A STUDY OF WHAT TEACHERS DESIRE IN A BASIC COURSE IN GUIDANCE

BY

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TABLE OF CONTENTS

CHAPTER PAGE

CHAPTER PAGE

LIST OF TABLES

Chapter I

INTRODUCTION

"Beginning with the 1949-50 school term, all Virginia high schools must have a satisfactory program of guidance in order to be accredited."[1] While the effective date of this accrediting standard has been postponed until a current study of accrediting standards has been made, still it indicates the importance the State Department of Education feels toward a guidance program. A successful guidance program requires that the principal and his staff possess a rich background of general information and that they study the possibilities within the community for meeting the discovered needs of individuals. It means that some member of the staff must have some training in the area of guidance and be able to direct the guidance program of the school. It means that the entire school personnel shall be guidance-minded and shall assume responsibility for guiding pupils.

The proposed conditions for meeting the accrediting standard for satisfactory programs of guidance in the high school suggest a minimum of six semester hours credit in guidance courses for the person designated to head guidance services. A second phase of this proposal calls for in-service training in guidance for all teachers.

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[1] Virginia State Board of Education, "Proposed Conditions For Meeting the Accrediting Standard For Satisfactory Programs of Guidance in the High School", (unpublished bulletin), Richmond, 1946.

Inadequate teacher preparation is a major handicap standing in the way of organizing and maintaining an adequate program of guidance.

> Evidence is rife on every hand that teacher-training institutions are failing to provide adequate experiences for the prospective school employee. Teaching personnel are failing to recognize many of the problems with which pupils are faced. To an extent every teacher is a guidance worker. This is true certainly to the point that every member of the school's staff should be sensitive to the common problems in growth and development.[2]

A feeling of inadequacy among teachers who are now attempting guidance work among pupils has resulted in an increased demand for guidance training by members of the school's staff.

In April, 1946, at the state meeting of the Virginia Guidance Association representatives from Virginia colleges were given an opportunity to report to the assembled group the proposed 1946 summer offerings in guidance in their respective institutions. Since that time, summer offerings in guidance have increased. In the April, 1949, issue of WORK AND TRAINING, a publication of the Virginia State Board of Education, are listed the summer school offerings in guidance at Virginia colleges for 1949. There are twenty-six courses in guidance listed as being offered at Virginia colleges for the summer 1949. WORK AND TRAINING first listed

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[2]Partial Report of the Committee Appointed by a Conference of State Supervisors of Guidance in Chicago, April, 1948, Basic Training Experiences in Guidance For Counselors and School Personnel.

summer offerings in guidance in 1942 and at that time there were only twelve courses in guidance listed. Virginia colleges are increasing their summer offerings in guidance to meet the needs of public school personnel.

It is possible for interested individuals to receive training in guidance through extension courses. The University of Virginia and The College of William and Mary make such training available to public school teachers throughout Virginia. Members of school staffs are availing themselves of this opportunity and are seeking guidance training through extension courses.

The Problem

The increased emphasis upon an organized guidance program, directed by a trained guidance worker and the recognition that guidance is a duty of the entire school personnel means that more teachers will be brought into the guidance program. It is to be expected that more teachers will feel the need for a basic course in guidance in order to meet the needs of their pupils and to develop a successful guidance program in their schools.

If the colleges are to meet the needs of the teachers seeking guidance training, they must offer courses which are based on the needs of the teachers and will be most practical to them. The author felt that a survey of school personnel in Virginia who had participated in guidance classes would afford valuable information useful in determining what teachers desire in a basic course in

guidance and how such a course should be taught.

Purposes of This Study

The purposes of this study are:

1. To determine on the basis of teacher judgment what should be included in a basic course in guidance.

2. To determine activities which teachers appraise as desirable to be used in presenting a basic course in guidance.

Definitions of Terms Used

Basic guidance course. A basic guidance course is interpreted as meaning an introductory course in the principles and techniques of guidance designed to meet the needs of classroom teachers and school administrators in developing an understanding of and skills in teacher-pupil guidance in the school. This course may be taught in the regular winter session, summer session, or through an extension class from a college or university.

Activities. Activities was interpreted as meaning the methods the instructor used in teaching the course.

Survey of Literature

Much material dealing with guidance has been written within recent years. To a large extent this material emphasizes one particular phase of the guidance program. Some volumes in guidance have placed major emphasis on securing information about pupils

and on counseling. Other authors treat testing or group guidance as the major area of guidance.

There is a tendency to use a number of books by recognized authorities on guidance in guidance classes in Virginia. Interviews with professors of education and with public school teachers revealed that a variety of books dealing with certain aspects of guidance were used as references in their courses. There is evidence which suggests that guidance instructors in Virginia colleges seldom rely on a single text in the basic guidance courses, preferring to use a variety of references as the basis of the course. Analysis of the tables of contents in these books reflects the thinking of the authors concerned as to the relative importance of topics in a basic guidance course and affords opportunity for comparison or contrast with the views of teachers. Though sometimes used for that purpose most of the books discussed are not designed for use as texts for basic guidance courses; nevertheless, the author's views as to relative importance of topics and concepts having to do with the guidance function are revealed.

Clifford Erickson's A Basic Text For Guidance Workers[3] was written to serve as a basic text for beginning courses in guidance. This book attempts to portray many different aspects of the guidance

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[3]Clifford E. Erickson, A Basic Text For Guidance Workers (New York: Prentice-Hall, Inc., 1946), 313 pp.

program and at the same time to indicate the extent of some specialization within the field as a whole. According to Erickson the topics listed below should be included in a basic course in guidance:

1. The Role of Guidance Services
2. Basic Growth Concepts and Their Use in a Program of Guidance
3. Learning About Pupils Through the Use of Tests and Other Instruments
4. Case-Study Techniques
5. Interviewing Techniques
6. Therapeutic Counseling
7. Helping Pupils Plan Their Programs
8. Helping Pupils With Their Problems
9. The Contributions of Classroom Teachers
10. Group-Guidance Techniques
11. Organized Group-Guidance Activities
12. Self-Appraisal and Career Courses
13. The Community Occupational Survey
14. Working With Home and Community
15. The Role of Work Experience
16. Placement and Follow-Up Service
17. Stimulating Faculty Growth
18. Organizing the Guidance Program
19. Sources of Information and Assistance

Arthur E. Traxler's book, Techniques of Guidance[4] is included on guidance reference lists. His book was written to help teachers apply guidance procedures to their work. The emphasis in this book is placed on gathering as much relevant information as possible about each pupil and organizing it so that it can be used effectively in the adjustment of individuals. Records and tests receive the greater attention from Traxler.

Testing and Counseling In The High School Guidance Program[5] by John G. Darley is often referred to by professors of guidance. Mr. Darley's book deals primarily with individual counseling. A discussion of counseling involves a discussion of tests. His approach is to provide a basis for the training of teachers who are given the responsibility for the job of individual counseling of students.

Principles of Guidance[6] by Arthur J. Jones has as its purpose to give a conception of guidance which will enable teachers and administrators to see the relation of guidance to other phases of education and thus form a basis for proper evaluation of procedures

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[4]Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), 394 pp.

[5]John G. Darley, Testing and Counseling In The High School Guidance Program (Chicago: Science Research Associates, 1943), 222 pp.

[6]Arthur E. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1945), 392 pp.

and practices. "It might also serve as a basic text in the Principles of Guidance now so commonly suggested as a part of training of counselors."[7] His chapter headings are:

I. Need for Guidance

II. Types of Problems Confronting Young People

III. Meaning and Purpose of Guidance

IV. Basic Assumptions of Guidance

V. General Methods of Investigations

VI. Use of School Records In Studying the Individual

VII. Tryout and Exploratory Activities as Methods of Investigating the Individual

VIII. Uses of Tests in Studying the Individual

IX. Personality Estimates and Interests Inventories

X. Value of the Psychiatrist, the Visiting Teacher, and Care Methods in Studying the Individual

XI. Methods of Securing Facts About General Conditions of School Attendance

XII. Methods of Securing and Assembling Facts About Courses of Study, Schools, and Colleges

XIII. Methods For the Investigation of Occupations

XIV. General Methods of Guidance

XV. Methods of Guidance In the Elementary School

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[7]Ibid., p. 2

XVI. Methods of Guidance In the Junior High School

XVII. Methods of Educational Guidance in the Senior High School

XVIII. Methods of Vocational Guidance In Secondary Schools

XIX. Methods of Vocational Guidance In Secondary Schools (Continued)

XX. Methods of Guidance In Colleges and Universities

XXI. Guidance of Out-of-School Youth

XXII. Guidance of Negro Youth

XXIII. Personal Guidance and Leisure-Time Guidance

XXIV. Organization of Guidance

XXV. Duties, Characteristics, Preparation, and Certification of the School Counselor

XXVI. Impact of the War on Guidance

XXVII. Present Status and Evaluation of Guidance

Personnel Work In High School[8] by Germane and Germane deals with discovering each student's aptitudes, interests, needs, aiding the student to develop his aptitudes most effectively, to enlarge his interests, and to meet his needs constructively.

Leslie L. Chisholm in his book, Guiding Youth In The Secondary School,[9] sees guidance primarily as an educative process involving a partnership of mutual interest between the pupil being guided and the guidance official. The pupil himself, rather than

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[8]Charles E. Germane and Edith G. Germane, Personnel Work In High School (New York: Silver Burdett Company, 1941), 599 pp.

[9]Leslie L. Chisholm, Guiding Youth In The Secondary School (New York: American Book Company, 1945), 425 pp.

the parts of the guidance program, is at the focus.

A Guide To Guidance[10] by Smith and Ross sets forth practical techniques for organizing and operating a guidance service.

Shirley A. Hamrin and Clifford E. Erickson's Guidance In the Secondary School[11] was designed primarily as a text for a first course in guidance for those preparing for secondary school teaching in universities, colleges and teachers' colleges. Major emphasis is given to the teacher's part in the guidance of pupils through such agencies as the classroom, the homeroom, the curriculum, the extra-curriculum, and the home and community. The authors include the following topics in their text:

I. Guidance Within The Secondary School

II. The Changing Secondary School

III. Adolescent Pupils and Their Needs

IV. Teachers Studying Their Pupils

V. Aiding Pupils to Make A Good Beginning

VI. Guidance and the Curriculum

VII. Guidance and the Extracurriculum

VIII. The Role of Home and Community In a Guidance Program

IX. Helping Students to be Well-Adjusted

X. Aiding Students to Plan Intelligently

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[10]Charles M. Smith and Mary M. Roos, A Guide to Guidance (New York: Prentice-Hall, 1941), 440 pp.

[11]Shirley A. Hamrin and Clifford E. Erickson, Guidance In The Secondary School (New York: D. Appleton-Century Company, 1939), 465 pp.

XI. Guidance For The Next Stop

XII. Organizing A Secondary School for the Guidance of Students

XIII. Organizing An Individual Homeroom

XIV. Every Teacher A Guidance Worker

Summary

Guidance is receiving much emphasis throughout the nation. In Virginia the State Department of Education is planning to make an organized guidance program in the high school one of its standards for accreditation of the high school.

There is evidence which suggests that in Virginia colleges guidance instructors prefer to use a number of reference books for a basic guidance course instead of one basic guidance text.

Many books have been written about the various phases of the guidance program. It appears that there is a tendency to treat some special area of the guidance program and relate it to the other areas. Testing and counseling seem to have been given the greater attention in the literature in the field.

Chapter II

PROCEDURE

Scope of Study

This study was limited to school personnel who took a basic course in guidance during the summer of 1947 or during the summer of 1948, and to school personnel who took an extension course in guidance between September, 1946 and September, 1948.

The investigation was confined to those enrolled in a basic guidance course in any of the following schools offering summer work in guidance in 1947 and 1948:

The College of William and Mary, Williamsburg, Virginia

The University of Virginia, Charlottesville, Virginia

*State Teachers College, Farmville, Virginia

Madison College, Harrisonburg, Virginia

Radford College, Radford, Virginia

The investigation included the following schools offering extension courses in guidance between September, 1946 and September, 1948:

The College of William and Mary, Williamsburg, Virginia

The University of Virginia, Charlottesville, Virginia

From the registrars of the colleges included in the investigation were obtained the guidance class lists for the period covered

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*By action of the State Board of Education on March 25, 1949, the name of this college was changed to Longwood College.

by the study. Table I shows the numbers enrolled in guidance classes of each college surveyed.

TABLE I

GROUP SURVEYED

(Duplications have been eliminated)

Colleges	Summer 1947	Summer 1948	Extension 1946-48	Total
College of William and Mary	41	58	64	163
The University of Virginia	11	17	439	467
State Teachers College	25	14	0	39
Madison College	36	10	0	46
Radford College	40	34	0	74
Total	153	133	503	789

Method of Obtaining Information

The data were collected in the form of answers to a questionnaire sent to each of the 789 persons who took a basic course in guidance during the period covered by the study. Additional data were secured from the results of questionnaires sent to instructors of guidance courses in Virginia colleges. The same questionnaire was sent to the college professors as was sent to class participants.

The Questionnaire

From the writings of recognized leaders in the field of guidance, the investigator noted the areas of guidance which were

stressed by each of them. The proposed conditions for meeting the accrediting standards for satisfactory programs of guidance in the high schools of Virginia were also utilized. These sources provided the basis for the selection of statements to be included in the questionnaire. The questionnaire was divided into two sections. The first section was devoted to each area of guidance services which the authorities in the field and the State Department of Education recognized as necessary for a satisfactory program of guidance. The second part of the questionnaire contained statements describing activities used in presenting the course. (See guidance questionnaire in the appendix.)

Section I of the Questionnaire

Section one, on course content, consisted of a check list of topics relating to guidance services. The recipient of each questionnaire was requested to read each topic and check whether he considered it to be "absolutely essential," "highly desirable," "desirable if time permitted" or "not desirable" to be included in a basic guidance course.

Explanation of Rating Terms on Section I of Questionnaire

Absolutely essential. Guidance information and guidance training vitally needed by teachers which must be included in a basic guidance course. No basic guidance course would be complete without it.

Highly desirable. Guidance information and guidance training which would be very helpful to teachers. Every effort should be made to include such information in a basic guidance course.

Desirable if time permitted. Guidance information and guidance training which is not necessary to teachers but would be helpful if time were available for its inclusion in a basic guidance course.

Not desirable. Guidance information and guidance training which has no place in a basic guidance course. It does not seem advisable to take time to include these topics in a basic guidance course.

Section II of the Questionnaire

The second section of the questionnaire was devoted to the method of presentation of the guidance course. Each recipient of a questionnaire was asked to check his opinion of a list of activities in terms of the practical value of each activity in developing understanding and acquiring techniques needed by teachers in performing their guidance functions.

Explanation of rating terms on Section II of Questionnaire

Very helpful. Activities and experiences in the guidance course which would be of most value to the participant in a guidance course.

Helpful. Activities and experiences in the guidance course which would be of some benefit to the participant in the course, but not of outstanding help.

No help. Activities and experiences in the guidance course which would be of little value to the participant in the course and, therefore, he would not prefer that method of presentation of the course.

Validity of the Questionnaire

The initial questionnaire was submitted to six professors of education for criticism. As a result minor revisions were made in an effort to clarify terms. A sample run was made. Questionnaires were sent to twenty individuals included in the survey. Among those twenty persons were representatives from each of the five colleges covered by this study. To validate further the instrument those twenty persons were interviewed using the questionnaire as a check list to determine the reliability of the questionnaire. The responses of the persons interviewed were consistent with their original written responses.

For purposes of checking the internal consistency of the questionnaire, questions were asked in one section of the questionnaire which were related to the information requested under other sections. Every fifth questionnaire was checked for internal consistency. Judged on this basis the responses of the individuals questioned were unusually consistent. The six questionnaires which were found to contain major inconsistencies were not used in the final report.

The questionnaires were mailed on January 15, 1949, to the 789 persons whowere included in the survey. Follow-up questionnaires were mailed on February 5, 1949, to those who had not responded. On

February 25, 1949, postal cards were sent to those individuals from whom no response had been obtained. The study was closed on March 15, 1949. Responses were received from 659, or 83.5 per cent of those to whom questionnaires were sent, and of this number 580, or 73.5 per cent of the total number sent out, were usable.

