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The Need for Guidance in a Small Rural High School.

Edward Tabb Justis

College of William and Mary

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THE NEED FOR GUIDANCE IN A SMALL
RURAL HIGH SCHOOL

by

Edward T. Justis

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SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
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1940

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Chapter I

INTRODUCTION

Changes in Society Which Increase The Needs For Guidance

Changes in society are taking place more rapidly today than at any other period in history. Education to be effective must assume the responsibility to prepare the pupil for effective living by reflecting these changes and training the pupil to adjust himself to them. Since choices are involved in adaptations to changes, guidance is needed to insure selections of a desirable nature. Society's tendency to experiment with the new, and the improved old, increases the need to guide youth capably toward choices fundamentally wise. Some of these changes will be discussed briefly.

Changing conditions in the home. The home is no longer the self sufficient unit that it was a century ago. Modern conveniences have decreased the amount of time necessary to perform the work around the home. Employment and recreational activities take the parents away from the home. Children at home frequently engage in activities not regulated by adults. This lack of supervision calls for the provision of guidance by some agency other than the home.

Changing conditions of labor and industry. Today there is increased specialization in occupation. The nineteen

hundred and thirty census contains over 25,000 single occupational designations. Mass production demands that an individual do some one thing well. Employment in all callings is forever fluctuating; the only constant is change. Since 1870 the proportion of the population engaged in agriculture and allied work has diminished while the ratio active in trade and transportation, clerical and professional service has expanded.¹ There is a decrease in the number of young people in employment. In nineteen hundred, 18 per cent of the children between the ages of ten and fifteen years were gainfully employed; and in nineteen hundred and thirty only four and seven-tenths per cent were so employed.² Rapid reversals point to the possibility of vocational modification several times during the span of life. Opportunities for the employment of women have increased with the further demand for clerical force, beauty operators, saleswomen, and workers in allied fields that employ a large percentage of women. The problem of labor and industry's tendency toward specialized training and functional upheaval has become so acute that the office of Education recently added a department to keep schools informed relative to new occupations, occupations already overcrowded, and occupational trends.

Changes in population and birth rate. There is a tendency toward definite concentration of population in city and urban

1. Recent Social Trends in the United States, New York: McGraw-Hill Book Company, Inc., 1933, p. 284.
2. Ibid., p. 779.

areas.³ This fact combined with the low digit employment in agriculture and allied occupations indicates a migration of rural population to the cities. The birth rate is decreasing.⁴ The ratio of older people in the total population is going up.⁵ The declining birth rate and advances in medical science may be expected to swell the proportion of older people in the population for some time to come. The effect of a declining proportion of youth to older people will be felt in lessened demand for youth in gainful occupations, greater competition for positions open to youth, and the extension of education to ages when youth will be absorbed in occupations. Pupils in the schools must realize these changes in order to perform intelligently their duties as citizens.

Changing standards of living. The American standard of living is high as compared to the standards of other nations; and it is constantly growing. Increase in the per capita national income from three hundred forty dollars in 1910 to five hundred seventy eight dollars in 1930 is evidence of the expanding standard.⁶ Another indication is found in the production of motor cars and trucks. In nineteen hundred ten, 187,000 cars and trucks were produced as compared to the nineteen hundred thirty figure of 3,356,806.⁷ Rising standards

3. Recent Social Trends, op. cit., p. 8.

4. Ibid., p. 33.

5. Ibid., p. 34.

6. The World Almanac, 1933, p. 423.

7. Ibid., p. 394.

of living bring changes in our social and economic systems that increase the difficulties of adjustment.

Changes in the amount of leisure time. The majority of our people are faced with shorter hours of labor and a consequent increase in leisure time. Mass production and routine work demand greater recreational facilities. Commercialized amusements are not always of a desirable nature; and their costs, plus the decrease in income for certain types of workers, places them out of the reach of many. Since leisure time unwisely spent may lead to crime - but wisely spent may contribute to success - the need for guidance in the selection of free-time pursuits is very significant.

Changes in moral and religious conditions. The church no longer occupies the place of leadership it held in the early history of this country. Attendance at religious services has fallen.⁸ In many instances the churches are struggling for existence. Evidences of racketeering, graft, and corruption in politics, business, and government are found daily in our newspapers. The gradual but continuous spread of crime in this country is an additional indication of loosening moral conditions.⁹ Since only 55 per cent of the population over thirteen years of age are church members¹⁰ the development of moral character becomes the responsibility

8. Arthur J. Jones, Principles of Guidance, p. 28.

9. Recent Social Trends in the United States, New York: McGraw-Hill Book Company, Inc., 1933, p. 1165.

10. Ibid., p. 1120.

of other agencies, particularly the school since it reaches a large portion of youth.

The necessity for efficient leadership. Democracy is entirely dependent upon the development of intelligent leadership. Local, state, and national leaders must be chosen wisely by the people. Failure to select knowingly will impair, and may ultimately destroy, the democratic form of government. Thus the school must provide opportunities in which pupils may select leaders, and evaluate the quality of the service of the leaders under the guidance of mature persons, developing ultimately the ability to select and appraise leaders independently.

Exploitation of the desire for guidance. The desire of the American people for guidance is evidenced by their patronage of certain widely advertized and somewhat alluring methods of securing information about themselves. Foretelling by astrology, phrenology, physiognomy, graphology and allied methods is practiced throughout the nation. It is estimated that well over \$5,000,000 is spent yearly in the United States for information from such sources.¹¹ Such pseudoscientific divining is probably harmful, at least wasteful and unnatural advisement; in short, it is expensively false, an exploitation, and must be supplanted by a guiding device that teaches the individual to become eventually self-sustaining and

11. Arthur J. Jones, Principles of Guidance, p. 205.

intellectually thoughtful rather than superstitious.

Changes in Schools Which Increase the
Needs for Guidance

Increased enrolment in high schools. Enrolment in the high schools has steadily increased since 1870. The growth has been especially rapid since 1915. In eighteen hundred ninety there were 202,963 pupils in the high schools, and in nineteen hundred thirty three the number had multiplied to 5,387,000.¹² In these forty-four years the number in the high schools had increased more than 2600 per cent.

The expanding curricula. Our first American secondary schools offered the student no option of courses. Gradual expansion since the Latin Grammar school has led to the highly differentiated procedures found in many high schools today. The curricula have expanded from sixteen subjects of a college preparatory nature to as many, in some locations, as two hundred fifty subjects preparing for widely varied types of post-school activity. The expansion of the curricula has increased the possibilities of confusion in choice, and consequently the need for guidance. Pupils require extensive information on the alternatives - if we would have them choose for their ultimate good.

12. Arthur J. Jones, Principles of Guidance, p. 23.

Eliminations from school. In 1928-1929 seventy-three per cent of the children entering the elementary school did not graduate from high school.¹³ Recent indications point to a decline in eliminations from our schools.¹⁴ Although eliminations are decreasing, the fact that such a great number of children still do not complete their high school work constitutes a serious problem for education.

Increase in the amount of general education demanded.

The steady addition of the proportion of persons five to twenty years of age attending school is an important indication of our national attitude toward instruction. This trend points to the belief that education is a national asset. It indicates that the educational level demanded by the people is higher than ever before. A high school education today is probably considered more necessary than was a knowledge of reading and writing in Colonial times. Compulsory attendance laws, advanced age requirements for leaving school, and the decline of youth in employment have all had a part in keeping children with their teachers several years longer than formerly. This results in the chance that older pupils may lack both interest and ability for handling the traditional offerings. Teachers need to pay attention to misfits resulting from the attempt to have pupils conform to the outmoded. Educators must find new methods and materials to meet pupil

13. Arthur J. Jones, Principles of Guidance, p. 25.

14. Ibid., p. 27.

needs, and guide them so maladjustments do not occur or are kept at a minimum.

Varied means of continuing education. The academic college is no longer the chief means of continuing education beyond the high school level. Growing demands have resulted in the rise of diversified curricula in colleges. Specialized institutions and training schools have multiplied in number, largely because of the ever greater number of occupations and the constant emphasis on specialization. Night schools and correspondence courses are available to meet the needs of persons employed by day. The multiplicity of opportunities for continuing education, and the extremely diversified courses, necessitate increased exploration and guidance before youth leave school in order to utilize these agencies more effectively.

Consolidation of schools. Consolidated schools are rapidly replacing the smaller, less efficient, units. In nineteen hundred seventeen there were 7,500 consolidations; in nineteen hundred thirty-four there were 17,374.¹⁵ The act of uniting intensifies the efficiency of the school. It may also heighten to some extent the problems the school must face: choosing from electives, adjusting large groups of students from different communities, and making orderly continuous growth possible for pupils with widely varying backgrounds.

15. Frederick Elmer Bolton, Thomas Raymond Cole and John Hunnicut Jessup, The Beginning Superintendent, p. 503.

The School's Responsibility for Guidance

Responsibility of the school to the individual. Public schools were established to meet the needs of the children of the nation. At the beginning, educational patterns were conceived of and set up, the aim being the mastery of a quantity of subject matter in a few fundamental fields. The curricula passed through successive stages of expansion and development. Gradually educators realized that the school must be concerned with the development of the individual as a whole. New directions in society and the educational outlook have amplified the number of crucial decisions a child must undertake while in school. The instructor must aid the student in making these decisions and in solving whatever problems arise in his life.

Responsibility of the school to society. Society in a democracy supports the public school to perpetuate, improve and promote society's own interests.¹⁶ The educational system is responsible for the development of individuals who will satisfactorily perform these functions. The school must fulfill its obligation to society by making every possible effort to aid the student in developing into a well integrated individual as well as a capable functioning member of society.

The strategic position of the school. Conditions in modern life point to an ever expanding necessity for guiding

16. Thomas S. Briggs, "The Great Investment", Inglis Lecture, p.8.

especially the young people of school age. Guidance is one of the chief functions of home, church, state, and many other social organizations. The most adequate assistance can be given only through a cooperation of these agencies. The public school should take the responsibility for initiating and carrying on an adequate program of guidance work. The schools have the young people in their formative years and are organized in such a manner as to render service of a type not possible in the home, church, or other organizations. The school, because of its continuous contact with a major cross-section of youth, and because of its strategic position otherwise, is probably the only agency that can effectively carry through a system of instructive help for all who need it. The school does not endeavor to usurp functions rightfully belonging to other social institutions. If, however, the welfare of society is threatened by failure of social institutions to perform their legitimate functions, the school should take up the lag until the agency or institution that has failed is capable of functioning again.

The Meaning of Guidance

Meaning of the term. The word guide in the verb form means "to point out or show the way". As a noun guide refers to "a person who shows the way". The synonyms of guide are lead, conduct, regulate, direct, and steer. The first three suggest authority or compulsion and in this respect differ from guide. The words steer and direct more nearly approach

a synonymous meaning, but they lack the implication of help of a personal nature that should be associated with the term. A person seeking aid usually applies to a guide. To guide is to supply personal assistance that is not authoritative or imposed upon an individual who realizes his need for help.

The relation of guidance to education. Education is a growth that takes place in the individual. The results that we call education can be measured only in terms of the changes made in each individual.¹⁷ Augmentation in the individual usually results from activities carried on by the individual. The old conception of teaching was that one must impose certain definite tasks and duties to be performed. The newer conception is that one must help the individual to learn. As always, the teacher may direct the determination of goals, but he leads each pupil toward understanding these ends and toward accepting them as his own. Help of this type is guidance. The method used to reach the end is not of vital importance except that it shall be adapted to the individual. Assisting a pupil to find the method best answering his needs is guidance. Can education and guidance be separated? Jones¹⁸ lists two possibilities. We must regard guidance as the supplying of information and experience necessary for intelligent choices, or confine it to conscious assistance given an individual at the time of his choice. The first alternative must include the development of habits, attitudes, and ideals and makes

17. Arthur J. Jones, Principles of Guidance, p. 35.

18. Arthur J. Jones, Principles of Guidance, p. 42.

it difficult to separate education and guidance. The second alternative practically restricts guidance to counseling. Koos and Kefauver,¹⁹ and Langfitt, Cyr, and Newsom²⁰ apparently lean toward the second alternative. Brewer,²¹ Jones,²² and Jones and Hand²³ take the first alternative.

How can the giving of help by a counselor be called guidance and the giving of help and information by teachers of English, science, civics, and other subjects not be called guidance? If the analysis of education already made is correct it is impossible not to accept the position that directly or indirectly all of education must be concerned with guidance.

Definition of Guidance. If all education is concerned directly or indirectly with guidance, no better definition can be found than that presented by Jones and Hand²³:

"Guidance is that inseparable aspect of the educational process that is peculiarly concerned with helping individuals discover their needs, assess their potentialities, develop life purposes, formulate plans of action in the service of these purposes, and proceed to their realization."

19. L. V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools, pp. 15-22.
20. R. Emerson Langfitt, Frank W. Cyr, and N. William Newsom, The Small High School at Work, pp. 105-126.
21. John M. Brewer, Education as Guidance, ix + 654 pp.
22. Arthur J. Jones, Principles of Guidance, pp. 32-44.
23. Arthur J. Jones, and H. C. Hand, "Guidance as Purposive Living", The Thirty-Seventh Yearbook of the National Society for the Study of Education, Part one. pp. 24-25.

