

A SURVEY OF THE GUIDANCE PRACTICES FOLLOWED BY
VIRGINIA TEACHERS OF VOCATIONAL AGRICULTURE

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TABLE OF CONTENTS

CHAPTER	PAGE
ACKNOWLEDGMENTS	2
I. THE PROBLEM	9
The Purpose of the Study	9
The Need for the Study	10
The Limitations of the Study	12
Assumption	13
Definitions	13
The Summary	13
II. THE REVIEW OF LITERATURE	15
Review of Recent Books	15
Review of Recent Pamphlets and Bulletins	16
Review of a Recent Magazine Article	21
The Summary	21
III. GUIDANCE NEEDS OF RURAL YOUTH	22
Characteristics of the Adolescent	22
Lists of Needs of Youth	23
Personal Needs	25
Social and Recreational Needs	27
Educational Needs	28
Vocational Needs	28
The Summary	32

CHAPTER	PAGE
IV. ACCEPTED PRACTICES IN THE GUIDANCE PROGRAM	34
Lists of Guidance Practices	34
Organization	36
Orientation	38
Gathering General Data	39
Investigating the Pupil's More Specific Interests and Aptitudes	40
Making the Data Accessible and Intelligible	41
Helping the Pupil Solve His Problems	42
Helping the Pupil Arrive at His Vocational Choice	43
Providing the Pupil with a Background for Further Training	44
Helping the Pupil Become Established in His Vocation	45
Making Follow-Up Studies	45
The Summary	45
V. THE METHOD OF INVESTIGATION	49
The Selection of the Method of Investigation	49
The Preparation of the Questionnaire	49
The Distribution of the Questionnaire	51
The Extent of Responses to the Questionnaire	51
The Tabulation of the Data	52
The Summary	52

CHAPTER	PAGE
VI. THE FINDINGS OF THE STUDY	55
A. PARTICIPATION OF VIRGINIA TEACHERS OF VOCATIONAL	
AGRICULTURE IN ORGANIZATION PRACTICES IN GUIDANCE	55
Leadership	55
Time for Guidance Activities	56
Leadership and Time for Guidance Activities	57
Number of Pupils Interviewed	58
Guidance Files of the Teachers of Vocational	
Agriculture	58
Content of Guidance Files	59
Guidance Libraries	60
Teachers' Comments	61
B. PARTICIPATION OF TEACHERS OF VOCATIONAL AGRICULTURE IN	
THIRTY-TWO OTHER GUIDANCE PRACTICES	62
Frequency of Participation	62
C. RATINGS OF GUIDANCE PRACTICES BY TEACHERS OF VOCATIONAL	
AGRICULTURE	69
D. OUTCOMES OF THE GUIDANCE PROGRAM OF TEACHERS OF	
VOCATIONAL AGRICULTURE	74
E. NEEDS OF THE GUIDANCE PROGRAM OF TEACHERS OF VOCATIONAL	
AGRICULTURE	75
Teachers' Comments	77
Basis of Responses	78

CHAPTER	PAGE
F. RATINGS OF GUIDANCE ACTIVITIES BY VOCATIONAL AGRICULTURE	
PUPILS	79
The Summary	82
VII. CONCLUSIONS	86
Limitations of the Study	86
General Conclusions	87
BIBLIOGRAPHY	93
Literature Cited	93
Books	93
Bulletins, Periodicals, and Other Publications	94
Literature Examined	95
Books	95
Bulletins, Periodicals, and Other Publications	95
VITA	96
APPENDICES	97
A. The Questionnaire	98
B. Correspondence Concerning the Questionnaire	104

LIST OF TABLES

TABLE	PAGE
1. REPORT ON GUIDANCE ORGANIZATION IN THE SCHOOLS	55
2. REPORT ON TIME ALLOTTED TEACHERS OF VOCATIONAL AGRICULTURE FOR GUIDANCE ACTIVITIES	57
3. REPORT OF TEACHERS OF VOCATIONAL AGRICULTURE ON MAINTENANCE OF GUIDANCE FILES	58
4. REPORT ON THE CONTENT OF THE GUIDANCE FILES OF TEACHERS OF VOCATIONAL AGRICULTURE	59
5. REPORT ON THE GUIDANCE LIBRARIES OF TEACHERS OF VOCATIONAL AGRICULTURE	60
6. REPORT ON FREQUENCY OF PARTICIPATION OF TEACHERS OF VOCATIONAL AGRICULTURE IN GUIDANCE PRACTICES	64
7. REPORT ON RATINGS OF GUIDANCE PRACTICES BY TEACHERS OF VOCATIONAL AGRICULTURE	70
8. OUTCOMES OF GUIDANCE WORK AS REPORTED BY TEACHERS OF VOCATIONAL AGRICULTURE	75
9. NEEDS IN FACILITATING GUIDANCE WORK AS REPORTED BY TEACHERS OF VOCATIONAL AGRICULTURE	76
10. RATING OF GUIDANCE ACTIVITIES BY VOCATIONAL AGRICULTURE PUPILS	80

LIST OF FIGURES

FIGURE	PAGE
1. THE LOCATION OF SCHOOLS PARTICIPATING IN THE STUDY	54
2. PERCENTAGE OF TIME GUIDANCE LEADER DEVOTED TO GUIDANCE	
ACTIVITIES AND NUMBER OF SCHOOLS REPORTED	56

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CHAPTER I

THE PROBLEM

A study of guidance practices followed by Virginia teachers of vocational agriculture holds special interest for the writer. The experience of endeavoring over a period of years to advise rural boys concerning their choice of a vocation and other problems indicates to him that this study will be worthwhile. The results should provide suggestions and means for promoting his own guidance work and render assistance for other teachers of vocational agriculture as well.

The Purpose of the Study

The general aim of the study is to reveal the situation that exists in the guidance work of Virginia teachers of vocational agriculture. In accomplishing this aim, it will be necessary among other things to answer the following questions:

1. What are some of the guidance needs of youth?
2. What are some of the guidance practices accepted by guidance authorities as being worthwhile?
3. What are some of the guidance practices of Virginia teachers of vocational agriculture?
4. What is the frequency of participation of Virginia teachers of vocational agriculture in guidance practices?
5. How do Virginia teachers of vocational agriculture rate the guidance practices in terms of importance?

6. What do these teachers report concerning the outcomes and needs of their guidance work?
7. What are the pupils' evaluations of guidance activities in vocational agriculture?

It is a further purpose of this study to make available to all a knowledge of the guidance practices of Virginia teachers of vocational agriculture.

The Need for the Study

Contemporary life is becoming increasingly complex. There is a rapid tempo of social change. Vocations, too, change swiftly, and occupations appear and disappear suddenly. These conditions, plus the almost unbelievably large number of occupations remaining and the increasing tendency toward specialization, are factors which cause youth to need increased help in planning their life's work.

From 1940 to 1950 the population increased almost twenty-five per cent. General prosperity and the prior enactment of the compulsory attendance law is enabling parents to keep their children in school longer. As a result of these, the increased enrollment of pupils in the high schools of Virginia and the accompanying change in school population contribute toward making guidance in the State at once more necessary and challenging than ever before.

Today educators are placing increased emphasis on guidance. In Principles of Guidance Jones says:

"Although the need for help has always been present, there have been social and economic changes

that have taken place during the past half century that have made it increasingly necessary to make more definite provision for certain forms of guidance in our public schools." 11

In view of the existing situation, many school systems have extended and improved their guidance facilities. It is still hard, however, for rural boys to find the guidance help they need. Having a small enrollment and staff, the typical rural school does not employ a special guidance director nor does it provide adequate facilities for effective guidance work.

It is the belief of the writer that Virginia teachers of vocational agriculture, as well as the supervisors and the teacher-trainers, are becoming increasingly aware of the importance of guidance and of their responsibility for guiding the rural youth of the State. Many of these teachers, however, may lack a background for guidance work. They may not recognize fully the needs of rural youth. They may lack a sound knowledge of acceptable guidance practices. They may not know what guidance practices other teachers of vocational agriculture in the high schools of Virginia are following. They may have failed to examine the outcomes of their guidance program and their needs in facilitating it. They may, finally, have only a vague idea of what evaluations the pupils who have engaged in guidance activities in classes of vocational agriculture place upon them. The writer feels confident that unless these facts are known, the guidance work of the teachers of vocational agriculture of the State cannot reach its maximum effectiveness.

To date no study is available to show the actual guidance practices of Virginia teachers of vocational agriculture. It appears, therefore,

that such a study is needed.

Moreover, such a study should be helpful, since it could have these results:

1. It could increase the understanding of Virginia teachers of vocational agriculture of the guidance needs of rural boys.
2. It could call to these teachers' attention some of the guidance practices accepted by guidance authorities as worthwhile.
3. It could make teachers of vocational agriculture and other teachers more aware of the need for guidance work.
4. It could lead teachers of vocational agriculture to recognize the shortcomings of their guidance work and help them to improve their program.
5. It could lead principals, supervisors, and other officials to devote more time in working with teachers of vocational agriculture to improve their vocational work.

The Limitations of the Study

This study is confined to the guidance practices of the teachers of vocational agriculture in the white high schools of Virginia. It is based on the replies of 156 teachers of vocational agriculture who filled in and returned the writer's questionnaire, "Guidance Practices Followed by Virginia Teachers of Vocational Agriculture", a copy of which may be found in Appendix A. The questionnaire was mailed to every white school in the State having a department of vocational agriculture. There were no replies, however, from the teachers of some departments, and answers were not given to every question on all the questionnaires returned.

The guidance practices included in the questionnaire are based on criteria set up by accepted sources, which include the following: classroom teachers with experience in guidance, directors of instruction, members of the V.P.I. faculty, members of the State Department of Education, a regional director of guidance, and other guidance authorities. The lists of the guidance needs of rural youth and guidance practices given in Chapters III and IV are based on the reading of guidance books and other publications dealing with guidance problems and programs.

The practices to be investigated are limited to those activities followed by the teacher of vocational agriculture.

Assumption

It is assumed that teachers of vocational agriculture in the rural high schools of Virginia take part in guidance activities and that the information which they provide in the questionnaire will give an accurate picture of the guidance situation in which they participate.

Definitions

The general terms used in this study are defined as follows:

The guidance program refers to all of the school's activities carried on to help the individual pupil meet his personal, social, educational, and vocational problems.

Guidance practices means those activities and techniques which are used in carrying on the guidance program.

The Summary

In brief, this study is an attempt to determine the guidance prac-

tices of Virginia teachers of vocational agriculture, their frequency of participation in and evaluations of accepted guidance procedures, and their reports on their outcomes and needs in carrying on the guidance program. It also attempts to show the evaluations of guidance activities made by pupils who have been under the guidance program in classes of vocational agriculture. It has been made in the hope that when a comparison is made of the guidance program endorsed by authorities and that which is now being carried on by Virginia teachers of vocational agriculture in the white high schools of the State, the guidance program in vocational agriculture will receive new emphasis and will be carried on more effectively.

CHAPTER II

THE REVIEW OF LITERATURE

Although many books and articles on guidance have been published, few studies have been made of guidance work in Virginia, and to date no studies are available to show the guidance practices of Virginia teachers of vocational agriculture. Since some of the publications read, however, contain material which bears directly on this study, the writer will review briefly the significant data provided by them.

Review of Recent Books

In An Introduction to Guidance the high school student is characterized as: attaining adult status physically and mentally; eager for independence and adventure but needing the assurance of security; and concerned about personal problems and social, economic, and political conditions. The organization and implementation of guidance services are shown, and a preference is indicated for the middle-course type of organization, with central leadership and general faculty participation. Guidance needs are traced in detail from childhood through adulthood.³

Jones states that there is a present demand for increased guidance services because of: changing conditions of the home and of labor and industry, increase in the amount of general education demanded, elimination from school, increased leisure time, and changing moral and religious conditions. He stresses the importance of knowing the facts about each student.¹¹

Counseling Adolescents presents various phases of the counseling

process, clinical and non-directive counseling, and counseling youth in the educational, vocational, and emotional areas. It states that the counselor must have an understanding of the special tasks and problems besetting adolescents, among which are: adjusting to physical maturation, gaining independence, finding satisfying work, gaining social approval and success, and adjusting to reality.⁶

A chapter of The Modern Rural School is devoted to guidance activities. It states that the guidance program includes: collecting and interpreting information about pupils, obtaining and making available for general use information about educational, occupational, and recreational opportunities, employing group procedures, counseling, organizing, administering, and supervising the guidance program. It shows the importance of an organized guidance service and the place of the teacher of vocational agriculture in the guidance program.²

Guidance Practices at Work contains descriptions of specific practices carried on in the schools as part of their guidance programs. It stresses the importance of organizing the program with the responsibility resting upon the administration and all members of the staff. It includes orientation practices, understanding the pupil, the role of the classroom teacher and classroom activities. It emphasizes the importance of providing the various guidance services. It calls attention to the importance of providing adequate guidance materials and assistance in their use.⁴

Review of Recent Pamphlets and Bulletins

Garnett gives detailed information on Virginia rural youth adjust-

ments. He lists the size and composition of Virginia rural youth population, their home and community background, occupational adjustments, attitudes, and adjustment goals. He indicates that many rural youth of the State are receiving inadequate medical care and that they also have guidance needs in the personal, social, recreational, educational, and occupational areas. His findings indicate that among the various handicaps which Virginia rural youth have are: lack of parental understanding, meagerness of recreational facilities, confusion on occupations, and lack of intelligent counseling. He states that the different agencies now trying to meet the needs of Virginia rural youth are only partially successful.²¹