Tabulating the Responses

The completed questionnaires received were grouped according to the position held by the respondent. Separate tabulations were made for elementary school teachers, high school teachers, principals, directors of instruction, supervisors, visiting teachers, directors of guidance, librarians and college professors.

Tables were made showing in percentages their judgments as to the place in a basic guidance course of the following subjects: counseling, testing, records, follow-up and evaluation, community relations, the role of the classroom teacher in the guidance program, occupational and educational materials, guidance point of view, and organization of guidance program. These tables will be presented and discussed in Chapter III.

The columns tabulated as "absolutely essential" and "highly desirable" were added together for each item and the percentages thus obtained were used as a basis for consideration of what should be included in a basic guidance course.

In order to make a comparison between the attitudes of college professors and class members, the Spearman rank-difference coefficient

of correlation was computed for each of the nine areas of guidance included in Section One of the questionnaire.

In this report the author used the words "attitudes" and "opinions" interchangeably. As used throughout this thesis, both "attitudes" and "opinions" refer to the judgments of the persons questioned.

Chapter III

RETURNS ON SECTION ONE OF THE QUESTIONNAIRE

On March 15, 1949 when the survey was closed and tabulations were begun, the investigator had heard from 659 individuals to whom questionnaires had been sent.

TABLE II

QUESTIONNAIRE RETURNS

Number of questionnaires sent out	789
Number of questionnaires returned	659 (83.5%)
Number of questionnaires usable	580 (73.5%)
Number of questionnaires unusable	79 (10.0%)

TABLE III

DISTRIBUTION OF USABLE RETURNS

Elementary Teachers	282
High School Teachers	211
Principals	59
Directors of Guidance	6
Supervisors of Instruction	6
Directors of Instruction	2
Librarians	8

Visiting Teachers	4
*College Instructors	2
Total	580

TABLE IV

UNUSABLE QUESTIONNAIRES

Unclaimed--returned addressee unknown	10
Students still in college	22
P.-T. A. Mothers	2
No longer in teaching profession	14
Felt unqualified to answer	13
Incomplete	12
Inconsistent	6
Total	79

TABLE V

COLLEGE PROFESSORS' RETURNS

Questionnaires sent to college professors	23
Questionnaires received from college professors	19 (82.6%)

*Two of the individuals who had taken guidance courses during the period covered by the study were at the time of the survey employed as college instructors. These two will be grouped with the college professors in the rest of this report.

TABLE VI

ATTITUDES TOWARD INCLUSION OF STUDY OF GUIDANCE POINT OF VIEW
(Shown In Percentages)

Topics	Elementary Teachers N = 282 (1)					High School Teachers N = 211 (2)					Principals N = 59 (3)					Total Class Members N = 578 (4)					College Professors N = 21 (5)				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Definition of guidance and personnel work	59.6	30.8	6.1	.7	2.8	63.2	26.0	2.8	0	8.0	66.1	25.5	5.0	1.7	1.7	62.8	27.5	4.7	.5	4.5	81.0	19.0	0	0	0
The need for guidance in the high school	58.1	31.5	4.3	.4	5.7	68.7	24.1	4.2	.5	2.5	71.2	23.7	3.4	0	1.7	63.3	28.1	4.1	.4	4.1	76.2	14.3	9.5	0	0
The relationship of the guidance program to the entire school program	50.0	41.8	7.5	0	.7	50.7	40.8	7.6	0	.9	50.8	45.8	3.4	0	0	51.2	41.2	6.9	0	.7	85.7	9.5	4.8	0	0
Problems of child growth and development	62.4	29.7	7.5	.4	0	52.1	34.1	10.9	.5	2.4	54.2	35.6	8.5	0	1.7	58.0	31.5	9.0	.5	1.0	76.2	9.5	4.8	9.5	0
Interpretations of growth curves	17.7	46.1	27.7	3.2	5.3	19.0	36.5	32.2	2.8	9.5	13.6	52.5	28.8	3.4	1.7	17.9	43.2	29.2	3.1	6.6	28.5	33.3	28.6	4.8	4.8
The responsibility of the local school regarding placement	28.7	51.8	15.6	1.1	2.8	23.7	52.6	19.9	1.0	2.8	15.2	39.0	32.2	3.4	10.2	25.3	50.3	19.4	1.4	3.6	9.5	61.9	28.6	0	0
The historical development of guidance services	9.2	32.9	51.2	6.7	0	5.6	29.8	57.4	4.3	2.9	1.7	37.2	49.2	1.7	10.2	6.9	32.2	53.1	5.4	2.4	14.3	28.6	47.6	9.5	0

A = Absolutely essential
B = Highly desirable
C = Desirable if time permits
D = Not desirable
E = No answer
N = Number in each group

Total Class Members includes useable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

Questionnaires received from college professors in class groups	2
Total returns from college professors used in this report	21 (84.0%)

Judgments as to Inclusion of Study of a Point of View in Guidance

There were seven topics on Section One of the questionnaire which related to the guidance point of view. Table VI presents the respondents' judgments as to the inclusion of study of the guidance point of view in a basic course in guidance.

The investigator ranked the seven items in the order of preference as manifested by elementary teachers, high school teachers, principals, total class members and college professors. These topics have been ranked from the highest to the lowest percentage of approval in each group. The ranks follow:

Elementary Teachers

1. Problems of child growth and development.
2. The relationship of the guidance program to the entire school program.
3. Definition of guidance in the high school.
4. The need for guidance in the high school.
5. The responsibility of the local school regarding placement.
6. Interpretation of growth curves.
7. The historical development of guidance services.

High School Teachers

1. The need for guidance in the high school.
2. The relationship of the guidance program to the entire school program.
3. Definition of guidance and personnel work.
4. Problems of child growth and development.
5. The responsibility of the local school regarding placement.
6. Interpretation of growth curves.
7. The historical development of guidance services.

Principals

1. The relationship of the guidance program to the entire school program.
2. The need for guidance in the high school.
3. Definition of guidance and personnel work.
4. Problems of child growth and development.
5. Interpretation of growth curves.
6. The responsibility of the local school regarding placement.
7. The historical development of guidance services.

Total Class Members

1. The relationship of the guidance program to the entire school program.
2. The need for guidance in the high school.
3. Definition of guidance and personnel work.

4. Problems of child growth and development.

5. The responsibility of the local school regarding placement.

6. Interpretation of growth curves.

7. The historical development of guidance services.

College Professors

1. Definition of guidance and personnel work.

2. The relationship of the guidance program to the entire school program.

3. The need for guidance in the high school.

4. Problems of child growth and development.

5. The responsibility of the local school regarding placement.

6. Interpretation of growth curves.

7. The historical development of guidance services.

The Spearman rank-difference coefficient of correlation between the judgments of college professors and those of the total class members on the inclusion of a guidance point of view is .893. There is high agreement between these two groups on this phase of guidance.

Judgments as to Inclusion of Study of the Role of the Classroom Teacher in the Guidance Program

Table VII presents the judgments as to the inclusion of study of the role of the classroom teacher in the guidance program. There were six topics in Section One of the questionnaire related

TABLE VII

ATTITUDES TOWARD INCLUSION OF STUDY OF THE ROLE OF THE CLASSROOM TEACHER IN THE GUIDANCE PROGRAM
(Shown In Percentages)

Topics	Elementary Teachers N = 282 (1)					High School Teachers N = 211 (2)					Principals N = 59 (3)					Total Class Members N = 578 (4)					College Professors N = 21 (5)				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
The role of the classroom teacher in the guidance program	62.4	28.7	5.7	0	3.2	59.2	32.3	7.1	0	1.4	67.8	28.8	3.4	0	0	62.5	29.7	5.7	0	2.1	95.2	4.8	0	0	0
The techniques of making a case study	45.0	42.9	10.3	.4	1.4	39.3	48.3	9.5	.5	2.4	42.4	42.4	15.2	0	0	42.0	45.3	10.6	.5	1.6	37.5	62.5	0	0	0
Contributions of the classroom teacher to the cumulative record folder	52.8	38.3	5.7	.4	2.8	48.3	38.9	9.5	.5	2.8	55.9	42.4	1.7	0	0	50.9	39.8	6.6	.4	2.3	66.7	33.3	0	0	0
How to make and use anecdotal records	32.3	47.2	14.9	1.4	4.2	37.9	43.6	16.1	1.0	1.4	32.2	44.1	22.0	1.7	0	33.9	46.5	15.7	1.3	2.6	57.1	38.1	4.8	0	0
Interpretation of data on pupils	46.5	39.0	10.2	.7	3.6	54.0	39.4	6.6	0	1.0	52.5	37.3	10.2	0	0	49.6	38.9	8.9	.4	2.2	95.2	4.8	0	0	0
Group guidance techniques	24.8	53.2	16.3	1.8	3.9	24.6	48.3	20.4	1.0	5.7	23.7	52.6	16.9	3.4	3.4	24.4	52.1	17.5	1.8	4.2	47.6	38.1	14.3	0	0

A = Absolutely essential
B = Highly desirable
C = Desirable if time permits
D = Not desirable
E = No answer
N = Number in each group

Total Class Members includes useable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

to this area of guidance. These topics have been ranked from the highest to the lowest percentage in each group. The ranks follow:

Elementary Teachers

1. The role of the classroom teacher in the guidance program.

2. Contributions of the classroom teacher to the cumulative record folder.

3. The techniques of making a case study.

4. Interpretation of data on pupils.

5. How to make and use anecdotal records.

6. Group guidance techniques.

High School Teachers

1. Interpretation of data on pupils.

2. The role of the classroom teacher in the guidance program.

3. The techniques of making a case study.

4. Contributions of the classroom teacher to the cumulative record folder.

5. How to make and use anecdotal records.

6. Group guidance techniques.

Principals

1. Contributions of the classroom teacher to the cumulative record folder.

2. The role of the classroom teacher in the guidance program.

3. Interpretation of data on pupils.

4. The techniques of making a case study.

5. How to make and use anecdotal records.

6. Group guidance techniques.

Total Class Members

1. The role of the classroom teacher in the guidance program.

2. Contributions of the classroom teacher to the cumulative record folder.

3. Interpretation of data on pupils.

4. The techniques of making a case study.

5. How to make and use anecdotal records.

6. Group guidance techniques.

College Professors

1. The role of the classroom teacher in the guidance program.

2. The techniques of making a case study.

3. Contributions of the classroom teacher to the cumulative record folder.

4. Interpretation of data on pupils.

5. How to make and use anecdotal records.

6. Group guidance techniques.

The Spearman rank-difference coefficient of correlation between the total class members and the college professors is .829. There is significant agreement between the two groups compared on this area of guidance.

Judgments as to Inclusion of Study of Counseling

There were ten topics in Section One of the questionnaire related to counseling. Table VIII presents the respondents' attitudes toward counseling. The rank given each topic by each group according to the highest to lowest percentage of approval follows:

Elementary Teachers

1. Pupil problems requiring counseling.
2. The purposes of counseling.
3. Factors contributing to the success of an interview.
4. Definition of counseling.
5. The factors affecting counseling.
6. The characteristics and professional training desirable for counselors.
7. The techniques of counseling.
8. How to get pupils to counselors.
9. The steps in the interview.
10. Limitations of a counselor.

High School Teachers

1. Pupil problems requiring counseling.
2. The purposes of counseling.
3. The factors affecting counseling.
4. The techniques of counseling.

TABLE VIII

ATTITUDES TOWARD INCLUSION OF STUDY OF COUNSELING
(Shown In Percentages)

Topics	Elementary Teachers N = 282 (1)					High School Teachers N = 211 (2)					Principals N = 59 (3)					Total Class Members N = 578 (4)					College Professors N = 21 (5)				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Definition of counseling	40.1	44.7	11.7	1.1	2.4	34.1	39.8	13.3	1.0	11.8	50.9	37.2	10.2	1.7	0	39.8	41.7	11.9	1.1	5.5	61.9	33.3	0	0	4.8
The purposes of counseling	47.9	42.9	6.7	.4	2.1	57.8	31.7	4.2	0	6.3	55.9	33.9	8.5	0	1.7	52.8	37.5	6.1	.2	3.4	85.7	14.3	0	0	0
The factors affecting counseling	42.6	41.5	10.6	0	5.3	53.1	35.6	6.2	.5	4.6	44.1	40.6	8.5	0	6.8	47.1	38.9	8.8	.2	5.0	76.1	19.1	0	0	4.8
The techniques of counseling	41.1	42.2	12.4	1.1	3.2	56.5	31.7	7.6	0	4.2	42.3	42.3	8.5	0	6.9	47.1	37.9	10.6	.7	3.7	71.4	14.3	9.5	4.8	0
The steps in the interview	38.3	39.4	14.3	2.8	5.2	48.8	36.5	10.4	.5	3.8	33.9	49.2	11.8	1.7	3.4	41.7	39.4	12.6	1.9	4.4	52.3	38.1	4.8	4.8	0
Factors contributing to the success of the interview	46.1	39.0	8.9	1.1	4.9	56.9	30.8	5.7	.9	5.7	49.3	35.5	8.4	0	6.8	50.5	35.6	7.6	1.0	5.3	71.4	19.1	0	0	9.5
The characteristic and professional training necessary for counselors	44.3	39.7	12.1	1.8	2.1	43.1	41.7	12.3	.5	2.4	39.0	42.3	13.6	1.7	3.4	43.1	40.8	12.3	1.4	2.4	38.1	42.9	19.0	0	0
Limitations of a counselor	25.6	46.1	17.4	4.9	6.0	38.9	42.2	10.4	1.9	6.6	33.9	49.2	13.5	3.4	0	31.5	44.9	14.2	3.9	5.5	57.1	28.6	14.3	0	0
Pupil problems requiring counseling	56.4	35.1	5.7	0	2.8	63.9	28.9	4.3	0	2.9	55.9	38.9	5.1	0	5.1	58.6	33.2	5.2	0	2.9	76.2	23.8	0	0	0
How to get pupils to counselor	41.8	39.3	14.2	1.1	3.6	48.3	38.4	9.5	0	3.8	42.4	37.3	20.3	0	0	44.3	38.4	13.3	.7	3.3	61.9	33.3	4.8	0	0

A = Absolutely essential
B = Highly desirable
C = Desirable if time permits
D = Not desirable
E = No answer
N = Number in each group

Total Class Members includes usable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

5. Factors contributing to the success of an interview.

6. How to get pupils to counselors.

7. The steps in the interview.

8. The characteristics and professional training desirable for counselors.

9. Limitations of a counselor.

10. Definition of counseling.

Principals

1. Pupil problems requiring counseling.

2. The purposes of counseling.

3. Definition of counseling.

4. Factors contributing to the success of an interview.

5. The factors affecting counseling.

6. The techniques of counseling.

7. Limitations of a counselor.

8. The steps in the interview.

9. The characteristics and professional training desirable for counselors.

10. How to get pupils to counselors.

Total Class Members

1. Pupil problems requiring counseling.

2. The purposes of counseling.

3. Factors contributing to the success of an interview.

4. The factors affecting counseling.

5. The techniques of counseling.

6. The characteristics and professional training desirable for counselors.

7. How to get pupils to counselors.

8. Definition of counseling.

9. The steps in the interview.

10. Limitations of a counselor.

College Professors

1. Pupil problems requiring counseling.

2. The purposes of counseling.

3. Definition of counseling.

4. The factors affecting counseling.

5. How to get pupils to counselors.

6. Factors contributing to the success of an interview.

7. The steps in the interview.

8. The techniques of counseling.

9. Limitations of a counselor.

10. The characteristics and professional training desirable for counselors.

The Spearman rank-difference coefficient of correlation between the total class members and the college professors on counseling was .588.

