

A STUDY OF THE DEVELOPMENT OF GUIDANCE PROGRAMS

OF

THE SECONDARY SCHOOLS OF VIRGINIA

1943 - 1948

by

Geneva Taylor Neeley

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## CHAPTER I

### INTRODUCTION

This study had its beginning in an awareness of the mounting problems of Virginia youth and speculation as to the manner in which the secondary schools of Virginia were attempting to meet these problems. In a period of tension marked by the apparent breaking down of certain social agencies dealing with youth and by rapid changes in the business and industrial world, such questions arose as: What part is the school playing in fitting young people to find their places in a changing culture? What guidance is being given to them in the secondary schools to help them meet their needs? These and similar questions offered incentive for this study. It was felt that such a study might serve to clarify the present situation and point the way both to the discovery of deficiencies in our present program and to possible improvements.

At the time of this writing, there was general agreement that one of the most important phases of the total educational program of Virginia was that of guidance. The realization that group instruction was not enough to serve the needs of youth had become widespread. It appeared evident that individual techniques were required not only for exceptional children but for all.

Significant efforts had been made to modify the schools'

programs in keeping with this notion, efforts which had been inspired by national and state leaders in education and in Virginia, especially by the members of the State Department of Education. The resulting programs became the subjects of this investigation. Thus, one purpose of the study was to trace the development of guidance as a conscious, systematized endeavor on the part of Virginia's secondary schools, with particular reference to the period from September, 1943, to June, 1948; another, to appraise the programs which were in effect at the end of that period.

The sources of data for this study were both primary and secondary. The data concerning programs of the schools were obtained from reports made by principals to the State Department of Education on a form entitled, Statement of Progress of Accredited High Schools. These reports, though not complete in respect of every school, seemed to provide a valid means of obtaining the desired information. That part of the investigation which sought to develop a background of understanding was undertaken by interviewing and corresponding with some of the outstanding persons in Virginia who were working in the field of guidance and by reviewing the issues of The Virginia Journal of Education from January, 1929, to December, 1948, inclusive. For reasons of expediency the number of schools selected for intensive study was limited to 50. They were

chosen from the respective regions of the State of Virginia assigned to the seven Regional Counselors.

Thus, the method used in this study was, first, to get in touch with various persons in Virginia who were working in the field of guidance and who were in positions of prominence and to review some of the issues of The Virginia Journal of Education, in order to build a concept of the development of guidance in Virginia; second, to make a study of the guidance programs of 50 schools for the years, 1943-1944 to 1947-1948, inclusive, as reported in the principals' Statement of Progress of Accredited High Schools; third, to organize and appraise the data thus obtained. The results of pursuing this method appear in subsequent chapters.

In making a developmental study such as this, certain factors in the cultural pattern of the State appeared important. Thus, Chapter II deals with certain phases of Virginia's culture, namely: population trends, education, recreation, and juvenile delinquency. Chapter III deals with two emerging trends in guidance as portrayed by the literature mentioned. These appeared to center around the need for vocational and educational guidance and for personal and social guidance. The personal and social emphases seemed to be closely associated with the development of the so-called Revised Curriculum movement in Virginia.<sup>1</sup> Each of

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1 An explanation of the Revised Curriculum program would be a major undertaking in itself. For information regarding this program, refer to: Materials of Instruction Suggested for the First Year of The Core Curriculum of Secondary Schools. Virginia State Board of Education, Richmond, Virginia. 1938.

these trends is discussed in Chapter III, as seemingly concerted efforts to meet needs in the educational system of Virginia and as integral elements in the total educational scene. Chapter IV presents a description of the guidance programs of Virginia in general and deals with the organization of the programs and the scope of services offered. It traces the offerings of guidance services during three periods extending from 1943 to 1948, thus indicating the impetus gained by this movement during that time. Chapter V describes the programs of the schools selected for study with regard to enrollment, location, and racial grouping. Chapter VI consists of the interpretation and appraisal of the data. The interpretation is derived from the findings resulting from the application of certain criteria to the programs studied. Chapter VII concludes the study. It makes a summary of the findings and offers recommendations.

In reading the report of this investigation, certain obstacles should be borne in mind. Not only were some of the reports deficient in detailed information, but also some seemed lacking in objectivity. Thus, because the data were somewhat fragmentary, the resulting findings were not as conclusive as it had been originally hoped to make them. Also, more reliance had to be given to inferences than is usual in research. As the study progressed, its purpose became that of presenting a general picture of guidance in Virginia rather than attempting a detailed one.

## CHAPTER II

### THE CULTURAL PATTERN

As this study developed it appeared that the nature of the guidance movement in Virginia had resulted from various factors in the social and economic patterns of the State. Thus, it would seem that a brief resumé of Virginia's cultural panorama during the period covered by this investigation might contribute to an understanding of the development of guidance.

It will be the purpose of this section to set forth the interdependence of certain existing social and economic factors. As educational, recreational, economic, and other forces were considered in their interrelations, there seemed to be increasing evidence that the socio-economic pattern in the State had furnished both the primary incentive for and the direction of the guidance movement.

The total of man's activities constitutes his culture. Considered in general terms, culture may be defined as the way of life of a people. Consequently, during this study, this question arose: What forces in the matrix of the cultural pattern of Virginia have given impetus and direction to the guidance movement within the State?

In attempting to find an answer to this question, it seemed that population trends, employment, education, and juvenile delinquency might be appropriate subjects for an investigation

dealing with the development of the guidance movement. Thus, this section is to present some major socio-economic trends observed at the time of this study.

1. Population:

Regarding the population of Virginia, Gittler<sup>1</sup> pointed to increases in each decade since the first Federal Census was taken in 1790:

One of the most interesting of the trends in the population of Virginia is the steady growth of the white population and the relatively static position of the Negro population. Between 1890 and 1940 the colored population of Virginia increased 4.1 per cent. During the same period the white population nearly doubled. These figures well illustrate the relatively larger migration of Negroes from Virginia. The migration has been from rural to urban areas to some extent, but most of the migration of Negroes in Virginia has been to other states.

Also, according to this authority, the white population increased from 2,421,851 in 1930 to 2,677,773 in 1940, or by 10.6 per cent.

Virginia in the past had shown an outward trend in migration. This might be interpreted as one of the conditions occurring as a result of a population growth which exceeded economic opportunity. In the cultural pattern of the State such a condition would seem to imply unfavorable socio-economic

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1 Joseph B. Gittler, Virginia's People, Population Study Report No. 5, pp. 22-23. 1944.

relationships in that the loss of young adults from an area also represented considerable loss in social services. This loss might further be interpreted to indicate an urgent need for a program of guidance which would assist young people in discovering opportunities within their own state.

Prior to the war-time development of manufacturing, trade, and communication, Virginia's resources suffered a continued drain, occasioned by an increasing population in an area where those resources adapted for utilization were limited. "Up to 1940, for the first time in its history, Virginia had an internal economic development sufficient to absorb its increase in numbers."<sup>2</sup>

In studying population it is pertinent to consider its distribution by industries, shown in Table I, as an aid in understanding existing economic forces. This table shows radical shifts in occupational distribution, especially in agriculture.

## 2. Education:

Culture is transmitted from generation to generation primarily through the medium of education. Hence, the system of education in Virginia was of paramount importance in a study of its cultural pattern.

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<sup>2</sup> Joseph B. Gittler, op. cit. p. 25.

The State as a whole has shown a marked rise in the level of formal schooling attained during the years from 1900 to 1940.<sup>3</sup>

In 1900 the educational level of adults who were twenty-five years of age and over averaged 5.7 years; while in 1940 the median level of the same age group in Virginia had reached 7.5 years.<sup>4</sup> Less than one-half of the persons in this age group had completed eight years of schooling by April 1, 1940, and less than one-fourth had completed high school, according to data from the 1940 Census Report, cited by Gittler.

Regional divisions of Virginia appeared to reflect variations in urbanization. Consequently, there seemed to be a corresponding disparity between educational levels shown by a study of education in various sections of the State. In general, the percentage of persons who had been graduated from high school was highest in the regions containing metropolitan centers and lowest in the rural and mining areas.

Gittler's<sup>5</sup> conclusions seem valuable at this point, and appear in the following summary:

(a) The general level of educational attainment in Virginia had been increasing.

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3 See Table II, page 10.

4 These statistics describe people who for all practical purposes had completed their education.

5 Joseph B. Gittler, Virginia's People, Population Study Report No. 5, p. 79. 1944.

TABLE I<sup>6</sup>

Employed and Gainful Workers Per 1000 Population 1940 and  
1930 Respectively

	1940	1930
Agriculture	85.7	116.7
Manufacturing	70.1	69.1
Construction	18.1	20.4
Trade and Finance	50.2	39.7
Transportation and Communication	23.9	27.9
Professional Services	20.7	19.0
Personal Services	35.2	28.6
All Other	44.5	42.2
Total	348.4	363.6

6 U. S. Bureau of the Census, Population, Virginia, Second Series, 1940 and U. S. Bureau of the Census, Population, 1930. (Table VI, p. 30).

TABLE II<sup>7</sup>

Median School Years Completed by Persons  
25 Years Old and Over, Virginia, 1940

25 Years Old and Over	Median School Years Completed
25-29	8.5
30-34	8.1
35-39	7.7
40-44	7.5
45-49	7.4
50-54	7.1
55-59	7.0
60-64	6.9
65-69	6.4
70-74	6.3
75 years and over	5.7
Total	7.5

7 Joseph B. Gittler, Virginia's People, Population Study Report  
No. 5, p. 56. 1944.

(b) Educational opportunity and educational achievement had been better for urban children than for rural children in Virginia.

(c) The average educational attainment of the whites exceeded that of the Negroes, an inference from the fact that educational opportunities for the whites, as measured by school facilities, cost per pupil, and teacher preparation, exceeded those for the Negroes.

(d) There were wide differences in the several areas of Virginia with regard to school attendance and expenditure per pupil.

(e) High school enrollments increased from 1929 to 1942, but showed a slight decline from 1942 to 1944.

The foregoing points were representative of but a few of the aspects of education in Virginia which would affect a developing guidance program.

### 3. Recreation:

In this study, it became apparent that an important role in the cultural development of the State had been played by recreation and social organization. Although Virginia had been primarily a rural state, it seemed that recreation generally was being influenced steadily by modes of urban recreation. The rate by which this pattern had changed had been accelerated by the

facility with which public services such as transportation and communication had become available. While formerly, especially in rural areas, most recreations were devised and carried out in the home by small groups, urban amusements had penetrated the rural communities. Transportation had modified space and had tended to render the total recreational picture of Virginia more consistent. One notable feature was in provisions by youth service organizations of recreational activities for young people together with educational programs on moral and social problems.

#### 4. Juvenile Delinquency:

In this discussion of the cultural pattern of Virginia, the prevalence of crime and juvenile delinquency seemed to give weight to the assertion that the schools had failed, at least in part, in one of the most important tasks of education. The concomitants of industrial progress had changed the environmental pattern for an ever increasing number of people, and in the process of change came maladjustment, delinquency, and crime. The impact of war appeared to add weight to such problems. That children needed guidance was made clear in the following excerpt from a published report:<sup>8</sup>

One of the most distressing factors in Virginia's penal picture involves the problem of relatively large numbers of children in jail, detained there to await

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<sup>8</sup> Joseph B. Gittler, op. cit., p. 116.

hearing of their cases by the courts for final disposal. For the fiscal year ending June, 1940, a total of 3,616 juveniles<sup>9</sup> were committed to jails. Of these, 1,518 were white persons and 1,098 colored.

This situation occurs year after year despite a Virginia statute which states that "unless the offense is aggravated or the child of an extremely vicious or unruly disposition, no court, judge or justice shall sentence or commit a child under the age of eighteen to a jail, workhouse or police station. (Public Welfare Laws of Virginia, 1928, p. 42).

That certain of the factors discussed were interwoven in the cultural pattern of the State was evident. Thus, education in transmitting this culture was shaped in part by the socio-economic conditions. The manner in which guidance in the program of education was given impetus and direction by these forces will be discussed further in Chapter III.

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9 Juvenile is used to refer to the group 10-17 years old.

### CHAPTER III

#### THE DEVELOPMENT OF GUIDANCE IN VIRGINIA

Early in the period included in this study it had become apparent that there existed a feeling of need for the special type of educational services and procedures subsequently to become known as guidance, in the schools of Virginia. The prevalence, nature, and continuity of articles published in The Virginia Journal of Education from January, 1929, to December, 1948, indicated that the movement in guidance was gathering impetus; while reported programs of guidance within the schools gave evidence, in some instances, of maturing from embryonic plans to actual performance in the direction of definite objectives. During this time much was being written regarding the need for guidance, the various types of guidance, and the potentialities of guidance within the total program, in which were to be observed certain recurring trends of emphasis.

In this chapter is presented a brief summary of the development of the program of guidance in Virginia from January, 1929, to December, 1948, in an effort to portray such major trends.

As a means of discovering the beginnings of guidance

in Virginia, questions were addressed to certain persons<sup>1</sup> deemed outstanding in this field, both in personal interviews and by correspondence, as follows:

1. What date would you set as the approximate time that a definite emphasis on guidance began in Virginia?
2. Who were some of the early leaders in guidance?
3. What was something of the nature of their contributions?
4. What led to an increased impetus in the guidance movement?

