A Plan for Improving the Guidance Services in a Virginia High School

George Cameron Pitts

College of William & Mary - School of Education

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A PLAN FOR IMPROVING THE GUIDANCE SERVICES
IN A VIRGINIA HIGH SCHOOL

GEORGE C. PITTS, JR.
A Project

Presented to

the Faculty of the Department of Education

The College of William and Mary

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

August 1951
ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

In November, 1950, the high school staff of the Matthew Whaley School began to prepare for an evaluation of all aspects of the high school program. The staff was divided into committees which worked on various sections of the *Evaluative Criteria, 1950 Edition*. Reports of these committees were presented to the entire faculty group for discussion and change before final acceptance. In March, 1951, a visiting committee spent three days at the Matthew Whaley School, studied the material compiled by the staff, and submitted a report of evaluation in written form to the school. One of the areas of the school program evaluated was, in each instance, the guidance services.

I. The Problem

Statement of the problem: The purpose of this investigation was to suggest specific means of improving the guidance services, grades nine through twelve, in the Matthew Whaley School in the light of two appraisals of these services during the 1950-51 school session.

Significance of the study: The Matthew Whaley guidance services have been appraised and the findings of two appraising groups are available. The logical next step seems to be to set up some steps for improving the services in the light of the strengths and weaknesses revealed by these...
appraisals.

Scope and limitations of the study: This study was limited to the guidance services in operation in grades nine through twelve of the Matthew Whaley School during the 1950-51 session.

II. Definitions of Terms Used

Guidance: Guidance was interpreted as Traxler does when he says "guidance.....implies first of all recognition and understanding of the individual and creation of conditions that will enable each individual to develop his fullest capacities and ultimately to achieve the maximum possible self-guidance and security both economically and socially."2

Guidance Services: Throughout this investigation guidance services were thought of as those organized activities of the secondary school "designed to give systematic aid to pupils in solving their problems and making adjustments to various situations which they must meet."3

School staff: As used in this study "school staff" is to be interpreted as those members of the secondary school division of the Matthew Whaley School faculty and the principal.

Visiting committee: As used throughout this study the term "visiting committee" means that group of nine educators who visited Matthew Whaley School in March, 1951, for the purpose of evaluating the high school division.

Drop-outs: In this study the term "drop-outs" designates those pupils who withdraw from school before graduation and who do not enter another secondary school or its equivalent.

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3Cooperative Study of Secondary School Standards, op. cit., p. 221.
Follow-up: As used in this study the term "follow-up" designates that action on the part of the school for the purpose of keeping in touch with pupils who have left the school for any reason.

III. Plan of the Study

The plan of this study is as follows:

1. Sources of data will be described in the latter portion of Chapter I.

2. The setting of the problem in Matthew Whaley School will be described in detail in Chapter II.

3. Appraisals of the Matthew Whaley guidance services by the school staff and the visiting committee will be presented in Chapter III.

4. Recommended steps for effecting improvement in the guidance services in grades nine through twelve at Matthew Whaley School will be presented in Chapter IV.

IV. Description of Sources of Data

Report of Evaluation by the Matthew Whaley Staff: The unpublished report of evaluation by the Matthew Whaley staff contained the findings of the staff when it studied all aspects of the high school program as they are outlined in the Evaluative Criteria, 1950 Edition. These findings, which represented the best thinking of the entire high school staff, were recorded on the various sections of the Evaluative Criteria, 1950 Edition, in the form of numerical ratings and explanatory comments. Supplemental sheets contained a complete statement of the school philosophy, a discussion of adolescent needs, the results of staff consideration of the conditions under which learning best takes place, and the outcomes of faculty consideration of experiences best designed to meet the needs of
adolescents.

Report of Evaluation by the Visiting Committee: The report of evaluation of the visiting committee was both verbal and graphic. It contained a general statement concerning each of the areas evaluated which pointed out strong points as observed by the committee and gave definite recommendations for steps to be taken toward improving the services. The graphic summaries were plotted from the average of evaluations made by the school staff as modified by the visiting committee. The various sections of this report were prepared by subcommittees and then presented to the whole committee. After careful consideration, each report as revised and adopted, became a part of this general report. The opinions and suggestions contained therein, therefore, are those of the entire committee.

Statement of Plans and Progress of Accredited Schools — Progress Report — Guidance Report, 1949, 1950, and 1951: Toward the end of each school year the principal of the Matthew Whaley School submits to the Virginia State Department of Education a progress report for that particular school year. This report contains a report of guidance activities in grades nine through twelve prepared by the two teacher-counselors for that level, as amended and approved by the entire high school staff, before its final inclusion in the principal's report. Such reports for the sessions ending June, 1949, 1950, and 1951 have been used in this study.

Minutes of Matthew Whaley High School Staff Conferences, Pre-school, Mid-year, and Post-school: The Matthew Whaley High School staff meets early in September for three or four days of conference, in late January or early February for two or three days of conference, and for three or four days immediately following commencement in the spring. Many staff problems are considered at these conferences and, in some cases, definite
steps toward their solution are decided upon. Secretaries keep accurate records of these conferences and complete copies of proceedings at each conference are typed (often mimeographed) and made available for staff study and review. Minutes of the conferences held during the years 1949 to 1951 were used in this study.

Matth pew Whaley Teachers' Handbook: The Matthew Whaley Teachers' Handbook represents "a compilation of general and specific school policies which have evolved over a period of years" and whose primary purpose is "to aid the entire staff, not only in understanding Matthew Whaley School and its program, but also to assist each teacher, student teacher, substitute teacher, and the administration in doing his most effective work." The investigator found the present format of the handbook to be a loose-leaf binder with mimeographed pages of material inserted. Some movement was found in progress during the 1951 post-school conference to revise the handbook but there were no tangible results at the time of this study.

Individual Pupil Records on Hand at Matthew Whaley School: Chapter II gives a rather detailed account of the records, used in this investigation, and on hand at the Matthew Whaley School at the time of this study.

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5Ibid.
CHAPTER II

SETTING OF THE PROBLEM

I. School Community

Matthew Whaley School serves the white children of Williamsburg, the Jamestown District of James City County, and the Bruton District of York County. Williamsburg is not only the site of the College of William and Mary but is also the center of the Williamsburg Restoration, an organization which requires high educational standards of its employees. Williamsburg is near several military installations and many service officers make their homes in the city. The population of the city and the rural districts served by the secondary school is estimated by the Office of the City Superintendent of Schools to be about 8500.

The principal areas of occupation of parents of children enrolled in Matthew Whaley School as revealed by a survey of information in pupil folders in November, 1950, are listed in Table I and Table II, pages 7 and 8 respectively.
### TABLE I

**PRINCIPAL OCCUPATION OF FATHERS OF STUDENTS ENROLLED IN MATTHEW WHALEY HIGH SCHOOL**

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laborers, except farm and mine</td>
<td>22.4</td>
</tr>
<tr>
<td>Professional and semi-professional workers</td>
<td>18.4</td>
</tr>
<tr>
<td>Craftsmen, foremen, and kindred workers</td>
<td>17.0</td>
</tr>
<tr>
<td>Proprietors, managers, and officials</td>
<td>13.4</td>
</tr>
<tr>
<td>Other</td>
<td>29.8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is significant to note from the above table that, of the fathers of children enrolled in Matthew Whaley High School, there is almost as large a percentage (18.4) of professional and semi-professional workers as there is (22.4) of laborers.
### TABLE II

**PRINCIPAL OCCUPATION OF MOTHERS OF STUDENTS**
**ENROLLED IN MATTHEW WHALEY HIGH SCHOOL**

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homemakers</td>
<td>68.7</td>
</tr>
<tr>
<td>Clerical and kindred workers</td>
<td>10.6</td>
</tr>
<tr>
<td>Professional and semi-professional workers</td>
<td>6.9</td>
</tr>
<tr>
<td>Other</td>
<td>13.8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The table above indicates that approximately two-thirds of the mothers of students enrolled in Matthew Whaley High School are considered by their children to be occupied primarily with homemaking.

Educational status of Matthew Whaley parents, as revealed by a similar survey of information in pupil folders, is indicated in Table III, page 9.
TABLE III

EDUCATIONAL STATUS OF PARENTS OF STUDENTS
ENROLLED IN MATTHEW WHALEY HIGH SCHOOL

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended but did not complete elementary school</td>
<td>2.6</td>
</tr>
<tr>
<td>Completed elementary school</td>
<td>14.8</td>
</tr>
<tr>
<td>Attended but did not complete high school</td>
<td>19.0</td>
</tr>
<tr>
<td>Graduated from high school</td>
<td>28.0</td>
</tr>
<tr>
<td>Attended but did not graduate from post-secondary school</td>
<td>5.2</td>
</tr>
<tr>
<td>Completed a two-year college or post-secondary-school course</td>
<td>7.0</td>
</tr>
<tr>
<td>Graduated from four-year college (or equivalent) course</td>
<td>18.4</td>
</tr>
<tr>
<td>Engaged in graduate study</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

"Parents" includes both fathers and mothers. Percentages are based on 420 men and women.

By finding the sum of the percentages of those parents who graduated from high school and those who did some work beyond the high school level, even to the point of engaging in graduate study, it will be noted from the
table on the preceding page that 63.6% of the parents of students enrolled in Matthew Whaley High School have a high school education or better.

II. Student Body

During the 1950-51 session there were 222 pupils enrolled in grades nine through twelve in the Matthew Whaley School. Of this total, 112 were boys and 110 were girls. Records in the Office of the City Superintendent of Schools indicate that during the 1950-51 session forty-six percent of the pupils attending Matthew Whaley School, and enrolled in grades nine through twelve, lived outside the city limits of Williamsburg and were transported at county expense. Table IV indicates the age-grade distribution of the pupils in grades nine through twelve for the 1950-51 session.
# TABLE IV

**AGE-GRADE DISTRIBUTION OF STUDENTS, 1950-51, GRADES 9-12, MATTHEW WHALEY HIGH SCHOOL**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>AGE</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelfth</td>
<td></td>
<td>4</td>
<td>18</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleventh</td>
<td></td>
<td>6</td>
<td>28</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenth</td>
<td></td>
<td>5</td>
<td>24</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ninth</td>
<td></td>
<td>3</td>
<td>31</td>
<td>25</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>3</td>
<td>36</td>
<td>55</td>
<td>49</td>
<td>34</td>
<td>11</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

*This table is based on the 191 pupils enrolled in grades nine through twelve in November, 1950.

The table above does not reveal any abnormal age-grade placement among pupils enrolled in Matthew Whaley School in grades nine through twelve in November of the 1950-51 session.
III. Teaching Staff

Fifteen teachers of the Matthew Whaley staff worked with grades nine through twelve during the 1950-51 session. Two of these teachers devoted half-time to guidance services and administrative duties. There is one principal and one librarian for both the elementary and secondary schools which are housed in the same building. The tables below (Table V and Table VI) indicate the teaching experience and academic training of the fifteen teachers, the librarian, and the principal, as of September, 1950.

TABLE V

YEARS OF TEACHING EXPERIENCE
OF MATTHEW WHALEY STAFF MEMBERS WHO WORKED
WITH GRADES NINE THROUGH TWELVE, AS OF SEPTEMBER, 1950

<table>
<thead>
<tr>
<th>TEACHING EXPERIENCE</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>11</td>
<td>64.6</td>
</tr>
<tr>
<td>6-10 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>11-15 years</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>16-20 years</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>21-25 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>26-30 years</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The preceding table indicates that 64.6% of the Matthew Whaley staff who worked with grades nine through twelve during the 1950-51 session had five years or less of teaching experience as of September, 1950.

TABLE VI

ACADEMIC TRAINING OF
MATTHEW WHALEY STAFF MEMBERS WHO
WORKED WITH GRADES 9-12, AS OF SEPTEMBER, 1950

<table>
<thead>
<tr>
<th>ACADEMIC TRAINING</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Held Doctor's degree</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Held Master's degree</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Held Bachelor's degree</td>
<td>13</td>
<td>76.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table above reveals that all the staff members who worked with grades nine through twelve held at least a Bachelor's degree.

The foregoing paragraphs and tables indicate that the background of the student body of Matthew Whaley School, grades nine through twelve, was diversified; the occupational and educational range of parents was wide; a large percentage of the pupils was rural; and a large percentage of the staff had five years or less of teaching experience.
IV. Guidance Services, Grades Nine Through Twelve

Guiding Principles: Close examination of the philosophy of Matthew Whaley School, and the outcomes of study by the school staff of adolescent needs, reveals that the purposes of the school staff for the guidance services are in agreement with the purposes for guidance services as stated in the Statement of Guiding Principles, Section G, Evaluative Criteria, 1950 Edition. Seven purposes stated in the Evaluative Criteria are:

Guidance services should

1. give systematic aid to pupils in solving their problems and in making adjustments to various situations which they must meet.

2. assist each pupil in knowing himself as an individual and as a member of society.

3. assist each pupil in making the most of his strengths and correcting or compensating for the weaknesses that interfere with his progress.

4. assist each pupil in learning about occupations so that he may intelligently plan and prepare, in whole or in part, for a career.

