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A survey of the use of educational and occupational information in intermediate and junior high schools in Virginia

Norma Palmer Cogbill

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A SURVEY OF THE USE OF EDUCATIONAL AND OCCUPATIONAL INFORMATION
IN INTERMEDIATE AND JUNIOR HIGH SCHOOLS
IN VIRGINIA

A Thesis
Presented to
the Graduate Faculty of the
University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Norma Palmer Cogbill

August 1966

APPROVAL SHEET

The undersigned, appointed by the Chairman of the Department of Education, have examined this thesis by

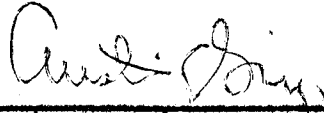
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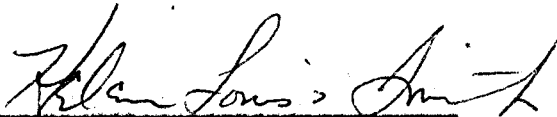
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CHAPTER I

INTRODUCTION

Although there has been a fourfold increase in the number of guidance personnel in Virginia public schools in the past decade,¹ and at the same time a growth in the number of intermediate and junior high schools in the state,² during this period there has been no state-wide survey describing the guidance services, or any aspects thereof, in the intermediate and junior high schools of Virginia. An essential feature of the guidance services in Virginia schools at the intermediate and junior high school level is the provision for the wide exploration of educational and occupational opportunities as preparation for present and future decisions.³ This aspect of guidance in schools has become increasingly significant in view of the current focus on theories of vocational development and of the rapidly changing world of work.

I. THE STATEMENT OF THE PROBLEM

It was the purpose of this investigation (1) to determine the extent of involvement of school personnel and guidance committees in

¹Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, School Year 1964-1965 (State Board of Education, Richmond, Vol. 48, No. 2, October, 1965), p. 145.

²Ibid., p. 146.

³Guidance Handbook for Virginia Schools (State Department of Education, Richmond, Vol. 47, No. 11, June, 1965), p. 79.

providing educational and occupational information for students in grades seven, eight, and nine in the intermediate and junior high schools in Virginia; (2) to report the practices followed and the sources of information used by these schools in presenting this information; (3) to determine the objectives of these schools in presenting this information; (4) to determine the criteria used by the schools to evaluate the educational and occupational information services, and to show the strengths and weaknesses of these services as reported by the guidance personnel of the schools; and (5) to describe specific plans for presenting educational and occupational information to students as reported by some intermediate and junior high schools.

II. THE DEFINITION OF THE PROBLEM

Definitions of terms used.

The definitions of the terms used in the investigation were as follows:

The term educational information was used to refer to information about the curricular offering of secondary schools presented in order to help each student plan an appropriate program of studies, and information about post-high school training and education.⁴

The term occupational information was used to refer to "systematically organized data about the abilities required and the

⁴Ibid., pp. 67-68.

training, duties, and compensations involved in a particular type of work or in a broad grouping of related vocations."⁵

Good defined the intermediate school as "(2) formerly used as synonymous with junior high school, especially when the school included only grades 7 and 8."⁶ However, Talbert reported that the schools in Virginia with the term "intermediate" as part of the name of the school included only grades seven and eight in 1965-1966, but that their equivalence with junior high schools with regard to purpose, organization, and philosophy was to be questioned.⁷ Without attempting to formulate a new definition of the term intermediate, the writer used the term as it appeared in the school name, regardless of the grade levels included in the school.

The term junior high school was used to refer to a "school that enrolls pupils in grades 7, 8, and 9; less commonly grades 7 and 8 or 8 and 9."⁸ The junior high school was further defined as a school sometimes enrolling grades below grade seven, according to a list of secondary public schools in Virginia furnished by the State Department of Education.⁹

⁵Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, 1959), p. 373.

⁶Ibid., p. 306.

⁷Richard T. Talbert, "An Analysis of the Intermediate School" (unpublished Master's thesis, University of Richmond, Richmond, Virginia, 1966), pp. 1-90.

⁸Good, op. cit., p. 296.

⁹"Directory of Guidance Coordinators (1965-1966): Virginia's Public High Schools" (Mimeographed).

The term information service in guidance was used to refer to the collecting, filing, and using of "information in such broad areas as understanding one's self, personal and social development, and educational and career planning,"¹⁰ although personal and social development was not stressed in this investigation.

The term vocational guidance was used to refer to "that phase of guidance, both group and individual, which provides information about and experience in occupations, job selection, placement, and follow-up."¹¹ The term was formerly synonymous with "guidance," but because of the broadening of the concept of guidance to include understanding of one's self in relation to the rapidly changing world with its many educational and occupational opportunities,¹² the term was used to refer to the early guidance movement rather than to guidance in the schools of today.

The term guidance coordinator was used to designate a person the leadership position of coordinating guidance activities in one or more schools to which he is assigned.¹³

The term advisory groups referred to small groups of students led by counselors in the discussion of common problems. These groups

¹⁰Guidance Handbook for Virginia Schools, op. cit., p. 65.

¹¹Good, op. cit., p. 259.

¹²Guidance Handbook for Virginia Schools, op. cit., p. 2.

¹³Ibid., p. 8.

were informal in that they did not have a prescribed course of study as courses and units in guidance, and they had some resemblance to multiple or group counseling.¹⁴

Limitations of the study.

This investigation was concerned with the use of educational and occupational information in 1966 in Virginia public schools which had the terms "intermediate" or "junior high" as part of the name of the school, and which enrolled at least two of the grades seven, eight, and nine. No grade below seven was included in the study, even though it may have been reported as part of a junior high school. No junior high schools offering only special education or junior-senior high schools were included in this study.

III. IMPORTANCE OF THE STUDY

Beginning in the United States early in the twentieth century, the guidance movement then emphasized vocational guidance, a need brought about by a society becoming increasingly more industrialized and complex. In 1929, when the guidance movement spread to Virginia public schools, the emphasis was still on the vocational aspect of guidance.¹⁵ Since that time, the concept of guidance in the schools

¹⁴Harold F. Cottingham and William E. Hopke, Guidance in the Junior High School (Bloomington, Illinois: McKnight and McKnight Publishing Company, 1961), pp. 200-201.

¹⁵Dorothy S. Jones, "A History of Guidance Services in Virginia Public Schools" (unpublished Master's thesis, University of Richmond, Richmond, Virginia, 1964), p. 63.

has broadened to include a variety of services. In fact, concern has been expressed that the effectiveness of the vocational aspect of guidance may have been weakened by the announcement in 1955 by the U. S. Office of Education that the guidance service would serve all levels of education and would be located in the general education program rather than the vocational program.¹⁶ However, according to Wrenn, public schools have more urgent need in the immediate future than in the past for stressing the educational and occupational information aspects of guidance, attributable to the imminence of a period of even more complexity and rapid change in the world of work than that experienced in the early 1900's.¹⁷

Awareness of changing conditions of work in the recent era has led to the consideration of new vocational theories which stress career or vocational development, a process taking place over a lifetime, rather than the old idea of vocational choice taking place at a point in time. At a National Vocational Guidance Association convention in the early 1950's, Ginzberg proposed that the vocational developmental process usually took place over the years from age eleven to twenty-one.¹⁸ Despite considerable research on vocational

¹⁶U. S. Department of Health, Education, and Welfare, Education For a Changing World of Work, Report of the Panel of Consultants on Vocational Education (Washington: Government Printing Office, 1964), p. 193.

¹⁷C. Gilbert Wrenn, The Counselor in a Changing World of Work (Washington: American Personnel and Guidance Association, 1962), pp. 150-151.

¹⁸Henry Borow (ed.), Man in a World of Work (Boston: Houghton Mifflin Company, 1964), p. 324.

development by Super, Roe, Holland, and others, which supported growth of the idea that the junior high years were a time of learning about the broad areas of the world of work, the concept of vocational choice as an event was still frequently held by students and parents.¹⁹ However, Fletcher expressed the opinion of others as well as his own opinion when he stated:

The general goal of an occupational information program at the junior high school level is one of encouraging the exploratory process to as wide a range of opportunities as ²⁰ feasible within the limits of each individual's self-concept.

Stefflre noted that in order for research to be used to aid guidance in schools, much local and descriptive research is needed, research that "does not involve any ultimate 'proof' of their work, but rather describes what they are doing in guidance."²¹ Yet, there has been a dearth of research on guidance practices, especially in the junior high level schools. In one of a series of articles, Sinick and Hoppock reported on research by states on the teaching of occupations in schools in 1959. Responding to the survey were twenty-nine states, and of the states which did not respond because such research did not exist, many expressed their recognition of the need

¹⁹Ibid., p. 503.

²⁰Frank M. Fletcher, "Objectives of Occupational Information for Junior High School Youth," Personnel and Guidance Journal, 34:119, October, 1961.

²¹Buford Stefflre, "Research in Guidance: Horizons for the Future," Theory into Practice, 2:47, February, 1963.

for such research.²² In 1961, Sinick and Hoppock reported that although there had been increased recognition of the need for early introduction of occupational information in the schools, only two research studies relating specifically to elementary schools, and three relating to junior high schools, were included in the report.²³

The complexity of today's world of work, the concept of a long period of vocational development, and the dearth of research on guidance practices in the junior high level schools emphasize the need for knowledge of the status of the educational and occupational aspects of guidance in the intermediate and junior high schools in Virginia; the investigator thus regards the subject as vital and timely.

²²Daniel Sinick and Robert Hoppock, "Research by States on the Teaching of Occupations," Personnel and Guidance Journal, 39:219, November, 1960.

