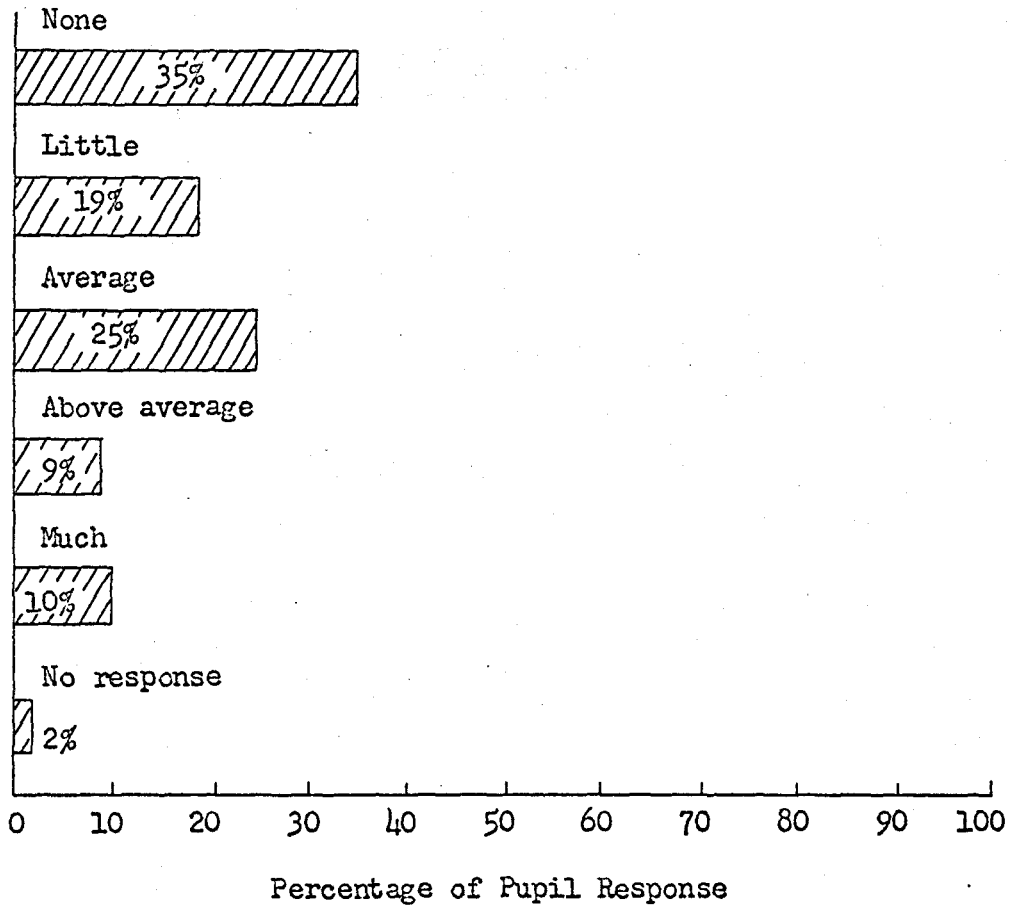


Figure 39. Pupil response on amount of high school assistance pupil received in planning for college or entering some other school.

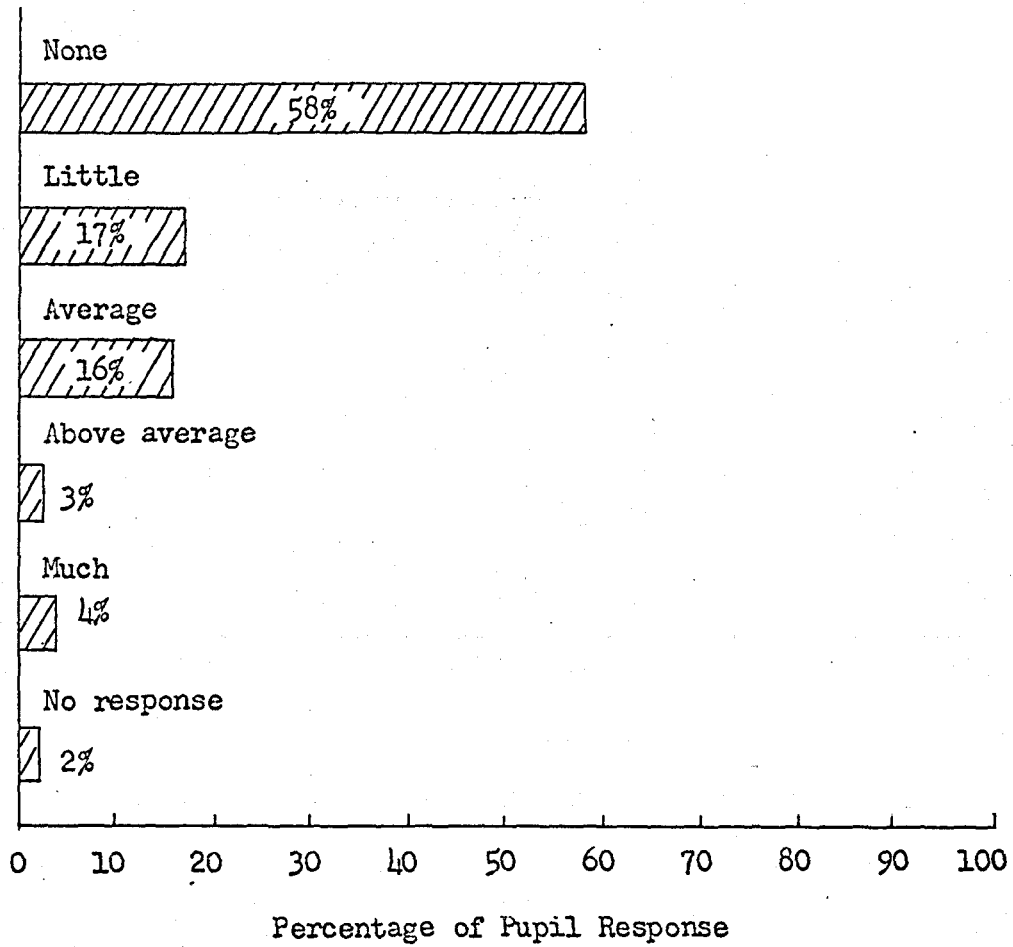


Figure 40. Pupil response on amount of high school assistance pupil received in developing effective study habits.