Basic Principles of Guidance. Basic principles must serve as criteria in determining the necessity for guidance and the methods and materials possibly most effective in meeting the needs.

Statement of principles. The following principles have been selected to serve as bases.

1. A research and measurement program is an essential part of successful guidance work.
2. An adequate, accessible, and flexible system of records is necessary for effective work.
3. Provision for and promotion of guidance activities is a major responsibility of administrative officers.
4. The major work of guidance must be done by classroom and homeroom teachers.
5. The work of the guidance specialist is:
 - a. To stimulate, guide, and check the guidance activities of teachers.
 - b. To give specialized help when necessary.
6. Guidance is not prescriptive but aims at establishing progressive ability for self guidance.
7. Guidance consists in helping pupils to set up purposes and objectives that are for them dynamic, reasonable, and worthwhile, and in helping them, so far as possible, to attain the objectives in the service of their purposes.
8. Guidance aims to give the student an understanding of the social, recreational, educational, health, and vocational activities in which he at present participates and which he will continue to take part in after leaving school; and it aims to help him prepare for such participation.
9. Guidance aims to help the student find and form accurate judgments relative to the extent of his abilities in different activities.
10. Guidance aims to assist the student in selecting life activities vital to his later adult position and the socially normal desire for success and happiness.

11. Guidance aims to help the student in planning an educational program which will best prepare him for his chosen activities, giving appropriate recognition to the need of training in social, recreational, educational, health, and vocational endeavor.
12. Guidance aims to facilitate adjustment of the student in his activities in and out of school so that he will attain maximum achievement and happiness and not be disturbed by social and personal maladjustments.

Chapter II

The Problem

Significance of the problem. The need for guidance is being recognized by an ever-growing number of school officials. The necessity in rural districts has been determined as especially acute by several authors. Hatcher¹ says,

"County children's need for guidance is especially acute in that most of them face crucial decisions as to whether to stay in the country or leave it. Neither they nor their teachers have facilities for understanding adequately what either country or city life has to offer."

Jones² offers the following remarks relative to guidance in rural areas,

"In rural areas the difficulties of organization of guidance activities are great. The lack of trained teachers, the inadequate facilities, the wide dispersal of schools are conditions that make the situation very different from that in urban areas. The type of organization suited to cities is not suitable for rural areas. So far, little has been done for the guidance of rural boys and girls."

Additional proof of the importance of the problem is found in the formation of such organizations as the Southern Woman's Educational Alliance of Richmond, Virginia, which exists, and maintains a staff, for the express purpose of providing guidance for rural boys and girls.

Still further evidence of the significance of the problem is found in the number of guidance studies conducted

1. O. Latham Hatcher, Guiding Rural Boys and Girls, p. 7.
2. Arthur J. Jones, Principles of Guidance, pp. 415-416

by graduate students in relation to individual schools. A few of the most recent studies are those by Bennett,³ Coleman,⁴ Mason,⁵ and Miller.⁶

This investigator examined the thesis by Coleman. His work was aimed at determining the status of the guidance program in Jasper High School, Jasper, Texas and in making recommendations for a program of expansion. Vocational, health, and extra-curricular guidance facilities were analyzed; and a study of the record system conducted. Recommendations included additional vocational guidance, reorganization of clubs and home rooms, and follow-up records as a means of measuring the results of the program.

Judging by the evidence just presented guidance is a problem of vital importance, especially in the rural schools.

Definition of terms. A small high school is to be considered as one having an enrolment of less than 200 pupils.

Guidance will include any means by which the school assists pupils in discovering their needs, assessing their potentialities, developing their purposes, or formulating plans of action.

3. Bennett, Clifford R., An Educational Guidance Survey of the Small High Schools of Jackson County, Missouri. Unpublished Master's Thesis, 1937. Wyoming.
4. Coleman, Aubrey Bernice., A Study of Guidance in Jasper High School, Jasper, Texas, Unpublished Master's Thesis, 1937. Peabody. 160 p. ms.
5. Mason, George Clyde., A Guidance Program for the High School of Van Wert, Ohio. Unpublished Master's Thesis, 1937. Ohio State.
6. Miller, Virgil C., An Experimental Guidance Program in a Rural Consolidated High School. Unpublished Master's Thesis, 1937, Ohio.

Needs - the presence of conditions in the community, the school, or the individuals implying that certain adjustments are necessary on the part of the school in order to facilitate the well rounded development of the pupils will be termed a "need".

Rural refers to communities with a population less than 2500.

The Problem defined. The general problem is to determine the needs for guidance in the Midlothian High School, Midlothian, Virginia. In determining these needs, the status of the pupils relative to the following sub-divisions of the problem was investigated; analyzed, and interpreted.

1. Life purposes of the pupils
 - a. To determine the per cent of pupils with formulated purposes.
 - b. To determine the nature of purposes expressed by pupils.
2. Problems that face the pupils.
 - a. To determine the situations recognized by pupils as problem situations which they must solve.
 - b. To classify these problems on the basis of some of the more important social relationships.
3. Vocational plans of the pupils
 - a. To secure information regarding:
 - Choice of occupation
 - Preferences if no choice has been made
 - Occupations chosen or preferred
 - When choices were made
 - Reasons for choices or preferences
 - Reasons for absence of choice or preference
 - b. To evaluate the pupil's knowledge of occupation or occupations chosen or preferred.
 - c. To determine the pupil's sources of vocational information.
 - d. To determine the attitude of the pupils toward the school as a preparation for life.

4. Educational plans of the pupils.
 - a. To determine the extent to which pupils have consciously thought about the selection of high school subjects, extra-classroom activities, and the reasons for selections or the absence of selections.
 - b. To determine the plans of pupils relative to the completion of high school work, continuation of educational activities if high school work is not completed, and reasons for so planning.
 - c. To determine plans of pupils relative to college training, selection of a college, and reasons for the presence or absence of such plans.
 - d. To determine whether or not pupils who have selected a college have a knowledge of entrance requirements, costs, courses offered, and social groups in the college.
 - e. To determine sources of advice utilized by pupils in plotting educational directions.

5. Adjustment
 - a. To determine the adjustment of pupils in relation to the following phases of school, home, and personal life:
 - Curriculum
 - Social life of the school
 - Administration of the school
 - Teachers
 - Other pupils
 - Home and family
 - Personal
 - b. To determine the areas of good and poor adjustment of the pupils in the school ranking in the highest and lowest quintile groups.
 - c. To determine the relation of good and poor adjustment to other phases of the study.

Method of Securing Data

Determining school and community background. Information concerning the school and community was secured from several sources. Facts relative to the location of, and the community served by, the school, organizations in the community, and recreational facilities were secured by the investigator

before going to the school as principal. The former principal, the superintendent, the elementary supervisor, and the local school board member kindly supplied this information. Additional data have been accumulated by the investigator during his two year's work in the school.

Facts concerning the plant and equipment, curriculum, and extra-classroom activities were obtained by observation and study of the program of the school.

All the remaining information, concerning distribution of pupils, size of families, occupations of parents, and educational training of parents was secured from the office record cards supplemented by information from the front page of the adjustment questionnaire.

Determining life purposes and problems. The investigator is indebted to the teacher of all the high school English classes for help rendered in securing a statement of the purposes and problems of the pupils. In connection with work in the English classes each pupil was asked to write a short paper divulging his life purpose and listing the problems that he recognized as obstacles to his progress. Each pupil was requested to give life purposes and not immediate objectives or aims. No other specifications were made.

Determining vocational and educational plans. A questionnaire concerning vocational plans and another relative to educational plans were constructed by the investigator after his careful consideration of books containing general

material on the subject and specific model questionnaires. Both questionnaires¹ were filled out by the investigator while in conference with the individual pupil.

Determining adjustment. In measuring the adjustment of the pupils to various phases of school, home, and personal life, the investigator purchased from the Psychological Corporation, New York, Adjustment Questionnaire, Form A, by Percival M. Symonds, Teachers' College, Columbia University. The pupils were handed the tests and given instructions in a general assembly; they at once returned to their home rooms and were allowed all the time necessary to complete the questionnaire.

The information received by the means mentioned in this chapter will be presented and analyzed in detail in chapters three, four, five, six, and seven.

1. Copies of these questionnaires, which were filled out for each pupil in the high school, will be found in the appendix.

Chapter III

School and Community Background

Location and type of school. Midlothian High School stands in Midlothian, Chesterfield County, Virginia, a small village populated by approximately two hundred persons and located thirteen miles west of Richmond, on United States Route Sixty. Of the four senior high schools comprising the white educational units of the county, the Midlothian plant ranks third in size.

The school building houses the seven elementary and the four high school grades. The elementary department has an enrolment of two hundred and sixty-four pupils. The high school department has an enrolment of one hundred and twenty-four. There are seven teachers for the elementary grades; and in the high school are five full-time teachers, and the principal who has two classes.

Courses offered in the high school. Courses offered in the high school department are presented in Table I.

Table I. COURSES OFFERED IN THE MIDLOTHIAN HIGH SCHOOL

Department	Number of Courses	Years Offered
English	4	1 2 3 4
Social Science	4	1 2 3 4
Mathematics	4	1 2 3 4
Commercial Science	3	3 4
Home Economics	2	2 3 4
Foreign Languages*	2	2 3 4
Commercial Geography	1	3 4

* Latin and French beginning and advanced courses offered on alternate years.

The courses offered, and the years in which they are normally taken, are given in the usual, standard order: four years in English, four in social sciences, two in science, and one in mathematics are required for graduation. A pupil selects five courses in addition to these in amassing the sixteen required graduation units. Courses are usually taken in the years designated, but exceptions are made to meet the individual need of pupils.

Daily schedule. There are six fifty-minute instructional periods, a thirty-minute interval for physical education and activities, and a fifty-minute lunch recess. During the first fifteen minutes of the lunch "hour", pupils remain in the building and eat in their home rooms or in the cafeteria; the remainder of the period they normally use for recreational activities of various types. Home-room periods of five minutes each at the beginning and end of the day are provided for administrative purposes.

Extra - classroom activities. The extra-classroom

activities available to the pupil are: the annual staff, baseball, basketball, dramatics, glee club, Junior Red Cross, softball, and touch football. Other sports are engaged in during the activities period but are not organized on an interscholastic or intramural basis and so are not named in the above listing.

Distribution of pupils. Thirty-seven per cent of the high school pupils are freshmen, twenty per cent sophomores, twenty-four per cent juniors, and nineteen per cent seniors. The average age for high school pupils is fifteen and one-tenth years. The distribution by ages follows:

Table II. DISTRIBUTION OF THE 124 HIGH SCHOOL PUPILS OF THE MIDLOTHIAN HIGH SCHOOL BY AGE.

Age	Per cent
Thirteen	8.
Fourteen	19.
Fifteen	24.
Sixteen	23.
Seventeen	19.
Eighteen	5.
Nineteen	1.
Twenty	1.
Total	100.

Guidance in the high school. There is no unified program of guidance in the high school. Some activities are carried on in the general fields of counseling, home room guidance and group guidance. These activities are incidental and not a part of a well-planned program of guidance.

Size of family and parents living. The average family from which high school students come has three and one-tenth

children, as shown in Table III.

Table III. DISTRIBUTION OF THE 124 PUPILS OF MIDLOTHIAN HIGH SCHOOL ACCORDING TO THE NUMBER OF CHILDREN IN THE FAMILIES FROM WHICH THEY COME.

Number of children in family	Per cent
One child in the family	3.
Two children in the family	42.
Three children in the family	22.5
Four children in the family	15.
Five children in the family	10.5
Six children in the family	5.
Seven children in the family	1.
Eight children in the family	1.
Total	100.

Both parents of eighty-seven per cent of the children are living, one parent of nine and seven-tenths per cent are living, and both parents of three and three-tenths per cent are dead.

Occupations of parents. The classification of the occupations of the fathers of the children according to the headings in the United States census now follows:

Table IV. CLASSIFICATION OF OCCUPATIONS OF THE FATHERS OF THE 124 PUPILS OF MIDLOTHIAN HIGH SCHOOL.

Occupational group	Per cent
Agriculture, forestry, and animal husbandry	38.
Extraction of minerals	1.
Manufacturing and mechanical industries	29.
Transportation	6.
Trade	13.
Public service	1.
Professional service	2.
Domestic and personal service	0.
Clerical occupations	1.
Occupation not stated	8.
Total	100.

With six exceptions, one merchant, two secretaries, two factory workers, and one dance-hall operator, the occupation of the mothers was listed as housewife.

Education of parents. The educational training of the parents of the pupils of Midlothian High School are presented in Table V.

Table V. EXTENT OF EDUCATIONAL TRAINING OF THE PARENTS OF THE 124 PUPILS OF MIDLOTHIAN HIGH SCHOOL.

Extent of Educational Training	Per cent
Left school upon completion of sixth grade, or before.	7.2
Completed elementary grades but did not attend high school.	29.2
Dropped out of school during freshman, sophomore, or junior year.	7.2
Completed high school work	31.
Attended college	16.
Extent unknown	9.4
Total	100.