Replies to these questions manifested a pattern of which the following letter from Adams<sup>2</sup> is typical:

In 1929 an Assistant Supervisor of Trade and Industrial Education was appointed for the purpose of developing vocational and educational guidance in the schools of the State of Virginia. This program undertook several major projects as well as offering assistance to schools in the development of guidance programs. Some of these projects included; 1. Survey of job interests of high school seniors; 2. Publication of occupational information pamphlets on various occupations; 3. Developing a booklet on the entrance requirements of Virginia Colleges. This program in the Vocational Division was terminated about 1936, and the next major effort was the establishment of a State Consultation Service in 1939.

The Consultation Service program was not directed particularly at school guidance programs until 1942 when Mr. F. O. Wygal was placed in charge of that work. Shortly after Mr. Wygal's appointment he started extensive use of Consultation Service facilities to

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1 Appendix A gives the names of persons to whom questions were put.

2 Personal letter from Lucian D. Adams, Supervisor, Guidance and Adult Education, Virginia, dated January 25, 1949.

train people in the field of guidance and to issue helpful information to schools on the subject. The work of the Consultation Services has been studied by several committees and commissions, and all have recommended that its services be expanded to include all areas of the state. This has been done in part by the establishment of Services in Norfolk, Danville, and at Woodrow Wilson Educational Center, Fishersville. In addition to that, Regional Supervisors have been located at V. P. I., Radford, and Farmville. The time set for the beginning of the current move in the guidance field would be about 1942.

The 1929-1936 guidance effort was headed by Mr. G. J. Hyslup and the 1942 efforts by Mr. F. O. Wygal. Mr. Wygal was transferred to the Division of Related Instructional Services on July 1, 1947 and I succeeded him as Supervisor in this field.

The outline of the activities of the State Department of Education in the field of guidance just given was corroborated by Eagle,<sup>3</sup> in the following comments:

The first I remember of hearing very much about guidance was back about 1929 when a supervisor of guidance was added to the State Department of Education staff. I do not recall his name, but I know that he later became Director of Guidance at V. P. I. That was about two years after he started the program and then there was no supervisor or director of guidance in the State Department again until about 1942 when Mr. F. O. Wygal took over the responsibilities of adult education and counseling.

I would say that you might list Dr. Sidney B. Hall as a contributor to the guidance movement. He got the State Board of Education to require every eighth grade student to have a semester's work in vocational guidance. This was taught in lieu of a semester's work in ancient history. Moreover, it was taught by history teachers who had had no training

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<sup>3</sup> Excerpt from a personal letter from Alfred K. Eagle, Director of Guidance, Madison College, dated January 25, 1949.

in the work and had no interest in it, so it was nothing more than a textbook proposition to be done with no thought as to the needs of the high school boys and girls. As well as I recall, a textbook was used by most teachers, the youngsters filled in the blanks, and went on their ways rejoicing without having made a decision regarding their educational program in the school or their vocational plans. This course remained in the curriculum until the book, Building Citizenship, by Hughes was put on the state list. Since that contained a section on guidance, the state assumed that that would meet the need. It didn't, however. Then about 1939 when the first schools were evaluated by use of Evaluative Criteria of the Secondary School Standards, many persons began to realize how little guidance was being done in the schools. The Richmond Consultation Service, set up in 1939, began to do some work with schools about 1944, and since then a great deal of interest has been manifested throughout the state, and as you know now, Mr. L. D. Adams is Coordinator of Guidance and Consultation Service in Virginia.

On the assumption that the State Department of Education had controlled and directed the movement, it may be said that, within the state, guidance had received particular emphasis in two rather well defined periods, from 1929 to 1942 and from 1942 to 1948. In stating this it is recognized that guidance in various forms had existed since time immemorial. However, educators seem to agree with Jones<sup>4</sup> that, "The guidance movement has become one of the most significant developments in education during the past quarter century".

Virginia's educational cognizance of this significance

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4 Arthur J. Jones, Principles of Guidance, p. vii, 1945.

was manifested not only by a mounting interest during the periods mentioned but also by certain emerging emphases consistent with changing conditions in labor, industry, and the evolving social pattern. These trends, although somewhat overlapping, became sufficiently clear cut during the course of this study as to resolve themselves into efforts to meet needs for (1) vocational and educational guidance, and (2) personal and social guidance.<sup>5</sup>

As pointed out previously, each of these emphases grew out of a need which appeared to have been brought into prominence by changing social or economic patterns. Thus, from the melee of the economic chaos beginning in 1929, emerged an especial need for vocational guidance. Because facing a crisis usually calls into play faculties and capacities of which the individual has formerly been unaware, so did the economic upheaval in 1929-1930 stimulate the educational system of Virginia to put forth new and unprecedented efforts in the direction of guidance. That the general trend was in the direction of the vocational is manifested by the following extract from a report published during this period, namely, that of the Virginia Conference

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5 This emphasis was embodied mainly in the curriculums published by the State Department of Education and was not observed in practice to the same extent as that of vocational and educational guidance.

on Childhood and Youth,<sup>6</sup> which met in Richmond, November, 1931, and which lists among others the following objective:

The program of guidance as set up by the State Board of Education should be adopted throughout the State and workers trained in guidance should be provided by counties and cities in order to give at least every high school pupil an opportunity to consult a vocational counselor.

Organized guidance during the period from 1929 to 1942, while primarily vocational in nature, began to become more inclusive. Teachers, as well as those working with groups outside the school, gradually became aware that sound vocational guidance and counseling could be given only when adequate personal information concerning the counselee was available. Consequently, personal and educational elements became more pronounced in the programs.

The momentum which this movement gained in the early nineteen-thirties became apparent in many respects. In 1936 the State Board of Education included in Virginia School Laws<sup>7</sup> the following section:

Establishment of handicrafts and domestic arts departments.— The boards of supervisors of the general counties and the councils or other governing bodies of the several cities in this State shall

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6 "A Conference on Childhood and Youth Called by Governor John Garland Pollard," The Virginia Journal of Education, XXVI, No. 1 (September, 1932), pp. 24-25.

7 Virginia School Laws, Bulletin State Board of Education, XXVII, (August, 1944), p. 41.

have authority to appropriate such sums of money as they may deem proper, for the establishment, equipment and maintenance of handicrafts and domestic arts department in the public schools of their respective counties and cities. (1936, p. 95.)

The outstanding ideas pertinent to guidance during the initiatory years, as were embodied in suggestions and legal enactments of the State, seemed to have been paralleled by objectives in education set up by schools throughout the Commonwealth. In the meeting of the Virginia Education Association, Richmond, Virginia, November, 1929, guidance as an organized program was emphasized primarily by the Commercial Teachers Section and reported in the Journal of the Virginia Education Association.<sup>8</sup> The composite thinking of that group might be assumed to typify the general trend toward guidance in the schools of Virginia at that time.

The following is a summary of the major ideas embodied in the reported proposals of the commercial teachers:

1. The school should equip the pupil to take his place as a productive citizen in some phase of work in a changing, complex civilization by making his work more vital.
2. Although technical training is important, teachers should not forget the importance of personality training.

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8. Frensie I. Marsh, "Commercial Teachers Section," The Virginia Journal of Education, XXII, No. 5 (January, 1929), p. 191.

3. An appreciation of business problems and conditions from the business man's point of view should be seriously studied.

Thus, it may be noted that the formulation of educational objectives was a concomitant of the socio-economic conditions of the period.

Hyslup<sup>9</sup> voiced the general trend of emphasis:

The fact that a tremendously large number of our boys and girls leave the portals of the schoolhouse to enter all kinds of wage earning occupations not only untrained but undirected as to what they ought to do in life has opened the eyes of prominent educators and business men throughout the state.

Out of the great number of children who leave our schools and go to work and get from our schools no further attention come the loafers, gambler, and criminals for whose care the State spends more money in correctional work than it would cost to prevent, through proper vocational guidance and training, many of them from becoming a burden and menace to society.

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One of the cures for this state of affairs is a carefully planned program of vocational guidance which should be put into effect in every elementary and high school in our State. It is true that certain activities now classified as vocational guidance have been carried on in the past by individual teachers for individual pupils. Within the past few years much progress has been made in organizing, developing and systematizing these activities.

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A program of vocational guidance should be so arranged that the pupil may be helped to discover

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9 C. J. Hyslup, "Some Facts Concerning Vocational Guidance," The Virginia Journal of Education, XXIII, No. 2, (October, 1929) pp. 54-56.

his own capacities, aptitudes and interests; may learn about the character and conditions of occupational life, and may himself arrive at an intelligent vocational decisions.

.....Why can we not do our share in making vocational guidance a reality in Virginia in the next one or two years?

A report of the meeting of the Virginia Education Association<sup>10</sup> which met in Richmond, Virginia, November, 1936, showed not only an increased interest of the schools in the movement, but gave evidence of an operating program of guidance within many of the schools and school systems. Some of the developments which were described at that meeting included:

- (1) Orientation of pupils to their school environment,
- (2) Individual counseling by special teachers who had had time allotted them for this function,
- (3) Individual curriculum guidance, and
- (4) Testing programs initiated.

A further review of the reference to guidance in the Journal<sup>11</sup> disclosed that the purposes of vocational and educational guidance had continued to become more inclusive. In the early thirties one of the chief objectives of the vocational and educational trend was to prepare the individual for earning capacity in

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10 Lloyd H. Caster, Secretary, "Vocational and Educational Guidance Section." The Virginia Journal of Education, XXX, No. 5, (January, 1937) p. 174.

11 Hereafter all references to the Journal of the Virginia Education Association will be given in this manner.

some field in which he could meet a reasonable degree of success. Subsequently, in the middle and late thirties, in an economic pattern in which production and distribution were out of balance, it seemed that the objectives had been expanded to include those (1) of earning better livings; (2) of meeting changes in economic and social conditions; and (3) of preparing for better citizenship.

The attainment of improved earning capacity, of greater flexibility for meeting changes in the socio-economic world, and of accepting the responsibilities of citizenship were goals intended to promote independence, self-respect, and stability in a period still tragic with problems of unemployment and attempts at readjustment in the face of changing economic needs. One means of reaching such goals appeared to lie in helping pupils to make wise educational choices.

The program of vocational training developed during that period was based on Federal legislation beginning with the Smith-Hughes Act of 1917 and supplemented by the George-Deen Act of 1936. Such legislation laid the foundation for a comprehensive national system of vocational training, embracing agriculture and home economics. In 1938, distributive education which provided for vocational training for all major economic activities of production, distribution, and consumption was included in the vocational training program.

In a survey made by Addington<sup>12</sup> to determine the manner in which students selected the colleges in Virginia, some 2,500 questionnaires were sent to freshmen students in the various senior colleges of the State. Of this number, 1,277 from fourteen different colleges were returned answered. From the results compiled from these questionnaires, it was found that the high school guidance program ranked fifth as an agency whereby young people were influenced in their choice of a college.

From the above evidence, it seemed apparent that educational guidance, although having become a function of the schools, had not developed as rapidly as might have been hoped. However, as will appear later in this writing, personal, social, and educational guidance were receiving emphasis in the schools through the revised curriculum program which had been inaugurated during this period.

That the emphases in guidance were not distinct and isolated one from the other, but tended to converge, has been stated previously in this study. A primary factor affecting personal and social guidance throughout the period.

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12 Luther F. Addington, "Choosing a College in Virginia," The Virginia Journal of Education, XXXII, No. 10, (June, 1939), pp. 405-406, (Mr. Addington was principal of Wise, Virginia High School.)

from 1929 to 1942 occurred late in 1931, when a fundamental shift was made in the point of view that controlled state school administration in Virginia. A curriculum program was then launched which had for its purpose the organization and institution of a curriculum explicitly devised to meet the needs of the child. A summary of the reports of the principals' committees on Evaluation of the Revised Virginia Program<sup>13</sup> showed concurrence on certain outcomes of the program which were also objectives in the field of personal and social guidance. The following is a partial list of the outcomes of the revised curriculum program as reported by the Principals' Committees<sup>14</sup> together with the findings of a survey conducted in 72 of the 100 counties in Virginia, to supply quantitative data which would lend itself to tabulation and analysis:

Evidences that the revised program makes for the more adequate development of desirable personality traits:

1. Pupils are more willing as individuals and as groups to accept responsibility.
2. They share in the responsibility of planning activities in the classroom.
3. Pupils accept responsibility for discipline and conduct in school, home, and community, for research in class study of topics, for club and assembly programs, etc.
4. Pupils have more poise.

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13 Carlton C. Jenkins, "The Effect of the Revised Curriculum Program on Pupil Growth," The Virginia Journal of Education, XXXII, No. 9, (May, 1939), pp. 357-358.

14 Carlton C. Jenkins, loc. cit.

5. They have ability to plan and carry out social functions.
6. Pupils have higher social conscience.
7. There is a higher code of ethics.
8. Pupils have improved in sportsmanship.
9. Pupils show greater interest in personal appearance and in social etiquette.
10. Pupils are more sensitive to beauty.
11. Success in the school work developed through a more varied and interesting program makes for better mental adjustment of the pupils.
12. Capacities and abilities of each pupil are more fully realized.
13. Pupils improve in their ability to govern themselves.
14. Understanding rather than blind submission is the order of the day.