In Guidance Programs for Rural High Schools Chapman states that special consideration must be given to the guidance programs of rural schools since these constitute such a large per cent of the schools of the nation. He adds that the guidance program of any school must include these services: occupational information, the personal inventory, counseling, exploration, use of training facilities, placement, and follow-up. The two guidance programs of rural schools which he includes provide a helpful basis for comparison with those of the rural schools of Virginia.¹⁹

Criteria for Evaluating Guidance Programs in Secondary Schools, Form B, states that the purposes of the guidance services are to help the pupil to: know himself, correct shortcomings which interfere with his adjustment, know about occupations so that he may choose and prepare for a suitable career, and discover and develop creative and recreational interests. Presenting in detailed outline form the guidance services of

the secondary school, it states that the school administration must supply guidance leadership and facilities, and that the facilities include: testing and reference material and time for counseling. It indicates that questionnaires, interviews with pupils and pupils' parents and friends, testing, sociometric studies, records of counseling interviews, and results of interest inventories and aptitude and personality tests are means of securing information about pupils. It lists as services complementary to the guidance program: facilitating pupil adjustment to the school by such means as orientation programs, providing pupils with information essential to planning post-school work or training by acquainting pupils with local opportunities and by the use of visual aids, and out-of-school services by organizations and specialists.²⁰

The Guidance Service in the High School Program lists essentially the same purposes of guidance activities as given by the Criteria.²⁰ Among the guidance services needed by pupils it lists: counseling, vocational and educational information, exploratory courses, work experience, guidance through the instructional program, placement, and follow-up services. It suggests kinds of information about pupils which should be included in a system of records, the sources of the information, the type of records to be kept, and the use of the information. Among provisions for guidance services it includes: planning for the participation of all the staff in the program, selecting guidance committees, scheduling regular time in the school day for guidance, the coordination of guidance activities, and suggestive results of guidance.²²

Knight's purpose is to help teachers of agriculture and others to

set up or become acquainted with possible procedures in guidance programs. He points out the need for guiding rural boys educationally, vocationally, and socially. He emphasizes the desirability of including intelligence, achievement and aptitude tests and interest inventories in the testing program. He discusses giving pupils occupational information, orientation, recording and using data, counseling, and placement. He indicates that the teacher of vocational agriculture has a definite responsibility for contributing to the guidance program and suggests that if no such program exists in the school, this teacher might initiate one.²⁴

Mahoney describes the guidance program as being a set of services which are a part of the total educational program but which are not identical with any element in it. He states that in addition to the common needs of youth there are special needs, among which are: personal, social, educational, and occupational needs. He explains that the individual needs assistance in: understanding himself as a total person, overcoming and facing handicaps, discovering and developing special abilities, and learning to live with others and becoming established in society. He states that help should be given the pupil in the educational area so that he may have twelve years of schooling without failure and with a program suited to his individual ability. He states further that assistance should be provided in learning about educational and occupational opportunities, making a vocational choice, beginning preparation for occupational life, and securing employment. He also discusses the services of the guidance program and other phases of guidance work.²⁵

Chapter III of Opportunities for the Improvement of Vocational

Education in Virginia deals with the guidance program and vocational education. It states that any effective guidance program will be based to a large extent upon the following factors: the preparation of teachers, the organization set up for guidance, the instruments of guidance used, the community resources used, and the application of guidance through classroom instruction. From the study of guidance in fourteen Virginia high schools it recommends:

1. The strengthening of pre-service and in-service training programs in guidance.
2. More effective use of the pupil's cumulative record.
3. Expansion of the testing program, especially in the vocational areas.
4. Improvement in the use of the occupational information by teachers.
5. Strengthening of the guidance program designed to help the student choose the vocational work he will pursue in school.
6. Development of a more definite plan for using community resources in the guidance program and securing community support of the program.
7. More consideration be given to evaluating programs of guidance by follow-up studies of graduates and drop-outs, and strengthening school programs on the basis of such studies.
8. Studying the guidance program in all of its phases in order to strengthen the vocational guidance area and coordinate it with the total guidance program and with the vocational work offered in the school.²⁷

Review of a Recent Magazine Article

In a verbatim account of a student discussion of the question, "What guidance do junior and senior high school pupils need?", Strang reports that the pupils participating said that they wanted and needed guidance help in: choosing courses, passing; selecting the right college, getting into it, and succeeding there; knowing themselves and developing their potentialities to the fullest; finding the kind of job for which they were suited; and improving family and social relationships. The report gives evidence that the pupils recognized the importance of a continuous growth in self-understanding and the understanding of each pupil by the teacher-counselor.²⁸

The Summary

The books and other publications reviewed contain guidance data of real significance. They state that youth have guidance needs which must be met by the school, with the cooperation of every member of the staff. They also state that rural youth have special guidance needs and that at present these needs are not being met adequately. They present a plan for the organization of a guidance program in the high school and indicate practices which authorities endorse as worthwhile. Finally, they maintain that the teacher of vocational agriculture has a definite responsibility in the guidance program.

CHAPTER III

GUIDANCE NEEDS OF RURAL YOUTH

It is the purpose of this chapter to present some of the guidance needs of youth which authorities seem to consider important. In order to accomplish this purpose the writer will list and discuss guidance needs of youth in general and of rural youth in particular in the light of present social and economic conditions. Both lists and discussions will be based upon reading and study. Wherever possible the guidance needs of the rural youth of Virginia and the special needs of rural boys will be shown. These needs are those which were used in the preparation of the questionnaire.

Characteristics of the Adolescent

As a background for the discussion of the needs of rural youth it is well to review some of the characteristics of the adolescent of the present era.

An Introduction to Guidance pictures the adolescent as changing rapidly, marked by conflicting impulses, and facing a variety of needs. It states that during the high school period the pupil attains adult status in weight, height, and body structure and reaches the upper limits of his mental ability. It indicates that he is motivated by a growing urge toward independence of action and decision-making, yet at the same time he recognizes his need for security in the love and care of his elders. It pictures him as craving adventure and seeking the new, but fearful of unsatisfying results. It states that he is developing attitudes prepara-

tory to the assumption of responsibilities associated with marriage and family life, and that he is much concerned about both his own affairs and the economic and political conditions of the world.³

Another characterization of the adolescent is given in Vocational Guidance and the Public Schools. Here this statement is made:

"At the teen age youth is prone to feel that all his desires, in whatever area of life, depend for satisfaction upon money. It is at this period that he is in the greatest need of aid if he is to chart his career along a safe course. It is in this stage of his development that he must have sound counseling on the problems of his total development, intellectual, spiritual, and material, if he is to be made a useful and happy citizen". 17

Lists of Needs of Youth

A brief list of the general needs of youth is given in the definition of guidance in Opportunities for the Improvement of Vocational Education in Virginia. This lists the pupil's needs as three: personal, educational, and vocational.²⁷

A list of the needs of adolescents is found in Guidance in the Secondary School. The list is as follows:

1. Physical needs.
2. Speech needs.
3. Emotional needs - desire for social approval, the quest for the new, desire for success, desire for security, the need for independence.
4. Need for satisfactory sex attitudes.
5. Need for vocational growth.
6. Recreational needs.

7. Need for a philosophy of living.⁷

A comprehensive list of some special needs of youth is given in The Guidance Program. The writer will quote from this the basic statement characterizing each of the six needs discussed therein:

1. "Every pupil is entitled to at least twelve years of schooling without the humiliation of repeated failure or retardation; his individual program must be adapted to his abilities and interests so that he may achieve a reasonable success in school."
2. "Every pupil should have assistance in overcoming individual handicaps or learning to face them frankly and courageously; he needs help in discovering and developing any special abilities that he may have; he needs help in becoming acquainted with educational and occupational opportunities which are in reasonable harmony with his abilities, interests, ambitions, and prospects, and in making wise decisions toward an occupation and good adjustment in other areas of living."
3. "Each individual should have an opportunity in school not only to choose his occupation but to begin his preparation for occupational life and to develop initial marketable skills. He should have assistance, if necessary, in securing employment in a suitable occupation and making plans for further education to insure growth and advancement in service."
4. "Every pupil should have an opportunity to become skillful in and to understand those personal relationships which enable one to live with others."
5. "Youth may be a time of frustration because of the nature of the drives within them and the transition from adolescence to maturity. Consequently they need special help and understanding in their concern with establishing personal relationships, achieving independence, understanding human behavior, establishing self in society, developing a concept of the universe and personal relations to it, and developing a philosophy of life consistent with a democratic social order."

6. "Every youth needs special help in aiding him to analyze and understand himself as a total person."²⁵

From the above and other lists the writer has drawn up the following list of the guidance needs of rural youth:

1. Personal needs: self-understanding, health, personality, character, finance, home, family.
2. Social and recreational needs.
3. Educational needs.
4. Vocational needs.

These will be discussed with emphasis upon the needs of the rural boys of Virginia.

Personal Needs

Of the many personal needs of youth, self-understanding is one of the foremost. Mahoney says:

"Pupils must know themselves."²⁵

That youth realize their need of self-understanding is illustrated in "Guidance Young People Want", a verbatim report of a student discussion in which the participating students stated that knowing themselves and developing the best in them were two of their greatest needs.²⁸

Rural boys, who are often in schools which have an inadequate testing and counseling program, may have a special need to understand themselves, to face or overcome their handicaps, and to learn how to utilize and develop their potentialities to the fullest.

Establishing and maintaining good health is another need of many youth, especially in the rural areas. In Virginia Rural Youth Adjust-

ments Garnett found that the health of Virginians of draft age during World War II compared unfavorably with that for the youth of the United States as a whole, with 52.2 per cent rejections in Virginia as compared to 39.2 per cent for the nation. He also found that the diet of about a third of the rural youth of Virginia fell fifty per cent below acceptable nutrition standards; and the results of the physical inspection of school children indicated that two-thirds had defects of various types. These and other data given in his report indicate that many rural youth of Virginia are receiving inadequate medical care.²¹

Other personal needs of rural youth concern personality, character, and finance. The personality of the farm boy in particular may be conditioned by his limited interests and by the backwardness of the community in which he lives. Garnett reports that while rural youth of Virginia showed great interest in how to develop an attractive personality and become respected and influential in the community, their ideas of how to achieve these ends were usually vague. He also reports that there was a widespread feeling among youth that they should be receiving more help on such questions.²¹

Again, rural youth may lack character training, since the modern home often fails to provide this, and the church does not reach all of its youth. Farm boys, in particular, may need help concerning finances, since farm incomes are uncertain and since chances for part-time employment are usually limited.

Many rural youth also face difficult situations in the home and need help in making desirable adjustments. A survey of rural youth in Virginia

reported conflicts between parents and children in a number of families and the failure of many youth to receive sympathetic understanding and guidance from their parents. It also reports that because many youth have more of the formal type education than their parents, the youth often have a feeling of superiority which may result in contempt of parental authority.²¹

Social and Recreational Needs

While all youth have social and recreational needs, those of rural youth are more acute. Young people who live in one of the remote rural areas often have less social experience than is desirable and may lack self-confidence and poise. As a rule, rural youth need a wider social experience. They also need more wholesome recreation than is now available in most rural sections. In regard to recreation Garnett says:

"Rural youth are becoming increasingly dependent on commercialized recreation, such as movies, public swimming pools, roadside tavern dance halls, and beer gardens. The atmosphere of the latter was frequently reported to be unwholesome."²¹

He adds:

"The majority of Virginia communities are still without easy access to a local library other than the school library, and the latter does not, as a rule, encourage general community use. Thus there are inadequate facilities for the encouragement of reading as a leisure time outlet. The majority of homes covered were sadly lacking in books and other reading material."²¹

The same author states that few rural communities of Virginia have provided adequate recreational outlets for older youth, and he states

that with the increasing use of labor-saving machinery and with the resulting tendency to shorten farm hours, leisure time is increasing and there is a real need on the part of rural youth to use it more profitably." ²¹

Educational Needs

Rural youth also have educational needs which must be met. In the report of a recent student discussion, the participating students stated that they needed help in: understanding the value of required courses, planning their curriculum, deciding whether to remain in school, deciding what after-school training to take, and, if this training involved college attendance, deciding what college to attend. ²⁸

That Virginia rural boys need to feel the importance of remaining in school is indicated by Garnett's report that fifty-nine white farm boys in each hundred aged twenty-one in 1940 stopped school at the seventh grade or below. ²¹ Although Virginia has a compulsory attendance law requiring school attendance until the age of sixteen, statistics prove that this ideal has not been realized fully. Also, many rural boys drop out of school as soon as they become sixteen years of age. Had such pupils received help while in school with such problems as behavior, attitudes, study habits, and reasons for failure, they might not have dropped out. Today, when educational requirements have been raised in most of the vocations, a high school education is especially important.

Vocational Needs

Finally, youth have vocational needs. These include: securing

occupational information, deciding on a vocation, beginning preparation for occupational life, developing initial marketable skills, securing suitable employment, and advancing in the chosen vocation.

