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# A survey of public school adult guidance services in fifty cities

James Stanley Presgraves

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A SURVEY OF PUBLIC SCHOOL ADULT  
GUIDANCE SERVICES IN FIFTY CITIES

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

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

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UNIVERSITY OF RICHMOND  
VIRGINIA

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by  
James Stanley Presgraves

June 1964

APPROVAL SHEET

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
Purposes of chapter.....	1
Need for Public School Adult Guidance Services..	1
Deficiency of past services.....	2
The continuing process of guidance.....	2
Post High School problems.....	4
Increasing population.....	5
Previous Studies.....	7
U. S. Office of Education.....	7-12
Commonwealth of Virginia.....	11-14
California--a specific study.....	14-15
Evidence of Need for Information.....	16
Current status in Virginia.....	16-17
Richmond's status.....	17-18
Plan and Procedure of Thesis.....	18
Purpose.....	18
Significance.....	19
Method of procedure.....	19
Validity checks.....	20
Definition of terms.....	20
Sample.....	20
Distribution and response.....	23
Summary of Chapter.....	24

CHAPTER	PAGE
II. RESPONSES, ENROLLMENTS, AND PLANS OF SCHOOLS	
NOT HAVING PUBLIC SCHOOL ADULT GUIDANCE	
SERVICES.....	25
Responses.....	25
Number received.....	25
Possible reasons for unreturned question-	
naires.....	25
Analyses of Enrollments.....	26
Enrollments totals.....	28
Non-corporate enrollments.....	28
Enrollments by sex.....	28
Enrollments by age.....	29
Enrollments by grade level.....	29
Summary of table.....	30
Other enrollment analyses.....	30
Plans of School Systems Not Having Public	
School Guidance Services.....	31
Summary.....	33
III. ANALYSIS OF PUBLIC SCHOOL ADULT GUIDANCE OFFERED	
BY FIFTEEN RESPONDING CITIES.....	35
Administration of Services.....	35
Length of time.....	35
Title of administrator.....	35
Amount of time devoted.....	37

CHAPTER	PAGE
Availability.....	37
Hours.....	37
Restrictions.....	37
Announcement of Services.....	38
Visual media.....	38
Aural media.....	38
Miscellaneous.....	40
Methods of Financing.....	40
Local.....	41
State.....	41
Federal.....	41
Counseling Services.....	43
Educational counseling.....	43
Vocational counseling.....	43
Personal-social counseling.....	45
Group guidance.....	45
Placement.....	45
Referral.....	45
Test interpretation.....	45
Miscellaneous.....	45
Testing Services.....	46
Cumulative Record Services.....	47
Information Services.....	49
Additional Responses.....	52
Summary.....	52

CHAPTER	PAGE
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	54
Summary.....	54
Previous research.....	54
The status of public school adult education...	55
The status of public school adult guidance....	56
Conclusion.....	59
Drop-outs.....	59
Trends towards public school adult guidance	
services.....	60
Publicity.....	60
Financing.....	60
Quality of services.....	60
Counseling services.....	61
Records service.....	62
Information.....	62
General conclusions.....	62
Recommendations.....	63
Adoption of services.....	63
Group guidance.....	63
Administration.....	64
Restriction.....	65
Records transfer.....	65
Publications.....	65
Information.....	65

## CHAPTER

## PAGE

Suggestions for Further Research.....	66
BIBLIOGRAPHY.....	68
APPENDICIES.....	76
Appendix I.....	76
Appendix II.....	79
Appendix III.....	81
Appendix IV.....	82



## LIST OF TABLES

TABLE	PAGE
I. School Districts Conducting Programs for Older Persons by State and by Number of Pupils Enrolled, 1959-60.....	10
II. Five-District Breakdown of Number and Age of Clients.....	12
III. Types of Replies by State to the Question: "Do you provide a counseling and testing service for adults in general adult education? On what basis?".....	13
IV. Corporate and Metropolitan Populations of Cities Receiving Questionnaire.....	22
V. Responses of Twenty-seven Cities Concerning Enrollments in Adult Education Programs.....	27
VI. Responses Concerning Plans for Public School Adult Guidance Services for Sixteen Cities Not Now Having Them.....	32
VII.. Responses of Fifteen Cities Having Public School Adult Guidance Services, Showing Number of Years in Existence, Title of Administrators, Percentage of Time Devoted by Administrators, and Hours Per Day that Services are Available.....	36
VIII. Media Used to Announce Public School Adult Guidance Services Offered by Fifteen Cities.....	39

TABLE	PAGE
IX. Methods of Financing Public School Adult Guidance Services Used by Fifteen Responding School Systems.....	42
X. Public School Adult Counseling Services in Fifteen Cities.....	44
XI. Tests Used by Clients of Guidance Service in Fifteen Cities, 1962-1963.....	48
XII. Characteristics of Cumulative Records of Public School Adult Guidance Services in Fifteen Cities.	50
XIII. Characteristics of Public Adult Guidance Information Service Provided by Fifteen Cities.....	51

## Chapter I

### INTRODUCTION

The topic of Current Practices in Public School Adult Guidance Services has been selected because of the author's awareness of the values of guidance services and the absence of these services in an organized manner in his school division.

The five purposes of this introduction are as follows:

(1) to present evidence which suggests the need for public school adult guidance services, (2) to acquaint the reader with previous studies and information on the subject, (3) to show that information is needed on this topic, (4) to present the plan and the procedures of the thesis, and (5) to make a presentation of the subject matter of the remaining chapters.

#### I. THE NEED FOR PUBLIC SCHOOL ADULT GUIDANCE SERVICES

It appears to the author that there are four major reasons for the development of public school adult guidance services in any school system; they are as follows:

1. The deficiency of past guidance services in the public high schools.
2. The continuing process of guidance.
3. The multiplicity of post-high-school problems.
4. The increase of problems due to the expanding national population.

These are explained in the following paragraphs.

### Deficiency of Past Guidance Services.

Guidance in schools is an American phenomenon. No other country in the world devotes so much attention to the child as an individual--and to assisting children in the decisions they must make as they grow up....there is an additional emphasis on the individual and on his needs and desires.<sup>1</sup>

The statement above has not always been so: among the three major divisions of guidance (educational guidance, vocational guidance, and counseling), the earliest was vocational guidance, which did not come into the cognizance of the public until barely a half-century ago.<sup>2</sup> It is not the purpose of this paper to criticize high-school guidance services. but merely to point out that the majority of today's adults were never provided with many of these services at all.

### The Continuing Process of Guidance.

Guidance is not to be conceived of as a departmentalized entity, segmented into divisions of education, counseling, and vocation. Just as today's professional guidance worker rejects a horizontally or laterally compartmentalized system, so should and will he reject a vertically segmented system. Guidance must not, the author believes, terminate

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1. C. Gilbert Wrenn, The Counselor in a Changing World. (Washington, American Personnel and Guidance Association, 1962), p. 1.

2. Authur E. Traxler, Techniques of Guidance (New York: Harper Brothers, 1957), p. 3.

in the final year of a person's secondary education. Individuals cannot be urged to consider the panorama of their future as a whole by guidance workers who do not consider guidance in the sequential aspect.<sup>3</sup> Barry and Wolf support this, saying:

Most guidance personnel workers subscribe at least in principle to the idea of making their work a continuous process.

Continuity applies not only between schools, junior high-schools-senior high school-college-employment, but also within schools. In the latter sense it implies and requires preventive guidance in the anticipatory sense. Some counseling is preventive rather than therapeutic....The true continuity of the guidance personnel service will necessitate an extension of it to include adult education services....If an adult is going to spend his time and energy taking a course, whatever his motivation, he deserves the best of help in selecting that course and in fitting it in with his previous education and his current interests and needs.<sup>4</sup>

...changing patterns are forcing guidance personnel workers to look anew at adult education, continuity, and leisure time guidance.<sup>5</sup>

C. Gilbert Wrenn projects the need for adult guidance services as follows:

The need for counseling with regard to continuation-education will be very acute. Not only will high school and college counselors need to prepare students for the desirability of such continuing education after their

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3. Ruth Barry and Beverly Wolf, Modern Issues in Guidance-Personnel Work (New York: Bureau of Publications, Columbia University, 1957), p. 121.

4. Ibid., p. 122.

5. Ibid., p. 216.

formal "schooling" is completed but many counselors will be needed in the adult education program itself. It is possible that by 1980 counselors for adult education will be in as great demand as were high school counselors in 1960. John W. Gardner has written that "every high school in the land" should provide CONTINUING EDUCATIONAL AND VOCATIONAL COUNSELING FOR ALL WHO LEAVE SCHOOL SHORT OF ENTERING COLLEGE, counseling that is available until the former student reaches the age of 21. Perhaps this is the next step in the development of counseling in adult education.<sup>6</sup>

### Post-High-School Problems.

Man does not remain static after achieving adulthood. Problems of many varieties and in copious quantities surround him as an individual. These may be classified under two major headings: social and economic.

Under social problems it is necessary to state that man is no longer able to survive on the basis of rugged individualism--he has become a cog in an intra- and inter-dependent machine. As such he must strive to make intelligent decisions regarding social mobility and migration; compulsory retirement; wise use of leisure time; social contact; and his responsibility to the community, the state, the nation, and the world.

Under economic problems, he faces decisions he may eventually have to make concerning job displacement due to automation; furthering his education; job re-training; fringe benefits; promotion; and possibly capitalism versus communism.

As a possible means of solution to these and to other problems which affect him as an individual he can turn to

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6. Wrenn, op. cit., p. 88.

several sources, not the least of which is public school adult education. Sheats, Jayne, and Spence state the case as follows:

Every man or woman, who in response to some urge for self improvement, seeks the services that an adult education program has to offer is entitled to personal attention sufficient to fit the educational services of that institution to his individual situation.<sup>7</sup>

In writing about the increasing number of adults who are returning to school, Van Sant cautions against the tendency they have to equate education with success, saying

On the other hand, there is evidence that the mounting tendency of adults to return to "school" has become a blind faith in the minds of many people....This "blind faith," that education is good in and by itself, is no small matter; being blind, this "faith" may be stupid and dangerous. It can waste time, effort, and money for all concerned. It contains the seeds of disillusionment which spell disaster for the educational plans of many....Counselors are particularly hard pressed to help individuals untangle themselves from such snares.<sup>8</sup>

#### Increasing Population.

Mankind--as differentiated from man as an individual--has a variety of problems, some of which stem from the increasing size of the population. Quotations from The Richmond News-Leader illustrate the problems of unemployment and lack of education as follows:

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7. Paul H. Sheats, Clarence D. Jayne, and Ralph B. Spence, Adult Education, The Community Approach. (New York: The Dryden Press, 1953), p. 171.

8. Thomas Van Sant, "The Counseling Program and Its Relation to the Entire Adult Education School." (Baltimore: Department of Education, no date), p. 4. (Mimeographed)

President Johnson called on the nation today to mobilize and upgrade its manpower skills in a major effort to wipe out "grimly" persistent unemployment.

"Overcoming that unemployment is the greatest immediate manpower challenge before us," Johnson said in asking Congress for a broad range of legislation to create jobs and train workers.

.....

He asked Congress to enact pending legislation dealing with youth unemployment, education, extension of labor laws to include more workers, and increased and broadened unemployment insurance.

Advisers drawing up plans for President Johnson's war on poverty have recommended that the draft registration age be lowered...

.....

A high official source said 500,000 youths each year fail the army's general classification test. These, he said, would be given a chance to enter special work schools where they would take special education and vocational courses.