Peters<sup>15</sup> reported responses to queries relative to pupil behavior, made to evaluate the revised curriculum, as compiled from approximately 5,300 rural teachers from 72 of the 100 counties, as reported at the close of the 1936-1937 school term. The following is an excerpt from his tabulation of such responses, including only those considered pertinent to objectives in personal, social, and educational guidance:

PUPIL BEHAVIOR	INCREASED	DECREASED	NO CHANGE
How have pupil initiative and independence in study been affected?	77	2	21
How have interest in and understanding of contemporary problems been affected?	69	5	26

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15 D. W. Peters, "A State Program of Curriculum Development and the Rural Schools," The Virginia Journal of Education, XXXII, No. 2, (October, 1938), pp. 17-19.

How has cooperative effort been affected?	80	3	17
How has pupil responsibility for school activities and property been affected?	77	3	20
How has pupil's consideration for others been affected?	78	4	18
How have attitudes toward personal health been affected?	78	3	19
How have attitudes toward conduct been affected?	76	4	20

16  
Moffett, in giving a comparative analysis of the basic concepts of the so-called "old" and "new" courses of study described the new philosophy in the following terms:

Education is becoming the kind of person who knows what to do . . . . .

The social orientation of the individual; the development of controls of behavior so that he will function as a creative factor in any integrated society of which he may find himself a part . . . . .

In this underlying philosophy of the "new" curriculum lay probably one of the strongest bases for the advancement of guidance in the fields of educational, personal, and social guidance. The definition of education cited implied an evaluation of education in terms of conduct or behavior pattern which is consistent both

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16 M'Ledge Moffett, "A Parallelism of the 'Old' and the 'New' Virginia Courses of Study Showing the Basic Concepts in the Philosophy, Content, and Methods of Teaching and Administration," The Virginia Journal of Education, XXVIII, No. 6, (February, 1935), pp. 207-208.

with the objectives of guidance as well as with those of education in general.

In the social orientation of the individual lay the need for preparing him to meet the socio-economic dislocations occurring in a changing social order. Thus, may be traced the trends in guidance directed toward aiding the individual to adjust to existing conditions and to prepare him to meet the new situations which arise in a dynamic society.

Not only were attempts at personal and social guidance made through the general educational program, but concentrated efforts were being put forth within the framework of the guidance program itself, which was hitherto mainly vocational in nature. A survey of guidance in Virginia schools, reported by Williams<sup>17</sup> in 1940, showed that 25 per cent of the schools offered courses in guidance; that 33 per cent of the schools had part-time counselors; that less than 1 per cent had full-time guidance workers. While these results were not satisfying, they nevertheless manifested a definite trend toward organized guidance. The results of a similar survey conducted by Addington<sup>18</sup> indicated, by means of replies from 76 principals, that most of them felt that their

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17 Nannie Mae Williams, "A Coordinated Program of Guidance for Virginia," The Virginia Journal of Education, XXXIV, No. 6, (February, 1941), p. 197.

18 Luther F. Addington, "Guidance in the Secondary Schools of Virginia," p. 1-3, Unpublished report of the program of guidance in Virginia, 1939.

programs of guidance were quite inadequate. Answers from those responding in behalf of schools with enrollments of more than 250 revealed that only one principal in this group believed his program adequate. In the smaller schools, five believed their programs sufficient. Concerning the private schools investigated, nine replies reported satisfaction with their programs. Twenty-five of the public-school principals said that they needed full-time counselors; a greater number said that they needed more time for guidance work. This survey indicated that 95 per cent of the schools with an enrollment of more than 250 had programs in vocational guidance.

During the period from 1942-1948, the schools appeared in certain instances to have achieved some noticeable results in the organization, systemization, and development of programs of guidance.

Typical of some of the programs reported during this latter period was that described by Hurf.<sup>19</sup> The following is a condensation of her account of achievements in an eastern Virginia High School:

1. The addition to the curriculum of such courses as

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19 Irma H. Hurf, "A Developing Guidance Program," The Virginia Journal of Education, XXXVI, No. 8, (April, 1943), pp. 301-302. (Mrs. Hurf was teacher and counselor in the Suffolk, Virginia, High School.)

mechanical drawing, shop, pre-flight, pre-induction, a refresher course in mathematics, and a class in orientation.

2. An orientation class which included such units as: (a) how to study, (b) proper use of library, (c) behavior and etiquette, (d) saving and budgeting, (e) planning a curriculum for senior high school and choosing a college, (f) information about various vocations, (g) personality and home relations.

3. Individual counseling.

In 1943 Wygal and Savage<sup>20</sup> expressed the thinking of some of the leaders in the guidance movement thus:

Beginning next fall, it is hoped that as a result of these clinics<sup>21</sup> high school counselors, directors of instruction, and principals will place greater emphasis on sound guidance programs. The counselors will be available for assistance in the various schools beginning their programs. The services of the members of the Consultation Service staff will also be available to schools faced with specific problems regarding records and counseling techniques.

SUMMARY:

In this chapter two major trends were discussed, the first centering around vocational and educational guidance; the second,

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20 F. O. Wygal, Assistant Supervisor, Secondary Education Virginia State Department of Education and William W. Savage, Acting Director, Richmond Consultation Service, "A New Approach to Guidance," The Virginia Journal of Education, XXXVI, No. 9 (May, 1943), p. 334.

21 Ibid., p. 335. Reference was made to State Guidance Clinics, under the direction of State Consultant Service.

personal and social guidance. The second emphasis was identified with the aims set forth in the revised curriculum program in Virginia.

## CHAPTER IV

### DESCRIPTION OF THE GUIDANCE PROGRAM IN GENERAL

The needs which gave impetus to the guidance movement in the secondary schools of Virginia appeared, generally speaking, to have stemmed largely from the depression of the 1930's, the Great War, and the post-war period of readjustment which brought such needs into sharp focus. Thus this chapter is intended to trace, in a general manner, the development of the guidance programs in the secondary schools of the State as they emerged, were organized, and developed to meet these needs during the period from 1943 to 1948.

As has previously been noted in this writing, guidance as an element in the program of secondary education had been recommended by the State Department of Education and had been under considerable discussion by the administrators and personnel of the schools as early as 1929-1930.<sup>1</sup> Yet, few schools in Virginia had actually progressed further than the thinking and planning stage.<sup>2</sup>

A study of the literature of guidance as well as of the Reports of Progress of Accredited High Schools submitted

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1 Supra, p.15.

2 Supra, p.30.

by the principals of the schools appeared to substantiate the theory that the needs resulting in the drive toward a program of guidance, from 1929 to 1947-48, grew out of the depression and the world conflict which followed. Reeves<sup>3</sup> described the conditions attendant upon the depression thus:

During the depression, millions of youth were denied necessary work experience for from one to five years beyond the normal age for gainful employment. Instead of a growing sense of self-reliance and self-respect so necessary for the normal transition to maturity, the opposite attitudes were bred - frustration, disillusionment, and a bitter conviction that individual effort was futile. Case histories of unemployed youth are a powerful negative argument for the psychological urgency of work experiences. They reflect invariably decline and regression - the opposite of what we should expect - rather than normal growth in character and in confidence.

Statistics show that high school enrollment for males increased in Virginia almost steadily from 1930 to 1934, that they showed slight change from 1934 to 1940, after which they evidenced a sharp decline.<sup>4</sup> These data might be interpreted as significant to the development of the guidance movement in the schools in two ways: First, during the depression period the schools would seem to have enrolled individuals who, had work been available, probably would not have been in school.

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3 Floyd W. Reeves, Education for Today and Tomorrow, p. 37.

4 Joseph B. Gittler, Virginia's People, Population Study Report No. 5, p. 69. 1944.

Thus it might be inferred that those individuals possessed many of the characteristics noted by Reeves.<sup>5</sup> Even though guidance might be assumed to be basic in the training of every child, special problems resulting from maladjustments gave renewed force to the need for the program. Second, the sharp decline of the male enrollment in 1940 was indicative of the changing pattern of the school during the war period. The war disrupted the social and economic structure of the whole world. Hence, its shock was felt keenly by the schools of Virginia. It seemed only natural that the tempo of the guidance movement should be accelerated. Decisions which in peace time might have been postponed indefinitely became urgent; the need for vocational guidance appeared to come into clearer view as industry expanded to meet war-time demands. The rejection of large numbers of young men for military service fixed the attention of the educators of Virginia upon the progress of the schools in health and physical education. Records bearing accurate and complete information were required for those boys who were being inducted into military service.<sup>6</sup> Emotional disturbances were common. Youth

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5 Supra, p. 33.

6 Educational Experience Summary Card, devised and distributed to schools by the War Department.

could not easily adjust to the thought of going to war; often the school had to combat a feeling of fatalism which appeared to take hold on some of those approaching the age of induction. Thus, an ever growing necessity for guidance appeared to stem from the war.

In order to study the guidance programs organized in the schools to meet the needs during the period just described, certain categories were set up relative to the types of services, special methods, and organizational devices as follows:

1. Counseling Services
2. Vocational Information Services
3. Educational Information Services
4. Activities Programs
5. Exploratory Courses
6. Program of Instruction
7. Placement and Follow-up Services
8. Information Needed about Pupils

To serve as bases for such an investigation the reports of progress made by certain accredited high schools were obtained from the State Department of Education. The 50 schools to be considered herein were chosen by the seven Regional High School Counselors<sup>7</sup> because they were believed to be typical of schools

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7 High School Counselors are supervisors of the total secondary school program in the area to which they have been assigned.

in the respective regions. Unfortunately, it developed that there were on hand reports from only 21 of the schools thus chosen. These reports indicated that, at that time, a systematized, organized guidance program was in the process of emerging. Although for purposes of description the types of guidance services offered are discussed under separate headings in this writing, it should be borne in mind that actually no hard-and-fast classification of these phases could be made on the basis of the schools' reports which did not observe such distinctions.

A. Guidance in 1943 - 1944:

In 1943-1944, approximately 50 per cent of the schools reported counseling services. These were described, in some cases, as being incidental to the ever-all programs of the schools or occurring only when needs arose. Some programs were described as including both group and individual counseling. Only about 20 per cent of the schools reported organized programs of counseling.

Vocational information services were offered by approximately one-third of the schools studied. This phase of the program showed a rather clearly defined trend, the prevalent tendency being to offer such services through the instructional program by means of vocational education and the social studies.

Reference was made by some schools, to the use of library and outside sources as aids in developing files of vocational information. Cooperation with industry in giving on-the-job training was also mentioned in connection with this phase.

Educational information services were reported by about one-fourth of the schools. These services appeared to center primarily in guidance relative to activities within the school, relative to choices of courses. In a few instances, however, the scope of educational guidance appeared to include guidance in educational planning beyond the particular school in which the service was given.

The activities programs of the schools appeared singularly varied in nature, scope, and purpose. The reports in general included programs to meet the social and economic conditions coincident with the post-war period. Athletics as inter-scholastic activities had been minimized during the war period largely on account of transportation difficulties. After the war athletic competitions had again begun to take their place in the program. Recreational activities within the schools appeared to have received particular emphasis. The reported programs evidenced an apparent attempt to extend wholesome recreational programs to out-of-school youth. From a study of the reports, it appeared that the variety and scope of the activities reported by

the different schools were attempts to meet their several needs. These activities seemed to vary in number and nature according to certain factors, such as, the size of enrollment, rural or urban location, and community resources and facilities. Although the programs were sometimes referred to as inadequate, a general trend toward attempting to make them suffice to serve the needs of youth was evidenced.

No exploratory courses as such were reported. However, about one-fourth of the schools reporting seemed to be attempting to meet individual instructional needs through the Revised Curriculum<sup>8</sup> or core program. Frequent reference was made to individualized instruction. The health and physical education program appeared to have received especial emphasis.

A program to investigate the progress of those who had left school was reported by approximately one-fifth of the schools. Placement services were reported by about the same number.

A definite trend was observed toward expanding school records so as to make them include information of value for individual counseling. Approximately 40 per cent of the schools reported efforts to improve techniques of gathering and keeping data concerning pupils.

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<sup>8</sup> See pages 25-27.

The organization for guidance in the schools during the 1943-1944 period tended to fall into a well-defined, though somewhat variable pattern. Some of the most frequently occurring agencies for carrying on the guidance services within the school were: (a) Principal and high school staff, (b) Principal and guidance committee, (c) Principal and counsellor, (d) Faculty members, (e) Home room teachers.

During this phase of development, a need was expressed for guidance personnel having special training; however, no mention was made either of definite attempts to procure skilled workers to give personal and social guidance within the schools or to utilize outside clinical aid. Reference was made by more than half of the schools to testing programs, but little or no indication was given of implementing the results of testing. Furthermore, although counseling was reported by a large number of the schools, no mention was made of their having special times or places designed for such work. Thus, it appeared that the programs, in general, had not yet attained either the techniques or the trained personnel required for undertaking guidance in a systematic manner.