²³Daniel Sinick and Robert Hoppock, "Research on the Teaching of Occupations in 1959-1960," Personnel and Guidance Journal, 40:164, October, 1961.

CHAPTER II

REVIEW OF RELATED RESEARCH

According to the librarians at the University of Virginia, the College of William and Mary, and the University of Richmond, there were no Master's theses surveying guidance practices in the public schools of the junior high level in Virginia, nor was any reference to such studies found by the investigator. However, findings of research less closely related to this investigation proved to be contributions to the understanding of the problem.

The research to be reviewed was divided into three groups: (1) research on guidance in Virginia high schools; (2) research on guidance in other states and in the nation; and (3) research on vocational development theories.

I. RESEARCH ON GUIDANCE IN VIRGINIA HIGH SCHOOLS

Jones reported that in the 1929-1930 school session, when formal guidance had its beginnings in Virginia schools, twenty high schools had separate courses in occupational information from one to five times a week, and forty-three high schools correlated occupational information with other subjects. By 1932, a course in vocational civics was introduced in the Virginia high schools as a required course.²⁴ Another reference cited in this history of guidance in

²⁴Jones, op. cit., p. 63.

Virginia public schools stated that 61 per cent of the smaller high schools and 95 per cent of the larger ones provided occupational guidance in the 1938-1939 session.²⁵

In 1952, Branich reported the findings of a survey of guidance practices in 121 small high schools in Virginia. About half of the schools included grades eight through twelve, and most of the others included grades eight through eleven; thus, the high schools included two grades now often included in the junior high schools of Virginia.²⁶

Branich's findings relating to the use of educational and occupational information in these schools were as follows: 71 per cent of the schools provided educational and vocational guidance; 86.6 per cent kept educational and occupational information in the school library; 37.9 per cent had courses in occupations and most of these were in the eighth grade; activities to provide educational and occupational information were more often disseminating facts than providing first-hand contacts; and the pressure of time was most often noted as a limitation to the program.²⁷

II. RESEARCH ON GUIDANCE IN OTHER STATES AND IN THE NATION

Methods of teaching occupational information in high schools in New York State were surveyed by Hamel. He found that the practice

²⁵Ibid., p. 29.

²⁶Edward M. Branich, "A Survey of Guidance Activities in Group III High Schools in Virginia" (unpublished Master's thesis, University of Richmond, Richmond, Virginia, 1952), p. 15.

²⁷Ibid., pp. 23, 43, 87, and 90.

in most schools was to offer a unit on occupations, the typical unit being taught daily from one to four weeks by the teacher of the ninth grade citizen education class. The teachers of these units recommended that the teaching of occupations be extended to twenty or forty weeks, and that occupations also be taught again in the eleventh or twelfth grade by a guidance person or specially trained teacher.²⁸

In order to describe good guidance practices in junior high schools in the United States, Cottingham and Hopke reported the findings of a questionnaire sent to six hundred junior high school guidance persons and principals recommended by state departments of education and colleges of education for their outstanding work in guidance. While the work was descriptive of the practices of the over three hundred respondents, and not statistical in nature, the authors included a summary of trends and needs as reported by the respondents.

Some of the trends reported in career guidance in junior high schools were as follows: the use of tests such as the Kuder Preference Record - Vocational; the inclusion of units on careers in social studies, English, and core classes; Career Days; outside speakers describing fields of work to students; bulletin boards and displays for educational and occupational information; extensive

²⁸Lawrence B. Hamel, "A Survey of the Teaching of Occupations," Bulletin of the National Association of Secondary School Principals, 46:32, November, 1962.

occupational information files; and student-prepared "career notebooks."²⁹

Improvements needed in career guidance were reported as follows: the need for additional time for guidance; the need for more space in which to house educational and occupational information; the need for educational and occupational information designed for use by junior high school students; and the need for expansion of the information service beyond the occupations units and classes, at least to core and exploratory classes.³⁰

On the suitability of sources of occupational information for junior high school age readers, Watson, Rundquist, and Cottle found that little had been done during the previous decade to make these materials more readable. In evaluating the readability of the Occupational Outlook Handbook and other pieces of information published since 1954, the authors found that most of the material was at the eleventh or twelfth grade reading level, and that materials on professional and semi-professional occupations were even more difficult to read.³¹

In their nation-wide survey of the junior high and junior-senior high schools, Wright and Greer found from the sample surveyed

²⁹Cottingham and Hopke, op. cit., p. 346.

³⁰Ibid., p. 326.

³¹Donald E. Watson, et al., "What's Wrong with Occupational Materials," Journal of Counseling Psychology, 6:290-291, Winter, 1959.

that in junior high schools interest and special aptitude tests, often used for the pupil-appraisal aspect of educational and occupational guidance, were given to approximately 13 per cent of the seventh graders, 41 per cent of the eighth graders, and 82 per cent of the ninth graders.³²

III. RESEARCH ON THEORIES OF VOCATIONAL DEVELOPMENT

The research briefly reported here was selected because of its implications as to the approach that should be taken toward occupational guidance in the junior high years.

In a review of recent research on vocational development processes, the observation was made that

neither materials nor practices [of guidance] showed the impact of the newer theoretical formulations....Only by the counselors' actions will those materials and procedures be developed that capitalize on the mounting knowledge of vocational behavior.³³

The theoretical formulations mentioned above began in the early 1950's when vocational development as an area of research started. Super, one of the pioneers in this research, has continually reported results of his longitudinal career development studies devised

³²Grace S. Wright and Edith S. Greer, The Junior High School: A Survey of Grades 7-8-9 in the Junior and Junior-Senior High Schools, Office of Education, U. S. Department of Health, Education, and Welfare, Bulletin, 1963, No. 32 (Washington: Government Printing Office, 1963), p. 39.

³³Garry R. Walz, "Vocational Development Process," Review of Educational Research, 33:202, April, 1963.

to test the hypotheses that the occupational history of individuals is a pattern resulting from influences both within and outside himself. One of the conclusions of his study on the vocational maturity of ninth grade boys was that ninth graders were not ready for specific vocational choices but needed further vocational development before making vocational decisions.³⁴

Gibbons, in a career development study using his Readiness for Vocational Planning Scale, found that a good many students in the eighth grade were more ready to make occupational decisions than some tenth grade students,³⁵ lending support to the idea that junior high school pupils should be encouraged to think about the broad areas and levels of occupations, but should be neither urged to nor prevented from making specific choices.³⁶

³⁴Donald E. Super, "Developmental Approach to Vocational Guidance: Recent Theory and Results," The Vocational Guidance Quarterly, 13:5, Autumn, 1964.

³⁵Warren D. Gibbons, "Changes in Readiness for Vocational Planning from the Eighth Grade to the Tenth Grade," Personnel and Guidance Journal, 42:913, May, 1964.

³⁶Mauritz Johnson, Jr., William E. Busacker, and Fred Q. Bowman, Junior High School Guidance (New York: Harper and Brothers, 1961), p. 201.

CHAPTER III

THE INSTRUMENT

As the outcome of a conversation in October, 1965, with Clarence L. Kent, Virginia State Supervisor of Guidance and Testing, a plan began to evolve to survey educational and occupational guidance in the intermediate and junior high schools in Virginia. The decision was made to formulate a questionnaire to be sent to all intermediate, junior high, and junior-senior high schools in the state.

The report on the instrument of the study was divided as follows: (1) sources used in preparing questionnaire items; (2) methods of procedure; and (3) treatment of the findings.

I. SOURCES USED IN PREPARING QUESTIONNAIRE ITEMS

The instrument was to be designed to obtain information which would answer the following questions:

How were the guidance departments of the intermediate and junior high schools organized for educational and occupational guidance?

What practices were followed and what sources of educational and occupational information were used in this aspect of guidance?

What were the objectives of the schools in presenting educational and occupational information to the students?

By what criteria were the educational and occupational

information services of the schools being evaluated?

The studies cited in Chapter II, Review of Related Research, were used in selecting items for the questionnaire. In addition, references from the following sources contributed to the formulation of the items.

According to the Guidance Handbook for Virginia Schools, the role of the guidance committee "is to assist in planning, evaluating, improving, and extending guidance services." It was recommended that the membership of the guidance committee include the guidance coordinator and other counselors, representatives of particular areas of the curriculum or teachers from particular grade levels, the librarian, and the principal and assistant principal.³⁷

A course of study or series of related units should be planned in order to provide emphasis on the wide exploration of vocational opportunities as preparation for future decisions of the junior high school student. It was further recommended that these classes should be conducted by trained counselors and include supplemental group guidance activities conducted by the teachers.³⁸

The Guidance Handbook pointed out that complete and accurate occupational information materials should be located in the library.³⁹

³⁷Guidance Handbook for Virginia Schools, op. cit., p. 15.

³⁸Ibid., p. 79.

³⁹Ibid., p. 69.

The importance of the relationship of the testing program to the goals of the information service in guidance was recognized in the Guidance Handbook. The statement was made that interpreting standardized tests with the students is of value in assisting students in using information related to their abilities, interests, and aptitudes in educational and occupational planning. Tests for grades seven, eight, and nine of the Virginia state-wide testing program were listed as follows: the California Test of Mental Maturity and the Iowa Silent Reading Test for the seventh grade; the Differential Aptitude Tests for the eighth grade; and the School and College Ability Tests and Sequential Tests of Educational Progress for the ninth grade.⁴⁰

In the last chapter of the Guidance Handbook were found criteria for evaluating various aspects of the guidance services, with the recommendation of the necessity for continuous evaluation.⁴¹

Hoppock was in favor of separate courses in occupations for boys and girls, and cited studies endorsing courses in occupations especially for prospective drop-outs.⁴²

The desirability of giving some general consideration to types of colleges and differences in entrance requirements to eighth and

⁴⁰Ibid., pp. 119-120.