5. assist each pupil in learning about educational opportunities available to him.

6. assist each pupil in discovering and developing creative and leisure interests.

7. reveal facts about the pupils enrolled and the community served which the whole staff should study and interpret in the continuous evolution of the curriculum.

A complete statement of the Matthew Whaley School Philosophy plus the beliefs of the school staff concerning adolescent needs may be found
Organization and Personnel: The following excerpt from the "Statement of Plans and Progress of Accredited High Schools - Progress Report - Guidance in Grades 9-12 - 1949-50"¹ for the Matthew Whaley School will serve to give a picture of the organization and personnel of the guidance services. "The administration and staff at Matthew Whaley believe that the most effective counseling is done when all members of the school staff recognize and understand the value of counseling and when they share in counseling responsibilities. The major responsibility for guidance is carried by the homeroom teacher, who in turn, is assisted by other members of the staff. Two members of the faculty (a woman and a man) serve as coordinators of the counseling program for grades 9-12. They, with the principal, serve as a general guidance committee. They work with the principal, homeroom teachers, librarian, school nurse, classroom teachers, teachers of special fields, and people from the community in order to counsel as effectively as possible all students in the high school group."²

Individual Inventory Services: The individual inventory services are usually referred to as the cumulative record and are so designated in this study. The records consist of a manila folder for each child in the high school division. Each folder contains the current information concerning the child and information of a more permanent nature. The content of these folders will be discussed in detail below. Folders are arranged and filed alphabetically by homeroom groups and are stored in steel filing cabinets in the counseling offices on the first floor of the building,

¹Supra, p. 4.
opposite the central office.

A variety of current information is contained in the folders. Examination revealed the following types of records to be present:

I. A questionnaire (See Appendix, Exhibit C) filled out by each child in the 9th grade and a similar questionnaire responded to by pupils when they are in the 10th, 11th, and 12th grades. Such completed questionnaires contain the following types of information about the child:

1. Radio programs listened to regularly.
3. Home duties.
4. If transported by bus, approximate time of leaving home.
5. Church attended, if regular attendant.
6. Sunday School attended, if regular attendant.
7. Money spent per week; allowance per week; earnings per week; things for which money is spent; how money is earned.
8. Methods of keeping in touch with outside world.
9. Attendance at summer camp.
11. Type of movie best liked.
12. Sports engaged in, in order of preference.
13. Other sports enjoyed as spectator.
14. Membership in school and community organizations.
15. Kind of recreational reading.
17. Future plans and choice of occupations.

II. A summary sheet of the results of standardized tests which the pupil
has taken. This summary sheet includes space for recording the results of mental ability, reading, mathematics, language arts, and any other tests which may be administered to the pupil. (See Appendix, Exhibit D)

III. A permanent Record Sheet (See Appendix, Exhibit E) on which is recorded the

1. date of birth
2. place of birth
3. present address
4. name, birthplace, occupation, and education of father.
5. name, birthplace, occupation, and education of mother.
6. data relative to marital status of parents and number of children in the family.
7. places of residence.
8. languages spoken in the home.

IV. All records sent up from the elementary school. Perhaps the most illustrative of these is a cumulative form which is included in the Appendix as Exhibit F.

V. Copies of the reports sent to the home. These contain both letter grades and short summarizing statements by each class teacher and homeroom teacher of the pupil. A sample form may be found in the Appendix, Exhibit G.

VI. Records of interviews either by teachers or counselors. These records are of two types. One is designed principally to record the decisions of pupil, parent, and counselor regarding the pupil's educational program. For the type of form turn to Appendix, Exhibit H. The other form is larger and is more amenable to use when a running record of the interview is desired rather than the decisions reached. This form is included in the Appendix.
as Exhibit J.

VII. The record of physical growth and development. This information is recorded on a Grid for Evaluating Physical Fitness in Terms of Physique (Body Build), Developmental Level, and Basal Metabolism — A guide to Individual Progress from Infancy to Maturity, published by NEA Services, Inc., 1200 West 3rd Street Cleveland, Ohio. This grid provides for a continuous record of the pupil's development as well as results of examinations given by the medical profession. Progress is reported as a line graph and the record is so organized that the amount of deviation from normal development is shown. For a copy of the Grid see Appendix, Exhibit K.

As was stated above, information of a more "permanent" nature is also a part of each pupil's record. In this category pupil folders contain information of the following types:

I. A record of scholastic achievement by subjects. This record is maintained by the administration directly. See Appendix, Exhibit L.

II. A yearly quartile rating sheet of the subjects taken by the pupil. Quartiles are recorded by subject teachers at the end of each marking period. A sample of this form is included in the Appendix, Exhibit M.

III. An informal record (See Appendix, Exhibit N) executed by the pupil's homeroom teacher at the end of each school year. This record provides information about the types of extra-curricular and community activities in which the pupil has engaged and the manner in which he has met his responsibilities. There is also space in which the homeroom teacher writes his general estimate of the pupil.

IV. An additional record for seniors (Appendix, Exhibit O) which is executed by each subject teacher who works with the senior. This record
provides for the teacher's general estimate of the pupil and has space for a personal rating of the individual on intellectual curiosity, ability to grasp ideas, originality, personality, dependability, ambition, emotional control, leadership, and home environment.

V. A recent photograph of the pupil.

The records which have been mentioned are maintained cooperatively by the staff and administration. The administration assumes overall responsibility for all records and definite responsibility for maintaining the sheet showing the pupil's scholastic achievement and credits earned.

A word about the testing program seems in order here. In the "Minutes — High School Post-school Conference, June 9-15, 1949" a complete report of the committee which worked on the revision of the testing program may be found. A "Report of the Testing Committee" is included in the Appendix, Exhibit P.

Subsequent to the work of this committee on revision of the testing program, upon suggestion of Mr. Wingo of the Virginia State Department of Education, further changes have been made. The status of the testing program in May, 1951, is indicated briefly to be as follows: One staff member is responsible for supervision of the testing program. Responsibilities of this coordinator do not include recording test results or making attempts at interpretation of these results. The present program provides for administering and checking the following tests on the grade levels indicated:

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3Supra, p. 4.
1. Reading tests, 9th, 10th, 11th, and 12th grade levels.
2. Aptitude test, 9th grade level and new pupils on entrance.
3. Aptitude test, 12th grade level.
4. Achievement tests, subject fields, at all grade levels according to the discretion of the subject teacher.

**Informational Services:** The informational services include those designed to give vocational information and to disseminate educational information.

Attempts at locating and defining pupils' vocational interests are made throughout the pupil's high school life through testing, the study of vocations in the social studies classes, and through conferences with the counselors. The librarian maintains a file of vocational information and pupils are urged by their teachers and the counselors to avail themselves of this information. A planned program of vocational guidance is contained in the "Teachers' Handbook, Matthew Whaley School". Its stated purpose is "To aid pupils in selection of a vocation and in choice of electives." The placement of this program is in the social studies and language arts classes. It provides for the following emphases by grades:

9th — Vocational information in groups of occupations.
10th — Study of specific occupations; each pupil chooses three which seem possible for him.
11th — Individual guidance is studying occupations.
12th — Field experiences.

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4Supra, p. 5.
The Handbook goes on to list techniques which may be employed by teachers in carrying out the program. Those listed for the 10th grade will serve to illustrate the type of activities in which pupils might engage:

"1. Hearing talks by employers and professional men.

Panels

a. Education: College, high school, elementary

b. Medical and Nursing

c. Social Service

d. Technology: Chemist, engineer, draftsman

2. Seeing movies concerning individual occupations which the group is studying: discussion of training required, working conditions, opportunities for advancement, etc.

3. Writing business letters

4. Studying the relationship of speech to personality

5. Dramatizing interviews

6. Investigating data concerning a) job trends b) types of work available in Williamsburg, the surrounding area, the state.

7. Studying opportunities for advanced study: Colleges, Norfolk Division Regional Vocational School.

8. (a) Making self-inventories: on appropriate forms, in essays, in conferences, etc. or

(b) Analyzing each other."

A copy of this program is included in Appendix, Exhibit Q.

The program of educational information runs hand in hand with vocational information. Copies of catalogues on institutions of higher learning usually chosen by Matthew Whaley pupils are available in the
counselors' offices. In addition to these catalogues, information concerning any private school, junior college, college, or university is available in the counselors' offices. Pupils are urged to use this material freely. Counselors attempt, in interviews with individual students, to aid in the wise selection of courses. Parents are urged to attend these interviews with their children. Appointments are made far enough in advance so that they may attend if they wish to do so. An appointment slip is included in the Appendix as Exhibit R.

Counseling Services: Counseling services at Matthew Whaley fall into three categories:

1. Services rendered by counselors
2. Services rendered by homeroom teachers
3. Services rendered by subject teachers

I. Services rendered by counselors. The "Progress Report — Guidance in Grades 9-12" referred to in the discussion of Organization and Personnel has this to say about the services rendered by counselors to pupils during the 1949-50 session:

"Counseling

The coordinators have arranged interviews with each student in the high school division concerning the remainder of his high school program in the light of his future plans. Students have indicated a desire to avail themselves of these conferences by making special appointments when it has been necessary to miss one previously scheduled. The coordinators have

\[\text{Supra, p. 4.}\]
been encouraged by the increasing number of students who follow the course of study worked out in these interviews. All this is planned in cooperation with an on-going program of vocational guidance carried on through the Social Studies and Language Arts classes.

Under the supervision of the coordinators separate meetings of the boys and girls have been held relative to personal and group problems.

The coordinators have arranged special meetings with representative people for those interested in nursing, Navy, Army, or Air Force enlistment, and various types of college selection.

The coordinators administered and interpreted results of an aptitude test to students in grades nine and twelve.

Coordinators have worked with parents and teachers of students who had definite problems to solve. In some cases a solution was effected in the school by a conference or change of schedule — in others, referral was made to the local mental hygiene clinic where definite help was received.

The coordinators have worked with several potential drop-outs and have effected a satisfactory continuation of their school programs.6

II. Counseling services rendered by homeroom teachers. It was stated above that "The major responsibility for guidance is carried by the homeroom teacher, who in turn, is assisted by other members of the staff."7 However, little concrete evidence was found as to what types of counseling activities are engaged in by Matthew Whaley homeroom teachers. From conversations with the homeroom teachers it appeared that all of them had a...

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6"Progress Report -- Guidance in Grades 9-12, 1950".
7Supra, p. 15.
sincere desire to work effectively with their groups but that some of them were not sure how to proceed. That it is a problem for the entire school staff is evidenced by its inclusion in the post-school conferences in June, 1950 and June, 1951. Minutes of the June, 1950, conference indicate the following: "It was decided that all students report to their homerooms for a five-minute roll-taking before going to their first period classes." Context of the minutes indicates that this action was taken so that homeroom teachers could assume more responsibility for attendance counseling of the pupils in their homeroom groups.

The Matthew Whaley Teachers' Handbook gives a complete description of the types of counseling for all pupils which should be engaged in by all Matthew Whaley homeroom teachers. In Part IX, Responsibility of Homeroom Teachers, Section B, Counseling for all Pupils, of the Handbook one finds the following:

"B. - Counseling for all pupils

1. Health
   a. Emphasizing the necessity for cleanliness
   b. Urging pupils to be neatly and appropriately dressed.
   c. Working with home economics and physical education teachers on individual health problems.
   d. Checking with pupils on health records and urging correction of physical deficiencies.

2. Attendance

\[\text{Supra, p. 4.}\]
a. Visiting homes in cases of extended illness
b. Calling homes in cases of absences
c. Seeing that unexcused absences and tardinesses are investigated and settled to the satisfaction of both pupil and teacher.
d. Informing other teachers if pupil leaves school during the day

3. Program of Studies
   a. Helping pupils plan their courses (1) to meet their needs (2) to have credits necessary for graduation
   b. Checking with each pupil and his parents on his 'Pupil's Program' sheet each year.

4. Activities
   a. Guiding pupils in the selection of activities
   b. Seeing that pupils have well-balanced activity program
   c. Offering opportunities for those who are talented in art, music, etc.
   d. Helping class officers recognize their responsibilities and providing opportunities for them and others to shoulder responsibilities and develop initiative.
   e. Acting as parliamentarian for homeroom and class meetings.

5. Habits and Attitudes
   a. Emphasizing good conduct in homerooms, classes, auditorium, halls, library, and cafeteria
   b. Guiding pupils into setting high standards and trying to reach those standards
c. Trying to build group feelings in connection with class activities and other cooperative enterprises
d. Guiding pupils in carrying out responsibilities undertaken
e. Teaching importance of conserving and protecting all school property

6. Progress
   a. Studying report cards with pupils
   b. Studying report cards with faculty members who teach pupils
   c. Conference with parents at appropriate times on all aspects of their child's progress.