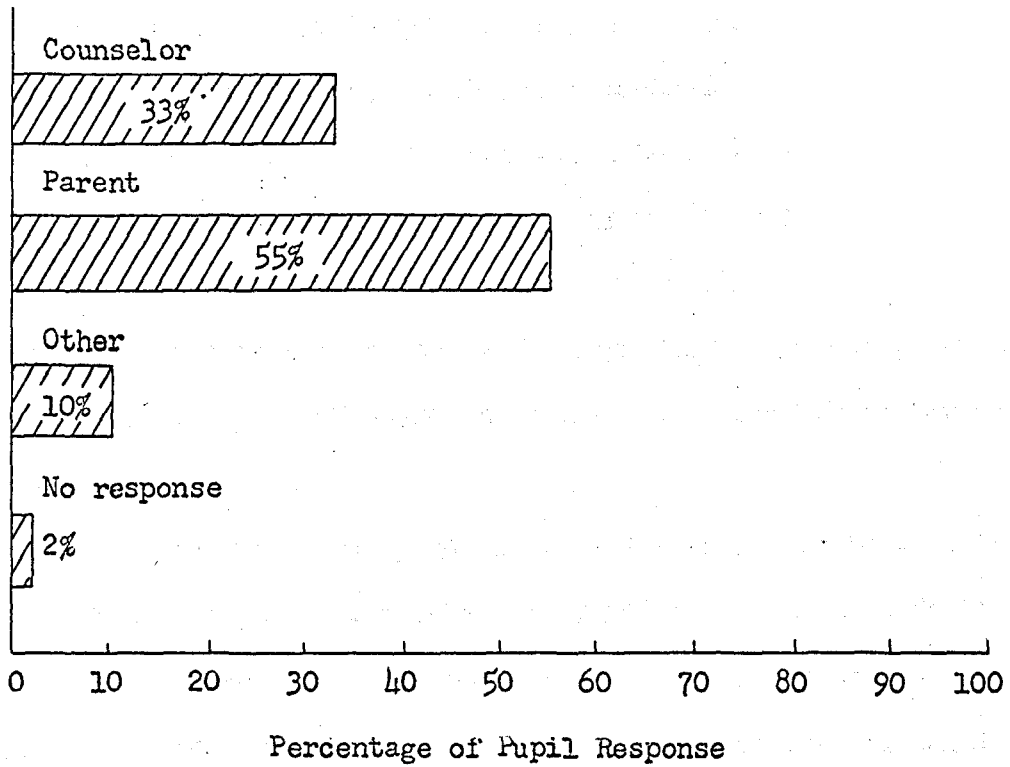


Figure 41. Pupil response on person to whom pupil would turn first when making decisions concerning progress towards goals in school.

that they would turn first to the counselor; 55 per cent that they would turn first to their parents; and 10 per cent that they would turn first to others. Friends led the list of others who helped students make decisions concerning goals in school. A few received assistance from a sister, a brother, a teacher, a wife, or a husband.

When making decisions of a personal nature, 4 per cent of the students stated, as shown in Figure 42, page 94, that they would turn first to the counselor, 73 per cent that they would turn first to their parents; and 21 per cent that they would turn first to others. It was noted that three-fourths of those who sought help from others turned first to friends.

The data in Figure 43, page 95, reveal that 73 per cent of the students believed that the counseling they had received was effective.

Figure 44, page 96, shows that 74 per cent of the pupils stated that they would consider it a personal loss if Thomas Dale discontinued its counseling program.

The principal results of the Thomas Dale High School pupil questionnaire are listed as follows:

1. Of the 248 respondents 96 per cent knew who their counselor was.
2. More than half of the pupils would have liked more conferences with their counselor this year.
3. Approximately four-fifths of the students received an average or above average amount of assistance in selecting their high school course.
4. More than half of the students received an average or above average amount of assistance in interpreting standardized test scores.

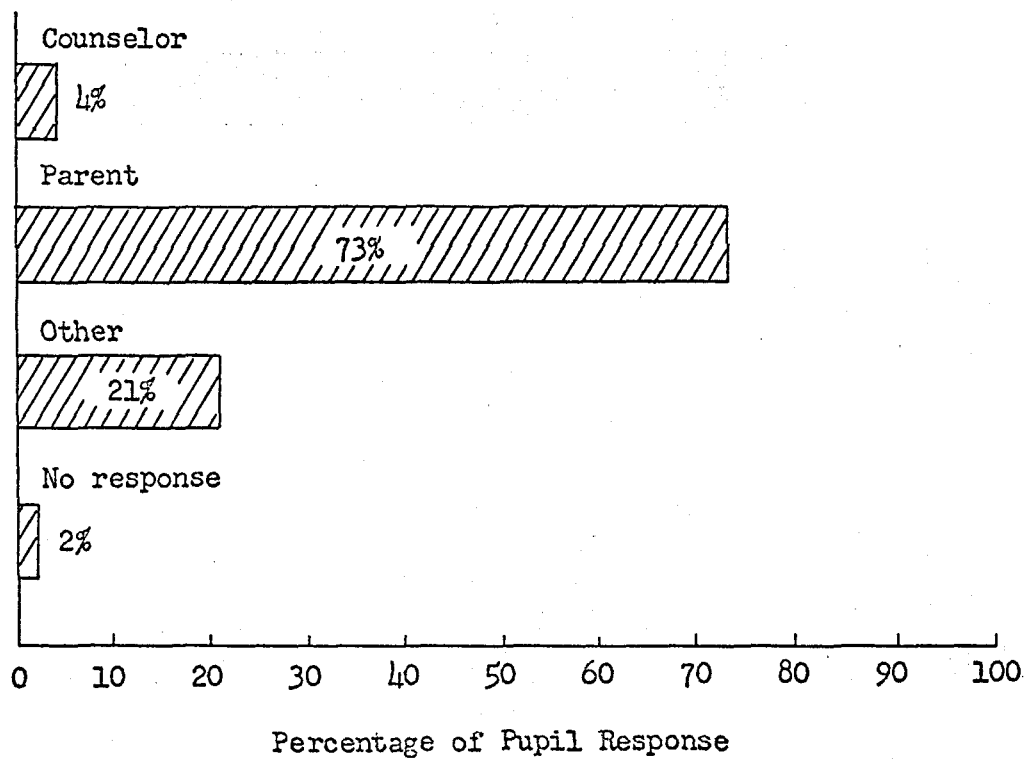


Figure 42. Pupil response on person to whom pupil would turn first when making decisions of a personal nature.

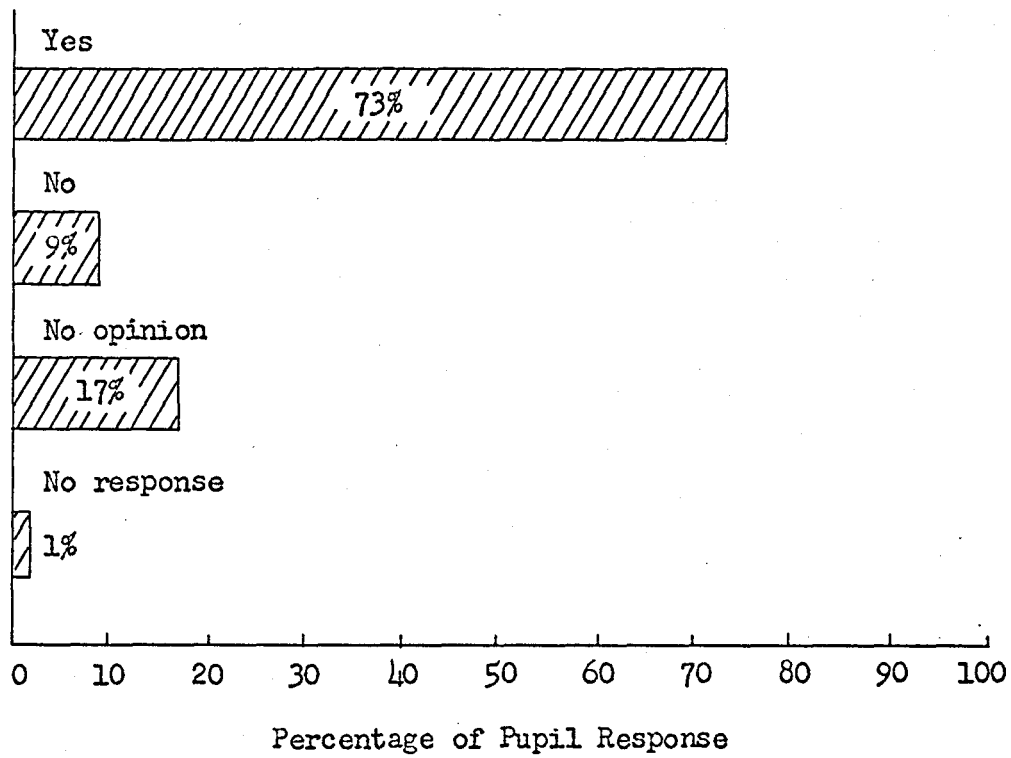


Figure 43. Pupil response on whether the counseling pupil has received has been effective.