⁴¹Ibid., pp. 135-159.

⁴²Robert Hoppock, Occupational Information (Second edition, New York: McGraw-Hill Book Company, Inc., 1963), p. 166.

ninth graders was also pointed out by Hoppock.⁴³

Arbuckle explained that a "unit" takes in the study of education and one's self as well as occupations and that the three cannot be separated.⁴⁴

Sources of educational and occupational information furnished to secondary schools in Virginia by the State Department of Education included The College Blue Book, the Dictionary of Occupational Titles, the Occupational Outlook Handbook, American Universities and Colleges, A Directory of Vocational Training Sources, and Career Exploration Kits.⁴⁵

II. METHODS OF PROCEDURE

After information for the items of the questionnaire had been assembled, selection and organization of the material took place. As progress was made toward the final version of the instrument, valuable assistance was received from Dr. Edward F. Overton, Chairman of the Department of Education, University of Richmond, and by Mr. Clarence L. Kent. Suggestions for improvement of the wording of the items were made by Mr. George O. McClary, Supervisor of Guidance

⁴³Ibid., p. 183.

⁴⁴Dugald S. Arbuckle, Pupil Personnel Services in American Schools (Boston: Allyn and Bacon, 1962), p. 340.

⁴⁵Clarence L. Kent, "Guidance in 1964" (an address to the Eighth Annual Conference of Virginia School Guidance Counselors, December, 1964), p. 4. (Mimeographed.)

Services in the Richmond Public Schools, and Mr. W. F. Koontz, Coordinator of Guidance in the Chesapeake Public Schools, to whom copies of a tentative form of the questionnaire had been sent. Other suggestions for the improvement of the tentative questionnaire were made by Dr. Fred B. Dixon, Principal of John Marshall High School in Richmond, and Mr. Malcolm M. McConnell, Visiting Teacher in the Henrico County Schools.

On April 1, 1966, the final version of the questionnaire was sent with an explanatory letter⁴⁶ to each of the intermediate, junior high, middle, and junior-senior high schools in Virginia. The list of 106 schools was furnished by the State Department of Education.

On April 15, 1966, postcards were sent as reminders to the schools which had not responded, and on April 22, a second copy of the instrument was sent to non-respondents with a request for a reply.

III. TREATMENT OF THE FINDINGS

Upon examination of the responses to the questionnaire, it was decided not to include in the study responses from the junior-senior high schools because the information referring to the junior high portion of those schools could not be readily separated from the information referring to the senior high portion.

⁴⁶See Appendix A.

Returns from two junior high schools offering only special education were not used because the characteristics of the students at those schools were not consistent with those in the other junior high schools.

The two schools in the state called "middle" schools were also omitted from the study because it was felt that two schools were not enough to constitute a stratum.

One junior high school which enrolled only grades six and seven was omitted because it did not meet the condition that, to be included in the study, the school must have at least two of the grades seven, eight, and nine.

By these omissions, the number of schools included in the study was lowered from 106 to ninety-six. A list of the names of the responding schools is given in Appendix B, page 74.

The responding schools were divided into three strata: the intermediate schools, the junior high schools in which grade eight was the highest grade, and the junior high schools in which grade nine was the highest grade. As a result of this stratification, comparisons could be made between the intermediate schools and the junior high schools, as well as between schools which did not include grade nine and those which did. In the remainder of the report, the three strata were designated as "types of schools."

The responses to the questionnaire items were tabulated and, in most instances, were converted to percentages of item responses by types of schools, or by types of schools and grade levels.

Exceptions to this procedure were as follows: (1) when the number of responses to each part of an item was less than twenty, the numbers were used rather than percentages; (2) some of the responses were given as percentages of the total of all three types of schools when it was more convenient and appropriate; and (3) the mean rank average technique was used for the findings of the two rank order items, and the findings were expressed as the rank order of frequency of responses.

CHAPTER IV

THE FINDINGS

The findings of this investigation on "A Survey of the Use of Educational and Occupational Information in Intermediate and Junior High Schools in Virginia" were organized in terms of (a) the grade levels and sizes of the responding schools, (b) personnel and guidance committees involved in providing educational and occupational information, (c) the practices followed and the sources of information used in the schools, (d) the objectives of the schools in presenting the information to the students, (e) evaluating the educational and occupational information services by the schools, and (f) descriptions of specific plans for presenting educational and occupational information to students, as reported by some of the respondents.

I. GRADE LEVELS AND SIZES OF RESPONDING SCHOOLS

Of the ninety-six schools included in the survey, responses were received from seventy-nine, or 82.3 per cent, distributed as follows:

<u>Schools</u>	<u>Questionnaires mailed</u>	<u>Questionnaires returned</u>	<u>Per cent response</u>
Intermediate	19	17	89.4
Junior high with grade 8 and below	20	18	90.0
Junior high with grade 9 and below	57	44	77.2

In Table I the number of schools enrolling various grade levels is shown. Of the seventeen intermediate schools, all enrolled grades seven and eight only. Of the eighteen junior high schools enrolling grade eight and below, fourteen had grades seven and eight only; two had grades six, seven, and eight; one had grades four through eight; and one had grades one through eight. Of the forty-four junior high schools enrolling grade nine and below, the majority, or thirty-one of them, had grades seven, eight, and nine. Four schools had grades eight and nine only; four had grades six through nine; three had grades one through nine; one had grades five through nine; and one had grades four through nine.

Although the schools were not stratified by size throughout the presentation of the findings, Table II, showing the percentage of schools by types of schools and size of enrollment, can be used in interpreting the significance of other data presented in this report.

More than one-half of the intermediate schools had an enrollment of between 751 and 1200 students; nearly 30 per cent, between 1201 and 1700 students; and nearly 18 per cent, between 100 and 750 students.

Most of the junior high schools with grade eight and below, more than 61 per cent, had between 100 and 750 students; one-third of them had between 751 and 1200 students; and only approximately 6 per cent had between 1201 and 1700 students.

The sizes of the junior high schools with grade nine and below were similar to those of the intermediate schools. One-half of

TABLE I

NUMBER OF RESPONDING SCHOOLS
BY TYPES OF SCHOOLS AND GRADE LEVELS

Types of Schools	Grade levels enrolled	Number	Totals
Intermediate Schools	7 - 8	17	17
*Junior high schools enrolling Grade 8 and below	7 - 8	14	
	6 - 8	2	
	4 - 8	1	
	1 - 8	<u>1</u>	
	Total	18	18
*Junior high schools enrolling Grade 9 and below	8 - 9	4	
	7 - 9	31	
	6 - 9	4	
	5 - 9	1	
	4 - 9	1	
	1 - 9	<u>3</u>	
Total	44	44	
Total respondents			79

*No grade below 7 was included in the tabulation of data, even though the grade may have been reported as part of a junior high school.

TABLE II

PERCENTAGE DISTRIBUTION OF SCHOOLS
BY TYPE AND SIZE OF ENROLLMENT

Size of Enrollment	Percentage of schools		
	Inter- mediate	*Junior high with Grade 8 and below	**Junior high with Grade 9 and below
100 - 750	17.6	61.1	27.3
751 - 1200	52.9	33.3	50.0
1201 - 1700	29.5	5.6	22.7
Total	100.0	100.0	100.0

*This group of schools included four schools with grades below grade seven.

**This group of schools included four schools with grades eight and nine only, and nine schools with grades below grade seven.

these junior high schools had an enrollment of between 751 and 1200; nearly 23 per cent, from 1201 to 1700; and more than 27 per cent, from 100 to 750.

II. PERSONNEL AND GUIDANCE COMMITTEES INVOLVED IN INFORMATION SERVICE

Personnel involved.

There were variations in the range and combinations of school personnel involved in the educational and occupational information aspects of guidance. At the one extreme, in three small junior high schools, only the principal or assistant principal was involved. At the other extreme, one large intermediate school reported that the guidance coordinator, teacher-counselors, teachers, librarian, the principal, and the assistant principal were all involved in the information aspects of guidance. The rest of the schools reported varying numbers and combinations of school personnel involved.

Table III shows the number and percentage of members of the school staff having involvement in the information aspects of guidance in each type of school. The librarian was indicated by more of the total number of schools than any other person, more than 70 per cent; guidance coordinators were second, having been checked by more than 68 per cent of the total number of schools.

The percentage of junior high schools with grade eight and below which indicated the involvement of a guidance coordinator or full-time counselors was significantly lower than those of the

TABLE III

NUMBER AND PERCENTAGE OF SCHOOLS HAVING PERSONNEL
INVOLVED IN EDUCATIONAL AND OCCUPATIONAL INFORMATION ASPECTS
OF GUIDANCE, BY TYPES OF SCHOOLS

Personnel Involved	Number and percentage of schools							
	Intermediate schools		*Junior high schools with Grade 8 and below		**Junior high schools with Grade 9 and below		Totals	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Librarians	12	70.6	12	66.7	32	72.7	56	70.8
Guidance Coordinators	12	70.6	9	50.0	33	75.0	54	68.9
Full-time counselors	14	82.3	6	33.3	30	68.2	50	63.0
Teachers	5	29.4	9	50.0	22	50.0	36	45.6
Teacher-counselors	7	41.2	9	50.0	19	46.2	35	44.3
Core teachers	11	64.7	3	16.7	11	25.0	25	31.6
Principals	3	17.6	1	5.6	2	4.5	6	7.7
Assistant principals	2	11.8	1	5.6	2	4.5	5	6.3

*This group of schools included four schools enrolling grades below grade 7.