Before discussing the vocational needs of the youth of today it is well to consider some of the conditions and recent changes in American life which make it imperative that these vocational needs be met.

Mention was made in Chapter I of the complexity of contemporary life. Attention was called to the rapidity of social and occupational change. In Teaching About Vocational Life Lincoln discusses in detail some of these changes. She calls attention to the movement of the workshop from the home to the factory, the introduction of machinery, the speeding up of production, the displacement of the all-round worker by the specialist, and the growing interdependence of workers, and the resulting complexity of economic relationships. She points out that the home is no longer the center of vocational activity where the child has an opportunity for try-out experiences and vocational training, and that highly specialized occupational life has made the parents work away from home and has limited their vision, with the result that they know little of the opportunities open to their children.¹³

Knight throws further light on the needs of rural youth today by explaining why it is so much more difficult to decide on a vocation than it was a generation ago. In regard to the past era he says:

"Choice was limited to a relatively few occupations, the necessary qualifications were reasonably understood, and contacts with possible employers were relatively simple. Vocational training was given either in the home itself or

by learning the trade by actual experience. Educational requirements were few in all vocations save the professions, and other standards were correspondingly easy of attainment." ²⁴

In addition to the rapid changes in occupations which have been mentioned, there is today an almost unbelievably large number of occupations. According to Knight's report, in 1940 there were 30,000 or more different jobs in the United States. ²⁴

Because of the above and other conditions, it is especially hard for rural boys to choose an occupation and become established in it. In Guiding Rural Boys and Girls Hatcher expresses the belief that rural boys are seriously handicapped when they must choose their life's work. She points out that first of all the boys must decide whether to stay in the country or leave it; and today the country provides employment for a much smaller number of its boys than it did previously. In addition, the author states, their choice of a vocation is further complicated by the fact that these boys have had little opportunity to interview persons in different occupations or to examine the occupations themselves. ⁹

Because the rural community, as has been said before, has limited opportunities for part-time or vacation work, rural boys often lack work experience. Concerning this, the following statement is made in Counseling Adolescents:

"While farm boys still have their youthful chores which are directly related to the man's job of farming, they do not have opportunities for experience in many of the urban occupations which may appeal to them." ⁸

Rural boys may be further handicapped in choosing their vocation because the school which they attend often fails to provide up-to-date and

varied occupational information, exploratory courses, and vocational training. It has been truly said that the rural boy needs more knowledge of the world's work and a widening of his range of vision, particularly concerning his vocation.

That rural youth need more help in choosing vocations than they are now getting is emphasized by surveys made in three states. A Missouri guidance survey lists fewer than fifty per cent of high school seniors with a vocational choice and reports that of the group with a vocational choice, only twenty-five per cent had made a wise selection.²⁶ A survey made in Pennsylvania rural schools indicates that only thirty-seven per cent of the boys retained their original vocational choice as they progressed from the ninth through the twelfth grade.¹⁶ A survey made in Virginia reports that many rural youth drift aimlessly into the first employment available, regardless of its future promise, thus taking the risk of being occupational misfits in middle age, when it is too late to change. The same survey calls attention to the prevailing confusion on occupations among the youth themselves and their advisers.²¹ Studies of these types lead one to conclude that there is a definite need for vocational guidance among the rural boys in Virginia.

Rural boys, finally, need help in becoming established in their chosen vocations. Although jobs are plentiful today, many rural boys do not know how to find desirable openings and how to secure positions. Many rural boys do not see the advantage of increasing their occupational proficiency through evening classes and part-time training, and need to have these opportunities called to their attention. Also, those boys who have

decided on farming as their vocation have a special need of help in keeping abreast of the times because of the continuous progress in technological fields and the development of new methods and techniques in farming.

The Summary

To summarize, rural youth have a number of vital needs. These include: personal needs - self-understanding, health, personality, character, finance, home and family needs; social and recreational needs; educational needs; and vocational needs - securing occupational information, deciding on a vocation, beginning preparation for occupational life, securing suitable employment, and advancing in their chosen vocation.

It is highly important that the necessary guidance be provided to meet the needs of rural youth; and it is the task of the school to provide this guidance.

Knight states that the most effective form of guidance is that which is being conducted on a school-wide basis under the leadership of the administrator or persons designated by him. He adds:

"It is expected that the agricultural instructor in general will cooperate heartily with the institutional program and specifically assume guidance duties in connection with the students enrolled in his department. If it is not possible at present to have an all-school guidance program, the vocational agriculture teacher, following a conference with his principal, can initiate such guidance." 24

A definite responsibility for guidance rests upon the teacher of vocational agriculture, both because the help of every teacher is needed to carry on the guidance program and because this teacher is in a peculiarly strategic position to advise rural boys concerning their occupa-

tional future. Because of the wide variety of activities conducted, the informality of the classroom atmosphere, the out-of-school contacts, and the more personal relationships between teacher and pupil, the teacher of vocational agriculture usually has a full knowledge of the strengths and weaknesses of his pupils. In addition, he usually lives in the community on a year around basis, has a longer tenure than other teachers, and has a store of useful occupational information, all of which enable him to do effective guidance work with his pupils.

Having indicated some of the guidance needs of rural youth, the writer will point out in the next chapter guidance practices which may be used to meet these needs. A further chapter will report on the guidance work of Virginia teachers of vocational agriculture in using accepted guidance practices to meet the needs of rural youth.

CHAPTER IV

ACCEPTED PRACTICES IN THE GUIDANCE PROGRAM

It is the purpose of this chapter to list and discuss a few of the guidance practices which authorities seem to accept as worthwhile in carrying on the guidance program. In doing this, the writer will view the practices in the light of the guidance needs of rural youth as compiled in Chapter III. These practices will, in turn, be used as the basis for the preparation of the questionnaire.

Lists of Guidance Practices

Of the many lists of worthwhile guidance practices found through reading and study, three typical ones are given below:

In an Argument for a Guidance Program in Hammond High School the author states that in order to meet the guidance needs which he has set forth, these practices are recommended:

1. Orientation of new students.
2. A vocational guidance program, including:
 - a. An occupational information service.
 - b. Individual inventories.
 - c. Counseling services.
 - d. Advanced training information .
 - e. Placement services.
 - f. Follow-up services.²⁹

A second list is given in Guidance Programs for Rural High Schools. The list is contained in the following statement:

"Occupational information, the personal inventory, counseling, exploration, the use of training facilities, placement, and follow-up - the general areas of guidance activities - represent constants in the situation, whether the school system is rural and agricultural or urban and industrial." 19

The Modern Rural School contains the following statement:

"A full-fledged guidance program includes the following functions:

1. Collecting and interpreting information about the needs, characteristics, and problems of pupils.
2. Obtaining and making available for general use information about educational, occupational, recreational, and other types of opportunities.
3. Employing group procedures which supplement regular classroom instruction and are designed to give pupils information and experience which they need in order to make intelligent choices and to solve personal problems.
4. Counseling.
5. Organizing, administering, and supervising the guidance program.
6. Doing research work for the purpose of discovering facts needed in order to evaluate and develop the guidance program; for example, making a community occupational survey; conducting a follow-up study of drop-outs and graduates." 2

From the three lists given above and from other lists found through reading and study the writer has compiled another list which has been expressed in the main in his own words. It consists of the following practices:

1. Organization.
2. Orientation.
3. Gathering general data on the pupil.
4. Investigating the pupil's more specific interests and aptitudes.
5. Making the data accessible and intelligible, thereby helping the pupil to know and understand himself.
6. Helping the pupil solve his problems.
7. Helping the pupil arrive at his vocational choice.
8. Providing the pupil with a background for further training and opportunities.
9. Helping the pupil become established in his chosen vocation.
10. Making follow-up studies.

Organization

In Guidance Practices at Work the reports of the various schools indicate that all began their guidance work with the logical practice of organizing, relegating authority, and enlisting the cooperation of all teachers. In this book the following statement appears:

"The definition of guidance must be translated into form of organization if the job is to be done." ⁴

Criteria for Evaluating Guidance Programs in the Secondary Schools, Form B, lists as a first criterion, "administrative bases for guidance services", and subdivides this into: "leadership, provisions and facilities, and training". The supporting details indicate that the adminis-

trator must make full use of his leadership in planning and developing the guidance program and that he must enlist the support of the community, staff, and pupils in the development of the program. Other details stress the importance of providing for a comprehensive record system with easily accessible records, visual and audio-visual aids, reference and resource materials, and time during the school day for counselors to perform their guidance duties. Other criteria include: facilitating the training of the school staff for guidance services through graduate study and in-service training, a guidance staff headed by a director of guidance or a qualified person responsible for the direction and coordination of guidance activities, and other individuals with regularly assigned guidance duties.²⁰

This statement concerning organization practices appears in An Introduction to Guidance:

It seems, therefore, that in order to be most effective, the organization of the guidance program should follow a plan that lies midway between the extremes of centralization and non-centralization. Services are organized in such a way that the purposes of the program are understood by the entire faculty, certain responsibilities are delegated to specialists, and others are assumed by teachers and other members of the school personnel."

The writer is unable to cite any authorities who say definitely that the individual teacher of vocational agriculture should have his own guidance files and library. It appears, however, that in discussing desirable facilities some of the authors have implied that it is best to have these; and experience has convinced the writer that it is expedient to do so, for

the accessibility of such materials promotes their use. Individual files might contain general guidance information, plus data pertaining directly to the individual teaching field. The library might contain general guidance materials and other publications supporting the teaching field more directly. For example, the files of the teacher of vocational agriculture might contain: notes on student conferences and home visitation, guidance test results, check lists showing personality characteristics and likes and dislikes of the individual, plus data supplied by questionnaires, such as farm survey and personal data, and plans for supervised practice. His library might contain guidance materials of a general nature and materials dealing with farming and related occupations.

Orientation

Orientation, the next of the guidance practices listed by the writer, seems to be advocated generally by guidance authorities. Organization and Administration of Guidance Services lists it as second of the twelve responsibilities of the guidance program.⁵ Before the actual orientation is provided, however, the guidance work may have been begun with guiding desirable pupils into a given class. The importance of orientation itself in the field of vocational agriculture is stressed in Knight's statement:

"Many constructive thinkers in the field of vocational agriculture believe that the principal value of the first year's course in agriculture lies in the opportunity it presents for giving the freshman boy (the ninth-grader) a better conception of the occupational area in particular and of school life in general. In fact, year by year, a constantly increasing number of teachers are seeing the value of ag-

riculture classes as a means of orienting the pupil agriculturally and educationally, thereby providing him with a sound basis for meeting the problems of life." 24

Gathering General Data

Gathering general data on the pupil seems to be another accepted guidance practice. Jones says:

"We need to know the facts about each student; these are of vital importance."

The same author recommends beginning a study of the pupil by examining his records.¹¹

In Educational and Vocational Guidance the following statement appears:

"The counselor is under obligations to prepare for it (the conference) by careful examination of all available records likely to be at all helpful, as well as by consultation with the teachers where their point of view is needed in regard to some problem pending for the child." 14

The above quotation includes another accepted guidance practice - the holding of conferences or interviews, by which additional data may be secured. Stressing the importance of the conference in the guidance program one authority states that he considers it the right of every high school pupil to have a regularly scheduled conference period at least once a term. Introduction to High School Counseling advocates conferring with the pupil and with his parents, teachers, and friends, as well.¹⁵

Other means of securing general data as suggested in Criteria for Evaluating Guidance Programs in Secondary Schools, Form B, include: questionnaires, appropriate tests, visits to pupils' homes, sociometric

studies, and case studies, where a need is indicated.²⁰

Investigating the Pupil's More Specific Interests and Aptitudes

When these general data have been secured, the pupil's specific interests and aptitudes should be investigated. As a means of doing this, Guidance for Rural Boys lists a variety of tools and techniques. Among these are: interest inventories, practical tests of vocational skills, and try-out or exploratory courses. In regard to tests of vocational skills Knight points out that these can be given especially well in vocational agriculture. He says:

"The teacher of vocational agriculture has abundant opportunity to set up original practical devices involving vocational skills which properly planned and conducted should prove of considerable predictive value for guidance purposes."²⁴

Kitson, as well as Knight, advocates exploratory courses and mentions four definite advantages which they offer. He says that by taking an exploratory course a pupil may: extend his general knowledge of occupations, find the kind of work which he does not like, find the exact profession for which he is fitted, or become interested in some by-product which will give him a start toward an occupation.¹²

The general and the specific data thus gathered combine to form a rather complete picture of the pupil and his guidance needs. By way of summary and amplification of the preceding discussion of guidance data which should be gathered, the following excerpt from the Guidance Services in the High School Program is given:

"In addition to statistical data such as family background, medical history, academic

credits, standardized test data and other information often used for administrative purposes and usually found on the permanent record, the following are some of the additional kinds of information that are being used in the schools today: educational record, personality, health, leisure-time activities, work experiences, interests and plans and follow-up." ²²

Making the Data Accessible and Intelligible

The data secured must be prepared for use. Introduction to High School Counseling mentions the importance of recording the information immediately after it is obtained.¹⁵ In regard to filing the data, the writer feels, as has been stated previously, that it is desirable for each teacher to file for his own use the data which he has collected. In order that these data may be used by others, however, he should also contribute them to the general guidance file.