III. Counseling services rendered by subject teachers: In Part XIV, "Counseling", of the Matthew Whaley Teachers' Handbook is this statement of point of view: "Other (than homeroom) teachers should assume responsibility for giving help to pupils as occasion arises." There is little evidence of a planned effort in Matthew Whaley School for the classroom teacher to give counsel to students. When "the occasion arises" is left to the judgment of the teacher concerned. The investigator is aware that much incidental guidance is done by classroom teachers in connection with

1. opportunities in various subject fields
2. acceptable social behavior in and out the classroom
3. promptness
4. neatness
5. work habits

6. tolerance
7. respect for properly constituted authority
8. institutions of higher learning
9. course selections for remaining high school years
10. respect for good workmanship

Other areas could be mentioned but this list of ten will give the reader an idea of the types of counseling activities entered into by Matthew Whaley classroom or subject teachers.

Placement Services: Placement services in the Matthew Whaley School will be considered in the three following areas:

I. Placement within the school

II. Placement in institutions of higher learning

III. Placement in work

I. Placement within the school: It has been pointed out that the counselors and homeroom teachers make a definite effort to guide Matthew Whaley pupils into courses best suited for them. This guidance is done in the light of the pupil's stated future plan, the ambitions of his parents for him, the results of mental ability, aptitude, and interest tests. Each pupil's problem is discussed by the pupil, counselor, and parent, if it is possible for the parent to be present. In the light of the foregoing considerations a program is mapped out for the pupil and he is placed in those classes where it seems he can derive the greatest possible good. These programs as worked out usually cover grades 10, 11, and 12, but they are tentative in nature and frequently change as the pupil progresses in maturity and his plans begin to crystallize.

II. Placement in institutions of higher learning: All Matthew Whaley
pupils who plan to go to college are encouraged, by counselors and homeroom teachers alike, early in their high school careers to begin to think of the type of school they would like to attend. As they proceed through high school the counselors attempt to help them find a suitable school of higher training of the type they desire. Entrance requirements are faced squarely and sometimes cause pupils to eliminate some schools from their possible choices. If deserving pupils are prohibited financially from attending college, the school staff attempts to help them to obtain scholarships or to select a school where part-time employment is available.

III. Placement in work: At Matthew Whaley the only organized effort to place pupils in work is made through the Distributive Education class. This program is open to seniors and certain selected juniors and is designed for any student who is interested in retailing, but is more helpful to those pupils not planning to go to college than to those who plan to pursue a course in a liberal arts college. Classroom instruction, coupled with supervision by teacher and employer, gives the pupil a reasonable chance of establishing good working relationships with the community.

The counselors have cooperated with the director of the Distributive Education program in suggesting and interviewing possible candidates for work when employers in the community have requested him to help them find suitable youths to fill existing vacancies. On the other hand, the director of Distributive Education has worked with the counselors in apprising them of the work opportunities existing in the community. In the Progress Report - Guidance in Grades 9-12, Matthew Whaley School, 1949, the following notation appears under Vocational Guidance: "At the suggestion of one of the coordinators (of guidance), the staff member who directs the program in
Distributive Education made a survey of job opportunities in the community for use in vocational counseling. The coordinators have assisted community employers by recommending student employees. Coordinators have assisted students who desired part-time employment in securing jobs.  

Follow-up and Adjustment Services: Records indicate that sporadic efforts at follow-up have been made under the direction of the Matthew Whaley guidance services. However, there is no evidence of a consistent and planned program of follow-up of the school's drop-outs and graduates. In October, 1949, an effort was made to study the withdrawals from the school in the 1948-49 session. Results of these efforts were presented to the staff with the suggestion that further study would be helpful in viewing the whole school and its offering to all types of pupils. Documents do not indicate that any further action was taken. During the 1949-50 session one of the counselors made a tabulation, by name and reason for dropping out, of the drop-outs in the eighth grade during the years from 1942 through 1948. This material, too, was presented to the administration and staff but there is no available record of further action on it. In February, 1951, a thorough follow-up, through records and interviews, of the 33 graduates in the class of 1950 was accomplished in preparation for the visiting committee on evaluation of the Matthew Whaley School. A question was posed to the staff about the information revealed by this study concerning its use in the study of the secondary school program in relation to human needs. The recorded answer is "Very little."

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Matthew Whaley, like numerous secondary schools, receives reports from its graduate when they attend college. These reports have been little used during the last five years and have not been made available to teachers generally.

As was stated above some sporadic interest in follow-up is indicated. However, there is no available record of any planned effort by the school to keep in touch with those who are graduated or those who drop out prior to being graduated. It is assumed that much informal follow-up is done by some staff members in their chance conversations with students after they have left Matthew Whaley. There is, however, no central school repository of the information obtained in these informal interviews.
CHAPTER III

PRESENTATION AND DISCUSSION OF RESULTS OF EVALUATIONS

BY HIGH SCHOOL STAFF AND VISITING COMMITTEE

In this chapter are presented the results of the findings of the school staff and the visiting committee when they evaluated the guidance services of the Matthew Whaley School during the 1950-51 session. For each evaluating group the results of its appraisal in tabular form will be presented first. This report of appraisal will be followed by a statement of the recommendations of that particular group. A comparison of the findings of the two groups will follow. Points of agreement and disagreement will be specifically noted.

In order to clarify the information given in Table VII and Table VIII an explanation of the meaning of the Arabic numerals and the capital M's is necessary as well as an interpretation of the literal symbols a, b, c, and d under "Evaluations". The Arabic numerals and capital M's are parts of a rating scale which is defined below:

5. -- Excellent; the provisions or conditions are extensive and are functioning excellently

4. -- Very good; the provisions or conditions are extensive and are functioning well, or the provisions or conditions are moderately extensive and are functioning excellently

3. -- Good; the provisions or conditions are moderately extensive and are functioning well

2. -- Fair; the provisions or conditions are moderately extensive but are functioning poorly, or they are limited in extent but are functioning well

1. -- Poor; the provisions or conditions are limited in extent and are functioning poorly
M. — Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth of this community.

Literal symbols a, b, c, and d have reference to specific questions asked about each division and subdivision of Section G of the Evaluative Criteria. They do not have the same meaning in each case. In general, a refers to adequacy or extensiveness of the aspect of the services; b refers to effectiveness or appropriateness; c has reference to extent of use; d, in the one instance where it is used, has reference to this specific question: "To what extent is use made of these data?" For a complete breakdown, by division title, of specific questions symbolized by a, b, c, and d please see Appendix, Exhibit S.

Average ratings in each table are arrived at by dividing the sum of the numerical ratings for a particular section by the number of numerical ratings for that section.

I. Results of Evaluation by High School Staff

Table VII, which is on the following page, indicates the ratings, agreed upon by the high school staff, of the divisions and subdivisions of Section G of the Evaluative Criteria, 1950 Edition.
### TABLE VII
RESULTS OF EVALUATION BY THE SCHOOL STAFF

<table>
<thead>
<tr>
<th>TITLE OF DIVISION</th>
<th>EVALUATIONS</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a  b  c  d</td>
<td></td>
</tr>
<tr>
<td>General Nature and Organization</td>
<td>4  4  4  4</td>
<td>4</td>
</tr>
<tr>
<td>Guidance Leadership</td>
<td>4  4  4  4</td>
<td></td>
</tr>
<tr>
<td>Referral Consultants</td>
<td>5  4  4  4</td>
<td>4.1</td>
</tr>
<tr>
<td>Teacher Participation</td>
<td>4  4  4  4</td>
<td></td>
</tr>
<tr>
<td>Sources of Information about Pupils</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Home and Family Background</td>
<td>4  4</td>
<td></td>
</tr>
<tr>
<td>Physical and Medical Status</td>
<td>4  4  2</td>
<td></td>
</tr>
<tr>
<td>Scholastic Progress and Test Information</td>
<td>4  4  4  4</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Development</td>
<td>4  4  4</td>
<td></td>
</tr>
<tr>
<td>Maintenance and Use of Pupil Information</td>
<td>4  4  4</td>
<td>3.7</td>
</tr>
<tr>
<td>Informational Services</td>
<td>3  3  4</td>
<td></td>
</tr>
<tr>
<td>General Principles</td>
<td>4  4</td>
<td></td>
</tr>
<tr>
<td>Interview Procedures</td>
<td>4  4</td>
<td></td>
</tr>
<tr>
<td>Placement Services</td>
<td>3  2  2</td>
<td></td>
</tr>
<tr>
<td>Follow-up and Adjustment Services</td>
<td>M  M</td>
<td></td>
</tr>
<tr>
<td>General Evaluation of the Guidance Services</td>
<td>4  4</td>
<td></td>
</tr>
</tbody>
</table>

AVERAGE OF EVALUATIONS  3.8
Examination of Table VII reveals that, of the forty-one ratings given by the school staff, two are M, three are 2, three are 3, thirty-two are A, and one is 5. By turning to the meaning of the symbols a, b, c, and d, it will be noted that items rated as M (Missing and needed) are provisions for follow-up services and contribution of follow-up services to the improvement of the educational program. Specific aspects of the services considered to be 2 (Fair) are (1) extent of use of physical and medical data, (2) adequacy of provisions for employment placement services, and (3) function of educational placement and employment placement services. The one item rated as 5 (Excellent) was availability of the services of special consultants. The average of evaluations of 3.8 in the opinion of the school staff rates the sum-total of the guidance services as better than halfway between "Good" and "Very good".

Recommendations of the high school staff: The high school staff made the following recommendations concerning the guidance services of the Matthew Whaley School:

1. That a systematic program of follow-up of graduates and drop-outs be begun.

2. That the system of recording personnel data be improved.

3. That the operation of the program of occupational guidance be improved.

II. Results of Evaluation by the Visiting Committee

Table VIII on the following page indicates the results of the evaluation of the Matthew Whaley guidance services by the visiting committee in March, 1951. Numerical and literal symbols employed in this table have the same meaning as in Table VII, page 33, of this report. (See pages 31 and 32 of this chapter and Appendix 5 for complete explanation of
### TABLE VIII

**RESULTS OF EVALUATION BY THE VISITING COMMITTEE**

<table>
<thead>
<tr>
<th>TITLE OF DIVISION</th>
<th>EVALUATIONS</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a   b   c   d</td>
<td></td>
</tr>
<tr>
<td>General Nature and Organization</td>
<td>4   3   3   3</td>
<td>3.3</td>
</tr>
<tr>
<td>Guidance Leadership</td>
<td>5   5   5</td>
<td></td>
</tr>
<tr>
<td>Referral Consultants</td>
<td>5   4</td>
<td>4.5</td>
</tr>
<tr>
<td>Teacher Participation</td>
<td>4   4   4</td>
<td></td>
</tr>
<tr>
<td>Sources of Information about Pupils</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Home and Family Background</td>
<td>4   3</td>
<td></td>
</tr>
<tr>
<td>Physical and Medical Status</td>
<td>4   4   2</td>
<td></td>
</tr>
<tr>
<td>Scholastic Progress and Test Information</td>
<td>4   4   4   4</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Development</td>
<td>4   4   4</td>
<td></td>
</tr>
<tr>
<td>Maintenance and Use of Pupil Information</td>
<td>3   3   4</td>
<td>3.5</td>
</tr>
<tr>
<td>Informational Services</td>
<td>3   3   3</td>
<td></td>
</tr>
<tr>
<td>General Principles</td>
<td>4   4</td>
<td></td>
</tr>
<tr>
<td>Interview Procedures</td>
<td>4   4</td>
<td></td>
</tr>
<tr>
<td>Placement Services</td>
<td>3   2   2</td>
<td></td>
</tr>
<tr>
<td>Follow-up and Adjustment Services</td>
<td>M   M</td>
<td></td>
</tr>
<tr>
<td>General Evaluation of the Guidance Services</td>
<td>3   4</td>
<td></td>
</tr>
</tbody>
</table>

**AVERAGE OF EVALUATIONS**

| AVERAGE OF EVALUATIONS | 3.7 |
Examination of Table VIII indicates that, of the forty-one ratings given by the visiting committee, two are M, three are 2, eleven are 3, twenty-one are 4, and four are 5. Items rated as M (Missing and needed) are provisions for follow-up services and contribution of follow-up services to the improvement of the educational program. Specific aspects of the services considered to be 2 (Fair) are (1) extent of use of physical and medical data, (2) adequacy of provisions for employment placement service, and (3) function of educational placement and employment placement services. The average of evaluations of 3.7 in the opinion of the visiting committee rates the sum-total of the guidance services as approximately halfway between "Good" and "Very good."

Recommendations of visiting committee: The written portion of the report of evaluation by the visiting committee of guidance services at the Matthew Whaley School presents the committee's recommendations: This report reads:

"The committee commends the staff of the Matthew Whaley High School on its capable and qualified counselors, the apparent general understanding and application of the guidance concept by the entire faculty, and the enthusiasm and pleasure that pupils apparently derive from their association and work with counselors and teachers.

The convenient location of attractive rooms for counseling and other guidance activities and the availability to pupils of counselors at designated periods further attest to the staff's awareness of the importance of an effective guidance program.

The committee should like to make the following recommendations:

1. That more consideration be given to close coordination among the guidance
counselors in planning a continuous over-all program of guidance services; and in utilizing the experiences and knowledge of staff members through committee work in developing these services.

2. That all information concerning the individual pupils be compiled and kept up to date in individual folders which are filed in a central office accessible at all times to staff members working with pupils.