**This group of schools included four schools enrolling grades 8 and 9 only, and nine schools enrolling grades below grade 7.

other two types of schools. The greater frequency of smaller schools in this group could have had some bearing on this tendency.

Almost half of the total number of schools reported the involvement of teachers, indicating a situation in harmony with a nationwide trend in junior high schools of reliance on the classroom teacher as an important guidance person.⁴⁷ Although the intermediate schools indicated that only approximately 30 per cent of them involved the teacher in the information aspects of guidance, more than 64 per cent of them mentioned the core teacher. This was indicative of a difference in the curriculum organization of the schools since core teachers were involved in 25 per cent or less of either type of junior high school.

A few schools indicated that the principal or assistant principal was involved in the educational and occupational aspects of guidance, and most of these were schools with low enrollments.

Guidance committees involved.

The statement has been made that current practices in junior high schools in the nation include the use of a faculty committee to act as an advisory body to the guidance coordinator.⁴⁸ The percentage distribution of guidance committees involved in the educational and occupational information aspects of guidance in the

⁴⁷Cottingham and Hopke, op. cit., p. 78.

⁴⁸Ibid., p. 80.

intermediate and junior high schools of Virginia is shown below:

<u>Types of schools</u>	<u>Had guidance committee</u>	<u>Did not have guidance committee</u>
Intermediate	23.5	76.5
Junior high with grade 8 and below	43.1	56.9
Junior high with grade 9 and below	54.5	45.5

Fewer intermediate schools than junior high schools of either type had a guidance committee, but the greatest proportion of any type of school which had a guidance committee was only slightly more than one-half. A lack of need or knowledge of the need for such a committee would seem to be widespread among both the intermediate and junior high schools in Virginia.

A glance at Table IV gives an idea of the wide variety of job classifications of school personnel on the existing guidance committees. The largest number of committees included guidance personnel, twenty-three, or more than 67 per cent; principals were the second largest number, thirteen, or more than 38 per cent; and librarians were third, nine, or approximately 26 per cent. Thirteen different kinds of teachers were among the personnel reported as members of some guidance committee; and in addition, "teachers," whose subject or grade was not designated, were reported in nearly one-fourth of the responses. Teacher representation on the guidance committees which existed appeared to be a predominant feature of the membership of these committees.

TABLE IV

COMPOSITION OF GUIDANCE COMMITTEES INVOLVED IN THE EDUCATIONAL
AND OCCUPATIONAL INFORMATION ASPECTS OF GUIDANCE
IN INTERMEDIATE AND JUNIOR HIGH SCHOOLS

Personnel composing guidance committee	Frequency of job classification on committee	
	*Number	**Per cent
Guidance personnel	23	67.7
Principals	13	38.2
Librarians	9	26.5
"Teachers"	8	23.6
Teachers representing grade levels	5	14.7
Assistant Principals	4	11.8
Heads of departments	4	11.8
Teachers representing subject fields	4	11.8
Physical education teachers	3	8.8
Industrial arts teachers	3	8.8
Home economics teachers	2	5.6
Core teachers	2	5.6
Visiting teachers	2	5.6
Social studies teachers	1	2.9
English teachers	1	2.9
Reading teachers	1	2.9
Art teachers	1	2.9
Music teachers	1	2.9
Nurses	1	2.9
Secondary supervisors	1	2.9
Student representatives from each homeroom	1	2.9

*These figures comprise the tabulations from the thirty-four schools reporting that they had a guidance committee.

**The percentages refer to the frequency of job classification on the guidance committees of the thirty-four schools having such committees.

Three unusual members, found in one school each, were the school nurse, the secondary supervisor, and student representatives from each homeroom.

III. PRACTICES FOLLOWED IN DISSEMINATING INFORMATION

Courses in guidance topics.

Of the intermediate and junior high schools responding to this survey, only two mentioned separate courses in guidance topics. One school offered to seventh graders a nine-week guidance class which devoted half of its daily sessions to topics related specifically to educational and occupational guidance. Credit was given for the course, but it was not a required class. Another school did not actually have such a course, but indicated that it was planning a required course called "Occupations and Self-Analysis" for ninth graders. This would be a non-credit course, part of the regular curriculum.

Units on guidance topics.

Units on guidance topics included within other classes proved to be much more prevalent than the courses. Fifty-seven of the seventy-nine responding schools indicated that they offered units which included educational and occupational guidance topics. Of the intermediate schools, fifteen, or more than 88 per cent, had such units; junior high schools with grade eight and below reported that eleven, or approximately 61 per cent, had such units; and junior high

schools with grade nine and below reported that thirty-one, or approximately 61 per cent, had such units.

The grade levels at which the units were presented in the different types of schools are shown below:

<u>Schools</u>	<u>Grades in which unit is presented</u>		
	<u>Seven</u>	<u>Eight</u>	<u>Nine</u>
Intermediate	12	13	-
Junior high with grade 8 and below	2	11	-
Junior high with grade 9 and below	7	23	18

Grade eight was the most popular grade in which to present units in all types of schools. More intermediate schools offered units on educational and occupational guidance than either type of junior high school.

The findings revealed wide variations in the amount of time devoted to units in the responding schools. In intermediate schools, the length of the units ranged from one to three weeks with daily sessions; however, no response as to the length of time involved was given to the item on units by nine of the fifteen respondents. In junior high schools with grade eight and below, the length of the units ranged from one to five weeks with daily sessions, with the time not specified by three of the eleven item respondents. In junior high schools with grade nine and below, all thirty-one schools which had units specified the length of time devoted to them, which ranged from three or four sessions to eight weeks with daily sessions.

The most popular subject area in which to include units on guidance topics was social studies, as shown in Table V. The next most frequently indicated subject classes in which units were presented were English and social studies classes in the same school, and English classes only. The homeroom as a vehicle for presenting units was indicated in only three of the fifty-seven schools responding to the item, or approximately 5 per cent. There was a variety of subjects reported in combination with English classes, core classes, and the homeroom as the classes within which the units were presented. These combinations were designated as "English and 1 subject," "Core class and 1 subject," and "Homeroom and 1 subject" in the table.

The teachers of the subject classes in which units on guidance topics were included were completely or partly in charge of conducting the units in schools which offered them. However, a counselor was also involved in conducting the units in almost one-half of the schools which reported having guidance units.

Other than the study of occupations and the world of work, units on guidance included self-appraisal activities in approximately 86 per cent of the schools having units, and included educational information in nearly 75 per cent of the schools having units.

The most frequently mentioned sources of content of the units in all types of responding schools were: the Science Research Associates Career Kit or a comparable kit, with fifteen responses;

TABLE V

NUMBER OF GUIDANCE UNITS INCLUDED WITHIN OTHER CLASSES
BY KINDS OF CLASSES AND TYPES OF SCHOOLS

Classes	Types of schools			Totals
	Inter- mediate	Junior high, with Grade 8 and below	Junior high, with Grade 9 and below	
Social studies	3	3	10	16
English and social studies	3	1	4	8
English	2	3	2	7
Core class and 1 subject	5	1	0	6
English and 1 subject	0	0	5	5
Core class	2	0	3	5
Homeroom and 1 subject	0	0	3	3
Homeroom	0	1	2	3
Home economics	0	1	0	1
Physical education	0	1	0	1
Not designated	0	0	2	2
Totals	15	11	31	57

outlines prepared by the individual schools, with twelve responses; outlines furnished by the school division, with five responses; and textbooks, with three responses. However, of the fifty-seven schools which had guidance units, twenty-two schools did not mention the source of unit content.

An analysis of the findings on units on guidance topics in the intermediate and junior high schools of Virginia showed that the typical unit was presented in the eighth grade in the social studies class, was conducted by the social studies teacher and the counselor, continued daily over a period of about three weeks, included self-appraisal activities and educational information, used the Science Research Associates Career Kit, and followed an outline developed at the individual school.

Special groups of students.

Table VI gives an idea of how many schools of each type disseminated educational and occupational information to special groups of students, rather than always to heterogeneous groups. Most of the schools which answered this item checked more than one kind of special group; therefore, the table does not indicate the total number of schools having special groups for which educational and occupational information was specifically organized.

The greatest number of schools had interest groups, eighteen in all; fourteen schools reported groups of prospective drop-outs; nine schools, groups of the intellectually handicapped; eight schools,

TABLE VI

NUMBER OF SCHOOLS DISSEMINATING EDUCATIONAL AND
OCCUPATIONAL INFORMATION TO SPECIAL GROUPS
BY KINDS OF GROUPS AND TYPES OF SCHOOLS

Kinds of Groups	Types of schools			Totals
	Inter- mediate	Junior high with Grade 8 and below	Junior High with Grade 9 and below	
Interest groups	3	2	13	18
Prospective drop-outs	2	2	10	14
Intellectually handicapped	2	2	5	9
Gifted students	2	2	4	8
Grouped by sex	0	0	5	5

Note: Most schools which answered this item checked more than one kind of special group.

groups of gifted students; and five schools reported that they grouped students by sex for the purpose of disseminating educational and occupational information. As each of these figures represents less than one-fourth of the survey respondents, having special groups for which educational and occupational information was specifically organized was not a widespread practice in the intermediate and junior high schools of Virginia.

Practices aiding students in high school subject selection.

The respondents were asked to rank certain practices in order of effectiveness in assisting intermediate and junior high school students in the selection of high school subjects. This was done instead of using a checklist because it was anticipated that almost all schools would indicate that they used each of the practices, resulting in the lack of definitive findings.