Next the data should be made accessible and intelligible to the pupil. Knight emphasizes the importance of showing the pupil the collected data and interpreting them to him. Doing this, Knight points out, acquaints the pupil with his strengths, weaknesses, and aptitudes, and enables him to know himself, with the result that he can plan his future more wisely.²⁴ Baxter says that self-understanding is fundamental to wholesome adjustment.¹ Giving pupils information about themselves by means of individual conferences and group methods is listed as an essential activity of the guidance program outlined in Guidance in the Secondary School.⁷ In regard to the comparative value of these methods Hoppock says:

"The best guidance program is one which does not wholly rely upon either

group guidance or counseling but one which makes judicious use of both." 10

Helping the Pupil Solve His Problems

Helping the pupil solve his problems follows naturally as a highly worthwhile guidance practice. In the statement of guiding principles in Criteria for Evaluating Guidance Programs in the Secondary School, Form B, it is stated that the purpose of guidance activities is to give aid to the pupil in making adjustments to the various types of problems which he must meet.²⁰ Concerning this Baxter adds that the pupil must receive assistance in clarifying his desires and that it is the responsibility of the individual to solve his own problems.¹ It is generally conceded, however, that the pupil must be provided with all available means to help him solve his problems. If necessary, the services of persons and agencies in the community must be enlisted. In this connection Forrester says:

"A school system, be it ever so efficient, cannot carry on vocational and educational guidance alone. It must utilize many agencies in the community - parents and parent-teacher associations, employee and employer associations, labor unions, service clubs, clinics, welfare agencies, churches, and government agencies." 6

In "High-Lighting the Future of Rural Youth" Chambers says:

"Even in the most primitive communities in the United States there is present or available a considerable series of resources in the form of teachers, agricultural extension leaders, clergymen, and agents of many other national and state and local services which can be brought to bear cooperatively and effectively upon the cases of boys and girls in that locality." 18

Helping the Pupil Arrive at His Vocational Choice

Another guidance practice of great importance is helping the pupil arrive at his vocational choice. The writer has found that guidance authorities recommend this unanimously. Concerning this practice the following statement is made in Guidance Practices at Work:

"The guidance program must help provide a plan for regularly providing all pupils with adequate information about job trends, major fields of work, requirements, opportunities, information about specific occupations, and other pertinent types of data." 4

In Occupational Information and Guidance providing occupational information is listed as first of the six activities of the guidance program. The same publication analyzes this practice as follows:

"To secure information concerning local occupational requirements and opportunities, to organize and prepare for presentation the information secured relative to local occupations, and to present a general background of occupational information, including requirements, opportunities, and trends locally and in the nation as a whole." 23

There are a number of means of helping the pupil arrive at his vocational choice, among which are placement in vocational classes, individual conferences, and group guidance. In support of group guidance for this purpose Opportunities for the Improvement of Vocational Education in Virginia states:

"In any sound guidance program it is necessary that classroom instruction be organized and presented in such a way that it will become an integral part of the guidance program." 27

In support of the above point Criteria for Evaluating Guidance Pro-

grams in Secondary Schools, Form B, recommends that as a procedure teachers of the various subjects include in their courses occupational and educational information related to the instructional fields.²⁰ In many instances the teacher not only presents the information but also gathers it in printed or pictorial form.

Providing the Pupil with a Background for Further Training

Besides being provided with occupational information to help him arrive at his vocational choice, the pupil should be given a background for further training and vocational opportunities. Educational information services are endorsed by the Guidance Services in the High School Program as a vital part of guidance work. This study also indicates that it is the responsibility of the high school to maintain a file of educational information that lists and describes all training opportunities, whether in colleges, business schools, or apprenticeship training, within the state and all out-of-state institutions usually patronized by former students.²²

In regard to giving pupils occupational and educational information and help, Knight says:

"After the boy's vocational possibilities have been ascertained with relative clarity he must be guided into those academic courses and activities which offer most promise as preliminary training for certain occupational areas. If the selected vocation demands attendance at higher educational institutions, their entrance requirements should be investigated, their reputations considered, and everything done to eliminate obstacles which might appear later."²⁴

Helping the Pupil Become Established in His Vocation

Helping the pupil become established in his chosen vocation is another guidance practice of importance. Guidance Programs for Rural High Schools lists this practice as one of the six principal elements in the guidance program and states that it consists of assisting individuals in securing employment through established agencies or direct service of the school or both, and helping individuals to find part-time job opportunities.¹⁹

Making Follow-Up Studies

A final guidance practice to be discussed in this chapter is making follow-up studies. Guidance Programs for Rural High Schools lists the importance of this practice and analyzes it as follows:

1. "To maintain contacts with all school-leavers (graduates or drop-outs) for a period of years for the purpose of rendering further aid and assistance.
2. "To check the individual achievement for the purpose of evaluating and improving the guidance program.
3. "To furnish information as a basis for evaluation and possible revision or enlargement of the educational program in the light of the school-leavers' experience."¹⁹

The Summary

To summarize, these seem to be accepted by authorities as worthwhile guidance practices:

1. Organization: the relegating of authority and enlisting the cooperation of all teachers; providing leadership, a suitable

record system, visual and audio-visual aids, reference and source materials, time for counseling, and training for counselors.

2. Orientation: giving the pupil a better understanding of the occupational area and of school life.
3. Gathering general data on the pupil: examining school records, holding conferences, and using questionnaires, tests, home visitation, and sociometric and case studies.
4. Investigating the pupil's more specific interests and aptitudes by interest inventories, practical tests of vocational skills, and exploratory courses.
5. Making the data accessible and intelligible by: recording it, filing it, contributing it to the school file, and by showing the pupil the collected data and interpreting the information, thereby helping him to know and understand himself.
6. Helping the pupil solve his problems by providing him with all available means of doing so, and, if necessary, by enlisting the services of other individuals and agencies in the community.
7. Helping the pupil arrive at his vocational choice by giving him adequate information in the occupational and vocational field.
8. Providing the pupil with a background for further training and opportunities by giving him educational information.
9. Helping the pupil become established in his chosen vocation by helping place him in an occupation.
10. Making follow-up studies as a means of giving the former pupil

further assistance and of facilitating the guidance program of the school.

These, then, are some of the acceptable guidance practices. What should be the outcomes of a guidance program which follows them? The Guidance Services in the High School Program, quoting from Part VI of the G Blank of the Evaluative Criteria, gives a check list of ten items suggestive of possible outcomes. From these the writer has selected seven which have a bearing on his study. They are:

1. High rate of retention of pupils in school and return of pupils who have withdrawn.
2. Formulation by pupils of long-time planning programs.
3. Understanding of occupational problems and opportunities.
4. Wise decisions by pupils concerning post-secondary school plans.
5. Careful selection by pupils of post-secondary schools.
6. Ability in self-direction by pupils in securing positions, in social and civic participation, and use of leisure.
7. Development of a wide range of leisure interests and activities on the part of pupils.²²

To the above list the writer added the following outcomes which reading and experience indicated as desirable in a guidance program:

1. Satisfactory pupil adjustment to school and home.
2. The development of pupil leadership.
3. Increased satisfaction in work felt by pupils employed.
4. Increased interest of pupils employed in extending their skills.

The writer based his questionnaire upon the guidance practices dis-

cussed. Replies to the questionnaire should indicate the adequacy of the guidance practices of Virginia teachers of vocational agriculture.

CHAPTER V

THE METHOD OF INVESTIGATION

In this chapter the writer will describe the general procedures which were followed in conducting the study.

The Selection of the Method of Investigation

As this study is concerned with the guidance practices of Virginia teachers of vocational agriculture, it was decided to secure the desired data by making a survey of the practices of these teachers. One possible method would have been to interview the teachers in person, while another was to use a questionnaire to be filled in by them. Since this study includes 203 departments of vocational agriculture located in the counties of Virginia, it was not feasible to use the personal interview method, which would have been expensive in time and money. Therefore, the questionnaire method was adopted.

The writer then decided to make a preliminary study of the guidance needs of rural youth. Since gathering material on this subject first hand was not practical, it was decided to make a library study of the subject.

The Preparation of the Questionnaire

Having analyzed the problem and stated the purpose of the study in concise terms, the author began the task of arriving at the general data to be secured by the questionnaire. In the attempt to select these data and to formulate significant questions much research was done. Having made a study of the guidance needs of rural youth, the writer endeavored

to find acceptable guidance practices which would meet these needs. A library study was made of guidance practices endorsed by authorities, and many books and other publications were read with care and thought. The accessible authorities, among whom were classroom teachers with experience in guidance, directors of instruction, principals, college professors in the field of guidance, guidance directors, members of the Graduate Committee, and a member of the State Consultation Service, were consulted. Finally, according to the materials read and the authorities consulted, a list of acceptable practices was compiled and other details of the questionnaire were decided upon.

Two forms of the questionnaire were considered - the objective type, in which the teacher would write in his guidance practices, evaluations, outcomes, and needs, and the check list type. For the sake of clarity and convenience the check list type was decided upon for the main divisions of the questionnaire. To secure complete information and provide opportunity for clarifying comments, a few of the objective type questions and spaces for individual comments were added.

The first draft consisted of a very full and detailed questionnaire. Upon the advice of the Graduate Committee this was reworked many times to omit some items, regroup some, and include or clarify others. It was reworked repeatedly for both clarity and content. The questionnaire was then submitted to the Graduate Committee, composed of four members of the V.P.I. Faculty and a regional supervisor of guidance of the Virginia Consultation Service. The Committee made further criticisms which the writer followed in detail. Following further criticisms and suggestions of the Committee, the questionnaire was revised and approved in its final

form. The front page of the final form included directions for filling out the questionnaire.

Next the questionnaire was hectographed and submitted to ten Virginia teachers of vocational agriculture with a request for their comments and criticisms. As this group suggested no special changes, the questionnaire was retained in its existing form.

The questionnaires (see Appendix A) to be submitted to all teachers of vocational agriculture in the white high schools of the State were reproduced on a multilith machine. Pica type on heavy weight paper, size $8\frac{1}{2}$ " x 14" was used on only one side. The sheets were stapled together by hand.

The Distribution of the Questionnaire

A letter of endorsement was secured from R. Edward Bass, State Supervisor of Vocational Agriculture in Virginia. This letter was hectographed, and a copy was enclosed with each questionnaire.

A self-addressed, stamped envelope was included for the return of the questionnaire forms. The forms were mailed, along with a letter requesting the cooperation of each teacher, to the department of vocational agriculture of every white high school of the State having such a department.

The Extent of Responses to the Questionnaire

A total of 132 teachers in the departments of vocational agriculture of the State filled in and returned the questionnaires within a reasonable period of time. The writer then wrote a second request to a number

of teachers who had not returned the questionnaire, and in this way secured ten more. Finally, additional questionnaires were distributed in person, and fourteen more were secured. This made a total of 156 questionnaires returned, giving a total of 76.3 per cent of the departments of vocational agriculture of the State represented.

The Tabulation of the Data

The writer tabulated the data by recording all the answers received on prepared master sheets. The data were then divided into three groups: organization for guidance, guidance practices, and outcomes. The organization for guidance was divided into: organization practices, the content of files, and the guidance library. The guidance practices were divided into frequency of participation and rating. The outcomes were divided into the teachers' report of the outcomes of guidance work, their report of guidance needs, and the pupils' evaluations of the outcomes of guidance work in vocational agriculture. Comments were copied and compiled. After the data had been tabulated, the analyses and interpretations were made. The findings of the study were shown largely through a series of tables.

The Summary

Having decided to secure data for this study through the use of a questionnaire, the writer made a preliminary library study of the guidance needs of rural youth, and a further library study of accepted guidance practices which would meet the guidance needs of rural youth. Authorities were consulted concerning guidance practices and a questionnaire

was drawn up according to the materials read and the authorities consulted.

The questionnaire used is in the main a check list type, with some objective type questions and space for clarifying comments added. The writer used this form to secure the guidance practices of Virginia teachers of vocational agriculture, their rating of accepted guidance practices, their frequency of participation, their report of the outcomes and needs of their guidance program, and the pupils' evaluations of guidance activities in vocational agriculture. The study is an endeavor to determine the guidance work now being done by Virginia teachers of vocational agriculture in the light of the guidance needs of rural youth and of accepted guidance practices.

A copy of the questionnaire was mailed to the department of vocational agriculture of every white high school in the State having such a department. This gave a total of 203 departments included in the study. Returns were received from 156 of the 203 departments.