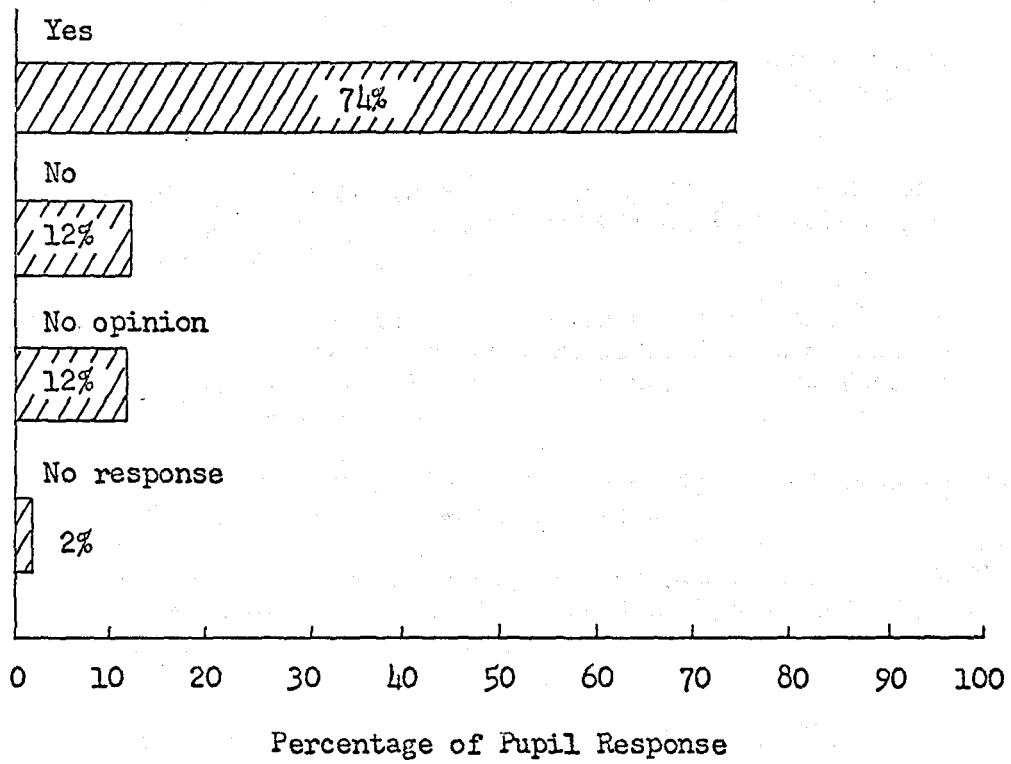


Figure 44. Pupil response on whether pupil would consider it a personal loss if his high school did away with counseling.

5. Approximately one-fourth of the students received an average or above average amount of assistance in solving personal problems.
6. Approximately half of the students received an average or above average amount of assistance in occupational planning.
7. Almost half the students received an average or above average amount of assistance in planning for college or entering some other school.
8. Approximately one-fourth of the students received an average or above average amount of assistance in developing effective study habits.
9. When making decisions concerning goals in school, approximately one-half stated they would confer first with their parents, and one-third said they would confer first with their counselor.
10. Approximately three-fourths of the pupils believed the counseling received had been effective.
11. Approximately three-fourths of the pupils stated that they would consider it a personal loss if Thomas Dale discontinued its counseling service.

VII. THOMAS DALE HIGH SCHOOL STAFF RESPONSE

The administrative questionnaire of Thomas Dale High School showed that it had an enrollment of 1318 as compared with the mean enrollment of 1252 for schools participating in the survey. Thomas Dale had an organized guidance program with three full-time counselors and three part-time counselors. Two counselors held a state counselor's certificate but did not hold a master's degree; one held a master's degree with history as the field of concentration. The Thomas Dale ratio of counseling staff time to total staff time was 1:15 as compared with the average of 1:21 in all of the schools. The counselor-pupil ratio of

Thomas Dale was 1:395 as compared with an average of 1:385 for all participating schools. Physical facilities for guidance at Thomas Dale included scattered offices separate from but not near the administrative offices. They were accessible by a direct entrance from the corridor, readily accessible to students, and readily accessible from a main entrance. Private counseling offices were provided with necessary supplies and materials. Physical facilities, however, did not include an adequate reception area, a conference room, a telephone for each counseling office, nor functional and attractive furnishings and equipment.

The administrator considered training the most important qualification of a counselor and reliability the most important personal quality of a counselor. He considered techniques in counseling the most important course of study for counselors and supervised experience in counseling the second most important course of study for counselors.

Complete responsibility was assumed by the administrator for providing time in the school schedule for counseling and related guidance service. For all other functions previously discussed and listed in Table IX, page 42, the administrator assumed some degree of responsibility.

Thomas Dale did not have a trained psychologist, but psychological services were available on a referral basis. No clerical helpers were assigned to the guidance department. Counselors were assigned clerical duties, and they helped check on absentees. Counselors did not serve as substitute teachers.

Extension courses, reading lists, and staff meetings were em-

ployed at Thomas Dale for in-service training in guidance of the entire staff. The administrator made a schedule of classes and school activities which provided for the interests and needs of each student and afforded each student an opportunity to utilize guidance services.

The Thomas Dale administrator had twenty years of experience in administrative work while the average number of years of experience for all administrators was 16.4 years. The number of courses taken in guidance by the Thomas Dale administrator was 4 while the average for all administrators was 3.6.

Of the nineteen Thomas Dale High School teachers who completed the questionnaire, eighteen regarded counseling as a professional activity requiring specific knowledge and skills, and one did not respond to the question.

There were eight teachers who acquainted pupils with the values and availability of the counseling service often; nine, occasionally; one, never; and one did not respond. There were nine teachers who conferred with counselors and other specialists regarding problems of individual pupils and then utilized the information often; and ten, occasionally.

When asked if they had sufficient time during the school day to talk with counselors about plans and activities affecting their students, teachers answered in the affirmative twice and in the negative seventeen times.

There were seventeen teachers who believed the counselor should help the student analyze his problems and formulate acceptable patterns

of behavior and two who stated that the counselor should enforce discipline.

When asked to rank according to importance the areas in which they would like help in working and counseling with their students, Thomas Dale teachers listed guidance services available in the school, explanation of instruments for the appraisal of personal qualities of students such as rating scales, and the uses and limitations of standardized tests.

Ranked according to frequency of response the greatest strengths of the counseling service as seen by the Thomas Dale teachers were college information; program planning and scheduling; vocational information; counseling of students with problems; experienced and dedicated counselors; interpretation of standardized tests; the personality, integrity, and sincerity of counselors; the training and background of counselors; genuine interest in students' problems; availability of services to students; good rapport between counselors and students; testing program; knowledge that teachers can rely on counselors for assistance; complete evaluation of the student's ability; a general understanding of students' needs; advice to teachers; sympathetic attitude of administration to this work; and a helpful and impartial ear for parents when teachers were involved.

Thomas Dale teachers believed the greatest weaknesses of the counseling service were, according to frequency of response, clerical work and reports assigned counselors, the scheduling and program planning of students, the large number of students assigned to each counselor,

the lack of time for contact with pupils, the need for a man on the counseling staff, the lack of time for teachers to fully utilize the counseling service, the need for more psychological counseling, the lack of a room for teachers to talk privately with students, testing and scheduling pupils who are not passing a single subject, and taking poor students out of class.