In addition to the problems of unemployment and lack of education, others that arise include the competition of American Democracy with Communism; the increase of technological progress; and national concerns such as racial tension and maladjustment as evidenced in rising divorce, delinquency, and crime rates.

As mankind in general attempts to cope with these problems, public school adult education is a source of assistance; and just as medicine with a doctor's interpretation is more

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9. Associated Press Dispatches, The Richmond News-Leader, March 9, 1964.



useful, even so is education--on any level--more useful with the interpretation, facilitation, and explanation provided by a trained guidance counselor.

## II. PREVIOUS STUDIES

There have been relatively few studies of guidance services of public school adult education systems. In the general field of adult education there are many more studies, a bibliography of which is available from the National Association of Public School Adult Educators, an organization connected with the National Education Association.

In one study by the United States Office of Education, questions about public school adult guidance services were included in the Bureau of the Census' Current Population Survey for October, 1957, which were administered to 4,840 school systems: there were two hundred fifty school systems which provided regular guidance and counseling services for adults. It should be noted that of the ninety-three school systems with student enrollments of 25,000 or more in day school, thirty-four (or 36.6 per cent) provided regular guidance and counseling services for adults. The figure of two hundred fifty systems represents about one out of twenty of those questioned.<sup>10</sup> The reader's attention is called to

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10. Marthine V. Woodward, Statistics of Public School Adult Education, 1958-59, Office of Education, United States

the fact that although this information is based on data for the year 1957-58, it was not published until 1961 and is the most up-to-date available: the reader is also to note that the 4,840 school systems mentioned in the study are those with student enrollments of one hundred fifty or more; there are many "systems" with fewer students--some (e.g. Prince Edward County, Virginia at this writing) with none at all.

The United States Office of Education has completed another study relative to adult education services of state departments of education based on data compiled for the school year 1956-57. Of the forty-eight states surveyed, eleven indicated that there was "State aid provided for counseling, testing, and guidance services for adults."<sup>11</sup>

...The service in Arkansas is largely for veterans. In Nebraska, primary consideration is given to immigrant counseling, testing, and guidance in citizenship and naturalization procedures.

The State of Maine provides a 50-per cent subsidy of salaries of certified counselors working in approved adult education programs. New York State supplies special counseling for post high-school youth. Counseling, guidance and resource personnel are provided by the State director in Delaware. Local officials in

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Department of Health, Education, and Welfare, Pamphlet 660 (Washington: Government Printing Office, 1961), passim, but particularly Table 29, p. 23.

11. John B. Holden, Adult Education Services of State Departments of Education, Office of Education, United States Department of Health, Education, and Welfare, Pamphlet 31 (Washington: Government Printing Office, 1959), passim, but particularly Table I, p. 10.

Florida and California may qualify for State aid on the basis of providing guidance services for adults.<sup>12</sup>

Still another study was conducted by Leonard M. Miller, of the United States Office of Education, with reference to services for people aged forty-five or older. This was also a questionnaire, which was designed to determine whether the 4,863 school districts questioned had between September 1, 1959, and August 1, 1960, provided a planned program of guidance and counseling services for older people for whom retirement was imminent. If an affirmative answer were given, they were asked to show whether these services were provided co-operatively with junior colleges, churches, welfare agencies, or public agencies, and to give the name and title of the person in charge of the program. Replies received by February 1, 1961, indicated that eighty districts in eighteen states were conducting planned programs, twelve districts were providing limited services through evening schools in adult education or junior colleges, and four were planning such services. In addition, twenty districts reported interest. About half of the eighty districts were in two states, California and New York.<sup>13</sup> TABLE I shows these programs.

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12. Ibid.

13. Leonard M. Miller, "Guidance for Older People," School Life, XLIII (May, 1961), 9. Tables I and II are from page 10. This report has an excellent bibliography, cf. Appendix IV.

TABLE I

SCHOOL DISTRICTS CONDUCTING GUIDANCE AND COUNSELING  
PROGRAMS FOR OLDER PERSONS BY STATE  
AND BY NUMBER OF PUPILS ENROLLED 1959-60

STATE	25,000+	12-24,999	6-11,999	3-5,999	1200-2,999	TOTAL
California	6	4	3	8	6	27
Connecticut	1	1	1			3
Florida	2		1			3
Idaho				1		1
Illinois			2	1		3
Indiana				2		2
Iowa			1	1		2
Kentucky			1	1		2
Massachusetts		1			1	2
Maryland	1			1		2
Michigan	2		1			3
Mississippi			1			1
New Mexico				1		1
New York	2		3	8	1	14
North Carolina			1			1
Ohio	1		2		1	4
Pennsylvania	1		1		1	3
Wisconsin	1	1	2		2	6
TOTALS	17	7	20	24	12	80

NOTE: This table should be read as follows: The state of North Carolina has one school district, with a student day enrollment of between 6,000 and 11,999 which provides a guidance and counseling program for people aged forty-five and older.

TABLE II shows the number and age of clients who took advantage of these services in five school systems selected by Miller. Notice that the per cent of clients aged sixty-five or over ranges from twenty-five to six and two-thirds.

In an effort to provide more up-to-date information, the author cites here an unpublished study resulting from a questionnaire sent out by Mr. Gordan Fallesen, Director of Adult Education, Virginia State Department of Education. In the following paragraphs will be provided the variety of answers to this question, "Do you provide a counseling and testing service for adults in General Adult Education? If so, on what basis?"

The results are presented in TABLE III and indicate that only nine of the fifty states replied affirmatively. TABLE III also shows that there were forty-one states which either (1) replied negatively, (2) made no reply, or (3) gave an evasive answer. The term evasive answer is explained as follows: A number of replies were marked, "Yes. The G. E. D." or else "Yes. On a local level." In the former, the abbreviation stands for the General Education Development test which is administered to a candidate for a high school equivalency certificate. The author does not feel that this constitutes guidance, per se; nor yet is it not a form of guidance: the answers were termed ambiguous and so recorded. Concerning the latter, the questionnaire was addressed to

TABLE II

FIVE-DISTRICT BREAKDOWN OF NUMBER AND AGE OF CLIENTS

DISTRICT	TOTAL NUMBER	AGE 45-64	AGE 65+
Dade County, Miami, Florida	4,037	3,236	801
San Diego, California	1,600	1,500	100
San Francisco, California	175	150	25
Toledo, Ohio, School System	100	100	
Santa Barbara Junior College	80	75	5

NOTE: This table should be read as follows:  
 Total enrollment of people aged forty-five  
 or over in Dade County, Florida, is 4,037,  
 of whom 801 are aged sixty-five or over.

TABLE III

TYPES OF REPLIES BY STATES TO THE QUESTION:  
 "Do you provide a counseling and testing service for adults in General Adult Education? On what basis?"

ANSWERS			
YES	NO	NO REPLY	AMBIGUOUS*
California	Alabama	Connecticut	Alaska
Florida	Idaho	Iowa	Arizona
Illinois	Delaware	Mississippi	Arkansas
Maine	Indiana	New Hampshire	Colorado
Pennsylvania	Louisiana	New Mexico	Georgia
Tennessee	Maryland	Ohio	Hawaii
Vermont	Minnesota	Oklahoma	Kansas
Wisconsin	Missouri	Oregon	Kentucky
Wyoming	Montana	Rhode Island	Michigan
	Nebraska	South Dakota	Nevada
	New Jersey	Texas	New York
	North Dakota	Virginia	North Carolina
	South Carolina		Massachusetts
	Utah		Washington
	West Virginia		
	Virginia <sup>1</sup>		
TOTALS 9	15	12	14

\* Classed as ambiguous were the following answers:  
 (A) "Yes. G.E.D. (B) Yes. On local level.  
 Cf. text for rationale of classification.

1. Virginia had not replied at this time, but there is none.

NOTE: In reply to the above question, the state of Maine answered affirmatively.

state departments of education, and for them to indicate that these services were provided on a local level seemed unrealistic, and such answers were so recorded.<sup>14</sup>

It would appear that the number of evasive answers might have been reduced by recasting the question. There do not seem to be many states with organized public school adult guidance programs.

Going from national and state levels to a local level, the author presents a study of an individual program in California.

Dr. Iona Logie, of the Benjamin Franklin Adult School in San Francisco, has reported on two experimental sessions of retirement counseling. In brief, a variety of media (some of it free in order to reach clients in reduced circumstances) was utilized to present information concerning two seven-session meetings for retirement counseling with particular emphasis on the Social Security and Old Age Survivor's Insurance benefits to the population of San Francisco: over one hundred persons participated, with sixty-two continuing the length of the course. Of these sixty-two, there were only nine men, for which Dr. Logie advanced the

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14. Material for preceding paragraphs and for TABLE III is based on an unpublished survey made by Mr. Gordon Fallesen, Director of Adult Education, Virginia State Department of Education. Results are based upon replies as of February 19, 1964. Questionnaire was sent out in October, 1963.



following three reasons: (1) more women than men experienced anxiety concerning economics; (2) it appeared that many women felt the need to seek a second career; (3) the leader of the sessions was a woman. Activities during these sessions included the following:

1. reading time for perusal of books, pamphlets, etc.
2. special committees preparing scrapbooks on topics agreed upon by counselors
3. personal interviews conducted in separate rooms
4. group activity on member-suggested topics such as:
  - a. job information
  - b. tests and interest blanks
  - c. hobbies
  - d. volunteer service

It was felt that the following unsigned written statements of benefits derived effectively summarized this work:

1. ...received information about work I can do at home, like telephone sales work.
2. ...facilities for taking civil service examinations
3. introduction to Great Books Foundation
4. introduction to Vocational Nursing
5. ...hobbies and volunteer work I can really do, at my age.
6. I came to find peace of mind, and to forget my loneliness.<sup>15</sup>

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15. This information from an unpublished report was made available to the author by Dr. Robert A. Luke, Executive Secretary, National Association of Public School Adult Educators. It was written by Dr. Iona Logie, entitled Who Seeks Retirement Counseling?--and Why?--and What Comes of It? A sub-title reads as follows: Report on first two experimental sessions of Retirement Counseling, Benjamin Franklin Adult School, San Francisco, California. There is no date.

## III. EVIDENCE THAT INFORMATION IS NEEDED

In the development of adult guidance services in Richmond, recognition is due those agencies outside the public school. Chief among these is the Virginia State Employment Service which provides vocational guidance and placement without charge to the client. Reference to its early history may be found in Weisiger's work on Placement Services.<sup>16</sup>

Another non-public-school adult guidance service which should be recognized is that of the State Consultation Service which ended in 1952 when the General Assembly ceased to appropriate funds. Chiefly concerned with vocational guidance, it operated centers throughout the Commonwealth of Virginia.<sup>17</sup>

For a current resume of some other non-public-school adult guidance services, the reader should consult the handbook of the Virginia Association for Mental Health. It is not exhaustive in its coverage of guidance facilities, since

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16. Louise Weisiger, "A Plan for the Development of School Placement Service in Richmond, Virginia, for School-Leaving Youth" (Unpublished Doctoral Dissertation, Teachers College, Columbia University, New York, 1945), p. 38 ff.