Judgments as to Inclusion of Study of Testing

Section One of the questionnaire contained ten topics concerning testing. Table IX shows how the respondents felt toward this area of guidance. These topics have been ranked according to percentage and this rank follows:

Elementary Teachers

1. Kinds of tests helpful in aiding the teacher in increasing her knowledge about her pupils.
2. Selection of tests to meet the needs of the local situation.
3. Using test results in working with an individual pupil.
4. An understanding of the training needed by the person who interprets tests.
5. Knowledge of simple statistics necessary if the teacher is to interpret test results properly.
6. Administering and scoring tests.
7. Criteria to be used in the selection of tests.
8. The purpose of the testing program.
9. A minimum testing program.
10. The administration of group tests of scholastic aptitude.

High School Teachers

1. Kinds of test helpful in aiding the teacher in increasing her knowledge about her pupils.
2. Using test results in working with an individual pupil.

TABLE IX

ATTITUDES TOWARD INCLUSION OF STUDY OF TESTING
(Shown In Percentages)

Topics	Elementary Teachers N = 282 (1)					High School Teachers N = 211 (2)					Principals N = 59 (3)					Total Class Members N = 578 (4)					College Professors N = 21 (5)				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
The purpose of the testing program	37.2	43.3	11.3	1.4	6.8	48.8	35.1	9.9	1.5	4.7	37.5	38.9	11.9	1.7	0	42.6	39.6	11.2	1.4	5.2	90.5	9.5	0	0	0
Criteria to be used in the selection of tests	38.3	43.7	11.7	1.4	4.9	41.7	38.9	11.4	2.4	5.6	30.6	49.1	20.3	0	0	39.1	43.1	11.6	1.6	4.7	47.6	47.6	4.8	0	0
Kinds of tests helpful in aiding the teacher in increasing her knowledge about her pupils	39.0	51.9	7.1	1.0	1.0	37.4	52.6	7.2	.9	1.9	44.1	45.7	8.5	1.7	0	38.6	51.6	7.4	1.2	1.2	52.4	33.3	14.3	0	0
Selection of tests to meet the needs of the local situation	40.8	47.9	8.9	1.4	1.0	42.7	42.7	11.0	1.8	1.8	44.0	52.6	1.7	1.7	0	41.0	46.9	9.2	1.8	1.1	42.9	52.4	14.3	0	4.7
A minimum testing program	24.5	46.2	19.2	4.2	3.9	33.6	43.6	16.2	3.8	2.8	22.0	57.6	20.4	0	0	27.2	47.6	18.3	3.8	3.1	33.1	42.8	14.3	0	4.8
Administering and scoring tests	46.1	36.9	14.6	1.1	1.3	37.9	40.3	16.6	1.9	3.3	30.9	42.3	6.8	0	0	42.6	39.6	14.6	1.3	1.9	23.7	57.2	19.1	0	0
The administration of group tests of scholastic aptitude	19.9	45.7	27.6	2.2	4.6	27.0	47.5	18.4	3.3	3.8	27.1	50.9	16.9	5.1	0	22.7	47.7	23.0	2.9	3.7	33.3	52.4	14.3	0	0
An understanding of the training need by persons who interpret tests	53.6	29.8	11.7	2.1	2.8	49.3	36.1	8.5	1.9	4.2	49.1	47.5	3.4	0	0	50.9	34.2	10.1	1.9	2.9	52.3	33.1	4.8	4.8	0
Knowledge of simple statistics necessary if the teacher is to interpret test results properly	51.1	31.9	12.8	1.1	3.1	44.5	40.4	8.5	2.4	4.2	42.3	42.3	6.8	3.4	5.2	47.1	36.6	10.7	1.8	3.8	47.6	38.3	19.1	0	0
Using test results in working with an individual pupil	37.6	49.3	6.7	3.2	3.2	46.4	42.2	5.2	1.9	4.3	45.7	45.7	5.2	0	3.4	41.6	46.5	6.2	2.2	3.5	76.2	14.3	9.5	0	0

A = Absolutely Essential
B = Highly Desirable
C = Desirable if time permits
D = Not desirable
E = No answer
N = Number in each group

Total Class Members includes usable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

3. An understanding of the training needed by the person who interprets tests.

4. Selection of tests to meet the needs of the local situation.

5. Knowledge of simple statistics necessary if the teacher is to interpret test results properly.

6. The purpose of the testing program.

7. Criteria to be used in the selection of tests.

8. Administering and scoring tests.

9. A minimum testing program.

10. The administration of group tests of scholastic aptitude.

Principals

1. Selection of tests to meet the needs of the local situation.

2. An understanding of the training needed by the person who interprets tests.

3. Administering and scoring tests.

4. Using test results in working with an individual pupil.

5. Kinds of tests helpful in aiding the teacher in increasing her knowledge about her pupils.

6. Criteria to be used in the selection of tests.

7. The purpose of the testing program.

8. Knowledge of simple statistics necessary if the teacher is to interpret test results properly.

9. A minimum testing program.

10. The administration of group tests of scholastic aptitude.

Total Class Members

1. Kinds of tests helpful in aiding the teacher in increasing her knowledge about her pupils.

2. Using test results in working with an individual pupil.

3. Selection of tests to meet the needs of the local situation.

4. An understanding of the training needed by the person who interprets tests.

5. Knowledge of simple statistics necessary if the teacher is to interpret test results properly.

6. The purpose of the testing program.

7. Criteria to be used in the selection of tests.

8. Administering and scoring tests.

9. A minimum testing program.

10. The administration of group tests of scholastic aptitude.

College Professors

1. The purpose of a testing program.

2. Criteria to be used in the selection of tests.

3. Using test results in working with an individual pupil.

4. An understanding of the training needed by the person who interprets tests.

5. Kinds of tests helpful in aiding the teacher in increasing her knowledge about her pupils.

6. The administration of group tests of scholastic aptitude.

7. Selection of tests to meet the needs of the local situation.

8. A minimum testing program.

9. Administering and scoring tests.

10. Knowledge of simple statistics necessary if the teacher is to interpret test results properly.

The Spearman rank-difference coefficient of correlation between the attitudes of the total class members and the college professors toward testing is .236. There is little agreement between these two groups on topics pertaining to testing.

Judgment as to Inclusion of Study of Records

Table X shows the attitudes of the group toward records. There were eleven items in Section One of the questionnaire pertaining to records. The eleven topics in this area have been ranked from the highest to the lowest percentage in each group. The ranks follow:

Elementary Teachers

1. The high school's use of the cumulative record from the elementary school.

2. The use of the data concerning each pupil.

3. Areas of information needed about pupils.

4. Measures to be taken to safeguard the confidential nature of records.

5. Forms of records most suitable for recording the information

TABLE X

ATTITUDES TOWARD INCLUSION OF STUDY OF RECORDS
(Shown In Percentages)

Topics	Elementary Teachers N = 282 (1)					High School Teachers N = 211 (2)					Principals N = 59 (3)					Total Class Members N = 578 (4)					College Professors N = 21 (5)				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Areas of information needed about pupils	53.2	35.5	6.4	.7	4.2	49.8	38.9	4.2	.9	6.2	50.9	40.6	5.1	1.7	1.7	51.7	37.6	5.7	.9	4.7	76.2	9.5	4.8	0	9.5
Forms of records most suitable for recording the information desired	37.2	47.9	11.3	1.1	2.5	32.8	50.7	11.8	.9	3.8	33.9	44.1	15.2	3.4	3.4	35.3	48.3	11.9	1.4	3.1	42.9	42.9	14.2	0	0
Procedures to be used for collecting information concerning each student	38.6	46.1	13.1	.4	1.8	45.9	42.7	8.1	0	3.3	33.9	44.1	15.6	0	0	40.9	44.9	11.6	.2	2.4	66.7	23.8	9.5	0	0
Location of records in the school set-up	35.5	46.1	11.7	2.8	3.9	35.1	45.5	13.3	2.8	3.3	40.7	35.5	11.9	5.1	6.8	36.2	44.8	13.2	2.9	3.9	23.8	38.1	33.3	0	4.8
Who shall have access to the personnel records	50.7	30.5	9.9	1.1	7.8	45.9	37.9	9.5	.5	6.2	50.9	35.6	8.4	3.4	1.7	48.4	34.4	9.7	1.2	6.3	33.3	33.3	28.6	4.8	0
Measures to be taken to safeguard the confidential nature of records	63.1	24.5	9.2	2.1	1.1	59.7	24.7	10.9	.5	4.2	72.8	22.1	5.1	0	0	62.1	24.4	10.2	1.2	2.1	52.4	28.6	19.0	0	0
Measures to be taken to insure the maximum utilization of records	50.7	32.3	10.6	2.5	3.9	49.3	37.9	7.6	0	5.2	42.4	52.5	5.1	0	0	48.9	36.7	9.2	1.3	3.9	52.4	38.1	9.5	0	0
The use of the data concerning each pupil	50.0	39.0	7.1	0	3.9	53.1	37.8	6.2	.5	2.4	47.5	42.3	6.8	1.7	1.7	50.5	39.1	7.1	.4	2.9	71.4	19.1	9.5	0	0
The high school's use of the cumulative record from the elementary school	43.9	45.1	7.5	1.4	2.1	43.6	43.6	10.4	.5	1.9	55.9	42.4	1.7	0	0	44.3	44.5	8.3	1.0	1.9	52.4	42.8	4.8	0	0
Interpretation of pupil-interest questionnaire	25.6	52.5	15.5	1.8	4.6	36.0	50.7	11.8	1.5	0	28.8	49.2	20.3	1.7	0	29.2	51.6	15.2	1.8	2.2	42.9	42.9	14.2	0	0
Interpretation of pupil informational questionnaire	24.1	48.2	20.9	1.9	4.9	31.2	49.8	14.2	.5	3.3	23.7	59.4	16.9	0	0	26.5	50.1	18.2	1.6	3.6	33.3	57.3	9.4	0	0

A = Absolutely essential
B = Highly desirable
C = Desirable if time permits
D = Not desirable
E = No answer
N = Number in each group

Total Class Members includes usable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

desired.

6. Procedures to be used for collecting information concerning each student.

7. Measures to be taken to insure the maximum utilization of records.

8. Location of records in the school set-up.

9. Who shall have access to the personnel records?

10. Interpretation of pupil interest questionnaire.

11. Interpretation of pupil informational questionnaire.

High School Teachers

1. The use of the data concerning each pupil.

2. Areas of information needed about pupils.

3. Procedures to be used for collecting information concerning each student.

4. Measures to be taken to insure the maximum utilization of records.

5. The high school's use of the cumulative record from the elementary school.

6. Interpretation of pupil-interest questionnaire.

7. Measures to be taken to safeguard the confidential nature of records.

8. Who shall have access to the personnel records?

9. Forms of records most suitable for recording the information desired.

10. Interpretation of pupil informational-questionnaire.

11. Location of records in the school set-up.

Principals

1. The high school's use of the cumulative record from the elementary school.

2. Measures to be taken to safeguard the confidential nature of records.

3. Measures to be taken to insure the maximum utilization of records.

4. Areas of information needed about pupils.

5. The use of the data concerning each pupil.

6. Who shall have access to the personnel records?

7. Interpretation of pupil informational questionnaire.

8. Forms of records most suitable for recording the information desired.

9. Procedures to be used for collecting information concerning each student.

10. Interpretation of pupil-interest questionnaire.

11. Location of records in the school set-up.

Total Class Members

1. The use of the data concerning each pupil.

2. The high school's use of the cumulative record from the elementary school.

3. Areas of information needed about pupils.

4. Measures to be taken to safeguard the confidential nature of records.

5. Procedures to be used for collecting information concerning each student.

6. Measures to be taken to insure the maximum utilization of records.

7. Forms of records most suitable for recording the information desired.

8. Who shall have access to the personnel records?

9. Interpretation of pupil interest questionnaire.

10. Location of records in the school set-up.

11. Interpretation of pupil informational questionnaire.

College Professors

1. The high school's use of the cumulative record from the elementary school.

2. Interpretation of pupil-informational questionnaire.

3. The use of the data concerning each pupil.

4. Measures to be taken to insure the maximum utilization of records.

5. Procedures to be used for collecting information concerning each student.

6. Forms of records most suitable for recording the information desired.

7. Interpretation of pupil-interest questionnaire.

8. Areas of information needed about pupils.

9. Measures to be taken to safeguard the confidential nature of records.

10. Who shall have access to the records?

11. Location of records in the school set-up.

The Spearman rank-difference coefficient of correlation between the total class members and the college professors in their attitudes toward records was .327. There is little agreement between the two groups on the importance of topics concerning records.

Judgment as to Inclusion of Study of Occupational and Educational Materials

There were eight topics in Section One of the questionnaire related to occupational and educational materials. The attitudes of the groups surveyed are revealed in Table XI. The topics pertaining to occupational and educational materials have been ranked in importance in each group and their ranks from the highest to the lowest percentage follow:

Elementary Teachers

1. Interesting pupils in occupational and educational planning.

2. Available sources for educational materials.

3. Selecting and interpreting occupational information to the pupil.

TABLE XI

ATTITUDES TOWARD INCLUSION OF STUDY OF OCCUPATIONAL AND EDUCATIONAL MATERIALS
(Shown In Percentages)

Topics	Elementary Teachers N = 282 (1)					High School Teachers N = 211 (2)					Principals N = 59 (3)					Total Class Members N = 578 (4)					College Professors N = 21 (5)				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Meaning of occupational, educational and training materials	23.7	49.3	20.6	2.2	4.2	28.4	47.9	18.9	1.5	3.3	25.5	55.9	16.9	0	1.7	26.1	49.3	19.4	1.7	3.5	57.3	28.5	14.2	0	0
Available sources for occupational materials	23.7	51.4	17.1	2.1	5.7	38.9	45.5	15.1	0	.5	28.8	42.3	25.5	3.4	0	30.1	48.3	17.1	1.6	2.9	57.3	28.5	14.2	0	0
Available sources for educational materials	26.7	50.0	16.7	1.8	4.8	37.4	42.7	15.1	.5	4.3	25.5	54.2	20.3	0	0	30.6	47.9	16.4	1.2	3.9	42.9	42.9	14.2	0	0
How to file occupational materials	21.6	45.1	17.7	5.7	9.9	23.2	45.9	26.2	.9	3.8	20.3	49.2	27.1	3.4	0	22.3	45.1	22.7	3.6	6.3	19.1	47.6	33.3	0	0
Publicizing the occupational materials	14.2	45.1	23.8	7.8	8.1	20.8	44.5	24.7	4.3	5.7	15.2	42.3	27.2	11.9	3.4	16.9	43.9	25.6	7.2	6.4	19.1	52.3	23.8	4.8	0
Interesting pupils in occupational and educational planning	36.2	50.7	9.6	.4	3.1	45.0	38.9	10.9	.5	4.7	32.3	59.3	8.4	0	0	38.9	46.7	10.6	.4	3.4	47.6	42.9	9.5	0	0
Selecting and interpreting occupational information to the pupil	37.9	38.3	11.7	2.2	9.9	35.1	41.7	12.3	2.4	8.5	42.3	40.6	11.9	5.2	0	37.0	40.0	12.4	2.4	8.2	66.6	28.6	0	0	4.8
Vocational and educational implications of your subject field	19.5	51.1	18.8	2.8	7.8	31.3	44.6	17.0	.5	6.6	22.0	61.0	10.2	3.4	3.4	24.2	49.5	17.8	1.9	6.6	38.5	57.2	9.5	0	4.8

A = Absolutely essential
B = Highly essential
C = Desirable if time permits
D = Not desirable
E = No answer
N = Number in each group

Total Class Members includes usable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarans and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

4. Available sources for occupational materials.

5. Meaning of occupational, educational and training materials.

6. Vocational and educational implications of your subject field.

7. How to file occupational materials.

8. Publicizing the occupational materials.

High School Teachers

1. Available sources for occupational materials.

2. Interesting pupils in occupational and educational planning.

3. Available sources for educational materials.

4. Selecting and interpreting occupational information to the pupil.

5. Meaning of occupational, educational and training materials.

6. Vocational and educational implications of your subject field.

7. How to file occupational materials.

8. Publicizing the occupational materials.

Principals

1. Interesting pupils in occupational and educational planning.

2. Vocational and educational implications of your subject field.

3. Selecting and interpreting occupational information to the pupil.

4. Meaning of occupational, educational and training materials.

5. Available sources for educational materials.

6. Available sources for occupational materials.

7. How to file occupational materials.

8. Publicizing the occupational materials.

Total Class Members

1. Interesting pupils in occupational and educational planning.

2. Available sources for educational materials.

3. Available sources for occupational materials.

4. Selecting and interpreting occupational information to the pupil.

5. Meaning of occupational, educational and training materials.

6. Vocational and educational implications of your subject field.

7. How to file occupational materials.

8. Publicizing the occupational materials.

College Professors

1. Selecting and interpreting occupational information to the pupil.

2. Interesting pupils in occupational and educational planning.

3. Meaning of occupational, educational and training materials.

4. Available sources for occupational materials.

5. Available sources for educational materials.

6. Vocational and educational implications of your subject field.

7. Publicizing the occupational materials.

8. How to file occupational materials.

The Spearman rank-difference coefficient of correlation between the total class members' and the college professors' attitudes toward occupational and educational materials is .691. There is significant relation between the two groups in their attitudes toward this area of guidance.