B. Guidance during the period 1944 - 1946:

The period, 1944-1946, showed marked progress in some respects. During that time it had become apparent that, in the organization

of a large number of programs, each homeroom teacher was participating in the guidance program. The principals were taking active parts in the program in the majority of schools studied. The records made frequent mention of designated individuals' being given special time for guidance and counseling, a few of whom appeared to be especially trained director-counsellors.

Although fewer schools reported group and individual counseling than in the previous period, the greater number of those who did so report indicated what students were counseled and what written records of interviews and case studies were being kept. Expansion of the testing program to include tests of mental ability, aptitude, interest, achievement, personality, and occupational aptitude, was characteristic of the growth of this period. Probably as a result of the impetus given to guidance, the number of home visitations and parent-teacher conferences reported was nearly double that given for the preceding period. The emphasis on health and physical education continued; also on clinics, medical examinations, and correctional programs, in some of the schools.

Orientation classes to aid pupils in personal and social adjustment were reported by a small percentage of schools. References to discovering maladjustments among pupils, to keeping anecdotal records, and to studying professional materials in the

field of guidance were taken to mean that some of the schools, at least, were progressing in guidance. One school reported, "A complete consultation program for individual conferences."

The number of schools reporting vocational guidance services showed considerable increase. These services had been expanded by some schools to include not only vocational classes and information, but also apprenticeship training in the commercial field which was done by actual work on-the-job, under the supervision of the school. This cooperation with organizations outside the school in promoting vocational information services seemed to be a significant development in the programs. Home Economics, Agriculture, Diversified Occupations, and Distributive Education were titles given to instructions and experiences which appeared to be receiving emphasis, certainly to a greater extent than in the programs reported during the 1943-1944 period.

The programs reported from 1944 to 1946 showed a slight increase in the number of schools offering educational information services. This trend continued to include an emphasis on individualized instruction, guidance in the choices of courses, and efforts on the part of some schools to aid individuals in planning for education beyond secondary school.

Some progress was shown both in giving exploratory offerings and in conducting activities programs in the schools during this period. Moreover, some schools reported additional offerings to

accommodate the returned veterans who were entering the schools at that time.

Reports of major developments in the programs of instruction included: (a) a greater number of schools giving guidance through fields of instruction, (b) a widespread recognition of responsibility for making broader offerings to take care of individual needs and interests, and (c) an increased number of courses in orientation and in personal and social adjustment. Although these gains were noted, a study of the data revealed that, as yet, the trend toward guidance through the instructional program lay primarily in attempts to individualize instruction. It should be noted, however, that in the proposed outcomes of such a program of instruction probably lay many of the solutions for problems in the field of guidance.<sup>9</sup>

During this developmental period, approximately 20 per cent of the schools reported that they were offering placement and follow-up services. A few schools included lists of such programs in their reports,<sup>10</sup> which appeared to parallel their more intensified efforts in the area of vocational guidance.

The realization of need for more adequate information

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<sup>9</sup> Supra, p. 25.

<sup>10</sup> A copy of such a program is included in Appendix C.

concerning pupils which was noted in the reports for 1943-44, seemed to have provided stimulus for achievement in this field. Hence, in the reports for the period, 1944-1946, more than 50 per cent of the schools reported having cumulative records concerning their pupils. Anecdotal records, case histories, and individuals' evaluations of themselves were data included with more conventional kinds of information about pupils. At this point, an interesting development was noted in some schools: With the amassing of more complete data concerning the pupils came a desire to find more desirable methods of utilizing the information at hand.

Although some 10 per cent of the schools still reported no organized guidance program, a comprehensive view showed three distinct developments: (a) an increasing number of schools participating in guidance work, (b) more desirable guidance organizations within the schools, and (c) more systematic efforts evidenced by specific time allotments for guidance and by written records of guidance activities, in a large number of instances.

C. Guidance during the period, 1946-1948:

During the period from 1946 to 1948, the schools appeared to have made perceptible gains in nearly all phases of guidance. The establishment of more desirable organization of the program

within the several schools seemed to have been a primary achievement during that time. Approximately 60 per cent of the schools reported that each had one person as general guidance director or counselor coordinating a program in which all teachers participated. Some schools reported having functioning guidance committees; others reported guidance being done by each home room teacher; but in the majority of cases, the work was coordinated by one person. About 60 per cent of the schools reported having scheduled time for counseling, while almost 40 per cent reported having a special room for this function. Also, reference was made to "a proper attitude toward guidance on the part of the faculty" by a small number of schools. Others listed professional study and conferences as achievements in their organizational procedure. Frequent reference to the services rendered the schools by the State Consultation Service indicated that the schools were attempting to meet the need for trained personnel, in part, by utilizing available State service.

In respect of vocational guidance, the general pattern of procedure remained almost unchanged. The gains here appeared to lie in the growing number of schools offering this type of guidance and in the increase in the number and variety of vocational classes offered. Agriculture, Home Economics, Diversified Occupations, Distributive Education, Mechanical

Drawing, and Consumer Education were more frequently mentioned in this connection. Some of the schools reported offering courses in Occupational Guidance while others seemed to give this training in the field of social studies. Occupational aptitude tests and interest inventories appeared to be used more frequently as a basis for giving advice regarding specialized training. Furthermore, conferences with employers and cooperation with industries and business firms in giving on-the-job training were indicative of a more functional program in giving vocational information and guidance services.

While during earlier periods there was some tendency to offer educational information services through assisting pupils in their choices of courses within the school, it was not until this time that such service seemed to have been expanded to any great extent. Evidences of this expansion were contained in such reported activities as: (a) "College Day" being held in the schools, (b) files of college bulletins being assembled and (c) lists of colleges with their entrance requirements and offerings being posted.<sup>11</sup>

The developing program of activities, in general, appeared consistent with the expressed needs of the schools. Reference by some of the schools to the organization by pupils of student

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11 A copy of such a list is included in Appendix C.

councils, the publication of students' handbooks, and the development of codes of ethics for students seemed evidence of a possible trend toward more democratic procedures, with their wide implications for guidance.

A marked increase in the number of schools which reported offering exploratory courses was observed during this period. This was considered attributable to the institution of twelve-year programs on the part of an increasing number of schools, since the majority of such courses appeared to be offered in the eighth grade.<sup>12</sup> A schedule of the exploratory courses offered by one of the schools studied is included in the Appendix.<sup>13</sup>

Guidance through the program of instruction appeared to gain impetus. As curricula in the schools were expanded it seemed to become even more desirable to adapt instruction to individual needs. Thus, in determining these needs and in attempting to meet them adequately the program of guidance was promoted.

References on the part of many schools to "securing improved social adjustment through the core program" indicated

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12 The eighth grade was the new grade included in the 12 year system when the 7-5 program was adopted by some of the counties.

13 A copy of such a schedule is included in Appendix C.

that such a program of instruction continued to hold its place as a desirable means of guidance.

Approximately 40 per cent of the schools studied were reported as offering follow-up and placement services.

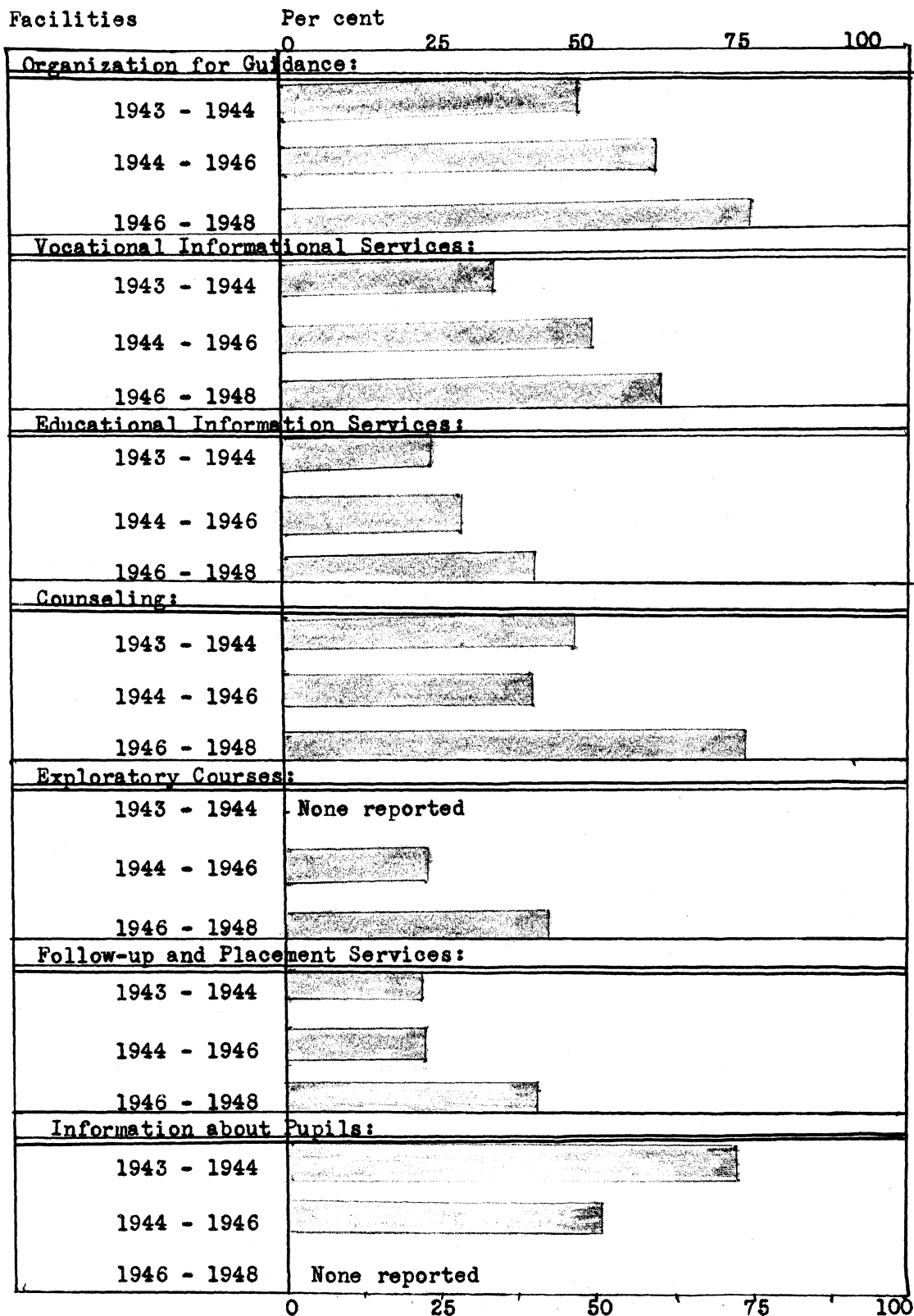
A noticeable change was observed in respect of information concerning pupils being reported by schools. Although the programs seemed to imply that such data were used in many phases of the school program, a number of schools made indirect reference to the types of information secured. Since there is no provision for direct statement on the form, Report of Progress, which might indicate the nature and extent of information being secured about pupils, there exists a possibility that the schools might have omitted this item from their reports.

SUMMARY:

In this chapter the program of guidance in the secondary schools of Virginia was described as an agency in meeting the needs growing out of two major social and economic crises, the depression and the war. The description of the general development of the program within the schools was made in terms of their emergence, organization and growth during three chronological periods, 1943-1944, 1944-1946, and 1946-1948.

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TABLE III

Guidance Facilities Reported During Certain Periods by  
Virginia Secondary Schools  
Shown by Per Cents of Total Number of Schools Studied



## CHAPTER V

### DESCRIPTION OF THE PROGRAMS OF GUIDANCE IN SELECTED SCHOOLS

At the time of this writing, and for some time prior, the Commonwealth of Virginia employed the services of seven persons bearing the title of Regional Counselors. Of these, five were attached both to the State Department of Education and to some institution of higher learning supported by the State; two, to the State Department only. Their function was to supervise the total educational work in their respective supervisory regions,<sup>1</sup> working directly with the principals of the schools; also serving the various colleges and universities to which some were attached by helping them to plan their work of educating teachers. Thus, to each of the six Counselors for the white schools was assigned approximately one-sixth of the schools of the State; to the Negro Counselor, all the Negro schools in the State. It was, therefore, deemed appropriate to ask them to select schools for particular study in this investigation. In response to this request, the Counselors chose 50 schools considered representative of the following types: (a) urban, (b) semi-urban, and (c) rural. They were also requested to include schools having

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<sup>1</sup> See Appendix E for a map showing the allocations of territory to the Regional Counselors. Here it will be noted that approximately one-sixth of the State was assigned to each supervisor of white schools; the entire State to the Negro supervisor.

large, medium, and small enrollments.<sup>2</sup> Accordingly, this study came to include 13 large schools, 26 schools of medium size, and 11 small schools.

A description of the chronological development of the programs of guidance, in general, has been given. Consequently, further discussion is confined primarily to the programs of guidance in the selected schools as they were being conducted in 1947-1948. This description is to consider the various schools in terms, first, of enrollment; next, of situation whether rural or urban; and last, of race whether white or colored.