The rank order of effectiveness of these practices as reported by the schools is shown as follows:

<u>Practices</u>	<u>Rank order of effectiveness in all schools</u>
Group student conferences	1st
Individual student conferences	2nd
Individual parent conferences	3rd
Parent meetings	4th

All three types of schools rated in the same order the effectiveness of group student conferences, individual student conferences, individual parent conferences, and parent meetings in helping intermediate

and junior high school students choose a program of studies for high school. Only three schools of the total number surveyed did not respond to this item, indicating that the practices were almost universal in the schools surveyed.

Using standardized tests for self-appraisal.

The extent to which standardized tests were used in the self-appraisal aspect of presenting educational and occupational information to students in intermediate and junior high schools in Virginia, as well as an indication of the participation of these schools in the state-wide testing program, is shown in Table VII.

The test most widely used in the grade level for which it was designed was the battery of Differential Aptitude Tests, with all of the intermediate and junior high schools with grade eight and below, and approximately 90 per cent of the junior high schools with grade nine and below reporting the use of this battery for guidance purposes in the eighth grade.

The use of the Iowa Silent Reading Test in grade seven ranged from more than 83 per cent to more than 97 per cent in the different types of schools, the use of the California Test of Mental Maturity in grade seven ranged from 75 per cent to approximately 88 per cent in the different types of schools. These tests were used in a smaller proportion of junior high schools with grade eight and below than in the other two types of schools.

The Sequential Tests of Educational Progress were used in more than 93 per cent of the ninth grades in the junior high schools which

TABLE VII

PERCENTAGE OF SCHOOLS WHICH ADMINISTERED STANDARDIZED TESTS TO STUDENTS FOR SELF-APPRAISAL PURPOSES, BY TESTS, TYPES OF TESTS, AND GRADE LEVELS

Standardized Tests	Types of schools						
	Intermediate		*Junior high with		**Junior high with		
	Grade 7	Grade 8	Grade 7	Grade 8	Grade 7	Grade 8	Grade 9
State-wide testing program tests							
Differential Aptitude Tests	0.0	100.0	0.0	100.0	0.0	90.9	2.3
Iowa Silent Reading Test	94.1	5.9	83.3	0.0	97.5	2.3	0.0
California Test of Mental							
Maturity	88.2	0.0	77.8	0.0	75.0	2.3	2.3
S. T. E. P.	0.0	0.0	0.0	0.0	2.5	0.0	93.2
S. C. A. T.	0.0	0.0	5.6	5.6	2.5	2.3	79.6
Other tests							
Otis Quick-Scoring Mental							
Ability Tests	52.9	58.8	11.1	11.1	17.5	13.6	13.6
Kuder Preference Record	0.0	29.4	5.6	22.2	0.0	11.4	22.7
Occupational Interest							
Inventory	0.0	0.0	0.0	11.1	0.0	15.9	0.0
Various algebra aptitude and placement tests	0.0	5.9	0.0	5.6	0.0	6.6	0.0

Note: All responses for these tests were tabulated, even when a school indicated that a test was given to only part of the students in a certain grade level.

*This group of schools included four schools having grades below grade seven.

**This group of schools included four schools having grades eight and nine only, and nine schools having grades below grade seven.

included grade nine; the School and College Ability Tests were used in nearly 80 per cent of the ninth grades of those schools.

All of the tests cited up to this point were part of the Virginia state-wide testing program. The percentages were derived from tabulations of responses to the questionnaire item on "standardized tests administered to assist in the self-appraisal aspect of using educational and occupational information," and, therefore, could not necessarily be interpreted as an indication of the total number of schools which administered these tests, but rather as an indication of the minimum number of schools using the tests of the state-wide testing program.

Of tests not included in the state-wide testing program, the Otis Quick-Scoring Mental Ability Tests were used more than any other at all grade levels, and particularly in the intermediate schools, with more than 50 per cent using them. The Kuder Preference Record was the next most frequently used test, primarily in grades eight and nine with from approximately 22 per cent to 29 per cent of the ninth grades using them. Other tests shown on Table VII were the Occupational Interest Inventory and various algebra aptitude tests, both used occasionally in grade eight.

Not shown on the table were tests reported used in only one school; the California Personality Test, the Acorn Aptitude Test Stanford Achievement Tests, and several others.

Advisory groups.

Only three schools, all of them junior high schools with grade nine and below, mentioned that they had advisory groups in which educational and occupational information was discussed. In one school, groups of from twelve to fifteen gifted students met weekly, but the number of weekly meetings was not indicated. Another school reported interest groups of ten or twelve students meeting five or six times under the leadership of the counselor and teachers. A third school described six weekly meetings of from ten to twelve students in each of several interest groups in grades seven and eight. The activities of the meetings included tours of industries, banks, newspaper plants, and garages, among other places. Some groups met at school and representatives of certain occupations discussed the occupations with the students in these interest groups.

Other practices.

There were other practices followed in disseminating educational and occupational information in the intermediate and junior high schools of Virginia reported in the survey. Although some of these practices were incorporated into the activities of courses, units, conferences, and advisory groups, separate tabulations have been made as shown in Table VIII. Assembly programs, films and filmstrips, exhibits and displays, and test interpretation were devices used in over one-half of all the schools at each grade level. Educational and occupational information was related to subjects

TABLE VIII

PERCENTAGE OF SCHOOLS USING CERTAIN PRACTICES
TO DISSEMINATE EDUCATIONAL AND OCCUPATIONAL INFORMATION
BY PRACTICES AND GRADE LEVELS

Practices	Types of schools						
	Intermediate		*Junior high with Grade 8 and below		**Junior high with Grade 9 and below		
	Grade 7	Grade 8	Grade 7	Grade 8	Grade 7	Grade 8	Grade 9
Assembly programs	58.8	76.5	61.1	77.8	60.0	70.5	87.5
Films and filmstrips	76.5	94.1	77.8	88.9	67.5	68.2	72.5
Exhibits and displays	58.8	64.7	66.7	61.1	60.5	63.6	68.2
Interpreting tests	70.6	82.3	66.7	88.9	55.0	70.5	72.7
Teachers relating information to subjects taught	70.6	88.2	61.1	66.7	35.0	65.9	79.5
Students' interests checklists	47.1	52.9	16.7	33.3	15.0	34.1	40.9
Students' career notebooks	35.2	29.4	5.6	38.9	5.0	25.0	11.3
Guest speakers	64.7	64.7	33.3	50.0	47.5	56.8	63.6
Referral to those engaged in occupations	29.4	41.2	22.2	27.8	17.5	36.4	45.4
Writing autobiographies	52.9	47.1	33.3	38.9	35.0	38.6	40.9
Student clubs	41.2	41.2	33.3	33.3	27.5	31.8	27.2
Educational television	11.8	5.9	5.6	0.0	22.5	18.2	29.5
Plant tours	11.8	17.6	5.6	17.1	7.5	15.9	22.7
Career Day or Night	0.0	5.9	5.6	16.7	17.5	22.7	27.2
College Night	0.0	0.0	0.0	5.6	0.0	0.0	0.0

*This group of schools included four schools enrolling grades below grade seven.

**This group of schools included four schools enrolling grades eight and nine only,
and nine schools enrolling grades below grade seven.

taught, students' interests checklists were used, students' career notebooks were assembled, guest speakers were presented, and students were referred to those engaged in occupations more often in grades eight and nine than in grade seven in all schools. From one-half to one-fourth of the schools of all types reported that students wrote autobiographies and that there were student clubs which disseminated educational and occupational information; and less than one-fourth of all schools indicated that educational television, plant tours, Career Day or Night, and College Night were activities at each grade level. Only one school reported College Night as an activity, and that was in grade eight of a junior high school with grade eight and lower grades.

In general, the percentages of seventh grades carrying out most of the practices listed in Table VIII were higher in the intermediate and junior high schools with grade eight and below than in junior high schools with grade nine and below.

IV. SOURCES OF EDUCATIONAL AND OCCUPATIONAL INFORMATION USED

Sources of information.

Sources of educational and occupational information furnished to secondary schools in Virginia by the State Department of Education included The College Blue Book, the Dictionary of Occupational Titles, Occupational Outlook Handbook, American Universities and Colleges, A Directory of Vocational Training Sources, and Career Exploration

Kits.⁴⁹ In Table IX, which shows the percentages of schools, by types of schools and grade levels, which used these and other sources of information, it is indicated that all the materials furnished by the state were used by no less than approximately 30 per cent of all schools at each grade level. However, the percentages of the eighth and ninth grades ranged from more than 50 per cent to nearly 95 per cent, which were substantially higher percentages than those of the seventh grades.

Other sources of educational and occupational information, not furnished by the state, were brochures and pamphlets, autobiographies and books on careers, and college catalogs. In most instances, the percentages of schools using these sources of information were as high as or higher than the percentages of schools using state-furnished materials.

In schools which did not include grade nine, the use of sources of information for educational and occupational guidance was greater in grade eight than in schools which did include grade nine. The seventh grades of intermediate schools used career kits, brochures and pamphlets, autobiographies and books on careers, and college catalogs more than did the seventh grades in the junior high schools.

Locations of sources of information.

Responses indicating the location within the school of sources of educational and occupational information were received from all

⁴⁹Clarence L. Kent, loc. cit.

