

1949

Initial Steps in the Development of an Organized Guidance Program in Tazewell High School.

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<https://dx.doi.org/doi:10.21220/m2-z8wk-3323>

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SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF THE
COLLEGE OF WILLIAM AND MARY
FOR THE DEGREE
MASTER OF EDUCATION
1949

INITIAL STEPS IN THE DEVELOPMENT OF AN

ORGANIZED GUIDANCE PROGRAM IN

TAZEWELL HIGH SCHOOL

by

MARY ANNELLA GREEVER

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ACKNOWLEDGEMENTS

The writer wishes to express her gratitude and appreciation to the following people:

To her graduate committee, Mr. George J. Oliver, Chairman, Mr. Kenneth Cleeton, and Mr. Richard B. Brooks, for their helpful suggestions for improving the project;

To Mr. George Myers, for his encouragement and suggestions during the writing of the project;

To Mr. J. Leonard Walthall, Superintendent of Tazewell County Schools, for his understanding and encouragement while the project was in progress and for his guidance in writing the report of the project.

To the Faculty of Tazewell High School during the session 1947-48, for their cooperative effort in making this project possible.

To Miss Lillian Cozart, for typing the manuscript.

CHAPTER I

INTRODUCTION

THE EMERGENCE OF GUIDANCE

AS A PART OF EDUCATIONAL ACTIVITY

Although the term "guidance", as a distinct educational concept, has come into use in comparatively recent times, the idea of guidance has always been present in the minds of good teachers. Socrates was aware of the same purposes when he gathered about him the inquiring youth of ancient Greece. Jesus' selection and teaching of His disciples, upon whom would rest the responsibility of projecting His teachings, reveals to us one of the world's finest examples of guidance. James Garfield had the idea of guidance in mind when he made the famous statement that a good school could consist of a hut, with only a simple bench on which are found a boy on one end and a good teacher on the other. The term "educate" connotes guidance in that it means to "draw out", or to bring the best out of the student. However, with the coming of the complexities of modern living the incidental guidance that a good teacher could give was not sufficient to meet the needs of the child. Although worthwhile guidance was being given in schools worthy of the name, the realization

dawned that the efforts were to some extent haphazard and many areas were not being covered. Following the sound concept of education, that once needs have been discovered, the next logical step is to provide means for meeting the needs, the concept of guidance as a necessary educational process began to crystallize.

With the beginning of the twentieth century, reports of scientific inquiries concerning the effectiveness of the public school began to appear. By 1918 the high schools were beginning to be thought of as institutions of education for all youth, a departure from the idea that prevailed in the 1890's that the high school existed for only a selected few. The findings of the American Youth Commission and the Regents Inquiry Commission in the thirties caused further questioning in people's minds. The Cardinal Principles of Secondary Education¹ was a landmark and gave some definite direction in the slow evolution of the idea of educating the whole child. By 1920, in various forms and under many different names, planned guidance work was being introduced into high schools throughout the country. The depression of the thirties focused attention on unemployment

¹Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education, Washington, D. C., Government Printing Office, 1918, 32 pp.

and the vocational needs of youth. When the Evaluative Criteria² appeared in 1938 and 1940, the guidance concept was so well crystallized that guidance was one of the ten criteria by which a high school could be evaluated qualitatively as well as quantitatively. World War II gave further impetus to guidance activities through the realization of a nation in a total war that more effective results could be obtained through utilizing the specialized talents of individuals and fitting them into the places where they could give the best services. Numerous new measuring devices were developed and used during this period.

Douglass is emphatic in his estimation of the value of a guidance program in the modern school:³

The keystone of a modern school for youth is guidance -- guidance not only in matters pertaining to vocation and formal schooling, but in all the matters that perplex the minds and heart of youth -- problems of religion, problems of sex and love, social problems, relationships with parents, and financial problems.

With the advantage of the valuable experiences acquired in the

²Evaluative Criteria and Educational Temperatures, Cooperative Study of Secondary School Standards, 1940 Editions, 175 pp.

³Jane Warters, High-School Personnel Work Today, New York, McGraw-Hill Book Company, Inc., 1946, pp. 12-13, citing H. R. Douglass, "The Problems of Youth", North Central Association Quarterly, 13:230, October, 1938.

past, the schools of the country accepted the obligations implied and guidance emerged as a part of educational activity.

DEFINITION OF GUIDANCE

There is a definite danger in educational practice of driving a word into disrepute by over-use or maintaining it too long as an abstraction. Already the term "guidance" might seem to be taking this course and even now the term "personnel work" seems to be growing in favor with some, in preference to "guidance". The concept has appeared under many names. Some of the most familiar of these are "individualized education", "personalized education", "counselling", "vocational guidance", and "vocational and educational guidance". For our purposes the term "guidance" is preferred because of its connotation as well as the revealing qualities of the word itself.

Within the "Statement of Guiding Principles" in that section of the Evaluative Criteria which deals with guidance service the case for using the term guidance is well stated:

Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet -- educational, vocational, health, moral, social, civic, and personal. It should endeavor to help the pupil to know himself as an individual and as a member of society,

to enable him to correct certain of his shortcomings that interfere with progress; to know about vocations and professions so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests. Such objectives should be achieved through a better understanding among the school, the home, and the community; through a closer coordination of the work of the secondary school and the school or schools from which its pupils are received; through adequate and specific data on the individual pupil secured at or prior to his entrance to the school; through a comprehensive and effective system of counselling and guidance; and through definite provisions for articulating the work of the school with whatever activity the individual engages in after he leaves it.⁴

Concisely stated, guidance is the process of helping an individual size up his own situation more intelligently and come to his own decisions more wisely than otherwise he might.

RECENT DEVELOPMENTS THAT EMPHASIZE

THE PLACE OF GUIDANCE IN THE EDUCATIONAL PROGRAM

With the acceptance of the high school as an integral part of the American educational system and as an institution which should serve all American youth, as opposed to the idea that the secondary school was an institution for the selected few and largely a college preparatory school, changes have

⁴Evaluative Criteria and Educational Temperatures,
op. cit., p. 63.

come about in the American high school. The development of transportation, improved communication, a higher standard of living for the masses, and more leisure time, had weight in the changes that came to the public school system. In 1890 there were approximately 203,000 students enrolled in the American high school. Estimates show that between the years 1890 and 1945 the percentage of children of high school age enrolled in the high school increased from three and seven-tenths percent to between seventy and seventy-five percent. Of the high school graduates, representing a cross-section of society, only fifteen to twenty percent attend college.⁵

With the increased enrollment came departmental organization and specialized subject-matter teachers, which tended toward neglect of the development of the child as a whole. To meet this deficiency such curriculum organizations as the "core-curriculum", the "integrated curriculum", and the "activity curriculum" were developed in an attempt to personalize the non-personal departmental organization.⁶

Today the comprehensive high school is being urged as a means of meeting the wide range of needs of all the children. Guidance, without the means whereby the child can

⁵Leslie L. Chisholm, Guiding Youth in the Secondary School, New York, American Book Company, 1945, p. 15-17.

⁶Ibid., p. 18.

find the facilities for development, is of little value. Hence we find a realization of the need for expanding the curriculum to meet the educational requirements of the expanded student body, to provide wholesome educational experience to meet a wide range of interests and abilities. Guidance is recognized as an essential if the student is to make wise choices in the expanded curriculum, and if he is to prevent "mental indigestion" or educational disaster because of his inability, inexperience, and immaturity.⁷

The emphasis given to guidance in recent educational literature. As the responsibility of the public school for the full development and well-rounded growth of youth has come to be generally accepted, extensive study of the needs of youth has been undertaken. Almost every phase of the physical, mental, moral, and spiritual life of youth has been investigated.

Literature on guidance is abundant. The Encyclopedia of Educational Research⁸ lists voluminous references to guidance material. A bibliography published as early as 1928, restricted to guidance in secondary schools, included 263 references.⁹

⁷Ibid., p. 19-20.

⁸Walter S. Monroe, editor, Encyclopedia of Educational Research, New York, The Macmillan Company, 1941.

⁹"Guidance in Secondary Schools: Bibliography", National Association of Secondary School Principals, B 19: 79-94, 1928, Cited by Encyclopedia of Educational Research, Ibid., p. 549.

Cowley published an annotated bibliography in 1932 of 2,183 items from 4,902 books, articles, monographs, and pamphlets.¹⁰ In the summer of 1940 approximately 600 courses in guidance were listed in catalogues for colleges and university summer sessions.¹¹ Two year books have been devoted to guidance by the National Society for the Study of Education.¹²

As further evidence of the importance of guidance in the educational field the following references were found in the Education Index¹³ from July, 1947, to June, 1948: thirteen references to Child Guidance Clinics, fifteen articles on Educational Guidance, fifteen articles on Mental Hygiene, 137 articles on Personnel Service, eighty-three articles on Adjustment of School Children, twenty-four articles on Student Advisers and Counselors, and 135 articles on Vocational Guidance.

¹⁰Cowley, W.H., The Personnel Bibliographical Index, Ohio State University, 1932, 433 pp. Cited by Encyclopedia of Educational Research, Ibid., p. 549.