17. Karl H. Stutzman, "A Study of Services Rendered to Outside Agencies by the Virginia State Consultation Service" (Unpublished Master's Thesis, The University of Richmond, Richmond, 1948), passim but particularly page 1.

it is concerned primarily with mental health rather than with general guidance. An analysis of facilities in Virginia reveals that there are twenty-six public or private mental hygiene clinics, seventeen information services sponsored by local chapters of this organization, and fifty-eight other facilities ranging from clinics for mentally retarded children to rehabilitation services provided by the Commonwealth of Virginia. Of particular note are the six ministerial counseling services which have been established by the local chapters mentioned above: no fee is charged. All of these agencies are described in the handbook and a listing showing the number in each category follows this paragraph.<sup>18</sup>

Mental Hygiene Clinics	26
Public or Private	
Clinics for Mentally Retarded	3
Hospitals	18
Private--7	
Public--8	
Veterans-3	
Homes for Mentally Retarded	5
Treatment Centers for Alcoholics	3
Family Service Agencies	9
Ministerial Counseling Services	6
Information Service Centers	17
Offices of Division of	14
Rehabilitation	
Other State Agencies	3

There is at the present time no organized system of public school adult guidance services in the adult education division of the Richmond Public Schools. There had been pre-

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18. Mental Health Resources in Virginia (The Virginia Association For Mental Health: Richmond, Virginia, 1964), passim.

pared and activated a program of personal, individual counseling and testing which was abandoned because of lack of interest due to two factors (1) cost--\$18.00 to participant for a battery of aptitude tests and two counseling sessions, (2) lack of publicity--availability was not publicized outside adult evening school enrollment for fear of being swamped. Such incidental guidance as is now being done suffers because it is secondary to the major activity--teaching--of those who do it.<sup>19</sup>

It was felt by the author that since this program had been prepared several years ago (prior to 1960), and since most information on public school adult education--let alone public school adult guidance--was several years old also, a survey of information currently available was required.<sup>20</sup>

#### IV. PLAN AND PROCEDURE OF THE THESIS

Purpose. The purpose of this thesis will be the presen-

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19. This information provided by interviews with the following people:

1. Mr. Kurt A. Schneider, Director of Adult and Vocational Education, Richmond Public Schools
2. Mr. John O. Pearreault, Supervisor of Adult Education, Richmond Public Schools
3. Mr. George O. McClary, Supervisor of Guidance Services, Richmond Public Schools.

20. Cf. dates of publication in the following: Miller, op. cit.; Sheats, op. cit.; Woodward, op. cit.; Holden, op. cit.

tation of information concerning current practices in public school adult guidance services in cities comparable in corporate population with Richmond, Virginia.

Significance. This is a descriptive study, the results of which are intended to be informative. The results may serve as a stimulus toward constructive action on the part of readers whose school systems lack these services, as a means of comparison for those readers whose school systems now have these services, and as a means of evaluation for both types of systems.

Method. After extensive reading and a search of the literature, the need for still more information caused the development of a questionnaire. It was fashioned from the sources listed in the footnote to this sentence, but the chief bases were the Co-operative Study, the handbook of Pinellas County, Florida, and the handbook for evaluation of adult education of the California Association of Adult Education Administrators.<sup>21</sup> From these aids questions were composed to follow the general topics listed as follows:

1. enrollment of potential clients
2. administration of public school adult guidance

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21. Co-operative Study of Secondary School Standards (Menasha, Wisconsin: George Banta Company, 1950), p. 219 et seq; Guidance Services for Adults (Pinellas County, Florida: Board of Public Instruction, 1963), passim; Study Guide for Evaluation of Adult Schools (Los Angeles, California: The California Association of Adult Education Administrators, 1962), pp. 31-35.

- a. availability
- b. advertisement of services
- c. financing
- 3. services of public school adult guidance program
  - a. counseling services
  - b. testing services
  - c. information services
  - d. records services

Validity checks. No questions were specifically designed to determine the truthfulness of the respondents: sufficient details were covered, however, so that the "halo effect" could not distort answers. (Cf. section IV, parts "E" and "F" in Appendix II.) Clarity of questions was sought by pretesting with the individuals listed in the footnote to this sentence.<sup>22</sup>

Definition of terms. For the purposes of this paper and as used in the cover letter to the questionnaire, guidance services are defined as follows:

Organized procedure and materials involving study of the individual, provision of occupational and educational information, and counseling by persons professionally trained in that field.<sup>23</sup>

The sample. Questionnaires were sent to fifty cities comparable to Richmond on the basis of corporate population, which cities were selected according to their rank from one

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22. These individuals were as follows: Mr. Kurt A. Schneider, Dr. F. R. Jones, Dr. E. F. Overton, Mr. George O. McClary, and Dr. Louise Weisiger. Incidental helps were received from interviews with representatives of the following systems: Baltimore City, Baltimore County, and Prince Georges County--all three located in Maryland-- and Lynchburg, Virginia.

23. George O. McClary, footnotes seventeen and nineteen, q.v.

to twenty-five above and below Richmond's rank according to the Census of 1960.<sup>24</sup> The fact that these cities differed greatly from one another in the composition of their metropolitan populations was a source of concern to the author. For instance, the metropolitan community of Allentown-Bethlehem-Easton, Pennsylvania, consisted of three separate corporate entities located in two adjacent counties: the metropolitan population of Chattanooga, Tennessee, is located not only in two separate counties, but also in two separate states!

TABLE IV is based on the data taken from tables of population as described in footnote twenty-four. Three states, Florida, California, and New York, account for twenty-two per cent of the cities listed. Corporate populations range from 162,000 in Hartford, Connecticut, to 476,000 in Kansas City, Missouri, for a total range of 316,000. The reader should not try to arrive at any "average" population because a distortion exists in that thirty-six per cent of the cities are above 300,000 in population--a range of 176,000, while the population range of the bottom thirty-six per cent of the cities (i.e., those from 162,000 up to 201,000) is only 39,000: another way of stating this is to say that the difference between the bottom-limit city and Richmond's population

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<sup>24</sup>. Harry Hansen, editor, The World Almanac and Book of Facts [sic the capitalization] (New York: New York World-Telegram and the Sun, 1962), passim but particularly pp. 253 and 299.

TABLE IV  
CORPORATE AND METROPOLITAN POPULATIONS OF CITIES  
RECEIVING QUESTIONNAIRE

City	Corporate Population	Metropolitan Population
Kansas City	475,539	1,039,000 <sup>1</sup>
Columbus	471,316	683,000
Phoenix	439,170	664,000
Newark	405,220	1,689,000
Louisville	390,639	725,000
Portland	372,676	822,000
Oakland	367,548	2,783,000
Fort Worth	356,268	573,000
Long Beach	344,168	6,743,000
Birmingham	340,887	635,000
Oklahoma City	324,253	512,000
Rochester	318,611	586,000
Toledo	318,003	457,000
St. Paul	313,411	1,482,000
Norfolk	304,869	579,000
Omaha	301,598	458,000
Honolulu	295,179	500,000
Miami	291,688	935,000
Akron	290,351	514,000
El Paso	276,687	314,000
Jersey City	276,101	610,000
Tampa	274,970	772,000
Dayton	262,332	695,000
Tulsa	261,685	419,000
Wichita	254,698	343,000
RICHMOND	219,958	409,000
Syracuse	216,038	564,000
Tucson	212,892	266,000
Des Moines	208,982	266,000
Providence	207,498	816,000
San Jose	204,196	642,000
Mobile	202,779	314,000
Charlotte	201,564	272,000
Albuquerque	201,189	262,000
Jacksonville	201,030	455,000
Flint	196,940	374,000
Sacramento	191,667	503,000
Yonkers	190,634	10,695,000
Salt Lake City	189,454	383,000
Worcester	186,587	323,000
Austin	186,545	212,000
Spokane	181,608	278,000
St. Petersburg	181,298	772,000
Gary	178,320	574,000
Grand Rapids	177,313	363,000
Springfield	174,463	479,000
Nashville	170,874	400,000
Corpus Christi	167,670	222,000
Youngstown	166,689	509,000
Shreveport	164,372	281,000
Hartford	162,178	525,000

1. Metropolitan population rounded off to nearest hundred thousand.



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Shreveport	164,372	281,000
Hartford	162,178	525,000

1. Metropolitan population rounded off to nearest hundred thousand.

is only one-fourth as great as the difference between the population of Richmond and the upper-limit city. The median corporate population is 219,958 which is for Richmond. The differences in metropolitan population are greater, with the range being from lower-limit Austin, Texas, 212,000 to Yonkers, New York's 10,695,000, for a total spread of 10,483,000. A breakdown of location indicates that geographical representation is approximately equal when the Mississippi River is considered as a division.

Distribution and response. Duplicate copies of the questionnaire and a cover letter were mailed to each city's school superintendent; duplication, for courtesy; and superintendent, because there was no available listing of names of the heads of adult education for each city. First mailing was on February 28, 1964. By March 18, 1964, twenty-four replies had been received for a total percentage of forty-eight; since this was not a sufficient return, additional copies of the questionnaire were sent together with a follow-up letter on this date. For copies of questionnaire, cover letter, and follow-up letter, cf. Appendices I, II, and III.

A cut-off date of April 3, 1964, was established; and by this deadline a total of thirty-five responses were received.

## V. SUMMARY OF CHAPTER AND SURVEY OF REMAINING CHAPTERS

In this chapter the author has presented a development of the need for public school adult guidance services, a resume' of pertinent research, evidence of the need for this study, and a plan of the thesis which included the purpose, significance, method, validity check, definitions, sample, and distributional activities.

The next two chapters will contain analyses of the results achieved from the survey instrument developed by the author; and the final chapter will deal with implications of this survey for Richmond, together with other suggestions for the establishment of organized public school adult guidance services.

## CHAPTER II

### RESPONSES, ENROLLMENTS, AND PLANS OF SCHOOLS NOT HAVING PUBLIC SCHOOL ADULT GUIDANCE SERVICES

#### I. RESPONSES

Number received. As mentioned in the previous chapter, the questionnaire was sent out to a total of fifty cities whose corporate population was comparable to that of Richmond. No responses were received from the following fifteen cities: Long Beach, San Jose, Sacramento, Hartford, Honolulu, Worcester, Flint, Grand Rapids, Omaha, Newark, Jersey City, Yonkers, Fort Worth, and Corpus Christi.

Possible reasons for unreturned questionnaires. The author believes the lack of response may be due to the following reasons:

- (1) lack of time--Honolulu, for instance, indicated a willingness to answer but could not provide the information requested until after the cut-off date.
- (2) misdirection--Mobile responded to the follow-up letter, saying that no previous communication had been received but please to send a questionnaire (this was done but results returned too late for inclusion).
- (3) length of questionnaire--no explanation required.
- (4) indifference--no explanation required.

Of the thirty-five cities from which responses were received, five had no public school adult education program and were as follows: Shreveport, Spokane, Dayton, Charlotte, and Louisville. The following five cities reported enrollment

figures but no usable breakdowns: Miami, Albuquerque, Kansas City, Des Moines, and Tucson. Finally, three cities reported that they had public school adult education but gave no enrollment figures; they were St. Petersburg, Birmingham, and Toledo.

## II. ANALYSES OF ENROLLMENTS

The enrollment data received from the remaining twenty-two cities is contained in TABLE V (except in the case of actual enrollments, where five more cities gave this data only and were grouped together under the heading of "other" in the table).