Judgment as to Inclusion of Study of Organization of Guidance Programs

Table XII presents the attitudes of each group toward the organization of a guidance program. There were five topics in Section One of the questionnaire concerning the organization of a guidance program. These topics have been ranked in importance for each group from the highest to the lowest percentage. The ranks follow:

Elementary Teachers

1. Means of gaining the support of fellow-teachers in the improvement of guidance services.
2. Making guidance facilities available to all pupils.
3. How to organize and initiate a guidance program.
4. Basic elements of a guidance program.
5. Techniques in conducting group conferences on problems related to guidance services.

High School Teachers

1. Basic elements of a guidance program.

TABLE XII

ATTITUDES TOWARD INCLUSION OF STUDY OF ORGANIZATION OF GUIDANCE PROGRAM

(Shown In Percentages)

Topics	Elementary Teachers N = 282 (1)					High School Teachers N = 211 (2)					Principals N = 59 (3)					Total Class Members N = 578 (4)					College Professors N = 21 (5)				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Basic elements of a guidance program	48.2	37.2	7.8	.4	6.4	62.1	30.7	2.4	.5	4.3	54.2	33.9	6.8	0	5.1	54.8	34.2	5.4	.4	5.2	61.9	28.6	9.5	0	0
How to organize and initiate a guidance program	46.5	40.4	10.6	.4	2.1	47.4	37.0	12.8	.9	1.9	47.4	44.1	3.4	0	5.1	46.5	39.9	10.6	.7	2.3	38.1	38.1	19.0	4.8	0
Means of gaining the support of fellow-teachers in the improvement of guidance service	36.9	53.2	8.5	.7	.7	37.0	52.1	7.6	0	3.3	39.0	57.6	3.4	0	0	36.7	53.4	7.9	.4	1.6	57.2	28.6	14.2	0	0
Techniques in conducting group conferences on problems related to guidance services	16.3	45.4	30.5	2.5	5.3	19.4	45.0	29.4	3.8	2.4	16.9	49.2	32.2	0	1.7	17.7	45.5	30.1	2.9	3.8	19.0	28.6	52.4	0	0
Making guidance facilities available to all pupils	50.4	38.3	8.5	0	2.8	53.1	37.0	6.6	0	3.3	47.4	28.8	11.9	0	11.9	51.4	36.7	7.8	.2	3.9	71.4	23.8	4.8	0	0

A = Absolutely essential
B = Highly desirable
C = Desirable if time permits
D = Not desirable
E = No answer
N = Number in each group

Total Class Members includes useable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

2. Making guidance facilities available to all pupils.

3. Means of gaining the support of fellow-teachers in the improvement of guidance services.

4. How to organize and initiate a guidance program.

5. Techniques in conducting group conferences on problems related to guidance services.

Principals

1. Means of gaining the support of fellow-teachers in the improvement of guidance services.

2. How to organize and initiate a guidance program.

3. Basic elements of a guidance program.

4. Making guidance facilities available to all pupils.

5. Techniques in conducting group conferences on problems related to guidance services.

Total Class Members

1. Means of gaining the support of fellow-teachers in the improvement of guidance services.

2. Basic elements of a guidance program.

3. Making guidance facilities available to all pupils.

4. How to organize and initiate a guidance program.

5. Techniques in conducting group conferences on problems related to guidance.

College Professors

1. Making guidance facilities available to all pupils.

2. Basic elements of a guidance program.

3. Means of gaining the support of fellow-teachers in the improvement of guidance services.

4. How to organize and initiate a guidance program.

5. Techniques in conducting group conferences on problems related to guidance services.

The Spearman rank-difference coefficient of correlation between the total class members and the college professors in their opinions in this area is .60.

Judgments as to Inclusion of Study of Community Relations

There were two items listed in Section One of the questionnaire pertaining to community relations. Table XIII shows the attitudes of the groups surveyed on these two topics. All groups agreed on the importance of these two topics. The ranks of the two items by each of the groups follows:

Elementary Teachers

1. Bringing the home and the community into the guidance program.

2. Interpreting the guidance program to the home and community.

High School Teachers

1. Bringing the home and community into the guidance program.

2. Interpreting the guidance program to the home and community.

Principals

1. Bringing the home and community into the guidance program.

TABLE XIII

ATTITUDES TOWARD INCLUSION OF STUDY OF COMMUNITY RELATIONS
(Shown In Percentages)

Topics	Elementary Teachers N = 282 (1)					High School Teachers N = 211 (2)					Principals N = 59 (3)					Total Class Members N = 578 (4)					College Professors N = 21 (5)				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Bringing the home and the community into the guidance program	52.8	38.3	7.5	0	1.4	46.9	43.1	8.6	0	1.4	50.9	38.9	6.8	0	3.4	50.3	40.2	7.9	0	1.6	71.4	28.6	0	0	0
Interpreting the guidance program to the home and community	36.9	48.2	12.1	0	2.8	32.7	43.1	19.9	1.0	3.3	33.9	47.5	11.8	0	6.8	33.9	47.1	15.1	.4	3.5	23.8	66.7	9.5	0	0

A = Absolutely essential
B = Highly desirable
C = Desirable if time permits
D = Not desirable
E = No answer
N = Number in each group

Total Class Members includes usable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

2. Interpreting the guidance program to the home and community.

Total Class Members

1. Bringing the home and community into the guidance program.

2. Interpreting the guidance program to the home and community.

College Professors

1. Bringing the home and community into the guidance program.

2. Interpreting the guidance program to the home and community.

There was a perfect positive coefficient of correlation between the judgments of the total class members and those of the college professors on the inclusion of study of community relations.

Judgments as to Inclusion of Study of Follow-up and Evaluation

Table XIV reveals the attitudes of each group surveyed toward the follow-up program and the evaluation of a guidance program. The four topics on Section One of the questionnaire are ranked according to percentages, from the highest to the lowest. The ranks for each group follow:

Elementary Teachers

1. Evaluation of a guidance program.

2. The purpose of the follow-up program.

3. Instruments available to evaluate guidance programs.

TABLE XIV

ATTITUDES TOWARD INCLUSION OF STUDY OF FOLLOW-UP AND EVALUATION
(Shown In Percentages)

Topics	Elementary Teachers N = 282 (1)					High School Teachers N = 211 (2)					Principals N = 59 (3)					Total Class Members N = 578 (4)					College Professors N = 21 (5)				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
The purpose of the follow-up service	29.8	47.2	19.5	1.1	2.4	22.3	47.9	26.1	1.3	2.4	27.1	37.3	23.7	0	11.9	25.8	46.5	22.9	1.2	3.6	23.8	57.1	19.1	0	0
The effect of the follow-up program on the guidance program	24.8	47.9	19.5	2.1	5.7	24.7	46.9	25.5	.5	2.4	28.8	47.5	16.9	1.7	5.1	24.4	48.4	21.3	1.6	4.3	19.1	57.1	23.8	0	0
Evaluation of the guidance program	40.5	43.9	10.9	1.1	3.6	40.8	39.8	13.7	1.0	4.7	45.7	33.9	11.9	0	8.5	40.6	41.7	12.3	.9	4.5	52.4	47.6	0	0	0
Instruments available to evaluate guidance programs	27.3	46.5	18.4	2.1	5.7	56.9	30.4	11.8	.9	0	28.8	49.3	13.5	1.7	6.7	38.7	40.6	15.2	1.9	3.6	28.6	47.6	23.8	0	0

A = Absolutely essential C = Desirable if time permits E = No. answer
B = Highly desirable D = Not desirable N = Number in each group

Total Class Members includes useable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

4. The effect of the follow-up program on the guidance program.

High School Teachers

1. Instruments available to evaluate guidance programs.
2. Evaluation of the guidance program.
3. The effect of the follow-up program on the guidance program.
4. The purpose of the follow-up service.

Principals

1. Evaluation of the guidance program.
2. Instruments available to evaluate guidance programs.
3. The effect of the follow-up program on the guidance program.
4. The purpose of the follow-up service.

Total Class Members

1. Evaluation of the guidance program.
2. Instruments available to evaluate guidance programs.
3. The effect of the follow-up program on the guidance program.
4. The purpose of the follow-up service.

College Professors

1. Evaluation of the guidance program.
2. The purpose of the follow-up service.
3. The effect of the follow-up program on the guidance program.
4. Instruments available to evaluate guidance programs.

There is significant agreement between the opinions of the total class members and the opinions of the college professors on the matter of follow-up and evaluation. The Spearman rank-difference coefficient of correlation is .74.

Summary of Rankings

The columns tabulated as "absolutely essential" and "highly desirable" were combined for each item and the percentages thus obtained were used as a basis for consideration of what should be included in a basic course in guidance. The percentages of the nine areas were added for each group and an average was obtained for each area of guidance. A summary of the rankings of all groups follows:

Elementary Teachers

1. Community Relations	88.1%
2. The Role of the Classroom Teacher in the Guidance Program	85.5%
3. Records	83.7%
4. Counseling	83.3%
5. Organization of Guidance Program	82.5%
6. Testing	81.7%
7. Guidance Point of View	78.6%
8. Follow-up and Evaluation	77.0%
9. Occupational and educational information	73.1%

High School Teachers

1. Counseling	85.9%
2. Records	85.7%
3. The Role of the Classroom Teacher in the Guidance Program	85.7%
4. Organization of Guidance Program	84.1%
5. Community Relations	82.9%
6. Testing	82.9%
7. Follow-up and Evaluation	77.4%
8. Occupational and Educational Information	75.3%
9. Guidance Point of View	75.3%

Principals

1. Testing	88.6%
2. The Role of the Classroom Teacher in the Guidance Program	87.0%
3. Records	86.4%
4. Community Relations	85.6%
5. Counseling	84.6%
6. Organization of Guidance Program	83.7%
7. Occupational and Educational Information	78.3%
8. Guidance Point of View	76.0%
9. Follow-up and Evaluation	74.3%

Total Class Members

1. Role of Classroom Teacher	85.9%

2. Community Relations	85.7%
3. Counseling	84.6%
4. Records	84.4%
5. Organization of Guidance Program	83.4%
6. Testing	82.7%
7. Guidance Point of View	77.1%
8. Follow-up and Evaluation	76.7%
9. Occupational and Educational Information	74.6%

College Professors

1. The Role of the Classroom Teacher in the guidance program	96.8%
2. Community Relations	95.2%
3. Counseling	91.9%
4. Testing	87.1%
5. Records	84.0%
6. Occupational and Educational Information	83.4%
7. Follow-up and Evaluation	83.3%
8. Organization of Guidance Program	79.1%
9. Guidance Point of View	78.2%

The Spearman rank-difference coefficient of correlation between the judgments of total class members and those of the college professors on the rank of the nine areas of guidance listed is .767.

Chapter IV

RETURNS ON SECTION II OF THE QUESTIONNAIRE

The investigator classified the activities listed in this section of the questionnaire as formal classroom activities, workshop activities, and supervised practice activities.

The types of guidance instruction prevelant in summer school and extension courses are the formal classroom situation and the workshop. By "formal classroom" the author means the type of class which is professor-centered and planned. It follows the traditional philosophy of education. By workshop the author means the type of instruction in which the members in the class share in setting up objectives of the course and plan activities to meet their needs. The workshop is characterized by student participation and planning.

The National Vocational Guidance Association is urging a program of practical experiences in the guidance training program. They refer to this as supervised practice in guidance services.

> Supervised practice in guidance services may be defined as that period in the professional training program devoted to the building of experiences in guidance competencies for both classroom teachers and counselors.[12]

The investigator listed six activities in this section of the questionnaire which could be termed supervised practice in guidance service.

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[12]Report of Little Birch Laboratory Conference, Melrose, Minnesota, August, 1948, Supervised Practice In Guidance Services.

Attitudes Toward the Use of Formal Classroom Techniques

There were eleven activities listed which were typical of formal classroom procedure. Table XV presents the attitudes of the respondents toward the use of formal classroom techniques. The author added column one "very helpful" and column two "helpful" together to obtain the total percentages for those two columns. On this basis the order of preference for each of the eleven activities was ranked from the highest to the lowest percentage of approval in the group. The rank for each group questioned follows:

Elementary Teachers

*1. Read materials which describe programs of guidance in operation.

*2. Listen to lectures given by recognized guidance workers brought in from outside.

*3. Listen to lectures, given by the instructor on guidance techniques.

4. Read guidance references.

5. Participation in class discussion of guidance references.

6. Discuss techniques of making community surveys with particular emphasis on methods that might be suited to local conditions.

7. Looking at sample tests.

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*More than 50% regarded this item as "very helpful."

TABLE XV

ATTITUDES TOWARD THE USE OF FORMAL CLASSROOM TECHNIQUES
(Shown In Percentages)

Methods	Elementary Teachers N = 282 (1)				High School Teachers N = 211 (2)				Principals N = 59 (3)				Total Class Teachers N = 578 (4)				College Professors N = 21 (5)			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Read guidance references	54.2	41.2	2.1	2.5	46.4	47.5	2.8	3.3	37.2	57.6	1.7	3.5	49.7	45.3	2.3	2.7	42.8	52.4	4.8	0
Select a community survey that has been given some local or national prominence and criticize its methods and findings	15.5	62.2	19.5	2.8	16.6	62.1	17.1	4.2	15.3	69.4	15.3	0	15.2	63.1	18.5	3.2	19.1	61.8	19.1	0
Select a follow-up study that has been given some local or national prominence and criticize its methods and findings	16.3	59.9	19.5	4.3	16.6	60.7	17.5	5.2	83.3	16.7	0	0	16.9	60.9	17.9	4.3	19.1	66.6	14.3	0
Discuss techniques of making community surveys with particular emphasis on methods that might be suited to local conditions	37.6	51.8	6.7	3.9	45.0	42.6	6.2	6.2	37.3	59.3	1.7	1.7	40.1	49.3	6.3	4.3	52.4	47.6	0	0
Read materials which describe programs of guidance	45.7	52.5	1.1	.7	47.9	47.9	2.3	1.9	40.7	55.9	1.7	1.7	46.7	50.5	1.6	1.2	42.9	57.1	0	0
Make written reports on readings in guidance	17.4	58.9	20.2	3.5	16.1	50.2	30.4	3.3	16.9	55.9	25.5	1.7	16.3	56.1	24.5	3.1	4.8	66.6	28.6	0
Make and listen to oral reports on readings in guidance	23.4	62.1	10.6	3.9	19.4	62.2	13.7	4.7	25.5	59.3	11.8	3.4	22.2	61.5	12.4	3.9	19.1	66.6	14.3	0
Looking at sample tests	20.9	68.1	9.2	1.8	25.6	60.7	9.5	4.2	18.6	72.8	6.8	1.8	32.8	62.4	4.8	0	22.5	65.6	9.2	2.7
Participation in class discussions of guidance references	36.2	57.4	2.1	4.3	36.9	51.7	6.2	5.2	44.0	50.9	3.4	1.7	44.9	47.6	2.4	5.1	47.6	42.8	4.8	4.8
Listen to lectures, given by the instructor, on guidance techniques	56.0	40.4	1.1	2.5	47.5	45.5	4.7	2.3	33.9	55.9	5.1	5.1	50.5	43.6	3.2	2.7	19.1	76.2	4.7	0
Listen to lectures by recognized guidance workers brought in from outside	58.5	38.7	1.1	1.7	56.9	35.6	2.8	4.7	47.5	45.7	3.4	3.4	56.6	38.2	1.9	3.3	19.1	80.9	0	0

A = Very helpful C = No help N = Number in each group
B = Helpful D = No answer

Total Class Members includes usable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1,2, and 3.