TABLE IX

PERCENTAGE OF SCHOOLS USING CERTAIN SOURCES OF EDUCATIONAL AND
 OCCUPATIONAL INFORMATION, BY SOURCES OF INFORMATION,
 TYPES OF SCHOOLS AND GRADE LEVELS

Sources of Information	Percentage of schools						
	Intermediate		*Junior high with Grade 8 and below		**Junior high with Grade 9 and below		
	Grade 7	Grade 8	Grade 7	Grade 8	Grade 7	Grade 8	Grade 9
Occupational or career kits	70.6	88.2	44.5	88.9	55.0	68.2	81.6
Brochures and pamphlets	64.7	76.5	44.5	100.0	55.0	77.3	81.6
Autobiographies and books on careers	64.7	76.5	66.7	94.5	50.0	70.5	75.0
College catalogs	41.2	82.3	55.6	94.5	42.5	63.8	81.6
<u>The College Blue Book</u>	35.2	82.3	44.5	88.9	40.0	56.8	84.1
<u>Dictionary of Occupational Titles</u>	41.2	88.2	38.9	88.9	37.5	65.2	81.6
<u>Occupational Outlook Handbook</u>	52.9	94.1	33.3	83.3	45.0	72.5	75.0
<u>American Universities and Colleges</u>	29.4	70.6	38.9	83.3	32.5	52.3	72.5
<u>A Directory of Vocational Training Sources</u>	47.1	70.6	38.9	72.2	30.0	56.8	65.2

*This group of schools included four schools with grades below grade seven.

**This group of schools included four schools with grades eight and nine only, and nine schools with grades below grade seven.

but three of the seventy-nine respondents, and are shown in Table X. Although a checklist was not used for the indications of locations of the materials, all respondents indicated that the location was either the guidance office, the library, or both. A few schools further reported that sometimes the materials were taken to the classroom for use, but were returned to the guidance office or library afterwards.

The percentages of schools keeping educational and occupational information materials in the guidance office were very much higher than those keeping them in the library, except for autobiographies and books on careers. Some schools indicated that the same materials were kept both in the guidance office and in the library. Whether this meant that there were two sets of these sources of information or that they were moved from one location to another at different times was not clear.

V. OBJECTIVES IN USING EDUCATIONAL AND OCCUPATIONAL INFORMATION

Eight possible objectives of the intermediate and junior high schools in presenting educational and occupational information to their students were to be ranked in order of their importance to the respondents. Five of the objectives, often mentioned in the literature on junior high level guidance as desirable goals, were as follows: to help students explore the world of work, to help plan their high school programs, to learn about groups of occupations, to compare knowledge of self with career requirements, and to learn the techniques

TABLE X

LOCATION OF SOURCES OF EDUCATIONAL AND OCCUPATIONAL INFORMATION
IN INTERMEDIATE AND JUNIOR HIGH SCHOOLS*

Sources of Information	Percentage in each location			
	Guidance office	Library	Guidance office and library	Classroom (sometimes)
Occupational or career kits	55.4	22.9	21.7	9.2
Brochures and pamphlets	43.8	31.5	24.6	3.9
Autobiographies and books on careers	12.0	64.0	24.0	1.3
College catalogs	45.7	28.5	25.8	1.3
<u>The College Blue Book</u>	65.3	20.9	13.8	0.0
<u>Dictionary of Occupational Titles</u>	66.2	18.3	15.5	1.3
<u>Occupational Outlook Handbook</u>	56.4	19.7	23.9	2.6
<u>American Universities and Colleges</u>	69.4	20.4	10.2	0.0
<u>A Dictionary of Vocational Training Sources</u>	73.6	12.3	14.1	1.3

*A total of seventy-six schools responded to this item.

of studying careers.⁵⁰

One objective, that of planning post-high school education, was generally recommended in the literature, but with the recognition that specific post-high school education plans were usually inappropriate at the junior high school level.⁵¹

The other two objectives - learning about specific occupations and choosing a career - were mentioned in much of the literature as undesirable goals at the junior high level.⁵²

The findings on how the intermediate and junior high schools ranked the importance of the eight objectives are found in Table XI. Some of the schools ranked only two or four objectives, leaving the others blank. However, all types of schools ranked the following objectives as first, second, and third choices, respectively: exploring the world of work, planning high school programs, and learning about groups of occupations. These objectives were ranked from fourth to sixth place, depending on the type of school: comparing knowledge of self with career requirements, and learning techniques of studying careers. It appeared that the goals of the intermediate and junior high schools in educational and occupational guidance were in harmony with those recommended in much of the literature.

⁵⁰Cottingham and Hopke, op. cit., pp. 304-305.

⁵¹Hoppock, op. cit., p. 183.

⁵²Henry Borow, (ed.), op. cit., p. 492.

TABLE XI

RANK ORDER OF OBJECTIVES OF SCHOOLS IN USING EDUCATIONAL
AND OCCUPATIONAL INFORMATION BY TYPES OF SCHOOLS

Objectives	Schools ranking objectives		
	Intermediate	*Junior high with Grade 8 and below	**Junior high with Grade 9 and below
To help students:			
Explore the world of work	1st	1st	1st
Plan their high school program	2nd	2nd	2nd
Learn about groups of occupations	3rd	3rd	3rd
Compare knowledge of self with career requirements	4th	4th	5th
Learn techniques of studying careers	5th	6th	4th
Learn about specific occupations	6th	7th	6th
Choose a career	7th	8th	7th
Plan post-high school education	8th	5th	8th

*This group of schools included four schools with grades below grade seven.

**This group of schools included four schools with grades eight and nine only, and nine schools with grades below grade seven.

The less desirable objectives for these grade levels, learning about specific occupations and choosing a career, were ranked from sixth to eighth place, depending on the type of school.

Planning a post-high school education was ranked in eighth place by two types of schools, but the junior high schools with grade eight and below gave it fifth place. The discrepancy here may have been due to different interpretations of the degree of planning implied by the question.

VI. EVALUATING THE USE OF EDUCATIONAL AND OCCUPATIONAL INFORMATION

Criteria used.

The widespread use of the Guidance Handbook for Virginia Schools for purposes of evaluating the educational and occupational information services in the intermediate and junior high schools of Virginia is shown in Table XII. More than 72 per cent of all schools using any criteria indicated the use of the Guidance Handbook.

More than 35 per cent of all schools using criteria for evaluation had developed their own criteria, and approximately 15 per cent used the Evaluative Criteria for Junior High Schools. Nearly 13 per cent of the schools used Evaluative Criteria, and only one school indicated that it used criteria developed by another school system.

Approximately 11 per cent of both intermediate and junior high schools with grade nine and below did not mention any criteria used,

TABLE XII

PERCENTAGE OF SCHOOLS USING CERTAIN CRITERIA TO EVALUATE
EDUCATIONAL AND OCCUPATIONAL INFORMATION SERVICES
BY TYPES OF SCHOOLS

Criteria	Percentage of schools			Totals
	Inter- mediate	*Junior high with Grade 8 and below	**Junior high with Grade 9 and below	
<u>Guidance Handbook for Virginia Schools</u>	76.0	66.7	72.7	72.2
Locally developed criteria	35.3	33.3	36.3	35.4
<u>Evaluative Criteria for Junior High Schools</u>	11.7	16.7	15.2	15.2
<u>Evaluative Criteria</u>	11.7	5.6	15.2	12.7
<u>Criteria developed by other school systems</u>	0.0	0.0	2.3	2.3
None indicated	11.7	22.2	11.3	13.9

*This group of schools included four schools with grades below grade seven.

**This group of schools included four schools with grades eight and nine only, and nine schools with grades below grade seven.

nor did approximately 22 per cent of the junior high schools with grade eight and below.

Self-evaluations of educational and occupational guidance practices.

The respondents were asked to list the most effective features of the educational and occupational information services of their own schools. Of the fifty-five responses to this item, Table XIII shows that units on occupations and individual conferences and counseling were mentioned more than any other features as being effective, with twelve and eleven responses, respectively. The use of career kits, films and filmstrips, and planning the high school program of studies were mentioned by four schools each. There were nine other features listed, each with three or fewer responses. Of these, tours and the homeroom program were last, each being mentioned once.

In another item, the schools were asked to indicate in which features of the educational and occupational information service improvement was most needed in their own schools. Table XIV shows that more time for individual and group guidance and more accuracy and recency of information materials were each mentioned by nine schools as being improvements needed. Five schools mentioned that reaching more students, acquiring more space for materials and conferences, taking more trips and tours, and planning more effectively for group guidance were improvements needed. Two unusual improvements sought were guidelines and information at the junior high level, mentioned

TABLE XIII

THE MOST EFFECTIVE FEATURES OF EDUCATIONAL AND OCCUPATIONAL
INFORMATION SERVICES AS REPORTED BY TYPES OF SCHOOLS

Most effective features	Number by types of schools			Totals
	Inter- mediate	Junior high with Grade 8 and below	Junior high with Grade 9 and below	
Units on occupations	1	4	7	12
Individual conferences and counseling	1	3	7	11
Use of career kits	2	0	2	4
Films and filmstrips	2	0	2	4
Planning high school program of studies	1	1	2	4
Small group conferences	0	0	3	3
Library materials	1	1	1	3
Interviews and speeches	0	0	3	3
Presentation of infor- mation at student's level	0	3	0	3
Career Day	0	0	2	2
Television	0	0	2	2
Parent information meetings	1	1	0	2
Tours	0	0	1	1
Homeroom program	0	0	1	1
Total responses	9	13	33	55

TABLE XIV

FEATURES OF EDUCATIONAL AND OCCUPATIONAL INFORMATION SERVICES
IN WHICH IMPROVEMENT IS MOST NEEDED AS REPORTED BY
TYPES OF SCHOOLS

Improvements needed	Number by types of schools			Totals
	Inter- mediate	Junior high with Grade 8 and below	Junior high with Grade 9 and below	
More time for individual and group guidance	3	2	4	9
Accuracy and variety of information	3	4	2	9
Reaching more students	1	1	3	5
More space for materials and conferences	0	2	3	5
More trips and tours	0	0	5	5
Better planning for group guidance	0	1	4	5
Including information as part of academic program	1	1	2	4
More counselors	1	0	2	3
Units conducted by counselors	2	0	0	2
More individual counseling	0	0	2	2
Information presented to special groups	1	0	1	2
More parent meetings	0	0	2	2
More homeroom guidance	0	0	2	2
Guidelines and information at junior high level	0	2	0	2
More information at elemen- tary school level	0	0	1	1
Totals	12	13	33	58

by two schools, and more educational and occupational guidance at the elementary level, mentioned by one school.