(a) The program of guidance in small, medium, and large schools:

In this investigation, it was found that in 1947-1948, all of the large schools studied were reported as having organized programs of guidance. In high schools of medium size, organized programs were reported by 70 per cent of the schools. An additional 18 per cent of such schools reported that they were providing guidance, but not as a specifically organized program. Similarly, in the small schools, an organized program was reported by 65 per cent; non-systematized guidance services by 14 per cent.

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2 State Board of Education, Manual of Administration for the High Schools of Virginia, 1942, p. 34. Schools were classified as large if the enrollment was 300 or more pupils; as medium, if the enrollment was 150 to 300 pupils; and as small, if the enrollment was 75 to 100 pupils.

In their organizations for guidance the large schools, in general, again appeared to excel with regard to having broadly representative guidance committees. Their greater progress seemed to be evidenced by definite reports of work done in home rooms; of activities on the part of parents, supervisors, principal, student council, and representatives of organizations outside the school. Even so, it was noted that while the large schools appeared to have greater facilities for their programs, the nature and extent of services might be compared with those of the medium-sized and small schools without undue disadvantage to the latter.

There did appear, however, to be a significant variation among the schools respecting time allotted to interviewing and counseling. Considerably more time seems to have been allotted to these functions in the larger schools than in the smaller; far out of proportion to their respective sizes.

Organized homeroom programs were reported with greater frequency by the large and medium-sized schools than by the small schools. However, short homeroom periods for guidance were reported by some smaller schools, although the nature of the programs was not given.

The use of cumulative records was evidenced by the programs of the large schools, although direct reference was not made to such information as a special service.

Also, even though the medium-sized and small schools did not mention cumulative records directly, their programs in general seemed to indicate their use.

Although the data of some of the reports were inadequate for determining the types of information recorded, the following items seemed to recur in the reports of all schools: health, scholastic marks, information about home and family, and test results. Reference was made by some of the large schools to recording information concerning personal and social adjustment and educational and vocational plans. The use of anecdotal records and case histories were mentioned by a few schools in each classification. Thus, indications of continued effort to improve records seemed evident in each class of schools.

The testing programs reported by the large and the medium-sized schools appeared to be about equal in extent, considerably greater than those in the smaller schools. The exact frequencies of test usage could not be obtained from the reports.

Vocational information services appeared to occupy a prominent place in the programs of schools in each classification. Educational information services, placement, and follow-up of school leavers, appeared to have received more emphasis in the medium-sized and large schools.

(b) The program of guidance in urban and rural schools:

Since, in this investigation, apparently little difference

existed between the program of guidance in urban situations and in semi-urban areas, reference is made to both of these groups as "urban" schools in this discussion.

The per cent of urban schools which reported having an organized program of guidance was greater than that of rural schools, whereas the per cent of rural schools which reported providing guidance without an organized program exceeded that of the urban schools.

In general, the personnel providing guidance in the urban situations seemed to be better qualified than those in the rural areas. However, it was difficult to make an estimate concerning such qualifications since some of the reports failed to include this information.

The reports of the urban schools indicated, in general, that they were performing more guidance services than the rural schools. Certainly their reports were far more explicit concerning the extent to which they were offering such services.

The following is to summarize differences between guidance services offered by the two groups of schools:

Counseling services were reported more frequently by the urban schools. Also more of such schools reported having definite time allotments and special space provisions for this function.

While the trend toward offering vocational information services seemed evident in the reports of all schools reporting

a program of guidance, there appeared to be perceptible difference between the kind and amount of provisions made for this service, respectively, in urban and rural situations. The offering in the rural schools seemed confined primarily to: courses in Home Economics and Agriculture, commercial work, and making available information on vocations through other parts of the instructional program. Reference was made to the social studies as the field most frequently used for the dissemination of such information.

Vocational information services in urban areas, in general, seemed to be more inclusive in that not only were Home Economics and Agriculture offered, but also other kinds of vocational training, especially Shop, Diversified Occupations, and Distributive Education.<sup>3</sup> In addition to giving information concerning occupations in the regular program of studies, it was reported that urban schools, in the main, were offering actual courses in Vocational Guidance, on-the-job training in cooperation with industry, and business, and rendering more adequate placement and follow-up services.

Respecting educational information services reported, the programs<sup>4</sup> of the two groups appeared fairly similar.

The reports of urban programs of health and physical education, in general, showed evidence of being more functional than those

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3 These titles have particular reference to programs of instruction instituted under provisions of the Federal Government.

4 See page 37.

reported by the rural schools. Physical and dental examinations, clinics, school lunch programs, and correctional campaigns to correct physical defects were considered indicative of a meaningful program in health education. More urban than rural schools reported having full-time physical education directors.

Probably the widest range of difference observed was that between the activities programs of the urban and the rural schools respectively. These differences existed not only in the variety of activities, but also in the apparent relations between the total programs of the schools and the activities listed. There appeared to be a significant lack of consistency between the plans and objectives of the total program and the activities reported in the rural schools. In general, there appeared more emphasis on athletic activities in the programs of both the urban and the rural schools than would seem justifiable in the light of their stated objectives.

Many of the problems confronting youth arise from lack of proper guidance in the choice of leisure-time pursuits. Since emphasis on this kind of training seems to lag in the home, recreational planning on the part of the school becomes increasingly important. It, therefore, appears significant that more frequent mention of recreational programs was noted in rural than in urban situations. Extended library service, educational and recreational movies, club membership, and participation in school activities by

out-of-school youth were frequently mentioned as attempts to provide wholesome recreation for the youth of rural communities.

(c) The program of guidance in Negro schools:

Interwoven everywhere in the fabric of Virginia's culture, are problems concerned with the Negro. Because it was felt that this study would be incomplete without giving consideration to Negro education, an investigation was undertaken of guidance programs for Negro youth. A study by Alexander indicates that provisions in Virginia for their education have not been comparable to those made for the education of members of the white race.<sup>5</sup> Thus, eight programs for Negroes were selected for intensive review.

Although a detailed account of each program might have been of interest, it seemed desirable to give only a general description of outstanding features and to point out apparent differences between the programs in Negro schools and those in other schools.

Organization: A wide range in the organization and functioning of guidance programs in Negro schools was evidenced by the data. From the reports it appeared that in these schools homeroom guidance was predominant. Two schools reported having

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5 Fred M. Alexander, Education for the Needs of the Negro in Virginia. The Southern Education Foundation, Inc., Washington, D. C., 1943. p. 105.

"full staff guidance committees" and integrated homeroom programs; two schools, having no organized guidance. The organization for guidance in the remaining schools compared favorably with that reported in the schools for the whites. With regard to qualifications of personnel for guidance, one of the schools included the following statement in its report: "All teachers are college graduates and five have done graduate work in guidance."<sup>6</sup>

Counseling Services: Six of the eight schools studied report that they offered counseling services. They made reference to both group and individual counseling, in which pupils were "helped with plans to adjust their difficulties." Principal, counselors, visiting teachers, and supervisors were listed most frequently as being responsible for counseling. Only two of the schools, however, reported having a scheduled time for these services. No mention was made by any school of providing a separate room for counseling.

Vocational Information Services: Although vocational information services were reported by only five of the schools, the reported programs seemed quite functional in this respect. Such services appeared to have been offered both as a part of the usual program of instruction and as separate courses. Much less emphasis

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<sup>6</sup> Watson High School, Report of Progress of Accredited High Schools. 1947-48.

seemed to have been placed on vocational information in Negro than in other schools.

Educational Information Services: This aspect of guidance appeared to have received considerable emphasis in the programs studied. The trends in this regard differed from that in schools for white children in that less emphasis seemed to have been placed on educational guidance related to the school program and greater emphasis on guidance for educational pursuits beyond the high school. One school reported having 14 out of 42 graduates enrolled in college.<sup>7</sup> The same school reported having offered a four-year scholarship to Virginia State College to a worthy student.

The Activities Programs: It was in their respective activities program that the greatest contrasts appeared between guidance services for white people and those for Negroes. A program of activities was mentioned by only two of the schools studied and those were not discussed in detail. It seemed that little emphasis was given to such a program by Negro teachers; perhaps because of the relative isolation of these schools from other schools of their kind. It may be that their not being in close touch with other Negro schools tended to diminish interest

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7 Jefferson High School, Report of Progress of Accredited High Schools. 1947-48.

in activities stimulated in schools for the white race by inter-school cooperation and competition.

Exploratory Courses: Reference was made to exploratory courses by two of the schools studied. However, it did not appear that much was being accomplished in this regard. One school reported having postponed the initiation of the 7-5 program because of not being able to offer sufficient exploratory work. It was indicated by three of the schools that a broader offering was urgently needed.

Program of Instruction: Although Negro schools appeared to be offering guidance through the program of instruction less commonly than in other schools, still a study of the programs indicated that some guidance was being offered in this manner. "Too limited", "limited academic", and "fairly adequate", were terms used to describe the place of guidance in the programs of instruction. In this connection it seems significant that one school reported feeling a need for "improvement in instructional procedure."

Placement and Follow-up Program: Only three of the eight Negro schools studied reported having placement and follow-up services.

Other contrasts between the programs of the two racial groups appeared to have occurred in respect of health and physical education, testing, and information concerning pupils. It appeared

that these phases of the program had been receiving far greater emphasis in schools for white children than in those for their non-white contemporaries.

SUMMARY:

In this chapter was presented a comparative description of the programs of guidance in certain Virginia schools according to the following groupings: (a) large, medium-sized, and small schools; (b) urban and rural; and (c) Negro and white schools. Guidance in the large and medium-sized schools appeared, in general, to excel that in the small schools in both number and scope of services offered. Similarly, guidance services in urban situations seemed superior in organization and offerings to those in rural locations. Little significant difference was noted between guidance programs of white and Negro schools except in instances in which lack of facilities appeared to hamper the programs in schools for Negroes.

## CHAPTER VI

### INTERPRETATION OF DATA

In the introductory chapter, the purpose of this study was stated, namely, to trace the development of guidance programs in Virginia during the period from 1943 to 1948. Chapter II outlined the cultural background of the study. Chapter III dealt with two major trends in guidance which were identified through a study of the literature in this field, centered largely on The Virginia Journal of Education from 1929 to 1948, inclusive. Chapter IV gave a general description of the guidance programs of Virginia schools; Chapter V, a description of the guidance programs in certain schools, which took into consideration their size of enrollment, location, and racial grouping. This chapter undertakes to interpret the data of the study.

#### (a) The Development of a Set of Criteria:

In order to make judgments based on the data of this study, it seemed desirable to establish a set of criteria. In this connection Wrenn<sup>1</sup> states:

There is probably no existing set of criteria for evaluating a personnel program, or counseling functions in particular, that will fit all evaluation efforts.

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1 C. Gilbert Wrenn, "The Evaluation of Student Personnel Work: A Critique of the Guidance Movement." School and Society, LIII (November 2, 1940), 409-414.

Either they are so broad that they must be broken down into specifics against which appraisal can be made or they are so specific as to fit only a given situation.

With Wrenn's precautionary statement in mind reference was made to that section of the Evaluative Criteria<sup>2</sup> devoted to standards for guidance services in secondary schools. There appear the following categories:

1. General nature and organization.
2. Guidance staff:
  - a. Guidance leadership.
  - b. Special consultants.
  - c. Teacher participation.
3. Basic information about pupils.
4. Procedures in guidance.
5. Phases of guidance.
6. Results of guidance.

It will be noted that the first two relate to organization; the last four, to services. Of these six categories, leading to pertinent standards in the reference, five seemed directly applicable to this study; the sixth seemed somewhat inapplicable because no data concerning results of the programs were found unless such results could be inferred from reports of withdrawals

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<sup>2</sup> Evaluative Criteria, Cooperative Study of Secondary School Standards. 1940. pp. 63-76.

from school and failures in courses, embodied in the Report of the Superintendent of Public Instruction, and shown in Table IV.

Further reference was made to criteria set up in The Guidance Services in the High School Program. In this publication, under appropriate headings, appear statements of specific conditions, the presence or absence of which may be used to evaluate the program of guidance in given school.

Since the criteria which measure the organization for guidance and the services offered by the program were included in the Evaluative Criteria and since the limitations of this study precluded the use of all items listed in the Guidance section of the Evaluative Criteria, a selection was made of those items most applicable to this study. Following is the set of standards used:

I Organization:

- (1) The school provides a systematic guidance program, manifested in specific allotments of time, space, and personnel, pointed toward explicit goals embracing the needs of all its children.
- (2) All staff members regard guidance as a cooperative undertaking and responsibility, requiring special knowledge and skill.
- (3) The qualifications to which those exercising leadership in guidance conform are:
  - (a) Master's degree earned in studies emphasizing

guidance and counseling.

(b) Five years' successful teaching experience.

(c) Thorough acquaintance with working conditions, requirements, and opportunities in occupations gained through experience or study.

(4) All teachers utilize opportunities for guidance work both in classes of instruction and in other relationships with pupils.

(5) The organization for guidance includes representation from teachers, patrons, pupils, counselors, civic leaders, and social workers.

## II Guidance Services offered:

### A. Counseling:

(1) Individual counseling is provided for all pupils.

(2) Certain individuals are specifically designated to perform special counseling services.