8. Make and listen to oral reports on readings in guidance.

9. Select a community survey that has been given some local or national prominence and criticize its methods and findings.

10. Make written reports on readings in guidance.

11. Select a follow-up study that has been given some local or national prominence and criticize its methods and findings.

High School Teachers

1. Read materials which describe programs of guidance in operation.

2. Read guidance references.

3. Listen to lectures, given by the instructor on guidance techniques.

*4. Listen to lectures by recognized guidance workers brought in from outside.

5. Participation in class discussion of guidance references.

6. Discuss techniques of making community surveys with particular emphasis on methods that might be suited to local conditions.

7. Looking at sample tests.

8. Make and listen to oral reports on readings in guidance.

9. Select a follow-up study that has been given some local or national prominence and criticize its methods and findings.

10. Make written reports on readings in guidance.

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*More than 50% regarded this item as "very helpful."

11. Select a community survey that has been given some local or national prominence and criticize its methods and findings.

Principals

*1. Select a follow-up study that has been given some local or national prominence and criticize its methods and findings.

2. Read materials which describe programs of guidance in operation.

3. Discuss techniques of making community surveys with particular emphasis on methods that might be suited to local conditions.

4. Participation in class discussion of guidance references.

5. Read guidance references.

6. Listen to lectures by recognized guidance workers brought in from outside.

7. Looking at sample tests.

8. Listen to lectures, given by the instructor on guidance techniques.

9. Make and listen to oral reports on readings in guidance.

10. Select a community survey that has been given some local or national prominence and criticize its methods and findings.

11. Make written reports on readings in guidance.

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*More than 50% regarded this item as "very helpful."

Total Class Members

1. Read materials which describe programs of guidance in operation.

2. Looking at sample tests.

3. Read guidance references.

*4. Listen to lectures by recognized guidance workers brought in from outside.

*5. Listen to lectures, given by the instructor on guidance techniques.

6. Participation in class discussions of guidance references.

7. Discuss techniques of making community surveys with particular emphasis on methods that might be suited to local conditions.

8. Make and listen to oral reports on readings in guidance.

9. Select a community survey that has been given some local or national prominence and criticize its methods and findings.

10. Select a follow-up study that has been given some local or national prominence and criticize its method and findings.

11. Make written reports on readings in guidance.

College Professors

1. Read materials which describe programs of guidance in operation.

*2. Discuss techniques of making community surveys with

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*More than 50% regarded this item as"very helpful."

particular emphasis on methods that might be suited to local conditions.

3. Listen to lectures by recognized guidance workers brought in from outside.

4. Listen to lectures, given by the instructor on guidance techniques.

5. Read guidance references.

6. Participation in class discussion of guidance references.

7. Looking at sample tests.

8. Make and listen to oral reports on readings in guidance.

9. Select a follow-up study that has been given some local or national prominence and criticize its methods and findings.

10. Select a community survey that has been given some local or national prominence and criticize its methods and findings.

11. Make written reports on readings in guidance.

The Spearman rank-difference coefficient of correlation between college professors and total class members on attitudes toward the use of formal classroom techniques is .741. There is significant agreement between these two groups on the rank of formal classroom activities.

Attitudes Toward the Use of Workshop Techniques

There were nineteen activities listed which were typical

workshop techniques. Table XVI reveals the attitudes of the respondents toward workshop procedures. These activities have been ranked from the highest to the lowest percentage for each group and this rank follows:

Elementary Teachers

*1. Group discussions of problems relating to guidance.

*2. Participation in case study conferences with other teachers and trained workers about particular pupils.

*3. Survey members of class to determine pupil needs as they have encountered them in their experience as teachers.

4. Interviews with teachers to ascertain the extent to which they use guidance data about pupils.

5. See film on interviewing.

*6. Group interview with outside persons experienced in the field of guidance.

*7. Formulate a tentative workable philosophy of guidance for your local school.

*8. Visit the Consultation Services and learn of their work.

*9. Hold panel discussions relating to guidance services.

10. Participation in the evaluation of a guidance program.

11. Divide class participants into various committees with responsibility for the study of particular phases of guidance.

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*More than 50% regarded this item as "very helpful."

TABLE XVI

ATTITUDES TOWARD THE USE OF WORKSHOP TECHNIQUES
(Shown In Percentages)

Methods	Elementary Teachers N = 282 (1)				High School Teachers N = 211 (2)				Principals N = 59 (3)				Total Class Members N = 578 (4)				College Professors N = 21 (5)			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Survey members of class to determine pupil needs as they have encountered them in their experience as teachers	57.8	37.9	.7	3.6	56.4	36.0	3.8	3.8	59.3	33.9	5.1	1.7	57.6	36.9	2.2	3.3	61.9	38.1	0	0
Formulate a tentative workable philosophy of guidance for your local school	51.8	41.5	4.9	1.8	62.1	31.3	4.7	1.9	67.8	30.5	1.7	0	58.3	35.6	4.3	1.8	61.9	38.1	0	0
Divide class participants into various committees with responsibility for the study of particular phases of guidance	42.2	48.6	7.5	1.7	39.3	48.8	7.2	4.7	44.0	47.5	6.8	1.7	41.2	48.3	7.6	2.9	47.6	52.4	0	0
Inspect samples of occupational information	25.6	60.7	9.1	4.6	33.1	61.1	2.4	3.4	30.5	59.4	8.4	1.7	29.6	60.0	6.6	3.8	57.2	42.8	0	0
Determine agencies providing information and the type of information there available	29.0	56.7	8.3	6.0	39.8	54.1	1.4	4.7	44.0	50.9	5.1	0	35.8	54.3	5.2	4.7	57.2	42.8	0	0
Construct a questionnaire for use in a community survey	29.4	55.3	12.1	3.2	29.8	54.0	12.4	3.8	33.9	57.6	6.8	1.7	29.2	55.9	11.6	3.3	19.1	66.6	14.3	0
Construct a questionnaire for use in a follow-up study	32.3	51.4	5.7	10.6	37.9	50.2	9.1	2.8	32.2	59.3	5.1	3.4	33.6	52.9	6.9	6.6	19.1	61.8	14.3	4.8
Visit the Consultation Services and learn of their work	50.4	42.9	4.2	2.5	60.7	33.7	2.8	2.8	66.1	33.9	0	0	56.2	38.2	3.3	2.3	80.9	19.1	0	0
Group discussions of problems relating to guidance	71.3	27.6	.4	.7	63.1	32.7	2.4	1.8	55.9	42.4	0	1.7	66.4	31.0	1.4	1.2	80.9	19.1	0	0
Hold panel discussions relating to guidance services	51.4	41.2	4.9	2.5	55.5	39.8	3.8	.9	45.7	52.6	1.7	0	52.8	41.2	4.5	1.5	38.1	57.1	4.8	0
Observe and criticize a demonstrated interview	46.8	43.7	6.7	2.8	50.7	39.8	6.7	2.8	35.5	54.3	6.8	3.4	47.7	42.5	6.9	2.9	57.1	33.3	9.6	0

A = Very helpful C = No help N = Number in each group Total Class Members includes usable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance,
B = Helpful D = No answer 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

TABLE XVI (CONTINUED)

Methods	Elementary Teachers N = 282 (1)				High School Teachers N = 211 (2)				Principals N = 59 (3)				Total Class Members N = 578 (4)				College Professors N = 21 (5)			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Put on a demonstration interview	25.8	54.9	14.7	4.6	32.7	49.3	14.2	3.8	27.1	54.3	15.2	3.4	28.9	52.4	14.6	4.1	33.3	57.1	9.6	0
See film on interviewing	45.1	49.3	2.5	3.1	46.4	42.7	1.4	9.5	37.2	55.9	5.1	1.8	44.9	47.3	2.4	5.4	42.8	52.4	4.8	0
Study and summarize the cumulative record folder for at least 3 pupils in the community where the course is taught	35.5	50.4	7.5	6.6	44.5	53.1	2.4	0	45.7	50.9	3.4	0	40.5	51.0	5.2	3.3	76.2	23.8	0	0
Taking sample tests	23.7	59.6	12.4	4.3	35.1	52.1	7.6	5.2	32.2	61.0	5.1	1.7	30.3	56.2	9.3	4.2	52.4	42.8	0	4.8
Participation in case study conferences with other teachers and trained workers about particular pupils	67.7	28.3	1.5	2.5	54.9	38.4	.9	5.8	62.7	33.9	0	3.4	62.8	32.4	1.0	3.8	85.7	14.3	0	0
Participation in the evaluation of a guidance program	45.4	46.8	2.1	5.7	43.1	49.3	3.3	4.3	45.7	45.7	1.7	6.9	44.9	47.6	2.4	5.1	47.6	42.8	4.8	4.8
Interviews with teachers to ascertain the extent to which they use guidance data about pupils	49.3	45.4	3.2	2.1	38.4	54.0	3.8	3.8	44.0	50.9	1.7	3.4	44.1	49.6	3.4	2.9	19.1	61.9	14.3	4.7
Group interview with outside persons experienced in the field of guidance	64.9	28.8	.7	5.6	60.1	27.9	2.5	9.5	54.3	40.6	0	5.1	62.1	29.6	1.2	7.1	42.8	52.4	0	4.8

A = Very helpful C = No help N = Number in each group Total Class Members includes usable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.
B = Helpful D = No answer

12. Observe and criticize a demonstrated interview.

13. Inspect samples of occupational information.

14. Study and summarize the cumulative record data for at least three pupils of the high school in the community where the course is taught.

15. Determine agencies providing information and the types of information there available.

16. Construct a questionnaire for use in a community survey.

17. Construct a questionnaire for use in a follow-up study.

18. Taking sample tests.

19. Put on a demonstration interview.

High School Teachers

1. Study and summarize the cumulative record data for at least three pupils of the high school in the community where the course is taught.

*2. Group discussions of problems related to guidance.

*3. Hold panel discussions relating to guidance services.

*4. Visit the Consultation Services and learn of their work.

5. Inspect samples of occupational information.

6. Determine agencies providing information and the types of information there available.

*7. Formulate a tentative workable philosophy of guidance for

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*More than 50% regarded this item as "very helpful."

your local school.

8. Participation in case study conferences with other teachers and trained workers about particular pupils.

*9. Survey members of class to determine pupil needs as they have encountered them in their experience as teachers.

*10. Participation in the evaluation of a guidance program.

11. Interviews with teachers to ascertain the extent to which they use guidance data about pupils.

*12. Observe and criticize a demonstrated interview.

13. See film on interviewing.

14. Divide class participants into various committees with responsibility for the study of particular phases of guidance.

15. Construct a questionnaire for use in a follow-up study.

*16. Group interview with outside persons experienced in the field of guidance.

17. Taking sample tests.

18. Construct a questionnaire for use in a community survey.

19. Put on a demonstration interview.

Principals

*1. Visit the Consultation Services and learn of their work.

*2. Formulate a tentative workable philosophy of guidance for your local school.

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*More than 50% regarded this item as"very helpful."

*3. Group discussions of problems relating to guidance.

4. Hold panel discussions relating to guidance services.

5. Study and summarize the cumulative record data for at least three pupils of the high school in the community where the course is taught.

*6. Participation in case study conference with other teachers and trained workers about particular pupils.

7. Determine agencies providing information and the type of information there available.

8. Interviews with teachers to ascertain the extent to which they use guidance data about pupils.

*9. Group interview with outside persons experienced in the field of guidance.

*10. Survey members of class to determine pupil needs as they have encountered them in their experience as teachers.

11. Taking sample tests.

12. See film on interviewing.

13. Construct a questionnaire for use in a community survey.

14. Construct a questionnaire for use in a follow-up study.

15. Divide class participants into various committees with responsibility for the study of particular phases of guidance.

16. Participation in the evaluation of a guidance program.

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*More than 50% regarded this item as"very helpful."

17. Inspect samples of occupational information.

18. Observe and criticize a demonstrated interview.

19. Put on a demonstration interview.

Total Class Members

*1. Group discussions of problems relating to guidance.

*2. Participation in case study conference with other teachers and trained workers about particular pupils.

*3. Survey members of class to determine pupil needs as they have encountered them in their experience as teachers.

*4. Visit the Consultation Services and learn of their work.

*5. Hold panel discussions relating to guidance services.

*6. Formulate a tentative workable philosophy of guidance for your local school.

7. Interviews with teachers to ascertain the extent to which they use guidance data about pupils.

8. Participation in the evaluation of a guidance program.

9. See film on interviewing.

*10. Group interview with outside persons experienced in the field of guidance.

11. Study and summarize the cumulative record data for at least three pupils of the high school in the community where the course is taught.

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*More than 50% regarded this item as "very helpful."

12. Observe and criticize a demonstrated interview.

13. Determine agencies providing information and the type of information there available.

14. Inspect samples of occupational information.

15. Divide class participants into various committees with responsibility for the study of particular phases of guidance.

16. Construct a questionnaire for use in a follow-up study.

17. Taking sample tests.

18. Construct a questionnaire for use in a community survey.

19. Put on a demonstration interview.

College Professors

*1. Survey members of class to determine pupil needs as they have encountered them in their experience as teachers.

*2. Formulate a tentative philosophy of guidance for your local school.

3. Divide class participants into various committees with responsibility for the study of particular phases of guidance.

*4. Inspect samples of occupational information.

*5. Determine agencies providing information and the type of information there available.

*6. Visit the Consultation Services and learn of their work.

*7. Group discussions of problems relating to guidance.

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*More than 50% regarded this item as "very helpful."

8. Study and summarize the cumulative record data for at least three pupils of the high school in the community where the course is taught.

*9. Participation in case study conferences with other teachers and trained workers about particular pupils.

10. Hold panel discussions relating to guidance services.

*11. See film on interviewing.

*12. Taking sample tests.

13. Group interview with outside persons experienced in the field of guidance.

14. Put on a demonstration interview.

*15. Observe and criticize a demonstrated interview.

16. Participation in the evaluation of a guidance program.

17. Construct a questionnaire for use in a community survey.

18. Interviews with teachers to ascertain the extent to which they use guidance data about pupils.

19. Construct a questionnaire for use in a follow-up study.

The Spearman rank-difference coefficient of correlation between college professors and total class members on this type of instruction is .371. There is little agreement between the two groups compared on this type of presentation of the course.

Attitudes Toward the Use of Supervised Practice

Table XVII presents the attitudes of the respondents toward

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*More than 50% regarded this item as "very helpful."