VII. DESCRIPTIONS OF PRACTICES IN CERTAIN SCHOOLS

The respondents were asked to enclose descriptions of educational and occupational guidance practices or examples of outlines used as guidelines for courses or units on occupations. Ten schools sent brief descriptions or outlines, of which six have been chosen to review as examples of activities of intermediate and junior high schools in educational and occupational guidance.

A Career Emphasis Month was planned for the ninth grade of one junior high school. During this time, the following activities took place: a career skit was presented in the auditorium by an English class; students were taught how to find and use career materials in the library; standardized tests were administered and interpreted; high school programs were discussed by the high school counselors; a film on careers in mathematics was used in the mathematics classes; parents meetings were held to discuss the high school program; and field trips were taken by all of the ninth grade.

A program for helping seventh graders plan their entire junior and senior high school programs was described as follows:

Brochures are distributed to each student through the homeroom. Two days are given for the student to become familiar with the information in the brochure. Then a tape is run in the homeroom explaining the brochure. The student will take the brochure and form home with him and, with the aid and consultation of his parents, will make out his total high school program.

Twelve persons were invited to come to one junior high school on Career Day to discuss the opportunities, requirements, and training for a number of careers or job areas. Their discussions were given in half-hour periods in three different sessions for ninth graders. Students had a choice of attending three of the discussion groups.

Some of the objectives of a guidance unit offered at an intermediate school were: to realize the importance of investigating many occupations suited to ability and interests; to learn about trends in the world of work; to investigate working conditions of various occupations; to learn how to find and use occupational information; to inform boys of military service obligations; and to learn how to prepare to find a job.

A three-day plan for eighth graders in a junior high school with grade eight and below included the following features: the interpretation of the Differential Aptitude Tests administered earlier; the profiling of each student through physical education classes with the Occuscan or Occupational Scanner; and the presentation of a speaker and film on finding and planning a career.

One junior high school having grades seven through nine described a Career Week for the eighth graders. The students had an opportunity to select three occupational areas in which they were most interested before attending at least two sessions during which were presented films, speakers, and field trips related to the occupations they had selected to study. These activities were correlated with the city-wide vocational information unit for eighth graders.

This unit included not only vocational information, but also sections on knowing one's self, educational information, and planning a high school program.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

The summary of the investigation on "A Survey of the Use of Educational and Occupational Information in the Intermediate and Junior High Schools of Virginia" included the following findings:

Responses were received from seventy-nine of ninety-six schools, or approximately 82 per cent.

The grade levels of the intermediate schools were seven and eight. In the junior high schools there were ten different patterns of grade level organizations, the most common ones being (1) grades seven, eight, and nine, and (2) grades seven and eight.

The intermediate schools and the junior high schools with grade nine and below tended to have larger enrollments than junior high schools with grade eight and below, a fact which helped explain differences reported in later findings.

There were variations in the range and combinations of school personnel involved in the educational and occupational information aspects of guidance in the different types of schools. Librarians and teachers, as well as guidance personnel, were involved in the information aspect of guidance much more often than principals and assistant principals were.

Fewer than half of the schools had guidance committees, which usually consisted of guidance personnel and teachers.

Guidance courses on educational or occupational guidance topics were almost nonexistent, but guidance units within other classes were presented in more than 88 per cent of the intermediate schools and 61 per cent of the junior high schools. The typical guidance unit was conducted by the social studies teacher and the counselor in the eighth grade social studies class daily, for a period of about three weeks. It included self-appraisal activities and educational information as well as the study of the world of work, used the Science Research Associates Career Kit, and followed an outline developed at the individual school.

Presenting educational and occupational information organized specifically to meet the needs of special groups of students, such as interest groups or prospective drop-outs, was not a widespread practice.

Group student conferences and individual student conferences were the most effective ways of helping students choose a high school program of studies, although individual and group parents' conferences were also practices.

The standardized tests of the state-wide testing program were used to assist in the self-appraisal aspect of educational and occupational guidance in at least 83 per cent of the schools, depending on the grade level and the test. The Differential Aptitude Tests were found to be almost universally used within the schools surveyed. There was a trend toward the use of the Otis Quick-Scoring Mental Ability Tests and the Kuder Preference Record, tests which were not part of the state testing program.

There was very little use of small advisory groups reported by the schools in the survey.

Of other practices reported, assembly programs, films and filmstrips, exhibits and displays, and test interpretation were practices followed in more than half of all the schools, but Career Days and College Nights were held in fewer than one-fourth of all the schools.

In general, the percentages of seventh grades engaging in practices related to educational and occupational guidance were higher in both intermediate schools and the junior high schools with grade eight and below than in the junior high schools which included grade nine.

Sources of educational and occupational information furnished by the State Department of Education were used by more than 50 per cent of grades eight and nine, but in less than 50 per cent of the seventh grades. The percentages of schools using other sources of educational and occupational information were as high as or for the most part higher than percentages of schools using state-furnished materials.

In schools which did not include grade nine, the use of all sources was greater in grade eight than in schools which did include grade nine. More seventh grades in intermediate schools used some of the materials than did seventh grades in the junior high schools.

With the exception of autobiographies and books on careers, the sources of information were more often kept in the guidance office

than in the library, although a good many schools reported that the materials were kept in both places.

In ranking the importance of their objectives in using educational and occupational information, the schools rated high exploring the world of work, planning high school programs, and learning about groups of occupations; learning about specific occupations, choosing a career, and planning post-high school education were ranked last as objectives in the intermediate and junior high schools.

Among schools reporting the use of criteria for evaluating the educational and occupational information services, more than 72 per cent used the Guidance Handbook for Virginia Schools. Nearly 12 per cent of both intermediate and junior high schools with grade nine and below did not report use of any evaluative criteria, nor did more than 22 per cent of the junior high schools with grade eight and below.

The most effective features of the educational and occupational information service as reported by the respondents were units on occupations and individual conferences and counseling. The features in which improvement was most needed were the availability of more time for both group and individual procedures, and the availability of more accurate and recent information.

II. CONCLUSIONS

An appraisal of the findings of this investigation led to the following conclusions:

1. Since more than 82 per cent of the intermediate and junior high schools in Virginia responded to the survey of the use of

educational and occupational information, it can be concluded that a large portion of these schools were presenting this information to their students. There were varying degrees in the extent to which the service was offered in the schools, due, at least in part, to differences in the enrollment sizes, grade organization plans, and adequacy of the number of guidance personnel.

2. The stated objectives of the schools in using educational and occupational information reflected the current theory on the importance of the emphasis on presenting the broad areas of the world of work, especially for the purpose of giving some background for high school subject selection, rather than emphasis on specific career decisions at this age level.

3. Knowledge and appraisal of one's abilities, interests, and aptitudes as a supplement to disseminating occupational information was encouraged by the schools, but more emphasis was needed on organizing educational and occupational information to meet the specific needs of special groups of students.

4. The less frequent use of the traditional sources of information for secondary schools, such as the Dictionary of Occupational Titles, at the seventh grade level, would indicate the need for the development of materials for use in occupational understandings at this grade level. The lack of suitable materials on educational and occupational information for the junior high level has made necessary the preparation of outlines by the schools themselves.

5. In the majority of the intermediate schools, it was found that the core teacher was involved in the dissemination of educational and occupational information. The question of what training the core teachers have had in preparation for carrying out this guidance function could be the subject of further investigation.

6. There was a tendency for seventh and eighth grade students in schools which did not include grade nine to be given more opportunities for educational and occupational guidance than there was in schools which did include grade nine. This tendency may be of interest to the proponents of extending aspects of the information service to age groups of the elementary school level.

7. There was a lack of recognition of the need for evaluation of what was being done in educational and occupational guidance in many intermediate and junior high schools. The writer recommends that, in addition to evaluative studies by local schools, an extensive long-term investigation be made of the effectiveness of educational and occupational guidance practices at the junior high school level.

8. The educational and occupational information aspects of guidance in intermediate and junior high schools in Virginia were, on the whole, an integral part of junior high school level guidance programs; therefore, more guidelines on a state-wide basis, specifically for these grade levels, would appear to be needed.

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APPENDICES

APPENDIX A

THE QUESTIONNAIRE AND ACCOMPANYING LETTER SENT TO THE SCHOOLS

7441 Cherokee Road
Richmond, Virginia 23225
April 1, 1966

Dear Guidance Coordinator:

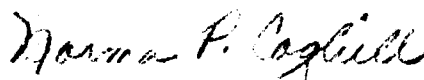
In preparing a thesis for the Master of Science Degree in Education at the University of Richmond, Virginia, I am enlisting the cooperation of the guidance coordinators of all the intermediate and junior high schools in Virginia, with the cooperation of Mr. C. L. Kent, State Supervisor of Guidance and Testing.

In recent years in the intermediate and junior high schools there has been a trend toward the broad exploration of educational and occupational opportunities as preparation for future decisions. It is my purpose to ascertain to what extent and for what purposes educational and occupational information is used in the intermediate and junior high schools in Virginia, and what practices and methods are followed in doing so.

I shall appreciate your checking the appropriate blanks and filling in the information requested in the enclosed questionnaire. You may wish to include descriptions of unusual methods and practices in the use of educational and occupational information at your school. The identity of your school will not be revealed in the handling of this material unless your written permission is secured.