Recommendations made by teachers for improving the guidance service included, in order of frequency of response, clerical help for the counseling department, a lighter load for the present counselors or additional counselors, more information to teachers concerning the counseling program, more courses to meet the vocational needs and aptitudes of students, a man on the counseling staff, one counselor who devotes his entire time to college-bound seniors, a definite time for conferences between teachers and counselors, more help from teachers in acquainting students with available services, better placing of students in classes, closer relationship with teachers, more diagnostic tests in subject areas, help for the slow learner in facing his handicap, a room for teachers to talk privately with students, permission granted to the guidance department to channel students into proper areas, and more time counseling with students.

A comparison of the responses of Thomas Dale teachers with all teacher respondents shows that there was one significant difference. Approximately one-tenth of the Thomas Dale teachers had sufficient time to talk with counselors about plans and activities affecting their students as compared with approximately two-fifths of all teacher respon-

dents.

Of the six Thomas Dale counselors, four counseled with each of their counselees individually during each year once; one, twice; and one counselor did not respond to this question. It was found that five counselors were primarily concerned with preventive measures, and one did not answer this question. All believed it was very important for counselors themselves to be well adjusted. When asked whether there was a need for better communication between the administration and the counselors, four counselors answered in the affirmative, one in the negative, and one did not respond. When asked if there was a need for better communication between the counselors and teachers, the five counselors who responded to this question answered in the affirmative. All six counselors made provision for follow-up and assistance, when desirable for each student counseled; and all six held conferences with parents, when the need was indicated.

Courses of study ranked by Thomas Dale counselors as the most important for school counselors were supervised experience in counseling, psychology, and philosophy. Integrity and the ability to cope with one's own problems were ranked as the most important personal qualities of counselors. Successful teaching experience was considered necessary by the six counselors. Work experience in addition to educative experience was considered necessary by the three who responded. State certification was believed adequate training for counselors by three respondents and training beyond the master's level was believed necessary by two of the respondents. One did not respond to this question.

It was noted that all six counselors had insufficient time to confer with staff members about plans and activities affecting their counselees.

Cooperative administrators who refer students to counselors and cooperative, well-trained, and experienced full-time counselors led the list of major strengths of the counseling service as seen by the counselors. Other strengths listed were the testing program, the availability of the counseling service, the number of student-initiated conferences, and the increased acceptance and support of the counseling service by most staff members.

The volume of work necessitated by the counselor-pupil ratio and the lack of clerical help was cited as the major weakness of the counseling service. Other weaknesses included poor channels of communication, the large proportion of time spent in schedule planning, the lack of a central record room, public telephones, the inability of some parents to differentiate between appropriate and inappropriate duties of counselors, the absence of a feeling of oneness on the part of the part-time counselors, the fact that part-time counselors are left too much on their own, and the fact that homerooms and classrooms do not make full use of opportunities for guidance.

A comparison of these responses with those of all counselors participating in the survey revealed some differences that seemed significant. It was found that 67 per cent of the Thomas Dale counselors had only one individual conference during each year with each of his counselees as compared with 39 per cent of all counselor respondents. A

need for better communication between administrators and counselors was indicated by 67 per cent of the Thomas Dale counselors as compared with 42 per cent of all counselor respondents, while a need for better communication between counselors and teachers was indicated by 83 per cent of the counselors as compared with 65 per cent of all counselor respondents. All of the Thomas Dale counselors stated that they had insufficient time to confer with staff members about plans and activities concerning their counselees as compared with 56 per cent of all counselor respondents. Supervised experience in counseling, psychology, and philosophy were the courses of study considered most important by the Thomas Dale counselors as compared with techniques in counseling, psychology, and supervised experience in counseling which were considered most important by all counselor respondents.

VIII. SUMMARY

The data revealed that Thomas Dale High School and the seventeen other high schools comparable in size had organized guidance programs. The counseling service of the schools received generally active support from the administrators and the teachers. In many schools there was insufficient time for counseling with students and consulting with staff members. A need for improved communication between administrators and counselors and between counselors and teachers was indicated by many staff members.

CHAPTER V

SPECIAL STUDIES ON SELECTED GROUPS

In order to broaden the range of objectives measured before integrating the results of this evaluation, the present chapter will be devoted to a brief study of the performance of the members of the Class of 1962 of Thomas Dale High School in their freshman year in college and to the reasons for the academically talented in the Class of 1964 of Thomas Dale High School not attending college.

I. DATA ON 1962 GRADUATES WHO ATTENDED COLLEGE

As indicated in Table XVI, page 106, there were 159 graduates in the Class of 1962. Of the 47 graduates who applied for admission to Virginia colleges and universities, 5 were rejected. Of the 5 rejected, 2 were qualified according to the judgment of the high school principal. There were 20 graduates who applied to out-of-state colleges and universities, and 4 of these were not accepted. Only 1 of those rejected by an out-of-state college or university was qualified according to the judgment of the high school principal. The data reveal that 38 graduates enrolled in Virginia colleges or universities and that 15 graduates enrolled in out-of-state colleges or universities making a total of 53 who enrolled in colleges or universities. This means that 33.33 per cent of the total number of graduates enrolled in junior or senior colleges or universities.

TABLE XVI

STATUS OF 1961-62 THOMAS DALE HIGH SCHOOL GRADUATES
WHO APPLIED FOR ADMISSION TO JUNIOR AND SENIOR
COLLEGES OR UNIVERSITIES

	Boys	Girls	Total
Total number of graduates	67	92	159
Number of graduates who applied for admission to Virginia colleges and universities	26	21	47
Number of graduates not accepted by Virginia colleges or universities	3	2	5
Number of qualified* graduates who sought admission to Virginia colleges and universities, but were not accepted	0	2	2
Number of graduates enrolled in Virginia colleges and universities during the 1962-63 session	21	17	38
Number of graduates who applied for admission to out-of-state colleges or universities	12	8	20
Number of graduates not accepted by out-of-state colleges or universities	3	1	4
Number of qualified* graduates who sought admission to out-of-state colleges or universities, but were not accepted	1	0	1
Number of graduates enrolled in out-of-state colleges or universities during the 1962-63 session	8	7	15
Total number of graduates enrolled in colleges or universities during the 1962-63 session	29	24	53
Per cent of graduates enrolled in colleges or universities during the 1962-63 session	43.28	26.09	33.33

*Qualified according to the judgment of the high school principal.
Adapted from Supplement to Preliminary Annual High School Report. Session 1962-63, session 1963-64.

Table XVII, page 108, shows the colleges attended by the Thomas Dale graduates of the Class of 1962. It will be noted that the colleges represented differ greatly in their admissions policies. For example, some say that it is easy to get into Richard Bland, but that it is hard to stay. Swarthmore, on the other hand, has a strict admissions policy.

The data in Table XVIII, page 109, give the grades made in English, foreign language, mathematics, physical education, psychology, religion, science, and social studies by the graduates of the Class of 1962 who attended college during the 1962-63 session. There were 203 (38.07 per cent) A's and B's, 211 (39.58 per cent) C's, and 119 (22.31 per cent) D's and F's.

The normal expectancy of A's and B's would be approximately thirty-one per cent, and the percentage of A's and B's for Thomas Dale students was 38.07. Theoretically, one would expect approximately thirty-eight per cent C's, and the percentage of C's for Thomas Dale students was 39.58. The normal expectancy of D's and F's would be approximately thirty-one per cent, and the percentage of D's and F's for Thomas Dale students was 22.31. The performance of the graduates of the Class of 1962 who enrolled in colleges or universities is above average when compared with the normal curve.