The reader is cautioned concerning the accuracy of the figures presented in any of the columns of this table because respondents were instructed to give estimates where actual figures were not available; and most of them did, particularly in the answers requiring percentages. Replies from two cities should be considered carefully: El Paso, in giving age-breakdown percentage, stated that ninety-five per cent of enrollees were over age twenty-one (interpolation not performed) but gave no breakdown; Portland, reporting grade-breakdown percentages, gave figures which totaled only thirty-eight per cent interpolation performed). The absence of figures does not always indicate failure to respond; sometimes results were incomplete, unusable, or in different forms from

TABLE V

RESPONSES OF TWENTY-SEVEN CITIES CONCERNING ENROLLMENTS IN ADULT  
EDUCATION PROGRAMS

CITY	RESPONSES <sup>1</sup>											
	Enroll- ment	Out of town	Male	Female	Age					Grades		
					16-21	22-31	32-41	42-51	52-up	1-7	8-12	13-up
Jacksonville	12,000	00	45	55	12	25	30	20	10	20	30	50
Springfield	8,000	20	40	60	10	40	25	15	10	-	-	-
Tampa	6,904	22	55	45	15	45	20	15	5	10	65	25
Wichita	6,619	5	50	50	17	30	28	18	7	-	-	-
<u>Rochester</u>	<u>6,300</u>	<u>2</u>	<u>49</u>	<u>52</u>	<u>35</u>	<u>30</u>	<u>18</u>	<u>10</u>	<u>7</u>	<u>19</u>	<u>41</u>	<u>40</u>
Oakland	6,137	11	36	64	-	-	-	-	-	31	41	28
Phoenix	5,000	10	-	-	-	-	-	-	-	00	90	10
Norfolk	4,876	5	55	45	25	25	25	15	10	35	60	5
Syracuse	4,000	15	-	-	-	-	-	-	-	15	39	25
<u>Youngstown</u>	<u>3,517</u>	<u>50</u>	<u>50</u>	<u>40</u>	<u>10</u>	<u>35</u>	<u>35</u>	<u>15</u>	<u>5</u>	<u>10</u>	<u>20</u>	<u>70</u>
Columbus	3,250	5	49	51	10	50	20	7	3	5	75	20
Salt Lake City	2,785	25	65	35	25	45	15	10	5	5	95	00
Portland	2,700	30	70	30	6	35	35	20	4	8	62	32 <sup>b</sup>
Tulsa	2,700	-	45	55	-	-	-	-	-	-	-	-
<u>Akron</u>	<u>1,775</u>	<u>10</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Oklahoma City	1,680	10	40	60	20	50	20	10	00	5	80	15
El Paso	1,356	15	40	60 <sup>b</sup>	5	a	a	a	a	00	80	20
Austin	1,200	10	40	60	5	50	30	10	5	10	80	10
Gary	945	20	52	48	-	-	-	-	-	-	-	-
<u>St. Paul</u>	<u>847</u>	<u>10</u>	<u>75</u>	<u>25</u>	<u>60</u>	<u>30</u>	<u>5</u>	<u>3</u>	<u>2</u>	<u>00</u>	<u>94</u>	<u>6</u>
Providence	568	8	33	67	40	22	22	8	7	00	100	00
Nashville	200	00	100	00	00	20	40	30	10	-	-	-
Other <sup>c</sup>	535,592	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>116,950</b>	<b>--</b>	<b>--</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Number	27	19	19	19	15	15	15	15 <sup>a</sup>	14	16	16	16
Median	2,785	10	48	51	-	-	-	-	-	-	-	-
Mean	4,368	17	53	47	20	36	24	14	5	11	66	23

<sup>1</sup>Given in per cent except for enrollments. "-" = no response.

<sup>a</sup>El Paso reports "ninety-five per cent enrollment over twenty one."

<sup>b</sup>Interpolations made for Providence's age, Portland's grade, and El Paso's sex distribution.

<sup>c</sup>These include Albuquerque, Des Moines, Tucson, Miami, and Kansas City.

NOTE: This table should be read as follows: Jacksonville has 12,000 enrollment, forty-five per cent male, etc.

that requested. Since it is not the purpose of this paper to analyze in detail the relationship of enrollment and population--whether corporate or metropolitan--the author has not correlated actual enrollment with either.

Enrollment totals. Enrollment ranged from a minimum of two hundred in Nashville to a maximum of twenty-four thousand in Miami (TABLE V, note c). With a total number of twenty-seven cities reporting, the total enrollment was 116,950; median enrollment, 2,785; and mean enrollment, 4,368. Comments on the discrepancy between mean and median will be found in Chapter IV, page 55.

Non-corporate enrollments. The percentage of enrollees from outside the corporate limits of responding cities ranged from not available in Tulsa, through none in Nashville, to fifty per cent in Youngstown. Of the nineteen cities reporting outsiders enrolled, the median percentage was ten per cent; the mean, seventeen and four-tenths per cent.

Enrollments by sex. Enrollments by sex were not appreciably different in over-all picture, with the median for men and women being forty-eight and fifty-one per cent, respectively. The mean, however, was the reverse with men at fifty-three per cent and women at forty-seven per cent. Of the nineteen respondents, Nashville (with one hundred per cent male), St. Paul (with seventy-five per cent male), and Portland (with seventy per cent male) provided the largest male-

directed skews. Providence (with sixty-seven per cent female and Oakland (with sixty-four per cent females) were sources of the largest female-directed skews. El Paso replied that forty per cent of enrollees were male and fifty per cent were female accounting for a total of ninety per cent of its enrollees; the author added ten per cent to the female representation.<sup>25</sup>

Enrollments by age. The means were as follows:

age	16-21	22-31	32-41	42-51	52-up
mean	19.9%	36.1%	24.5%	13.7%	6.4%
ratio	3:16	6:16	4:16	2:16	1:16

Interpreted another way, these differences mean that about one out of every sixteen people enrolled in public school adult education programs is fifty-two years old or older, and nine out of sixteen are between the ages of sixteen and thirty-one. The medians were not significantly different. The ranges went from none in Nashville (16-21 age bracket) and in Oklahoma City (52-up age bracket) to sixty per cent in St. Paul (16-21 age bracket) and the same in Columbus (22-31 age bracket).

Enrollments by grade level. The majority of the individuals represented by these figures were found to be taking classes in grades seven through twelve. Means and ratios for

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<sup>25</sup>. Interpolation can be defended since forty per cent is more logically a derived figure and fifty--a usual average--is more logically an error of subtraction. A suggestion for further research: Of what is that missing or undesignated ten per cent composed?



these groups are as follows:

grade	1-7	8-12	13-up
mean	10.8%	65.8%	22.9%
ratio	1:9	6:9	2:9

Expressed in terms of ratio, six out of every nine people enrolled in public school adult education in the responding cities were taking secondary school work. Medians were not significantly different. Differences ranged from one hundred per cent secondary work in Providence to no participation in post-secondary (Salt Lake City) and elementary (El Paso, St. Paul, and Phoenix). Junior colleges would seem to account for some of the percentage of post-secondary students (Portland, for instance).

Summary of TABLE V. The mean enrollment in adult education in public schools in the twenty-seven responding cities is 4,368 (median, 2,785) with a mean of seventeen and four-tenths per cent of participants (median, ten per cent) coming from outside the corporate limits. Fifty-three per cent is the mean male enrollment; forty-seven per cent, female (median, forty-eight and fifty-one per cent, respectively). Breakdown by age and by grade is listed on page twenty-nine and thirty respectively.

Other enrollment analyses. A list of other methods of enrollment includes the following: by subject (Salt Lake City); by annual report (Syracuse); by vocational classes (Tampa); and by teaching hours (Oakland). Another method is that of

the Manpower Development Training Act in Kansas City and Nashville, which provided a variety of analyses (Kansas City with six different breakdowns) and disparities (Nashville's one hundred per cent male enrollees).

### III. PLANS OF SCHOOL SYSTEMS NOT HAVING PUBLIC SCHOOL ADULT GUIDANCE SERVICES

Of the thirty-five schools which replied to the questionnaire, fifteen stated that public school adult guidance services were available; of the remaining twenty, five had no public school adult education programs, leaving fifteen with the program but not the services (Louisville, with no adult education program, replied to a question concerning status of guidance services).

TABLE VI contains the responses of these last fifteen cities concerning their plans for public school adult guidance services (together with that of Louisville). Two affirmative answers were interpolated for Nashville on the basis of progression as an affirmative answer to "taking steps to introduce" would preclude affirmative answers to consideration in the past and "currently considering"; two sets of completely negative answers were interpolated according to the same logic for Albuquerque and Kansas City. Inspection will show that ten out of sixteen of the cities responding had previously considered the introduction of these services, that seven out of sixteen are currently considering

TABLE VI

RESPONSES CONCERNING PLANS FOR PUBLIC SCHOOL ADULT GUIDANCE  
FOR SIXTEEN CITIES NOT NOW HAVING THEM

Cities	Responses			
	Previously Considered	Currently Considering	Taking Steps to Introduce	Plan to Start in Fall '64
Akron	Yes	Yes	No	No
Albuquerque <sup>b</sup>	No	No	No	No
Des Moines	Yes	No	No	No
Jacksonville <sup>b</sup>	Yes	Yes	Yes	Yes
Kansas City <sup>b</sup>	No	No	No	No
Louisville <sup>c</sup>	Yes	No	No	No
Nashville	Yes <sup>a</sup>	Yes	Yes	No
Norfolk	Yes	Yes	Yes	Yes
Phoenix	Yes	No	No	No
St. Paul	No	No	No	No
Salt Lake City	Yes	Yes	No	No
Toledo	No	No	No	No
Tucson	No	No	No	No
Tulsa	Yes	Yes	Yes	No
Wichita	No	No	No	No
Youngstown	Yes	Yes	No	No
Total Yes	10	7	4	2
Total No.	6	9	12	14
Total Answers	16	16	16	16

- a. Nashville responded that it was taking steps to introduce these services, so the author interpolated affirmative answers in two previous columns.
- b. Cities marked with this symbol made no answer to these questions and the author interpolated negative answers.
- c. Louisville has no public school adult education program.

NOTE: This TABLE should be read as follows:  
The city of Akron has previously considered introduction of public school adult guidance services and is currently considering them, but is taking no active steps in this direction and does not plan to start them in fall, 1964.

their introduction, that four out of sixteen are taking steps to introduce them, and that two out of the sixteen are planning their introduction in the fall of 1964. The reader will note the diminishing trend of affirmative answers from consideration to implementation, and the converse, ascending trend of negative replies in the same direction.

Further analysis of those systems lacking public school adult guidance services revealed that, while attitudes varied, the major reason for the lack seemed to be money. For example, Toledo reported, "There are no funds or personnel [sic] available for this service." And, Louisville stated, "No steps are being taken because of a lack of funds to establish such a service....Because of a lack of funds we do not plan to employ certified guidance staff to organize a formal guidance program." On the other hand, Shreveport (Caddo Parish Public Schools) noted what appears to be a negative attitude, saying, "Our guidance program is for children and youth in school."

#### IV. SUMMARY

The information in this chapter shows the analysis of all reported public school adult education programs showing enrollment, portion of enrollment from outside corporate limits, separation by per cent of male and female, distribution by per cent of age, and range by per cent enrolled in various grades. In addition, this chapter reports plans (for

the past, present, and future) made by those systems which do not now have public school adult guidance services. Lastly, remarks of systems not now having these services have been presented.

## CHAPTER III

### ANALYSIS OF PUBLIC SCHOOL ADULT GUIDANCE SERVICES OFFERED BY RESPONDING CITIES

A total of fifty-two questions was asked concerning eight divisions of guidance services. These divisions included the following: administration, announcement of services, methods of financing, counseling services, testing services, records services, information services, and assorted questions dealing with salaries, etc.

#### I. ADMINISTRATION OF SERVICES

In this division five areas were covered as follows: length of time in existence, title of administrator, percentage of his time devoted to public school adult guidance services, hours available, and restriction of clientele. Figures for the first four are reported in TABLE VII.