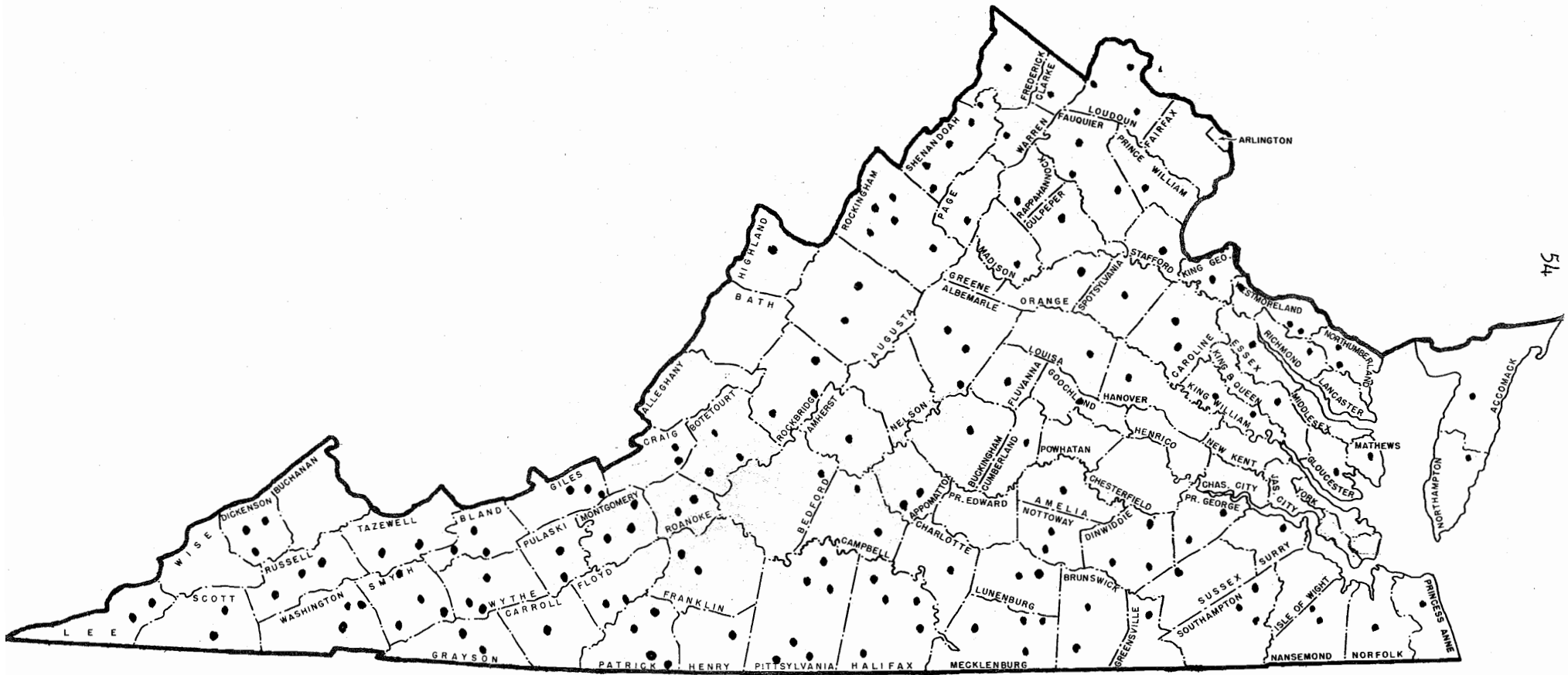


FIGURE I. THE LOCATION OF SCHOOLS PARTICIPATING IN THE STUDY

CHAPTER VI

THE FINDINGS OF THE STUDY

This chapter will summarize the findings of the study. It will give the report of 156 Virginia teachers of vocational agriculture on their participation in organization practices and fifty-two other guidance practices, their ratings of these practices, and the outcomes and needs of their guidance programs. It will quote some of the comments on guidance made by the teachers. It will also indicate the pupils' evaluations of the guidance activities carried on in classes of vocational agriculture.

A. PARTICIPATION OF VIRGINIA TEACHERS OF VOCATIONAL AGRICULTURE IN ORGANIZATION PRACTICES IN GUIDANCE

Leadership

The majority of the teachers reported organization for guidance in the schools. In 64.1 per cent of the schools there is a person especially designated for guidance duties.

TABLE 1. REPORT ON GUIDANCE ORGANIZATION IN THE SCHOOLS

	Schools with Guidance Leader	Schools with- out Guidance Leader	Schools Reported	Schools Not Responding
Number	100	55	155	1
Per Cent	64.1	35.3	99.4	0.6

Table 1 lists the number and percentage of schools with a guidance leader. It also contains the number and percentage of schools reported. It indicates that more than two-thirds of the schools have a person designated for guidance duties.

Time for Guidance Activities

The percentage of working time devoted to guidance activities by the person designated for guidance duties ranges from 1 per cent to 100 per cent. Percentages reported most frequently are 50 per cent, reported by 21 teachers; and 20 per cent, reported by 20.

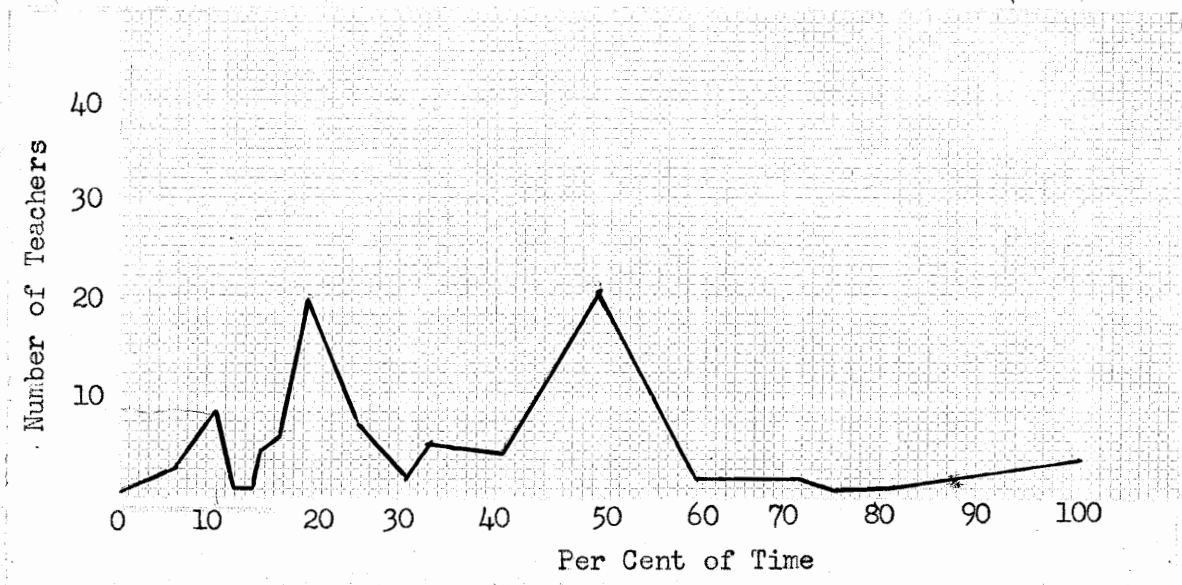


FIGURE 2, PERCENTAGE OF TIME GUIDANCE LEADER DEVOTED TO GUIDANCE ACTIVITIES AND NUMBER OF SCHOOLS REPORTED

Figure 2 charts the percentage of time which the guidance leader devoted to guidance activities. It also charts the number of schools for

which each percentage was reported.

The time allotted the teachers of vocational agriculture for guidance activities ranged from none, reported by 109 teachers, to regularly scheduled time, reported by 46.

TABLE 2. REPORT ON TIME ALLOTTED TEACHERS OF VOCATIONAL AGRICULTURE FOR GUIDANCE ACTIVITIES

	Teachers with Time Allotted	Teachers with No Time Allotted	Number of Schools Reported	Schools Not Responding
Number	46	109	155	1
Per Cent	29.5	69.9	99.4	0.6

According to Table 2, approximately 70 per cent of the teachers of vocational agriculture reported having no time allotted for guidance activities. In view of the present emphasis on the guidance work of the teachers of vocational agriculture, this could be significant.

Leadership and Time for Guidance Activities

A careful checking of responses made on the questionnaires revealed the following situation concerning guidance leadership and the practice of allotting time to the teacher of vocational agriculture for guidance activities:

1. One teacher failed to answer the question on leadership and time allotted the teacher of vocational agriculture for guidance activities.

2. Thirty-eight teachers reported having a guidance leader in the school and time allotted them for guidance activities.
3. Sixty-four teachers reported having a guidance leader but no time allotted (them) for guidance activities.
4. Eight teachers reported having no guidance leader but time allotted them for guidance activities.
5. Forty-five teachers reported having no guidance leader and no time allotted them for guidance activities.

Number of Pupils Interviewed

The 46 teachers of vocational agriculture who reported having time allotted them for guidance work indicated that they interviewed from 1 to 15 pupils a week, or an average of approximately 3 pupils per teacher. The total number of interviews was 218.

Guidance Files of the Teachers of Vocational Agriculture

In reply to the question on the maintenance of guidance files, 118 of the 156 teachers of vocational agriculture reported maintaining such files.

TABLE 3. REPORT OF TEACHERS OF VOCATIONAL AGRICULTURE ON
MAINTENANCE OF GUIDANCE FILES

	Teachers with Guidance Files	Teachers with- out Guidance Files	Number of Schools Reported	Schools Not Responding
Number	118	38	156	0
Per Cent	75.6	24.4	100	0

Table 3 indicates that the teachers of vocational agriculture of 75 per cent of the schools reported maintained guidance files.

Content of Guidance Files

The replies of 118 teachers of vocational agriculture who reported the maintenance of guidance files indicated the nature of the guidance data contained in these files.

TABLE 4. REPORT ON THE CONTENT OF THE GUIDANCE FILES OF
TEACHERS OF VOCATIONAL AGRICULTURE

Guidance Data	Number Contain- ing	Per Cent Contain- ing	Number Without	Per Cent Without	Number not Re- sponding
1. Plans for super- vised practice pro- gram	98	82.2	5	4.2	15
2. Questionnaires	86	72.0	18	15.2	14
a. Farm survey	74	62.7	32	27.1	12
b. Personal data					
3. Check lists					
a. Likes and dis- likes of indivi- dual	30	25.4	77	65.2	11
b. Personality characteristics	33	27.9	69	58.4	16
4. Guidance test re- sults	30	25.4	72	61.0	16
5. Notes on student visitation	60	50.8	46	38.9	12
6. Other information	56	47.3	47	39.8	15

From Table 4 it appears that few teachers of vocational agriculture

had files containing guidance data other than data normally collected for their regular teaching program, such as farm and personal data questionnaires.

Guidance Libraries

TABLE 5. REPORT ON THE GUIDANCE LIBRARIES OF TEACHERS OF VOCATIONAL AGRICULTURE

Guidance Publications								
Classification	Books				Pamphlets			
	1-25	26-50	51-100	101-200	1-25	26-50	51-100	101-200
Number of Vocational Agriculture Libraries Reported with Publications as Indicated	116	2	0	3	83	5	4	2

Four teachers of vocational agriculture did not reply concerning the guidance publications in their libraries. The reports of the remaining were as follows:

There are 124 teachers whose libraries contain guidance publications.

There are 28 teachers whose libraries contained no guidance publications.

The total number of guidance publications reported was 1,348 books, and 2,165 pamphlets.

The number of guidance books in the individual library ranged from 1 to 175; the number of guidance pamphlets ranged from 1 to 500. Only

one teacher reported that he had more than 200 pamphlets. The average for the group was 8.8 guidance books and 14.1 guidance pamphlets per library.

Table 5 points out the small number of guidance books and pamphlets in the libraries of the teachers of vocational agriculture. It also indicates that more than one-fourth of the teachers reported libraries containing no guidance publications.

Teachers' Comments

In the space provided on the questionnaire a number of teachers of vocational agriculture wrote comments on their organization practices in guidance. Below are quoted representative comments which seemed significant.

1. "Guidance - none whatsoever, in any shape or form."
2. "One teacher in our school is designated to take care of guidance work. He has time allotted for this. Other teachers have responsibility for guidance but no time allotted."
3. "We have very little organization for guidance. We need a guidance worker trained for the job. Teachers can do a small part but usually their schedules do not permit much of this work."
4. "We have no organized guidance program but hope to have one within the next few years."
5. "Teachers of vocational agriculture can do more in individual guidance than other teachers, so far as boys are concerned; however, we do not have time to participate actively in the regular guidance program."

6. "We have very little guidance literature for either the pupils or teachers except theoretical and ambiguous."
7. "The occupational information available seems very inadequate. I know of very little suitable for high school pupils."
8. "There is no organized work being done here in guidance. We lack guidance leadership and facilities."

These comments seem in the main to indicate a favorable attitude toward guidance but a general feeling of lack of an organized program. Also there seems to be a lack of time allotted to teachers for guidance activities and a lack of occupational information.

B. PARTICIPATION OF TEACHERS OF VOCATIONAL AGRICULTURE IN THIRTY-TWO OTHER GUIDANCE PRACTICES

Frequency of Participation

The replies of 156 teachers of vocational agriculture indicated the frequency of their participation in thirty-two other guidance practices endorsed by authorities. Very frequent participation in three practices was reported. For one practice - making follow-up studies - the number of teachers reporting very frequent participation was the same as the number reporting frequent participation. The teachers reported participating in 17 practices frequently and participating in 11 seldom or not at all.

Arranged in the order of frequency reported, the three practices participated in very frequently were:

1. Visiting pupils' homes.
2. Guiding desirable pupils into vocational agriculture.

3. Teaching exploratory courses.

Arranged in the order of frequency reported, the eleven practices participated in seldom or not at all were:

1. Making sociograms.
2. Providing pupils with results of guidance tests and check lists used in working with pupils.
3. Selecting and administering tests commonly used in high school guidance.
4. Keeping a written record of each conference.
5. Formulating and administering questionnaires and interest inventories.
6. Making case studies.
7. Interpreting case information about pupils.
8. Using and interpreting guidance tests.
9. Obtaining help from libraries, State Guidance Service, county staff, visiting teacher.
10. Contributing data gathered on pupils to guidance file.
11. Helping make occupational surveys.