II. DATA ON ACADEMICALLY TALENTED IN CLASS OF 1964

NOT ATTENDING COLLEGE

Table XIX, page 110, lists the reasons given by those in the upper fourth of the Class of 1964 for not attending college. Of the

TABLE XVII

COLLEGES ATTENDED BY THOMAS DALE HIGH SCHOOL GRADUATES
OF THE CLASS OF 1962

School	Number
Atlantic Christian	1
Averett	2
Baptist Seminary	1
Belmont Abbey	1
Brigham Young	1
Campbell	1
Cedarville	1
Chowan	1
College of William and Mary	3
Greensboro	1
Hampden-Sydney	1
Lancaster School of the Bible	1
Longwood	2
Madison	3
Mary Baldwin	1
Mary Washington	1
Pfeiffer	1
Radford	4
Randolph-Macon	1
Richard Bland	2
Richmond Professional Institute	4
Swarthmore	1
U. S. Merchant Marine Academy	1
University of North Carolina	1
University of Richmond	
Richmond College	2
Westhampton	1
University of Virginia	2
Virginia Military Institute	1
Virginia Polytechnic Institute	1
Winthrop	2
	46

TABLE XVIII

PERFORMANCE OF CLASS OF 1962 OF THOMAS DALE HIGH SCHOOL IN
COLLEGE FRESHMAN YEAR

Subject	Grade				
	A	B	C	D	F
English	4	23	36	15	5
Foreign Language	9	8	9	2	1
Mathematics	6	7	25	10	14
Physical Education	9	23	30	0	1
Psychology	1	4	7	2	0
Religion	2	2	12	4	3
Science	6	20	33	11	10
Social Studies	2	13	31	14	6
Other	20	44	28	14	7
Total	59	144	211	72	47
Per cent	11.06	27.01	39.58	13.50	8.81

TABLE XIX

REASONS FOR ACADEMICALLY TALENTED* IN THE CLASS OF 1964
OF THOMAS DALE HIGH SCHOOL NOT ATTENDING COLLEGE

Total number of graduates	194
Reasons for not attending college	
Marriage	3
Lack of motivation	2
Other training	2
Work	1
Total number of academically talented not attending college	8
Percent of academically talented not attending college	16

*Those in upper fourth of class.

eight who do not plan to attend college, three gave marriage as the reason, two gave lack of motivation, two gave other training, and one gave work. Dr. Paul Farrier made some studies on the reasons for the academically talented not attending college for the Association of Virginia Colleges in 1950. His study revealed that about one-third of the top fourth of the high school graduates in Virginia at that time did not go to college. He found that a lack of finances was one reason and a lack of motivation was another.¹

III. SUMMARY

Of the 159 graduates of the Class of 1962, 53 or 33.33 per cent enrolled in junior or senior colleges. The performance of these students as measured by their freshman grades in college was above average.

The reasons given by the academically talented in the Class of 1964 for not attending college were marriage, lack of motivation, other training, and work.

¹Paul H. Farrier, "Barriers to a College Education in Virginia," The Commonwealth, (October, 1952), p. 27.

CHAPTER VI

GENERAL SUMMARY

The purpose of this study was to investigate the comprehensiveness and effectiveness of the present counseling service of Thomas Dale High School in order to discover steps which could be taken to improve and extend it. Research and study of the problem were the bases for the conclusions presented in this chapter. Seven recommendations were made as a result of the evidence presented. Limitations of this study indicate the need for further research.

I. FINAL INTERPRETATION AND CONCLUSIONS

The counseling service contributes to the broad educational objectives that constitute the basic goals of the school system. It is generally recognized that the true criterion of any educational service is its value to individuals and society. The problem in this study was to identify the strengths and weaknesses of the counseling service at Thomas Dale High School in order to ascertain what changes were needed to make the service more effective and, hence, more valuable to individuals and to society. As a basic step in solving this problem a study was made of the school and community to determine the needs of the pupil population. The data revealed that complicating the whole problem of learning was the recognition of varying capacities of pupils in different content areas and the difficulty of arranging for instruction in accordance with these individual differences. It was found that many

staff members were giving special attention to those pupils who deviated from normal grade placement but that, in some instances, the provisions being made for these pupils were inadequate. Suggestions that changes in the curriculum and methods of instruction be made to improve this situation were made by staff members, parents, former students, and pupils.

A survey was made of the nature and scope of the present counseling service of Thomas Dale High School. Data from seventeen other high schools in the state of Virginia comparable in size were presented for the purpose of making valid standards of comparison.

It is recognized that an effective counseling program requires administrative support and enthusiasm, active support of the staff, and adequate counseling time. The data revealed that the counseling service of Thomas Dale receives active administrative support, and that good rapport generally exists between the teachers and counselors and between the pupils and the counselors.

The data also revealed some evidence that indicated that the counseling service of Thomas Dale is assisting some students in selecting their high school course, in their vocational planning, in making decisions relative to further education, and in solving personal problems.

The evidence presented substantiated the fact that clerical duties make such heavy demands upon the counselor's regular working schedule at Thomas Dale that he does not have adequate time to counsel with students and consult with teachers, administrators, and parents as

they in turn deal with students.

It was also found that teachers do not have time to utilize the counseling service. Teachers cannot be expected to acquaint pupils with the values and availability of the counseling service or actively support the guidance program if they do not have sufficient time to confer with counselors.

This study has disclosed a need for improved channels of communication between the administrators and counselors and between the counselors and the teachers. This need perhaps could be met if more time were available for conferences.

Not enough effort has been made on the part of the staff to keep parents informed of the program. An effective guidance program involves the active and intelligent cooperation of parents. Cooperation cannot be expected unless parents understand the objectives of the program.

As a result of research and study of the problem the following conclusions concerning the counseling service of Thomas Dale High School seem to be justified:

1. The counseling service receives active administrative support.
2. Good rapport generally exists between the teachers and counselors and between the pupils and the counselors.
3. Adequate time is not being provided counselors for counseling.
4. Adequate time is not being provided teachers to utilize the counseling service.
5. Communication between administrators and counselors and between counselors and teachers is not so effective as might be desired.
6. The effort being made on the part of the staff to inform the

public of the objectives of the counseling service is not so effective as might be desired.

7. The curriculum and the methods of instruction do not meet the needs of some students.

II. RECOMMENDATIONS

Evidence has been presented showing a need for more counseling time, a need for more time for teachers to utilize the counseling service, a need for improved channels of communication between administrators and counselors and between counselors and teachers, and a need for informing the public of the objectives of the counseling service. Evidence has also been presented to substantiate the fact that there is a need for changes in the curriculum and methods of instruction so that the needs of more students are provided for more effectively.

The evidence presented is the basis for the following recommendations for improving the counseling service of Thomas Dale High School:

1. Clerical help should be employed so that counselors will have more time for counseling.
2. A schedule should be provided for teachers which would enable them to utilize the counseling service.
3. Regular and frequent conferences should be held between administrators and counselors. Administrative decisions should be routinely and promptly communicated to the counselors.
4. Regular and frequent meetings of counselors and department heads should be held, and a definite time should be arranged for conferences between individual teachers and counselors.
5. A series of in-service meetings should be planned around the guidance activities which the staff considered most important.
6. A greater effort should be made to interpret the objectives of the counseling service to the community.

7. A study of the curriculum and methods of instruction should be made so that individual differences of students can be provided for more effectively.

III. FURTHER RESEARCH NEEDED

The limitations of time, facilities, funds, and personnel restricted this study to a survey of the counseling service which is usually considered the heart of the guidance program. Continuous and systematic research is needed to provide information for guidance services development and for curriculum revision designed to meet the needs of the pupils.