Length of time. Responses from fifteen cities indicated that the length of time their services had been in operation varied from two years to forty-seven, with a median of ten years and a mean of seventeen years. Four of the fifteen reported numbers of years over thirty (Oakland, Providence, Austin, and Birmingham) which becomes important when considered in relation to the time of World War II.

Title of administrator. The prevailing title was that of counselor in two out of every three cases. Exceptions

TABLE VII

RESPONSES OF FIFTEEN CITIES HAVING PUBLIC SCHOOL ADULT GUIDANCE SERVICES, SHOWING NUMBER OF YEARS IN EXISTENCE, TITLE OF ADMINISTRATORS, PERCENTAGE OF TIME DEVOTED BY ADMINISTRATORS, AND HOURS PER DAY THAT SERVICES ARE AVAILABLE

City	Responses							
	Number of Years	Title of Administrator	Percentage of time	Hours per day				
				M	T	W	T	F
Oakland	47	counselor	30	6	9	6	9	-
Tampa	6	consultant	10	2	2	2	2	-
St. Petersburg	3	co-ordinator	100	3	3	3	3	-
Miami	10	supervisor <sup>a</sup>	100	8	11	8	11	-
Gary	8	counselor	40	4	4	4	4	-
Springfield	12	counselor	15	2	2	2	-	-
Syracuse	20	counselor <sup>b</sup>	30	3	3	3	3	-
Columbus	3	counselor <sup>c</sup>	15	-	-	-	-	- <sup>c</sup>
Oklahoma City	5	counselor	100	d	d	d	d	-
Providence	41	counselor	100	2	2	2	-	2
Austin	35	counselor <sup>c</sup>	40	11	11	11	11	11
Birmingham	41	director <sup>e</sup>	10	8.5	8.5	8.5	8.5	8.5 <sup>f</sup>
El Paso	10 <sup>g</sup>	counselor	80	8	8	8	8	8
Rochester	18	counselor	30	3	3	3	3	-
Portland	2	director <sup>h</sup>	5	d	d	d	d	d
Total	261	15	--	-	-	-	-	-
Number	15	15	15	12	12	12	10	4
Mean	17.4	--	47	5	5.5	5	6	5.5
Median	10	--	30	3.5	3.5	3.5	6	8

- a. Supervisor Adult Guidance Services
- b. Director of Adult Education gives overall supervision
- c. Data not reported.
- d. Hours checked but not described
- e. Acting Director, Guidance Services
- f. Daytime services only
- g. In some areas
- h. Director, Portland Community College

NOTE: This table should be read as follows: Oakland has had adult guidance services in public schools for forty-seven years; they are directed by a counselor who spends at least thirty per cent of his time on them; they are available six hours per day on Mondays and Wednesdays and nine hours per day on Tuesdays and Thursdays.

worth noting were reported as Supervisor of Adult Guidance Services (Miami) and Director, Portland Community College (Portland). The latter would seem to indicate that administration of public school adult guidance services in that area was not excessive as is borne out in percentage of time devoted by administrator, which was five per cent.

Amount of time. In response to the question, "Please list the approximate percentage of this individual's administrative time devoted exclusively to public school adult guidance," answers varied from five per cent (cf. supra, p. 37 above) to one hundred per cent, with a mean of forty-seven and a median of thirty. One out of every three responses indicated an amount of time ranging from eighty to one hundred per cent.

Availability. Information concerning availability was in two portions, hours available and restrictions. Twelve systems gave the actual times and days-per-week while two more listed the days on which services could be used. Range was from two hours per day, three days a week to eleven hours a day, five days a week. The mean was from five hours a day (Mondays and Wednesdays) to six hours a day (Thursdays), while the median ranged from three and one-half (Mondays through Wednesdays) to eight hours per day (not really significant because the day was Friday and only four cases were involved). Additional points which the reader should consider



include the fact that one system offered these services only during day-time hours (Birmingham) and that Tuesdays and Thursdays seemed to be days when more hours of service were available. Concerning restrictions, nine systems replied affirmatively to the question, "Are your services restricted to public school adult education enrollees?" An exception was in Syracuse where "occasionally a non-student is served." Two out of every five (six of the fifteen) replied that their services were available without restriction, and one indicated that a regular program existed for parents of children enrolled in the city public schools (Birmingham).

## II. ANNOUNCEMENT OF SERVICES

This phase of guidance services might well have been called the publicity phase. The following topics were covered: visual media, aural media, teacher referral, and miscellaneous. TABLE VIII contains this information.

Visual media. Fourteen out of the fifteen replies indicated that newspapers were used to announce the availability of public school adult guidance services, while only nine indicated that television was used. Fourteen indicated that other media of a visual nature such as posters and brochures were used.

Aural media. Radio as a means of announcing these services was used by four out of five (twelve out of fifteen)

TABLE VIII

MEDIA USED TO ANNOUNCE PUBLIC SCHOOL ADULT GUIDANCE SERVICES  
OFFERED BY FIFTEEN CITIES

CITY	Media						Teach- ers' Re- ferral	Other
	VISUAL MEDIA			AURAL MEDIA				
	News- paper	Tele- vision	Other	Radio	Class	Other		
Oakland	x	x	x	x	x	x	x	ab
Tampa	x	x	x	x	x	x	x	--
St. Petersburg	x	x	x	x	x	x	x	bc
Miami	x	x	x	x	x	x	x	d
Gary	-	-	x	x	x	x	x	--
Springfield	x	x	x	x	-	-	x	--
Syracuse	x	x	x	x	x	x	x	a
Columbus	x	x	x	x	x	x	x	--
Oklahoma City	x	x	x	x	x	-	x	--
Providence	x	-	x	x	x	-	-	--
Austin	x	-	x	-	x	-	x	--
Birmingham	-	-	-	-	-	-	x	e
Rochester	x	x	x	x	x	x	x	eb
El Paso	x	-	x	x	x	-	x	a
Portland	x	x	x	x	x	x	x	--
Totals	14	9	14	12	13	9	14	--
Per cent	94	60	94	80	87	60	94	--

- a. Word of mouth  
 b. Mailings  
 c. Walk-in  
 d. Unspecified  
 e. Community referrals

NOTE: This table should be read as follows: To announce its public school adult guidance services, the city of Oakland uses newspaper, television, other visual media, radio, announcement in class, other aural media, teachers' referral, word of mouth, and mailings.

systems. Thirteen out of fifteen indicated use of announcements in class, while nine made use of other facilities for aural announcements such as community gatherings.

Miscellaneous. Teacher referrals as a means of announcing the presence or availability of guidance services may be questioned by some readers; nevertheless, ninety-four per cent of the systems replying did indicate that this means was used. Other means included community referrals, mailings (visual), word-of-mouth (aural), and walk-ins (clients who came in for no other reason).

### III. FINANCING SERVICES

Nine phases of guidance-service financing were covered in the questionnaire. Replies indicated that none of the fifteen systems made use of the following: funds from neighboring school systems; grants from foundations, organizations, etc.; fees from non-public school adult education enrollees; or contracts from corporations, businesses, etc. Other phases covered in specific questions included the following: specific budgeting by the school system other than tuition; tuition fees; funds from state government; funds from federal government (not included previously); and client fees for services. The distinction between client fees for services and tuition fees is explained by the fact that some systems charge for testing (Tampa and Syracuse). This information is presented

in TABLE IX. Although requested to report percentages, several division neglected to do this.

Local. Eleven systems out of fifteen indicated that from ten to one hundred per cent of their financial support came from local budgeting as defined in the previous paragraph; in the case of one of the systems which claimed one hundred per cent local budgeting support, however, a remark was appended, saying, "Tuition fees go into city treasury" (Springfield). Seven out of the fifteen replied that some financing was received from tuition fees, with three indicating that fifty per cent or more came from this source (Oklahoma, Austin, and El Paso). Fees for testing, as a source of support, were indicated by three cities, with per cents of five and seven for two (Tampa and Syracuse, respectively).

State. State funds contributed to the financial support of more than half of the reporting systems (eight out of fifteen), ranging from ten to ninety-five per cent. Birmingham listed one hundred per cent of its vocational rehabilitation services as being financed by this manner, and Columbus stated that its apprentice program was supported thus.<sup>26</sup>

Federal. Federal funds were used by four reporting cities, with a range of from one to forty-three per cent in

---

26. Birmingham reported that the following three areas were exclusively supported by the sources and amounts indicated: counseling with parents of children in school--local, one hundred per cent; counseling with vocational rehabilitation clients--state, one hundred per cent; counseling with veterans and war orphans--federal, one hundred per cent.

TABLE IX

METHODS OF FINANCING PUBLIC SCHOOL ADULT GUIDANCE SERVICES  
USED BY FIFTEEN RESPONDING SCHOOL SYSTEMS--EXPRESSED  
EITHER IN PER CENT (FIGURES) OR IN SYMBOL (x)

CITY	METHOD				
	LOCAL			State Funds	Federal Funds
	Budget	Tuition	Fees*		
Oakland	58	8	-	33	1
Tampa	-	-	5	95	-
St. Petersburg	100	-	-	-	-
Miami	x <sup>a</sup>	-	-	x	-
Gary	x	x	-	x	x
Springfield	100 <sup>b</sup>	x	-	-	-
Syracuse	50	-	7	-	43
Columbus	-	x <sup>c</sup>	-	x <sup>d</sup>	-
Oklahoma	10	80	-	10	-
Providence	100	-	-	-	-
Austin	50	50	-	-	-
Birmingham	100 <sup>e</sup>	-	-	100 <sup>e</sup>	100 <sup>e</sup>
Rochester	100	-	-	-	-
El Paso	-	100	-	-	-
Portland	-	-	-	x	x
Total usages (in per cent)	11 73	7 47	2 13	8 53	4 27

\* Fees in Tampa and Syracuse are charged for testing services.

a. Although requested to report percentages, several divisions didn't.

b. "Tuition fees go into city treasury."

c. "largely"

d. Apprentice program

e. Local budget for counseling with parents of children enrolled in city. State money for testing vocational rehabilitation clients. Federal money for counseling with disabled veterans and war orphans.

NOTE: This table should be read as follows: Public school adult guidance services in Tampa receive ninety-five per cent of funds from the state and five per cent of funds from fees charged for testing.

general, although one division claimed one hundred per cent support from federal funds for one portion of its program (Birmingham, counseling with disabled veterans and war orphans).

#### IV. COUNSELING SERVICES

TABLE X shows the replies to eight questions which were asked of the cities which responded concerning counseling services which they provided. These services included educational counseling, vocational counseling, personal-social counseling, group guidance, placement, test interpretation, and miscellaneous (such as geriatric). Cities were asked to respond with one symbol (a) if they provided these services under the supervision of a state-certified guidance counselor or another symbol (b) if they were provided under the supervision of other personnel.

Educational counseling. Educational counseling services, exclusive of registration and high school equivalency testing, were provided in eleven of the fifteen responding cities under supervision of state-certified personnel; other personnel supervised them in two cities (Austin and Portland); and, two cities made no answer (Columbus and Oklahoma City).

Vocational counseling. State-certified personnel supervised vocational counseling in two out of every three (ten out of fifteen) instances, with other personnel being used in two cities (Austin and Portland) and no service being offered in three cities.