Area and type of community. The community served by the school covers a large area. There are five bus routes averaging seven miles in length. Ninety per cent of the pupils are brought to school in buses. The territory from which the pupils come is predominantly agricultural. Although there are few large farms, a majority of the people cultivate some land and have some livestock on their places. Many of the patrons work in the city and tend their small cultivated areas or livestock in their spare time. A majority of the families are stable. There are few, if any, transient families.

Economic status of community. The economic status of the community is not high. The majority of the families have the necessities of life but can afford few luxuries.

Rural electrification has brought electric service within the reach of many homes. In spite of this fact there are many homes without electricity and the conveniences thereby afforded.

Churches and other organizations. The community has eight churches scattered over the school-served area. Eighty-eight and six-tenths per cent of the pupils attend services of the church of their preference. All of these churches have organizations for young people, such as the Epworth League, the Baptist Young Peoples' Union, The Girls' Auxiliary, and the Royal Ambassadors.

Other organizations are found in the community representing interests in agriculture, business, social, civic, fraternal, patriotic, and educational activities. Organized units for adults include the Garden Club, Home Demonstration Club, Farmers' Club, Hunt Club, Masonic Lodge, Odd Fellows, United Daughters of the Confederacy, Daughters of the American Revolution, The American Red Cross, and the Parent Teacher Association. Organizations for young people are chiefly the 4-H Club, Boy Scouts and the Junior Red Cross.

Recreational facilities. Recreational facilities are limited. Few are the chances for group functions without considerable expense to the individuals involved. Prospects for an organized program of group activities of a recreational nature are good, but little has been accomplished at the present time.

Guidance in community organizations. Guidance is available to young people in several organizations not directly affiliated with the school. The 4-H Clubs, Boy Scout Troop, Church and Sunday School groups for young people provide youth guidance. But they function as individual units and there are no provisions for mapping out and coordinating the guidance activities of the several organizations.

Summary

The school is located in a small community near a large city, and houses both the elementary and high school departments. There has been no combination of high school subjects into a core group. Subjects are taught individually in a daily schedule that provides six fifty-minute periods for instruction, a thirty minute activities period, a fifty-minute combination lunch and recess period, and two five-minute home room periods. Extra-classroom activities consist of the annual staff, dramatics, glee club, Junior Red Cross, and various sports. There is no organized program of guidance. Pupils range in age from thirteen to twenty. The average age is fifteen and one-tenth years.

There is an average of three and one-tenth children in the homes of the high school pupils. Eighty-seven per cent of the pupils have both parents living, and only slightly over three per cent have neither parent living. Eighty per cent of the fathers are engaged in agricultural, mechanical, manufacturing, or trade occupations. Only six mothers are

employed outside the home. Approximately fifty per cent of the parents were graduated from high school. Thirty-six and four-tenths per cent did not go beyond the elementary grades; sixteen per cent attended college.

The community served by the school is agricultural and covers a large area. The economic status is not high. There are eight churches in the community, all of which sponsor organizations for young people. There are nine adult and three youth organizations in the community. Community recreational facilities are very limited. Many of the individual organizations provide some form of guidance, but they have set up no form of coordination, either in planning or projecting their work.

Interpretation. The proximity of a large city may increase the interest of pupils in employment in that city; it also provides the possibility of studying various types of urban occupations.

The location of the elementary and high school departments in the same building decrease the difficulties encountered in articulation between these two units.

No course in occupations is offered in the high school department.

Maximum utilization of the opportunity for providing guidance in the selection of electives is desirable.

The daily schedule does not allow sufficient time for the organization of extensive home-room activities.

The extra-classroom activities, one-half of which are athletic in nature should be studied carefully in order to determine whether or not the needs and interest of the pupils are being effectively served.

There should be an investigation of the guidance possibilities under existing conditions and a coordination and concentration of effort toward the full utilization of existing possibilities.

The size of families gives some idea of the economic burden of the parents. A number of children may bring a severe strain on the family budget, resulting in severely limited opportunities and possible social maladjustment. The absence of one or both parents places on the school the added responsibility of providing some of the needs of the child that are usually supplied at home.

The occupations of the parents give some indication of the economic status of the family. The occupations of the parents will exert some influence on the pupil's choice of occupation. In case both parents are working the school must often perform additional functions in supplementing the training and companionship usually furnished by the home unit.

The educational training of the parents is important in understanding the home environment of the pupil. It also indicates to some extent the need for educational and vocational guidance.

The area of the community served by the school offers some indication of the need for the provision of social

activities in the school.

The economic status of the community gives the school some idea of the need for the provision of educational trips and other experiences not set up by the home.

The school must have a knowledge of the existing organizations in order to cooperate with them in serving the needs of the community.

Recreational facilities must be understood in order to help pupils plan recreational activities. In the event desirable activities are not available, the school should take the lead in trying to create them.

The guidance activities of all organizations in the community must be understood in order that duplication will be minimized. The school should assume the responsibility for coordinating these activities.

Chapter IV

Life Purposes

Desirable life purposes are dynamic, general goals, which are socially satisfactory, personally pleasing, and serve as the basis around which the activities of the individual are centered.¹

Life purposes put down by pupils range from desirable aspirations to more specific ambitions that could not be classified as life goals. Twenty three per cent of the pupils made known ultimate intentions that approach in varying degrees the true, central life purpose. Seventy per cent defined aims in terms of occupations. Only seven per cent failed to list a purpose of any description.

Classification. The purposes will be grouped under several headings that will include all purposes listed by the pupils. To avoid repetition, lengthy statements, and possible tedium for the reader, representative samples under each heading will be given in the exact words of the pupils.

Purposes illustrating and approaching true central life purposes. The majority of their aspirations that approached

1. Arthur J. Jones, and H. C. Hand, "Guidance as Purposive Living", The Thirty-Seventh Yearbook of the National Society for the Study of Education, Part one. pp. 1-25.

the true life purposes, in varying degrees, are based on the desire to render service. Some illustrations in the words of the pupils are:

"To help relieve the sick."

"To help others and make the world a better place in which to live."

"I would like to be a nurse and give all my time to helping the sick and helpless in this world."

"Being a missionary is my purpose in life."

Next in frequency of occurrence in the same general group are intentions expressing a desire to do well whatever might be undertaken.

"I would like to make a thorough success in anything I select as my life work."

"My purpose in life is to make the best possible use of the opportunities of my life."

Others in this group desired success in fulfilling their obligations to society by being good citizens.

"To lead a life worthy of an American."

"To be a good citizen of my country."

A few in this general group expressed their vital wishes in terms of developing friendships.

"To make many good and true friends."

"To be nice and kind to everyone and win many true friends."

Most of the purposes just listed approach in varying degrees the true, central life purpose, which is constant in personal satisfaction and social desirability. Practically all of the above ends desired contain a high ratio of possible individual satisfaction. Since some of the references to success in undertakings and to the development of friendships might include activities that are not socially desirable, therefore the purposes are not clearly defined. But all of the purposes of this group stand above

the level of specific ambitions; they exhibit contributory goals in various stages of development; and some certainly encompass central life purposes.

Purposes Expressed in Terms of Occupations. The majority of all purposes recorded by the pupils were occupational or contributory in nature rather than true, central life purposes. Representative samples are:

- "To some day, become a master mechanic."
- "To become an electrical engineer."
- "To be a stenographer."
- "I like everyone else, have a purpose in life, I would like to be a nurse."
- "To raise chickens."
- "My purpose in life after graduating from high school is to be a guitar player, singer, and yodeler."
- "The greatest purpose in my life is to become a transport pilot."

Although these contributory purposes may be individually and socially satisfying they provide no central theme around which activities other than occupational activities may be centered.

Purposes not stated. Seven per cent of the pupils failed to make the statement requested. One pupil wrote that his purpose was unknown to him, two composed humorous papers, and five for lack of understanding, or for other reasons, failed to mention anything that could be interpreted as a goal or purpose.

Implications for the school. The school should recognize the status of the pupil's thoughtful intentions of his ultimate place in society. Assistance should be given in formulating

and improving the purposes. Specific immediate aims and contributory ambitions often give indication of an underlying concentration upon a worthy mark to shoot at, and may serve as means of our helping the pupil in consciously formulating and socially realizing his youthful impetus.

Problems of the Pupils

A problem frequently has several aspects, and any attempt to give it a definite classification may distort or destroy it. With this cautioning fact in mind, we may simplify the presentation of the pupils' unsolved situations by setting up a rough classification on the basis of some of the most important social relationships. Matters needing solution as listed by the pupils in their English composition on purposes and problems fall into the following classification: Vocational, personality, school, social, home, and health. To avoid lengthy statements and the inclusion of unrelated material, the problems will be condensed into a few words that preserve the true meaning but do not represent the exact words of the pupils.

Problem Areas and Conditions

1. Vocational Problems

Conditions

- a. Lack of money to secure preparation for vocation.
- b. Inability to choose among several vocations.
- c. Doubt of occupational ability
- d. Lack of opportunities in vocation chosen.
- e. Lack of leisure time in vocation chosen.
- f. Is health suited to type of work desired?

2. Personality

Conditions

- a. Laziness
- b. Inability to make self attractive
- c. Inability to be agreeable and pleasant
- d. Lack of self confidence
- e. Inability to make friends easily

3. School

Conditions

- a. Ability to finish school doubtful
- b. Choice of school or college
- c. Doubt of ability to make college work
- d. Will money spent in future training be a good investment?

4. Social

Conditions

- a. Selecting a husband
- b. Doubt of ability to resist temptation in a crowd
- c. Doubt of competence to rear a family

5. Home relations

Conditions

- Fear of leaving home for a long period of time.

6. Health and physical development

Conditions

- Nervousness

Twenty-eight per cent of the pupils did not list any problems.

Some of the problems listed call for help of a type the school staff is not qualified to give. In the case of a nervous condition the school should be able to direct the individual to the type of help needed.

Most of the problems are of a nature that makes assistance by the school desirable and possible. A more sympathetic and understanding attitude, and the individual teacher's study of the insecurities besetting the pupil, will effectively aid in their solution.

If we would supply the needs of the pupils, we must help solve the difficulties that they themselves recognize; and we must guide them toward recognition of problems that they have heretofore overlooked. Of course the essential truth is this, that before pupils can be expected to visualize the vast reaches of uncertainty they may sometime face, they must be helped in the solution of problems normally at hand and already apparent.

The fact that no problems were listed in the areas of religious life and leisure time may have important implications for the school. Either the pupils have no problems in these areas, or they fail to recognize them. The latter alternative is probably the more secure explanation. In the presence of problems of dealing with religious life the school should cooperate with the religious organizations, not try to assume any of the functions of these organizations. The school has a definite responsibility to make the individual pupils conscious of the need to plan his leisure time. The group activities available in connection with the school may not be available after the pupil completes his schooling. The school must, therefore, aid the pupil in the realization of this and other facts regarding his leisure hours, and help him plot out desirable extra-occupation activities.

The failure of twenty-eight per cent of the pupils to present any problems implies for us that pupils often fail to recognize difficulties they now face or will meet in the future. Effective and efficient living in the future is

dependent upon a knowledge and realization of the problems to be met, and an understanding of the possible solutions. The school must aid the pupils in realizing plausible likely obstacles of adulthood if it is to fulfill its obligations to society and the individual.

Summary

Life purposes. Purposes ranging from immediate aims to centralizing goals were set forth by ninety-three per cent of the pupils; seven per cent of the total number failed to indicate any life purpose. When vitalized aims for living purposively are formulated and are personally satisfying and socially desirable, the school must guide the individual toward planning action in service of these purposes. When any life proposition is made or recognized by the student, the school should understand the status of the purpose and aid the pupil in achieving, changing, or discarding it in terms of the extent to which it is personally appropriate, personally satisfying, and socially desirable. When the pupil falls short of any purpose, the school must study the individual; and, with the results of the study as a basis, must aid the pupil in formulating general, central life purposes and more specific aims or objectives in the service of these purposes. It must be remembered that vital aims are dynamic and changing. The school should not overly push or force their formation. It is the duty of the teaching body to understand the aspirations of pupils and to be

in constant readiness to aid them in refining or changing their purposes.

Problems. Problems were listed by seventy-two per cent of the pupils. In the order of frequency the problems fall into the following classifications made on the basis of social relationship: vocational, personality, school, social, home, and health. No problems were listed by twenty-eight per cent of the pupils.

The school must help the pupils solve the problems recognized. If the school itself is not able to render fully adequate service in every instance, it should find such service or at least aid the individual in securing it. The failure of pupils to recognize problems in certain areas of social relationships indicates the necessity of our assisting them toward proper recognition and understanding. The fact that twenty-eight per cent did not list any problems indicates the need for assistance in recognizing problems that will have to be faced. This assistance should be given by the school.

Chapter V

The Vocational Plans of Pupils of Midlothian High School

Guidance is effective in proportion to the degree of consistency between the life purpose, the vocational, and the educational plans of individuals. According to investigations by Franklin and others,¹ youthful choices made during the early years of high school or before do not have a high degree of permanence.