¹¹U.S. Office of Education, Occupational Information and Guidance Service, Guidance Courses, Summer Sessions, 1940, Miscellaneous Publications, No. 2359, 1940, 22 pp. Cited by Encyclopedia of Educational Research, Ibid., p. 549.

¹²N.S.S.E., Guidance in Educational Institutions, Thirty-seventh Yearbook, Part I, Public-Sch., 1938, 313 pp. N.S.S.E., Vocational Guidance and Vocational Education for Industries, Twenty-third Yearbook, Part II, Public-Sch., 1924, 435 pp. Cited by Encyclopedia of Educational Research, Ibid., p. 549.

¹³The Education Index, July 1947 to June 1948, New York, The H. W. Wilson Company, 1948.

The need for guidance in a democratic school. Since one of the desired outcomes of the public school program is effective citizenship, guidance becomes a necessity as a means of developing the human material the school receives. Too often the public is inclined to believe that somehow or other at about the age of twenty-one the individual will become a citizen worthy of the ballot and capable of understanding the ideals of democracy, and that he will assume his full responsibilities in a democratic society. Thomas Jefferson realized that effective democratic living would not come by chance and he insisted on education as an integral part of the life of a democracy. The public school receives the raw material of which a democracy is built at about the age of six and has an opportunity to afford it practice in democratic living during the formative years of life. Therefore, if in the language of democracy, each individual is to make his full contribution to society and if his potentialities are to be fully developed, the society in which he lives should assist him in discovering his talents, in helping him develop his talents, in helping him to appreciate the talents and contributions of others, and in giving him confidence in establishing himself in his rightful place in his community. In a democracy we believe that not only the individual suffers, but society suffers in like proportion, with the failure of

each individual to develop his real worth.

Recognition of guidance by the State Department of Education. The State Department of Education of Virginia has definitely recognized an organized guidance program in each high school, as in accord with the philosophy of its statewide program and as essential to the accomplishment of the avowed aims of education.

In July 1936 the State Board of Education issued a bulletin which carried the significant title Tentative Manual for Guidance in the Virginia Secondary Schools and laid the responsibility for a program on the school.

Guidance is an integral part of the educational program. While specific functions may be delegated to certain individuals, the responsibility for guidance is the responsibility of the entire school. If guidance in all its phases is to be effective, the cooperation of all is necessary. The classroom teacher who recognizes guidance as a function of professional teaching will utilize opportunities for integration in the selection and organization of materials of instruction, in planning learning activities, and in directing class discussions. The administrator who views guidance as a function of education will make definite provisions for it in setting up and administering the educational offering.¹⁴

A committee of superintendents and principals, appointed by the State Board of Education, proposed the conditions for

¹⁴Bulletin State Board of Education, Tentative Manual for Guidance in the Virginia Secondary Schools, Richmond, Virginia, July, 1936.

meeting the accrediting standard which required a satisfactory program of guidance in an accredited high school. The proposals were accepted by the State Board of Education as worthy of trial for the year 1949-50 but the State Board did not make the conditions mandatory. The proposals are:

Beginning with the session 1949-50 all accredited high schools shall have a satisfactory program of guidance. In order to have such a program of guidance the following requirements shall be met:

1. Time for Counseling and Related Activities. All accredited high schools shall provide one class period for each unit of 75 pupils or major fraction thereof. This time is to be used only for individual guidance activities.
2. Guidance Space for Guidance Services. All persons assigned time for guidance activities shall be provided a private space for work during the time assigned.
3. Qualifications of Guidance Personnel.
 - a. Persons designated to head guidance services shall have not less than 2 years of successful teaching experience, a demonstrated ability to work with teachers and students, and a minimum of 6 semester hours credit in guidance courses, or 2 years experience in guidance activities.
 - b. In-service training in guidance shall be provided for all teachers.
4. Cumulative Records. All accredited high schools shall maintain a cumulative record for each pupil enrolled which shall include information in regard to: Home and Family Background, Scholastic Record, Physical and Health Status, Personality Traits, Special Interests, Educational and Vocational Plans, Test Results.

5. Occupational and Educational Information. All accredited high schools shall maintain a file of occupational and educational information. These files shall include current information on vocational opportunities, trends, and requirements on all fields of work in the area served by the school. The high school shall also maintain a current file of information on post high school training opportunities usually accessible to students leaving the high school.

6. Report of Progress. All accredited high schools shall make an annual report of progress which shall be concerned with the quality of their guidance programs. This report will be incorporated in the present Statement of Progress.¹⁵

POINT OF VIEW

The guidance concept, with the recent refinements, enlighten^{en}ments, and organization of guidance materials, has been given recognition and emphasis in education within the last two decades. The writer believes with Chisholm¹⁶ that guidance seeks to have the individual become familiar with information about himself, his interests, previous development, abilities and plans for the future. The individual should consider problems of social, vocational, and recreational adjustment. It is the responsibility of the guidance personnel to help the individual develop insight

¹⁵Virginia State Board of Education, "Proposed Conditions for Meeting the Accrediting Standard for Satisfactory Programs of Guidance in the High School", Richmond, Virginia, (mimeographed bulletin) 1948.

¹⁶Chisholm, op. cit., p. 3-8.

into the recognition and the solution of his problems, to assist him in seeking information and in seeing various alternatives in the solution of problems with the probable consequences of a choice if pursued. As has been stated, the student should be assisted in seeing many angles of a situation but the final decision and choice of a course of action should come from the individual. Guidance seeks to help a student see his mistakes when they occur and to modify his plans accordingly, thus helping him to become better able to meet and solve his future problems in a more effective manner.

Guidance implies recognition and understanding of the individual and creation of conditions that will enable each individual to develop his potentialities to their fullest capacity and ultimately to achieve the maximum in self-guidance, with a satisfying measure of economic and social security. "This concept epitomizes our democratic philosophy."¹⁷

Guidance, if left to chance and the whims of individual teachers, will probably be haphazard, inadequate, and incomplete. Incidental guidance has some value, but it is not comprehensive, in that it does not cover the needs of students in all areas, nor does it reach all students. Guidance should

¹⁷Arthur E. Traxler, Techniques of Guidance, New York, Harper and Brothers, Publishers, 1945, p. 13.

be organized and should be an integral part of the school program if it is to achieve the desired goals.¹⁸

The operation of a guidance program should be so closely related to all other aspects of the work of the school that it is accepted as an essential, normal activity and not as a separate part of the work of the school. Schools often fail in their responsibility for guidance because they fail to see guidance in this light.¹⁹

PURPOSE OF THIS STUDY

The purpose of this study is to develop procedures for initiating a guidance program in Tazewell High School. It is anticipated that the cooperative thinking and planning, with the resulting organization, may lead to the inauguration of a functional guidance program.

Certain specific and definite problems grow out of the stated aim. They are:

1. Providing assistance to the entire staff of the school in thinking its way through the initial steps in the development of a guidance program, helping each teacher to see the overall program, his contribution to the program, and his

¹⁸Chisholm, *op. cit.*, p. 10.

¹⁹*Ibid.*, p. 13.

relationship to the functions of other guidance workers;²⁰

2. Developing in the faculty basic concepts around which the guidance program is to be organized in terms of certain desires, attitudes, and beliefs on the part of all members;

3. Developing favorable pupil attitudes toward the guidance program;

4. Developing favorable community attitudes toward the guidance program;

5. Discovering and evaluating the facilities for guidance already in the school;

6. Making the school more conscious of community resources that can be utilized in the guidance program;

7. Organizing the staff for developing a guidance program;

8. Assisting in the development of such physical aspects of the program as occupational files, records, space for counselling, etc.

These include the initial steps which should be taken in inaugurating a guidance program. In effect they comprise the

²⁰ Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services, New York, McGraw-Hill Book Company, Inc., 1947, p. 23.

in-service professional study which precedes the organization of adequate guidance services for the school.

JUSTIFICATION FOR THE PROJECT

After some work and thought on a student activity program in Tazewell High School, and after having the responsibility of sponsoring the work of the Student Council, the writer became interested in the possibilities of an organized guidance program in the school. The interest was increased and somewhat crystallized as the result of an assignment as chairman of a faculty committee to work on guidance in the high school. The report of this committee was to be included in the annual Progress Report.²¹ The possibilities of development of a guidance program became greater as the chairmanship of this committee continued over a period of four or five years. As a result of these experiences the writer determined to take further college work in guidance and entered the College of William and Mary as a candidate for an advanced degree in the field of guidance. Interesting courses on the subject culminated in the selection of a "project" to be developed on some

²¹Commonwealth of Virginia, State Board of Education, "Statement of Progress of Accredited High Schools", Form H. g. 9-9500- 8-15-47.

phase of the subject. The writer was convinced that the work could be worthwhile if it could be practical and useful. Knowing the status of guidance development in Tazewell High School, the first thought was to develop practical procedures and plans for training the home faculty in preparation for the installation of a guidance program. It is not to be expected that every teacher will be thoroughly trained as a guidance worker, but it is desirable that each teacher develop an appreciation of the function and practices of the guidance program. Specialized training on the part of a few will not compensate for failure to enlist the support and assistance of the entire faculty, so with that in mind the writer devised a plan which she anticipated would involve the entire faculty, which would permit ample discussion, and which would utilize the resources of the school.²²

THE PLAN

It is believed that professional study will be more effective if all teachers who take part in the study have an opportunity to take part in planning the work, in making decisions, in assuming responsibility for carrying out the

²²Clifford E. Erickson and Glenn E. Smith, op. cit., p. 1-2.

decisions, in sharing experiences, and in cooperatively evaluating their achievements.²³

With the approval of the principal of Tazewell High School it was the plan of the writer to project before the faculty the idea of making a faculty study of "guidance" and the initial steps to be pursued in the development of an organized guidance program for Tazewell High School. The plan provided:

1. That established custom of weekly faculty meeting be continued and a large portion of the time be devoted to a study of the various phases of guidance;
2. That the members of the faculty be organized in working committees, each committee to study a different phase of guidance;
3. That each committee present its findings in a discussion period, with other members of the faculty having the privilege of contributing to the discussion;
4. That a steering committee composed of the chairman of each group and the principal, act as a coordinating committee;
5. That the culmination of the study be an evaluation of the year's work in light of the purpose of the study with suggestions for the "next steps" in the program.