(3) Provision is made for adequate time for counseling.

(4) A separate room is provided for interviewing and counseling.

(5) Records of counseling activities are kept.

(6) Group counseling and guidance are employed at stated times as well as at special times when imperative needs arise.

B. Vocational information services:

- (1) Courses in vocational guidance are offered.
- (2) Provision is made for acquainting pupils with a wide variety of occupations, taking into account the nature of occupations, opportunities for employment, and the qualifications needed for each.
- (3) Pupils are given opportunities to test the wisdom of occupational choices through supervised experiences.
- (4) A file of occupational information is kept readily available to pupils.

C. Educational information services:

- (1) Provision is made for guiding pupils in making educational choices within the curriculums of the schools.
- (2) Provision is made for adequate articulation with lower and higher institutions.
- (3) Efforts are made to organize the program of the school so that the pupils' work may be as continuous as possible.
- (4) Files of educational information are available for use by pupils.
- (5) Pupils are assisted in evaluating various institutions of higher learning.
- (6) Pupils are assisted in educational planning for

post-secondary school training.

D. Exploratory courses:

- (1) Pupils are given a minimum of six courses which are exploratory and vocational in character.

E. Placement and follow-up:

- (1) Placement and follow-up services are provided for all school leavers whether graduates or otherwise.
- (2) Files containing employment service data are maintained.
- (3) Pupils are helped to utilize employment opportunities in the community served by the school.
- (4) Provision is made for keeping in touch with graduates in a systematic manner.
- (5) Frequent revisions of the curriculum are made in the light of studies of school leavers.

F. Program of instruction:

- (1) The offerings of the school are subjected to continuous scrutiny to the end that they may best serve the needs of pupils.
- (2) Guidance is made an integral part of the program.

G. Activities Program:

- (1) The activities undertaken by the school are in keeping with the school's stated objectives.

H. Information concerning pupils:

- (1) Continuous records are kept giving information about

pupils under the following headings:

- a. Home and family
- b. Health
- c. Personal and social development
- d. Scholastic progress
- e. Interests
- f. Work experience

(2) Recorded data are used as bases for personal guidance.

Before reaching their final form, these criteria were submitted to several leaders in the field of guidance, to high school principals and guidance counselors, and to members of the Graduate Committee guiding this study, who made suggestions for refinements. Further modifications resulted from using the criteria in connection with the data of this study. Considerable reliance was placed on testing these standards in use as a means of judging their validity.

(b) The Criteria Applied to the Programs Within the Schools:

Among the questions posited in this study were the following: What developments had taken place in the programs of guidance in the secondary schools of Virginia from the school years 1943-1944 to 1947-1948? By the end of that period, what guidance services had come to be offered?

Since an appraisal of the status reached in Virginia's

guidance program during the last of the periods studied seemed of greater value than an evaluation including all of the preceding developmental stages, this appraisal will be concerned primarily with data relative to the programs in effect from 1946 to 1948. When other data are included, indication of such will be made in the ensuing discussion.

I. Organization:

- (1) The school provides a systematic guidance program, manifested in specific allotments of time, space, and personnel; pointed toward explicit goals embracing the needs of all its children.

The reports for 1947-1948 indicated that 76 per cent of the schools had provided systematic guidance; that 60 per cent of these had one person to whom scheduled time had been allotted for the work, acting as guidance counselor and coordinator of the program; also that 40 per cent had provided special room for this purpose. The programs of these schools appeared to be directed toward services for all children, but the achievement of this goal seemed hampered by insufficient staff and crowded conditions. In view of these data, it would seem reasonable to infer that organizations for guidance in Virginia varied widely in provision for systematic services and goals embracing all children. These differences were particularly noted with regard to size, location, and racial grouping. Systematized guidance efforts appeared more frequently in large high schools

and in urban locations than in small or medium-sized schools and in rural communities. Thus, it seems that improved facilities and sufficient personnel which are commonly found in large and urban schools, were significant factors in administering a satisfactory guidance program. However, it appeared that the Negro schools, although handicapped with regard to both facilities and staff, compared favorably with those for whites in organization for guidance.

- (2) All staff members regard guidance as a cooperative undertaking and responsibility, requiring special knowledge and skill.

Reports indicated that, during the period 1946 to 1948, 76 per cent of the schools studied provided a guidance organization in which all teachers participated; 60 per cent delegated the responsibility for coordination of the program to one person. Recognition of the requirement of special knowledge and skill for this work was indicated by frequent reports of in-service training programs, utilization of the services of consultants, and in a few instances, by the employment of specially trained counselors. Considerable appreciation for the value of having particular knowledge and skill in guidance techniques was manifested in the reports of Negro schools, one of which reported having five members of the staff who had done graduate work in guidance.

- (3) The qualifications to which those exercising

leadership in guidance conform are:

- (a) Master's degree earned in studies emphasizing guidance and counseling
- (b) Five years' successful teaching experience
- (c) Thorough acquaintance with working conditions, requirements, and opportunities in occupations, gained through experience or study.

Information pertinent to this criterion was lacking in most of the reports. They indicated, however, that eight per cent of the schools had trained counselors attached to their staffs. No reference was made to the degrees held by such persons. As has been stated previously, one Negro school reported the services of five persons who had done graduate work in guidance. Since one of the goals of guidance is complete teacher participation and since teachers are often placed in positions of leadership in guidance activities, it was not unexpected to find that, in general, the qualifications of guidance workers were no higher than those of the average teacher in Virginia, large numbers of whom seemed poorly prepared for their work.<sup>3</sup> Thus, from the data it appeared that the schools of Virginia lacked adequately trained personnel for sound guidance.

- (4) All teachers utilize opportunities for guidance work both in classes of instruction and in other relationships with pupils.

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<sup>3</sup> G. Tyler Miller. "Meeting the Teacher Shortage." The Virginia Journal of Education, XXXVIII, No. 5, (January, 1945) p. 181.

The extent to which this objective was realized in the practices of the school could not be specifically determined from data included in the reports studied. However, inference drawn from the total reported programs of the schools indicated that much guidance was being given through classes of instruction. References to individualized instruction, personal and social guidance through courses of instruction, and the provision of vocational information through class activities led to the assumption that guidance through the program of instruction was prevalent in a majority of the schools. Less frequent reference was made to activities related to guidance, as embraced in other relationships with pupils. Thus, it may be inferred that guidance in all phases of the instructional program was characteristic of the majority of schools' programs.

- (5) The organization for guidance includes representation from teachers, patrons, pupils, counselors, civic leaders, and social workers.

It appears obvious that the application of this criterion to the data of all the schools would fail to yield uniform results. The reports of 15 per cent of the schools indicated guidance organizations with representation outside the school; of six per cent, that pupils were included in guidance committees. In general, a broader representation in guidance organization was shown in urban than in rural locations. Little significant difference was apparent in this respect as between white and Negro schools.

Although organizations for guidance had made notable gains, the data seemed to imply wide variation in representative membership and lack of uniformity in organization. Thus, considerable need appeared, in formulating desirable goals, for better and more extensive representation.

II. Guidance services offered:

A. Counseling:

(1) Individual counseling is provided for all pupils.

During the period, 1946-1948, counseling services were reported by 76 per cent of the schools. Only 10 per cent, however, reported explicitly that such services had reached every child. Scheduled periods for counseling were reported by 60 per cent of the schools, thereby indicating that they had reached, to some degree, the goal of individual counseling for all pupils. However, the data seemed to indicate that thorough counseling was being given only to a few children. Frequent references to lack of adequately trained personnel by small and rural schools implied that this deficiency was probably one of the primary obstacles in the way of offering this service to all pupils.

(2) Certain individuals are specifically designated to perform special counseling services.

Reports indicated that 60 per cent of the schools had special persons designated for individual counseling. The nature of such services varied widely among the schools. Although some of the large, urban schools reported having special counselors,

most of the small schools designated teachers for this service whose programs were already filled by other assignments. While such provisions fell far short of the ideal, still, from the data, it seemed that the schools had begun to awaken to the importance of making definite persons responsible for counseling.

(3) Provision is made for adequate time for counseling.

Reports of 60 per cent of the schools indicated provision of definite time for counseling. Reference was made by some of the schools to not having given enough time for such services to permit them to reach pupils other than those in extreme need of them. These data appeared to indicate that counseling services were not being offered by a sufficiently large number of schools and that, in many instances, the services given were pointed only to outstanding problems.

(4) A separate room is provided for interviewing and counseling.

Lack of sufficient space appeared to be one of the schools' main obstacles to giving adequate counsel. During the period, 1946 to 1948, only 40 per cent of the schools reported such provision. This finding was not unanticipated. School plants in Virginia, in many instances, were being used far beyond the capacities for which they had

being constructed.<sup>4</sup> It seemed that the ingenuity of administrators was being taxed to provide not only for guidance but for classes of instruction. This view was supported by many schools' references to having to improvise rooms for counseling or else to having to conduct interviews in spaces being used simultaneously for some other important work of the school.

(5) Records of counseling activities are kept.

The data with regard to this phase of counseling were not specific in all cases, but some schools indicated that written reports of such activities were being kept. This seemed to signify that counseling activities had assumed considerable significance in the programs. It probably indicated also that the services had become more systematic and that the results of interviews were being used as bases for planning the programs of pupils.

(6) Group counseling and guidance are employed at stated times as well as at special times when imperative needs arise.

The data were somewhat indefinite regarding this phase of counseling. Consequently, only general inferences could be drawn from the reports. It appeared that, at the time of this writing, group counseling was being given in many schools

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<sup>4</sup> Reference to Virginia's need for adequate, modern school buildings was made by G. Tyler Miller, Superintendent of Public Instruction in a report given before the Virginia Academy of Science, Education Section, May 6, 1949.

not actually having organized guidance programs. By and large, such counseling appeared to be a common practice. It consisted mainly in homeroom programs. Certain schools offered courses in Orientation and in Personal and Social Adjustment as means of group counseling. Some schools not reporting a guidance program claimed to offer counseling when needs arose. It seemed significant that very few schools which reported having organized counseling services made reference to providing group counseling in response to special need. This gave rise to these questions: Is counseling becoming over-systematized and losing the vital element of spontaneity? In order to be able to meet accrediting standards, are schools tending to make guidance superficial?

B. Vocational information services:

(1) Courses in vocational guidance are offered.

Courses in vocational guidance were reported by 32 per cent of the schools studied. However, many schools not reporting actual courses in vocational guidance claimed to offer such services through the general instructional program. This pointed to the probability that, in many instances, the provisions for vocational guidance were only incidental.

(2) Provision is made for acquainting pupils with a wide variety of occupations, opportunities for employment, and qualifications needed for each.

Provision was made for this service by 60 per cent of the schools. Although reports were not detailed, the data indicated

that the offering of vocational information services in the schools was somewhat limited; that in some cases the services probably amounted to little more than routine procedures which neglected important phases. Considering the emphasis which had been given this phase of guidance by the State Department of Education and by the literature, it was disappointing to note that 40 per cent of the schools, as yet, had not attempted vocational guidance.

- (3) Pupils are given opportunities to test the wisdom of occupational choices through supervised experiences.

Only a very small number of schools reported providing opportunity for on-the-job training. This seemed to imply a lack of effectiveness in the vocational services provided. Location and size of schools appeared to influence this phase of service, since it was confined primarily to locations where jobs were easily accessible. Thus it seemed that many boys and girls were leaving school without any actual experience in the vocation of their choice; probably, without having made any but the vaguest of choices.

- (4) A file of occupational information is kept readily available to pupils.

Some few schools made reference to using separate files of vocational information; many more indicated that such materials were handled through the regular library facilities; a limited number failed to indicate having such information.

Thus appeared a wide diversity of usage.

C. Educational information services:

- (1) Provision is made for guiding pupils in making educational choices within the curriculums of the schools.

Reports of 40 per cent of the schools indicated the provision of educational information services at the time under consideration. These services seemed to be confined primarily to aiding pupils in making educational choices within the somewhat narrow limits of the schools' curriculum offerings. However, some of the schools extended this service to include guidance in definite educational planning for post-secondary school training. This would seem to indicate that, in the schools reporting educational information services, guidance in making educational choices within the school program was being given reasonably adequate provision. However, the low percentage of schools reporting such services implied that in Virginia too little emphasis was being placed on this phase of guidance.

- (2) Provision is made for adequate articulation with lower and higher institutions.

Data indicated that, although some efforts were being directed toward articulation with lower institutions, such efforts were not as thorough as appeared desirable for sound guidance of individuals. More indications of articulation with higher institutions were evident, however. These data led

to the feeling that a need existed for a mutual understanding of purposes, offerings, and achievements among the schools; that provision for adequate articulation was lacking in many school situations in Virginia.

- (3) Efforts are made to organize the program of the school so that the pupils' work may be as continuous as possible.

Concrete evidence of efforts to achieve continuity in the work of the pupils were observed in the adoption of the 7-5 program in more than half the schools studied. It seemed likely that the initiation of that program would go far to bridge the gap between work on an elementary and a secondary level. Other indications of efforts to achieve continuity in educational experiences were embodied in the general plans of the schools and in additions to and reorganizations of the instructional programs.