3. That more attention be given to providing pupils with information concerning occupational opportunities through improved occupational files, Career Day, guest speakers in classes, and assembly, etc. That educational information pertaining to further study be extended and made accessible to those needing it.

4. That a student handbook or bulletin be provided in order that both pupils and parents may understand better the policies and curricular offerings of the school.

5. That further study and attention be given to the placement and follow-up services.

III. Discussion of the Findings of the School Staff and Visiting Committee

Examination of the foregoing tables and recommendations indicates that the school staff and visiting committee are in agreement that

(1) Informational services are "Good". However, the visiting committee rated use of information by pupils as 3 (Good) while the staff had considered it to be 4 (Very good);

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(2) provision for and effective function of employment placement services are 2 (Fair);

(3) all aspects of systematic follow-up and adjustment services are M (Missing and needed);

(4) the following aspects of the guidance services of Matthew Whaley School are 4 (Very good) or 5 (Excellent);

(a) Guidance Leadership
(b) Referral Consultants
(c) Teacher Participation
(d) Scholastic Progress and Test Information
(e) Counseling Services (General Principles and Interviews Procedures);

(5) Over-all Physical and Medical Status Information is "Good"; however, the use made of these data by teachers was agreed upon by both groups to be 2 (Fair).

There were the following disagreements between the ratings made by the school staff and the ratings of the visiting committee:

1. The school staff rated Sources of Pupil Information and Maintenance and Use of Pupil Information as 4 (Very good), while in the opinion of the visiting committee these aspects of the guidance services were 3 (Good).

2. The school staff rated Guidance Leadership as 4 (Very good); the visiting committee's rating was 5 (Excellent).

3. The visiting committee found utilization of the assistance of all instructional staff members to be 3 (Good); the staff had considered it 4 (Very good).
The reports of the school staff and the visiting committee agreed on the following recommendations for improving the guidance services at the Matthew Whaley School:

1. That a systematic program of follow-up should be instituted.
2. That the cumulative record system be studied with a view to improved recording and use by teachers of the information contained therein.
3. That the program of occupational guidance be improved.

The visiting committee's report suggested two recommendations which do not appear in the report by the school staff. These were:

"1. That more consideration be given to close coordination among the guidance counselors in planning a continuous over-all program of guidance services; and in utilizing the experiences and knowledge of staff members through committee work in developing these services.

2. That a student handbook or bulletin be provided in order that both pupils and parents may understand better the policies and curricular offerings of the school."

First observation of the ratings and recommendations by the visiting committee would lead one to believe that their recommendation concerning closer coordination among guidance counselors in utilizing the experiences and knowledge of staff members through committee work is not consistent with their ratings of 4 on all phases of Teacher Participation. However, their recommendation is supported by their rating of 3 on provisions made to utilize the assistance of all instructional staff members in providing guidance services to pupils.

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"Visiting Committee, op. cit."
Tables VII and VIII reveal, after careful analysis of their content, that of the possible forty-one evaluations, there were eleven cases where the visiting committee disagreed with the school staff. In three of these eleven cases the visiting committee raised the rating given by the school staff. In the eight remaining cases, where the visiting committee lowered the rating agreed upon by the school staff, six dealt with questions concerning the actual operation of the guidance services at the Matthew Whaley School.
CHAPTER IV

RECOMMENDED STEPS FOR IMPROVEMENT

Wrenn and Dugan\(^1\) have pointed out that "Any attempt to install all guidance services at once would result in diffusion and confusion. No more should be attempted at the start than the school and community are actually ready for and for which there are staff, time, and materials."\(^2\) This would seem to be a logical approach also to the improvement of guidance services in any school. Therefore, rather than to suggest recommendations for improvement in terms of reorganization of the entire program at Matthew Whaley this chapter will be concerned with those areas which are indicated by the evaluations and recommendations of the two appraising groups to be in greatest need of improvement. Wrenn and Dugan have this to say further: "The specific guidance service to develop first poses a real planning problem for the typical school. One school may already have a useful record system and appraisal program in effect and may wish to devote its next attention to the improvement of counseling services. Another school may be fully satisfied with its facilities for occupation and educational information, but may desire to improve its individual inventory. A third school may provide no particular guidance services and may desire to begin with a planned orientation program for new students, or with plans for a more adequate use of the homeroom for guidance purposes. Each of such starting points may have merit in a particular school. The

\(^{1}\)Gilbert Wrenn and Willis E. Dugan, Guidance Procedures in High School (Minneapolis, The University of Minnesota Press, 1950).

\(^{2}\)Ibid., p. 7.
important thing, is that each school should have studied its most urgent needs and be ready to devote time and attention to one service as the initial point in its orderly plan of steps."

Since the recommendations of the school staff and visiting committee have suggested five areas in which improvement is most needed in Matthew Whaley guidance services, it is the purpose of this chapter to outline steps which should be taken by the Matthew Whaley School to effect improvement in these five areas rather than to suggest an entirely new program for the school. The recommendations will not be considered in the order in which they are listed in Chapter III but rather in the order in which it seems the program may be most expeditiously improved.

1. Recommendation for Closer Coordination of Services

The first recommendation made by the visiting committee is: "That more consideration be given close coordination among the guidance counselors in planning a continuous over-all program of guidance services; and in utilizing the experience and knowledge of staff members through committee work in developing these services." This recommendation implies that the guidance services would function better if all phases were pulled together and planned better from the point of administration of the services. Rather than an attempt to bring closer coordination among the counselors it is suggested that one of the counselors be designated by the principal as Coordinator of Guidance Services in grades nine through twelve at Matthew

\[^3\text{Ibid., p. 7.}\]
Whaley School. This will pose no problem in time and training since there are now two coordinators who give half-time to guidance and administrative duties and the recent evaluations rated their preparation, experience, and personal qualifications as "Very good" by the school staff and "Excellent" by the visiting committee.

This Coordinator of Guidance Services would be directly responsible to the principal for the operation of all phases of the guidance services in grades nine through twelve at Matthew Whaley School. He should be assigned a separate office, preferably the one where the pupil records are now filed. He should have a private telephone and have available to him adequate clerical help for the hours when he is free to be in his office. The need for such clerical help will be pointed out below in the further plans for improvement.

II. Recommendation for Follow-up Service of Graduates and Drop-outs

The initial point of emphasis for the Coordinator of Guidance Services in the Matthew Whaley School should be the planning for a systematic program of follow-up of graduates and drop-outs from the school. This program of follow-up has been recommended by the school staff, as well as the visiting committee, as a service needed in order that the school may better fulfill its responsibilities to the students enrolled in the system and to enable the school better to examine its practices and offerings. In order to initiate this program the staff, under the leadership of the Coordinator of Guidance Services, should take the following steps:

**STEP I.** A planning committee of four staff members, preferably volunteers,
of which the Coordinator of Guidance Services is chairman, should be formed to:

A. List the purposes for which the follow-up study is being considered. The listed purposes should include the following:

1. To gather data which can be used in evaluating the school's instructional program and its guidance services. The school can have little idea about the strong points of its program or the mistakes that are being made unless it has some data concerning the outcomes, that is, what is happening to the product of the school.

2. To help the graduate or drop-out get settled and adjusted in his next step in life.

3. To gather data of general interest concerning those who have left. This purpose should not be stressed in the Matthew Whaley School as much as the two listed above. It can, however, have some bearing on the school's work with the home and other community institutions and can give the staff some information which will be helpful in working with the young people of the community.

B. List the possible benefits to be derived from the study. Such results would help:

1. In evaluating the school curriculum in the light of the experiences of school-leavers. The data gathered in a follow-up study can have far-reaching results in bringing about changes in the school curriculum. It is through the results of such a study that the school staff can determine the weak and strong places in its instructional program.

2. In evaluating the guidance services. Pupils who leave the school, either as graduates or drop-outs, are the ones who have experienced the
attempts of the school at guiding them. It is through their experience that the worth of the services in operation can be determined and through their suggestions can come changes in the program from which later students will benefit.

3. In evaluating the effectiveness of instruction. The program of studies at Matthew Whaley may be adequate for the situation but the instruction itself may not be effective. It is envisioned that out of the data gathered in a systematic follow-up study there would come information concerning weak and strong points in the actual instruction.

4. In forming closer ties between the school, the individual, and the community. This is certainly a desirable step since the school-leavers of today will be, in many cases, the parents involved in the school tomorrow. It is important to have their good will and to have them feel that the school did its best to help them in all ways possible. One of these ways is helping them to make adjustments as soon as they are out of school and indicating a friendly interest by keeping in touch with them for a period of time after they have left school.

5. In gathering data about the individual during the first year of his post-secondary-school life. As it now stands, Matthew Whaley gathers information about the individual before and during his stay in grades nine through twelve. When he leaves school the date of leaving is usually recorded and his record is closed. A follow-up study would enable the school to extend its information about the individual.

6. In justifying changes in the school program. Such changes as were indicated to be desirable from the results of the follow-up study would not have to be justified to staff or administration on any other basis.
At the present time it is believed that there should be inaugurated some type of work-study program, similar to the Distributive Education program, for students of limited ability on the ninth grade level at Matthew Whaley. It is almost certain that a follow-up study of the drop-outs for the past two years would indicate and support the need for such a course.

C. Examine the plans for follow-up in other schools, and study particularly the state-wide plan now in operation in Virginia. Such a comparison will give insight into the uses to which follow-up studies are put in other schools and will give help in determining the types of information which will be sought. Also, it is conceived that some obstacles which other schools have found may be circumvented by the Matthew Whaley staff if the procedures of these schools are carefully considered. Considerable help is available from the State Department of Education in view of the recent state-wide follow-up which has been conducted by that organization. Matthew Whaley participated in this study and therefore the results should be made available to the school.

D. Decide what personnel are to be used in making the follow-up study and estimate its probable cost. The Coordinator of Guidance Services should have the major responsibility for seeing that the study is made, but he cannot be expected to do all the work. Three staff members should be sufficient for such a study for Matthew Whaley School since the number of people to be reached would not be very large. Records from the Office of the City Superintendent of Schools indicate that the usual number of graduates from Matthew Whaley School is approximately fifty, and that during the period September 1949 to September 1950 there were fifteen actual drop-outs from the school. In estimating the probable cost, the committee will have
to keep in mind such things as cost of printing of questionnaires, postage, and transportation of interviewers if much travel is necessary. All in all, cost should not be a prohibitive or even restrictive factor in such a study at Matthew Whaley.

**STEP II.** The Coordinator of Guidance Services will then report the findings of this committee to the entire faculty for discussion and approval. It may be that the staff members will have other purposes which they will want to add to those suggested and may wish in some way to modify the committee's ideas on the value of the study to the school. The real purpose of this discussion will be to secure participation from the entire school staff and let them begin to help with the follow-up so that they will be ready for the study and its findings when the time comes for those two steps.

**STEP III.** The Coordinator of Guidance Services will then lead the school staff in deciding the following questions:

**A.** Will both graduates and drop-outs be included in the study? There is value to be gained at Matthew Whaley in studying both groups. Graduates will be able to give ideas on how they have found the entire school program has helped them to do the things which they are now doing, whether it be in further training or in work after graduation. This type of information is valuable to the school in looking at its offerings and services to all pupils of all ages. The drop-outs, however, will be sources of other types of information such as the weaknesses in course offerings and instructional program which made school seem of no further use to them. It may be that the reactions of the drop-outs will indicate that counseling in the school has not been effective in indicating the advantages of staying in school. Their experiences will give insight into the adequacy of the program at
Matthew Whaley.

B. By what method will the information be obtained? A questionnaire will be sent to those who live so far away as to make a personal interview burdensome to the three workers who will conduct the survey. However, in all cases where it is possible, the questionnaire should be used as a schedule for an interview as the personal element will do much toward bringing the school and the individual closer together. The telephone should be used only as a very last resort because the person talked to should have ample time to think through the questions posed by his questioner so that the school will have the benefit of his best thinking. Telephone conversations are often hurried and lack the warmth of talking face to face. For Matthew Whaley, then, the personal interview is preferable, with second choice being a mailed questionnaire accompanied by a cordial letter from the Coordinator of Guidance Services.

C. Who will devise questions to be answered by graduates and drop-outs? This type of work will best be done by a small committee of staff members. Its personnel should include one of the counselors, a language arts teacher, and another interested member of the school staff.

STEP IV. Questions for the questionnaire and interview should be drawn up by the committee of three selected to phrase these questions. The resulting questionnaire should be subjected to the strict scrutiny of the entire staff before its content is finally decided upon. Help from one of the members of the Department of Education at the College of William and Mary will be valuable at this time. Reasonable care should be exercised that questions are clearly stated, easily responded to, and the whole form is not very time consuming.
STEP V. The questionnaire should be printed. A mimeographed form does not convey the feeling of importance that a printed form gives. It is believed by this investigator that the return will be greater if the forms are printed.

STEP VI. Pupils in the school, and the community at large, should be prepared for the follow-up through the following means:

A. Homeroom discussions. Homeroom teachers should explain the questions asked and the use which the school plans to make of the responses. These explanations should emphasize the need which the school feels for learning about the problems which the pupils will encounter after they leave school and how the school may aid each pupil in later life. Discussions of this nature will help to insure that future follow-up studies will be more easily conducted and the returns will be greater.