²³ Warters, op. cit., p. 197.

These five steps were undertaken in the session
1947-48 with the results reported in the chapters which follow.

CHAPTER II

THE SITUATION AT TAZEWELL HIGH SCHOOL

FACTORS INVOLVED IN THE DEVELOPMENT

OF THE PROJECT

Before attempting to initiate a program of study as a basis for the development of a program, it is necessary to understand something of the setting, the situation, and the personnel and materials available.

The County School System. The school system of which Tazewell High School is a part is typical of the Virginia organization. Tazewell High School operates under the Tazewell County Division. The school is one of the sixty-two schools of the county; schools that range in size from a one-room school to a large high school of approximately seven hundred pupils. Tazewell High School is the largest high school in the county.

The administrative staff is composed of a Division Superintendent, a Director of Instruction, and an Elementary Supervisor. Assisting the administrative staff are the Clerk of the School Board and a secretary to the School Board. A school board consisting of three members is responsible for the financial and policy determining phases of the school work.

The administrative personnel is sympathetic toward the guidance concept and will lend aid and encouragement necessary for the inauguration of a guidance program.

The school community. Tazewell High School is situated in a beautiful blue-grass section of mountainous Southwest Virginia. Many of the leading families have descended from original pioneer stock and are still holders of large areas of farming land. Many of these same families also grasped the financial advantages that came with the development of the coal mines at a later date in the northern part of the county. Tazewell, the county seat, has a larger proportion of the descendants of the original stock than any other community of the county.

The comparatively few families who own most of the wealth of the county are secure in their social and financial standing and are conservative in their thinking.

Changes in the school community. In the broad valleys that run largely east and west in the southern two-thirds of the county were the original valued holdings of the farmers who settled and developed the land. The northern one-third was considered of less value and much of it was left in undeveloped timber land. Valuable timber produced some wealth, but today few acres of virgin timber remain. However, beneath the comparatively thin soil and rugged mountains of the northern one-third of the

county coal was found, and extensive mining of this coal within the last fifty years has changed the picture. Within the last twenty years many new communities have been developed and many people engaged in the coal industry have spread to all parts of the county where they have acquired small tracts of land and homes of their own. All of this had an influence on the school situation. Most of the miners have come from without the county and in the opinion of the writer are considered by the native conservative stock to be something of an intrusion on the pattern of life to which they have been accustomed.

Since 1910 the county population has doubled. Although there has been a steady increase in population, there is a high degree of mobility within the county and the centers of population are unstable. The newcomers to the county are more prolific than the descendants of the original stock and among the mining families the number of children is unusually high.

Tazewell county has a strict enforcement of the compulsory school attendance law and above ninety-nine percent of the children of the county of school age are enrolled in school.¹ The holding power of the county school system has improved and

¹Authority: An interview with Mrs. C. K. Hall, School Attendance Officer of Tazewell County, February, 1949.

within the last twenty years the school population has increased more in proportion than the increase in the county population. High school graduates within the county have grown in number from ninety-six in 1928 to 302 in 1948.² Much has been done toward the consolidation of schools and Tazewell has been one of the consolidation centers. Today the children from outside the town outnumber the town children by a ratio of approximately three to one and represent families of all walks of life. All this has taken place within the past fifteen years and the school facilities have been crowded beyond their capacity. The high school building that was built in 1932 for the comparatively homogeneous group that resided in and around the town was considered at the time of its construction to be more than adequate for many years. At present, however, increasing enrollments have resulted in overcrowded conditions, with administrative provisions to provide for the overload which limit somewhat the extension of the educational program.

Civic clubs and organizations. The town of Tazewell has many organizations that are conscious of civic needs and are interested, in varying degrees, in the development of an adequate school program. They are recognized in this study as a definite

²Tazewell County Superintendent's Annual Reports, 1928 and 1948.

part of the community picture for the contributions they might make in a guidance program. The Parent-Teacher Association of the school has been in operation for several years and has been active in progressive movements within the school and community.

The Rotary Club and the Lions Club have sponsored worthwhile educational projects and can be relied upon to assist in a guidance program.

The various Women's Clubs, the Garden Club, and the Ministerial Association all have substantial educational committees and are potential aids in the guidance program within the high school.

The county Welfare Department, the Health Department, and the Town Council have expressed a desire to lend their full support to the educational efforts of the school and can be relied upon for assistance.

Judging from the response made in former years to requests for assistance in solving school and individual problems, the school community has many individuals of varied interests who will lend such aid as they can give when they understand the purposes of a guidance program.

TAZEWELL HIGH SCHOOL

The school in which the program is to be installed is located in the county seat of Tazewell county and draws from an area whose most distant point is twenty-two miles.

The student body. The student body is composed of members from town and rural areas representing varied economic and social levels. Many of its students come from farm homes, and two large coal mining camps send their high school students to Tazewell High School. Others represent homes of professional background, artisans, laborers, tenant farmers, and the various other occupations that are to be found in most communities.

The curriculum. Fifteen years before this study was begun, outlying schools were consolidated with Tazewell High School. The movement was at first slow but gained impetus and was accelerated by a strictly enforced compulsory attendance law. The concept of the high school before consolidation was basically that of a college preparatory school. Little vocational work was offered and the curriculum was inclined toward English, history, science, mathematics, Latin and French. Since that time the curriculum has been broadened by enrichment of the content of the courses and more attention is given to individual differences. A commercial department has been added and vocational agriculture has become an integral part of the program. Home Economics has been put on a vocational basis, some art is being offered, and a band has been organized. Other courses have been added from time to time as the demand has arisen and as personnel has been available. Except for the lack of varied

shop courses and diversified occupations, the curriculum might be considered above average in breadth and moving toward a fairly comprehensive program.

The school plant. The Tazewell High School building is unfortunately situated in that the site was selected with little thought for future needs and the expansion of the physical plant. The building and landscaping occupy approximately fifty percent of the school property. The structure is artistic, occupies a prominent place in the heart of the town, and the front of the grounds is beautifully landscaped. The play area to the rear is inadequate, and the property is so situated that there is little or no possibility of securing additional adjacent land.

The physical plant is too small for the increased student body and lacks many facilities which are needed for an expanding curriculum and a guidance program. Most of the floor space has been pressed into use for strictly classroom activities. Science facilities are inadequate, the library is too small, no activities rooms are available, no cafeteria has been provided, the administrative area is too small, space for teaching music is not available, and consultation or guidance rooms are non-existent. The stage dressing-rooms and the teachers' rest room have been converted to classrooms, and the auditorium is used as a

study hall. Already a nine-period daily program has been found necessary to continue the school with the present facilities.

Complexion of the faculty. The faculty of any school will be composed of individuals of varying abilities, training, and interests. Some study and understanding of the faculty, the people who are to do the important work should be made prior to the launching of the program.

The grasp of the program by the individual members of the faculty will be partly determined by the training received prior to the teaching career. Table I will show the levels of training of the faculty of Tazewell High School from September 1943 to September 1947, and will give something of a picture of the educational background.

TABLE I
LEVELS OF TRAINING³

Training	1943- 1944	1944- 1945	1945- 1946	1946- 1947	1947- 1948
Number with B.S.degree	7	5	8	9	12
Number with B.A.degree	8	10	8	9	6
Number with Master's degree	0	0	1	1	2
Number with some graduate study	2	3	3	3	3
Number with less than college degree	2	2	2	1	3

³Preliminary Annual High School Reports Form

The type of training will be a factor in the understanding of the faculty members. Those who have received recent teacher training will tend to be more cognizant of the term and purposes of guidance. Graduates of technical colleges are usually well-founded in subject matter but may be thought of as being prepared for industry or business rather than for the teaching profession. Universities and academic colleges do not usually include educational science in the curriculum of the student unless it is specifically requested by the student or he indicates an interest in the teaching profession. The product of the teachers' college, because of the professed purpose of the college, is likely to be trained for teaching and likely to be sympathetic toward guidance. Table II will show the types of training institutions attended by the members of the faculty of Tazewell High School from September 1943 to September 1947.

TABLE II
COLLEGE TRAINING BY TYPE OF INSTITUTION⁴

Institution	1943- 1944	1944- 1945	1945- 1946	1946- 1947	1947- 1948
Teachers' College	5	6	5	8	11
Academic	8	7	7	8	6
University	3	3	3	1	3
Technical	1	1	2	2	1

⁴Ibid.