The special studies to determine the effectiveness of the counseling service on students in terms of their behavior were limited to college-bound students. More extensive studies need to be made not only in these areas but in related areas as well. Research is needed also to determine the effectiveness of the guidance program upon students in terms of their opinion and behavior in vocational areas. The difficulty of caring for individual differences indicates the need for further research in methods of instruction.

Since there is a need for an evaluation of the guidance program that is continuous, systematic, and integrated with the curriculum, further research is needed in the following problems:

1. An Evaluation of the Guidance Program of Thomas Dale High School
2. The Effect of Existing Guidance Procedures
3. The Trend Toward Specialization in Counseling

4. The Role of the Counselor in Extra-Curricular Activities
5. A Vocational Study of Graduates and Other Former Students of Thomas Dale High School
6. A Study of the Performance of Graduates of Thomas Dale High School During Their Freshman Year in College
7. Curricular Offerings in Secondary Schools that Best Prepare Students for Vocations
8. Curricular Offerings in Secondary Schools that Best Prepare Students for College
9. An Evaluation of the Curriculum of Thomas Dale High School
10. A Study of Methods Used by Teachers of Thomas Dale High School to Adapt Their Instruction to Individual Differences

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This pamphlet is concise and valuable.

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The author has presented a brief and stimulating discussion of the topic.

National Study of Secondary School Evaluation. Evaluative Criteria. Section C. Washington 6, D. C.: National Study of Secondary School Evaluation, 1960. 376 pp.

This excellent guide is indispensable for secondary school personnel.

State Board of Education. Standards for the Accrediting of Secondary Schools, Bulletin, Vol. XXXVII, May, No. 7. Richmond, Virginia: Commonwealth of Virginia, 1960. 29 pp.

Policies, procedures, and standards governing the accrediting of private and public schools in Virginia are presented in this bulletin.

State Department of Education, Guidance Services, Division of Special Services. Guidance Handbook Tentative, Volume 45, Number 13. Richmond, Virginia: Commonwealth of Virginia, May, 1963. 216 pp.

Although designed as a handbook, this work needs considerable revision before it can serve this purpose.

Virginia State Board of Education. Annual Report of the Superintendent of Public Instruction 1962-63, Vol. XLVI, September, No. 3. Richmond, Virginia, 1963. 387 pp.

This is a valuable work in its field.

C. PERIODICALS

Farrier, Paul H. "Barriers to a College Education in Virginia," The Commonwealth, (October, 1952), p. 27.

The author presented the results of his investigation on why academically talented high school graduates did not go to college.

Horn, Francis H. "The Ends For Which We Educate," The Educational Forum, Vol. XXVIII, No. 2 (January, 1964), p. 138.

This article stresses the broader aims of education as well as the immediate objectives.

Jones, Franklin R. "Human Growth and Development," Virginia PTA Bulletin, Vol. 47, No. 8 (April, 1964), p. 8.

The emphasis on the fact that the causes of behavior are multiple is significant to counselors.

Reames, Daisy P. "The School Counselor," Virginia Journal of Education, Volume LVII, Number 8 (April, 1964), p. 16.

The purpose of this article is to clarify the role of the school counselor.

D. UNPUBLISHED MATERIALS

Faculty Handbook, Session 1963-64, No. 5. Chester, Virginia: Thomas Dale High School, 1963. (Mimeographed.)

This is a practical handbook for staff members.

Supplement to Preliminary Annual High School Report. Chester, Virginia: Thomas Dale High School, 1962-63, 1963-64. (Mimeographed.)

This report gives the status of graduates who applied for admission to junior and senior colleges or universities and the status of graduates who enrolled in junior and senior colleges or universities.

A P P E N D I C E S

APPENDIX A

APPENDIX A

THE PHILOSOPHY OF THOMAS DALE HIGH SCHOOL

We believe that the secondary school, supported by the public, should be organized, administered, and supervised in such a way as to allow the individual to realize a full democratic living while in school and to prepare him for adult living, too.

We believe that the education on the secondary level should develop as fully as possible in each pupil the knowledge, interests, ideals, habits, powers, and general patterns necessary for perpetuating, improving, and realizing noble ideals.

We believe that "there are no unimportant people" and that the school should place the utmost value upon the individual, incorporating into its program as many provisions as possible to meet individual needs.

We believe that all pupil experiences under the supervision of the school constitute the curriculum - that it would be exceedingly difficult to draw a distinguishing line between different school activities as far as the learning processes are concerned. With this in mind we are well aware that the curriculum should provide pupils opportunities for acquiring knowledge, understanding, desirable attitudes, worthy ideals and purposes, and ability to participate intelligently in life activity.

We believe that each staff member should feel a personal responsibility for the progress of the school - that a spirit of cooperation and helpfulness should exist in the faculty.

We believe that administrators, supervisors, teachers, pupils, parents, bus drivers, and custodians must work together for the purpose of promoting the growth of all.

We believe that an organized program of guidance utilizing every occasion of teacher-pupil relationship is essential in helping pupils to discover and use wisely the educational and vocational abilities and opportunities which they have or can develop.

We believe that this school should be an educational force reaching every person in this community.

We believe that each of us (staff) needs to seek deeper understanding of and greater sympathy for our pupils and their problems.

APPENDIX B

APPENDIX B

SURVEY FORMS

Administrative Survey

1. What is the enrollment of your school for 1963-64?
 Grades: 8 _____ 9 _____ 10 _____ 11 _____ 12 _____ Total _____
2. Does your school have an organized guidance program? Yes ___ No ___
 If your answer to number 2 is yes, please answer the following questions. If your answer is no, please return the questionnaires.
3. a. Give the number of secondary-school personnel assigned to full-time counseling. _____
 b. Give the number of secondary-school personnel assigned to part-time counseling. _____
4. a. Give the number of secondary-school personnel assigned to counseling who hold a state counselor's certificate but do not hold a master's degree. _____
 b. Give the number of secondary-school personnel assigned to counseling who held a master's degree. _____ Field of concentration?

5. Check the ratio of counseling-staff time to total school-staff time that is most appropriate for your school. (Add together the part-time hours for teacher-counselors in computing ratio.) 1:10 _____
 1:15 _____ 1:20 _____ Other (Specify) _____
6. What is the counselor-pupil ratio in your school?
 450 _____ 375 _____ 250 _____ Other (specify) _____
7. Do your physical facilities for guidance include a guidance unit which is
 - a. Separate from but near the administrative offices? Yes ___ No ___
 - b. Accessible by a direct entrance from the corridor? Yes ___ No ___
 - c. Readily accessible to students? Yes ___ No ___
 - d. Readily accessible from a main entrance? Yes ___ No ___
8. Does your guidance unit contain
 - a. An adequate and attractive reception area? Yes ___ No ___
 - b. A conference and/or multipurpose room? Yes ___ No ___
 - c. Private counseling offices? Yes ___ No ___
 - d. Adequate and conveniently located storage facilities? Yes ___ No ___
 - e. A telephone for each counseling office? Yes ___ No ___

- f. Necessary supplies and materials? Yes No
 g. Functional and attractive furnishings and equipment? Yes No

9. Rank in order of importance (beginning with number 1 as the most important) the following qualifications of a counselor. (1, 2, 3)
 Experience Personality Training
10. Rank in order of importance (beginning with number 1 as the most important) the following personal qualities of a counselor. (1, 2, 3, 4, 5, 6, 7, 8)
 Ability to interrelate with others Ability to keep confidences
 Cheerfulness Emotional stability Good health
 Mental alertness Personal appearance Reliability
11. Rank in order of importance (beginning with number 1 as the most important) the following courses of study for school counselors. (1, 2, 3, 4, 5, 6, 7, 8)
 Educational and occupational information Philosophy
 Psychology Research methods Sociology Supervised
 experience in counseling Techniques in counseling Tests
 and measurement
12. List other courses you consider important for school counselors.