B. The school newspaper. The Matthew Whaley School newspaper goes into a large percentage of the homes of Matthew Whaley students, so by this means not only pupils but also their parents will be informed of the impending study. Former students also subscribe to the paper and will in this way be prepared for the questionnaire or the interviewer.

C. The community newspaper. The community newspaper, The Virginia Gazette, has been very cooperative in carrying news of Matthew Whaley. It could serve as another means of disseminating information about the projected follow-up study.

D. Parent-Teacher Association meetings. The Matthew Whaley Parent-Teacher Association is an active organization and reaches a large number of parents of Matthew Whaley children. The organization has shown keen interest in projects undertaken by the school and will prove a good means of
providing information about the follow-up study.

E. Special bulletin to parents. This will probably prove to be the least effective of all the means suggested for publicizing the follow-up. It has been Matthew Whaley's sad experience that there is a high rate of mortality of written bulletins given to children to take home to their parents. However, this method should not be overlooked, since it may reach someone who has been by-passed by other means of communication.

STEP VII. Interested and responsible personnel should be selected to conduct the survey. It was stated above that three persons should be sufficient to visit or correspond with the graduates and drop-outs. The coordinator of the Distributive Education Program should be a member of this committee as it has been pointed out in the description of the services at Matthew Whaley that he does some follow-up of the members of his program each year. The types of information which he needs can be included in the original questionnaire so that all information can be secured during one interview. At least one of the counselors should be on the committee because the counselors will be interested in getting in touch with pupils with whom they have worked closely. The other member should be an interested member of the staff who will handle in a professional manner the information he receives.

STEP VIII. Time of year for the completion of the study should be decided upon. The study should be conducted during the first two weeks in March of each school year. In this way information obtained can be tabulated and presented to the total staff before the end of the school year and plans for detailed work on the results can be made for the post-school conference.
STEP IX. After the results of the survey are in, a committee composed of the Coordinator of Guidance Services, one of the mathematics teachers, and one other interested staff member should assemble, organize, tabulate, and interpret the data. Plans should be made by this committee to present the findings to the total staff pointing out particularly the implications in the results for change in school curriculum and policy. The Coordinator of Guidance Services, as chairman of this committee, will have the responsibility for seeing to it that this material is presented to the staff.

STEP X. After the Coordinator of Guidance Services has presented the findings of the follow-up study to the entire staff, the principal has the responsibility for leading the staff in further study of the implications for change, and he should begin to make plans to study the school to see whether such changes can be made in the local situation. This discussion of changes in school policy and curriculum would be better done if left for consideration and action in the post-school conference when there is time to follow through without interruption.

III. Recommendation that Provision for Occupational Information Be Improved

Simultaneous to the beginning of the study of the program of follow-up, the Coordinator of Guidance Services should turn his attention to the recommendation by both staff and visiting committee that the dissemination of occupational information be improved. Examination of the program as it is outlined in the Matthew Whaley Teachers' Handbook\(^1\) indicates that there

\(^1\)Supra, p. 21.
is provision made for occupational information service through the social studies and language arts classes. However, course offerings in the Matthew Whaley School for the 1950-51 session do not include social studies on the ninth grade level. The necessity for revision of the program of occupational guidance is therefore apparent as the continuity suggested in the Teachers' Handbook includes the ninth grade. The Coordinator of Guidance Services should take the following steps to improve the program of occupational guidance:

**STEP I.** Meet with the social studies teachers to determine the present status of the program. It is quite feasible that the outcome of such a meeting may be the knowledge that the program of occupational guidance is not being carried out by any of the social studies teachers.

**STEP II.** Come to some decision with the social studies teachers as to how the program will operate without the class in social studies on the ninth grade level. At Matthew Whaley the possibility of reinstating the social studies on the ninth grade level seems rather remote since the problem has been discussed in detail several times during the last two sessions. The most feasible solution to this problem seems to be to combine the ninth grade program with that suggested for the tenth grade and offer both in the tenth grade. This procedure should present no major difficulty since the material as outlined contains many phases which can be carried on in the language arts classes at the same time the study is being conducted in the social studies classes.

**STEP III.** With assistance from the librarian, acquaint the members of the school staff with the content of the occupational files in the library. It is possible that the teachers at Matthew Whaley are not aware of the
wealth of material which the librarian has filed in such a manner as to make it readily accessible to the pupils at Matthew Whaley.

STEP IV. Decide, with the social studies teachers, the approximate time of the school year to present the information concerning occupations. As a general rule, this will be more suitable if it comes after the end of the first semester. This procedure will enable the teacher to know his pupils better and therefore be better able to help them with their problems. It does not seem particularly desirable that all the social studies classes attack the problem simultaneously, but it is imperative to the success of the program that social studies and language arts classes on the same grade level carry on the program at the same time. If different teachers are involved in these classes, careful planning will be important.

STEP V. Consider the most effective way to bring representatives of business, education, and industry into the occupational information program. A Career Day at Matthew Whaley is not justified from the standpoint of time that it will involve as compared with the number of persons who will really benefit from it. It has been possible for counselors to invite representatives of industry and professions when a group of pupils has expressed interest in the same vocation. This practice is more economical in time than holding a special Career Day.

STEP VI. Inform the principal of the decisions reached and ask for his aid in seeing that the necessary supervision and help is given to teachers in order that they may carry out their part of the program.

STEP VII. Look carefully at the program at the end of one year's operation to determine what changes need to be made. These changes can be more meaningful if the results of the follow-up study are taken into consideration.
in revising the program of occupational guidance.

STEP VIII. Acquaint teachers with the following areas of aids which will help them in teaching about occupations:

1. Regularly published current annotated references, such as:
   a. Guidance Index
   b. Occupational Index
   c. Selected U. S. Government Publications
   d. Work and Training

2. Bibliographies and special lists, such as:
   a. Aid in Counseling
   b. Guide to Occupational Choice and Training
   c. Free bibliographies from the Occupational Information and Guidance Service, U. S. Office of Education


4. Current periodicals, such as:
   a. Guidance Chronical
   b. Occupations
   c. Prep

5. Community occupational surveys.

IV. Recommendation Concerning Organization of Information About Pupils

Early in the school year the Coordinator of Guidance Services should turn his attention to the recommendation made by the visiting committee
"That all information concerning the individual pupils be compiled and kept up to date in individual folders which are filed in a central office accessible at all times to staff members working with pupils." Chapter III indicates that the information is filed in a central office which is accessible to all teachers. The Coordinator can hardly improve on the location in the local situation. However, there are some steps which he can take to improve the organization of the information and to insure that it is kept up to date. Some of the necessary steps will be:

**STEP I.** Determine what information now contained in the folders is used most frequently by the principal's office for the purpose of transcripts and correspondence of a similar nature. Such information will probably be the following:

1. Pupil's name, birthdate, sex, and parents' names, occupation, and address.
2. School grades.
3. Test results in raw scores and percentile ranks, giving name and form of test and norm group.
4. Attendance record.
5. Record of participation and leadership in school activities.
6. Rank in class and date of graduation or leaving
7. Placement after leaving by graduation or otherwise.

**STEP II.** With the aid of the principal and one of the counselors work out a form to be printed which will contain all the information needed quickly

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1See page 15 for description of how the records are filed.
and often by the principal's office.

**STEP III.** See to it that forms are printed and the information desired is transferred by the Coordinator's clerical help to the printed forms. When completed, these forms should be placed in the front of each pupil's folder. This step would mean the consolidation of several of the mimeographed forms now in use at Matthew Whaley and thus would lessen the bulk of the records of each child. What is being suggested here is a variation of the "visible-type permanent record".  

**STEP IV.** Keep other information described as being a part of the present record in the folders, but print the "Informal Record of Pupils" blank so that each homeroom teacher will add to the present form rather than use a new sheet each year. This will facilitate use of the record as it will give a sequential record of teacher comments.

**STEP V.** Continue the present practice of filing the records alphabetically by homeroom groups to encourage the use of the records by homeroom teachers.

**STEP VI.** Assume the responsibility for seeing that the Coordinator's clerical help records and files information in the folders. This is especially true of the recording of test information, since no provision is made for this important feature of the record in the present testing program as described at Matthew Whaley.

**STEP VII.** Secure the aid of consultants from the College of William and Mary and the Virginia State Department of Education for the purpose of acquainting teachers with the implications of the material now contained in

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1Wrenn and Dugan, *op. cit.*, p. 22.
the pupil folders. This step is especially necessary in connection with
the interpretation of test results since many teachers do not know how to
use the results after the tests have been given and scored. Topics for
discussion with the consultants mentioned above should include:

1. The Cumulative Record
2. Use of Test Results
3. Making Anecdotal Records
4. Case Study Procedures

**STEP VIII.** Encourage the language arts teachers to turn in to the Co­
ordinator the autobiographies now required and used in the language arts
classes in order that they, too, may become an important part of each pupil's
cumulative record.

**STEP IX.** Work with the total staff concerning the need for including the
following data in information requested from pupils:

1. Marked talents or accomplishments of family members or close
relatives.
2. Health status of family members.
3. Absence due to illness and reasons for excess absence or tardiness.
4. Explanation for subject failures.
5. Attitude of the parents toward the school.
6. Parents' plans for their children which are at variance with
children's plans for themselves.

**V. Provision of Student Handbook**

Although the school staff did not include a student handbook in its
recommendations for improvement, such a handbook could help pupils better to
understand the policies, curricular offerings, and general operation of the school. The following steps in providing a student handbook are suggested:

**STEP I.** The advantages of a student handbook should be given consideration by a committee composed of two student leaders, two parents, and two staff members. The Coordinator will be an ex-officio member of this committee and will meet with them. Pupils, parents, and teachers will benefit from such a handbook. Pupils and parents will understand better the policies and curricular offerings of the school. Teachers will be saved many questions to answer and will profit by the good-will such a move will create.

**STEP II.** The committee of six should report their findings to the executive board of the Parent-Teacher Association, the school staff, and the Student Council in joint session.

**STEP III.** The responsibility for getting out the student handbook should be given to the Matthew Whaley Student Council. Such a handbook should be mimeographed on half-sheets and bound in an attractive cover. The following are items which may need to be included in the handbook:

1. Floor plan of the building
2. Master schedule for the year
3. Daily schedule for periods and lunch hour
4. Course offerings by grades
5. Requirements for graduation
6. Credits necessary to be classified as a member of a particular grade, e.g., 10th grade, 11th grade
7. Explanation of use of any school permission forms
8. Explanation of planned study of graduates and drop-outs
9. School policies concerning:
a. promotion
b. attendance
c. use of building
d. cafeteria
e. smoking
f. summer school work
g. social functions

VI. Placement Services

Placement services in the present program at Matthew Whaley are indicated to be "Fair". No recommended steps for furthering placement services are made in this study because lack of personnel and time permit little more to be done than is being done. The weakest point is in placement in work and much is being done by staff members in an informal way in this phase of placement services. The Distributive Education Program, though not a part of the guidance services, meets many of the pupils' needs in this part of their high school life.

VII. Concluding Statement

Should the staff and committee work suggested in the foregoing plans be carried out, staff members will be utilized, as suggested by the visiting committee, in furthering guidance services at Matthew Whaley.

Success of the recommended steps toward improving the Matthew Whaley guidance services cannot be determined informally. It is further recommended to the Principal of Matthew Whaley School that, when these suggested steps toward improving the present guidance services have been incorporated into the school and a period of at least two years has elapsed after their
inclusion, the guidance services again be evaluated, using the **Evaluative Criteria** as an instrument of evaluation.
BIBLIOGRAPHY

A. BOOKS


B. PUBLICATIONS OF LEARNED ORGANIZATIONS


C. UNPUBLISHED MATERIALS


"The Matthew Whaley Teachers' Handbook". Matthew Whaley School, Williamsburg, Virginia
OUR PHILOSOPHY

in terms of

Purposes and Responsibilities

<table>
<thead>
<tr>
<th>What We Are Now Doing To Implement This Philosophy</th>
<th>Some Of The Things We Should Be Doing</th>
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<tbody>
<tr>
<td>We recognize the home and its possibilities as a constructive force in the community, especially in any forward-looking school program. Reliance on cooperation from the home in planning for individual progress, for general school improvement, or for solving individual or group problems is taken for granted at Matthew Whaley.</td>
<td>A continuous effort at further coordination of community interests and intelligence towards effecting common goals and purposes among young people should be encouraged. Though there are many excellent signs of cooperation within the community, there are still many jobs which can be accomplished, if the various agencies within the community coordinate in bringing about desired objectives.</td>
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<td>We cooperate with the churches (and they with us) in their youth programs, their regular church work, and in their special projects, such as Christmas programs, the ICU campaign, and the like. We permit church groups to use our building when the necessity arises. We readily permit students to leave school to participate in special church services. A large number of Matthew Whaley teachers sing in church choirs and assist with Sunday School and church work.</td>
<td>A more determined effort on the part of the home and school working together, for example, has possibilities of greatly improving the quality of living among young people at home and at school.</td>
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<td>The school recognizes the value of scout work and in many ways cooperates with all branches of scouting in Williamsburg. The P.T.A. sponsors much of the scout work in the community; and many meetings are held at the school. In a similar manner the school cooperates with the boys' 4-H organization and with the girls' 4-H club, especially in arranging schedules and in use of the building.</td>
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Exhibit A
The school is an active member of the Williamsburg Community Council and participates in its two annual affairs: Community Night and the Spring Music Festival. It is now assisting with the establishment of a community youth center.