The teaching experience of the faculty will have some bearing on the success that can be anticipated in the undertaking to establish an adequate guidance program. Often the younger members with real professional zeal can be enlisted more readily than some of the older members, particularly if professional paralysis has set in. On the other hand, if the experienced teacher is professionally alert, she will grasp the possibilities of a guidance program, and her cooperation will be a major factor in putting the program over. Table III will show the length of teaching experience of members of the faculty of Tazewell High School from September 1943 to September 1947.

TABLE III
TEACHING EXPERIENCE⁵

Experience	1943- 1944	1944- 1945	1945- 1946	1946- 1947	1947- 1948
Beginning	6	1	6	4	2
1 to 3 years	4	7	5	7	6
4 to 8 years	4	3	0	2	4
9 to 12 years	0	2	2	2	3
13 to 18 years	2	3	2	3	5
19 to 25 years	1	1	2	2	2
Above 25 years	0	0	0	0	1

⁵Ibid.

It will be well for those who are attempting to initiate the guidance program to understand that the varying levels of interest among faculty members will present some difficulties that must be overcome. During any period of emergency, such as the one experienced by the schools within the last five or ten years, teaching personnel of the public schools will undergo many changes. The schools have sought help from many people who would not otherwise be teaching. Some have made generous sacrifices to assist in the emergency. Some have made gratifying contributions, and some have served merely as a stop-gap and have devoted the greater part of their interest and effort to things outside the school program. The nature of the problems involved in establishing a guidance program will be influenced by the interests of the members of the faculty. This has been true in Tazewell High School as in other schools of the country.

Another factor attending the establishment of an adequate guidance program is the instability of membership of the faculty in recent years. It is an understandable assumption that a school can do its best work when the faculty membership is fairly constant over a period of several years. School policies can be better developed and understood over a period of several years. With the introduction of a large percentage of new teachers each year, the school has much orientation and

repeating to do each year. The last few years have been particularly difficult in this respect. Table IV will indicate the shifting and instability of the personnel of Tazewell High School from September 1943 to September 1947.

TABLE IV
INSTABILITY OF MEMBERSHIP⁶

Tenure	1943- 1944	1944- 1945	1945- 1946	1946- 1947	1947- 1948
Former teachers returned to school	1	1	0	3	0
New teachers	9	6	10	8	12
1 year in T.H.S.	4	6	1	4	5
2 years in T.H.S.	1	1	4	1	2
3 years in T.H.S.	0	1	0	2	1
4 years in T.H.S.	0	0	0	0	1
5 years in T.H.S.	0	0	0	0	0
Over 5 years in T.H.S.	2	2	2	2	2

Enrollment. The situation discussed has been further complicated by the increase in the size of the student body of Tazewell High School during the same period.

⁶Ibid.

Table V reveals a picture of the rapid increase in enrollment and will show the high mortality between the eighth grade and graduation. The lack of guidance can well be a factor in this heavy loss. Children without goals are likely to lose interest after the compulsory school attendance age has been reached.

TABLE V
SCHOOL ENROLLMENT 1943-44 -- 1947-48⁷

Grades	1943- 1944	1944- 1945	1945- 1946	1946- 1947	1947- 1948
Grade 8	184	234	253	226	224
Grade 9	135	128	139	175	179
Grade 10	107	74	100	131	167
Grade 11	<u>87</u>	<u>74</u>	<u>64</u>	<u>95</u>	<u>106</u>
Total	513	510	556	627	676

Lack of facilities and personnel. Another factor that constantly faced the installation of an adequate guidance program, and that caused no little concern, was the lack of facilities and personnel within Tazewell High School.

⁷Ibid.

The school plant, built sixteen years ago, was thought to be adequate at the time for any expansion that would come for a long period. However, as is the case with many schools, the school population grew rapidly and the plant is now forced to accommodate 250 more pupils than the number for which it was originally planned. The expansion of the curriculum, a strict enforcement of the attendance law, and consolidation of schools have filled the high school department with a larger and more complex group. Little room is available for activities; the office facilities are cramped, the library is too small, and there is no private space available for student-teacher consultation. The war years made building impossible, and the cost of construction that has come with inflation has blocked a building program until this time.

Along with the expansion, with which all are familiar, has come the shortage of teacher supply and the necessity of adding many untrained teachers to the faculty. Even with emergency measures, the supply of teachers has been inadequate, and overloaded teachers has been the order of the day.

SUMMARY

Tazewell High School, situated in the town of Tazewell, is the largest of the four high schools in the county school

system. In the broad valleys running east and west are found beautiful farmlands, while in the northern mountainous section are the coal mines. From these areas and the town of Tazewell come the pupils of the school, a heterogenous group of boys and girls representing many types of home background. Since the consolidation of schools was begun, the enrollment has increased rapidly and the physical plant is now inadequate in many respects. The teacher turnover has been so extensive that it has been necessary to employ a number of untrained and inexperienced teachers. These factors play a significant role in the initial steps for the development of an adequate guidance program for Tazewell High School.

CHAPTER III

THE WORKING OF THE PLAN

ORIENTATION OF THE FACULTY

Understanding and orientation are necessary within the individual school faculty before a guidance program can be launched with much hope of success. There has been much bandying around of terms in the educational field and many conservative teachers are suspicious of anything new in the profession. There will be a feeling among some teachers that guidance is merely a new fad that will add to the burdens that already are great. An opportunity is presented to the leadership to show that guidance will make the work of the teacher easier in that the educational program will have more meaning and direction for the pupils, and will in turn lead to fewer non-learners and discipline problems. The whole thing implies thorough understanding and orientation of the faculty and the community.

Consultation with the principal. The principal of a school is the constituted authority for the administration, organization, and conduct of the school, and a thorough understanding of the project by the principal and his approval and cooperation are necessary. A functional guidance program in a school would be ultimately the responsibility of the principal.

After the plan of the project had been established in the mind of the writer, the principal was consulted. He was found to be interested and willing to cooperate and assist in the introduction, development, and installation of the plan. This being the principal's first year as the administrator of Tazewell High School, certain basic concepts of guidance and a philosophy of education were agreed upon. Three consultations were necessary for this initial preparation and a thorough understanding of the plans and objectives. The principal thought the undertaking to be of sufficient importance to give a major part of the time devoted to faculty meetings to the project throughout the year. The weekly faculty meeting, that was established and accepted by the faculty as a period for professional growth and development, seemed to be the opportune time and place for the development of a guidance program.

Plan presented to the faculty group. The faculty of the school is the key to the successful inauguration and development of guidance. Misunderstanding and lack of cooperation from even a small part of the faculty, it was realized, could easily have thwarted the work. It was also realized that the plan must be explained so that the faculty would have an understanding of what was to be done, why it was to be done, and that the faculty must accept the plan and agree to cooperate in the fulfillment of

the plan.

At the second regular faculty meeting the plan as proposed in Chapter I was presented and an explanation was made of the purposes and desired results of the project. It was also explained that the writer was interested in the project as a partial fulfillment of the requirements for a Master's degree at the College of William and Mary. Individual members of the faculty, who were known to be sympathetic toward the improvement of the guidance services of Tazewell High School, were consulted and the plan presented to them before the general faculty meeting. They, together with the principal, helped in the general orientation of the group.

In an open discussion such fundamental questions as "What is guidance?", "What purposes can guidance serve?", "Is guidance functional?", "What does guidance include?", "Are we ready for guidance at Tazewell High School?", "What are the various aspects of guidance?", and others arose and opened the way for understanding. Individual reactions revealed various levels of understanding. It became evident that a period of orientation would be necessary before much progress could be expected. The average conception of guidance was disappointing. The most common conception was that of vocational aid and employment placement. The idea of helping the student to find himself and to

realize his weaknesses, strengths, and potentialities was little in evidence. Only two or three members of the entire faculty had a broad concept of the true meaning of guidance.

Prior to the organization of committees, the leader had listed suggestions for procedure of the work and had compiled names of books and pamphlets that could be used for reference on those particular phases of the guidance work. These suggestions were augmented from time to time as the work proceeded and other references were suggested as they came to light.

Development of point of view on the part of the faculty.

Soon after the establishment of the committees the entire group realized the necessity of some clear-cut statement of the point of view of the group as to the type of school, the curriculum, and every activity of the school which was deemed worthy of being included in the educational program. This was believed to be a step in the right direction, so the group deemed it wise to have a committee evaluate the philosophy expressed in the "Statement of Progress" for the preceding year. The English teachers volunteered to work as a temporary committee for this purpose. The project was not quickly done and five meetings of the faculty were given to discussion of the findings of this committee. It was seen that the group as a whole accepted guidance as an essential normal activity which would lead toward the final

development of a well-integrated personality ready to assume responsibility in perpetuating our democratic way of life.

Following is the point of view developed by the group and later included in the "Statement of Progress" for the year 1947-1948:

We believe the learning process to be continuous: that it does not begin when a child of six enters school nor does it end with the completion of the high school course, nor yet with the acquiring of a college diploma. We believe, also, that our school should so enrich these formative years during which a child comes every day to the public school, that that child may be led toward the final development of a well-integrated personality, ready to play his part as a good citizen in the great democracy in which he is privileged to live.