TABLE 6. REPORT ON FREQUENCY OF PARTICIPATION OF TEACHERS OF VOCATIONAL AGRICULTURE IN GUIDANCE PRACTICES

Guidance Practices	Frequency of Participation							
	Very Frequent		Frequent		Seldom or Not at all		Not Responding	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
1. Providing pupils with occupational information in a vocational field	38	24.4	104	66.7	12	7.6	2	1.3
2. Teaching exploratory courses	65	41.7	38	24.4	52	33.3	1	0.6
3. Guiding desirable pupils into vocational agriculture	94	60.3	52	33.3	9	5.8	1	0.6
4. Providing an orientation program	34	21.8	66	42.3	51	32.7	5	3.2
5. Selecting and administering tests commonly used in high school guidance	9	5.7	26	16.7	119	76.3	2	1.3
6. Studying individual's cumulative records before working with pupil	25	16.0	85	54.5	46	29.5	0	0
7. Using and interpreting guidance tests	10	6.4	47	30.1	92	59.0	7	4.5
8. Visiting pupils' homes	118	75.6	31	19.9	3	1.9	4	2.6

TABLE 6 -- Continued.

Guidance Practices	Frequency of Participation							
	Very Frequent		Frequent		Seldom or Not at all		Not Responding	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
9. Holding one or more guidance conferences per pupil during the year	40	25.7	83	53.2	30	19.2	3	1.9
10. Keeping a written record of each conference	11	7.1	28	17.9	114	73.1	3	1.9
11. Conferring with pupil's parents	73	46.8	81	51.9	2	1.3	0	0
12. Conferring with pupil's teachers and friends	51	32.7	91	58.3	10	6.4	4	2.6
13. Holding parent-teacher-pupil conferences	23	14.7	68	43.6	65	41.7	0	0
14. Formulating and administering questionnaires and interest inventories	7	4.5	35	22.4	109	69.9	5	3.2
15. Making case studies	7	4.5	47	30.1	102	65.4	0	0
16. Interpreting case information about pupils	9	5.8	46	29.5	96	61.5	5	3.2

TABLE 6 -- Continued.

Guidance Practices	Frequency of Participation							
	Very Frequent		Frequent		Seldom or Not at all		Not Responding	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
17. Making sociograms	0	0	12	7.7	128	82.0	16	10.3
18. Giving practical tests of vocational skills	34	21.8	75	48.1	45	28.8	2	1.3
19. Contributing data gathered on pupils to guidance folder	18	11.5	58	37.2	75	48.1	5	3.2
20. Obtaining guidance help from libraries, state guidance service, county staff visiting teacher, director of inventories	7	4.5	54	34.6	87	55.8	8	5.1
21. Helping pupils with home and family problems	49	31.4	78	50.0	26	16.7	3	1.9
22. Helping pupils with school problems	69	44.3	75	48.1	6	3.8	6	3.8
23. Helping pupils with personal problems	67	42.9	72	46.2	14	9.0	3	1.9

TABLE 6 -- Continued.

Frequency of Participation								
Guidance Practices	Very Frequent		Frequent		Seldom or Not at all		Not Responding	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
24. Giving group guidance	57	36.5	79	50.7	17	10.9	3	1.9
25. Enlisting the services of parents, teachers, and community organizations to help pupils solve their problems	18	11.5	81	51.9	53	34.0	4	2.6
26. Providing pupils with results of guidance tests and check lists used in working with pupils	3	1.9	27	17.3	121	77.6	5	3.2
27. Giving pupils information about training institutions and apprenticeship programs	44	28.2	90	57.7	18	11.5	4	2.6
28. Making follow-up studies of pupils	67	42.9	67	42.9	17	10.9	5	3.3
29. Providing a background for post-school vocational training	35	22.4	96	61.5	20	12.8	5	3.3
30. Helping place students in occupations	44	28.2	83	53.2	25	16.0	4	2.6

TABLE 6 -- Continued.

Frequency of Participation								
Guidance Practices	Very Frequent		Frequent		Seldom or Not at all		Not Responding	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
31. Interesting former pupils in evening and part-time classes	68	43.6	81	51.9	6	3.9	1	0.6
32. Helping make occupational surveys	11	7.1	67	42.9	70	44.9	8	5.1

Table 6 indicates that the teachers of vocational agriculture participated very frequently in only 3 of the 32 guidance practices endorsed by guidance authorities. Two of these practices - visiting pupils' homes and guiding desirable pupils into vocational agriculture - are a part of the regular work of teachers of vocational agriculture; therefore, they participated very frequently in only one practice which is not included in their regular teaching duties. The report that they participated frequently in 17 practices may be an indication that they should increase their frequency of participation in them. The report that they participated seldom or not at all in eleven guidance practices endorsed by authorities may be an indication that there is much that these teachers should do to improve their guidance work.

C. RATINGS OF GUIDANCE PRACTICES BY TEACHERS OF VOCATIONAL AGRICULTURE

The ratings of 32 accepted guidance practices by 156 teachers of vocational agriculture indicated that 12 practices were considered valuable, 19 practices were considered average in importance, and one practice was considered unimportant.

Arranged in the order of frequency reported - except that 9 and 10 had the same frequency - the 12 practices rated valuable were:

1. Visiting pupils' homes.
2. Guiding desirable pupils into vocational agriculture.
3. Conferring with pupils' parents.
4. Interesting former pupils in evening or part-time classes.
5. Helping pupils with school problems.
6. Helping pupils with personal problems.
7. Holding one or more guidance conference per pupil during the school year.
8. Providing pupils with occupational information in a vocational field.
9. Helping pupils with home and family problems.
10. Helping place students in occupations.
11. Giving pupils information about training institutions and apprenticeship programs.
12. Making follow-up studies.

The one practice rated unimportant was making sociograms. All the rest which were not listed above were rated average in importance.

TABLE 7. REPORT ON RATINGS OF GUIDANCE PRACTICES BY TEACHERS OF
VOCATIONAL AGRICULTURE

Guidance Practices	Rating							
	Valuable		Average		Unim- portant		Not Responding	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Providing pupils with occupational information in a vocational field	78	50.0	70	44.9	2	1.3	6	3.8
2. Teaching exploratory courses	62	39.8	69	44.2	15	9.6	10	6.4
3. Guiding desirable pupils into vocational agriculture	115	73.7	33	21.1	4	2.6	4	2.6
4. Providing an orientation program	49	31.4	78	50.0	17	10.9	12	7.7
5. Selecting and administering tests commonly used in high school guidance	21	13.5	78	50.0	49	31.4	8	5.1
6. Studying individual's cumulative records before working with pupils	68	43.6	70	44.9	17	10.9	1	0.6
7. Using and interpreting guidance tests	32	20.5	69	44.3	36	23.0	19	12.2
8. Visiting pupil's home	131	84.0	10	6.4	1	0.6	14	9.0

TABLE 7 -- Continued.

Guidance Practices	Rating							
	Valuable		Average		Unim- portant		Not Responding	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
9. Holding one or more guidance conferences per pupil during the year	79	50.7	66	42.3	5	3.2	6	3.8
10. Keeping a written record of each conference	39	25.0	64	41.0	43	27.6	10	6.4
11. Conferring with pupil's parents	112	71.8	36	23.1	3	1.9	5	3.2
12. Conferring with pupil's teachers and friends	59	37.8	84	53.8	4	2.6	9	5.8
13. Holding parent-teacher-pupil conferences	54	34.6	79	50.6	19	12.2	4	2.6
14. Formulating and administering questionnaires and interest inventories	13	8.3	79	50.6	23	14.8	41	26.3
15. Making case studies	20	12.8	82	52.6	42	26.9	12	7.7
16. Interpreting case information about pupils	25	16.0	81	51.9	39	25.0	11	7.1

TABLE 7 -- Continued.

Guidance Practices	Rating							
	Valuable		Average		Unim- portant		Not Responding	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
17. Making sociograms	2	1.3	61	39.1	70	44.9	23	14.7
18. Giving practical tests of vocational skills	51	32.7	79	50.7	17	10.8	9	5.8
19. Contributing data gathered on pupils to guidance folder	48	30.8	77	49.3	21	13.5	10	6.4
20. Obtaining guidance help from libraries, state guidance service, county staff, visiting teacher, director of inventories	22	14.1	79	50.6	34	21.8	21	13.5
21. Helping pupils with home and family problems	76	48.7	67	43.0	5	3.2	8	5.1
22. Helping pupils with school problems	93	59.6	51	32.7	2	1.3	10	6.4
23. Helping pupils with personal problems	83	53.2	61	39.1	4	2.6	8	5.1
24. Giving group guidance	56	35.9	81	51.9	11	7.1	8	5.1

TABLE 7 -- Continued.

Guidance Practices	Rating							
	Valuable		Average		Unim- portant		Not Responding	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
25. Enlisting the services of parents, teachers, community organizations to help pupils solve their problems	44	28.2	82	52.6	20	12.8	10	6.4
26. Providing pupils with results of guidance tests and check lists used in working with pupils	14	9.0	68	43.6	61	39.1	13	8.3
27. Giving pupils information about training institutions and apprenticeship progress	74	47.4	70	44.9	5	3.2	7	4.5
28. Making follow-up studies of pupils	72	46.2	67	42.9	10	6.4	7	4.5
29. Providing a background for post-school vocational training	52	33.3	93	59.6	2	1.3	9	5.8
30. Helping place students in occupations	76	48.7	67	42.9	5	3.3	8	5.1

TABLE 7 -- Continued.

Guidance Practices	Rating							
	Valuable		Average		Unim- portant		Not Responding	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
31. Interesting former pupils in evening and part-time classes	96	61.5	50	32.0	4	2.6	6	3.9
32. Helping make occupational surveys	31	19.9	89	57.0	22	14.1	14	9.0

According to Table 7 the teachers of vocational agriculture rated only one practice unimportant. The fact that they rated the remaining thirty-one either valuable or of average importance is interesting in light of the fact that they reported participating in only three of these practices very frequently.

D. OUTCOMES OF THE GUIDANCE PROGRAM OF TEACHERS OF VOCATIONAL AGRICULTURE

The replies of 156 teachers of vocational agriculture on the outcomes of their guidance program indicated what the teachers believed they were accomplishing in guidance.

The two outcomes reported most frequently were:

1. The development of better pupil leadership.
2. Better pupil adjustment to school.

The outcomes reported least frequently were those involving pupil adjustment to situations other than those specified on the questionnaire.

TABLE 8. OUTCOMES OF GUIDANCE WORK AS REPORTED BY TEACHERS OF VOCATIONAL AGRICULTURE

Outcomes	Number of Teachers	
	Reporting Outcome	Not Reporting Outcome
1. Development of better pupil leadership	147	9
2. More intelligent choice of occupational fields by pupils	115	41
3. Greater satisfaction in work felt by pupils employed	77	79
4. Greater interest of pupils employed in extending their skills	84	72
5. Better pupil adjustment to		
a. School	121	35
b. Home	88	68
c. Other situations	32	124

From Table 8 it appears that the majority of the teachers who reported on the outcomes of their guidance work saw at least three desirable results. It appears, however, that fewer than might be expected seemed to think that their guidance work had resulted in the occupational adjustment which might be hoped for.

E. NEEDS OF THE GUIDANCE PROGRAM OF TEACHERS OF VOCATIONAL AGRICULTURE

The replies of 156 teachers of vocational agriculture on the facilities and help needed to improve their guidance programs indicated a vari-

ety of needs.

Arranged in order of frequency reported, the three needs listed most often were:

1. More library material on guidance and vocations.
2. More school time allotted for guidance work.
3. More audio-visual aids.

The need reported least frequently was for greater cooperation of other staff members with the guidance program.

TABLE 9. NEEDS IN FACILITATING GUIDANCE WORK AS REPORTED BY TEACHERS OF VOCATIONAL AGRICULTURE

Needs	Number of Teachers Reporting Need	Per Cent of Teachers Reporting Need
1. More and better guidance courses offered by colleges	87	55.7
2. In-service training	70	44.8
3. More assistance by administrators	62	39.7
4. More library materials on guidance and vocations	107	68.5
5. More vocational audio-visual aids	100	64.1
6. More school time allotted for guidance work	104	66.6
7. Greater cooperation of other staff members with the guidance program	59	37.8

According to Table 9, the teachers of vocational agriculture felt that more time and materials were their greatest needs. A large number

also expressed a desire for more training in guidance techniques.

Teachers' Comments

Comments written by a number of teachers of vocational agriculture in the space provided on the questionnaire indicated the attitude of the teachers of vocational agriculture toward guidance and their responsibility in the guidance program. The comments also indicated some of the guidance practices in which the teachers participated and the teachers' evaluations of the practices. Below are quoted twelve representative comments which seemed significant because they appeared to indicate the teachers' sincere viewpoints toward their guidance work, also the schools' organization practices.