TABLE X

## PUBLIC SCHOOL ADULT COUNSELING SERVICES IN FIFTEEN CITIES

CITY	SERVICES							
	Educational Counseling	Vocational Counseling	Personal- Social Counseling	Group Guidance	Placement	Referral	Test Inter- pretation	Miscellaneous
Oakland	a <sup>1</sup>	a	a	a	a	a	a	a
Tampa	a	a	a	a	a	a	a	a
St. Petersburg <sup>2</sup>	a	a	a	a	a	a	a	a
Miami	a	a	a	a	a <sup>3</sup>	a	a	a
Gary	a	a	a	a	a	b	a	a
Springfield	a	a	a	-	a	a	-	-
Syracuse	a	a	a	a	b	a	a	a
Columbus <sup>4</sup>	-	-	-	-	-	-	-	-
Oklahoma City <sup>4</sup>	-	-	-	-	-	-	-	-
Providence	a	a	a	b	b	a	a	b
Austin	b	b	b	-	b	-	-	-
Birmingham	a	a	a	-	-	a	-	-
El Paso	a	a	-	-	a	-	a	-
Rochester	a	-	-	-	-	-	-	-
Portland	b	b	b	b	b	b	b	-
Total (a)	11	10	9	5	4	6	8	4
Total (b)	2	2	2	2	4	2	1	1
Total (none)	2	3	4	8	7	7	6	10

1. An "a" indicates that services were provided by state certified counselors.
2. Interpolation from non-questionnaire material.
3. Supervised by certified counselors.
4. No answers made to these questions.

NOTE: This table should be read as follows: The city of Oakland provides, under a state certified guidance counselor, these services: educational counseling, vocational counseling, personal-social counseling, and test interpretation.

Personal-Social counseling. Personal-social counseling services were offered under the direction of state-certified personnel in nine cities; uncertified personnel provided these in two cities (Austin and Portland); and, four cities offered none at all.

Group guidance. State-certified personnel supervised group guidance in five cities, while other personnel supervised it in two cities (Portland and Providence); and there was no group guidance service offered in eight cities.

Placement. Placement services were provided under the supervision of state-certified personnel in four cities. Other personnel provided supervision for these services in four cities, also. In seven cities there was no placement service.

Referral. The referral service (i.e., referral to necessary specialists such as psychiatrists) was provided in six cities under the supervision of state-certified personnel, while two cities (Portland and Gary) provided these services under supervision of other individuals. Seven cities did not provide these services.

Test interpretation. State-certified guidance personnel supervised test interpretation in eight states. Only in one state was this service provided under direction of uncertified personnel (Portland), but in six states test interpretation was not provided at all.

Miscellaneous. Miscellaneous counseling services such as that of geriatric counseling were provided by four cities



under the supervision of state-certified guidance counselors: these respondents did not specify the nature of this counseling. One city indicated that these miscellaneous services were provided by an uncertified individual. No miscellaneous services were reported as being provided by the remaining ten cities.

#### V. TESTING SERVICES

Information about the testing services of cities comparable in corporate population to Richmond was sought by means of using five specific tests to represent five general areas of testing. Categories, examples, and reference words are listed as follows:

1. Intelligence--Weschler Adult Intelligence Scale (WAIS)
2. Aptitude--General Aptitude Test Battery (GATB)
3. Preference--Kuder Preference Test (Kuder)
4. Achievement--General Educational Development Test (GED)
5. Psychological--Rorschach Apperception Test (Rorschach)

A sixth category for responses was entitled "Others."

WAIS tests were available to clients of adult guidance services in one out of every three responding cities (five out of fifteen), while ten out of the fifteen did not provide it. The GATB was available in slightly more than half of the fifteen cities (eight out of fifteen), and responses concerning the Kuder were identical. In the matter of the GED: only two out of five cities (six out of fifteen) made this test available to clients. There were no instances of cities

in which the Rorschach was used. Other tests used consisted of various achievement tests (Oakland and Tampa), various reading tests (St. Petersburg and Syracuse), and personality tests (Syracuse); Diversified Aptitude tests were available to clients in one city (Portland). In the city of Birmingham, there were approximately twenty other tests used in the testing service. The information in this paragraph is presented in TABLE XI.

#### VI. CUMULATIVE RECORD SERVICES

A total of six questions were asked concerning the records services used in public school adult guidance services. The first question asked, "Do you keep personnel records other than for registration, attendance, course marks, and credits?" Other questions included the following topics: transfer, confidentiality, drop-out information, employment follow-up, and other follow-up information. To the first question concerning minimal standards, eleven out of fifteen cities stated that their records contained more than this. Eight cities replied that their records were generally transferred (in many cities it is the policy of the secondary school to retain all cumulative records). Ten out of fifteen cities answered that their records were confidential (sixty-six per cent). Drop-out causes were recorded where available in eight out of fifteen cities (slightly more than half). Only four out of fifteen

TABLE XI

TESTS USED BY CLIENTS OF GUIDANCE SERVICES  
IN FIFTEEN CITIES, 1962-63

CITY	TESTS					
	WAIS <sup>1</sup>	GATB <sup>2</sup>	Kuder	GED <sup>3</sup>	Rorschach	Others
Oakland	-	-	-	-	-	a
Tampa	x	x	x	x	-	a
St. Petersburg	x	x	x	-	-	bc
Miami	-	-	x	x	-	b
Gary	-	-	-	x <sup>d</sup>	-	-
Springfield	-	x	x	-	-	-
Syracuse	-	x	x	x	-	bd
Columbus	-	-	-	-	-	-
Oklahoma City	-	x	x	-	-	-
Providence	-	x	x	-	-	-
Austin	x	x	x	x	-	-
Birmingham <sup>e</sup>	x	x	x	x	-	-
El Paso	-	-	-	-	-	-
Rochester	-	-	-	-	-	-
Portland <sup>f</sup>	-	-	-	-	-	-
Total not used	10	7	7	9	15	-
Total available to clients	5	8	8	6	0	-

1. Weschler Adult Intelligence Scale
2. General Aptitude Test Battery
3. General Educational Development Test

- a. Achievement tests
- b. Reading tests
- c. Personality tests
- d. Indiana State Employment Division
- e. Some twenty others, too numerous to mention.
- f. "Testing done on referral only." Other tests used include Diversified Aptitude Test.

NOTE: This table should be read as follows: Tests available to clients of guidance services in Oakland were limited to achievement tests.

cities stated that they included employment follow-up information, and one city (Portland) stated that this was done "for graduates only." Other follow-up information was used by five out of fifteen cities, but none of these provided information concerning the nature of this information. Tabulation of the answers to these questions appears in TABLE XII.

#### VII. INFORMATION SERVICES

Questions concerning information services offered by public school adult guidance programs were divided into two major areas, dealing with content and location. One hundred per cent of the fifteen responding cities stated that they had up-to-date college entrance information, and ninety-three per cent indicated the same response for up-to-date vocational information (the one exception in this case was Columbus). The library was the location of these information materials in only four out of the fifteen replies, while twelve cities indicated that these materials were located in guidance offices: no cities stated that they had this information located in classrooms. The other location for this material was in the adult school office. Interpolation from a booklet was made in the case of St. Petersburg (cf. supra Footnote 2, TABLE X). Information concerning the characteristics of adult guidance information services appears in TABLE XIII.

TABLE XII

CHARACTERISTICS OF CUMULATIVE RECORDS OF PUBLIC SCHOOL  
ADULT GUIDANCE SERVICES IN FIFTEEN CITIES

CITY	CHARACTERISTIC OF RECORD					
	More than minimal*	Generally transferred	Confidential	Show the cause of drop-out	Employment follow-up	Have other follow-up information
Oakland	X	X	X	X	-	X
Tampa	X	X	X	-	-	X
St. Petersburg <sup>a</sup>	X	-	-	X	X	-
Miami	X	X	X	X	X	X
Gary	X	X	X	X	-	-
Springfield	-	-	-	-	-	-
Syracuse	X	X	X	X	-	X
Columbus	-	-	-	-	-	-
Oklahoma City	-	-	-	-	-	-
Providence	X	-	X	X	-	-
Austin	-	-	-	-	-	-
Birmingham	X	-	X	-	-	-
El Paso	X	X	X	-	X	X
Rochester	X	X	X	X	-	-
Portland	X	X	X	X	X <sup>b</sup>	-
Total (Yes)	11	8	10	8	4	5
(No)	4	7	5	7	11	10

\* Table title used for brevity; original question was, "Do you keep personnel records other than for registration, attendance, course marks, and credits?"

a. Responses interpolated from booklet.

b. "For graduates only."

NOTE: This table should be read as follows: Guidance records kept by the city of Oakland were more than minimal, generally transferred, confidential, contained cause of drop-out where available, do not show employment follow-up, but do show other follow-up information.

TABLE XIII

CHARACTERISTICS OF PUBLIC SCHOOL ADULT GUIDANCE  
INFORMATION SERVICES PROVIDED BY FIFTEEN CITIES

CITY	CHARACTERISTIC OF INFORMATION SERVICE					
	Up-to-date		Location			
	College Entrance	Vocation- al Infor- mation	Library	Guid- ance Office	Class- room	Other
Oakland	x	x	-	-	-	- <sup>a</sup>
Tampa	x	x	x	x	-	-
St. Petersburg <sup>b</sup>	x	x	-	-	-	-
Miami	x	x	-	x	-	-
Gary	x	x	-	x	-	-
Syracuse	x	x	-	x	-	-
Columbus	x	-	x	x	-	x <sup>a</sup>
Oklahoma City	x	x	x	x	-	-
Providence	x	x	-	x	-	-
Springfield	x	x	-	x	-	-
Austin	x	x	-	-	-	x <sup>c</sup>
Birmingham	x	x	-	x	-	-
El Paso	x	x	x	x	-	-
Rochester	x	x	-	x	-	-
Portland	x	x	-	x	-	-
Total (yes)	15	14	4	12	0	3
(no)	0	1	11	3	15	12

- a. Adult school office.  
b. Interpolation from booklet.  
c. Didn't say.

NOTE: This table should be read as follows: The city of Oakland provides up-to-date college entrance material, up-to-date vocational information, and these materials may be found in the adult school office.

## VIII. ADDITIONAL INFORMATION

Four additional questions were included in the questionnaire, and they are as follows: (1) Do you have a public school adult guidance advisory committee? (2) Do you have an inservice training program for public school adult guidance counselors? (3) Do the majority of counselors involved in your public school adult guidance program also work in your public school day program? (4) Describe on the back of this sheet the pay scale for counselors UNLESS it is based on single rate, per hour basis. If the latter, how much?

In response to question one, five cities indicated that they made use of an adult guidance service advisory committee. The question pertaining to inservice training programs received a small response because of a typographical error (answer block omitted); five cities answered in the affirmative. All fifteen of the responding cities stated that the majority of their adult guidance counselors were also employed in the day school program (by day school is meant secondary and elementary). Earnings per hour ranged from \$4.00 to \$6.80, with a mean of \$4.93 and a median of \$4.85. After the cut-off date a reply from Grand Rapids stated that pay per hour was \$7.80!

## IX. SUMMARY OF CHAPTER

In this chapter the author has presented the responses

to questions outlined in Appendix II (parts III-B through V-D), showing practices of fifteen cities pertaining to public school adult guidance services.



## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter will be to summarize the information presented in preceding chapters, to present conclusions derived from this information, and to propose some recommendations for adoption by interested school systems. A final portion of this chapter will be concerned with suggestions for further research.

#### I. SUMMARY

This summary will contain three parts as follows: previous research, public school adult education, and public school adult guidance services.