We are constantly working toward a curriculum which shall meet the needs of the following classifications of students: the college-bound; the vocational; the general.

A program of guidance is a vital part of the program of our school. Through testing, studying individual differences, interviewing students personally, keeping in touch with students after graduation, and the accurate recording of each child's activities in school, we shall be able to help each person to find his place in life.

The task of the school is two-fold. Its primary function is to prepare citizens for active, intelligent participation in his community, state, and national affairs. This cannot be accomplished by developing the mind alone. We shall be concerned with the mental, physical, and spiritual well-being of each student. By learning to practice the concepts of love and respect for our fellow men of every race and creed, as we are taught by the greatest Teacher of them all, we shall contribute to the lasting peace of our world.

The second responsibility of the school is to the community. The school is an integral part of every community. In addition to instruction for the youth, the school should provide cultural and recreational activities for the adults.

We believe that the school is most effective in which policies are formulated by the interchange of ideas among the faculty, students, the school board and the patrons of the community.

It is only under the best conditions that any school operates as it should. A full staff of trained teachers, accommodations to take care of an ever-increasing student body, and modern equipment in the buildings are necessities. These are goals toward which we should ever strive.

After this ground work was laid, the meeting was thrown open for discussion and for critical examination of the situation as it existed. There were reasons for encouragement. The group showed much interest and a willingness to proceed. The possibilities were accepted, those who were better informed had retained their interest, and those who knew less seemed eager to know more. At this point more complete details of the plan were released, and the organization was ready to proceed.

ORGANIZATION OF COMMITTEES

The varied interests of the faculty, the levels of understanding of the problem, the diversity of needs, and the potentialities of individual members, pointed to more complete analysis of

the problem and more comprehensive meeting of needs by organization of the faculty into groups for more effective work.

Faculty divided into committees. The faculty group was by this time aware that there were many phases of the guidance program, and the conclusion was reached that work could proceed from this point by further study and planning by smaller groups. The leader of the group had previously prepared a list of topics which she considered sufficient in number to cover the scope of a year of study. These topics were presented to the group as possible divisions for the committee work. It was suggested that the wishes of the members would be respected and that topics could be divided or others could be added if the group considered the existing ones to be insufficient. By this means two additional topics were suggested and adopted. Faculty members were then invited to work on the committee they considered most interesting and the one to which they could contribute the most. Nine committees were organized, varying in size from two to four members. One teacher elected to serve on two committees. In the following section the functions of the chosen committees are described.

FUNCTIONS OF COMMITTEES

Establishing a Professional Library. The Committee for Establishing a Professional Library was chiefly concerned with

accumulating a collection of pertinent information for the use of the faculty in studying and growing in guidance service.

Occupational and Educational Information. Appraising the existing resources for occupational and educational guidance, acquainting the faculty with these resources, and further enlarging the scope and body of occupational and educational information were three important functions of the Occupational and Educational Information Committee.

Cumulative Records. The work of the Cumulative Records Committee was to investigate a number of systems of record-keeping with an idea of appropriating the parts which appeared to be practical for local use, to orient the faculty as to the value and use of adequate records on individuals, to use the records for the purpose of understanding and guiding the child, to make recommendations for a local system of record-keeping, and to provide the mechanical means for the installation.

Home, School, and Community Relationships. The purposes of the Home, School, and Community Relationships Committee were largely exploratory. The school, although it will become the logical center for guidance, cannot work in a vacuum. The influence of the home and community will be great, and they can be enlisted to cooperate and to make their contributions. The group composing this committee were interested in exploring the resources of the

home and community and listing potential sources of aid in a guidance program.

Home Room System. There are many phases of guidance that can be effectively carried on with groups. Many needs of boys and girls are recognized as being general and yet are not included in any of the established curricula. As guidance is conceived as a means of meeting the needs of the children, the values in group guidance are too great to be overlooked. A well-planned home room period can meet some of these needs. The Committee on Home Room System was to investigate best practices used in the home room for the purpose of adapting them to local use. The committee was concerned with the possibilities, weaknesses, and limitations of a home room period in Tazewell High School.

Testing and Evaluation. It would be difficult to conceive of an adequate guidance program without the utilization of the valuable information that can be acquired through various scientific measuring instruments developed within the last three or four decades. It was believed that the group was vaguely aware of the value of establishing indicative norms and of using inventories for exploring various aptitudes and personality traits. The work of the Testing and Evaluation Committee was to assist the faculty in using these data intelligently, in

avoiding the errors of misuse, in developing proficiency in testing techniques, in wise interpretations of test results, and in developing a pragmatic program of testing and evaluation within the school.

Youth Guidance Committee. The need for getting the viewpoint and reactions of the students themselves was believed to be vital. The Youth Guidance Committee of five students was to be selected from the student council. The youth group would be asked to advise the faculty as to the needs of young people and to give constant appraisal to the various phases of the guidance program as they proceeded. It was believed that student representation would not only give valuable aid but that the inclusion of the young people in the program would also create desirable rapport.

Placement and Follow-Up. The possibilities of the work of a Committee on Placement and Follow-Up were realized to be great. At this early stage of the development of a guidance program only a beginning could be expected and yet it was believed that the understanding of the potentialities of such a committee was necessary in the building of a guidance program. "Placement should be regarded as an activity of the school that implies satisfactory adjustment to the next situation."¹

¹Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Service, N.Y., McGraw-Hill Book Company, Inc., 1947, p. 119.

A permanent committee of this type would be expected to make studies of drop-outs and graduates to determine normal placement, to determine weaknesses and strengths in the high school program, and to guide the school in the making of the curriculum and in meeting physical, mental, moral, and spiritual needs. The committee could develop a program of appraisal of students for employers and make the program meaningful for the students. It could survey a broader field of employment and open broader fields for student endeavor. The work of this committee, as time went on, would be evolutionary.

Organization and Planning Committee. A committee composed of the principal of the school and the chairman of the working committees should be formed as soon as the personnel of all committees is known. This committee, known as the Organization and Planning Committee, would coordinate the work of all groups, prevent overlapping of work, plan the sequence of reports in group meetings, and assist in the evaluation of existing facilities and the status of guidance in progress.

ACTIVITIES OF COMMITTEES

Establishing a Professional Library. While this work was assigned to a particular committee with the librarian as chairman, it was a cooperative undertaking which involved contributions from other faculty members. In addition to the books already in the

library, others were contributed by a member of the faculty who had taken part in a guidance workshop the previous summer, by a member who was taking a correspondence course in guidance, by a member who was taking work in the field of guidance in summer school, and additional new books were ordered. The following books were collected and placed in a convenient location:

Caswell and Others, The American High School
Chisholm, Guiding Youth in the Secondary School
Darley, Testing and Counseling in the High School Guidance Program
Erickson and Happ, Guidance Practices at Work
Erickson and Smith, Organization and Administration of Guidance Services
Germane and Germane, Personnel Work in High School
Hamrin and Erickson, Guidance in the Secondary School
Jones, Principles of Guidance
McKown, Home Room Guidance
Monroe, Encyclopedia of Educational Information
Myers, Principles and Techniques of Vocational Guidance
Prescott, Helping Teachers Understand Children
Strang, The Role of the Teacher in Personnel Work
Traxler, Techniques of Guidance
Warters, High School Personnel Work Today
Williamson and Hahn, Introduction to High School Counseling

In addition to the books listed the faculty had access to the County Professional Library which is in the county superintendent's office.

Occupational and Educational Information. Among the first groups to begin work was the Occupational and Educational Information Committee. The librarian and the commercial teacher worked with two other teachers in collecting and appraising the material already in the school library and material contributed by other members of the faculty. Some of the activities of this committee were:

1. Guidance materials in the library, such as unbound occupational clippings, pamphlets, and briefs, were rearranged and filed according to the recommendations of the publication "Work and Training".²

2. Attention of the faculty was directed to approximately 350 volumes on various occupations and professions in the library, and to other books in the field of guidance, written on a high school level of comprehension.

3. Teachers were urged to recognize the vocational implications of their subject fields which would tend to awaken

²"Filing Occupational Materials", Work and Training, State Board of Education, Richmond, Virginia, Volume 3, January, 1944, No. 5. "Filing Miscellaneous Guidance Material", Ibid., Volume 3, February, 1944, No. 6.

pupils to the values inherent in the curriculum in class work.

4. Attention was directed to the annotated catalogue of vocational films available from the county, regional, and state film libraries.

5. College catalogues were placed on a shelf where they were easily accessible to students and teachers.

6. At regular intervals bulletin board space was utilized for giving occupational and educational information and advertising new materials obtained by the librarian.

7. Apprentice school and trade school information was assembled.

8. Suggestions were solicited for books to be included in the library orders throughout the year.

The librarian and her committee did an excellent job of making every member of the faculty cognizant of the contents of the files and of the library, and gave training in the method of finding specific information when it was desired.

Cumulative Records. The Cumulative Records Committee examined the system of record-keeping that was in use in the school, with the purpose of modifying or replacing it if the need demanded. After careful examination the committee reported:

1. That cumulative record forms now in use are adequate, but they are not being completely filled in and kept up to date.