1. "All of us should do more guidance work with our pupils."
2. "I have not done much guidance work but feel that I should do more."
3. "The vocational agriculture class is a good means of providing the proper guidance if the boys are well studied and observed."
4. "There has always been a question in my mind as to how effective a guidance program can be. From my experience I believe that a student must be seeking guidance before we can do him much good."
5. "There should be a guidance teacher in each school, and the vocational agriculture teacher should have little to do with guidance except in vocational agriculture."
6. "The agriculture teacher helps with the school guidance program here. It is not my belief that he should assume any larger part in the program."

7. "No guidance tests are given in our school."
8. "Our guidance program requires all Eighth Grade boys to take nine weeks of vocational agriculture as an exploratory course."
9. "We do not have exploratory agriculture any more. We found it a waste of time and interest."
10. "Every teacher in the school teaches group guidance for one class period every two weeks."
11. "We have not been able to create interest in evening and part-time classes here."
12. "It is very important that students have the proper guidance before entering into an occupation."

From these comments it may be seen that there was wide variation in the guidance practices of the schools and that the teachers varied widely in their attitude toward guidance and in their guidance practices. The majority, however, seemed to recognize the importance of guidance and to be making an effort to assume their responsibility in the guidance program.

Basis of Responses

The directions on page one of the questionnaire specified that the teachers of vocational agriculture should answer the questions on the basis of their guidance work, not on the basis of their purely professional teaching practices. From the replies given and from discussions held with various teachers, the writer feels confident that the responses were made on the basis of guidance work, and the job of the teacher of vocational agriculture.

F. RATINGS OF GUIDANCE ACTIVITIES BY VOCATIONAL AGRICULTURE PUPILS

Group discussions held by pupils in FFA and classes of vocational agriculture concerning the value of twenty guidance activities in which the pupils had participated indicated the pupils' ratings of twenty guidance activities of vocational agriculture classes. The results of the discussions as reported by the teachers were summarized as follows:

1. The two practices rated very important by the greatest number of pupils were:
 - a. Providing occupational information in a vocational field.
 - b. Help with school problems - even though 68 pupils rated this practice very important, 69 rated it average in importance.
2. Practices rated average by the greatest number of pupils were:
 - a. Guidance into vocational agriculture.
 - b. Conferences.
 - c. Information about training institutions and apprenticeship programs.
 - d. Help with personal problems.
3. The pupils rated eighteen activities average in importance.
4. They rated no activity unimportant.

TABLE 10. RATING OF GUIDANCE ACTIVITIES BY VOCATIONAL AGRICULTURE PUPILS

Practices	Rating						Number of Responses	Per Cent of Responses
	Very Important		Average		Unimportant			
	Number	Per Cent	Number	Per Cent	Number	Per Cent		
1. Occupational information in a vocational field	69	49.6	65	46.8	5	3.6	139	89.1
2. Exploratory courses	30	22.4	81	60.4	23	17.2	134	85.8
3. Guidance into Vocational Agriculture	69	47.9	71	49.3	4	2.8	144	92.3
4. Orientation program in vocational agriculture	45	33.6	73	54.5	16	11.9	134	85.8
5. Taking guidance tests	9	6.7	85	62.9	41	30.4	135	86.5
6. Teacher's interpretation of guidance tests	30	21.9	83	60.6	24	17.5	137	87.8
7. Conferences	63	45.7	64	46.4	11	7.9	138	88.4
8. Parent-teacher-pupil conferences	48	34.0	76	53.9	17	12.1	141	90.3
9. Questionnaires and interest inventories	25	18.7	74	55.2	35	26.1	134	85.8
10. Tests on Vocational Skills	47	32.6	85	59.0	12	8.4	144	92.3

TABLE 10 -- Continued.

Practices	Rating						Number of Responses	Per Cent of Responses
	Very Important		Average		Unimportant			
	Number	Per Cent	Number	Per Cent	Number	Per Cent		
11. Help with home and family problems	47	34.1	75	54.3	16	11.6	138	88.4
12. Help with personal problems	63	43.1	75	51.4	8	5.5	146	93.5
13. Help with school problems	68	48.9	69	49.6	2	1.5	139	89.1
14. Group guidance	29	21.0	90	65.2	19	13.8	138	88.4
15. Help by parents, teacher, and community organizations in solving problems	35	26.1	71	53.0	28	20.9	134	85.8
16. Seeing results of guidance test and check lists	20	14.5	83	60.1	35	25.4	138	88.4
17. Information about training institutions	60	45.1	65	48.9	8	6.0	133	85.2
18. Background provided for Post-school vocational training	46	34.3	78	58.2	10	7.5	134	85.8
19. Help in getting placed in occupations	61	43.9	71	51.1	7	5.0	139	89.1
20. Evening and part-time classes	56	40.6	71	51.4	11	8.0	138	88.4

According to Table 10 it appears that while the pupils considered only two practices very important, they considered no practice unimportant. From this it seems possible that if the teachers of vocational agriculture were better trained in using other guidance practices, the pupils might more readily recognize their value.

The Summary

This part of the study was an attempt to indicate the guidance practices of Virginia teachers of vocational agriculture in the white high schools of the State. It included the frequency of participation in five organization practices and thirty-two other accepted guidance practices. The teachers reported on the outcomes and needs of their guidance programs, their ratings of thirty-two guidance practices, and the pupils' ratings of twenty guidance activities in terms of value to their adjustment. The frequency of participation in the guidance practices reported was objective in nature. The needs and outcomes reported were somewhat less objective, while the ratings given were subjective in nature.

Data were secured from 156 of the 203 departments of vocational agriculture of the white high schools of the State.

Reports on organization practices indicated that in 64.1 per cent of the schools which participated in the study there was organization for guidance under a guidance leader. The percentage of working time which the leader devoted to guidance activities ranged from 1 per cent to 100 per cent, with 50 per cent and 20 per cent reported most often. The time allotted teachers of vocational agriculture for guidance activities ranged from none to regularly scheduled time. Thirty-eight of the schools

reported had a guidance leader and had time allotted the teacher of vocational agriculture for guidance activities. Sixty-four of the schools reported had a guidance leader but no time allotted the teacher of vocational agriculture for guidance activities. Eight of the schools reported had no guidance leader but had time allotted the teacher of vocational agriculture for guidance activities. Forty-five of the schools reported had no guidance leader and no time allotted the teacher of vocational agriculture for guidance activities. A hundred and eighteen, or 75.6 per cent of the 156 teachers who participated in the study, reported maintaining guidance files. The 118 teachers who maintained guidance files reported that 82.2 per cent of the files contained plans for supervised practice programs; 72 per cent contained farm survey questionnaires; 62.7 per cent contained questionnaires giving personal data; and 50.8 per cent contained notes on student visitation. A smaller percentage of the files contained check lists, guidance test results, and other guidance data. One hundred and twenty-four teachers reported having guidance publications in the vocational agriculture libraries. The number of guidance books in these libraries ranged from 1 to 175, with an average of 8.8 books per library. The number of guidance pamphlets ranged from 1 to 500, with an average of 14.1 pamphlets per library.

The teachers of vocational agriculture reported participating very frequently in three of the thirty-two practices endorsed by guidance authorities. The same percentage reported participating in one practice - making follow-up studies - very frequently and frequently. They reported participating in seventeen practices frequently, and in eleven, seldom or not at all. The three practices participated in very frequently were:

visiting pupils' homes, guiding desirable pupils into vocational agriculture, and teaching exploratory courses.

The teachers of vocational agriculture rated twelve practices valuable and nineteen average in importance. Making sociograms was the only practice rated unimportant.

The outcomes of the guidance programs in vocational agriculture reported most frequently were: the development of better pupil leadership, and better pupil adjustment to the school. Other outcomes reported were, in the order of frequency reported: more intelligent choice of occupational fields by pupils, better pupil adjustment to home, greater interest of pupils employed in extending their skills, greater satisfaction in work felt by pupils employed, and better pupil adjustment to other situations.

The three needs listed most often were: more library material on guidance and vocations, more school time allotted for guidance work, and more audio-visual aids. Four additional needs, arranged in the order of frequency reported, were: more and better guidance courses offered by colleges, in-service training, more assistance by administrators, and greater cooperation of other staff members with the guidance program of the teacher of vocational agriculture.

Comments written by a number of teachers of vocational agriculture concerning organization practices indicated that while the majority of the schools were organized for guidance, and others hoped to organize in the future, some were without any type of guidance organization. A number of teachers indicated that they were handicapped by lack of time for

guidance activities, and some said that they were in great need of appropriate library materials for guidance. While a number of teachers indicated that they recognized their responsibility for doing more and better guidance work, and that they participated in guidance practices as far as their facilities permitted, others seemed unsympathetic toward guidance, and some seemed to feel that the task of guidance should be left mainly to trained guidance directors.

The vocational agriculture pupils rated two guidance activities very important and eighteen average in importance. They rated no activity unimportant.

From the answers given by 156 teachers of vocational agriculture, from the comments written by a smaller number, and from discussions held with a still smaller number, the writer concluded that the teachers confined their reports to their guidance programs.

CHAPTER VII

CONCLUSIONS

This chapter deals with the significant facts found in the investigation. It is the writer's attempt to portray the outstanding propositions found in the study of the guidance practices of Virginia teachers of vocational agriculture in the white high schools of the State.

Before considering the summary and conclusions of the study, the writer will present briefly a few of the factors which limit the significance of the results.

Limitations of the Study

In order to avoid any misinterpretations of results, the writer will list some of the limiting factors which might be read into the study.

1. No attempt was made to determine the factors which influenced the reported frequency of participation in the guidance practices.
2. Since reports were received from only 156 departments of vocational agriculture, and since the 156 teachers responding did not indicate the answers to all the questions, in some cases the number of respondents is possibly too small to give exact results for the State as a whole.
3. The ratings of the practices by the teachers and the ratings of the activities by the pupils are subjective in nature, since they were made by the respondents without consideration of any factors which might have influenced them.

General Conclusions

This study was made to determine the guidance practices, the frequency of participation, the outcomes, and needs in facilitating the guidance work of Virginia teachers of vocational agriculture, the ratings of guidance practices by the teachers in terms of value to them in carrying on their guidance program, and the ratings of guidance activities by the pupils in terms of value to them in making adjustments.

Since no previous attempt has been made to determine the guidance practices of Virginia teachers of vocational agriculture, since educators are placing increased emphasis on guidance, and since there is evidence that the rural boys of Virginia are receiving inadequate guidance assistance, the need for such a study lies in the prospect for continuous improvement of the guidance programs of Virginia teachers of vocational agriculture.

This was a questionnaire study including 203 departments of vocational agriculture of the white high schools of Virginia. One hundred and fifty-six replies were received. This was a response of 76.3 per cent.

In the light of the data provided by the respondents, the following conclusions are given:

1. The guidance program which is being carried on by Virginia teachers of vocational agriculture in the white high schools of the State includes five organization practices and thirty-two other guidance practices endorsed as worthwhile by guidance authorities. There seems to be participation in no practices other than those listed in the questionnaire.

2. In a majority of the schools reported there was organization for guidance leadership; but 45 of the 156 teachers of vocational agriculture reported having no guidance leadership in the school and no time allotted them for guidance activities. Thus it appears that while many school administrators have made provisions for guidance work, no organized guidance work is being done in a rather large percentage of the rural high schools of the State.
3. The fact that the same percentage of teachers of vocational agriculture which reported having time for guidance activities reported interviewing one or more pupils per week indicates that there is a direct relation between the practices of having allotted time and interviewing pupils.
4. Only slightly more than a third of the teachers of vocational agriculture reported having time allotted for guidance activities. All teachers with time allotted reported interviewing from 1 to 15 pupils per week. These data indicate to the writer that there is a definite need for allotting teachers of vocational agriculture regularly scheduled time for guidance activities. Since there was a wide variation in the number of pupils interviewed, the data also indicate that in some instances the amount of time allotted should be increased to provide for more interviews per week.
5. Since a large majority of the teachers of vocational agriculture reported maintaining a guidance file and having guidance materials in their library, it appears that many teachers of

vocational agriculture have made provisions for guidance work.

6. A majority of the teachers of vocational agriculture reported that their guidance files contained plans for supervised practice programs and farm survey questionnaires. A large number reported filing personal data questionnaires and notes on student visitation, while a smaller percentage reported filing other guidance data. These facts lead the writer to conclude that in general the teachers of vocational agriculture are more diligent in filing data with direct bearing on their teaching than in filing other guidance materials, and need to add other guidance data to their files.
7. Twenty-eight teachers of vocational agriculture reported having no guidance publications in their libraries. There was an average of 8.8 books and 14.1 pamphlets per library. From this it appears that there should be more guidance publications in the libraries of Virginia teachers of vocational agriculture.
8. The teachers reported participating in only three practices very frequently and in eleven seldom or not at all. This leads the writer to conclude that Virginia teachers of vocational agriculture should participate in a larger number of practices very frequently, in a still larger number frequently, and in only a small number seldom or not at all. By failing to participate regularly in a variety of accepted guidance practices Virginia teachers of vocational agriculture are neglecting a valuable means of meeting the guidance needs of rural boys.