Pupils in the Midlothian High School were asked to list their vocational choices, or, in the event that a definite choice had not already been made, they were to state their preferences. A definite choosing of occupations was indicated by thirty-one per cent of the pupils in the school. The variety of options included twenty-two callings distributed with a frequency of four among mechanics, nurses, and stenographers; a frequency of three for teachers; a frequency of two for housewives, secretaries, electrical engineers, and physicians; and once for commercial artist, steam-shovel operator, army-aviator, civil engineer, poultryman, soldier, horse breeder, landscape gardener, mechanical engineer, exhibition dancer, airplane pilot, department-store buyer, musician, and air-stewardess.

Authorities disagree as to the most appropriate time in the educational experience of a child for deciding definitely

1. Leonard V. Koos, and Grayson H. Kefauver, Guidance in Secondary Schools, pp. 208-218.

on life employment. It seems wise to postpone the decision until the experience prerequisite to an intelligent selection can be gained. Delay is impossible for those youths who upon leaving school early are forced to earn a living. For those remaining through high school and going on to college a specific decision might reasonably be delayed until the last two years of high school or first years of college. It is desirable, however, for individuals to determine the general area in which they would like to work: i.e., a profession, semi-profession, skilled-tradesman, or other general classification.

The school should assist, but never prematurely dictate to or force, its pupils in making definite vocational choices. Instead, the school should encourage the growing youth in the investigation and exploration of possibilities, and in the modification of early choices whenever and as often as modification will more closely approximate their interests, capabilities, and life purposes.

Time of choice of occupation. Definite vocational choices of some pupils in the Midlothian High School were made as early as the second grade; others delayed until their senior year. The distribution of definite choices by the grades in which they were made is indicated in Table VI.

TABLE VI. GRADES IN WHICH THE PUPILS OF MIDLOTHIAN HIGH SCHOOL WERE LOCATED AT THE TIME THE CHOICE OF AN OCCUPATION WAS MADE.

Grade in school when occupation was selected	Per cent
Second grade	2.5
Fourth grade	2.5
Fifth grade	7.7
Sixth grade	7.7
Seventh grade	15.5
Eighth grade	20.5
Ninth grade	23.1
Tenth grade	18.
Eleventh grade	2.5
Total	<u>100.</u>

Seventy-five per cent of the students come to a decision on occupations in grades seven, eight, nine, and ten, thus indicating that the need for guidance will be greatest during the late elementary and early high school grades. That some pupils selected occupations in the second and fourth grades raises the question as to whether or not the selection was based on a reasonable knowledge of the occupation, and suggests that a more thorough study of the occupation later in school life would be beneficial.

In not one case did a pupil report a change of, or modification in, his originally selected life work. Koos and Kefauver² state that the study of occupations has a tendency to reduce the proportion of pupils having a definite choice. The absence of changes in original choosing indicates the need for a more detailed study of the occupations on the part of all

2. Leonard V. Koos, and Grayson N. Kefauver, Guidance in Secondary Schools, p. 74.

pupils having made selections, especially among those who made definite decisions in the lower grades of the elementary school.

Forty-two per cent of the pupils had made no choice but had limited the possibilities to two or three occupations. Twenty-seven per cent exhibited neither choice nor preference. The occupations for which preferences were expressed are presented in Table VII.

Table VII. OCCUPATIONS LISTED BY PUPILS OF MIDLOTHIAN HIGH SCHOOL WHO HAVE A PREFERENCE FOR TWO OR THREE OCCUPATIONS.

Occupation	Frequency
Stenographer	16
Trained nurse	13
Teacher	8
Practical nurse	7
Aviator	7
Beauty operator	4
Electrician	4
Interior decorator	3
Department-store buyer	3
Doctor	3
Chemical engineer	2
Carpenter	2
Printer	2
Bookkeeper	2
Lawyer	1
Aeronautical engineer	1
Sailor	1
Forest ranger	1
Painter	1
Salesman	1
Ship fitter	1
Bricklayer	1
Tobacco buyer	1
Farmer	1
Advertising	1
Electrical engineer	1
Clerk	1
Florist	1
Singer	1
Secretary	1
Model	1
Dress shop owner	1
Librarian	1
Dancing teacher	1
Laboratory technician	1
Chemist	1
Psychologist	1

Reasons for choices and preferences. Early vocational dispositions are frequently without foundation. In order to determine the bases for choices and preferences the pupils were asked to give reasons for each. The reasons advanced are listed in Table VIII.

Table VIII. REASONS FOR CHOICE OF, OR PREFERENCES FOR OCCUPATIONS AS GIVEN BY THE PUPILS OF MIDLOTHIAN HIGH SCHOOL.

Reasons	Frequency as a reason for choice	Frequency as a reason for preference
Have had experience and like it	9	28
Good pay	6	2
Interested in the work	6	1
The business is growing	3	3
Friends or relatives in the occupation	3	16
Good chances for promotion	3	
Work is not hard	2	
To render service	2	9
Field is not crowded	2	2
Parent's desire	1	1
Want to be my own boss	1	1
Short time for preparation	1	1
Never had a home and want one	1	
Practically reared in a dance hall*	1	
Can afford a business course	1	
Long college preparation not necessary	1	
Am to be married in a month	1	
Must earn to finance additional education	1	
Want outdoor work		1
Can step into father's job		1
Poor eyesight no handicap		1
Want to travel		1
Want thrills		1
Always a need for printing		1
Business does not fluctuate		1
Will inherit the farm		1
Like the hours		1
Is easy on the nerves		1
Want to meet many people		1
Can get along with people		1

* Father is dead; mother operates a large public dance hall.

Many of the reasons listed in Table VIII are vague and general. Experience in work and interest in type of endeavor are clearer and better than the majority of the reasons listed. Rarely did the pupil compare his qualifications with those needed for success in the occupation chosen. Failure to compare personal qualifications with those demanded indicates a need for guidance.

Factors considered in selected and preferred occupations. Authorities were consulted to secure factors that should be considered when making a vocational choice. These were incorporated into a check list and pupils were asked whether or not they had considered them. The per cent of students considering each factor is shown in Table IX.

Table IX. FACTORS CONSIDERED BY PUPILS OF THE MIDLOTHIAN HIGH SCHOOL IN SELECTING OR EXPRESSING A PREFERENCE FOR OCCUPATIONS.

Factors considered	Per cent that had considered factors		Per cent that had not considered factors	
	occupation selected	occupation preferred	occupation selected	occupation preferred
General level of intelligence found in the field.	36	41.5	64.	58.5
Special talents or aptitudes necessary	61.5	62.2	38.5	37.8
Activities demanded by the work	82.	88.6	18.	11.4
Average earnings in the work	43.6	17.	56.4	83.
Security of position	70.	64.	30.	36.
Opportunity for advancement	71.8	75.4	28.2	24.6
Special skills necessary	82.	88.6	18.	11.4
Length of time necessary for preparation	66.6	68.	33.4	32.

A study of Table IX shows that one-third or more of the pupils who have chosen occupations or expressed preferences have not considered such factors as the level of intelligence found in the field, the special talents or aptitudes necessary, and the average earnings. This fact indicates that selections and preferences in many cases are not based on an adequate self-knowledge of individual qualifications, and requirements of the occupation. The fact that in considering two or three occupations pupils have thought

with more thoroughness of the items mentioned, in all but two instances, may indicate that a detailed study of the two or three callings most attractive to students would be a desirable preliminary to an actual definite selection. The school should make occupational information available and guide the pupil in studying it.

Reasons for lack of choice or preferences. Before the school can fulfill its responsibility for supervising its pupils in planning, it is necessary to know their attitudes regarding vocational selections. Pupils were asked to state their reasons for lack of vocational planning. They are listed in Table X.

Table X. REASONS GIVEN BY PUPILS OF MIDLOTHIAN HIGH SCHOOL FOR THE LACK OF OCCUPATIONAL CHOICE OR PREFERENCE

Reasons	Frequency
Never gave it any thought	16
Lack information on occupations	6
Plenty time left to decide	6
Should select occupation in senior year	5
Am too young to decide	4
Will take what I can get	4
Should select occupation in junior year	2
Am in a fog	2
Have no reasons	2
Selection will depend on school progress	1
Should select occupation after completing high school	1
Do not know	1
Am serving apprenticeship in building trades before deciding	1

It is evident that some are not concerned about occupational choices, that others express a desire for help, and

that one individual is gaining experience before making a definite selection. By all means we should lead the pupils to realize the need for carefully considering life work even though the final decision is postponed. After this need is recognized, information should be made available and study of the occupational requirements and personal qualifications encouraged and guided.

Persons consulted in selecting occupations. If the school is to cooperate with and coordinate desirable agencies in a program of guidance, the people to whom pupils would go for advice must be known. Pupils were asked to name in the order of preference the persons whom they would seek out for occupational advice. The results are tabulated in Table XI.

Table XI. PERSONS TO WHOM PUPILS OF MIDLOTHIAN HIGH SCHOOL WOULD GO FOR OCCUPATIONAL ADVICE PLACED IN ORDER OR PREFERENCE.

First prefer- ence and frequency	Second prefer- ence and frequency	Third prefer- ence and frequency	Fourth preference and frequency
Mother 20	Father 11	Principal 3	Family 1
Parents 19	Mother 8	Pastor 3	Relatives 1
Father 15	Principal 8	Teachers 2	Prospective employer 1
Others in occupation 12	Teachers 7	Relative 2	Others in occupation 1
Principal 8	Relative 5	Father 1	
Teachers 2	Parents 2	Others in occupation 1	
Relatives 2	Others in occupation 2	Mother 1	
Children's home society 1	Friend 2	Parents 1	
Sister 1		Nurse 1	
Doctor 1			

Eight per cent of the pupils did not know whom they would turn to; twenty-six per cent stated that they would decide without help. Table XI shows that the school ranks below the immediate family as second and third preferences and below the parents and those in the occupation as first preference. The school should not vie for first rank as a source of help, but should seek to unite the efforts of all possessing desirable and valuable information in an effort to provide adequate guidance and help. The school should show competence to deal with occupational choice so pupils will seek advice and guidance in locating information and estimating qualifications on more reliable bases. The failure of pupils to consult with teachers may indicate either an unsympathetic attitude or lack of ability on the part of the latter.

Sources of occupational information. So that the school might be in a position to encourage the use of desirable - and point out the weaknesses of doubtful - informatory sources, students were asked to state where they would go for information relative to qualifications necessary, opportunities available, and other factors of the occupation in which they were interested. Sources listed by the pupils will be found in Table XII.

Table XII. SOURCES OF OCCUPATIONAL INFORMATION LISTED BY THE PUPILS OF MIDLOTHIAN HIGH SCHOOL.

Sources of information	Frequency
Persons or relatives in the occupation	45
Do not know	41
Specialized schools	20
Prospective employers	6
Colleges	4
Principal	3
Father	3
Government agencies	2
Naval recruiting station	1
Labor union	1
Newspaper	1
Pastor	1
Army headquarters	1
Children's Home Society	1
Physician	1
Parents	1
County farm agent	1

Many persons and agencies often listed have little or no information about the inquiring individual, accordingly their value and reliability may be doubtful. The descriptive report on an occupation undoubtedly most often depends to a great extent upon the reporters success in that occupation. Some occupational groups may be interested in discouraging prospects as a means of eliminating competition. Specialized schools supported entirely by tuitions may not consider too carefully a person's qualifications before accepting him. Only eleven and three-tenths per cent of the pupils are expecting to follow the occupations of their parents, which means that in many cases the parents are advising children relative to occupations about which their knowledge may be limited. These facts are an added indication of the

necessity for the coordination of desirable sources of information in an effort to effectively aid the pupils in making decisions.

Ninety-two per cent of the students felt that the high school was fitting them for post school living. Eight per cent stated they felt that the school was not adequately preparing them.

A feeling of confidence in the school is necessary to facilitate a program of guidance; effective guidance, in connection with some adjustments in the curriculum of the school, may change the attitude of the eight per cent who feel that their preparation is not adequate.

Suggested changes in the school. All pupils were asked to make suggestions as to what the school could do to better prepare them for life after school. The responses to this request are listed in Table XIII.

Table XIII. CHANGES SUGGESTED BY PUPILS OF MIDLOTHIAN HIGH SCHOOL TO FACILITATE BETTER PREPARATION OF PUPILS FOR AFTER-SCHOOL LIFE.

Suggestions	Frequency
No suggestions	65
Offer shop work	25
Teach French	13
Information on occupations	8
Agriculture	4
More home economics	3
Information about colleges	3
More Latin	2
Teach art	2
First aid	2
Teach dancing	1
Teach salesmanship	1
Teach music	1
Offer more commercial work	1
Give intelligence tests	1
Teach public speaking	1
Give more individual conferences on occupations	1
Offer training in studying occupations	1
Give a short course in occupations	1
Teach mechanical drawing	1
Teach physics	1

A majority of those pupils who failed to make suggestions were satisfied with the preparation available in the school or had not given enough thought to a life purpose to know how the school could contribute effectively. Absence of suggestions on the part of pupils who are dissatisfied with the preparation received likely indicates some maladjustment that should be investigated further.