13. Check the functions for which you assume complete responsibility, some responsibility or no responsibility.

<u>Function</u>	<u>Degree of Responsibility</u>		
	<u>Complete</u>	<u>Some</u>	<u>No</u>
a. Provide time in the school schedule for counseling and related guidance service	<u> </u>	<u> </u>	<u> </u>
b. Orient pupils to guidance services	<u> </u>	<u> </u>	<u> </u>
c. Encourage individual guidance interviews	<u> </u>	<u> </u>	<u> </u>
d. Give leadership in providing in-service education in guidance for professional staff members	<u> </u>	<u> </u>	<u> </u>
e. Encourage guidance personnel to continue professional education	<u> </u>	<u> </u>	<u> </u>
f. Make recommendations to the superintendent for qualified professional and clerical personnel	<u> </u>	<u> </u>	<u> </u>
g. Participate, when practical, in guidance conferences	<u> </u>	<u> </u>	<u> </u>

<u>Function</u>	<u>Degree of Responsibility</u>		
	<u>Complete</u>	<u>Some</u>	<u>No</u>
h. Interpret guidance services to staff, parents, and community	_____	_____	_____
i. Study the socio-economic and cultural aspects of the community as these affect the particular needs of the students	_____	_____	_____
j. Inform the staff and the community of the findings of follow-up studies and research	_____	_____	_____
k. Participate in a continual evaluation of the guidance program within the school	_____	_____	_____
14. a. Does your school have a trained psychologist? Yes ___ No ___			
b. Are psychological services available on a referral basis? Yes ___ No ___			
15. Give the number of clerical helpers assigned to the guidance department. Full-time _____ Part-time _____			
16. Check any of the duties listed below assigned to counselors in your school.			
a. Checker of absentees _____ b. Clerical duties _____			
c. Substitute teacher _____			
17. Which of the following methods are employed in your school for in-service training in guidance of the entire staff?			
Extension courses _____ Reading lists _____ Series of lectures _____			
Staff meetings _____ Summer school _____ Other (list) _____			
18. Do you make a schedule of classes and school activities which will provide			
a. For the interest and needs of each student? Yes ___ No ___			
b. An opportunity for each student to utilize guidance services? Yes ___ No ___			
19. Are any special classes available in your school? Yes ___ No ___			
If yes, describe briefly.			

20. What is the amount of guidance support provided in the budget?
Total amount _____ Amount per pupil _____
21. Please comment on any aspects of your counseling service which you consider unique.

Number of years of experience in administrative work. _____
Number of courses in guidance. _____

Teacher Survey

1. How do you regard counseling? As a professional activity requiring specific knowledge and skills _____. As something that anybody can do _____. Other (describe) _____

2. a. How often do you acquaint pupils with the values and availability of the counseling service in the school? Often _____
Occasionally _____ Never _____
- b. How often do you confer with counselors and other specialists regarding problems of individual pupils and then utilize the information they provide? Often _____ Occasionally _____
Never _____

3. Do you feel you have sufficient time during the school day to talk with counselors about plans and activities affecting your students?
Yes _____ No _____

4. What should be the relationship between the counselor and discipline? Enforce discipline _____ Help student analyze his problems and formulate acceptable patterns of behavior _____ No relationship _____

5. a. Do you provide a classroom free from tension? Yes _____ No _____
- b. Do you place a premium on conforming behavior? Yes _____ No _____

6. On which of the following do you place greater emphasis in your instructional program? Imparting subject matter for its own sake alone _____ Teaching students according to their needs and capacities _____

7. Rank according to importance the area in which you would like help in working and counseling with your students. (1, 2, 3)
The uses and limitations of standardized tests _____ Guidance services available in the school _____ Explanation of instruments for the appraisal of personal qualities of students such as rating scales _____ Other (list) _____

8. What do you consider the greatest strengths of your school's counseling program?

9. To what extent do you make provisions for the following functions?

<u>Function</u>	<u>No</u>	<u>Provision Made</u>		<u>Great</u>
		<u>Little</u>	<u>Moderate</u>	
a. Provide orientation services	---	---	---	---
b. Participate in case conferences	---	---	---	---
c. Assist students with the selection of courses	---	---	---	---
d. Assist students in finding their interests	---	---	---	---
e. Observe and record reports of pupil behavior	---	---	---	---
f. Help students develop proper study habits	---	---	---	---
g. Make an effort to become acquainted with the parents of your pupils	---	---	---	---
h. Stress the vocational implications of the subject taught	---	---	---	---
i. Assume counseling responsibilities within the limits of your time and competency	---	---	---	---
j. Refer those pupils with problems beyond your training to counselors and other specialists	---	---	---	---

10. a. What do you consider the greatest weakness of your school's counseling program?

b. What recommendations would you make for improving any aspects of the counseling service?

Number of years of experience in teaching. _____

Number of courses in guidance. _____

Counselor Survey

1. How often do you counsel with each of your counselees individually during each year? Once _____ Twice _____ Three times or more _____
2. As a counselor with which of the following are you concerned primarily? Preventive measures _____ Remedial measures _____
3. Do you visit other schools to observe guidance programs in action? Yes _____ No _____
4. In your interviews with both pupils and parents which approach do you use most often? Directive _____ Eclectic _____ Non-directive _____
5. How important is it for counselors themselves to be well adjusted? Very important _____ Somewhat important _____ Not too important _____ Not important at all _____
6. a. Is there a need in your school for better communication between the administration and the counselors? Yes _____ No _____
If yes, what suggestions would you make for improvement?
- b. Is there a need in your school for better communication between the counselors and the teachers? Yes _____ No _____
If yes, what suggestions would you make for improvement?
7. What should be the relationship of the counselor to discipline? Enforce discipline _____ Help student analyze his problems and formulate acceptable patterns of behavior _____ No relationship _____
8. a. Rank in order of importance (beginning with number 1 as the most important) the following courses of study for school counselors. (1, 2, 3, 4, 5, 6, 7, 8)
Educational and occupational information _____ Philosophy _____
Psychology _____ Research methods _____ Sociology _____ Supervised
experience in counseling _____ Techniques in counseling _____
Tests and measurement _____
- b. List other courses which you consider important for school counselors.

9. What efforts are exerted to maintain the confidentiality of information obtained in counseling?
10. Do you make provisions for follow-up and assistance when desirable for each student counseled? Yes _____ No _____
11. Do you hold conferences with parents when the need is indicated? Yes _____ No _____
12. With which of the following are you concerned primarily?
General counseling _____ Vocational counseling _____ Educational counseling _____
13. Are you responsible for any type of special counseling? Yes _____
No _____ If yes, describe.
14. Do you sponsor any class or organization? Yes _____ No _____
If yes, describe.
15. Circle all of the following which you consider appropriate duties of a counselor.
- a. Assist student in applying for employment
 - b. Assist student in educational planning
 - c. Assist student in formulating his vocational plans
 - d. Assist student with personal and social problems
 - e. Confer with parents
 - f. Discuss and interpret abilities, aptitudes, and interests
 - g. Discuss school program and progress
 - h. Provide group orientation
16. List any duties assigned to you which you consider inappropriate for a counselor.