Throughout the year the school and the various civic clubs cooperate in a number of ways. The Jaycees, e.g., in collaboration with the school, sponsor the "Voices of Democracy" contest. Community groups sponsor assemblies on occasions. The school works cooperatively with the Community Fund, the Junior Red Cross, and the March of Dimes. On some occasions representatives of these groups help coordinate our efforts by being present in the building.

Each Christmas the school cooperates with the Kings Daughters in arranging for Christmas baskets for needy families.

Recreational agencies in the city cooperate with the school in helping build a good recreational and physical education program.

The Health Department and the city doctors work intimately with the school in its overall health program.

Colonial Williamsburg cooperates in numerous ways with the schools, and vice-versa. Facilities and personnel of Colonial Williamsburg are used by the school; the school cooperates in various projects of Colonial Williamsburg, such as entertaining visiting students.

A better understanding of the purposes of the Junior Red Cross would make for better school-community relationships as well as more efficient projects in school.

More effective pre-planning with community groups relative to cooperative projects would improve greatly the quality of school-community relationships and would more nearly guarantee the attainment of established goals, (monetary or otherwise).
2. We believe that the school can more nearly achieve its purpose if there is a large measure of agreement among teachers, administrators, pupils, parents, school board members, and the public at large relative to the fundamental purposes and responsibilities of the school. In subscribing to this belief we recognize, however, the necessity and desirability for encouraging differences of opinion through constructive discussions.

We believe that the policies of the school should be determined by those to whom they pertain as well as by those who are charged with the responsibility of enforcing them, but only after all available facts and evidences are known and after it is certain that the well-being of the greatest number is being served.

The school and the College of William and Mary cooperate in many ways: Members of the department of education sometimes attend Matthew Whaley faculty meetings and appear on programs of P.T.A. and other school groups; the facilities of the College library are available to Matthew Whaley students and teachers; school athletic teams use the College gymnasium and athletic fields; and College students groups, such as the William and Mary choir, appear on school assembly programs.

Eastern State Hospital and Matthew Whaley have a wholesome respect for each other and frequently cooperate with each other through an exchange of facilities and personnel.

The school cooperates in every way possible with the Children's Theater. A member of the teaching staff and the principal are on the governing board. Each production is carefully evaluated in terms of the school's part in the production.

Weekly discussions take place among students and teachers relative to SCA matters.

Separate meetings of the boys' student body and of the girls' student body are arranged at frequent intervals in an effort that teachers and pupils may agree on common objectives and on techniques for achieving these. Occasionally forums and panels on vital issues are held.

There is need for clarification relative to the relationship of Matthew Whaley teachers to the College faculty. Misunderstandings could be prevented if the College administration would explain the rights and privileges extended to Matthew Whaley teachers when their names are entered in the College catalog. Does this listing mean that teachers at the school may:

- Occupy college houses and apartments?
- Buy property to which college faculty are given preference?
- Attend meetings of the department of education?
- Buy athletic tickets at faculty rates?
- Have unlimited loan periods at the College library?

More teachers should evince more interest in the activities of the SCA and help interpret the student's role in the operation of a democratic school.

It would likely be helpful if more total student-body meetings were held. These might be "boy-girl" meetings, or they might be panels or forums on significant matters.

It seems that it is now time to consider a revision of our present progress report. When this is done, not only should parents be included in the deliberations but students also.

A more dynamic and functional sex education program which includes more pupils is definitely needed.
Recognizing the difficulty of reaching agreement among pupils, parents, teachers, administrators, school board members, and other interested individuals relative to philosophy, policies, and practices, we believe that there must be a continuous and constructive program of interpretation.

Because of the vital significance of schools in peace or war, we believe that all members of the community should be aware of their responsibilities for making schools increasingly effective. Therefore, any program of interpretation or public relations should involve an enthusiastic, determined effort on the part of the public itself to know its schools and to share in their expanding usefulness; and it should involve a patient but unrelenting effort on the part of professional educators to hold up ideals and goals which the school might legitimately be expected to achieve as it works cooperatively with an enlightened public.

are hold in the auditorium at which time group opinion is often crystallized after open, intelligently supervised discussion has taken place.

Committees including parents, teachers, and pupils work on social and recreational problems together at all grade levels. Outstanding results in some instances are to our credit.

Conferences with parents and students relative to academic or personal affairs frequently take place.

Parents, teachers, and pupils work together in planning the sex education program.

Parents and teachers in collaboration arrived at the present form of progress report. Some meetings of the P.T.A. are devoted to efforts to understand better the philosophy, purposes, and practices of Matthew Whaley. Sometimes delegated students attend meetings of the P.T.A. and on some occasions parents visit meetings of the SCA. Recently a pupil panel discussed various aspects of the school at a P.T.A. meeting. Widespread attendance of parents at school events, dry-by-dry affairs, as well as big events, is helpful in this direction.

What we have on paper sounds good but needs improving.

More frequent P.T.A. meetings, in which the program of the school is discussed, bring understanding and unity to the school program.

Realization of the proposed meetings of school board members and faculty are much to be desired.

Pupils themselves need to understand more thoroughly what it is the school is attempting to do. They should have more opportunities to share in the determination of purposes and policies.

We need a more thoroughly organized and dynamic program of interpretation. More teachers should understand the purposes and philosophy of the school and be willing to explain them with intelligence.

A mimeographed sheet prepared regularly for parent and public consumption might be of value in the area of public relations and interpretation. Such a project is now underway with hearty approval of P.T.A. and superintendent. Tentative content for first several issues has already been outlined by a P.T.A. committee and the principal.
Projected meetings of the school board and faculty will be another step toward unifying all those concerned with education in Williamsburg.

A majority of school policies are determined in conjunction with teachers and administrators; frequently parents in public or private conferences are likewise consulted; occasionally students are involved.

There is continuous and constructive interpretation of the school program through:

a. P.T.A. meetings
b. P.T.A. committee meetings: health, cafeteria, recreational, etc.
c. Private conferences with parents
d. Progress reports.
e. Mimeographed communications on health, attendance, etc.
f. Newspaper articles.
g. Participation of teachers and pupils in public programs.
h. School performances
i. Personal correspondence
j. Home visitations.
k. Classroom assignments.
l. Adult classes
m. Distributive Education classes and downtown work.
n. Parents who work in cafeteria, take sick pupils home, etc.

A revision of present handbook for teachers would be very helpful.

Some believe that a good student handbook would also be beneficial.

A careful completion of work already under way on the course of study would be of inestimable value to teachers, student teachers, and patrons of the school.
3. We believe that one of the first responsibilities of the school is an understanding on the part of teachers, administrators, and supervisors of the mental, physical, emotional and social characteristics of adolescents. Such an understanding, we believe, is possible only through a determined, continuous effort, through as many media as possible, especially through parents, to know the nature of the learner. Unless the school personnel is aware of the many developmental phases of the adolescent, we believe that a vast majority of school experiences will have little meaning for students.

We likewise believe that it is the responsibility of the school to assist parents whenever possible in a more complete understanding of their own children, and to help pupils themselves in their efforts to understand themselves better.

Emphases to which we subscribe wholeheartedly include the following:

a. We believe that adolescents differ mentally, physically, emotionally, and socially.

b. We believe that each pupil learns according to his own capacity at his own rate.

c. We believe that pupils learn best when their mental and physical health is good.

Staff meetings frequently deal with matters akin to the problem of understanding adolescents. Recently the staff worked regularly for more than half the year on "Adolescent Needs", "Conditions Under Which Learning Best Takes Place," and "Experiences Designed to Meet Adolescent Needs."

Since the personnel guidance point of view is accepted by many of the Whaley teachers, it is natural that even some routine matters may be considered and discussed from the aspect of learning the nature of the student even better.

Grade-level meetings have occasionally been held in which the above point of view is stressed; and even subject-matter meetings may be tinged with this atmosphere.

Considerable emphasis is placed on parent conferences and home visitations as media for learning more about adolescents as well as for helping parents understand their own children better.

The testing program has as one of its chief purposes the more complete understanding of pupils.

Cooperation with the local Guidance Clinic is another evidence of our desire to learn more about the student.

Professional readings and attendance at educational meetings, meetings of the Mental Hygiene

More individual study on part of teachers relative to adolescent characteristics, and how learning best takes place seems desirable.

More professional meetings on the nature of adolescent growth and development.

Additional supervision of teachers, especially new teachers, would be helpful.

Further use of Guidance Clinic would be of help to individual pupils, teachers, and parents.

Wiser use of tests and their results would bring about increased understanding of adolescents.

More contacts with parents should be encouraged. More attention to effective techniques of teaching different types of materials, visits to other schools, etc. should be stressed.

More grade-level meetings and more clearly defined courses of study.
4. We believe that the chief function of the school, in collaboration with the home and other agencies in the community, should be its effort to help each individual develop his mental, physical, emotional, and social potentialities to the greatest degree possible. We believe that a harmonious interdependence exists among these phases of a pupil's development, that unless emphasis is placed simultaneously on all phases of total personality growth, adolescents develop into less effective citizens than would otherwise be true.

We believe that all learning comes through experience, that growth is continuous and individual, and that growth comes through the continuing interaction between individuals and society.

We believe that many forces influence the growth of individuals and that experiences should be so varied that provisions are made for the maximum growth of each adolescent; that the educational program of the school should provide opportunities for each individual to experience a feeling of personal worth and achievement.

Society and special movies is another bit of evidence of current activities.

- - -

Efforts to help pupils analyze their own strengths and weaknesses and make their own decisions as they move toward maturity is part of the day-by-day work of the guidance department as well as many other teachers.

Schedule adjustments are permitted when they seem to be in the best interests of the students concerned.

Cumulative data frequently studied in interest of pupil's welfare.

- - -

Individual and group efforts are made throughout classroom teachers and guidance counsellors in helping pupils understand themselves and develop potentialities.

- - -

One of the chief aims of the testing program at Matthew Whaley is to help individual students know themselves better and consequently give to their efforts more intelligent self-direction.

- - -

Variations in classroom assignments is rather frequent at Matthew Whaley as teachers attempt to assist pupils develop well-rounded personalities.

- - -

Conferences with students are frequently built around the idea of helping them understand their total personalities and face their problems realistically.

- - -

Increased efforts should be made by teachers, the guidance staff, and the administration in helping pupils develop their potentialities to the greatest degree possible.

- - -

More intelligent use of tests and their results is recommended.

- - -

More student-teacher planning; more individualization of instruction and variations in assignments are needed.

- - -

Additional conferences with students and with parents—clinical in nature—would improve the quality of pupil growth and development.

- - -

More guidance is definitely needed for students whose programs are overcrowded with extra-curricular and away-from-school activities.
5. We believe that skill in language arts—reading, writing, speaking, and listening—is essential to the fullest development of any student; that reasonable skill in computation and in understanding basic scientific procedures are necessary for effective citizenship; and that sensitivity to individual and group responsibility is mandatory in a democratic society. We believe that there are other fundamentals equally important, but that the above skills, by and large, are of inestimable value in understanding and mastering other fundamentals. For example, we believe that skills in reading, writing, speaking, and arithmetic, along with a willingness to assume responsibility, are necessary to the development of economic and vocational competence.

We believe that there is little value in the acquisition of facts per se, but that there is no substitute for facts when they have meaning and when students are assisted in interpreting their relationships and their value.

We believe, therefore, that subject matter per se has its place in the curriculum only as it is made meaningful to students. In view of the interrelatedness of subject matter, we believe that every effort possible should

Conferences with parents are often intended as means of helping parents understand the total nature of their children as well as possible.

Supervised extra-curricular activities have as one of their purposes the well-rounded development of high school youth.

The school is aware of the reading status of practically all its students, and seeks through the language arts class particularly to improve skill in reading. For several years special remedial work in reading has been done on the eighth-grade level with gratifying results.

Emphasis on appropriate reading—for information and pleasure—is made throughout school, but too often with decreasing effectiveness as students progress through school.

Considerable effort is made to encourage effective writing among students in many classes, especially in language arts and in journalism.

In addition to the regular mandatory classes in mathematics, which are part of each pupil's program through the ninth grade, we offer vocational math to students in grades 10-12 who prefer a course in advanced

A more detailed and careful study of reading program with organized plans for improving program.

Need for developing a total faculty consciousness as to significance of reading and the desirability of all teachers working on this problem.

It may be desirable to set up study groups on reading in order to solve the problem.

More consciousness among all teachers relative to effective writing and speaking. More emphasis on correct spelling is needed.

Throughout the school there needs to be continuous and determined effort on the part of all teachers to develop a greater sense of responsibility among students; more pride in work well done; and a greater understanding of the value of school experiences.