2. That cumulative records from the elementary schools of the county do accompany the pupil to high school. These record forms have been revised recently and are in use throughout the county.

3. That the records are kept in the fireproof vault in the principal's office. They are not always accessible to teachers or counselors and for the present there seems to be no solution to the problem of how to make them more accessible.

4. That only a few teachers are making anecdotal records.

The committee suggested the possibility of the English department developing a satisfactory autobiography outline and the use of student autobiographies to supplement the information in the cumulative record folder.

It is the belief of the writer that this committee was successful in making the faculty members conscious of the potential uses and values of records as instruments for guidance.

Home, School, and Community Relationships. The two Home Economics teachers chose to work on the Home, School, and Community Relationships Committee because they recognized that guidance of boys and girls is a cooperative undertaking for parents, teachers, and school administrators. A study was made to determine how the relationship between the school and the home might be improved, and such activities as the following were suggested:

1. To prepare a brief statement for parents explaining the

guidance program, with emphasis on the ways in which parents can assist to make it more effective.

2. To invite parents to attend school assembly programs devoted to an explanation of the services and functions of the guidance program.

3. To have a Parent's Day to acquaint parents with special provisions in the school for guidance. On that day, as an example, an exhibit of pupil records used in the school could be used, with an explanation of the use and function of records in the guidance program.

The committee recognized the vital role of community agencies and organizations in a guidance program, and that the needs of boys and girls are of such a nature that outside agencies must be called upon to provide services not found in the school. In order to secure the cooperation of the various community resources it was realized that it would be necessary to set up some plan for carrying out this phase of the work. Since the Parent-Teacher Association has been an active, cooperative agency in publicizing the needs of the school in the community, it was suggested that this organization be asked to assist in the effort to co-ordinate the guidance work of the school with the educational and guidance opportunities in the community. In order to do this such activities as the following were suggested:

1. That a Speaker's Bureau be established. This would be composed of school personnel, pupils, and members of the P. T. A.

who would be prepared to appear before community organizations to inform them of the purposes of the guidance program and to enlist their support.

2. That the boys who attend the Rotary Club meetings each week be asked to enlist the assistance of that organization's Youth Guidance Committee.

3. That a committee from the school and the P. T. A. be formed to make a community survey, perhaps using as a guide "How to Make a Community Survey".³

The faculty recommended that the Home, School, and Community Relationships Committee be a continuing committee and that the proposed plans be carried out as soon as expedient in the development of an organized guidance program for Tazewell High School.

Home Room System. The Home Room System Committee used McKown's Home Room Guidance⁴ as a basis for their study and discussion. The committee believed with McKown that the home room period should be a regularly scheduled period to meet one, two, or three times a week, depending upon the organization and administration of the school; that the home room is basically built upon the idea of

³M. W. Chambers and Howard M. Bell, How to Make a Community Youth Survey, prepared for the American Youth Commission, Washington, D. C., American Council on Education, 1939, cited by Leslie L. Ghisholm, Guiding Youth in the Secondary School, New York, American Book Company, 1945, p. 265.

⁴Harvy C. McKown, Home Room Guidance, New York, McGraw-Hill Book Co., Inc., 1946. Ibid., p. 136-146.

student participation and the development of student leadership, and that by working with a small group of children the home room teacher has an opportunity to learn better the needs of the individuals composing the group and to give the individual child a feeling of "belonging" to a definite part of the school.

The committee thought that worthwhile programs could be the planned for home room period if the following principles are observed:

1. Each program should have a clear, desirable, and reasonable objective.
2. The material of the program should be appropriate and timely.
3. The program should have both educational and inspirational merit.
4. Programs should, in general, represent pupil and not teacher activity.
5. The home room program should not duplicate what is being done elsewhere in the school.
6. Programs should reflect all activities of the school.
7. Matters of school routine should be reduced to a minimum.
8. A family spirit, free and informal, should prevail.
9. The program committee of the home room should have the

responsibility for developing the program, with assistance and guidance from the home room teacher.

10. Suitable programs should be exchanged between rooms, with the best programs to be given in assembly.

The committee recognized the fact that the home room period is considered a failure by some teachers and administrators and that this failure is due, in part at least, to a lack of interest, lack of supervision, lack of planning, and lack of time. If teachers have the proper understanding and appreciation of a home room plan, it was believed by the committee that the home room could be used as an effective means of group guidance.

Testing and Evaluation. The Testing and Evaluation Committee was effective in acquainting the entire group with various types of tests that might be used to serve specific purposes in a guidance program. Only the principal and one or two teachers of the group had had special training in testing, although most of the group had helped to administer and score standardized tests. Only the simplest means of interpretation were discussed and the necessity of making intelligent use of test data. The committee also stressed the value and necessity of using scientific measuring instruments as a means of obtaining more thorough inventories of pupil abilities, aptitudes, personality traits, interests, and achievements if a

well-rounded guidance program is to be developed. The Stanford Achievement Test Complete Form D, and New California Short Form Test of Mental Maturity, Advanced S-Form 1947, were given to the members of the junior class, and the results of the findings were studied by all members of the faculty. The implications of this study created interest in the development of a testing program, and initial steps were taken to organize a testing program.

Since there had been no organized testing program, the principal was consulted, and it was decided that a program of testing should begin in the eighth and ninth grades, using both an achievement and a mental maturity test for each group. In addition, the testing program would include the American Council on Education Psychological Examination for seniors as suggested by the Virginia State Board of Education. The pupil information services could be expanded by the use of individual interest and personality inventories, as the need arises.

The committee realized that their work was only a beginning of what needed to be done if an adequate testing program was to evolve. They briefly discussed three basic considerations for planning a testing program, namely:

1. The testing program should be practical for the school for which it is planned. Cost and administration of tests should be considered.

2. The testing program should be professional; that is, the ones who are to use the information obtained must be able to use it intelligently in helping a child to adjust himself to his opportunities. Provision must be made for allowing only professional people to have access to confidential information.

The testing program should include long-range plans and should cover the entire span of a pupil's school career.

For the benefit of those who might wish to do further study on this phase of the guidance program and those especially interested in the counseling phase, the committee recommended Darley's Testing and Counseling in the High School Guidance Program as a basic text, and Traxler's Techniques of Guidance, both available in the professional library of the school.

Youth Guidance Committee. The Youth Guidance Committee, because of physical handicaps that arose, failed to function. The shock and resulting disorganization that resulted from the rather sudden decision to operate the school on an extended program altered all plans for the time being. Assemblies were almost entirely eliminated the first semester and were curtailed the second semester. The existing program of student activity was sacrificed to the mechanical operation of the new program. To the administration the student activity program was not eliminated but was postponed to help the emergency that existed. The idea, however, was established and it

is believed that a committee of this type will become an integral part of the program as it is developed.

Placement and Follow-Up. Through a systematic follow-up of the placement of its students, a school might well evaluate the adaptability of its curricula to student needs and the effectiveness of its guidance services in meeting the needs of its students, as well as assist the student in further adjustments. The Committee on Placement and Follow-Up made only a beginning in this direction by securing facts about the graduates of the class of 1947 of Tazewell High School, and the drop-outs of the freshmen class which enrolled in September, 1947. Table VI and Table VII reveal the postschool placement of these students.

TABLE VI
GRADUATES OF 1947

Postschool Placement	Number
Liberal Arts Colleges	23
Teachers' Colleges	8
Business Colleges	6
Nurses Training	4
Gainfully Employed	27
Girls Who Married	13
Girls at Home	4
Military Service	<u>1</u>
Total	86

TABLE VII
FRESHMEN DROP-OUTS 1947

Reason for Withdrawal	Number
*Reached compulsory attendance age	21
Moved outside the county	9
Transferred to another school in the county	3
Married	1
Military Service	1
Helping at home	4
Working	<u>1</u>
Total	40
<hr/>	
Total enrollment of freshman class	231

*Reasons given by teachers for the students of this group leaving school were somewhat vague. The most frequent reasons mentioned were: needed at home, retarded in school program, lack of encouragement at home, failure of curriculum to meet vocational needs, and need to increase the family income.

Due to a shortage of time, this committee did not make a formal report to the faculty. Therefore, there was no discussion on the part of the faculty and implications of these findings for guidance were not drawn.

Organization and Planning Committee. This committee advised with the various committees about sources of information for their work, planned with the committees when they would conduct the faculty discussion periods, and in a general way kept the study coordinated and running smoothly.

The committee felt that a part of its work would be

evaluation of the program and organization as it proceeded. Three activities were selected as a means of assisting in this direction.

First, members of the Planning Committee were given copies of Section G of the Evaluative Criteria⁵ for the purpose of orientation and to give them definite criteria by which a program in guidance could be evaluated. The committee met and discussed the pamphlet fully in order to have some basis for discussion with members of the other committees when they would be of service. As the entire school will use the Evaluative Criteria and have a visiting committee in the school during the fall of 1949, no attempt was made to derive scores at this point in the program.