9. Since two of the three practices in which the teachers reported very frequent participation are a part of the regular work of the teacher of vocational agriculture, the writer concludes that the teachers of vocational agriculture need to place more emphasis on guidance practices which are other than regular teaching duties.
10. A comparison of the ratings and the frequency of participation lists:

Valuable ratings assigned to:

- 2 of the 3 practices participated in very frequently;
- 1 practice reported equally as very frequent and frequent participation;

10 practices participated in frequently;

Average ratings assigned to:

- 8 practices participated in frequently;
- 10 practices participated in seldom or not at all;

Unimportant rating assigned to 1 practice participated in seldom or not at all.

These data indicate that the teachers participated frequently in some practices which they rated only average in importance.

They also indicate that although the teachers rated ten practices of average importance, they participated in them seldom or not at all. This would seem to indicate that teachers of vocational agriculture should put less stress on some of the practices which they rated as less valuable and substitute those which they rate as more valuable.

11. Since 147 teachers reported the development of better pupil leadership, and 121 reported better pupil adjustment to the school, it appears that these two outcomes resulted most frequently from guidance work. Since few teachers reported a number of other outcomes, the writer concludes that the guidance program of the teachers of vocational agriculture should be strengthened in order to produce more of the desired outcomes, especially in occupational adjustment.
12. The teachers were aware of seven needs for facilitating their guidance work. The needs indicated and the comments written by the teachers lead the writer to conclude that in general Virginia teachers of vocational agriculture recognize their need for better guidance facilities and training. It appears that meeting these needs should cause the teachers to recognize more fully the value of the guidance practices and should increase the teachers' frequency of participation in them, as well as the general effectiveness of their guidance work.
13. Comments written by the teachers indicate that while many of the teachers of vocational agriculture recognized their responsibility for guidance work, some failed to recognize the value of guidance and their own responsibility for contributing to the program.
14. Since the pupils rated no activity unimportant, it appears that they were aware of the possible benefits to be derived from all the guidance activities listed. The fact that they rated 18 activities average in importance and only two very important indi-

cates that the guidance work of the teachers of vocational agriculture should be so strengthened that the pupils will be able to recognize readily the importance of a larger percentage of the activities.

15. The fact that the general ratings of the activities by the pupils corresponded to the ratings of the related practices by the teachers indicates that there is a direct relation between the teachers' recognition of the value of the practices and the effectiveness with which they use them in the guidance program.
16. Since the study indicated that the rural boys of Virginia have many guidance needs which are not being met adequately and that the teachers of vocational agriculture are in a strategic position to assist these boys in solving their problems, it seems desirable for Virginia administrators and teachers of vocational agriculture to cooperate in an effort to strengthen the guidance program of the rural schools of the State.

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VITA

I, James Harris Sommerville, was born April 23, 1897, in Canajoharie, New York. I was the only child of James H. and Jessie F. Sommerville.

I attended the Canajoharie schools for twelve years and was graduated in June, 1917, from the Canajoharie High School. I entered Cornell University in September, 1917. In September 1920, I transferred to Columbia University, from which I graduated in June, 1922, with the degree of B.S. in Business Administration.

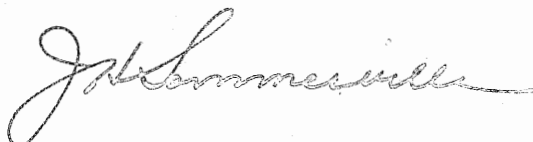
I worked with the New York Central Railroad from 1922 to 1932. While still in this work I attended the University of Rochester, to qualify as a teacher.

On October 9, 1925, I married Virginia Zilles, of Wilson, Virginia. I have one daughter, Anne Harris Sommerville, born in September, 1929.

I came to Virginia in 1932 and purchased the farm on which my family now lives. During the following years, in addition to building up the farm, I did sales work for Barrett and was district sales manager for Baugh and Sons.

I started teaching in September, 1939, at Midway High School, Church Road, Virginia, in the mathematics and science departments. In 1941 I transferred to the department of vocational agriculture of the same school. Meanwhile I had been qualifying for vocational agriculture teaching by attending summer sessions at V.P.I. My graduate work, with the exception of the thesis, was completed at V.P.I. in 1950.

At present I am a teacher of vocational agriculture at Midway High School, Church Road, Virginia.



APPENDICES

- A. The Questionnaire**
- B. Correspondence Concerning the Questionnaire**

APPENDIX A

GUIDANCE PRACTICES OF VIRGINIA VOCATIONAL AGRICULTURE TEACHERS

Name _____ School _____

EXPLANATION: This questionnaire is being sent to all Vocational Agriculture teachers in Virginia to secure information about the guidance program in which they are participating. You are asked to answer these questions in regard to your guidance activities.

INSTRUCTIONS: The questionnaire consists of three parts:

Part I - Guidance Practices and Responsibilities

Part II - Organization for Guidance

Part III - Outcomes

Part I is to be answered by the following response scale:

- | | |
|--------------------------------|--------------------------|
| <u>1.</u> Very frequently | <u>V.</u> Very important |
| <u>2.</u> Frequently | <u>A.</u> Average |
| <u>3.</u> Seldom or not at all | <u>U.</u> Unimportant |

For each practice please circle the figure which indicates the frequency of your participation in the guidance practices and responsibilities and circle the letter which indicates your rating of the practices in terms of importance to your program.

Part I. The agriculture Teachers' Guidance Practices and Responsibilities	Frequency of Participation	Rating
1. Providing pupils with occupational information in a vocational field	1 2 3	V A U
2. Teaching exploratory courses	1 2 3	V A U

Guidance Practices	Frequency of Participation	Rating
3. Guiding desirable pupils into vocational agriculture	1 2 3	V A U
4. Providing an orientation program	1 2 3	V A U
5. Selecting and administering tests commonly used in high school guidance	1 2 3	V A U
6. Studying individual's cumulative records before working with pupil	1 2 3	V A U
7. Using and interpreting guidance tests	1 2 3	V A U
8. Visiting pupils' homes	1 2 3	V A U
9. Holding one or more guidance conferences per pupil during the year	1 2 3	V A U
10. Keeping a written record of each conference	1 2 3	V A U
11. Conferring with pupil's parents	1 2 3	V A U
12. Conferring with pupil's teachers and friends	1 2 3	V A U
13. Holding parent-teacher-pupil conferences	1 2 3	V A U
14. Formulating and administering questionnaires and interest inventories	1 2 3	V A U
15. Making case studies	1 2 3	V A U
16. Interpreting case information about pupils	1 2 3	V A U
17. Making sociograms	1 2 3	V A U
18. Giving practical tests of vocational skills	1 2 3	V A U
19. Contributing data gathered on pupils to guidance file	1 2 3	V A U
20. Obtaining guidance help from libraries, State Guidance Service, county staff, visiting teacher, director of inventories	1 2 3	V A U

Guidance Practices	Frequency of Participation	Rating
21. Helping pupils with home and family problems	1 2 3	V A U
22. Helping pupils with school problems	1 2 3	V A U
23. Helping pupils with personal problems	1 2 3	V A U
24. Giving group guidance	1 2 3	V A U
25. Enlisting the services of parents, teachers, and community organizations to help pupils solve their problems	1 2 3	V A U
26. Providing pupils with results of guidance tests and check lists used in working with pupils	1 2 3	V A U
27. Giving pupils information about training institutions and apprenticeship programs	1 2 3	V A U
28. Making follow-up studies of pupils	1 2 3	V A U
29. Providing a background for post-school vocational training	1 2 3	V A U
30. Helping place students in occupations	1 2 3	V A U
31. Interesting former pupils in evening and part-time classes	1 2 3	V A U
32. Helping make occupational surveys	1 2 3	V A U

COMMENTS:

Part II. Organization for Guidance

Please check the answers that are applicable.

1. Is there a person in your school especially designated for guidance duties? Yes _____ No _____

If yes, what per cent of his working time is devoted to guidance activities? _____ per cent.

2. Do you have scheduled school time for individual conferences with pupils? (Do not include visitation) Yes _____ NO _____

If yes, how many pupils on the average do you talk to in a week? _____ number of pupils

3. Are there files of individual pupils in the Vocational Agriculture Department? Yes _____ No _____

If yes, do they contain?

- | | | |
|--|-----------|----------|
| a. Plans for supervised practice program | Yes _____ | No _____ |
| b. Questionnaires | Yes _____ | No _____ |
| Farm survey | Yes _____ | No _____ |
| Personal data | Yes _____ | No _____ |
| c. Check Lists | | |
| Likes and dislikes of the individual | Yes _____ | No _____ |
| Personality characteristics | Yes _____ | No _____ |
| d. Guidance test results | Yes _____ | No _____ |
| e. Notes on student visitation and conferences | Yes _____ | No _____ |
| f. Other information | Yes _____ | No _____ |

4. Is part of the vocational agricultural library devoted to occupational information in the field of agriculture? Yes _____ No _____

If yes, how many guidance books and pamphlets are in it?
 _____ books, _____ pamphlets.

COMMENTS:

Part III. Determining the Outcomes of Guidance Work

- A. Your evaluation of your guidance program
 Please check the outcomes which you feel are growing out of your guidance work.
1. The development of better pupil leadership _____.
 2. A more intelligent choice of occupational fields by pupils _____.
 3. Greater satisfaction in work felt by pupils employed _____.
 4. Greater interest of pupils employed in expending their skills _____.
 5. Better pupil adjustment to A. school _____ B. home _____
 C. other _____.
- B. Need for improvement in Your Guidance Program
 Please check the items needed to facilitate your guidance work.

1. More and better guidance courses offered by Colleges _____.
2. In-service training _____.
3. More assistance by administrators _____.
4. More library material on guidance and vocations _____.
5. More vocational audio-visual aids _____.
6. More school time allotted for guidance work _____.
7. Greater cooperation of other staff members with your guidance work _____.

C. Your Pupils' Evaluation of Your Guidance Program

Please conduct a group discussion in your FFA or Agriculture classes concerning the relative value of the guidance activities in which the pupils have participated. Then record the results of these discussions according to the response scale:

- V. Very important
A. Average
U. Unimportant

	Rating
1. Occupational information in a vocational field	V A U
2. Exploratory courses	V A U
3. Guidance into Vocational Agriculture	V A U
4. Orientation program in vocational agriculture	V A U
5. Taking guidance tests	V A U
6. Teacher's interpretation of guidance tests	V A U
7. Conferences	V A U
8. Parent-teacher-pupil conferences	V A U
9. Questionnaires and interest inventories	V A U
10. Tests on vocational skills	V A U
11. Help with home and family problems	V A U
12. Help with personal problems	V A U
13. Help with school problems	V A U
14. Group guidance	V A U
15. Help by parents, teacher, and community organizations in solving problems	V A U
16. Seeing results of guidance test and check lists	V A U

	Rating
17. Information about training institutions and apprenticeship programs	V A U
18. Background provided for post-school vocational training	V A U
19. Help in getting placed in occupations	V A U
20. Evening and part-time classes	V A U

COMMENTS:

APPENDIX B

COMMONWEALTH OF VIRGINIA
State Board of Education
Richmond, Virginia

December 17, 1951

TO: Superintendents and Instructors of Vocational
Agriculture

A study of THE GUIDANCE PRACTICES OF VIRGINIA
VOCATIONAL AGRICULTURE TEACHERS is being made by
J. H. Sommerville, a graduate student in agricultural
education at Virginia Polytechnic Institute.

Mr. Sommerville is making a sincere effort to
discover the existing situation and to arrive at a
conclusion concerning the effectiveness of the
guidance practices in the agriculture departments
of our state.

We are very much interested in this study and
should like to request your cooperation in supplying
the information on your own situation as accurately
as possible.

Sincerely yours,

R. Edward Bass
State Supervisor of Agricultural
Education

Wilson, Virginia
January 26, 1952

To: Vocational Agriculture Instructors
in Virginia High Schools

Dear Mr.

As a basis of my thesis required for the M. S. Degree in Agricultural Education I am making a study of the guidance practices followed by the Virginia Vocational Agriculture teachers. The purposes of this study are: (1) To determine the guidance practices being followed by the teachers of vocational agriculture in the rural high schools of Virginia (2) To determine the adequacy of the guidance practices conducted by teachers of vocational agriculture in serving the needs of farm boys (3) To rank the guidance practices in terms of value to the students.

Enclosed is a questionnaire which contains questions concerning the guidance practices of vocational agriculture teachers in Virginia. This same form is being sent to all white departments of vocational agriculture in the state. It is hoped that the answers to this questionnaire will give a picture of the guidance work now being done in the agriculture departments and indicate needs in this field.

As you will see from the enclosed letter, Mr. R. Edward Bass, State Supervisor of Agriculture Education, has approved this study as being of value to Virginia.

I shall appreciate your cooperation in answering these questions with respect to your department and returning the questionnaire in the enclosed self-addressed stamped envelope.

A summary of the study will be sent to any teacher requesting it.

Very truly yours,

J. H. Sommerville

Enclosure: questionnaire
envelope
letter from Mr. Bass

Wilson, Virginia

Dear Mr. Blank:

Enclosed is a sample copy of the questionnaire which I plan to use for obtaining the data for my thesis study.

Before submitting the questionnaire to all the agriculture teachers in Virginia, I should like to have you fill it out and send me a brief informal report regarding its suitability. I should like to know, for example, whether you think the questionnaire is too technical or whether the agriculture teachers will be able to supply the desired information.

I shall appreciate your rendering me the information as soon as possible.

Yours very truly,

J. H. Sommerville