Please return the questionnaire in the enclosed stamped and addressed envelope by April 15, 1966. I wish to thank you in advance for your assistance in furnishing the information needed for this survey.

Very truly yours,



(Mrs.) Norma P. Cogbill

**A SURVEY OF THE USE OF EDUCATIONAL AND OCCUPATIONAL INFORMATION
IN INTERMEDIATE AND JUNIOR HIGH SCHOOLS IN VIRGINIA**

1. Name of school _____ Division _____
2. Title of person answering questionnaire _____
3. Number of teachers _____ Number of students _____ Grade levels in school _____
4. Check personnel involved in educational and occupational information aspects of guidance in your school: a. Guidance coordinator _____ b. Full-time counselors _____ c. Teacher-counselors _____ d. Core teachers _____ e. Other teachers _____ f. Librarians _____ g. Others _____
5. Indicate composition of a Guidance Committee, if any, which is involved in educational and occupational information aspects of guidance: _____
6. Indicate by grades practices by which educational and occupational information is disseminated:

Practices	Grade(s)	Practices	Grade(s)
a. Assembly programs	_____	j. Students' career notebooks	_____
b. Career Day or Night	_____	k. Writing autobiographies	_____
c. College Night	_____	l. Interpreting tests	_____
d. Films, filmstrips	_____	m. Students' interests checklists	_____
e. Exhibits, displays	_____	n. Teachers relating information to subjects taught	_____
f. Educational T.V.	_____	o. Referral to those engaged in occupations	_____
g. Plant tours	_____	p. Others	_____
h. Student clubs	_____		
i. Guest speakers	_____		
7. If your school has a course in occupations, please complete this item:

a. Name of course _____	e. Textbook or outline title _____
b. Conducted by _____	f. Includes self-appraisal activities? _____
c. Credit given _____	g. Presents educational information? _____
d. Class sessions per week _____	h. Grade level(s) offered _____ Required? _____
8. If your school has classroom units on occupations, please complete this item:

a. Included within English class _____ Social studies _____ Core curriculum _____	
Homeroom _____ Other classes _____	
b. Conducted by _____	e. Includes self-appraisal activities? _____
c. Grade level(s) offered _____	f. Presents educational information? _____
d. Class sessions in unit _____	g. Sources of unit content _____
9. If your school has advisory groups in which educational and occupational information is discussed, please complete this item:

a. Size of groups _____	
b. Leaders of groups _____	c. Frequency of meetings _____
d. Composition of groups _____	
10. If educational and occupational information is organized specifically to meet the needs of special groups, indicate which groups:

a. Interest groups _____		
b. Gifted students _____	c. Grouped by sex _____	d. Intellectually handicapped _____
e. Prospective drop-outs _____	f. Other groups _____	
11. Rank in order of importance as to your objectives in using educational and occupational information: To help students:

a. Explore the world of work _____	e. Learn about groups of occupations _____
b. Choose a career _____	f. Learn about specific occupations _____
c. Plan high school program _____	g. Learn techniques of studying careers _____
d. Plan post-high school education _____	h. Compare self knowledge with career requirements _____

12. Rank in order of effectiveness in disseminating information to assist students in your school in planning their high school programs:
- a. Student conferences in groups _____ c. Individual conferences with students _____
 b. Parents meetings _____ d. Individual conferences with parents _____
13. Check sources of educational and occupational information used in your school:
- | Source | Grade level(s) used | Location |
|---|---------------------|----------|
| a. DICTIONARY OF OCCUPATIONAL TITLES | _____ | _____ |
| b. OCCUPATIONAL OUTLOOK HANDBOOK | _____ | _____ |
| c. AMERICAN UNIVERSITIES AND COLLEGES | _____ | _____ |
| d. THE COLLEGE BLUE BOOK | _____ | _____ |
| e. A DIRECTORY OF VOCATIONAL TRAINING SOURCES | _____ | _____ |
| f. Commercial occupations or career kits | _____ | _____ |
| g. File of brochures and pamphlets on occupations | _____ | _____ |
| h. Autobiographies and books on careers | _____ | _____ |
| i. College catalogs | _____ | _____ |
| j. List others _____ | _____ | _____ |
14. Indicate by grade levels standardized tests administered to assist in the self-appraisal aspect of using educational and occupational information:
- a. California Test of Mental Maturity _____ e. Kuder Preference Record _____
 b. Iowa Silent Reading Test (D or M) _____ f. S.C.A.T. _____ g. S.T.E.P. _____
 c. Differential Aptitude Test _____ h. List others: _____
 d. Otis Quick Scoring Mental Abil. (Beta) _____
15. a. Indicate what criteria, if any, your school uses to evaluate educational and occupational information services:
- GUIDANCE HANDBOOK FOR VIRGINIA SCHOOLS _____ Locally developed criteria _____
 EVALUATIVE CRITERIA (National Study of Secondary School Evaluation) _____
 EVALUATIVE CRITERIA FOR JR. HIGH SCHOOLS (Nat. Study of Sec. School Eval.) _____
 Criteria developed by other school systems (Name system) _____
- b. Which do you find are the most effective features of the educational and occupational information service in your school? _____
- c. In which features of the educational and occupational information service of your school do you think improvement is most needed? _____
16. Please summarize briefly the findings of local research, if any, on the use of educational and occupational information with intermediate or junior high school groups or individuals: _____
17. If convenient, please enclose a copy or description of locally prepared occupations course outline, or other locally developed materials used.
18. Would you like to receive a summary of the findings of this study? _____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

PLEASE RETURN IN THE ENCLOSED ENVELOPE BY APRIL 15, 1966.

APPENDIX B

LIST OF RESPONDING SCHOOLS

LIST OF RESPONDING SCHOOLS

Counties

Arlington County

Gunston Junior High
 Kenmore Junior High
 Stratford Junior High
 Swanson Junior High
 Thomas Jefferson Junior High
 Williamsburg Junior High

Buchanan County

Grundy Junior High

Carroll County

Laurel Fork Junior High
 Sylvatus Junior High
 Vaughan Junior High

Chesterfield County

Chester Intermediate
 Elkhardt Intermediate
 Fred D. Thompson Intermediate

Culpeper County

Ann Wingfield Junior High

Fairfax County

Edgar Allen Poe Intermediate
 Ellen Glasgow Intermediate
 Henry Thoreau Intermediate
 Henry W. Longfellow Intermediate
 Herndon Intermediate
 J. F. Cooper Intermediate
 J. G. Whittier Intermediate
 Luther Jackson Intermediate
 Mark Twain Intermediate
 Robert Frost Intermediate
 Sidney Lanier Intermediate
 Washington Irving Intermediate
 William C. Bryant Intermediate

Franklin County

Franklin County Junior High

Frederick County

Frederick Junior High

Henrico County

Brookland Junior High
 Fairfield Junior High
 Tuckahoe Junior High

Prince William County

Fred M. Lynn Junior High
 Graham Park Junior High
 Parkside Junior High

Stafford County

Gayle Junior High
 Stafford Junior High

Tazewell County

Graham Junior High
 Tazewell Junior High

Wythe County

Wytheville Intermediate

List of Responding Schools, continued.

Cities

Bristol

Virginia Junior High

Chesapeake

Churchland Junior High
 Great Bridge Junior High
 Dorothy Truitt Junior High
 Indian River Junior High

Colonial Heights

Colonial Heights Junior High

Danville

Robert E. Lee Junior High
 Woodrow Wilson Junior High

Hampton

Benjamin Syms Junior High
 H. Wilson Thorpe Junior High
 Thomas Eaton Junior High
 Y. H. Thomas Junior High

Norfolk

Azalea Gardens Junior High
 Blair Junior High
 Campostella Junior High
 Lake Taylor Junior High
 Madison Junior High
 Northside Junior High
 Rosemont Junior High
 Ruffner Junior High
 Willard Junior High

Portsmouth

Henry A. Hunt Junior High
 S. H. Clarke Junior High

Richmond

Albert H. Hill Junior High
 Bainbridge Junior High
 Benjamin Graves Junior High
 Binford Junior High
 Booker T. Washington Junior High*
 East End Junior High
 J. A. C. Chandler Junior High
 Park Junior High*
 Randolph Junior High
 Westhampton Junior High

Roanoke

Booker T. Washington Junior High
 Breckinridge Junior High
 Lee Junior High
 Monroe Junior High
 Stonewall Jackson Junior High
 Woodrow Wilson Junior High

Staunton

Shelbourne Junior High

Waynesboro

Kate Collins Junior High

* Not included in survey because they have special education classes only.

VITA

Norma Palmer Cogbill, daughter of Marion Palmer Pitts and the late Charles Leroy Palmer, was born on May 19, 1921, in Richmond, Virginia.

She attended public schools in Richmond and graduated from Thomas Jefferson High School in 1938. In 1942, she received the Bachelor of Arts Degree at Westhampton College, and from 1963 to 1966, took graduate work at the University of Richmond Summer School.

In 1945, she was married to William Tilghman Cogbill, Jr., of Chester, Virginia, who died in 1961. Their daughter, Linda Louise, attends Longwood College; daughters, Norma Kendall and Christy Anne, attend public schools in Chesterfield County.

Mrs. Cogbill taught upper elementary grades in the Chesterfield County Public Schools from 1958 to 1965. During the 1965-1966 school session, she was the guidance counselor at Fred D. Thompson Intermediate School in Chesterfield County. She is a member of the Virginia Education Association, the Chesterfield Education Association, and the Theta Theta Chapter of Kappa Delta Pi, an honor society in Education.

Mrs. Cogbill and her daughters are members of the Stratford Hills Methodist Church in Chesterfield County.