Second, in order that a broader over all picture of the situation might be had the Regional Guidance Supervisor and the Regional High School Counselor were called in for a two-day visit to the school. The faculty was consulted and a brief evaluation of the situation as it existed was given by the two visiting counselors. The following report was submitted to the faculty group by the Regional Supervisor of Guidance:

1. Cumulative Records

- a. Home and family information -- adequate
- b. Scholastic information -- adequate
- c. Availability -- commendable
- d. Health information -- should be kept more up-to-date
- e. Provision should be made for more personal and social data

⁵Evaluative Criteria and Educational Temperature, Cooperative Study of Secondary School Standards, 1940 Editions.

2. Vocational Files
 - a. Filed and available to both teachers and students
 - b. Variety of information with quite a few fields covered
 - c. Emphasis based on local needs
3. Trained Leadership
 - a. Principal has wide background of experience
 - b. Several members of the faculty are quite interested in the work with one individual making a thorough study at the time of the local school needs
 - c. Principal has some plans for future work in the field of Guidance
4. School is working quite well with the college-bound students;
 - a. Catalogues
 - b. Interviews
 - c. Visits to colleges
 - d. Follow-up
5. A coordinated program needs to be a continuing process
 - a. All participate
 - b. All share responsibility
 - c. All benefit
6. Lacking in a testing program
 - a. Start slowly and work into a complete program over a period of time
7. Lacking in an organized community relationship program as related to Guidance
 - a. More complete use of community resources
 - b. Job survey
 - c. Job opportunities available

8. Lack of adequate facilities

- a. Space -- individual room for counseling
- b. Materials -- test and vocational materials
- c. Time -- minimum of sixteen counseling periods per day recommended

As a third attempt at evaluation of the work the teachers who participated were given questionnaires near the end of the school term and answers were received which will give an idea of some of the reactions of the teachers toward the work.

Representative of teacher reaction the following quotations, listed according to headings, are significant:

The Strength of Our Study

"I have a better understanding of guidance and am more 'sold' on it than ever."

"The study helped us understand the basic principles of guidance."

"Almost 100% participation in the study of the various phases of guidance program."

"Individual interest in a guidance program in Tazewell High School."

"We have all become more conscious of our needs along this line, and have gained some idea of what might be done. I hope we have seen more opportunities for guidance in our daily contacts with students, and have taken advantage of some of these opportunities."

"I believe a few grasped the idea of 'what it's all about'. We at least recognize the need for a guidance program in Tazewell High School."

"Teachers became more guidance conscious."

"A clearer knowledge of the scope of guidance."

"It gave the teachers a realization of the need for guidance in our school."

"I believe that every member of our faculty derived a greater knowledge of a guidance program and its benefits than he had before the study."

The Weakness of Our Study

- "Lack of time in faculty meeting."
- "Crowded conditions in school did not permit freeing of teachers for guidance work"
- "Inadequate facilities to proceed with our growth and additional knowledge with actual practice."
- "Lack of time did not permit us to go further with our study."
- "Faculty meetings are too full of socializing and routine matters to allow sufficient time for study groups. When committee reports were planned they were sometimes crowded out and postponed from time to time."
- "Not sufficient guided study put on work of committee."
- "A few contributed nothing to regular study."

Suggestions for the Improvement of Such a Study

- "A bulletin board for as many routine announcements as possible with more time for real study."
- "I would suggest that each phase of a guidance program be studied by all teachers participating, thus giving each a better understanding of the whole program."
- "I am not sure that I think that the regular faculty meeting period is the time for such a study. I know it would be hard to find another time but you should either do that or do away with little non-essentials that take the most of the time."
- "Freeing teachers one period a day for conferences with students."
- "I would suggest that we have more time for orientation and that the study be a continuous process."
- "More outside help."

Practical Benefits You Have Derived from This Study

"I believe this study has been a great benefit to me. I have done more research for myself than I otherwise would have done. I have also derived much help from the reports which have been given. In sum 'my children' have benefitted in many ways from the help I have gotten."

"I feel that our occupations file has been better organized and I know better where our library stands along this line."

"I like to think of guidance meaning more than 'an employment agency'. To me guidance should help the child to adjust to the situation he is in at present as well as guide him to his proper spot after graduation. (I believe this doesn't answer the question) My benefits -- I read the suggested book for my committee project -- (testing) and did derive some new ideas."

"Better planned home room period."

"Better idea of guidance program."

"Through the help of consultants we learned the proper techniques in conducting a conference with pupils."

"Became more familiar with philosophy of the school."

"I realize how ineffective any guidance would be without further training."

"Intensified interest in seeing a program established in Tazewell High School."

Recommendations for Future Steps in the Development of Our Guidance Program

"Do all possible with the limited facilities that we have at this time. Since we cannot have at this time counselors for the children I would suggest that every teacher try to help with the program."

"We have a good start in the testing phase and we should increase this next year."

"Try to eliminate withdrawals, especially in freshman class."

"Try to make at least one case study to determine the advantages for guidance."

"Study and follow up with conferences in town to discover the attitude toward a Diversified Occupation Program in Tazewell."

"Have a full time counselor and many teachers who are free to give at least a period or more a day to the guidance program."

"More study of literature in the field of guidance."

"Plan when possible, to set up guidance program according to requirements of State Department of Education."

"Work out all phases of the program with a pupil."

"Further study with as much help from trained workers as possible."

If the home room units cannot function next year, I believe that each student should have a faculty adviser, definitely assigned. This should be a teacher to whom the student has easy access -- but where, I do not know (or when). If the library is free of study halls, it might be possible for each teacher during her free period to have a table in the library, and anyone in her group would know where to find her at that time, and could go to her for advice or help. She of course would study each child in her group -- records, home conditions, attitudes, needs, and all that -- and call in any of them when she sees the need for counseling. The Planning Committee would be the head of this set-up, and should be the faculty members best trained and qualified to advise other teachers with hard problems. This is based on the assumption that there will not be a full time Guidance Teacher."

APPRAISAL IN LIGHT OF THE PURPOSE OF THE STUDY

The following evidence is offered as meeting the purposes of the study as stated in Chapter I:

1. Providing assistance to the entire staff of the school in thinking its way through the initial steps in the development of a guidance program; helping each teacher to see the overall

program, his contributions to the program, and his relationship to the functions of other guidance workers.

a. Had weekly faculty meetings with discussions on various aspects of the guidance program.

b. The faculty learned to know the Regional Guidance Supervisor and the Regional High School Counselor, and what services are available through the regional and state offices.

c. The teachers who were most interested attended the monthly dinner meetings of guidance personnel from four counties for discussion of guidance problems.

2. Developing in the faculty basic concepts around which the guidance program is to be organized in terms of certain desires, attitudes, and beliefs on the part of all members.

a. A professional library, with books on guidance which were used as reference for committee work, was established.

b. An experienced counselor discussed the techniques of interviewing with the faculty group.

c. The commercial teacher began graduate study in guidance following the year of study in faculty meetings.

d. One teacher took a correspondence course in guidance.

e. One teacher attended a guidance clinic during the summer.

f. Another teacher continued her program of study in guidance in summer school.

3. Developing favorable pupil attitudes toward the guidance program.

a. The pupils assisted the Placement and Follow-Up Committee by securing addresses and information about graduates and drop-outs. An explanation of the purpose of the study was made to the students at the time they were asked to assist.

b. Four assembly programs were given by business men of the community on the automotive industry; the lumber and building industry; high school education as a prerequisite to any profession, such as law, dentistry, medicine, etc.; and insurance as a profession.

c. Your High School Record -- Does It Count, a book for vocational guidance, was used in various classes.

d. Nine teachers used films for vocational guidance.

e. At least one teacher asked for pupil autobiographies and explained to the pupils that the information would be useful in better guidance of those who participated in the activity.

4. Developing favorable community attitudes toward the guidance program.

a. Business men of the community were invited to speak in assembly programs on their vocations.

b. Professional persons were asked to counsel with students concerning the choice of a vocation, as well as the choice of an educational institution. In three cases ways of assisting in financing the educational training were made available through these interviews.

c. Through an interview with the chairman of the Youth Service Committee of the Rotary Club it was learned that the committee is now making preparations to have an interested representative of as many vocations and professions as possible prepare talks to be given to the Rotary Club first, and then to be offered to any group in the high school who desired to hear the talks. These members will then offer their service as consultants and counselors to individual students who would be interested in talking with them.

5. Discovering and evaluating the facilities for guidance already in the school.

a. Occupational information was assembled and filed in the library as recommended by "Work and Training".

b. The composition of the files was explained to the teachers.

c. The attention of the faculty was directed to 350 volumes on guidance, on a high school level of comprehension, already in the library.

d. Teachers were made aware of the visual aid equipment available, such as:

- (1) Two film projectors
- (2) One S.V.E. film strip and slide projector
- (3) One opaque projector
- (4) An annotated catalogue of films available in county, regional, and state film libraries.

e. Cumulative records were examined and teachers new in the system were shown where to find them.

f. An evaluation of guidance facilities in the school was made by the Regional Guidance Director and the Regional High School Counselor, and a report of this evaluation was made to the faculty.

6. Making the school more conscious of community resources that can be utilized in the guidance program.

a. Business men assisted in vocational counseling when requested to do so.

b. Through speakers in assembly programs students learned that business men in town were willing to help them solve problems.

c. The faculty was made more conscious of community resources by the activities of the Home, School, and Community Relationship Committee.