The administrative body had already planned for some of the suggested changes prior to the point at which changes were suggested by the students; as a result of student interest shown, further future modifications and improvement of the curricula will be carefully considered. French will

be offered next year, agriculture and shop work will be included after next year, and additional information about colleges and occupations will be secured and assistance given in its use.

Instruction in courses desired by only one individual will be impossible; the school should, however, seek to aid the pupil in securing the training desired through supervised correspondence study, night school, or by other means if it is not possible through the regular channels.

Summary

Less than one-third of the students have definitely selected occupations. Seventy-five per cent of the definite selections were made in grades seven, eight, nine, and ten. Forty-two per cent of the students expressed a preference for two or three occupations. Twenty-seven per cent had made no choice and expressed no preference.

Pupils' reasons for selection of or preference for vocations are not based on a knowledge and understanding of the occupation or the individuals' qualifications for the occupation.

One-third choosing, or expressing preference for two or three occupations, had not considered in their occupational selections the general level of intelligence, necessary special talents or aptitudes, and the average earnings of workers.

Seventy-three and four-tenths per cent of the pupils would seek help from some other person in selecting an

occupation: Twenty-six and six-tenths per cent would make the selection without help. Parents rank first as preferred source for advice; those already in the occupation rank second; school workers rank third.

Pupils' reasons for holding neither a choice nor a preference in occupations exhibit failure to consider the problem, or the belief that occupational selections should be made later in school life.

Many pupils do not know where they can secure occupational information. Often times the reliability of information available at some of the sources listed must be questioned.

Ninety-two per cent affirmed that the school was adequately preparing them for their activities after high school; eight per cent were definitely negative on this point.

Many pupils had no suggestions for improving the service rendered by the school. Pupils making suggestions requested additional courses and aids of a guidance nature.

Implications for the school. The reasons given for selections and preferences, and the lack of consideration given such items as the earnings that might be expected, indicate that the school should encourage its pupils to study more carefully their own qualifications and the requirements and offerings of the occupations.

Evidences of lack of consideration of occupations, to be noted in the reasons given for having no choice or preferences, indicate that the school should encourage all pupils

to give consideration to this problem.

The fact that seventy-three per cent would seek advice in making selections indicates the need for cooperation of the school with the individuals best qualified to assist in providing efficient guidance.

Failure to know about sources of occupational information and the doubtful reliability of some of the sources mentioned point to a need for informational material in the school and guidance in the selection of other sources.

Suggestions from the pupils indicate their interests, and wherever possible the school should provide for these interests through school activities. If this schooling aid be not feasible, efforts should be made in other ways to help the pupils satisfy their interests.

Chapter VI

Educational Plans of Pupils of Midlothian High School

The questionnaire interrogations relative to the choice of courses, grounds for choosing, and the reasoned selection of extra-classroom activities were omitted by the seniors of Midlothian High School. The remainder of students answered all questions.

Selection of high school program. Long-term planning of subjects to be taken in high school encourages pupils to consider the consistency of educational and vocational plans. Seventy-three per cent of the pupils at Midlothian High School had either a definite choice or several preferences for occupations, but only one-third of this group had worked out an educational program to achieve their vocational aims. Only one fourth of the group (seniors excepted) had selected the subjects for their remaining years in high school. While a rigid selection, not subject to change upon acquiring additional knowledge, is undesirable, it is, however, desirable to plan a high-school course consistent with life purpose.

Reasons for selecting subjects. In an endeavor to determine the factors influencing pupils in their choice of subjects, they were asked to show cause for their selection of various subjects. Reasons for preferences were given by ninety-two per cent of the twenty-five pupils having selected

subjects and are recorded in Table XIV.

Table XIV. REASONS GIVEN BY PUPILS OF MIDLOTHIAN HIGH SCHOOL FOR SELECTING SUBJECTS TO BE TAKEN WHILE IN HIGH SCHOOL.

Reasons	Frequency
Preparation for life work	21
Preparation for advanced schooling	6
Interest in world conditions	2
Only subject available	2
Handwriting is very poor	1
To become a better conversationalist	1
All girls should have home economics	1
For credit toward graduation	1
Valuable in any occupation	1

The first two reasons show some evidence of planning. The first is consistent with occupational plans and purposes in that eighty-five and six-tenths per cent of the pupils expressing reasons for having selected subjects have chosen, or expressed preferences for, occupations; and ninety-one per cent have expressed purposes. The per cent of this group selecting, or expressing preferences for, occupations is only twelve per cent higher than that for the entire student body. The per cent expressing purposes is actually one per cent lower than that of the entire group. The mapping out of courses in high school is not a significant indication of a marked degree of consistency in planning.

Extra-classroom activities selected. To determine the extent to which pupils had planned for their extra-classroom activities, and the reasons for, or lack of, preferences, students were asked to name their preferred activities if

any, and to indicate judgement back of presence or absence of selections. Sixty-six per cent of the pupils listed extra-classroom activities, as shown in Table XV.

Table XV. EXTRA-CLASSROOM ACTIVITIES SELECTED BY PUPILS OF MIDLOTHIAN HIGH SCHOOL.

Activity selected	Frequency
Basketball	59
Baseball	32
Softball	24
Football	13
Glee Club	11
Dramatics	9
Volly ball	4
Bicycling	1
Running	1
Annual Staff	1

Most of the activities available are of an athletic nature. That thirty-four per cent of the pupils have not named extra interests may indicate that activities available are not suited to their interests, aptitudes, and capacities. A study of the interests of those without choices should be made, and, if possible, activities in which they are interested should be provided. All pupils must be encouraged to participate in some form of extra-classroom activity.

Reasons for selecting extra-classroom activities.

Pupils' grounds for choice in extra-classroom activities are recorded in Table XVI.

Table XVI. REASONS GIVEN BY PUPILS OF MIDLOTHIAN HIGH SCHOOL FOR SELECTING EXTRA-CLASSROOM ACTIVITIES.

Reasons	Frequency
Pleasant form of exercise and relaxation	34
Vigorous exercise	29
Training in sportsmanship	12
Am proficient in the activity	11
Enjoy competition	10
To improve in the activity	8
Like out of door sports	7
To help the class	2
Want training in quick thinking	2
Am not subject to stage fright	1
Like to go on trips	1
Like to act silly parts in plays	1
To develop cooperation	1
To build up my legs (infantile paralysis)	1
Good exercise, not too rough	1
Bad eyesight no handicap	1
To learn to protect myself	1
May become a coach	1

The causes shown indicate that more emphasis might well be placed on sportsmanship and the development of cooperation in our athletic program.

Reasons for not having selected extra-classroom activities.

Judgments made for not having selected extra-classroom activities are listed in Table XVII.

Table XVII. REASONS GIVEN BY THE PUPILS OF MIDLOTHIAN HIGH SCHOOL FOR NOT HAVING SELECTED EXTRA-CLASSROOM ACTIVITIES.

Reasons	Frequency
Never gave it any thought	10
Not good enough to make teams	8
Not interested	5
No reasons	4
Have home economics at activities period	2
Do not know activities available (new pupil)	2
Do not feel physically able	2
Have weak ankle and do not like to sing	2
Am too small	1

This table exhibits a lack of interest in, and planning for, these activities. The desirability and necessity of recreational activeness should be explained fully, and activities in which individuals are competent and able to participate should be provided if possible. Continued lack of interest and failure to participate may be an indication of social maladjustment, and should not be overlooked.

Plans relative to completion of high school work.

Decisions to drop out before the high school work is completed may have a real effect on the individual for the rest of his life. Such decisions should not be made hurriedly or without proper consideration of all implications, and the school should see that its young people consider the matter carefully. Pupils were asked to state their plans relative to completing the high school work, and to reason out the why of their plans.

Ninety-five per cent of the pupils intend to finish high school; four and one-tenth per cent are uncertain; and nine-tenths of one per cent plan to drop out. All unsure pupils expressed a desire to continue, and mean to leave only if and when it become absolutely necessary. The pupils understand the value of high-school training, and their realization of values must always undoubtedly facilitate a program of guidance.

Reasons for planning to complete high school work. To determine the extent to which reasons for completing high

school bear on future educational activities, and the extent to which pupils recognize the school as a means of help in solving non-vocational problems such as desirable family relationships, occupying leisure time, and the development of ethical character, pupils were asked to state their reasons for planning to complete the work. Students' causes for so planning are given in Table XVIII.

Table XVIII. REASONS GIVEN BY PUPILS OF MIDLOTHIAN HIGH SCHOOL FOR PLANNING TO COMPLETE THE HIGH SCHOOL WORK.

Reasons	Frequency
Better chance to get job	66
To prepare for college	35
To prepare for future schooling	26
Better preparation for life in general	23
Can get a better job	16
To prepare for selected occupation	6
Nothing else to do	5
Desire of parents	5
Enjoy going to school	4
Can not get far without it	3
Higher social standing	2
Do not know	2
To overcome physical handicap	1
To gain self confidence	1
Do not want to be ignorant	1
Nothing to be gained by stopping	1
To keep up with others	1
Rather attend school than stay at home	1
Have not decided what to do	1
Better equipped to meet people	1
Will be the first in the family to graduate	1

The grounds of "nothing else to do", and "higher social standing" are not of a very high order. Pupils offering such judgment should be studied in an effort to determine the cause for such attitudes. The majority of the reasons

express a high degree of confidence in the school. If the school is to continue to merit this confidence, it must aid the pupils in planning more effectively for present and future needs. To pupils must be extended the specific contributions which high schools can make to the enrichment of their lives and achievement of purposes.

Those who were uncertain about remaining to the end of the high school training, planned to leave only if they were needed at home, or if they should chance to find a good job, or if they should not succeed in their school work. The only pupil who had definitely concluded to quit her studies prematurely was married at the end of the term. It is significant to note that none of those who thought possibly to leave before their graduation, was formulating plans to continue their education through other agencies.

Plans for college education. The extent and status of a student's present plans for college training must be understood by the school if effective educational guidance is to be given. Pupils were requested to make known their intentions of going to college, and the reasons for planning to attend or not to attend. Forty-four per cent stated that they planned to attend college, fifty-one per cent had not so determined, and five per cent were uncertain.

In previous years only ten to fifteen per cent of the graduates have actually entered college. This inconsistency between projecting and doing points to the need for continued

refinement of vocational and educational plans before graduation. A careful study of each pupil will give a reasonably good indication of his ability to profit by continuing his education at college. A student's high school record is a fair indication of his likely success or failure at college. Pupils must be aided in evaluating themselves, their qualifications, and their financial status - in order that they may be able to make more intelligent decisions regarding their future education. Worthy pupils should be directed in a discovery of ways and means to wholly or partially finance their future education.

Reasons for planning to attend college. Ninety-six per cent of the pupils planning on college show definite cause for going, and four per cent show no cause. The reasons given are shown in Table XIX.

Table XIX. REASONS FOR PLANNING TO ATTEND COLLEGE GIVEN BY THE PUPILS OF MIDLOTHIAN HIGH SCHOOL.

Reasons	Frequency
Preparation for selected life work	42
Better chance to find employment	10
Increased possibilities for success	4
Association with other people	4
Enjoy going to school	3
Increased social status	3
Better preparation for life	2
Should get all the education possible	1
Have not decided what to do	1

Most of the reasons given are general and show little evidence of an analysis of needs or careful planning. The

first three of the reasons offered are probably the best offered since college training is a prerequisite to many occupations and usually enhances both the chances of finding employment and the possibilities of advancement after employment. On the other hand, college attendance is a very expensive means of associating with other people or of increasing the social status. Pupils should be encouraged to analyze their purpose in going to college in order to determine its relative worth.

Colleges selected. Those who were planning to attend colleges were asked to name them if a selection had been made, so that the basis of choice might be determined. Thirty-four per cent of those focusing upon college training had selected the institution that they wished to attend; sixty-five per cent had not. The colleges selected by the pupils who have made a definite selection here follow in Table XX.

Table XX. COLLEGES SELECTED BY PUPILS OF MIDLOTHIAN HIGH SCHOOL WHO HAVE MADE A DEFINITE SELECTION.

Name of college	Frequency
Virginia Polytechnic Institute	6
Mary Washington	3
William and Mary	2
University of Virginia	1
Virginia Military Institute	1
Randolph Macon Woman's College	1
Farmville State Teachers' College	1
Richmond Professional Institute	1
Duke University	1
North Carolina College for Women	1
The University of Michigan	1

That only thirty-five per cent of the pupils who say they are going to college have actually selected their collegiate destination, indicates that a guidance program would promote wisdom in decision by securing, disseminating, and aiding the students in a study of the annual college prospectuses. Cooperation of the home, school, and other interested agencies would be desirable and beneficial; and the school is the proper agency for initiating and securing the cooperation.

Reasons for selecting college. Reasons advanced by pupils for the selection of the various colleges will be found in Table XXI.

Table XXI. REASONS STATED BY PUPILS OF MIDLOTHIAN HIGH SCHOOL FOR SELECTING THE COLLEGE THEY WISH TO ATTEND.