Previous Research. Background information and a presentation of previous research were presented in the first chapter. A review of the literature pertaining to the subject revealed four studies of public school adult guidance services on the national level and these were summarized. Conditions and the status of public school adult guidance services in Virginia and Richmond were reviewed and a need for further research and additional information was established. Descriptive research was undertaken by means of a questionnaire sent to fifty cities comparable in corporate limit populations with Richmond, Virginia. Questions were compiled from sources listed in chapter one (supra p.19)

and mailed to superintendents in the above-selected cities. A follow-up letter was sent approximately three weeks later, and by the cut-off date of April 3, 1964, a total of thirty-five replies had been received. Five of these thirty-five replies were from systems having no public school adult education program, leaving a total of thirty systems (sixty per cent). Of the remaining thirty, three supplied no information about their enrollments, five showed only the numerical enrollment, while twenty-two gave a further breakdown of their enrollments: fifteen (thirty per cent) stated that they had public school adult guidance services.

The Status of Public School Adult Education. The purpose of this paper was to describe current practices in public school adult guidance services; and in order to understand adequately the results of the questionnaire, it is necessary to present information dealing with the clientele of the systems providing these services. Replies indicated that the median enrollment of responding cities was 2,785 while the mean was 4,368. The discrepancy here appears to be caused by the preponderance of large enrollments in certain cities, for example, Jacksonville with twelve thousand and Miami with twenty-four thousand.

A median of ten per cent of the enrollment came from outside the corporate limits.

Breakdown by sex varied three per cent or less from the expected fifty-fifty division; this appeared to be caused

by unusual enrollment patterns in Nashville (one hundred per cent male) and was partially balanced by a few other cities such as Providence, St. Paul, Portland, and Salt Lake City (supra, TABLE V).

Enrollment by age indicated that three out of sixteen were between the ages of sixteen and twenty-one, while six out of sixteen were between the ages of twenty-two to thirty-one.

Grades of work were divided into three parts, elementary (1-7), secondary (8-12), and post-high school, with percentages being eleven, sixty-six, and twenty-three, respectively; the percentage of post-high school work included not only arts and crafts classes, but in some instances it included junior college enrollments as well (Portland).

In order to determine what plans were being made by systems not having public school adult guidance services, a portion of the questionnaire was devoted to this topic. Ten out of sixteen cities indicated that they had previously considered introduction of these services; seven were currently considering their introduction; four were taking steps to introduce them; and two out of the sixteen stated that they planned to begin them in the fall of this year.

#### The Status of Public School Adult Guidance Services.

Information concerning public school adult guidance services was reported on the following major topics: administration,

publicity, financing, counseling, testing, records, information, and miscellaneous. The mean number of years in existence for these services in the responding cities was found to be seventeen and four-tenths, while the median was ten: this difference may have been caused by the fact that four cities had been providing these services for thirty years or more each, while in seven of the fifteen cities the services had been provided for ten years or less. The percentage of time devoted to this work by the administrator varied from five to one hundred per cent, with a median of thirty per cent; ten out of the sixteen administrators were spending only forty per cent or less of their working time on these particular services. These services were available to clients on an average of five to six hours per day, five days a week. Media used to announce availability of public school adult guidance services included television (nine out of fifteen), radio (twelve out of fifteen), announcement in class (thirteen out of fifteen), teacher referral and newspaper (fourteen out of fifteen), and various other ways.

Fourteen out of fifteen systems depended to some degree on local funds for financial support of these services; eight of the fifteen used some amount of state funds; federal funds were used only by four systems.

The three major facets of counseling (educational, vocational, and personal-social) were provided by thirteen, twelve, and eleven of the fifteen cities, respectively; from

four to nine cities each provided five or more additional services; that these services were provided by a state-certified guidance counselor was found to be true in the majority of the cases for each facet except in the placement service where the number of non-certified personnel was the same as that of certified personnel.

The testing program in five out of fifteen cities included the WAIS ability test; in eight cities, the GATB aptitude test and the Kuder preference test; in six cities, the GED achievement test; and in no cities, the Rorschach apperception test: the most complete testing program seemed to be located in Birmingham where some twenty or more tests were indicated as being used.

Eleven out of fifteen cities provided a record service "other than for registration, attendance, course marks, and credits," while a simple majority indicated that their records were generally transferred to them: this same bare majority (not composed of identical cities, however) showed the cause of drop-outs where this was available: employment follow-up was reported by four out of fifteen cities; other types of follow-ups, five out of the fifteen.

Information concerning colleges was provided by all fifteen cities, and only one lacked an up-to-date vocational information service: the majority of the school systems stated that guidance information was available in the guid-

ance office but not in the adult education classroom.

In each of the fifteen cities the majority of the adult guidance counselors were also employed in the elementary or secondary schools. Five cities reported the use of an adult guidance advisory committee.

## II. CONCLUSIONS

Conclusions such as those presented in the following paragraphs are of value only when the reader keeps in mind the possible errors arising from misinterpretation of questions (due to phrasing, examples, and semantics). Haste in replying, while not evident from the alacrity of returns, no doubt led to some omissions and errors in calculation. Detailed questions were asked in order to avoid the good impression which any respondent might unintentionally have attempted to make.

The rank order of corporate populations--the statistical basis population of this study--consisted of no city ranking below seventy-third in the United States. Application of any conclusion drawn by the author should be made only in the most general terms to any other city or group of cities.

Drop-outs. Because nine out of every sixteen enrollees in public school adult education are between the ages of sixteen and thirty-two, and because three out of every four are enrolled in elementary and secondary school work (assuming

this to be work towards a high school diploma or its equivalency), public school adult education seems most meaningful to those people who have dropped out of school in recent years. Because these people are believed to need success experiences, the function of the adult guidance counselor is given emphasis and importance.

#### Trends Towards Public School Adult Guidance Services.

Results from this questionnaire show that of the cities not having public school adult guidance services at this time, only twenty-five per cent are actively planning their introduction and only twelve and one-half per cent (two of sixteen cities) have these plans ready for adoption by fall of 1964. Lack of funds was reported as the most frequent reason for no further progress.

Publicity. Communicational media to advertise the presence of public school adult guidance services seemed to be used efficiently with the exception of television which was utilized by a little more than half of the cities.

Financing. Two conclusions are apparent from an analysis of the methods of financing public school adult guidance services. One is that tuition payments were used in slightly less than half of the systems reporting the presence of these services. The other is that the use of federal funds in any amount appeared in one out of four of these systems.

Quality of Services. Other than by numerical standards there does not seem to be any valid means of determining the

quality of a particular service or of a particular system's program of services. For example, what do "good," "poor," or "indifferent" really mean when one evaluates the success of a venture, activity, or service? Using numerical standards, however, the composite image of the testing program appeared to be the poorest service rendered: the fact that specific examples of tests rather than their categories were used in the questions asked may have affected the answers.

The author will make no comment on the quality of services in general rendered by any specific city: with the cautions listed at the head of this section, the absences or omissions speak for themselves.

Counseling Services. The three major aspects of counseling, educational, vocational, and personal-social, were available to clients in all but two of the fifteen reporting cities; supervision of and provision by state-certified personnel was the general case. The following services were available in one-half or fewer of the responding cities: group guidance, placement services, referrals (as to psychiatrist), test interpretation, and miscellaneous services (such as geriatric).

The reader at this point may raise a question concerning both the division of counseling services into areas and the inclusion of group guidance under this heading. The variation of responses to the different areas would seem to justify the division.



Records Service. The reported characteristics of cumulative records provided one interesting fact: they are in many instances transferred to the adult education program from the enrollees' previous school. Advantages of this are self-explanatory. The follow-up portions appeared to be best in reasons for drop-outs.

Information Service. The quality and quantity of the information service as measured by the criterion of the questions seemed to be exceptionally satisfactory: nevertheless, the reader should bear in mind that this is possibly attributable to the duplication of facilities between the adult education programs and the secondary school programs. Location of information in the guidance offices predominated, with no instances of location in the classroom, and about one out of every five instances of location in either library or adult school offices appeared.

General Conclusions. The attention of the reader is called to the fact that of the thirty responding cities which had public school adult education programs, only fifteen offered public school adult guidance services. The emphasis on public school adult guidance programs would appear to be much lower than what might be found in a comparable study in secondary education programs. That more and better guidance programs for adults are needed is the final conclusion the author makes from this study.

### III. RECOMMENDATIONS

Recommendations by the author were originally proposed to be tailored to the needs of the Richmond Public Schools. At the time of writing, however, there exists a state of conflict which is due to the fact that both the Commonwealth of Virginia and the city of Richmond are considering plans for technical and vocational schools.

The author's recommendations will, therefore, concern themselves with entities and ideas which would be applicable to (1) any school system having hopes for beginning a public school adult guidance system, (2) any system now having public school adult guidance services, and (3) any system which might have discarded its program of services.

Adoption of services. The author assumes that any reader will admit the importance of public school adult guidance services. A portion of the first chapter of this work is devoted to this premise. Both in encouragement for continuation of education and in efficiency of planning the educational program, the value of these services can be seen. In addition, any and every argument presented in favor of adoption of guidance services in any secondary school would be and is applicable in this case.

Group guidance. The school system without public school adult guidance services may wish to begin slowly and in a small scale and for this reason the writer recommends

the consideration of group guidance provided by qualified counselors who can work with a heterogenous group of people. Some administrative advantages of utilizing this method are as follows:

- (1) Maximum use of personnel
- (2) Maximum use of space
- (3) Maximum use of materials
- (4) Uniformity of information
- (5) Uniformity of emphasis
- (6) Best opportunity for surveys

Advantages of group guidance to the individual participant are listed as follows:

- (1) Problems become less embarrassing when observed in others.
- (2) Participant may gain benefit from identification with the group.
- (3) Personal contacts may be derived.
- (4) Free association may take place ("hitchhiking," too).
- (5) Supplementary information may be gained.

Many of these advantages to the individual participant may be characterized by the term "transfer of learning."

In the first chapter of this work reference was made to the group guidance classes of Dr. Iona Logie. While these were for older people, application of the procedures used by her would seem to be worthwhile and of value to school systems wishing to arrive at some compromise between no public school adult guidance program and a complete set of services.

Administration of Services. The reported evidence supports a recommendation that public school adult guidance services should be available simultaneously with the classes offered; this was the pattern and not to do so would seem to contradict the philosophy of guidance.

Restriction of Services. Restriction of services to adult education enrollees would seem to be necessary in the first stages of their introduction: cost and facilities would be two limitations which might justify this. Again, a compromise might be effected since these services might be offered on a non-credit "guidance class" basis.

Records Transfer. The practice of transfer of records from enrollees' previous school to the adult education program in which they find themselves would seem to merit strong recommendation both from the point of educational convenience and from the point of continuation as a tenet of the guidance function.

Publications. While the details of publication may be complicated and more of a clerical nature, to present a picture of the public school adult guidance services in this manner would be valuable both to the publishing system (introspective) and to the recipient systems (informative). Attention was called to the work of Pinellas county (St. Petersburg, Florida) in this respect.

Information. The presentation of educational and vocational guidance information is an essential function of guidance services. In the summary of returns the fact that no information was available on a classroom basis was noted. In view of the compact nature of the adult education program in most school areas (generally the enrollee comes to class and his scholastic experiences begin and end there) an information

cart might be transported from one classroom to another with time taken from class for explanation of its contents and their availability.