TABLE XVII

ATTITUDES TOWARD SUPERVISED PRACTICE
(Shown In Percentages)

Methods	Elementary Teachers N = 282 (1)				High School Teachers N = 211 (2)				Principals N = 59 (3)				Total Class Members N = 578 (4)				College Professors N = 21 (5)			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Supervised practice in studying and interpreting contents of cumulative records	42.9	46.1	6.4	4.6	43.9	45.6	5.7	4.8	45.7	45.7	1.8	6.8	44.3	45.5	5.5	4.7	57.1	38.1	4.8	0
Supervised practice in group testing, scoring, interpreting and recording test results	37.6	51.1	7.5	3.8	51.7	40.8	3.3	4.2	45.7	49.2	3.4	1.7	44.1	46.7	5.4	3.8	80.9	19.1	0	0
Supervised practice in making anecdotal records	34.8	54.9	4.9	5.4	38.9	49.3	7.1	4.7	32.2	61.0	3.4	3.4	36.5	53.3	5.5	4.7	57.2	42.8	0	0
Practice interview with pupils around problems of vocational and educational planning	42.9	44.7	8.2	4.2	46.0	46.0	7.1	.9	50.9	45.7	1.7	1.7	45.7	44.9	6.7	2.7	66.7	33.3	0	0
Practice in reviewing data collected on a pupil and making preparation for a counseling interview with this pupil	45.1	48.2	4.2	2.5	48.8	42.2	3.8	5.2	52.5	40.7	3.4	3.4	47.7	44.9	3.8	3.6	57.2	42.8	0	0
Practice in writing case notes and interview summaries	34.4	53.9	8.2	3.5	41.7	50.2	4.7	3.4	37.2	55.9	5.2	1.7	38.1	52.4	6.2	3.3	57.2	38.1	4.7	0

A = Very helpful
B = Helpful
C = No help
D = No answer
N = Number in each group

Total Class Members includes useable replies from: 6 Directors of Guidance, 6 Supervisors of Guidance, 2 Directors of Instruction, 8 Librarians and 4 Visiting Teachers in addition to Columns 1, 2, and 3.

supervised practice procedures in presenting a basic course in guidance. The six activities listed as typical supervised practice activities are ranked from the highest to the lowest percentage for each group. The ranks follow:

Elementary Teachers

1. Practice in reviewing data collected on a pupil and making preparation for a counseling interview with this pupil.

2. Supervised practice in making anecdotal records.

3. Supervised practice in studying and interpreting contents of cumulative records.

4. Supervised practice in group testing, scoring, interpreting and recording test results.

5. Practice interview with pupils around problems of vocational and educational planning.

6. Practice in writing case notes and interview summaries.

High School Teachers

*1. Supervised practice in group testing, scoring, interpreting and recording test results.

2. Practice in writing case notes and interview summaries.

3. Practice interview with pupils around problems of vocational and educational planning.

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*More than 50% regarded this item as "very helpful."

4. Practice in reviewing data collected on a pupil and making preparation for a counseling interview with this pupil.

5. Supervised practice in studying and interpreting contents of cumulative records.

6. Supervised practice in making anecdotal records.

Principals

*1. Practice interview with pupils around problems of vocational and educational planning.

2. Supervised practice in group testing, scoring, interpreting and recording test results.

3. Supervised practice in making anecdotal records.

*4. Practice in reviewing data collected on a pupil and making preparation for a counseling interview with this pupil.

5. Practice in writing case notes and interview summaries.

6. Supervised practice in studying and interpreting contents of cumulative records.

Total Class Members

1. Practice in reviewing data collected on a pupil and making preparation for a counseling interview with this pupil.

2. Supervised practice in group testing, scoring, interpreting and recording test results.

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*More than 50% regarded this item as "very helpful."

3. Practice interview with pupils around problems of vocational and educational planning.

4. Practice in writing case notes and interview summaries.

5. Supervised practice in making anecdotal records.

6. Supervised practice in studying and interpreting contents of cumulative records.

College Professors

*1. Supervised practice in group testing, scoring, interpreting and recording test results.

*2. Practice interview with pupils around problems of vocational and educational planning.

*3. Supervised practice in making anecdotal records.

*4. Practice in reviewing data collected on a pupil and making preparation for a counseling interview with this pupil.

*5. Practice in writing case notes and interview summaries.

*6. Supervised practice in studying and interpreting contents of cumulative records.

The Spearman rank-difference coefficient of correlation between the attitudes of college professors and those of the total class members on the use of supervised practice procedures is .60. There is significant agreement between these two groups on this method of presenting a basic course in guidance.

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*More than 50% regarded this item as "very helpful."

Summary of rankings

The columns tabulated as "very helpful" and "helpful" were added together to obtain the percentages for these two columns. These percentages were combined for each group under each method of instruction and an average was obtained. On this basis the order of preference for each method of instruction was ranked from the highest to the lowest percentage of approval in each group. A summary of all groups follows:

Elementary Teachers

1. Workshop	90.3%
2. Supervised Practice	89.4%
3. Formal Classroom	88.6%

High School Teachers

1. Workshop	91.1%
2. Supervised Practice	90.8%
3. Formal Classroom	83.8%

Principals

1. Supervised Practice	93.7%
2. Formal Classroom	90.9%
3. Workshop	88.4%

Total Class Members

1. Workshop	91.0%
2. Supervised Practice	90.7%
3. Formal Classroom	88.2%

College Professors

1. Supervised Practice	98.4%
2. Workshop	94.7%
3. Formal Classroom	90.2%

The Spearman rank-difference coefficient of correlation between the attitudes of the college professors and those of the total class members on the rank of the methods of presentation is .50.

Chapter V

CONCLUSIONS AS TO THE CONTENT OF A BASIC GUIDANCE COURSE

General Conclusions

On the basis of the data collected and the groups responding, the author has drawn the following conclusions:

1. The same course in guidance could satisfy the desires of elementary teachers, high school teachers and principals. There is substantial agreement between all groups questioned on what should be the content of a basic course in guidance.

2. There is a high agreement between the opinions of college professors and the opinions of those taking the class on the content of a basic course in guidance.

3. In every instance, a larger percentage of the college professors rated each area of guidance "absolutely essential" or "highly desirable" than did any other group questioned. It is interesting that the persons who do the teaching have a higher percentage, than do the class members, favoring the inclusion of each topic in every case.

4. The role of the classroom teacher in the guidance program must be included in a basic course in guidance. The largest percentage of all respondents considered the responsibilities of the teacher in the guidance program to be of absolute importance.

5. Bringing the home and community into the guidance program is a topic which must be included in a basic guidance course. Each

group responding felt that no basic guidance course would be complete without a study of this topic which they consider highly important.

6. Counseling, records, and testing are three areas of guidance which teachers taking the course consider of equal importance and should be included in a basic course in guidance.

7. Principals believe that training in testing is most needed and it should be given top place in a basic course in guidance.

8. Occupational and educational information is not regarded as essential by the elementary teachers to the degree it is so regarded by the high school teachers.

9. On the basis of the judgments of all the groups concerned every topic listed in Section One of the questionnaire should be included in a basic course in guidance except the historical development of guidance services.

Conclusions as to Specific Areas in Section One

Guidance Point of View

1. The judgments of the college professors and the members of the total class are in close agreement as to the importance of including the development of a guidance point of view.

2. It is highly desirable to include in a basic guidance course topics relating to the need for guidance, the relationship of the guidance program to the entire school program, and problems of child growth and development.

3. The class members and college professors are not enthusiastic about including the responsibility of the local school regarding placement.

4. It is questionable whether interpretation of pupil growth curves should be included in a basic guidance course. Less than sixty-five per cent of any group felt it desirable to include it in such a course.

The Role of the Classroom Teacher in the Guidance Program

1. There is significant agreement between the opinions of college professors and those taking the course concerning the inclusion of the role of the classroom teacher in the guidance program.

2. This is the most desired instruction and no basic guidance course would be complete without it.

3. The high school teachers are more interested in the inclusion of study of anecdotal records than are the elementary teachers.

4. The high school teachers are more desirous of help in the interpretation of data on pupils than are the elementary teachers.

5. More elementary teachers want help on contributions of the classroom teacher to the cumulative record folder than high school teachers.

6. All groups questioned are less interested in having group guidance techniques included than any other topic in this area.

Counseling

1. There is substantial agreement between the attitudes of

the total class members and the attitudes of the college professors on the importance of including this area of guidance.

2. The high school teachers are more anxious to receive instruction on counseling than on any other area of guidance.

3. All groups feel that counseling should be included in a basic course in guidance.

4. Pupil problems requiring counseling should be studied in a basic guidance course.

5. It is highly desirable to include the purposes of counseling in this course.

6. Training in counseling is desired more by the high school teachers than by the elementary teachers.

Testing

1. There is little agreement between the attitudes of college professors and those of the total class members as to the importance of including this aspect of guidance.

2. The principals feel a need for including testing in a basic guidance course and rank it first in the topics to be included in such a course.

3. All school personnel want to learn about kinds of tests helpful in aiding the teacher to increase her knowledge about her pupils.

4. The classroom teachers are anxious to include in a basic guidance course information about using test results in working

with pupils.

5. The classroom teachers and the principals are less interested in the administration of group tests of scholastic aptitude than any phase of testing.

6. The classroom teachers are not interested in studying about a minimum testing program in a basic course in guidance.

7. The college professors feel that a background to the testing program is necessary and that it is absolutely essential to study the purpose of a testing program.

8. The teachers are interested in the practical aspects of testing as relates to their own situations.

Records

1. There is little agreement between the opinions of the class members and the college professors on what topics concerning records should be included in a basic guidance course.

2. Those taking the course felt it more important to include information on records in a basic guidance course than do the college professors.

3. All groups want to learn how to use the data concerning each pupil.

4. The principals desire to study measures to be taken to safeguard the confidential nature of records and measures to be taken to insure the maximum utilization of records.

5. The classroom teachers and the principals want to know

about areas of information needed about pupils.

Occupational and Educational Materials

1. There is significant agreement between the opinions of the class members and the college professors on the rank of topics within this area of guidance.

2. School personnel are less interested in including this area of guidance in a basic guidance course than they are in the inclusion of any of the nine areas listed.

3. The college professors feel that it is an important area of guidance and should be included in a basic guidance course.

4. School personnel want to learn how to interest pupils in occupational and educational planning.

5. The high school teachers are more interested in including in this course topics relating to occupational materials than are the elementary teachers.

6. Fewer persons want to study how to file occupational materials and how to publicize occupational materials than any other phase of this area of guidance.

Organization of Guidance Program

1. The total class members and college professors agree in their reaction to the inclusion of this area of guidance.

2. The elementary teachers, the high school teachers, and the principals want to learn means of gaining the support of fellow-teachers in the improvement of guidance services.

3. The classroom teachers want to know how to make guidance facilities available to all pupils.

4. The principals are anxious to know how to organize and initiate a guidance program.

5. The college professors and the school personnel have little desire to include in a basic guidance course information on conducting group conferences on problems related to guidance services.

Community Relations

1. It is highly desirable to include in a basic guidance course a discussion of how to bring the home and community into the guidance program.

Follow-up and Evaluation

1. The college professors and the class members are in agreement as to the importance of topics in this area of guidance.

2. The high school teachers are more interested in the evaluation of the guidance program than they are in the follow-up program.

Conclusions as to Methods of Presenting a Basic Course in Guidance in Section Two

1. The elementary teachers and the high school teachers believe the workshop is the most helpful method of obtaining guidance training.

2. The principals and the college professors believe supervised practice in guidance services is the most helpful method of obtaining guidance training.

3. There are certain techniques of formal classroom instruction, of the workshop and of supervised practice that are regarded as helpful means of obtaining guidance training.

4. There is little difference in the attitudes of the respondents toward the helpfulness of workshop, supervised practice and the formal classroom.

Formal Classroom Procedure

1. There is substantial agreement between the college professors and the class members on the rank of formal classroom activities.

2. No one method listed as a formal classroom technique is considered "very helpful" by all groups of respondents.

3. Elementary teachers favor:

(a) Read materials which describe programs of guidance in operation.

(b) Listen to lectures, given by the instructor on guidance techniques.

(c) Listen to lectures by recognized guidance workers brought in from outside.

4. A majority of the high school teachers regard as "very helpful" listening to lectures by recognized workers brought in from outside.

5. The principals believe selecting a follow-up study that has been given some local or national prominence and criticizing its methods and findings would be"very helpful." The investigator is inclined to believe that the state-wide follow-up study being conducted this year in Virginia may have influenced many principals to consider this activity in a basic guidance course"very helpful."

6. College professors regard as "very helpful" discussing techniques of community surveys with particular emphasis on methods that might be suited to local conditions.

7. No group believes that it would be "very helpful" to make written reports on readings in guidance.

8. No group considers making and listening to oral reports on readings in guidance "very helpful."

Workshop

1. There is little agreement between the attitudes of college professors and total class members in the matter of the rank of workshop techniques.

2. The teachers taking a course in guidance find group discussions of problems relating to guidance very helpful.

3. Every workshop technique is considered to be helpful by over eighty per cent of each group of respondents.

4. A visit to one of the Consultation Services would prove helpful in guidance training.

5. Teachers like to learn by informal methods of instruction and by having a part in planning the learning activities.

Supervised Practice

1. The college professors are more in favor of supervised practice than are the class participants.

2. The college professors believe all supervised practice items listed are "very helpful." They are more interested in supervised practice in group testing, scoring, interpreting and recording tests results than in any activity listed.

3. The high school teachers want supervised practice in group testing, scoring, interpreting and recording test results.

4. The principals want practice in interviewing.

Chapter VI

RECOMMENDATIONS

On the basis of the data collected from the groups who responded the investigator's recommendations will be made in terms of an outline of a basic course in guidance in accord with the expressed opinions of school teachers in Virginia.

In attempting to outline a basic course in guidance, it is necessary to remember that those teachers who register for such a course may fall in three classes:

1. Those who will be subject-matter teachers but need an understanding of guidance.

2. Those who will serve as counselors.

3. Those in schools where no one has responsibility for guidance, so, the teacher will have to do it.

This basic guidance course should provide skills that all persons enrolled in the course can use and use intelligently.

Outline of a Basic Course in Guidance

I. The Development of a Guidance Point of View

A. Desirable outcomes

1. An understanding of the need for and nature of guidance services

a. Suggested topics for consideration

(1) Definition of guidance and personnel work

(2) The need for guidance in the high school

b. Suggested activities

(1) Survey members of class to determine pupil needs as they have encountered them in their experience as teachers

(2) Group discussions of problems relating to guidance

(3) Assign readings to be done by students

c. References

(1) Bell, H. M., Youth Tell Their Story. Washington: American Council on Education, 1938. pp. 57-68, 92-97.

(2) Darley, John G., Testing and Counseling in the High School Guidance Program. Chicago: Science Research Associates, 1943. pp. 13-23, 140-163.

(3) Erickson, C. E., A Basic Text for Guidance Workers. New York: Prentice-Hall, Inc., 1947. pp. 195-224.

(4) Germane, Charles E. and Edith G. Germane, Personnel Work in the High School. New York: Silver Burdett Company, 1941. pp. 59-63.

2. An understanding of the scope of a program of guidance services and its relationship to the total program of the school

a. Suggested topics for consideration

(1) The relationship of the guidance program to the entire school program

(2) A program of guidance services

b. Suggested activities

(1) Listen to lectures by recognized guidance workers brought in from outside

(2) Participation in class discussion of guidance references

(3) Hold panel discussions relating to guidance services

c. References

(1) Adams, Lucien D., "Guidance Services For Virginia Schools," Work and Training. Richmond: State Board of Education, September, 1948.

(2) Education for All American Youth. Washington: Educational Policies Commission, 1944.

(3) Hamrin, Shirley A. and Clifford E. Erickson, Guidance In The Secondary School. New York: D. Appleton-Century Company, 1939. pp. 145-182.

(4) Strang, Ruth, The Role of the Teacher In Personnel Work. New York: Teachers College, Columbia University, 1935. Chapter II.

(5) National Society For The Study of Education, Part I. 37th Yearbook. Chicago: University of Chicago. Chapter X 267-290.

II. The Role of the Classroom Teacher in the Guidance Program

A. Desirable outcomes

1. An understanding of the responsibilities of the teacher in the guidance program

a. Suggested topics for consideration

(1) Problems of child growth and development

(2) Interpretation of data on pupils

(3) The techniques of making a case study

(4) Group guidance techniques

b. Suggested activities

(1) Participation in case study conferences with other teachers and trained workers about particular pupils

(2) Interviews with teachers to ascertain the extent to which they use guidance data about pupils

(3) Practice in writing case notes

c. References

(1) Erickson, C. E. and M. C. Happ, Guidance Practices At Work. New York: McGraw-Hill Book Company, 1946. pp. 276-279.