Additional facilities for Distributive Education would be helpful—large room, e.g., with display space, etc.

Need for a more flexible program to enable all students to take courses of their choice.

Need for shorthand and bookkeeping.
be made by teachers to correlate subject matter, experiences.

6. We believe that there are many other adolescent needs besides those mentioned above which the school should make a strong effort to satisfy. We believe, moreover, that all these needs have personal and social implications and that growth is determined to the extent that personal-social needs are met. We recognize that only when the individual and the school sense the personal-social aspect of all needs can they be satisfied adequately.

Outstanding needs which we recognize include the following:

a. Mental and physical health needs.

b. Aesthetic needs
c. Ethical needs
d. Socio-civic needs
e. Vocational and economic needs

We further believe that utmost growth takes place in individuals when pupils, teachers and parents recognize basic needs, understand conditions under which learning best takes place, and, through cooperative planning, execution, and evaluation, attempt to meet these needs. Practical arithmetic to plane and solid geometry and trigonometry.

While the school offers no separate courses in dramatics or public speaking, most language arts and social studies classes are so conducted that students have many opportunities to take part in panel discussions, dramatizations, and oral presentation of facts and opinion.

Skill in computation and in understanding of basic scientific principles necessary to present-day life is developed in mathematics and science classes.

Vocational aptitudes and skills are developed in Distributive Education, home economics, commercial classes, and industrial arts.

Student participation in assemblies does much toward developing fundamentals.

The school recognizes that it can spread itself too thin and in turn find many of its efforts dissipated. We still affirm, however, that it is the responsibility of the school to take whatever initiative seems wisest in the development of the many aspects of an adolescent's personality. Some of the broad needs listed in the left-hand column are likewise the responsibility of other agencies as well as that of the school.

Matthew Whaley does attempt to help students recognize the social and civic aspect of many matters which are also

Much more attention needs to be focused on the social aspect of all needs; in other words, more concentration is desirable in the area of setting standards for responsible living with one's fellow men.

Certainly the school could profit from more intelligent emphasis on each of the broad needs listed in the left-hand column.

Since often there is lacking any appreciable unanimity among parents, pupils, and teachers as to basic adolescent needs, more effort should be spent in arriving at common agreements as to what are the most desirable educational goals of youth and how best to achieve these.
7. We believe that teachers should have freedom to use their abilities, personalities and techniques to the end that the purposes and the responsibilities of the school are carried out; and that an atmosphere conducive to experimentation should prevail in the school. We believe, however, that there should be sufficient supervision to guarantee that instruction is always on a sound basis and within the framework of the overall philosophy of the school.

We believe that good teachers are continually seeking to grow personally and professionally; but that the administration has a definite responsibility for encouraging in-service growth.

individual. Responsible living is often the ultimate objective of any classroom assignments and experiences.

The school attempts through various methods to help students and parents recognize what are the fundamental needs in adolescent living which will make for more intelligent and responsible maturity.

In some instances pupils are assisted in recognizing best ways of learning, how to plan effectively, how to execute efficiently, and how to evaluate in terms of agreed-upon purposes.

Teachers realize that they are relatively free to teach and guide pupils in ways which seem most effective to them. There is a permissive atmosphere relative to experimentation and actual encouragement in many situations.

Some supervision by way of college consultants, the principal, and the superintendent help teachers sense the soundness or lack of soundness in their instructional and guidance practices. A far greater factor in the area of supervision is the constant self-appraisal which many teachers themselves carry on as they seek to improve their instruction and guidance of adolescents.

Numerous efforts are in evidence that many Matthew Whaley teachers constantly seek to improve themselves personally and professionally: interest in school and community activities, participation in committee work, readings, trips, conventions, lectures, advanced study, staff meetings, group planning, More encouragement in experimentation should be emphasized.

One of the greatest needs at Matthew Whaley is the need for more constructive supervision. Though differences of opinions and techniques are encouraged, there is definite need for more unanimity on essentials.

For example, the staff needs to accept more wholeheartedly certain policies and principles to which we give lip service; and to work determinedly in carrying them out.

Freedom to work in such ways as seem best to teachers is no doubt being abused because of inadequate supervisory services. Time must be found for someone to tackle this problem vigorously.

Renewed efforts toward personal and professional growth are very much in order at this time.
8. We believe that administration, supervision, guidance, testing, and other aspects of the school program have value not in and of themselves, but only as they are related to improved instruction and increasingly worthwhile experiences among pupils.

inter-school visitations. (Recently a newcomer, who taught two years at Matthew Whaley, remarked upon leaving that the best thing about the school, in her opinion, was the constant effort on the part of teachers to improve themselves and their techniques of working with young people.)

Almost always the several aspects of the secondary school which are mentioned in the left-hand column are considered in terms of improved instruction or in terms of enriched experiences for young people.

There should be no relenting of this point of view. In fact, increased attention should be focused on each of these areas in terms of improved instruction and in terms of more meaningful experiences for youth of high school age.
ADOLESCENT NEEDS

The materials included herein were developed by the Matthew Whaley High School staff during a series of faculty and committee meetings, 1948-1949. Background reading was emphasized as a prerequisite for the most effective group discussions; particular emphasis was placed on the interchange of ideas within the group. College consultants assisted in these discussions, some of which were led by teachers, some by the principal, and some by the consultants.

Although an editorial committee was responsible for the final wording of these needs, no idea is included which did not have the approval of the staff.
Adolescent Needs

All needs are personal and social; and growth is determined to the extent that personal-social needs are met.

Only when the individual and the school recognize the personal-social aspect of all needs can they be satisfied adequately. Recognizing this situation, the school then has the two-fold responsibility for helping each adolescent understand, believe in, and respect himself; and at the same time to assist him in understanding his relationships with others and his responsibilities toward society.

In the area of personal-social needs the school recognizes that emphasis must be placed on the following specific needs: mental and physical health needs, aesthetic needs, ethical needs, civic needs, vocational and economic needs.

Mental and Physical Health Needs

Developing a sense of security and a feeling of belonging within the group: feeling that one's contributions are worthwhile; feeling that one is understood and accepted for his own worth; feeling that the group respects the individual as an important member of the group.

Developing the ability to face reality: to recognize the potentialities and limitations of oneself and of others; to recognize the necessity for making choices and for accepting the consequences of one's choices; to recognize the necessity for accepting life situations over which one has no control and to modify those situations over which one does have control; to be able to distinguish between what is real and what is not real.

Developing the ability to discipline oneself: to follow through to satisfactory completion the responsibilities which one undertakes; to know and to practice good manners; to practice promptness; to work as the occasion demands, either independently or cooperatively in groups; to sacrifice one's personal desires for the good of the group; to control one's actions so that the individual and the group profit from these actions.
Developing the ability to practice tolerance and the willingness to respect the well-founded and sincere opinions of others; developing wholesome attitudes toward the members of one's family, toward one's peers of both sexes, and toward the members of other social groups.

Developing the ability to grow toward maturity, independence, and in maximum usefulness to self and others: to discuss problems with understanding adults; to plan intelligently; and to make worthwhile decisions.

Developing skills - academic, vocational, social, and physical - to such a satisfactory degree that every individual is stimulated as often as possible by the experience of success.

Understanding the close relationships between mental and physical health.

Recognizing and satisfying the need for relaxation; developing a variety of interests which can be pursued independently or cooperatively; budgeting leisure time so wisely that activities and experiences which benefit oneself will be balanced by those which benefit others; developing the ability to use solitude advantageously; developing skills sufficiently well that one uses them voluntarily and naturally.

Developing good health habits - rest, diet, exercise, cleanliness - through a proper understanding of the mechanics and functions of the human body; acquiring accurate and meaningful sex information.

Aesthetic Needs

Developing appreciation for beauty in literature, art, music, and nature; appreciation of body, form, and movement.

Developing appreciation for one's own culture and for the cultures of others; recognizing and appreciating opportunities for aesthetic satisfaction in one's immediate environment; developing an appreciation for the feelings of others.

Appreciating and practicing simple, sincere, and wholesome living.
Ethical Needs

Developing a code of principles as a guide for individual behavior; developing the ability to translate these ideals or principles into effort and eventually into habit; developing the ability to make wise choices.

Developing spiritual values: respect for human worth, appreciation and desire for the finer things of life, acceptance of responsibility directed toward the common good, the desire to make oneself a better person.

Assuming responsibility for actions of oneself and for the actions of others: developing intellectual and material honesty; practicing truth telling and demanding it in others; assuming responsibility for protecting property belonging to oneself and that belonging to others; being loyal to individuals, groups, and causes to which one subscribes.

Maintaining high standards of work and conduct; practicing the philosophy of doing one's best.

Civic Needs

Recognizing the advantages of group activity and group action; assuming responsibility for participation in group efforts; recognizing the need for cooperation among members within groups and between groups themselves.

Recognizing the necessity for accepting responsibility for one's own actions and for sharing the responsibility for the action of others.

Recognizing community problems and assisting in solving them; recognizing the objectives and responsibilities of various social groups and one's individual responsibilities to such groups; understanding the problems of the underprivileged and assuming reasonable responsibility for assisting such individuals or groups.

Recognizing the strengths and weaknesses of democracy as compared to other forms of government; assuming responsibility for making democracy function in home, school, community, and national life; recognizing the need for accepting decisions made by the majority, and for respecting the rights of the minority.
Understanding the manner in which community agencies operate and one's responsibility for their improvement; recognizing that the school is one of the several community agencies whose prime objective is the improvement of the community.

**Vocational and Economic Needs**

Knowing vocational opportunities within city, state, and nation; knowing general requirements and specific qualifications demanded in these vocations; knowing where and how these requirements can best be satisfied.

Determining one's potentialities and limitations relative to any given vocation; making wise choices based on a knowledge of opportunities offered plus a knowledge of one's own abilities; improving one's general background training as well as one's technical training for a specific vocation.

Recognizing the value of work experiences as part of the development of a well-rounded, efficient individual; understanding the necessity for labor and respecting the dignity of labor.

Recognizing and using wisely all community resources - human and material, natural, cultural, historical.

Knowing the basic facts relative to consumer buying: determining a well-balanced spending and savings program; understanding practical business relations, such as, using credit; and obtaining protection through insurance.
THE MATTHEW WALEY SCHOOL
Exhibit C

10TH, ELEVENTH AND TWELFTH GRADE QUESTIONNAIRE

Name_________________________ Age: ___ Grade: ___ Date: __________

What radio programs do you like to listen to regularly?

List the magazines which you read regularly

List the magazines found in your home

What home duties do you have?

If you come on the bus, what time do you usually leave home?

If you attend church services regularly, which church?

If you attend Sunday school regularly, what Sunday School?

What jobs or chores are you responsible for each day?

How much is your allowance? How much do you earn?

If you earn money, how do you earn it?

If you try to keep in touch with what is going on in the world from day to day, what sources of information do you use?

What countries other than the United States have you visited?

Have you ever attended a summer camp? If so, where?

Recreational Interests:

What is your favorite pastime?

What hobby or hobbies do you have?

How often do you attend the movies?

What type of movie do you like best?
In what sports do you engage? (List in order of preference)

What games (other than sports) do you like especially?

In what out-of-class activities do you engage at school?

Of what organizations are you a member?
  In school
  In community

What kinds of reading do you do primarily for recreation?

Do you like to write? If so, what?

Do you ever contribute articles to your school paper?

Do you enjoy music? What types of music do you like best?

What musical instruments do you play?

Do you like to sing?

What kinds of art work do you yourself do?

In staging a play which is most appealing to you: work on sets, properties, make-up, directing, acting?

What pets do you have, if any?

In addition to the activities you have mentioned, what do you do in your leisure time?

Plans for your Future:

Do you plan to do any kind of study beyond high school?

What institution do you plan to attend?

What are your first, second and third choices of occupations?
  1.
  2.
  3.
## MATTHEW WHELEY SCHOOL

### Exhibit D

#### Standardized Tests

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### Instructions:
- Fill in the table with the date, grade, test name, raw score, I.Q. score, and norm.
- Include all relevant test results for each category.
**THE MATTHEW WHALEY SCHOOL**  
**PERMANENT RECORD SHEET**

General Information:

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<th>Date</th>
<th>Name</th>
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Place of Birth

Present Address

Date of entrance to The Matthew

Last School Attended

Father's or Guardian's Name

Birthplace

Education: Grade School | High School | College | Business

Occupation

Address

Mother's or Guardian's Name

Birthplace

Education: Grade School | High School | College | Business

Occupation

Address

Home:

- [ ] Live with both parents
- [ ] Live with father
- [ ] Live with mother
- [ ] Live with relatives or guardian
- [ ] Father deceased
- [ ] Mother deceased
- [ ] Father deceased; mother remarried
- [ ] Mother deceased; father remarried
- [ ] Parents separated
- [ ] Parents divorced
- [ ] Father divorced and remarried
- [ ] Mother divorced and remarried

Number of brothers: Older | Younger

Number of sisters: Older | Younger

In what places other than Williamsburg have you lived?

Is any language other than English regularly spoken or read in the home?