#### IV. SUGGESTIONS FOR FURTHER RESEARCH

The description of public school adult guidance services presented in this report is in no way complete: limitations include both time and the amount of material one can successfully include in one questionnaire. A number of questions remain unanswered and are listed as follows:

- (1) What are the purposes and scopes of advisory committees and of what are they composed?
- (2) What are the characteristics of public school adult guidance services in cities of smaller corporate populations?
- (3) What are the characteristics of these services in other countries?
- (4) What federal funds are available both now and in the foreseeable future?
- (5) What evaluational studies have been made of particular systems?
- (6) What would be the correlation between adult guidance services and secondary school guidance services?
- (7) What non-public school guidance services for adults exist in both the cities covered in this survey and in smaller cities?
- (8) What is the effect of guidance services for adults as measured in holding power on potential drop-outs?
- (9) From what other sources could financial support be gained?

- (10) What are the possibilities for establishing a means of co-ordination to avoid duplication or overlapping of adult guidance services offered by public schools and other community agencies?

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APPENDIX I

RICHMOND PUBLIC SCHOOLS

UNIVERSITY OF RICHMOND

QUESTIONNAIRE  
PUBLIC SCHOOL ADULT GUIDANCE SERVICES

This questionnaire concerns public school adult guidance services in cities comparable to Richmond, Virginia. For the purpose of this questionnaire, the term GUIDANCE SERVICES as defined in the accompanying letter, will refer exclusively to adult guidance services offered by the public school systems queried. The symbol PSAE will indicate Public School Adult Education.

GENERAL PROCEDURE. Please answer questions either by checking YES or NO or by placing a numerical answer in the proper space. If elaboration is necessary, please use space on back of page, giving corresponding question number.

I. Do you have a PSAE program operating in your system at this time? y\_n\_

II. ENROLLEES IN PSAE AS OF FALL, 1963: (If actual figures are not available, please give estimates and encircle them.)

A. How many enrollees did you have in PSAE? y\_n\_

B. What estimated percentage came from outside your corporate limits? y\_n\_

C. Breakdown by sex: male \_\_\_% female \_\_\_%

D. Breakdown by age: 16-21 \_\_\_% 22-31 \_\_\_%, 32-41 \_\_\_%, 42-51 \_\_\_%, 52 + \_\_\_%

E. Breakdown by educational attainment: what per cent are taking  
1. classes in grades 1-7 include citizenship classes . . . . . (\_\_\_%)  
2. classes in grades 8-12 . . . . . (\_\_\_%)  
3. classes in post-high school work . . . . . (\_\_\_%)

F. Do you have any other enrollment analysis? If so, please explain on this line \_\_\_\_\_.

III. ADMINISTRATION OF PUBLIC SCHOOL ADULT GUIDANCE PROGRAM:

A. Do you have organized public school adult guidance services? . . . y\_n\_  
If answer is negative, please answer the following:

- 1. Have you previously considered their introduction? . . . . . y\_n\_
- 2. Are you currently considering them? . . . . . y\_n\_
- 3. Are you now taking active steps to introduce them? . . . . . y\_n\_
- 4. Do you have them in preparation for introduction by fall, '64 y\_n\_

If any answer to these four questions is negative, please explain on back. If your answer to question III-A was negative, you need not answer any more of this questionnaire. Please sign and return. If answer to III-A was affirmative, please continue.

B. How many years have you had public school adult guidance services? (\_\_\_)

C. Please list the name of the person administering these services, his title, and the department, bureau, or division, with which he is associated.

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QUESTIONNAIRE--PAGE 2

D. Please list the approximate percentage of this individual's time devoted exclusively to public school adult guidance..... ( )

E. Please list the hours during which guidance services are available to adults during a typical week in your system. Monday Tuesday Wednesday Thursday Friday Saturday

- F. Do clients come to you as a result of advertisement of your services via any of the following media: 1. newspaper... y n 2. television... y n 3. any other visual aids (posters, brochures, etc.)... y n 4. radio... y n 5. announcement in class... y n 6. other audio aids (announcement in churches, clubs, etc.)... y n 7. teacher referrals... y n 8. other (please specify) y n

- G. Please list approximate percentage to show how the public school adult guidance program is financed. 1. specific budgeting by the school system other than tuition.. ( )- 2. tuition fees... ( ) 3. funds from state government... ( ) 4. funds from federal government (not included above)... ( ) 5. client fees for services... ( ) 6. contracts from corporations, businesses, etc... ( ) 7. fees from non-PSAE enrollees... ( ) 8. grants from foundations, organizations, etc... ( ) 9. funds from neighboring school systems... ( )

IV. SERVICES OF PUBLIC SCHOOL ADULT GUIDANCE PROGRAM:

A. Are your services restricted to PSAE enrollees?..... y n If no, please explain on the line below.

- B. Directions for the following questions: Please check in column "A" the services provided by a state-certified guidance counselor; please check in column "B" the services provided by other personnel; NO check in EITHER column will indicate absence of that service. 1. educational counseling other than for registration or for high school equivalency test..... a b 2. vocational counseling other than for registration or for high school equivalency test..... a b 3. personal-social counseling..... a b 4. group guidance other than by teachers of clients' classes... a b 5. job placement ..... a b 6. referrals to necessary specialists (e.g., psychiatrist)..... a b 7. test interpretation other than high school equivalency test.. a b 8. other (e.g., geriatric)..... a b



## QUESTIONNAIRE--PAGE 3

- C. With what estimated percentage of your clients were the following tests used within the past twelve months:
1. Wechsler Adult Intelligence Scale..... (    %)
  2. General Aptitude Test Battery..... (    %)
  3. Kuder Preference Tests..... (    %)
  4. General Educational Development Tests..... (    %)
  5. Rorschach..... (    %)
  6. other (please list \_\_\_\_\_)
- D. Do you keep personnel records other than for registration, attendance, course marks, and credits?..... y\_\_ n\_\_  
If yes, please check if they have the following characteristics:
1. transferred to you from previous schools, generally..... y\_\_ n\_\_
  2. kept confidential but accessible to authorized personnel..... y\_\_ n\_\_
  3. contain data showing cause of drop-out (as applicable)..... y\_\_ n\_\_
  4. contain data relative to employment of those who successfully complete one or more classes in PSAE..... y\_\_ n\_\_
  5. contain other follow-up information..... y\_\_ n\_\_
- E. Concerning your information service, do you have up-to-date
1. college entrance materials (catalogues, year books, etc.)..... y\_\_ n\_\_
  2. vocational information (Occupational Outlook Handbook, Dictionary of Occupational Titles, and pamphlets)..... y\_\_ n\_\_
- F. Are the materials located in "E" above located in
1. library..... y\_\_ n\_\_
  2. guidance office..... y\_\_ n\_\_
  3. classroom..... y\_\_ n\_\_
  4. other places (please list \_\_\_\_\_) y\_\_ n\_\_
- V. GENERAL QUESTIONS:
- A. Do you have a public school adult guidance advisory committee?... y\_\_ n\_\_
- B. Do you have an inservice training program for public school adult guidance counselors?
- C. Do the majority of counselors involved in your public school adult guidance program also work in your public school day program?..... y\_\_ n\_\_
- D. Describe on the back of this sheet the pay scale for counselors in your public school adult guidance program UNLESS it is based on single rate, per hour basis. If the latter, how much?..... (    /hr)
- E. Would you like a summary of this report?..... y\_\_ n\_\_

YOUR NAME \_\_\_\_\_  
YOUR TITLE \_\_\_\_\_  
YOUR SYSTEM \_\_\_\_\_

## APPENDIX II

Richmond Public Schools  
Guidance Services  
312 North Ninth Street  
Richmond, Virginia 23219  
February 28, 1964

Directors of Adult Education  
Cities Comparable in Population to  
Richmond, Virginia

A questionnaire which has the endorsement of Mr. Gordon Fallesen, Director of Adult Education for the State of Virginia, and Mr. George O. McClary, Supervisor of Guidance Services, Richmond Public Schools, is enclosed.

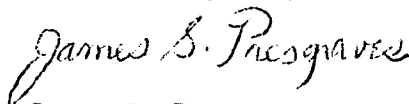
The purpose of the questionnaire is to survey current practices in public school adult guidance services in cities comparable in population to Richmond, Virginia. From the results of this survey, we hope to obtain information which will be valuable in the development of adult guidance services for the Richmond Public Schools.

FOR THE PURPOSES OF THIS QUESTIONNAIRE, GUIDANCE SERVICES ARE DEFINED AS ORGANIZED PROCEDURE AND MATERIALS INVOLVING STUDY OF THE INDIVIDUAL AND PROVISION OF OCCUPATIONAL AND EDUCATIONAL INFORMATION--AND COUNSELING BY PERSONS PROFESSIONALLY TRAINED IN THAT FIELD.

The questionnaire has been designed so that answers may be made primarily by checking. It is hoped your time will permit you to complete it. An extra copy of the questionnaire for your files and a return envelope are enclosed for your convenience. We should like to have your reply no later than Thursday, March 12, 1964.

Naturally we shall be glad to provide you with a summary of the results which we hope will be of value to you as well as to us.

Very truly yours,

  
James S. Presgraves

Enclosures:

1. Letter from Mr. Fallesen
2. Questionnaire (two copies)
3. Return envelope

February 28, 1964

The Adult Education Service, State Department of Education, Richmond, Virginia is interested in the attached questionnaire prepared by Mr. James S. Presgraves, a graduate student of the University of Richmond. Information compiled from this study should be valuable to those of us concerned with adult education.

Sincerely yours,

*Gordon H. Fallesen*  
G.H.F.

Gordon H. Fallesen  
Supervisor of Adult Education

GHF:sed

Attachment

"KNOW AND OBEY TRAFFIC LAWS"

APPENDIX III

Richmond Public Schools  
Guidance Services  
312 North Ninth Street  
Richmond, Virginia 23219  
March 18, 1964

Directors of Adult Education  
Cities Comparable in Population to  
Richmond, Virginia

On February 28, 1964, a questionnaire was mailed to your office concerning Public School Adult Guidance Services. At this writing we have not received a reply from you. No doubt it is in the mail now; and if so, please excuse our letter.

Although it appears to be lengthy, most of the questions on it can be answered with either a "yes" or a "no." Please help us to obtain a representative sample by returning yours as soon as possible.

We thank you.

Yours truly,

James S. Presgraves

APPENDIX IV

BIBLIOGRAPHY RELATED TO COUNSELING OLDER PERSONS

As Contributed by  
Leonard M. Miller, Specialist  
Counseling Techniques

DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
Washington 25, D. C.

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N. B. This bibliography is  
quoted without alterations  
or corrections.

## VITA

James Stanley Presgraves, the son of Stanley T. and Lucille J. Presgraves, was born in Caroline County, Virginia, August 24, 1938. When, in 1941, the federal government condemned the family farm for the purpose of establishing Camp A. P. Hill Military Reservation, his family moved to Alexandria where he started public school. Other schools which he attended were in Hillsboro, and Lovettesville (Loudoun County), Berryville (Clarke County), and Fairfax (Fairfax County) from which he was graduated in 1955.

After a year at Madison College in Harrisonburg, Virginia, he transferred to the University of Richmond where he majored in English and was graduated in 1959 with a B. A. degree.

He has taught at Bainbridge Junior High School in Richmond, Virginia, for the past four and one-half years during which time he served as the first President of the Secondary Teachers Association and as a member of the Superintendent's Performance Pay Committee. Professional Associations to which he belongs include the League of Richmond Teachers, the Virginia Education Association, the National Education Association, and the Department of Classroom Teachers. Teaching in the adult education program of the City of Richmond and serving as a supervising teacher for the Longwood College practice teaching program are other professional experiences he has had.

In the past four summers he has pursued studies leading toward the Master of Science in Education degree. In January, 1964, he received a study furlough for the completion of this thesis, and he will return to his former teaching position in September of this year.