(2) Hamrin, Shirley A. and C. E. Erickson, Guidance In The Secondary School. New York: D. Appleton-Century Company,

(3) Koos, Leonard V. and Grayson N. Kefauver, Guidance In Secondary Schools. New York: Macmillan Company, 1932. pp. 589-592.

(4) McKown, Harry R., Home Room Guidance. New York: McGraw-Hill Book Company, Inc., 1934.

(5) Prescott, Daniel A., Helping Teachers Understand Children. Washington: American Council on Education, 1945.

(6) Strang, Ruth, The Role of the Teacher in Personnel Work. New York: Teachers College, Columbia University, 1935. Chapter IV.

2. An understanding of the teacher's role in gathering data about pupils

a. Suggested topics for consideration

(1) Contributions of the classroom teacher to the cumulative record folder

(2) How to make and use anecdotal records

b. Suggested activities

(1) Supervised practice in making anecdotal records

(2) Read guidance references

(3) Practice in reviewing data collected on an individual

c. References

(1) Prescott, Daniel A., Helping Teachers Understand Children. Washington: American Council on Education, 1945.

(2) Strang, Ruth, The Role of the Teacher in Personnel Work. New York: Teachers College, Columbia University, 1935. pp. 293-296, 319-322.

III. Counseling

A. Desirable outcomes

1. An understanding of the purposes of counseling

   a. Suggested topics for consideration

      (1) Pupil problems requiring counseling

      (2) The purposes of the interview

   b. Suggested activities

      (1) Read guidance references

      (2) Hold panel discussions relating to pupil problems requiring counseling

      (3) Visit a Consultation Service and learn of its work

   c. References

      (1) Bingham, Walter and Bruce V. Moore, How To Interview. New York: Harper and Brothers, Publishers, 1941.

      (2) Darley, John G., Testing and Counseling in the High School Guidance Program. Chicago: Science Research Associates, 1945. Chapter VI.

2. An appreciation of the techniques of counseling and interviewing

   a. Suggested topics for consideration

      (1) The factors affecting counseling

      (2) The characteristics and professional training desirable for counselors

      (3) How to get pupils to counselors

      (4) The steps in an interview

      (5) Factors contributing to the success of an interview

      (6) Limitations of a counselor

   b. Suggested activities

      (1) Prepare bibliography on techniques in counseling

      (2) Listen to lectures, given by the instructor, on counseling techniques

(3) Observe and criticize a demonstrated interview

(4) See film on interviewing

(5) Practice in reviewing data collected on a pupil and making preparation for a counseling interview with this pupil

(6) Practice interview with pupils around problems of vocational and educational planning

c. References

(1) Darley, John G., Testing and Counseling in the High School Guidance Program. Chicago: Science Research Associates, 1945. Chapter 7.

(2) Germane, Charles E. and E. G. Germane, Personnel Work in High School. New York: Silver Burdett Company, 1941. pp. 132-144, 299-312.

(3) Rogers, Carl R., Counseling and Psychotheraphy. Boston: Houghton-Mifflin Company, 1942. Chapters 1-9.

(4) Williamson, E. G., How To Counsel Students. New York: McGraw-Hill Book Company, Inc., 1939. Chapters 2-5.

IV. Testing

A. Desirable outcomes

1. An understanding of the place of testing in the guidance program

a. Suggested topics for consideration

(1) The purpose of the testing program

(2) An understanding of the training needed by the person who administers tests

(3) Administering and scoring tests

(4) The administration of group tests of scholastic aptitude

(5) Knowledge of simple statistics necessary if the teacher is to interpret test results properly

b. Suggested activities

(1) Hold panel discussion relating to the testing program

(2) Group interview with outside person experienced in the field of testing

(3) Supervised practice in group testing, scoring, interpreting and recording test results

c. References

(1) Darley, John G., Testing and Counseling In The High School Guidance Program. Chicago: Science Research Associates, 1943. pp. 45-133.

(2) Froehlick, Clifford P. and Arthur L. Benson, Guidance Testing. Chicago: Science Research Associates, 1948.

(3) Strang, Ruth, The Role of the Teacher In Personnel Work. New York: Teachers' College, Columbia University, 1935. pp. 354-375.

(4) Traxler, Arthur E., Techniques of Guidance. New York: Harper and Brothers, Publishers, 1945. pp. 42-129, 155-201.

2. A knowledge of tests to use in guiding pupils

a. Suggested topics for consideration

(1) Kinds of tests useful in aiding the teacher in increasing her knowledge about her pupils

(2) Selection of tests to meet the needs of the local situation

(3) Criteria to be used in the selection of tests

(4) Using test results in working with an individual pupil

(5) An understanding of the training needed by the person who interprets tests

b. Suggested activities

(1) Listen to lectures, given by the instructor, on guidance techniques

(2) Read guidance references

(3) Look at sample tests

(4) Take sample tests

c. References

See Section IV, A, 1, c.

V. Records

A. Desirable outcomes

1. An understanding of the mechanics of collecting and recording data on individual pupils

a. Suggested topics for consideration

(1) Areas of information needed about pupils

(2) Procedures to be used for collecting information concerning each student

(3) Forms of records most suitable for recording the information desired

(4) Location of records in the school set up

b. Suggested activities

(1) Assign readings on cumulative records

(2) Supervised practice in making anecdotal records

(3) Practice in writing case notes

(4) Group discussions of how to collect and record data on pupils

c. Suggested references

(1) Chisholm, Leslie L., Guiding Youth in the Secondary School. New York: American Book Company, 1945. pp. 196-234.

(2) Strang, Ruth, The Role of the Teacher in Personnel Work. New York: Teachers College, Columbia University, 1935. pp. 293-296, 319-322.

(3) Erickson, C. E. and M. C. Happ, Guidance Practices At Work. New York: McGraw-Hill Book Company, 1946. pp. 242-247.

(4) National Committee on Cumulative Records, Handbook of Cumulative Records, U. S. Office of Education, Bulletin No. 5, 1944.

2. An understanding of the use of material contained in cumulative records for purposes of guidance

a. Suggested topics for consideration

(1) The use of the data concerning each pupil

(2) The high school's use of the cumulative record from the elementary school

(3) Measures to be taken to safeguard the confidential nature of records

(4) Measures to insure the maximum utilization of records

(5) Interpretation of pupil-interest questionnaire

(6) Interpretation of pupil-informational questionnaire

b. Suggested activities

(1) Study and summarize the cumulative record data for at least three pupils of the high school in the community where the course is taught

(2) Supervised practice in studying and interpreting contents of cumulative records

(3) Group interview with outside person who has had successful experience in getting his faculty to use records

c. References

(1) Traxler, A. E., Techniques of Guidance. New York: Harper and Brothers, 1945. pp. 202-234.

(2) Darley, John J., Testing and Counseling In The High School Guidance Program. Chicago: Science Research Associates, 1943.

(3) Hamrin, Shirley A. and Clifford E. Erickson, Guidance In The Secondary School. New York: D. Appleton-Century Company, 1939. pp. 74-97.

VI. Occupational and Educational Materials

A. Desirable outcomes

1. An understanding of the use of occupational and educational materials

a. Suggested topics for consideration

(1) Interesting pupils in occupational and educational planning

(2) Selecting and interpreting occupational information to the pupil

(3) Meaning of occupational and training materials

(4) Vocational and educational implications of your subject field

b. Suggested activities

(1) Group discussion of occupational and educational materials

(2) Inspect samples of occupational materials

(3) Divide class participants into various committees with responsibility for the study of various phases of occupational and educational material

c. References

(1) Koos, L. V., and G. N. Kefauver, Guidance In Secondary Schools. New York: The Macmillan Company, 1932. pp. 71-110.

(2) Myers, G. E., Principles and Techniques of Vocational Guidance. New York: McGraw-Hill Book Company, 1941. Chapter IV.

(3) Bell, H. M., Matching Youth and Jobs. Washington: American Council on Education, 1940.

(4) Williamson, E. G., Students and Occupations. New York: Henry Holt and Company, 1940.

2. A knowledge of the source of occupational and educational materials

a. Suggested topics for consideration

(1) Available sources for occupational materials

(2) Available sources for educational materials

(3) How to file occupational materials

(4) Publicizing the occupational materials

b. Suggested activities

(1) Group discussion of occupational and educational materials

(2) Inspect samples of occupational materials

(3) Divide class participants into various committees with responsibility for the study of various phases of occupational and educational material

c. References

(1) Occupational Data for Counselors--A Handbook of Census Information Selected for Use in Guidance. Washington: Superintendent of Documents. 1945.

(2) Forrester, Gertrude, Occupational Pamphlets--An Annotated Bibliography. New York: The H. W. Wilson Company, 1948.

(3) Greenleaf, Walter J., Guide to Occupational Choice and Training. Federal Security Agency, U. S. Government Printing Office, Washington, 1947.

(4) Bedinger, Anne Davies, "The Occupational Information Library: A Manual," Work and Training. Richmond: State Board of Education, October, 1948.

VII. Organization of a Guidance Program

A. Desirable outcomes

1. An understanding of the need for an organized program of guidance services

a. Suggested topics for consideration

(1) Basic elements of a guidance program

(2) Making guidance facilities available to all pupils

b. Suggested activities

(1) Read materials which describe programs of guidance in operation

(2) Listen to lectures by recognized guidance workers brought in from outside

(3) Group interview with outside persons experienced in the field of guidance

c. References

(1) Erickson, Clifford E. and M. C. Happ, Guidance Practices at Work. New York: McGraw-Hill Book Company, 1946. pp. 10-47, 300-363.

(2) Hamrin, Shirley A. and Clifford E. Erickson, Guidance In A Secondary School. New York: D. Appleton-Century Company, 1939. pp. 333-363.

(3) Koos, Leonard V. and Grayson N. Kefauver, Guidance In Secondary Schools. New York: Macmillan Company, 1932. pp. 511-530.

(4) Reed, Anna, Guidance and Personnel Services In Education. Ithaca: Cornell University Press, 1944. pp. 377-450.

2. A knowledge of methods of organizing a program of guidance services

a. Suggested topics for consideration

(1) Means of gaining the support of fellow-teachers in the improvement of guidance services

(2) The role of each member of the school staff in the guidance program

b. Suggested activities

(1) Group discussions of problems relating to the organization of a guidance program

(2) Hold panel discussions relating to guidance services

(3) Read guidance references

c. References

(1) Erickson, C. E. and G. E. Smith, The Organization and Administration of Guidance Services. New York: McGraw-Hill Book Company, 1947.

(2) Chisholm, Leslie L., Guiding Youth in the Secondary School. New York: American Book Company, 1945. pp. 359-377.

(3) Reed, Anna Y., Guidance and Personnel Services In Education. Ithaca: Cornell University Press, 1944. pp. 377-450.

VIII. Community Relations

A. Desirable outcomes

1. An understanding of the use of community resources in the guidance program

a. Suggested topics for consideration

(1) Bringing the community into the guidance program

(2) Bringing the home into the guidance program

b. Suggested activities

(1) Discuss techniques of making community surveys with particular emphasis on methods that might be suited to local conditions

(2) Select a community survey that has been given some local or national prominence and criticize its methods and findings

c. References

(1) Bell, H. M., Youth Tell Their Story. Washington: American Council on Education, 1938.

(2) Erickson, Clifford E., A Basic Text for Guidance Workers. New York: Prentice-Hall, Inc., 1947. pp. 314-334.

(3) Zapoleon, M. W., Community Occupational Survey. 1942.

2. Interpreting the guidance program to the home and community

a. Suggested topics for consideration

(1) Getting parents interested in the guidance program

(2) Getting parents to accept the findings of the guidance services

(3) Getting the support of the community in the school's guidance program

b. Suggested activities

(1) Read materials which describe means of interpreting the guidance program

(2) Group interview with outside persons experienced in the field

(3) Hold panel discussions relating to guidance services and the community

c. References

(1) Hamrin, Shirley A. and Clifford E. Erickson, Guidance In The Secondary School. New York: D. Appleton-Century Company, 1939. pp. 214-252.

(2) Chisholm, Leslie L., Guiding Youth In The Secondary School. New York: American Book Company, 1945. pp. 379-401.

(3) Erickson, Clifford E., A Basic Text For Guidance Workers. New York: Prentice-Hall, Inc., 1947. pp. 335-353.

IX. Follow-up and Evaluation

A. Desirable outcomes

1. A knowledge of the importance of the evaluation of a guidance program

a. Suggested topics for consideration

(1) Evaluation of a guidance program

(2) Instruments available for the evaluation of a guidance program

b. Suggested activities

(1) Participation in the evaluation of a guidance program

(2) Interviews with teachers to ascertain the extent to which they use guidance data about pupils

(3) Listen to lectures by recognized guidance workers brought in from outside

c. References

(1) Reed, Anna Y., Guidance and Personnel Service In Education. pp. 435-447.

(2) Kefauver and Hand, Appraising Guidance In Secondary Schools. New York: The Macmillan Company, 1941.

(3) Hamrin, Shirley A. and Clifford E. Erickson, Guidance In The Secondary School. New York: D. Appleton-Century Company, 1939. pp. 329-331.

2. An appreciation of the value of a follow-up study

a. Suggested topics for consideration

(1) The purpose of the follow-up service

(2) The effect of the follow-up program on the guidance program

b. Suggested activities

(1) Select a follow-up study that has been given some local or national prominence and criticize its methods and findings

(2) Construct a questionnaire for use in a follow-up study

(3) Assign readings in guidance on the follow-up program

c. References

(1) Erickson, Clifford E., A Basic Text for Guidance Workers. New York: Prentice-Hall, Inc., 1947. pp. 432, 440-441.

(2) Lefever, David Welty, A. M. Turrell and H. I. Weitzel, Principles and Techniques of Guidance. New York: The Ronald Press Company, 1941. pp. 452-466.

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Erickson, Clifford E., A Basic Text for Guidance Workers. New York: Prentice-Hall, Inc., 1947. 566 pp.

Erickson, C. E. and M. C. Happ, Guidance Practices at Work. New York: McGraw-Hill Book Company, 1946. 313 pp.

Germane, Charles E. and Edith G. Germane, Personnel Work In High School. New York: Silver Burdett Company, 1941. 599 pp.

Hamrin, Shirley A. and Clifford E. Erickson, Guidance In The Secondary School. New York: D. Appleton-Century Company, 1939. 465 pp.

Jones, Arthur J., Principles Of Guidance. New York: McGraw-Hill Book Company, Inc., 1945. 592 pp.

Kefauver, Grayson N. and Harold Hand, Appraising Guidance In Secondary Schools. New York: The Macmillan Company, 1941. 257 pp.

Koos, Leonard V. and G. N. Kefauver, Guidance In Secondary Schools. New York: Macmillan Company, 1932. 640 pp.

Lefever, David W., A. M. Turrell and H. I. Weitzel, Principles And Techniques of Guidance. New York: The Ronald Press Company, 1941. 522 pp.

Prescott, Daniel A., Helping Teachers Understand Children. Washington: American Council on Education, 1945. 468 pp.

Traxler, Arthur E., Techniques of Guidance. New York: Harper and Brothers, Publishers, 1945. 394 pp.

Smith, Charles M. and Mary M. Roos, A Guide To Guidance. New York: Prentice-Hall Inc., 1941. 440 pp.

Strang, Ruth, The Role of the Teacher in Personnel Work. New York: Teachers College, Columbia University, 1935. 417 pp.

Williamson, Edmund G., Students and Occupations. New York: Henry Holt and Company, 1937. 437 pp.

B. Periodical Articles

Adams, Lucien D., "Guidance Services For Virginia Schools," Work and Training, 8: 1-6, September, 1948.

Barr, A. S.,"Evaluation and Prediction of Teaching Efficiency," Journal of Educational Research, 40: 717-20, May, 1947

Gould, G., "Predictive Value of Certain Selective Measures," Educational Administration and Supervision, 33: 208-212, April, 1947.

Hoppock, Robert, "N.Y.U. Students Grade Their Professors," School and Society, 66: 70-72, July 26, 1947.

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National Vocational Guidance Association, "The Analysis of the Individual." Unpublished report of the committee on competencies needed by counselors in the analysis of the individual, The Middle States Conference on Guidance and Counseling held at the University of Nebraska, June 16, 17, 18, 1948.