Reasons	Frequency
Courses desired are offered there	5
Have a friend or friends there	3
Reasonable costs	2
Want military training	2
Preferred by parents	2
Understand it is a good girls school	2
Located near my home	1
Want to play football there	1
Father is an alumnus	1
Expect to move to Michigan	1
Lived near the school at one time	1
Would like to make the boxing team	1
Have no reasons	1
More clubs for social contact	1
Associated with good hospital for nurses training	1
Better chance to get a government job	1

Many of these deciding thoughts are very inadequate as a basis of selection; they do not consider the ability of the college to prepare them for their life activities, nor do they consider their ability to do the type of work found in the college. Some of the responses can not be evaluated without other relevant information. In any case, an evaluation of the reason in terms of the pupil's objectives and purpose would result in a better understanding of the problem, and consequently, more intelligent decisions.

Information concerning college selected. Pupils were asked if they had information concerning the entrance requirements, costs, courses offered, and social groups in the college of their choice. The responses to this question are presented in Table XXII.

Table XXII. PER CENT OF PUPILS OF MIDLOTHIAN HIGH SCHOOL HAVING INFORMATION CONCERNING ENTRANCE REQUIREMENTS, COST, COURSES OFFERED, AND SOCIAL GROUPS OF THE COLLEGE OF THEIR CHOICE.

Type of information	Per cent having information	Per cent not having information
Requirements for entrance	33.	67.
Costs	50.	50.
Courses offered	77.	23.
Social groups	44.	56.

That fifty per cent or more of the pupils do not know the entrance requirements and costs of attending their chosen college, indicates a lack of necessary information. The need for guidance in planning for future educational training is evident. Additional information must be made

available, and the pupils must be aided in its systematic study.

Reasons for not planning to attend college. Fifty-six per cent of the pupils had not thought they would attend college. Reasons advanced for not planning to attend college are given in Table XXIII.

Table XXIII. REASONS FOR NOT PLANNING TO ATTEND COLLEGE GIVEN BY THE PUPILS OF MIDLOTHIAN HIGH SCHOOL.

Reasons	Frequency
Lack of funds	27
Want to start earning immediately	14
Have no desire to go	10
Plan to attend business college	6
Plan to attend a trade school	5
Impossible to go to college	4
Will train for bedside nursing	2
College unnecessary for a mechanic	2
Not capable of doing college work	1
Do not like school	1
Want individual music lessons	1
Do not care to leave home	1
Must help support younger children	1
Want individual dancing lessons	1

Many and varied guidance needs are evidenced in the table just presented. Pupils planning to attend institutions of specialization should be aided in the process of their selection. All should be encouraged to study their qualifications in relation to their plans. Worthy pupils with limited financial resources should be acquainted with the various means of securing assistance, and should be encouraged to make the effort for continuing their education at college.

Methods of continuing education after high school.

Before the school can be in a position to offer guidance relative to the means of continuing education after high school, the means in which the pupils are interested must be known. Students not planning to go to college were asked to list the means of further training in which they were interested. Seventy-two per cent had made plans for after-high-school training; twenty eight per cent had not. Agencies of an educational nature in which pupils expressed interest are listed in Table XXIV.

Table XXIV. MEANS OF CONTINUING EDUCATION SELECTED BY PUPILS OF MIDLOTHIAN HIGH SCHOOL WHO DO NOT PLAN TO ATTEND COLLEGE.

Means	Frequency
Business school	21
Trade school	9
Night school	3
Beauty school	3
Bedside nurses training	3
Correspondence school	3
Diesel school	1
Electrical school	1
Dancing school	1
Private music lessons	1

The school should secure reliable information and guide pupils in a study of that information; it should direct students in contemplating their qualifications for the type of training they are considering.

Persons pupils would approach for advice. In order that the school might ascertain the persons who most likely would be approached by the pupils for educational advice, students

were asked to indicate in order of preference those to whom they would go for educational advice. Persons listed as first, second, third, and fourth preferences are named in Table XXV.

Table XXV. PERSONS TO WHOM PUPILS OF MIDLOTHIAN HIGH SCHOOL WOULD GO FOR ADVICE ABOUT THEIR EDUCATIONAL PLANS.

First preference and frequency	Second preference and frequency	Third preference and frequency	Fourth preference and frequency
Principal 36	Teacher 17	Principal 4	Parents 1
Parents 19	Principal 10	Teacher 4	College 1
Mother 16	Father 10	Parents 4	Mother 1
Teacher 9	Parents 7	Pastor 3	Doctor 1
Father 6	Mother 5	Aunt 1	Relative 1
Person in the occupation 2	Superintendent of schools 2	Friend 1	
Alumni 2	Music teacher 1	Father 1	
Doctor 2	Friends 1	Business man 1	
Friends 2	Relatives 1	Alumni 1	
Childrens' Home Society 1	Alumni 1		
Guardian 1	Contractor 1		
Prospective employer 1	College 1		

The parents and the school staff rank highest as first, second, and third preferences; and many other desirable sources of advice are listed. The school should continually cooperate with the parents in assisting the pupil to make educational plans in accord with the purpose and potentialities of the individual. Pupils should be encouraged to seek the advice of other persons who because of their knowledge of the individual or the means of securing the desired training are in a position to rightfully advise him. The school

should cooperate with and coordinate the most desirable sources of information, for only in this way can we intelligently assist the pupil toward a wise decision.

Summary

Only twenty-five per cent of the pupils in the first three years of high school have planned for the selection of courses they still needed to take. Sixty-six per cent of the students have selected extra-classroom activities the majority of which are athletic in nature.

Reasons given for choosing courses and activities vary in quality from very good to very poor. Reasoning made for not having selected activities shows a lack of interest and a doubt of ability.

Ninety-five per cent of the high-school pupils plan to complete the four year program, four and one tenth per cent are uncertain, and nine-tenths per cent plan to leave. Pupils who were unsure were not intending to leave unless it became absolutely necessary.

Reasons for planning to complete the high-school work show that pupils are convinced of the value of a high-school education. A few of the reasons given exhibit an indifferent attitude.

Forty-four per cent of the pupils plan to go to college if possible. Thirty-five per cent of these pupils have selected the college they wish to attend.

Reasons for college attendance and particular selections

rating highest frequency were better than the great varying number of reasons completing the total. A majority of the reasons advanced were inadequate as a basis for selecting or attending a college.

Fifty per cent or more of the pupils who have chosen a college do not have information concerning the entrance requirements, costs, and social groups of the school of their choice.

Fifty-six per cent of the pupils had not planned to attend college and gave economic status, lack of desire, and plans for specialized training as their chief reasons.

Seventy-two per cent of the pupils not planning to go to college expect to continue their education after high school. Schools offering specialized training, correspondence schools, and private teachers were the means chosen for the continuing of their educational training.

In naming persons to whom they would go for advice about their educational plans, students placed their parents and members of the school staff at the top of the list of first, second, and third preferences.

Implications for the school. The selection of high school subjects by only twenty-five per cent of the pupils (seniors excepted) is indicative of the need for guidance in planning the high school work.

The interests of the thirty-four per cent of the pupils having made no choice of extra-classroom activities should

be studied in an effort to provide activities suitable for them. All should be encouraged to take part in some extra-classroom activity.

In selecting courses pupils should be encouraged to evaluate reasons in terms of future plans. Lack of interest or doubt of ability as reasons for not participating in activities may be signs of maladjustment, and should receive the staff's careful attention.

The large per cent of pupils planning to complete their high-school work is an expression of confidence that we should endeavor to maintain.

Many of the pupils' reasons for planning to attend college and for selecting particular institutions are inadequate. The school must have information about colleges and must guide the pupils in digesting it. Students should be encouraged to evaluate their reasons for attending college in terms of their purposes and objectives, in order to insure good reasoning.

Pupils with limited financial resources should be advised of the possibilities and opportunities for continued education open to them. Students of unusual promise in this group should be encouraged to take active advantage of these opportunities.

The school should secure information about the specialized schools in which certain pupils are interested, and should guide them in studying the information. Students should be encouraged and guided in the study of their

qualifications for the type of training desired.

The fact that students placed their parents and members of the school staff first as sources of advice about educational plans indicates the need for cooperation of parents, school staff, and other desirable agencies for helping the pupil to make a wise plan for his educational future.

Chapter VII

The Adjustment of Pupils In The Midlothian High School

Education should endeavor to see that pupils are able to cope satisfactorily with situations they face at present. Need for guidance appears evident when pupils show maladjustment to factors of the school, home, and personal life. An adjustment questionnaire prepared by Percival M. Symonds of Teachers College, Columbia University, was used in checking pupil adjustment. The seven phases of adjustment measured by this test were (1) curriculum, (2) social life of the school, (3) administration, (4) teachers, (5) pupils, (6) home, and (7) personal life. The seven numbers in the table that follow refer to these adjustments.

The purpose of this questionnaire as stated in the manual to accompany the questionnaire is set forth in the next three paragraphs.

The Adjustment Questionnaire is designed as an instrument to yield a measure of the adjustment of school pupils to a variety of phases of their environment. The questionnaire can be given to groups of pupils at a time. After the questions have been answered they can be scored by comparison with a prepared key in exactly the same way one scores an intelligence or achievement test and a total score found which will serve as a general measure of adjustment. Scores on the separate sections of the questionnaire will yield diagnostic measures of adjustment to the various phases of school and home life.

The Adjustment Questionnaire, then, is a survey instrument to be used for obtaining quickly and economically a measure of the adequacy of adjustment of individuals in a class or school. It does not indicate the cause or causes of maladjustment and offers little aid in discovering what remedial measures may be necessary in enabling a pupil to reach better adjustment. Its primary use is in spotting individual

pupils who indicate very good adjustment or very poor adjustment. Pupils who show evidence of making poor adjustments can then be studied more intensively by personal observation or by interviews in order to learn more precisely the nature of the conflicts in each individual case.

The questionnaire should find wide use in the guidance program of the school. As a survey instrument it can serve as a basis for more intensive study of the individuals. The Adjustment Questionnaire helps the counselor locate pupils who are in need of advice and guidance. By its use many pupils with incipient problem tendencies can be located early in the school year before they are actually recognized by their teachers as having problems, and under proper administrative measures can be taken to forestall and alleviate these possible more serious maladjustments.¹

Results of the questionnaire are tabulated in Tables XXVI, XXVII, XXVIII, XXIX, XXX, XXXI. The high and low scores indicate respectively good and poor adjustment.

1. Percival M. Symonds, Manual To Accompany The Adjustment Questionnaire, pp. 1-2.

TABLE XXVI. RESULTS OF ADJUSTMENT QUESTIONNAIRE FOR
FRESHMAN CLASS OF MIDLOTHIAN HIGH SCHOOL.

Phases of test	1	2	3	4	5	6	7	TOTAL
Maximum score	22	12	9	35	33	19	20	150
Case number								
1	17	12	6	34	30	18	12	129
2	17	12	6	30	22	14	5	106
3	18	11	7	33	29	18	11	127
4	17	10	8	31	25	16	9	116
5	19	10	7	33	29	18	14	130
6	18	12	5	30	25	14	7	111
7	16	10	5	34	28	16	14	123
8	13	10	2	14	30	13	15	97
9	18	12	7	34	29	17	12	129
10	13	11	8	32	26	16	11	117
11	19	10	7	33	29	18	14	130
12	17	7	3	27	18	15	6	93
13	14	8	7	29	26	16	9	109
14	14	10	6	24	21	15	12	102
15	10	5	4	6	23	14	6	68
16	13	9	6	29	26	15	10	108
17	15	3	2	10	18	13	15	76
18	9	7	4	32	27	12	11	102
19	12	9	5	27	27	12	10	102
20	12	6	6	11	22	5	9	71
21	13	9	4	31	21	15	14	107
22	13	3	4	19	13	10	6	68
23	10	9	3	27	29	13	15	106
24	12	6	3	29	16	14	9	89
25	9	4	0	11	19	13	10	66
26	9	11	2	32	23	13	7	97
27	13	10	8	31	29	10	8	109
28	15	7	5	26	29	16	12	110
29	15	12	6	31	29	14	17	124
30	11	8	3	25	25	16	13	80
31	10	11	3	20	27	13	14	98
32	11	10	8	27	26	17	10	109
33	11	6	4	26	18	14	9	88
34	12	10	3	22	26	7	6	86
35	13	7	4	14	19	14	10	81
36	4	11	5	20	26	14	12	92
37	8	8	8	34	25	16	8	107
38	5	7	4	16	17	13	8	70
39	14	9	5	26	28	13	9	104
40	15	11	5	31	29	13	11	115
41	13	5	4	29	27	14	10	102
42	11	9	5	27	24	9	6	91
43	11	12	6	20	25	15	14	102
44	12	11	2	26	21	13	7	92
45	11	11	7	29	23	14	66	101

TABLE XXVII. RESULTS OF ADJUSTMENT QUESTIONNAIRE FOR
SOPHOMORE CLASS OF MIDLOTHIAN HIGH SCHOOL

Phases of test	1	2	3	4	5	6	7	TOTAL
Maximum score	22	12	9	35	33	19	20	150
Case number								
46	14	7	4	23	23	16	9	96
47	16	11	8	31	26	17	17	126
48	15	9	7	20	25	9	13	98
49	12	8	7	28	26	16	12	108
50	19	8	7	25	29	15	18	121
51	18	11	7	22	20	16	13	107
52	15	10	7	32	31	17	11	123
53	8	9	5	27	20	14	8	91
54	14	7	6	16	28	15	12	98
55	18	11	6	31	26	17	13	122
56	14	10	6	26	28	5	14	103
57	10	7	4	12	17	14	11	75
58	14	11	4	31	29	16	10	115
59	12	7	5	29	27	12	13	105
60	15	11	7	30	28	16	15	122
61	11	9	7	19	21	11	7	85
62	6	4	2	11	19	17	10	69
63	17	11	6	34	29	17	15	129
64	7	8	8	28	27	14	8	99
65	15	11	5	26	26	15	14	112
66	10	10	7	35	32	16	17	127
67	9	6	5	22	20	15	11	88
68	5	7	5	17	27	12	12	86

TABLE XXVIII. RESULTS OF ADJUSTMENT QUESTIONNAIRE FOR
JUNIOR CLASS OF MIDLOTHIAN HIGH SCHOOL.