- (4) Files of educational information are available for use by pupils.

Reports of 40 per cent of the schools suggested that educational information services were provided for pupils. Sixteen per cent referred to having files of educational materials. Lack of an item calling attention to this feature on the form, Reports of Progress, might have been responsible for the failure of some schools to indicate the provision of such files. However, data seemed to indicate that the provision of educational services was being made by too

limited a number of schools.

- (5) Pupils are assisted in evaluating various institutions of higher learning.

Although the reports of nearly all schools reporting provision of educational information services implied that they were assisting pupils to evaluate the various institutions of higher learning, only six schools directly indicated the specific means by which this purpose was achieved. This would seem to indicate that pupils in general were preparing to enter institutions of higher learning without the benefit of knowing fully the relation between the institutions of their choice and their own educational plans.

- (6) Pupils are assisted in educational planning for post-secondary school training.

That this phase of educational planning was provided by all schools offering educational information services, namely, 40 per cent of those studied, seemed apparent from a study of their total programs. However, definite data regarding the nature and extent of this assistance were not included in the reports.

D. Exploratory Courses:

- (1) Pupils are given a minimum of six courses which are exploratory and vocational in character.

Schedules of exploratory offerings were submitted by only eight schools. During the period, 1946-1948, 42 per cent of the schools reported having provided exploratory courses.

However, with the exception of the indicated number, they did not show either the number of such courses or the nature of the offerings. In general, the findings indicated that initiation of an exploratory program was being hindered by lack of facilities. Evidently, such efforts at giving individualizing instruction as were being made consisted largely in programs of testing and exploratory courses.

E. Placement and follow-up:

- (1) Placement and follow-up services are extended to all school leavers, whether graduates or otherwise.

Some type of follow-up and placement services were reported by 40 per cent of the schools. The extent and continuity of this work was indicated by only two fifths of the schools reporting such service. These facts would seem to imply that, in view of the schools' responsibility for those who might be considered their products, they were doing far too little for their pupils after leaving school. Obviously the ultimate success of any program of guidance may be judged by the ability of pupils guided to utilize the experience they had gained in school. Thus, it would seem that schools were remiss in not keeping in touch with school leavers, both for the sake of the children and for purposes of evaluating their programs.

- (2) Files containing employment service data are maintained.

No reference to placement files was indicated on the reports studied.

- (3) Pupils are helped to utilize employment opportunities in the community served by the school.

Six reports indicated that community surveys had been made relative to employment conditions. Reference was made to on-the-job training and apprenticeship experiences by a small minority of schools. Such data appeared to imply some utilization of employment opportunities in the communities served by certain schools. However, direct reference to this service was not made by a sufficiently large number of schools to lead to the conclusion that it was commonly employed.

- (4) Provision is made for keeping in touch with graduates in a systematic manner.

Provision for follow-up services were reported by 40 per cent of the schools during the period 1946-1948. However, specific indication of the manner and extent to which such services were performed were given by only a small number of schools.<sup>5</sup> Thus, the data would seem to imply that although the schools had progressed in respect of this service, more adequate follow-up programs were desirable.

- (5) Frequent revisions of the curriculum are made in the light of studies of school leavers.

References to follow-up programs as well as provisions for broadening offerings in the school appeared in a substantial

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5 See summary of follow-up program in Appendix C.

number of the reports. The total programs of the schools indicated that efforts to meet pupils' needs through curriculum revision were being made. However, limited personnel and inadequate facilities were mentioned frequently as obstacles to desirable curriculum adjustments. No considerable amount of curriculum revision as a result of studies of school leavers was indicated directly by the data.

F. Program of instruction:

- (1) The offerings of the school are subjected to continuous scrutiny to the end that they may best serve the needs of pupils.

Attempts to meet the needs of the school population served were indicated on all reports studied. However, without exception, these efforts appeared to be hampered by certain limitations of facilities, personnel, and equipment. Possibly, one of the major weaknesses in this service lay in the tendency to provide only the traditional academic curriculum in many small schools, few of whose pupils attend college. Such conditions were probably due in part to the pressure brought to bear on high schools by college entrance requirements.

- (2) Guidance is made an integral part of the program.

That guidance, either systematic or otherwise, was a part of all school programs studied was revealed by the data. All schools not reporting organized programs of guidance referred to their undertaking of guidance in some manner.

Numerous references were made to giving guidance through the program of instruction. Thus, the instructional program appeared to be one of the major means for extending personal and social guidance as well as for imparting vocational information. It was observed that, whether organized or incidental, this service appeared to be universally recognized as a need. This observation was further supported by the progress the movement had made during the period covered by this investigation.

G. Activities program:<sup>6</sup>

- (1) The activities undertaken by the school are in keeping with the school's stated objectives.

Guidance by means of activities programs seemed characteristic of the majority of the schools included in the study. All schools appeared to provide activities programs of some type. Such programs varied in scope and in purpose. Although a majority of schools seemed to have activities consistent with their objectives and supplementary to their programs of instruction, many gave evidence of having activities out of keeping with the needs of the school. The number and nature of the activities provided by the latter offered scant basis for the conclusion that the interests and concerns of

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6 Reference is made to pupil activities carried on through assemblies, athletics, student councils, clubs and other extra class functions.

all pupils were being served thereby.

H. Information about pupils:

(1) Continuous records are kept giving information about pupils under the following headings:

- a. Home and family
- b. Health
- c. Personal and social development
- d. Interests
- e. Scholastic progress
- f. Work experience

Keeping records of information about pupils other than those mentioned in connection with counseling and interviewing was not referred to specifically in reports for 1946-1948. Nevertheless, study of the programs indicated continuous use of such data, a significant and encouraging finding to those interested in guidance. The per cent of schools referring to such service declined from 71.4 in 1943-44 to 50 during the period, 1944 to 1946. Reports during 1946-1948 included no reference to keeping personnel records. Thus, it appeared that this service had become so much a part of the program of education that it was no longer given special mention.

Aside from the findings brought to light by application of the criteria to the reports, there appeared some other features of the data which seemed worthy of note. Two of the most significant of these concerned the per cent of pupils who had withdrawn from school before completing their work, and the per cent of those who had failed in various subjects, in the schools included in this investigation. These withdrawals and

failures appeared in some instances entirely out of proportion to what might have been expected from schools whose programs included functional guidance procedures.<sup>7</sup> It would seem that outcomes embracing desirable adjustments of pupils are the true criteria by which guidance can be evaluated.

Another feature disclosed by the investigation was a general lack of emphasis on personal and social guidance of pupils. Even though no measure of the effects of such lacks was available, still there seemed to be ground for apprehension concerning the incipient personality maladjustments, withdrawals from school, failures in subject fields, and discipline problems which were likely to result from inadequate personal and social guidance of children and youth.

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In the foregoing pages of this chapter the guidance programs of the schools studied have been viewed in terms of certain criteria selected for use in this study. A summary of the findings presented herein will be given in the concluding chapter.

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<sup>7</sup> See table IV of failures and withdrawals.

TABLE IV

Percentage of Withdrawals and Subject Failures

Virginia Secondary Schools

1946 - 1947

<u>High school enrollment</u>	<u>Per cents of withdrawals</u>	<u>Per cents of subject failures</u>
1569	11	8
1231	14	14
629	13	8
573	12	10
586	13	6
585	17	8
573	12	10
548	9	13
535	11	8
512	12	6
448	15	9
436	9	13
332	7	10
302	11	4
280	16	7
244	21	9
221	7	2
218	9	13

TABLE IV (cont.)

<u>High school enrollment</u>	<u>Per cents of withdrawals</u>	<u>Per cents of subject failures</u>
217	12	15
215	25	20
208	12	10
255	8	2
199	14	5
196	10	12
195	7	4
190	19	12
189	10	0
189	10	4
188	16	15
187	10	14
185	10	1
180	6	13
179	10	4
177	12	10
173	14	10
160	8	4
169	15	9
158	6	6
150	13	20

TABLE IV (cont.)

<u>High school enrollment</u>	<u>Per cents of withdrawals</u>	<u>Per cents of subject failures</u>
146	7	8
141	11	9
139	8	6
126	14	12
124	20	9
121	13	16
103	14	11
90	10	5
88	4	5
83	7	1

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Source: Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, 1946-1947, Table 10, Section I, pp. 52-73.

## CHAPTER VII

### FINDINGS AND RECOMMENDATIONS

In the introductory chapter of this study certain questions were asked concerning the role of the secondary schools of Virginia in providing guidance for youth. Those questions led to the formulation of the problem of this investigation. Subsequent chapters recorded the manner in which answers to those queries were sought. This chapter is to present a summary of the findings of the investigation and to offer certain recommendations.

The first of the questions offering incentive for the study was:

What part is the school playing in fitting young people to find their places in a changing culture?

To answer this question it appeared fundamental to have a distinct concept of the relationship existing between guidance and general educational endeavor. A publication of the National Resources Planning Board,<sup>1</sup> dated January, 1942, offered the following definition of educational goals, consistent with guidance practices:

The goal for educational effort must be the

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1 National Resources Planning Board, Release No. 170979, 1942. p. 40, cited by Royce E. Brewster and Franklin R. Zeran, Techniques of Follow-Up Study of School Leavers, Educational Bulletin No. 17. p. 1.

provision of training for every child and youth of the kinds best adapted to his abilities and in the amount calculated to develop his maximum usefulness to himself, his community, and society.

Guidance seems essential to such an educative process. Changing conditions to both urban and rural communities have emphasized the need for sound guidance. The realization by educators of the responsibility of the school for directing its program of education toward the adequate adjustment of youth to changing social and economic conditions has accentuated the necessity for studying each individual. Thus, education and guidance become inseparable.

Although the programs of guidance in the schools were still in the process of attaining maturity at the time of this study, nevertheless, it appeared that the schools had made magnificent strides toward the goal of fitting young people to take their places in a changing culture. In so doing they seemed to have sensed the proper place of guidance in education.

Once guidance has been accepted as an integral and indispensable part of the school's efforts to fit youth for life in a period of rapid change, it then becomes necessary to discover what kind of guidance must be given and to what extent. Thus in the words of the second question, What guidance is being given in the secondary schools to help them meet their needs?

In considering this question in the light of the investigation, certain functions of the school emerged, namely, these of setting up an organization for giving guidance and of providing various services in connection therewith. The following is a summary of findings regarding guidance organizations and services:

Organizations:

Much progress was shown in the matter of establishing effective organizations for giving guidance services during the period studied. The programs of the schools seemed to be directed toward services to include all children, but efforts to establish such programs appeared to be greatly hampered by insufficient staff and inadequate space. Organizations appeared to vary widely in respect of their stated goals, representative membership, and systematic provision of services. Such differences were seen to vary according to size, location, and racial grouping. Systematized guidance efforts appeared more frequently in large high schools and in urban locations than in small or medium-sized schools and in rural locations.

Although in most respects variations from white to Negro schools were unfavorable to the latter, in guidance organization there appeared an outstanding exception to the general rule. Provisions of this kind were superior in the Negro schools studied. Despite great limitations of staff and facilities their organization for guidance compared favorably with white schools far better equipped in other respects.

Growing appreciation for the value of skill in guidance techniques was manifested by efforts on the part of teachers to improve their competence through in-service training programs

and utilization of the services of consultants. However, little reference was made to qualifications possessed by guidance personnel. In general, it seemed that classroom teachers were being given the responsibility for guidance services; therefore, it appeared reasonable to assume that the average guidance worker was no better qualified than the average teacher. In view of the unsatisfactory situation respecting teachers' general qualifications in Virginia, the conclusion was inescapable that guidance workers were likewise poorly prepared for their tasks. In this regard one notable exception appeared: A Negro school reported having a staff all the members of which held college degrees. Of these, the majority had done graduate study in guidance. Thus, although the general picture showed wide variations, it was nevertheless one in which organizations lacked clearly defined goals, discernable pattern, and membership including representatives of all those rightfully concerned with guidance. In making this general statement, however, certain exceptions to it must be borne in mind. There were in Virginia<sup>2</sup> a few programs of considerable merit and distinction in respect of goals, pattern and leadership.

Guidance services:

A. Counseling:

Although counseling services for all pupils seemed to be

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2 See Appendix D.

the goal of schools which reported having this function, the data implied that in a majority of cases such was not the case. So-called problem children appeared to be receiving most of the counseling services.

The reports indicated that, in general, the schools had awakened to the importance of designating certain persons as individual counselors. Although trained counselors were performing this function in some few schools, teachers without special qualifications were assuming such responsibilities in the majority of cases. Lack of time and space facilities for interviewing and counseling seemed to be obstacles in the way of providing this service adequately. However, there were indications that such handicaps were being successfully overcome by some of the small, over-crowded schools, thereby showing that when the need for guidance is fully realized provisions can be made for such services. One observation concerning counseling was to the effect that schools reporting having counseling periods failed to indicate providing such services at other than scheduled times. This led to speculation as to whether the schools not providing for emergency counseling had also not taken into account that, since crises and problems cannot be scheduled, such services should be available whenever the need for it arises, regardless of schedules. Such comment is not intended to discredit scheduled periods for counseling; on the contrary, it is believed that both scheduled and free periods should be provided for such services.