7. Organizing the staff for developing a guidance program.

a. Four teachers have been consulted by the principal about having counseling periods to be included in the school program in the fall of 1949.

b. A capable librarian, with assistance from other teachers, is keeping the vocational files up to date.

c. One teacher has been made responsible for compiling and making known to students and teachers a list of scholarships which are available.

d. During the last few days of school the length of the home room period was extended and teachers were asked to assist students in planning their program of studies for the next year.

8. Assisting in the development of such mechanical aspects of the guidance program as occupational files, records, professional library, etc.

a. Teachers contributed pamphlets, leaflets, and clippings for the vocational file.

b. Individual teachers contributed books on guidance for the professional library.

c. The vocational file was reorganized and indexed as recommended by "Work and Training".

d. Near the close of school the librarian requested each teacher to recommend a list of books she wished to be

included in the library order. Ten new books in the field of guidance were among those selected and ordered.

SUMMARY

The program proceeded largely according to the plan as outlined in Chapter I. It is believed that the concept of guidance is better understood and that many details can better be worked out as the plan is installed. The orientation was found to be more difficult than anticipated, but the time consumed is believed to be justified, in that interest is more widespread and teachers will voluntarily assist in the program as they have indicated in the answers to the questionnaires returned.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

As stated in Chapter I, the purpose of this study is to develop procedures for initiating a guidance program in Tazewell High School. Certain recommendations came to light during the study. Some of these were gleaned from remarks of teachers and others, some were recorded by the writer as the project proceeded, some came through observation, and some came through a questionnaire completed by the faculty members at the conclusion of the year of work. It would seem logical that the recommendations might be made in light of the problems that grew out of the stated aim.

Problem 1. The first problem was to provide assistance to the staff of the school in thinking its way through the initial steps in the development of a guidance program; to help each teacher see the overall program, his contributions to the program, and his relationship to the functions of other guidance workers.

It is believed that the entire staff of the school was assisted in thinking its way through the initial steps of the development of a guidance program through the planned discussions and study during the regular faculty meetings. During the year of this study, 1947-1948, one hour per week was allowed for the faculty meeting. Twenty-two of the thirty-four meetings were devoted to professional

study and the others to the solution of administrative problems. In each of these meetings routine announcements and other interruptions limited the actual time for work and teachers mentioned a lack of time as a weakness of the study. The following year the routine announcements were made by the use of a bulletin board and by mimeographed letters to teachers, thus avoiding the use for these purposes of time which had been allotted for professional study. Insistence upon reserving such meetings for professional study exclusively may reduce the number of meetings which can be held; even under that condition, however, this study suggests that accomplishment will be improved. It is recommended:

- a. That the time allotted for professional study by a faculty group be devoted exclusively to the study.

Nine faculty meetings were required for the orientation of the faculty in the development of this project, which is a longer period than was anticipated, and the development of a working philosophy was not actually completed until the second meeting in January. It is, therefore, recommended:

- b. That the first year of study guarantee ample time for a period of orientation.

Problem 2. The second problem was to develop in the

faculty basic concepts around which the guidance program is to be organized in terms of certain desires, attitudes, and beliefs on the part of all faculty members.

The comments of teachers and the evaluation of the program made by the Regional Guidance Supervisor, the Regional High School Counselor, and the Planning Committee suggest that the faculty of Tazewell High School in their cooperative study and planning developed basic concepts which are necessary in the initial steps of the development of a guidance program. It is recommended:

- a. That the initial steps in the development of a guidance program consist of cooperative study and planning by the faculty and administrators of a school.

Problem 3. The third problem was to develop favorable pupil attitudes toward the guidance program.

Although this phase of the program failed to materialize as planned, and the Youth Guidance Committee did not function as one of the active committees, the writer believes it to be an essential step in the development of a guidance program. In light of her experience in working with students as sponsor of the student council for seven years, when student leaders contributed valuable assistance in planning assembly programs, in orientation of new students, in planning the recreational program, and in other activities; it is recommended:

- a. That representative student leaders of each grade level participate in the deliberations of the faculty in planning a guidance program.

Problem 4. The fourth problem was to develop favorable community attitudes toward the guidance program.

While this project did not provide experience with having representatives of the community participate in the actual planning of the guidance program, the point of view developed recognized the significance of providing this type of community participation in relation to this problem, in particular, and to the success of the guidance program in general.

Interviews and conversations with the principal, the superintendent, teachers, and the chairman of the Youth Service Committee of the Rotary Club, suggest that parents and community organizations should come into the guidance program slowly, as understandings are established. It is believed by the writer that this policy is worth consideration by any group planning to inaugurate a guidance program. It is recommended:

- a. That the representatives of the school acquire a reasonably adequate knowledge and understanding of the values, purposes, and procedures of the guidance program before undertaking community publicity.

Problem 5. The fifth problem was to develop and evaluate the facilities for guidance already in the school.

Each faculty member depended upon the books in the professional library of the school and of the county as a basis for suggestions as to the functions and activities of her committee; therefore, it is recommended:

- a. That a library of the latest and best books in the field of guidance by recognized authors, which include all phases in the development of a guidance program, be available for reference by faculty members.

Valuable assistance was given to the Planning Committee in the evaluation of facilities for guidance in the school by the Regional Guidance Supervisor and the Regional High School Counselor. The publication, Work and Training, was useful in the reclassification and organization of the vocational information files; therefore, it is recommended:

- b. That the assistance of resource persons and agencies outside of the local school personnel be enlisted in the evaluation of existing facilities for guidance.

Problem 6. The sixth problem was to make the school more conscious of community resources that can be utilized in the guidance program.

During the period of this study the school used the personnel and facilities of the county welfare department and found them to be helpful in solving pupil guidance problems of mutual interest.

Business men were willing to cooperate in the program by giving assembly programs and time for individual conferences. It is believed that community resources are an integral part in the development of a guidance program, therefore; it is recommended:

2. That an inventory be made in the community served by the school in which a guidance program is to be inaugurated, to inform the faculty of the resources available in order that they might utilize their services.

Problem 7. The seventh problem was to organize the staff for developing a guidance program.

During the progress of this study individual differences among teachers were revealed. Faculty members varied in interest shown in the study and in the benefits derived as was shown in their comments on the questionnaire. From a conference with the principal it is known that four teachers desire to do counseling, two teachers are interested in the testing program, ^{and} three teachers who were not on the Follow-Up Committee are interested in the followup program. The librarian plans to devote a two hour period each week to the development of guidance materials in the library. In the organization of the faculty to direct various phases of the guidance program it is recommended:

- a. That teachers who have qualifications and training, and who have shown interest in guidance be encouraged to take positions of leadership and allowed to choose the phase of the program in which they work.

During the year following this study seven new teachers were employed in Tazewell High School and it was necessary to orient these teachers in the guidance practices and philosophy underlying these practices. In the replies to the questionnaires teachers suggested that there should be further study. It is recommended:

- b. That an in-service training program in guidance be a part of the professional study of the faculty each year, emphases to be determined by the needs of the group.

Problem 8. The eighth problem was to assist in the development of such physical aspects of the program as occupational information files, records, space for counseling, etc.

As a result of the study the system of record-keeping of the school was analyzed and found to compare favorably with systems in other schools. Individual folders, which accompany the child from elementary school, are in use in the school and there is space provided to record information on the child's scholastic achievement, family background, cocurricular activities, hobbies, special interests and abilities, and test results. The folders are accumulating anecdotal records, correspondence, and other information that teachers have considered pertinent to a knowledge of the child. This system of record-keeping was judged by the Regional Guidance Supervisor, the High School Regional Counselor, and the Planning Committee to be comprehensive in its plan for providing the information requisite for a functioning

guidance program if the records are properly utilized; therefore, it is recommended:

- a. That individual cumulative record folders be provided which will give a record of the pupil's total significant activities and experiences which are essential to an understanding of the child.

Early in the school year a variety of educational and occupational information was collected, properly filed, and placed in the library. Teachers and pupils were daily observed using these files throughout the year. When desired information was not available in the library, the librarian made an effort to assist in securing it and teachers depended upon her to inform them of new guidance material added to the library. Because of the strategic position of the librarian in the development of a guidance program; it is recommended:

- b. That the educational and occupational information files be supervised by the librarian and kept in the school library.

General recommendations. This study suggests that there is need for considering the general problem of over-all strategy in the selection of areas to be dealt with in choosing the phases of guidance to be studied. In light of the experience gained from this study; it is recommended:

- a. That the faculty participate in a general orientation program including all phases of guidance; and that a limited number of phases, two or three, be studied in detail during the first year.

SUMMARY

Under normal circumstances it is believed that the procedure followed in this study could result in the inauguration of a guidance program in a high school. This statement is based on the assumption that the guidance concept is in sympathetic hands, and that the school desires the benefits that could be obtained. It is believed that the faculty involved in this study received a wholesome and convincing orientation, and that a sound philosophy was evolved. The writer feels that she learned enough about a guidance program to anticipate and overcome the difficulties that will arise in the inauguration and operation of a guidance program.

The human material with which teachers work is so complex that it is unlikely any organization for guidance could be regarded as complete. Continuing study, revision, and in-service training of teachers are necessary. Democratic practices should be used throughout the development of the guidance program. In this manner it will be possible for a school to provide guidance services for all its pupils.

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