Phases of test	1	2	3	4	5	6	7	TOTAL
Maximum score	22	12	9	35	33	19	20	150
Case number								
69	12	7	6	16	22	16	10	89
70	13	7	6	15	11	16	3	71
71	16	9	5	29	27	17	13	116
72	17	9	6	24	22	12	9	99
73	15	10	5	22	24	17	15	108
74	16	8	5	16	22	16	16	99
75	17	8	4	3	9	8	4	53
76	10	8	3	15	24	13	4	77
77	10	6	5	15	16	16	9	77
78	15	10	8	25	28	16	12	114
79	8	6	4	11	19	14	4	66
80	14	11	7	31	31	16	10	120
81	14	8	7	14	18	11	8	80
82	16	8	5	24	22	17	12	104
83	13	7	4	17	26	17	10	94
84	10	7	3	8	17	12	5	62
85	17	5	4	12	25	13	7	83
86	11	6	8	20	24	14	8	91
87	8	10	2	5	16	15	10	66
88	14	10	7	29	24	14	14	112
89	7	7	8	13	21	15	13	84
90	6	7	4	9	17	7	4	54
91	15	11	7	31	19	13	10	106
92	9	10	4	18	23	16	8	88
93	6	6	3	9	19	4	7	54
94	11	9	6	26	28	16	13	109
95	13	2	2	2	18	12	7	56
96	10	8	3	16	16	12	6	71
97	12	12	8	26	29	16	13	116

TABLE XXIX RESULTS OF ADJUSTMENT QUESTIONNAIRE FOR
SENIOR CLASS OF MIDLOTHIAN HIGH SCHOOL.

Phases of test	1	2	3	4	5	6	7	TOTAL
Maximum score	22	12	9	35	33	19	20	150
Case number								
98	18	10	7	32	30	14	13	124
99	15	8	4	19	26	11	7	90
100	11	6	5	26	26	16	8	98
101	12	10	7	35	26	16	10	116
102	15	4	4	23	23	14	9	92
103	13	10	6	31	28	15	11	114
104	15	3	6	21	22	17	12	96
105	16	8	5	26	26	15	9	105
106	16	8	5	25	25	17	9	105
107	11	4	4	12	21	12	6	70
108	12	4	5	13	22	16	8	80
109	16	4	4	21	25	17	12	99
110	10	9	4	13	23	12	7	78
111	11	5	4	25	26	15	8	94
112	4	5	2	3	14	8	3	39
113	13	10	6	33	31	16	14	123
114	12	9	5	23	19	15	8	91
115	14	8	3	17	22	14	10	88
116	15	10	5	23	24	13	10	100
117	13	11	8	33	23	15	10	113
118	14	10	4	34	26	17	13	118
119	9	6	5	16	18	15	9	78
120	6	9	4	20	25	13	7	84

Organization of data for interpretation. To find the areas of good and poor adjustment of the pupils ranking highest and lowest on total adjustment scores, and to determine whether or not both divisions rank high or low on any single phase of the test, the groups representing highest and lowest quintiles, on the basis of total score, will be studied and compared. Pupils ranking above the eightieth percentile on total score will be known as group one, and their scores tabulated in table XXX; those ranking below the twentieth percentile will be known as group five, and their scores presented in table XXXI.

TABLE XXX. SCORES OF PUPILS OF MIDLOTHIAN HIGH SCHOOL
RANKING ABOVE THE EIGHTIETH PERCENTILE ON TOTAL
ADJUSTMENT SCORE.

Phases of test	1	2	3	4	5	6	7	TOTAL
Maximum score	22	12	9	35	33	19	20	150
Case number								
1	17	12	6	34	30	18	12	129
3	18	11	7	33	29	18	11	127
4	17	10	8	31	25	16	9	116
5	19	10	7	33	29	18	14	130
7	16	10	5	34	28	16	14	123
9	18	12	7	34	29	17	12	129
10	13	11	8	32	26	16	11	117
11	19	10	7	33	29	18	14	130
29	15	12	6	31	29	14	17	124
40	15	11	5	31	29	13	11	115
47	16	11	8	31	26	17	17	126
50	19	8	7	25	29	15	18	121
52	15	10	7	32	31	17	11	123
55	18	11	6	31	26	17	13	122
58	14	11	4	31	29	16	10	115
60	15	11	7	30	28	16	15	122
63	17	11	6	34	29	17	15	129
66	10	10	7	35	32	16	17	127
71	16	9	5	29	27	17	13	116
80	14	11	7	31	31	16	10	120
97	12	12	8	26	29	16	13	116
98	18	10	7	32	30	14	13	124
101	12	10	7	35	26	16	10	116
113	13	10	6	33	31	16	14	123
118	14	10	4	34	26	17	13	118

TABLE XXI SCORES OF PUPILS OF MIDLOTHIAN HIGH SCHOOL
RANKING BELOW THE TWENTIETH PERCENTILE ON TOTAL
ADJUSTMENT SCORE

Phases of test	1	2	3	4	5	6	7	TOTAL
Maximum score	22	12	9	35	33	19	20	150
Case number								
15	10	5	4	6	23	14	6	68
17	15	3	2	10	18	13	15	76
20	12	6	6	11	22	5	9	71
22	13	3	4	19	13	10	6	68
25	9	4	0	11	19	13	10	66
30	11	8	3	25	25	16	13	80
38	5	7	4	16	17	13	8	70
57	10	7	4	12	17	14	11	75
62	6	4	2	11	19	17	10	69
70	13	7	6	15	11	16	3	71
75	17	8	4	3	9	8	4	53
76	10	8	3	15	24	13	4	77
77	10	6	5	15	16	16	9	77
79	8	6	4	11	19	14	4	66
81	14	8	7	14	18	11	8	80
84	10	7	3	8	17	12	5	62
87	8	10	2	5	16	15	10	66
90	6	7	4	9	17	7	4	54
93	6	6	3	9	19	4	7	54
95	13	2	2	2	18	12	7	56
96	10	8	3	16	16	12	6	71
107	11	4	4	12	21	12	6	70
108	12	4	5	13	22	16	8	80
110	10	9	4	13	23	12	7	78
112	4	5	2	3	14	8	3	39
119	9	6	5	16	18	15	9	78

Methods of comparing groups one and five. One purpose of the study was to determine the differences between the well adjusted and poorly adjusted groups. To get these, percentile ratings were computed for each of the seven individual phases of the adjustment questionnaire. Individuals ranking above the eightieth percentile on any phase were accorded a high standing on this part of the questionnaire while those scoring below the twentieth percentile were considered as low scorers. This procedure made possible the determination of the areas in which well adjusted pupils made best and poorest scores, and areas in which the most poorly adjusted pupils scored highest and lowest.

Ranking of group one on seven phases of adjustment.

In group one, sixty per cent ranked low on personal adjustment, fifty-six per cent on home adjustment, forty-eight per cent on adjustment to social life of the school, forty-eight per cent on adjustment to the curriculum, forty per cent on adjustment to administration, twenty-eight per cent on adjustment to teachers. The phases of poorest adjustment for the best adjusted group were in order following: personal, home, social life of the school, and curriculum. The phases of best adjustment are in order named: to teachers, to other pupils, and to administration.

Ranking of group five on seven phases of adjustment.

In group five, the most poorly adjusted group, the low ranking adjustments were: eighty per cent, to teachers; fifty-seven

per cent, to other pupils; fifty-three per cent, personal; fifty-three per cent, to the social life of the school; forty-six per cent, home; forty-two per cent, to administration; and thirty-four per cent, to the curriculum. The phases of the test showing poorest are in their order, concerned with adjustment to teachers, pupils, personal life, and social life of the school. The adjustment phases that show up best in group five are: curriculum, administration, and home life, in the order named.

Comparison of groups one and five. In both groups, those parts of the test relative to personal and social-school adjustments were among the four phases showing poorest. In both groups adjustment to administration was among the three phases showing best.

The school should be concerned with all phases of pupil adjustment, and especially with those directly related to the school. That pupils in groups one and five ranked low on adjustment to the social life of the school, indicates the need for a critical analysis of this particular part of the school life.

Relation of adjustment to other phases of the study. In order to determine the relationship, if any, between adjustment and other phases of the study, a comparison of groups one and five will be made in relation to some important aspects of home and school life, purposes and problems, vocational and educational plans.

Adjustment and school life. The per cent of freshmen and sophomores in group one is twenty-five and five-tenths, as compared with thirteen per cent of juniors and seniors. In group five is found twelve and seven-tenths per cent of freshmen and sophomores, and thirty-one and four-tenths per cent of juniors and seniors. This compilation evidences that pupil adjustment in the last two years of high school is poorer than in the first two. It is possible that the school is losing some of the better adjusted pupils, or perhaps is failing to help pupils adjust as they advance in years. Whatever the causes, the school should make an effort to help the pupils make satisfactory adjustments to the various phases of school life.

Although compared differences in one and five are not startling, it is to be noted that group five has a larger per cent of sports participants, while group one has a larger per cent active in social and administrative school organizations.

In scholastic achievement group one has fifty-two per cent of its members in the highest one-fourth of their class as compared with eleven per cent for group five. High standing in scholastic achievement may be the result of effective adjustments, or the latter may be a contributing cause to the former. Pupils should be guided in the selection of courses best suited to their needs and capacities.

Adjustment and home conditions. The average pupil in

group one is approximately the second of four children, and the average pupil in group five is approximately the third of five children. This evidence indicates that chances of general maladjustment are greater in large families than in small families. Pupils of the school representing the extremes of adjustment come from families housing an average of three or more children.

On the basis of the judgment of the elementary and high-school teachers, the families were divided into three classifications on the basis of economic status. The very low income division includes the families that have received financial assistance from time to time during the last five years. The low income division includes those able to purchase the necessities of life. The higher income division includes families able to afford luxuries in varying degrees. Very few, if any, family incomes exceed \$3,000 a year. The per cent of the various income levels found in group one is in direct proportion to the income. In group five the per cent varies inversely with the income. This finding is an indication that the economic status of the family is an important factor in the adjustment of the pupil.

The school must minimize situations that would bring these inequalities in finances to the attention of other students and cause discomfort or embarrassment. All such situations can not be avoided; but the school administration can by tactful planning at least appreciably decrease possible

unpleasant situations which are likely to rise out of such problematical features as free textbooks and free lunches for those unable to purchase, assembly programs carrying admission charges, expensive yearbooks, and dues to organizations.

Adjustment and purposes. In group one over one-half of the pupils expressed purposes above the level of specific or contributory purposes, as compared with one-fifth of the pupils in group five. All in group one listed a purpose, while eight per cent of group five failed to name one of any description. A relationship is indicated by the evidence presented. Either could be a cause of or effect of the other. In any event the duty of the school is to assist pupils in making adjustments and in formulating and refining their purposes.

Adjustment and problems. All problems expressed by pupils in group one were relative to vocation and future schooling. Those expressed by pupils in group five were related to vocation, health, and personality. The school is not equipped to assist with major problems of health and personality, but it can try to know the problems of the pupils and assist him, or guide him to assistance, in the solution of his problems.

Adjustment and occupational plans. Group five has the larger per cent of definite occupational choices, and group

one leads in the per cent having occupational preferences. The per cent of pupils without either choice or preference is the same for both groups.

It is possible that the pupils in group five have made occupational selections hurriedly as a result of economic stress. They may not see the value of high-school education in their type of work: The school should guide the pupils to realize this value, and help them get the necessary type of training in the high school - or elsewhere if therein not available. Also, hurried selections should be studied carefully, to avoid blind-alley jobs and to prevent as many as possible from becoming misfits vocationally.

Adjustment and educational plans. In group one, eighty-eight per cent plan to continue educational activities after high school, as compared with seventy-three per cent in group five. The relationship between adjustment and educational plans is not as marked as some of the other relationships.

Encouragement in the continuation of educational training, and information regarding desirable means and available sources of aid should be supplied by the school.

Summary

In interpreting the data, the highest and lowest quintile groups were compared. These groups ranked low on personal and social-school life adjustments, and high on adjustment to administration.