Place of residence (underscore correct one):

- [ ] Farm
- [ ] Country (not farm), Town
# CUMULATIVE RECORD

Matthew Whaley School, Williamsburg, Va.

ELEMENTARY DEPARTMENT

---

**DATE OF BIRTH**

ESS

**NT(S) or Guardian(s)**

**ED ON**  IN  **GRADE**

**SCHOOL**  **CITY**  **STATE**

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# INFLUENCE OF HOME AND COMMUNITY

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<td>LIST ALL CHILDREN (INCLUDING PUPIL HIMSELF) FROM OLDEST TO YOUNGEST.</td>
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</tbody>
</table>

**MARITAL STATUS:** Living with both parents ___________. Living with father ___________, mother ___________, guardian
Divorced ___________, separated ___________, Mother ___________, father ___________, remarried.

**COMMENTS:**

---

# PLACEMENT RECORD

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<tr>
<th>DATE</th>
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Report of Progress

THE MATTHEW WHALEY SCHOOL

High School Division

WILLIAMSBURG, VIRGINIA

Exhibit 2

EXPLANATION OF MARKING SYSTEM

The purpose of this report is to inform parents of the educational progress of each pupil. The report includes the development of good attitudes and habits and also the development of skill in each subject the pupil is taking.

Comparative ratings used in this report—Outstanding, Above Average, Average, Below Average and Unsatisfactory—show how the achievements of a pupil in Matthew Whaley compare with those of pupils in the same grade throughout the nation. Comments by teachers will frequently indicate a pupil's progress in relation to his own abilities.

OUTSTANDING means that the work of a pupil is superior; it does not mean, however, the pupil cannot do better.

ABOVE AVERAGE means that the work of a pupil, though not outstanding, is better than that of pupils whose work is average.

AVERAGE means that the work of a pupil is equal to that of pupils of average ability.

BELOW AVERAGE means that the work of a pupil is barely passing.

UNSATISFACTORY means that the work of a pupil is not passing.

REASONS WHICH MAY AFFECT THE QUALITY OF A PUPIL'S WORK

The quality of work done by a pupil is determined by some of the following factors:

- Extent to which work is thoroughly, accurately, and promptly prepared
- Participation in class activities
- Cooperation with teachers and pupils
- Interest and initiative
- Willingness to assume responsibility
- Independent thinking
- Ability to read, write, and speak effectively
- Use of available learning materials in the classroom, in the library and in the community
- Use of time
- Effort expended
- Extent to which outside activities contribute to or interfere with school work
- Scholastic background for course or activity
- General aptitude for course or activity
- Habits of promptness and regularity in attendance
- Desire to improve

Certain types of information not found in this progress report are available through the pupil's teachers and through the principal's office. Parents are cordially invited to visit the school at any time for purposes of inquiry, for sharing information, and for making suggestions.
<table>
<thead>
<tr>
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<th>FIRST MARKING PERIOD</th>
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<th>SECOND MARKING PERIOD</th>
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Statement of Pupil's Future Plans:

Mid-year Comment on Quality of Pupil's Work in Reference to His Plans:

End-of-the-Year Comment on Quality of Pupil's Work in Reference to His Plans

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<th>Marking Period</th>
<th>First</th>
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Tentative Program for Grades 10, 11, 12

Approved By:

__________________________, pupil

__________________________, parent

__________________________, counselor
Matthew Whaley School
Conferences with Pupils

Name of Pupil │ Name of Teacher

Directions: Date each report. State nature of interview, pupil reaction, recommendations made to pupil, what was accomplished in the interview, follow-up and other pertinent facts.
GRID for Evaluating PHYSICAL FITNESS
in Terms of PHYSIQUE (Body Build), DEVELOPMENTAL LEVEL and BASAL METABOLISM
— A Guide to Individual Progress from Infancy to Maturity —

E X H I B I T K

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By NORMAN C. WETZEL, M.D.

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### PHYSICAL FINDINGS

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<tr>
<td>Nose - Obstr.</td>
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<tr>
<td>Eyes (see also V.A.)</td>
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<td>Ears (see Hear.)</td>
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<td>Teeth</td>
<td>Temp, Perm,</td>
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<td>Tongue &amp; MM.</td>
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<td>Cerv. Glands</td>
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### MENTAL

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<td>Mumps</td>
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### PROGRESS NOTES

- Explain positive (+) findings & defects (X); give dates.

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Printed in 1
Name ________________________________ Parents __________________________

Date of Birth ___________________ Date of Entrance ___________________ Sex ___________________

Date of Exit ___________________ Date of Graduation ___________________

Transferred From __________________________ School with ______ credits __________________________

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<th>First Year - 7th Grade</th>
<th>1st</th>
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<th>Cr.</th>
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<th>2nd Yr</th>
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Number in graduating class _____ Class standing of this pupil _____ Quar.

Credits sent to __________________________________________ Date ______

Credits sent to __________________________________________ Date ______

Credits sent to __________________________________________ Date ______
# QUARTILE RATINGS

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**NOTE:**

To determine in which quartile (1 - highest, 4 - lowest) a pupil should be placed, consider in which fourth of an average class (large and unselected) in your subject he would belong.

Note that in a large and unselected group there would be the same number of pupils in each quartile (1/4 of the group.) But in your class there may be none in quartile 1 (or any other quartile) or there may be more than 1/4 of your class in that quartile.
PUPIL'S INFORMAL RECORD

Pupil's Name ____________________________

Year ___________ Grade ___________ Teacher __________________

School and community organization to which pupil belongs:

Extent to which pupil is active in such organizations. (For example was he an officer or leader? Did he take an important part in some program or project or do well the jobs assigned him?)

Mention any other information which seems pertinent in giving a picture of the pupil's school life and activities during the year as: special interest or ability, attitude, outstanding qualities, special handicaps (other than subjects).
INFORMAL RECORD OF SITUATIONS

Year

(Pupil's Name)

Teacher's Name
1. What is your opinion of his intellectual capability?

2. To what degree does he possess ability to grasp ideas?

3. To what degree does he possess education?

4. How do you regard his personality?

5. To what extent is he dependable?

6. How amiable is he?

7. How alert is he in his studies?

8. What degree of emotional stability does he exhibit?

9. What degree of leadership?

10. What is the summary of your opinion of his character and conduct?

PERSONAL RATING OF CANDIDATE
Report of Testing Committee

The Testing Committee recommends that the following jobs be done during the summer:

1. That recording of test results will be accomplished through the central office and that the filing of tests agreed upon for future use will also be taken care of through the office.
2. That Mr. Pitts will prepare an inventory of all tests on hand.
3. That Mr. Pitts will examine samples of tests on hand and check against tests which we now possess and will order additional samples.

The committee likewise recommends:

1. That before any tests be given in the fall the faculty work with Dr. Martin and Mr. Brooks on administering and interpreting tests.
2. That we continue the present plan of scoring.
3. That the administration provide clerical help for recording results.
4. That the California Test of Personality and Bell Adjustment Inventory be dropped.
5. That counsellors give adjustment or personality tests as needs arise.
6. That the school obtain a wider variety of these tests for examination and possible use.
7. That summary sheets of reading tests be made available to teachers through grade level meetings of teachers.

Relative to Mental Tests the committee recommends:

1. That in the 7th grade the Terman-McNemar be eliminated and the California Short Form be used, with the Henman-Nelson test as a check.
2. That either the California Short Form or the Henman-Nelson be administered to students entering above the 7th grade.
3. That we give another mental test in the 9th grade - either the ACE or the California Test of Mental Maturity.
4. That we give another mental test in the 12th grade - preferably the college form of Ohio State Psychological Examination. That William and Mary continue to give tests to those students planning to enter that institution. That individual tests be given to those students about whom there seems to be a question at any time.

Relative to Special Aptitude and Interest Tests the committee recommends:

1. That Germane's Vocational Interest Inventory be given in the spring of 8th or 9th grades.
2. That Minnesota Vocational Test for Clerical Workers be given in the spring of 8th grade.
3. That Revised Minnesota Paper Form Board Test be given in the spring of 8th grade.
4. That Prognostic test in Latin be given in the 8th grade.
5. That the Seashore Test of Musical Talent be given in the spring of the 8th grade.
6. That Kuder Preference Inventory be given in the 11th grade.

Relative to Achievement Tests (Special Fields) the committee recommends:

That Achievement tests be discussed with the principal and consultants before any are decided upon to be used; that orders should be placed through Mr. Mulholland.
Relative to General Achievement tests the committee recommends:

That we follow the present scheme now in use and that we study carefully throughout next year our present system with a view to making changes which seem necessary.

This committee has worked only on the simplification of the present high school testing program. It is their recommendation that a committee composed of staff members from both elementary and high school study this problem for the whole school at as early date as is possible.
VOCATIONAL GUIDANCE PROGRAM  
Grades 8 - 12  

Tentative Outline

I. Purpose: To aid pupils in selection of a vocation and in choice of electives

II. Placement: Social Studies and Language Arts classes

III. Major emphasis by grades

8th Plan a High School program of studies based on recognized interests and aptitudes

9th Vocational information in groups of occupations

10th Study of specific occupations: each pupil choose three which seem possible for him

11th Individual guidance: trait comparisons

12th Field experiences

IV. Techniques

8th 1. Surveying ways in which people in Williamsburg make their living
2. Reading vocational fiction and biographies
3. Listening to descriptions of High School courses by other pupils, especially electives
5. Planning a program of studies for following four years

9th 1. Studying groups of occupations
   a. Agriculture, business, mechanics or trades, homemaking
   b. Industries, transportation, communication
   c. Professions, the Arts, the Sciences
2. Reading vocational fiction and biographies
3. Seeing movies concerning occupations
4. Study of personality: importance, development
5. Checking aptitudes in light of year's work: Teachers' judgments of subject matter differentials

10th 1. Hearing talks by employers and professional men
   Panels
   a. Education: College, High School, Elementary
   b. Medical and Nursing
   c. Social Service
   d. Technology: chemist, engineer, draughtsman

2. Seeing movies concerning individual occupations which group is studying: discussion of training required, working conditions, opportunities for advancement, etc.
3. Writing business letters
4. Dramatizing interviews
5. Studying the relationship of speech to personality
6. Investigating data concerning a) job trends b) types of work available in Williamsburg, the surrounding area, the state
7. Studying opportunities for advanced study: Colleges, Norfolk Division Regional Vocational School
8. a) Making self inventories: on appropriate forms, in essays, in conferences, or
   b) Analyzing each other

11th 1. Battery of tests for college and non-college aptitudes
2. Vocational autobiography
3. Many conferences with teachers and parents based on all available information

12th 1. Careful study of job areas in which pupils are interested: visits and reading
2. Interviews with persons in these job areas
3. Oral reports to class on field experiences
4. Reports on field experiences written to be filed for future reference
5. Pre-college seniors have individual interviews with William and Mary Counselor (May)
How adequate is the preparation of members of the guidance staff?

How adequate is the experience of members of the guidance staff?

How satisfactory are the personal qualifications of members of the guidance staff?

Referral Consultants:

a. How adequate are the provisions for securing the services of consultants?

b. How extensively are the services of consultants used?

Teacher Participation:

a. To what extent do teachers indicate interest in and understanding of the functions of the guidance services?

b. How extensively do teachers and counselors cooperate in appropriate phases of the guidance services?

c. How effectively do teachers and counselors cooperate in appropriate phases of the guidance services?

Individual Sources of Information about Pupils:

a. How adequate are the provisions for obtaining information about pupils?

Home and Family Background:

a. How extensive is the information concerning home and family background?

b. How well is the information concerning home and family background kept up to date?
Physical and Medical Status:

a. How extensive is the information concerning physical and medical status?

b. To what extent are physical and medical records kept up to date?

c. To what extent is use made of these data?

Scholastic Progress and Test Information:

a. How extensive is the information concerning scholastic progress?

b. To what extent are tests used in studying pupils?

c. How up to date are scholastic progress records?

d. To what extent is use made of these data?

Personal and Social Development:

a. How extensive is the information concerning personal and social development?

b. How up to date are records of personal and social development?

c. To what extent is use made of these data?

Maintenance and Use of Pupil Information:

a. How well are records organized, filed, and protected?

b. How extensively are records used by teachers?

c. How extensively are records used by counselors?

Informational Services:

a. How extensive is the supply of information useful to pupils for guidance purposes?

b. How well is this information organized for use?

c. How extensively is this information used (by pupils and counselors or homeroom teachers)?

General Principles (of Counseling Services):

a. How extensive are the provisions for counseling?

b. How effective is the counseling?
Interview Procedures:

a. To what extent is careful preparation made for the interview?

b. How effectively are the techniques used in the interview?

Placement Services:

a. How adequate are provisions for educational placement services?

b. How adequate are provisions for employment placement services?

c. How effectively do these services function?

Follow-up and Adjustment Services:

a. How adequate are provisions for follow-up services?

b. To what extent are follow-up activities contributing to the improvement of the educational program?

General Evaluation of the Guidance Services:

a. How well do the guidance services meet the needs identified in Section B and Section C?

b. To what extent is the school identifying the problems in the guidance services and seeking their solution?