17. Do you feel you are required to perform miscellaneous duties which hinder you in working with individual students? Yes ___ No ___
If yes, describe.
18. Do you feel a counselor should have successful teaching experience?
Yes ___ No ___
19. Do you feel a counselor should have work experience in addition to
educative experience? Yes ___ No ___
20. Which of the following do you consider adequate training for coun-
selors? State certification ___ Master's degree ___ Training
beyond the Master's level ___
21. Do you have sufficient time to confer with staff members about
plans and activities affecting your counselees? Yes ___ No ___
22. Do you participate in professional association activities?
Yes ___ No ___
23. Rank according to importance (beginning with number 1 as the most
important) the following personal qualities for counselors.
(1, 2, 3, 4, 5, 6, 7)
Ability to cope with one's own problems ___ Ability to work har-
moniously with others ___ Acceptable personal appearance ___
Integrity ___ Leadership ability ___ Respect for the needs of
others ___ Significant moral and spiritual values ___
24. What percentage of time do you spend in the performance of the fol-
lowing duties? Clerical ___ Substitute teaching ___ Checking
absentees ___
25. Please comment freely on the major strengths of your counseling
service.

26. Please comment freely on the major weaknesses of your counseling service.

Number of years of experience in counseling. _____

Parent Survey

1. How many children do you have in grades?

8 _____ 9 _____ 10 _____ 11 _____ 12 _____

2. Does Thomas Dale provide the following services?

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>	<u>Remarks</u>
a. Individual counseling services	_____	_____	_____	_____
b. Parent interviews	_____	_____	_____	_____
c. A standardized testing program for your child	_____	_____	_____	_____
d. Educational information	_____	_____	_____	_____
e. Occupational information	_____	_____	_____	_____
f. Assistance with personal problems	_____	_____	_____	_____

3. Have you had an interview this year with your child's counselor?

Yes _____ No _____

4. Has Thomas Dale given you information on your child's aptitude for college? Yes _____ No _____

5. Has Thomas Dale given you information on your child's aptitude for different occupations? Yes _____ No _____

6. Does your child discuss his personal problems with you? Yes _____ No _____

7. Does your child discuss his personal problems with the school counselor? Yes _____ No _____ Don't know _____

8. As a parent, list services you would like to see added to the school's program.

9. How would you evaluate the guidance program of Thomas Dale?

a. Excellent _____ b. Above average _____ c. Average _____
d. Below average _____

Former Student Survey

Your answers will be confidential. They will be used for statistical purposes and for the improvement of the school program. Please put the questionnaire in the enclosed envelope and mail it back at once. Thank you for your cooperation.

Name _____ Married _____ Single _____

Address _____
(Street or R. F. D.) _____ City and State _____

Date of graduation _____ Date of withdrawal _____

1. What course did you take in high school?
College preparatory _____ General _____
2. If not graduated, why did you leave high school?
3. Please list below any additional training you have had since leaving Thomas Dale.

<u>Name of School</u>	<u>Course or subjects</u>	<u>Dates Entered</u>	<u>Time Spent</u>	<u>Reasons for Leaving</u>
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4. What suggestions can you give for the improvement of subjects now offered at Thomas Dale High School?

Subjects

Suggestions for Improvement

a.

b.

c.

d.

5. Which of the subjects that you took in high school do you consider have been of most and least value to you in all phases of your daily life?

Greatest Value

Least Value

6. How are you now occupied? (Armed Forces? Kind of Work? What School?)
7. Are you satisfied with your present occupation? Yes ___ No ___
8. What other positions have you held?
9. If you left any full-time jobs, would you be willing to give your reason(s)?
10. What subjects not offered at Thomas Dale would have been helpful to you for your chosen occupation?
11. When you were in high school, what occupation did you hope to enter?
12. Did you have a regular counselor while in school? Yes ___ No ___
13. Did you receive all of the counseling you needed while in school?
Yes ___ No ___
14. How would you rate the counseling you received in high school?
Excellent ___ Above Average ___ Average ___ Below Average ___

15. Please list any suggestions which you think might make counseling more effective at Thomas Dale High School.

16. If you have any further comments or suggestions for improving any part of this school's program, please state them below.

Pupil Questionnaire Concerning the Counseling Service

Please answer the following questions. It is not necessary to sign your name.

1. Check your grade level. 8 ____ 9 ____ 10 ____ 11 ____ 12 ____
2. Check your sex. Male ____ Female ____
3. With whom do you live? Both parents ____ Mother ____ Father ____
Relatives ____ Friends ____ Foster Home ____ Husband ____ Wife ____
4. Do you know who your counselor is? Yes ____ No ____
5. a. How many conferences have you had with your counselor this year? ____
b. Would you like more? Yes ____ No ____
6. To what extent do you think your counselor is interested in your problems? All of them ____ Some of them ____ None of them ____
No opinion ____
7. Make a check mark after each item under the proper heading.

I received assistance in:	<u>Amount of High School Assistance</u>				
	<u>None</u>	<u>Little</u>	<u>Average</u>	<u>Above Average</u>	<u>Much</u>
a. Selecting my high school course	_____	_____	_____	_____	_____
b. Interpreting standardized test scores	_____	_____	_____	_____	_____
c. Solving personal problems	_____	_____	_____	_____	_____
d. Planning my future occupation	_____	_____	_____	_____	_____
e. Planning for college or entering some other school	_____	_____	_____	_____	_____
f. Developing effective study habits	_____	_____	_____	_____	_____
g. List other kinds of help received from your counselor.					

8. When making decisions concerning progress toward goals in school, to whom would you turn first?
Counselor _____ Parent _____ Other (list) _____
9. When making decisions of a personal nature, to whom would you turn first?
Counselor _____ Parent _____ Other (list) _____
10. Do you feel the counseling you have received has been effective?
Yes _____ No _____ No opinion _____
11. Would you consider it a personal loss if your high school were to do away with counseling?
Yes _____ No _____ No opinion _____

APPENDIX C

APPENDIX C

TABLE XI

HIGH SCHOOLS PARTICIPATING IN THE SURVEY

County or City	School
Albemarle	Albemarle
Buchanan	Grundy
Chesapeake	Churchland
Chesterfield	Thomas Dale
Fairfax	Falls Church
Franklin	Franklin County
Henrico	Douglas Freeman
Hopewell	Hopewell
Petersburg	Petersburg
Prince George	Prince George
Richmond	John Marshall
Roanoke	Andrew Lewis
Roanoke	Northside
Roanoke	Patrick Henry
Roanoke	William Fleming
Stafford	Stafford
Tazewell	Tazewell
Waynesboro	Waynesboro

VITA

Daisy Park Reames, daughter of Mrs. Ruth Sherer Park of Colonial Heights, Virginia, and the late Fred Irwin Park, was born on December 10, 1919. She received her diploma from Petersburg [Virginia] High School and attended Madison College, Harrisonburg, Virginia, from which she received her A.B. degree in 1942 with a major in English and minors in social studies and music.

She taught at Beverly Manor High School, Staunton, Virginia, for the 1942-43 session and at Battlefield Park High School, Mechanicsville, Virginia, for the 1943-44 session. In September, 1944, she began teaching social studies at Thomas Dale High School, Chester, Virginia. After teaching classes in United States and Virginia government and counseling on a part-time basis for a number of years, she became a full-time counselor in September, 1962. She was made an honorary member of Quill and Scroll, and since 1945 she has been a co-sponsor of the senior class.

On August 20, 1949, she married Willard Anderson Reames, Jr., who is Richmond District Clerk with the Virginia Department of Highways. They reside in Colonial Heights, Virginia, and are members of Tabb Street Presbyterian Church in Petersburg, Virginia.

She has taken courses on the graduate level from the College of William and Mary, the University of Virginia, and Richmond Professional Institute. In 1961 she began her graduate work in guidance at the University of Richmond.

Her professional activities include membership in the American Personnel and Guidance Association, the Virginia Personnel and Guidance Association, the Richmond Personnel and Guidance Association, the Virginia Education Association, the Chesterfield Education Association, and Kappa Delta Pi, an honor society in education.