National Vocational Guidance Association, "Supervised Practice In Guidance Services." Unpublished report of Little Birch Laboratory Conference, Melrose, Minnesota, August 6-8, 1948.

National Vocational Guidance Association, "Report of Occupational Information Committee Regarding Counselor Training Competencies In That Area." Unpublished report, Chicago, 1948.

National Vocational Guidance Association, "Basic Training Experiences For Counselors And Other School Personnel." Unpublished partial report of the committee appointed by a conference of State Supervisors of Guidance, Chicago, April, 1948.

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

APPENDIX

APPENDIX A--THE QUESTIONNAIRE

GUIDANCE QUESTIONNAIRE

1. Name _____ Date _____

Address _____

Check what position you now hold: _____ ☐ High School ☐ Elementary School

2. Principal _____ ☐ 4. Counselor _____ ☐ 6. Classroom teacher ____ ☐
3. Superintendent _____ ☐ 5. Director of Instruction ☐ 7. Director of guidance __ ☐

8. (other) _____

9. How many semester hours credit do you have in guidance? _____

10. Check the courses in guidance you have had.

☐ Basic guidance course ☐ Tests and Measurements ☐ (other) _____
☐ Counseling ☐ Records and Information ☐ (other) _____

11. What is the relation of the training you received in the basic guidance course to your present position? Check one.

☐ No relation at all ☐ General background ☐ Gave specific preparation

12. To what extent has the training in guidance you received in this course been helpful to you? Check one.

☐ Very little help ☐ Some help ☐ No help ☐ Extremely helpful

13. On an average, how many hours each day are you assigned guidance activities? _____

14. What guidance duties are you assigned? _____
Check the areas in which you feel the need for more specific training in the light of your present job.

☐ 15. Role of classroom teacher in guidance - ☐ 20. Organization of guidance programs
☐ 16. Testing ☐ 21. (other) _____
☐ 17. Counseling ☐ 22. _____
☐ 18. Occupational Information ☐ 23. _____
☐ 19. Cumulative Records ☐ 24. _____

COURSE CONTENT

This is a check list of topics relating to guidance services. Please read each topic and check whether you think it is absolutely essential, highly desirable, desirable if time permitted or not desirable to include it in a basic course in guidance.

Explanation of Rating Terms

Absolutely essential—Guidance information and guidance training vitally needed by teachers which must be included in a basic guidance course. No basic guidance course would be complete without it.

Highly desirable—Guidance information and guidance training which would be very helpful to teachers. Every effort should be made to include such information in a basic guidance course.

Desirable if time permitted—Guidance information and guidance training which is not necessary to teachers but would be helpful if time were available for its inclusion in a basic guidance course.

Not desirable—Guidance information and guidance training which has no place in a basic guidance course. It does not seem advisable to take time to include this information in a basic guidance course.

Topics Relating To Guidance Services	Absolutely Essential	Highly Desirable	Desirable if Time Permitted	Not Desirable
1. Definition of guidance and personnel work	☐	☐	☐	☐
2. The historical development of guidance services	☐	☐	☐	☐
3. The need for guidance in the high school	☐	☐	☐	☐
4. Basic elements of an organized guidance program	☐	☐	☐	☐
5. Making guidance facilities available to all pupils	☐	☐	☐	☐
6. Bringing the home and the community into the guidance program	☐	☐	☐	☐
7. Orienting beginning high school pupils	☐	☐	☐	☐

Topics Relating To Guidance Services	Absolutely Essential	Highly Desirable	Desirable if Time Permitted	Not Desirable
8. The role of the classroom teacher in the guidance program ..	☐	☐	☐	☐
9. Means of gaining the support of fellow-teachers in the improvement of guidance services	☐	☐	☐	☐
10. The relationship of the guidance program to the entire school program	☐	☐	☐	☐
11. Problems of child growth and development	☐	☐	☐	☐
12. Interpretation of growth curves	☐	☐	☐	☐
13. Techniques in conducting group conferences on problems related to guidance services.	☐	☐	☐	☐
14. How to organize and initiate a guidance program	☐	☐	☐	☐
15. The techniques of making a case study	☐	☐	☐	☐
16. Group guidance techniques	☐	☐	☐	☐
17. Interpreting the guidance program to the home and community	☐	☐	☐	☐
18. The responsibility of the local school regarding placement ..	☐	☐	☐	☐
19. The purposes of the follow-up service	☐	☐	☐	☐
20. The effect of the follow-up program on guidance program ..	☐	☐	☐	☐
21. Evaluation of the guidance program	☐	☐	☐	☐
22. Instruments available to evaluate guidance programs.....	☐	☐	☐	☐
23. Definition of counseling	☐	☐	☐	☐
24. The purposes of counseling	☐	☐	☐	☐
25. The factors affecting counseling	☐	☐	☐	☐
26. Pupil problems requiring counseling	☐	☐	☐	☐
27. Factors contributing to the success of an interview	☐	☐	☐	☐
28. The characteristics and professional training desirable for counselors	☐	☐	☐	☐
29. The techniques of counseling	☐	☐	☐	☐
30. Limitations of a counselor	☐	☐	☐	☐
31. The steps in the interview	☐	☐	☐	☐
32. How to get pupils to counselors	☐	☐	☐	☐
33. Areas of information needed about pupils	☐	☐	☐	☐
34. Forms of records most suitable for recording the information desired	☐	☐	☐	☐
35. Procedures to be used for collecting information concerning each student	☐	☐	☐	☐
36. The use of the data concerning each pupil	☐	☐	☐	☐
37. Location of records in the local school set-up	☐	☐	☐	☐
38. Who shall have access to the personnel records	☐	☐	☐	☐
39. Measures to be taken to safeguard the confidential nature of records	☐	☐	☐	☐
40. Measures to be taken to insure the maximum utilization of the records	☐	☐	☐	☐
41. The high school's use of the cumulative record from the elementary school	☐	☐	☐	☐
42. Contributions of the classroom teacher to the cumulative record folder	☐	☐	☐	☐
43. How to make and use anecdotal records	☐	☐	☐	☐
44. Interpretation of data on pupils	☐	☐	☐	☐
45. The purpose of the testing program	☐	☐	☐	☐
46. An understanding of the training needed by the person who interprets tests	☐	☐	☐	☐
47. Criteria to be used in the selection of tests	☐	☐	☐	☐
48. Knowledge of simple statistics necessary if the teacher is to interpret test results properly	☐	☐	☐	☐

Topics Relating To Guidance Services	Absolutely Essential	Highly Desirable	Desirable if Time Permitted	Not Desirable
49. Administering and scoring tests	☐	☐	☐	☐
50. Kinds of tests helpful in aiding the teacher in increasing her knowledge about her pupils	☐	☐	☐	☐
51. Selection of tests to meet the needs of the local situation	☐	☐	☐	☐
52. Using test results in working with an individual pupil	☐	☐	☐	☐
53. The administration of group tests of scholastic aptitude and achievement	☐	☐	☐	☐
54. A minimum testing program	☐	☐	☐	☐
55. Interpretation of pupil-interest questionnaire	☐	☐	☐	☐
56. Interpretation of pupil informational questionnaire	☐	☐	☐	☐
57. Meaning of occupational, educational and training materials	☐	☐	☐	☐
58. Available sources for occupational materials	☐	☐	☐	☐
59. Available sources for educational materials	☐	☐	☐	☐
60. How to file occupational materials	☐	☐	☐	☐
61. Publicizing the occupational materials	☐	☐	☐	☐
62. Interesting pupils in occupational and educational planning	☐	☐	☐	☐
63. Vocational and educational implications of your subject field	☐	☐	☐	☐
64. Selecting and interpreting occupational information to the pupil	☐	☐	☐	☐
List any other topics you think might be included and check the importance of each.				
65.	☐	☐	☐	☐
66.	☐	☐	☐	☐
67.	☐	☐	☐	☐
68.	☐	☐	☐	☐
69.	☐	☐	☐	☐
70.	☐	☐	☐	☐

Method of Presentation

Of what practical value to you as a participant in a basic course in guidance do you think each of the following activities would be? (Check your opinion of each of the following.)

Explanation of Rating Terms

Very helpful—Activities and experiences in the guidance course which would be of most value to you.

Helpful—Activities and experiences in the guidance course which would be of some benefit to you, but not of outstanding help.

No help—Activities and experiences in the guidance course which would be of no value to you and therefore you would not prefer that method of presentation of the course.

	Very Helpful	Helpful	No Help
1. Read guidance references	☐	☐	☐
2. Survey members of class to determine pupil needs as they have encountered them in their experience as teachers	☐	☐	☐
3. Formulate a tentative workable philosophy of guidance for your local school	☐	☐	☐
4. Divide class participants into various committees with responsibility for the study of particular phases of guidance	☐	☐	☐
5. Inspect samples of occupational information	☐	☐	☐
6. Determine agencies providing information and the types of information there available	☐	☐	☐
7. Construct a questionnaire for use in a community survey	☐	☐	☐
8. Construct a questionnaire for use in a follow-up study	☐	☐	☐

	Very Helpful	Helpful	No Help
9. Select a community survey that has been given some local or national prominence and criticize its methods and findings	☐	☐	☐
10. Select a follow-up study that has been given some local or national prominence and criticize its methods and findings	☐	☐	☐
11. Discuss techniques of making community surveys with particular emphasis on methods that might be suited to local conditions	☐	☐	☐
12. Read materials which describe programs of guidance services in operation	☐	☐	☐
13. Visit the Consultation Services and learn of their work	☐	☐	☐
14. Group discussions of problems relating to guidance	☐	☐	☐
15. Prepare bibliography on records, counseling, follow-up, occupational information and testing	☐	☐	☐
16. Make written reports on readings in guidance	☐	☐	☐
17. Make and listen to oral reports on readings in guidance	☐	☐	☐
18. Hold panel discussions relating to guidance services	☐	☐	☐
19. Observe and criticize a demonstrated interview	☐	☐	☐
20. Supervised practice in studying and interpreting contents of cumulative records	☐	☐	☐
21. Put on a demonstration interview	☐	☐	☐
22. See film on interviewing	☐	☐	☐
23. Study and summarize the cumulative record data for at least three pupils of the high school in the community where the course is taught	☐	☐	☐
24. Supervised practice in group testing, scoring, interpreting and recording test results	☐	☐	☐
25. Looking at sample tests	☐	☐	☐
26. Taking sample tests	☐	☐	☐
27. Supervised practice in making anecdotal records	☐	☐	☐
28. Participation in case study conferences with other teachers and trained workers about particular pupils	☐	☐	☐
29. Practice interview with pupils around problems of vocational and educational planning	☐	☐	☐
30. Practice in reviewing data collected on a pupil and making preparation for a counseling interview with this pupil	☐	☐	☐
31. Practice in writing case notes and interview summaries	☐	☐	☐
32. Participation in class discussion of guidance references	☐	☐	☐
33. Participation in the evaluation of a guidance program	☐	☐	☐
34. Interviews with teachers to ascertain the extent to which they use guidance data about pupils	☐	☐	☐
35. Lisen to lectures, given by the instructor, on guidance techniques	☐	☐	☐
36. Listen to lectures by recognized guidance workers brought in from outside	☐	☐	☐
37. Group interview with outside persons experienced in the field of guidance	☐	☐	☐
List any other activities you think might be used in presenting a basic course in guidance and check the value of each.	☐	☐	☐
38.	☐	☐	☐
39.	☐	☐	☐
40.	☐	☐	☐
41.	☐	☐	☐

Please Complete this questionnaire and return it to

Mrs. Kathleen G. Cover, State Teachers College

Farmville, Virginia

APPENDIX B--COVER LETTER TO TEACHERS

State Teachers College
Farmville, Virginia
January 15, 1949

Dear

Enclosed you will find a questionnaire which has been drawn up to obtain information on the desired content of a basic course in guidance. You are being sent this questionnaire because I believe your opinion will be of great value to this study. You have had a basic course in guidance and experience in public school work. Therefore, you are in a position to know what experiences and training the teachers and school personnel want and expect to receive from a course in guidance.

This survey is being made of teachers who have taken a basic guidance course in the summer session or in an extension class from a Virginia college or university during the last two years. There are two reasons for this survey:

1. To obtain information to be used in my thesis as a partial fulfillment of the requirements of Masters of Arts degree at the College of William and Mary.

2. To provide information that might be used by the teacher-training institutions in providing a course in guidance based on the demands of the teachers.

This questionnaire is arranged simply and can be answered by checks or simple statements that will take little time. Therefore, it is requested that you read it over, fill it out as soon as convenient, and return it to me by February 1, 1949. A stamped and addressed envelope is enclosed for your reply.

Your identity will not be revealed in the handling of this material. Your reply will be used with other replies to give the total picture. The study will not be successful unless you return your questionnaire complete.

I wish to thank you in advance for the consideration which you extend in filling out this questionnaire. With kind regards, I am

Sincerely yours,

(Mrs.) Kathleen G. Cover

APPENDIX C--FOLLOW-UP LETTER TO TEACHERS

State Teachers College
Farmville, Virginia
February 5, 1949

Dear

On January 15, I mailed you a questionnarie which was drawn up to obtain information on the desired content of a basic course in guidance. I have not received your completed questionnaire. In the event that your questionnaire has been misplaced, I am enclosing another one and a stamped and addressed envelope for your convenience in replying.

I realize that the questionnaire reached you at a very busy time of the school year. Now that the second term is under way, I believe you will find time to check it.

It is necessary that I get your completed return. No study can be valid without a high percentage of returns. Won't you please read the questionnaire over, check your responses and return it to me by February 19? The success of this study depends upon your response.

Thank you for your consideration in filling out and returning this questionnaire. With kind regards, I am

Sincerely yours,

(Mrs.) Kathleen G. Cover
Regional Supervisor of Guidance

APPENDIX D--COVER LETTER TO COLLEGE PROFESSORS

State Teachers College
Farmville, Virginia
February 2, 1949

Dear

Enclosed you will find a questionnaire which has been drawn up to obtain information on the desired content of a basic course in guidance. You are being sent this questionnaire because I believe your opinion will be of great value to this study. As a professor of education, you are in a position to know what experiences and training the teachers and school personnel should receive from a course in guidance.

This survey is being made of teachers who have taken a basic guidance course in the summer session or in an extension class from a Virginia college or university during the last two years and of the professors who taught them. There are two reasons for this survey:

1. To obtain information to be used in my thesis as a partial fulfillment of the requirements of Masters of Arts degree at the College of William and Mary.

2. To provide information that might be used by the teacher-training institutions in providing a course in guidance based on the needs of the teachers.

This questionnaire is arranged simply and can be answered by checks or simple statements that will take little time. Therefore, it is requested that you read it over, fill it out as soon as convenient, and return it to me by February 15, 1949. A stamped and addressed envelope is enclosed for your reply.

Your identity will not be revealed in the handling of this material. Your reply will be used with other replies to give the total picture. The study will not be successful unless you return your questionnaire complete.

I wish to thank you in advance for the consideration which you extend in filling out this questionnaire. With kind regards, I am

Sincerely yours,

(Mrs.) Kathleen G. Cover
Regional Supervisor of Guidance

VITA

The writer was born at Clifton Forge, Virginia, June 23, 1916. There she attended grade school and was graduated from Clifton Forge High School in 1933. She graduated from Randolph-Macon Woman's College in June, 1937. From 1937-1939 she taught the seventh grade at Joseph Martin School, Martinsville, Virginia. From 1942-1944, she taught social studies at Jeter Junior High School, Covington, Virginia. From 1944-1948 she was at Covington High School, where she served as counselor and teacher of social studies. Since September, 1948, she has been with the State Department of Education as Regional Supervisor of Guidance in the Farmville area. In this capacity she serves the high schools in the area and acts as counselor at Longwood College, Farmville, Virginia. The writer is a member of Alpha Zi Chapter of Kappa Delta Pi, The Delta Kappa Gamma Society and The National Vocational Guidance Association.