In comparing these groups with respects to certain aspects of other phases of the study, marked relationships were found to exist between adjustment and school achievement, adjustment and economic status of the home, adjustment and purposes expressed by the pupils. The relationship of adjustment to problems of the pupils, to vocational and educational plans were not as significant.

Implications for the school. The fact that both groups rank low on personal and social-school adjustments, indicates a need for a more careful study of the personal problems of the pupils and a critical evaluation of all phases of the social life of the school.

The relationship existing between adjustment and other phases of the study do not, in most cases, establish cause and effect. The school should, however, help the pupil select work best suited to his capacities, minimize situations likely to show up economic inequalities, and help the pupil formulate desirable purposes, vocational and educational plans. Guidance should be afforded that will help the pupil in making the best possible adjustment in his school, home, and personal life.

Chapter VIII

Summary

The problem. The problem was to determine the needs for guidance in the Midlothian High School, Midlothian, Virginia. In approaching the problem the school and community backgrounds were studied and the life purposes, problems, vocational and educational plans, and adjustment of the pupils were investigated, analyzed and interpreted.

Means of gathering data. The investigator secured much information relating to school and community backgrounds from the superintendent, the supervisor, the local board member and the former principal. Other information was gained by observation and survey. Information concerning life purposes and problems of the pupils was obtained from papers written by them in English classes, in which they discussed their life purposes and listed their problems. Educational and vocational plans were investigated during interviews with individual pupils, at which time the questionnaires found in the appendix were filled out by the investigator. Pupil adjustment was studied by means of Adjustment Questionnaire, Form A. prepared by Percival M. Symonds, of Teachers College, Columbia University.

Conclusions. Summaries, at the end of each chapter, list and interpret the findings in detail. The general

conclusions are listed here.

1. The proximity of a big city, low family incomes, large families, the absence of one or both parents in some instances, the occupations of the fathers, the educational training of the parents, the absence of recreational facilities suitable for all, and the lack of a unified program of guidance in the school indicate the need for guidance.

2. The presence of twenty organizations in the community, at least seventy-five per cent of which work with young people, presents an opportunity for cooperation in the planning and projecting of a guidance program.

3. More than three-fourths of the high school pupils do not have well defined central life purposes.

4. Few pupils recognize the major problems they will have to face in life and more than one-fourth did not list any problems.

5. Thirty-one per cent of the pupils declare that they have made definite occupational selections; forty-two per cent express preferences for two or three occupations; twenty-seven per cent have neither choice or preference.

6. Reasons given for the selection of or preference for vocations are not based on a knowledge of the occupation or the individual's qualifications for the occupation.

7. Three-fourths of the pupils have sought or will seek advice from some other person in selecting an occupation; the balance prefer to make their choice unaided. In the order named the most popular sources of advice are: parents,

others in the occupation, and school workers.

8. The belief that occupations should be chosen later in life and lack of consideration of the problem are the chief reasons given for having no choice or preference.

9. Ninety-two per cent think the school is adequately preparing them for post school activities, eight per cent reply negatively. Suggestions for improving the services include the addition of several courses and the offering of aids of a guidance nature.

10. Omitting the senior class, only one-fourth of the pupils have selected the courses they expect to take while in high school; two-thirds have selected their extra-classroom activities.

11. Reasons given for choosing courses and activities indicate little evidence of thoughtful planning; reasons given for the absence of selections show a lack of interest or a doubt of ability.

12. The high school pupils are convinced of the value of a high school education. This is evidenced by the fact that ninety-nine and one-tenth per cent plan to finish high school.

13. Forty-four per cent of the pupils plan to go to college if possible. Thirty-five per cent of these have selected the college they wish to attend.

14. Reasons given for planning to attend college, and students' knowledge of the college selected, show very little

evidence of careful investigation or planning. In the majority of cases the reasons for selecting a definite college to attend were inadequate.

15. Pupils not planning to attend college give as their reasons: economic status, lack of desire, and desire for specialized training for which college is not essential.

16. Seventy-two per cent of the pupils not planning to attend college expect to continue their education by means of institutions offering specialized training, correspondence schools, or private teachers.

17. For advice relating to educational plans the pupils would go to their parents, members of the school staff, or both.

18. Both the upper and lower quintile groups on the basis of total adjustment score rank low on personal and social school-life adjustment, and high on adjustment to administration.

19. Marked positive relationships exist between adjustment and school achievement, adjustment and economic status of the home, adjustment and purposes expressed by the pupils.

Building A Guidance Program

The need for organization. Most of our high schools carry on activities of a guidance nature. Many teachers have always made an effort to assist pupils in the solving of their problems. Accepting these facts, all of us will probably agree with the following statement:

"Without an organization consciously directed toward the achievement of well defined ends, this service will result in confusion, and through a multiplicity of unrelated, non-articulated activities, render it impossible for the individual to derive the benefits which should accrue therefrom."¹

Any program will usually be held likely to succeed if the final responsibility for its success is placed in the hands of a responsible and responsive individual or small group.

"It is essentially necessary that this guidance service be organized to the end that an individual or committee of individuals may assume responsibility for the inauguration, for the administration, for the improvement and for the evaluation of the program."²

The principal, as the accountable head of the school, must assume the responsibility of organizing for guidance.³ Although a guidance specialist, new equipment, and other additions are very desirable, they are not absolutely essential.⁴

Introducing a Guidance Program. In a small high school the principal will probably have to take the initial steps in introducing a guidance program. It is usually a mistake to try to adopt some plan of organization functioning in some other locality.

"The size of the school, its relation to other schools in the community, the faculty personnel, social economic level in the community, and other like factors may well be taken into account."⁵

1. Tentative Manual for Guidance in the Virginia Secondary Schools, p. 15.
2. Ibid, p. 15.
3. Arthur J. Jones, Principles of Guidance, p. 403.
4. Tentative Manual for Guidance in Virginia Secondary Schools p. 15.
5. Ibid, p. 16.

If the principal can find in his faculty a person who is already interested in, has had courses in, or has had previous experience in guidance, he can make that person director of the program or coordinate leader with the principal; otherwise, he himself will probably have to become the active director of the work. The director or directors should search for other faculty members who because of their interest, training, or willingness to prepare for the task are best suited to complete the committee membership. The ideal teacher for this work would be one who has enthusiasm, the ability to lead, an unselfish interest in youth, a scientific attitude, an interest in research, a willingness to do extra work in training for this service - one who has the confidence and cooperation of pupils, parents, and his fellow teachers.

The committee can engender interest within the entire teaching staff: by discussions at faculty meeting and explanation of programs in action elsewhere; by supplying books, bulletins, and yearbooks on the subject; by soliciting the aid of the librarian and other key teachers; and by outlining the needs, aims, and desirable outcomes of guidance.⁶

After the interest of other faculty members has been aroused, the committee should survey the present guidance activities of the school; it should decide upon what it considers a well-rounded program; and with this program as

6. Ibid, p. 16.

a goal it should begin its work where the need is greatest.

The building of a program of guidance will probably require no less than five years of constant work on the part of all concerned. Constant evaluation and revision of the program activities will be necessary. The making of a small start with the materials and personnel available, plus several years of conscientious work on the part of the committee and faculty members, should produce results that will be gratifying.

Some possible guidance activities. Some activities that may possibly serve as a start, or may be included in the program as it expands are:

1. Conducting a survey of the community and the school in an effort to locate the most urgent and immediate guidance needs.
2. Planning with other organizations in the community to develop a well-rounded program of guidance and to minimize the duplication of services.
3. Discussing with the faculty ways and means of assisting pupils in the formulation and revision of life purposes.
4. Divising means of aiding pupils to recognize and plan for the solution of problems they face at present and will probably face in the future.
5. Assisting pupils in making or refining their occupational plans by securing and directing the pupils in the use of books, career pamphlets, bulletins and magazines;

planning trips for the observation of general types of occupations; securing speakers who will with the aid of the committee plan and present talks on various occupations; arranging interviews with workers in various types of work.

6. Arranging for individual counseling by the members of the staff best equipped to do this particular type of work.

7. Studying intensively those pupils not satisfied with school, in an effort to help them make appropriate adjustments.

8. Aiding pupils in formulating a tentative outline of courses to be taken in high school, before or immediately after they enter the high school.

9. Securing catalogs of colleges or schools in which the pupils have expressed an interest, and assisting the pupils in the use of these materials.

10. In the event pupils have made educational or vocational choices, helping them evaluate their reasons for these choices to insure against selections based on unsound reasoning.

11. Making known to the pupils possible means of continuing educational training after high school and the available sources of aid in securing this training.

12. Determining the persons to whom pupils would go for educational and vocational advice, and cooperating with these persons in an effort to offer the pupils intelligent guidance.

13. Faculty planning of periodic home-room programs that stress guidance in relation to vocation, education, ethics, personal relations, health, courtesy, thrift, recreation, and citizenship.

14. Procuring motion pictures that contain valuable materials of a guidance nature relating to vocations, recreation, health, education and other phases of life.

15. Carefully studying the curriculum of the school in order to capitalize on opportunities presented in regular courses for presenting occupational implications and information.

16. Surveying extra-classroom or social-school life activities in an effort to provide the most suitable types of activities and possibly prevent maladjustments.

17. Publicizing the program in order to secure the better cooperation of patrons and laymen.

18. Studying occupations in county, state, and nation, in order to compile information concerning possibilities of employment in various fields, and other pertinent facts.

19. Working out a testing program to secure additional information for use in guidance.

20. Conducting follow-up studies of graduates in order to improve the guidance service.

21. Constructing and putting into use a system of records to facilitate the guidance program.

22. Considering the advisability of including exploratory courses, or courses in vocations, in the curriculum.

23. Cooperating with other agencies in securing part time work for high-school students.

24. Planning for elementary pupils to visit the school

before entering; arranging for high school seniors to visit the college or colleges in which they are interested, during their stay in high school.

25. Working with other agencies in the community to provide desirable recreational facilities suitable for all.

No attempt has been made to list these activities in order of procedure or importance. It is not to be assumed that this is a finished program or that all activities mentioned will be suitable for any individual school. The activities listed are possibilities that may be considered in organizing or expanding the guidance work of the school.

The survey of pupils' needs and adjustments points clearly to the necessity of a more adequate guidance program for pupils in the Midlothian High School. The guidance activities enumerated in the summary are necessary steps for removing difficulties, correcting deficiencies and facilitating more adequate pupil adjustment. The order of procedure to be followed in putting these suggestions into operation will be conditioned by the adequacy of the guidance concept of the staff, personnel available, financial and material resources available, and the present guidance activities of the school. The activities listed are consistent with the principles of guidance agreed upon by modern writers in the field of guidance.

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APPENDIX

Vocational Plans Questionnaire.

1. Has pupil made a definite selection of an occupation?
Name of occupation _____
2. When was the selection made? _____
3. How has the selection changed, if at all? _____
4. If the selection has changed, what were the reasons for the change? _____
5. If a choice has been made does the pupil have definite reasons for making this choice? _____
Reasons _____
6. If no definite choice of occupation has been made have the possibilities been limited to two or three preferences? _____
7. If pupil has a preference for two or three occupations does he have definite reasons for this preference? _____

Preference	reasons
_____	_____
8. Has pupil considered the following factors concerning his chosen or preferred occupation or occupations?

_____	General level of intelligence found in the field.
_____	Special talents or aptitudes necessary
_____	Activities demanded by the work
_____	Earnings
_____	Secureness of position

_____ Opportunity for advancement

_____ Special skills necessary

_____ Length of time necessary to prepare for the
occupation.

9. If pupil has made no choice of an occupation what reasons are given for not having made a choice? _____
10. To whom would pupil go for help in selecting occupation?
1 _____ 2 _____ 3 _____ 4 _____
11. How would pupil find out about the qualifications, opportunities, and other factors of the occupation or occupations in which he is interested? _____

12. Does pupil feel that high school has prepared him for what he is going to do after he gets out of school? _____
13. What suggestions can pupil offer for improving the preparation offered by the school? _____

Educational Plans Questionnaire

1. Has pupil selected subjects he plans to take during the remainder of his stay in high school? _____
2. If subjects have been selected does pupil have definite reasons for selecting them? _____
Reasons _____
3. Has pupil selected extra-classroom activities? _____

Activities selected	Reasons
_____	_____
_____	_____
4. Does pupil plan to complete high school work? _____
Reasons _____
5. If pupil plans to leave before completing high school does he plan to continue his education by other means?

How? _____
6. Does pupil plan to go to college? _____
7. Does pupil have definite reasons for planning to go to college? _____
Reasons _____
8. Has pupil selected the college he plans to attend? _____
Name of college _____
9. What reasons are given for selecting that particular college? _____

10. Does pupil have the following information about the college selected?
- _____ Requirements for entrance _____ cost.
- _____ Social groups in the college
- _____ Special courses offered
11. If pupil plans to complete high school but does not plan to go to college what reasons are given for so planning? _____
12. Does pupil not planning to go to college expect to continue his education by other means? _____
- How? _____
13. To whom would pupil go for advice about his educational plans? 1 _____ 2 _____ 3 _____ 4 _____

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