Vocational guidance:

Although vocational guidance appeared to receive much emphasis in the schools both in specific courses and in the field of social studies, it seemed that opportunities to test vocational choices through supervised experiences were extremely limited. Even though it was evident that the schools were attempting to provide acquaintance with a wide variety of occupations, with the qualifications needed for each, and with opportunities for employment, still they furnished but slight indication that actual choices of occupation were being made.

Educational information services:

Less than half the schools studied reported providing educational information services. The data indicated that in schools having such services guidance in making choices within the school program was being extended in a reasonably adequate manner. On the other hand there was little to show that provisions existed for articulation with lower and higher institutions, or that assistance in educational planning for post-secondary school training was being given. These data seemed to imply that probably one cause of the high per cents of failure and of withdrawal from school was lack of mutual understanding of purposes, offerings, and achievements among

schools of different levels.

Exploratory courses:

Although exploratory offerings increased during the period studied, progress in this direction was being hindered by lack of facilities. However, efforts were being made to individualize instruction through such courses, efforts which gave promise of programs of education which would provide training for every child of the kind best adapted to his abilities.

Placement and follow-up:

The data indicated that less than half the schools studied offered placement and follow-up services. These facts indicated that, in many cases, schools were failing to assume responsibility for those who might be considered their products. Since the ultimate success of any program of guidance may be judged by the later use pupils make of the experiences they have had in school, it appeared that schools were not taking sufficient interest in what was happening to the pupils they had once guided.

Activities program:

Some provision of activities was reported by each of the schools studied; however, such programs varied greatly in scope and purpose. The majority appeared to have planned such

programs to serve the objectives of the school, but few gave evidence of having activities in keeping with the needs of the school, as expressed in their reports.

Information about pupils:

Data concerning the recording and use of information about pupils indicated that at the beginning of the period studied, schools were in the process of revising and studying systems of record keeping. The number of references to such activities declined throughout the period. This was interpreted to mean that this service had become so much a part of the program of education that it was no longer given special mention.

To summarize the findings just presented the following general statement concerning guidance in Virginia may be made:

During the period studied, from 1943 to 1948 considerable progress had been made in the direction of setting up organizations and providing services for guidance. By the end of 1948, the program appeared to have reached a certain maturity particularly in the large urban schools. Yet, it seemed to have fallen short of the goal of helping young people adjust to school and prepare themselves for adult life if consideration be given to the records of early withdrawals from school and of failures in school work, in some of the schools having the most highly organized programs. There seemed to be tendencies to establish

what might be called paper programs for purposes of reporting, programs which as yet had not begun to make an impact on the plans and personalities of children.

Much remained to be done before it could be said generally that Virginia's youth were receiving needful counsel and guidance; more, indeed, than had been realized at the beginning of this investigation. Yet the situation appeared hopeful in view of the gains observed during the period studied.

As a contribution to further progress the following recommendations are offered:

(1) Develop specific goals for organizations in the schools which can be evaluated in terms of pupil behavior.

(2) Direct the programs of vocational guidance toward actually enabling pupils to understand their capabilities and to relate them to specific occupational fields, as far as possible through work experiences.

(3) Place greater emphasis on personal and social guidance, through varied experience under supervision.

### Conclusion

In conclusion it seems appropriate to refer to the purposes expressed in the introductory chapter. These were: (1) to make a study of the programs of guidance in the secondary schools of

Virginia for the period, 1943 to 1948, as reported in the Statement of Progress of Accredited High Schools by the principals of the schools, and (2) to appraise these programs with regard to an approved set of criteria. Both purposes have been fulfilled in some degree, as follows:

A study of the reported guidance programs of 50 schools was made for the period indicated. Criteria by which to appraise the programs were formulated and subjected to certain checks to insure validity. The programs were then appraised by means of the criteria.

The hope was expressed early in this study that the investigation might prove useful in clarifying thinking in Virginia regarding guidance by pointing out strengths and weaknesses in the programs. This hope will be realized only by the extent to which the findings of the study lead to better guidance.

With continued emphasis on guidance, in the State Department of Education and particularly in the schools where programs would have to stand or fall, there might well emerge in Virginia such a movement as would bring to full realization the promise of American universal education.

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**APPENDIX A**

**Lists of Guidance Leaders Contacted, Schools  
Studied, and Letters Concerning Guidance in Virginia**

A List of Leaders in Guidance  
Contacted through Interviews or Correspondence

Mr. Fred O. Wygal, Director of Related Instructional Services  
State Board of Education  
Richmond, Virginia

Dr. W. R. Smithey, Professor of Secondary Education  
University of Virginia  
Charlottesville, Virginia

Dr. M'Ledge Moffett, Dean  
Radford College  
Radford, Virginia

Dr. Fred Helsabeck, Dean  
Lynchburg College  
Lynchburg, Virginia

Margaret Swander, Department of Guidance  
Mary Washington College  
Fredericksburg, Virginia

William W. Savage, Dean  
State Teachers College  
Farmville, Virginia

Alfred K. Eagle, Professor of Guidance  
Madison College  
Harrisonburg, Virginia

Dr. Inga Olla Helseth, Professor of Education  
The College of William and Mary  
Williamsburg, Virginia

Mr. Lucian D. Adams, Supervisor  
Guidance and Adult Education  
State Department of Education  
Richmond, Virginia

Dr. David W. Peters, President  
Radford College  
Radford, Virginia

Mr. Paul Behrens, Guidance Consultant  
Radford College  
Radford, Virginia

Schools Studied

<u>Name of School</u>	<u>County or City</u>
Albemarle Training (Colored)	Albemarle
Amherst	Amherst
Andrew Lewis	Roanoke
Bridgewater	Rockingham
Brookneal	Campbell
Buchanan	Botetourt
Christiansburg Industrial Institute (Colored)	Montgomery
Clifton Forge	Clifton Forge
Covington	Alleghany
C. T. Smith	Caroline
Culpeper Industrial Institute (Colored)	Culpeper
Dublin	Pulaski
Fairfield	Rockbridge
Fincastle	Botetourt
Floyd	Floyd
Garden	Buchanan
Goochland	Goochland
Harrisonburg	Harrisonburg
Henaker	Russell
Jefferson (Colored)	Charlottesville
Jonesville	Lee
Lawrenceville	Brunswick

Schools Studied (cont.)

<u>Name of School</u>	<u>County or City</u>
Lincoln	Loudon
Marion	Smith
Lucy F. Simms (Colored)	Harrisonburg
Mary N. Smith (Colored)	Accemac
Meadows of Dan	Patrick
Monterey	Highland
Montvale	Bedford
Mt. Vernon	Fairfax
North River	Augusta
Pembroke	Giles
Radford	Radford
Randolph Henry	Charlotte
Robert E. Lee	Staunton
Rural Retreat	Wythe
Russell Grove (Colored)	Amelia
Scottsville	Albemarle
Shawsville	Montgomery
Shenandoah	Page
Stephens City	Frederick
Strasburg	Shenandoah
Tazewell	Tazewell
Virginia High	Bristol

Schools Studied (cont.)

<u>Name of School</u>	<u>County or City</u>
Wallace	Washington
Warren County High	Warren
Washington	Rappahannock
Washington & Lee	Arlington
William Watson (Colored)	Alleghany
King	Washington

COMMONWEALTH OF VIRGINIA  
State Board of Education  
Richmond, 16

January 25, 1949

Mrs. L. C. Neeley  
Colonial High School  
Blue Ridge, Virginia

Dear Mrs. Neeley:

I am very happy to send along what little information I have on the historical background of guidance in Virginia. As far as I know there is nothing in print here in my files that would be particularly helpful.

In 1929 an Assistant Supervisor of Trade and Industrial Education was appointed for the purpose of developing vocational and educational guidance in the schools of the State of Virginia. This program undertook several major projects as well as offering assistance to schools in the development of guidance programs. Some of these projects included: 1. Survey of job interests of high school seniors; 2. Publication of occupational information pamphlets on various occupations; 3. Developing a booklet on the entrance requirements of Virginia colleges. This program in the Vocational Division was terminated about 1936, and the next major effort was the establishment of a State Consultation Service in 1939.

The Consultation Service program was not directed particularly at school guidance programs until 1942 when Mr. F. O. Wygal was placed in charge of that work. Shortly after Mr. Wygal's appointment he started extensive use of Consultation Service facilities to train people in the field of guidance and to issue helpful information to schools on the subject. The work of the Consultation Services has been studied by several committees and commissions, and all have recommended that its services be expanded to include all areas of the state. This has been done in part by the establishment of Services in Norfolk, Danville, and at Woodrow Wilson Educational Center, Fishersville. In addition to that Regional Supervisors have been located at V. P. I. - Radford and Farmville. The time set for the beginning of the current move in the guidance field would be about 1942.

The 1929-36 guidance effort was headed by Mr. C. J. Hyslup and the 1942 efforts by Mr. F. O. Wygal. Mr. Wygal was transferred to the

Page Two  
Mrs. L. C. Neeley  
January 25, 1949

Division of Related Instructional Services on July 1, 1947 and I succeeded him as Supervisor in this field.

I believe that I have covered most of your questions and hope that this material will be helpful. I am sorry that we do not have in the files a more complete history for your use.

Sincerely yours,

L. D. Adams, Supervisor,  
Guidance and Adult Education

LDA:hew

MADISON COLLEGE  
Harrisonburg, Virginia

January 25, 1949

Mrs. L. C. Neeley  
Colonial High School  
Blue Ridge, Virginia

Dear Geneva:

In reply to your letter of January 21 I should like to say that I fear that the information that I have in the back of my head regarding the beginning of the guidance movement in Virginia might not be too accurate. At any rate, I shall be glad to tell you what I know.

The first I remember of hearing very much about guidance was back about 1929 when a supervisor of guidance was added to the State Department of Education staff. I do not recall his name, but I know that he later became Director of Guidance at V. P. I. That was about two years after he started the program and then there was no supervisor or director of guidance in the State Department again until about 1942 when Mr. F. O. Wygal took over the responsibilities of adult education and counseling.

I would say that you might list Dr. Sidney B. Hall as a contributor to the guidance movement. He got the State Board of Education to require every eighth grade student to have a semester's work in vocational guidance. This was taught in lieu of a semester's work in ancient history. Moreover, it was taught by history teachers who had had no training in the work and had no interest in it, so it was nothing more than a textbook proposition to be done with no thought as to the needs of the high school boys and girls. As well as I recall, a textbook was used by most teachers, the youngsters filled in the blanks, and went on their ways rejoicing without having made a decision regarding their educational program in the school or their vocational plans. This course remained in the curriculum until the book Building Citizenship by Hughes was put on the state list. Since that contained a section on guidance, the state assumed that that would meet the need. It didn't, however. Then about 1939 when the first schools were evaluated by use of

Mrs. Neeley

2

January 25, 1949

Evaluative Criteria of the Secondary School Standards, many persons began to realize how little guidance was being done in the schools. The Richmond Consultation Service, set up in 1939, began to do some work with schools about 1944, and since then a great deal of interest has been manifested throughout the state, and as you now know, Mr. L. D. Adams is Coordinator of Guidance and Consultation Service in Virginia.

Dr. W. R. Smithy, Professor of Secondary Education at the University of Virginia, claims that he offered the first course in guidance in the state of Virginia. You might write to him and get some documented information regarding the guidance movement.

It seems a long, long time since you were a student in Radford High School. Of course, I remember all my former students with kindly interest. I trust that you are enjoying your work in the Colonial High School.

Very sincerely yours,

Alfred K. Eagle  
Director of Guidance

AKE:GG

**APPENDIX B**

**Data Sheets Used for Guidance Purposes in William King High School  
Abingdon, Virginia, to Record Information Concerning  
Pupils**

William King High School  
Abingdon, Virginia  
1945 - 46

PERSONALITY RECORD

PERSONAL CHARACTERISTICS OF \_\_\_\_\_  
SCHOOL \_\_\_\_\_

	1st Year Date	2nd Year Date	3rd Year Date	4th Year Date
I. Industry Willingness, effort perseverance, energy				
II. Initiative Intellectual curiosity original, try new ideas				
III. Thoroughness Accuracy, carefulness, definiteness				
IV. Reliability Dependability, trustworthy, honesty, etc.				
V. Cooperation Ability to get along with others, adaptable				
VI. Emotional Control Poise, moodiness, overemotional				
VII. Leadership Confident, initiative good judgment, respected				
VIII. Physical Vitality Health, vigor endurance, force				
IX. Intellectual Capacity Intelligence, Natural ability, tractable				
X. Scholastic Achievement Grades, performance, results				
XI. Eccentric Selfcentered; opinionated, broad-minded, conformist				
XII. Prospect as Employee Recommendations for Non-college work				
XIII. Prospect as College Student As to choosing and Succeeding in college				
XIV. Personal Appearance				
XV. Other Marked Traits				
Counselor's Signature				

William King High School  
Abingdon, Virginia  
1945 - 46

GUIDANCE DATA

Name \_\_\_\_\_ Parents' Name \_\_\_\_\_  
Parents' Occupation \_\_\_\_\_ Their Training \_\_\_\_\_

	1st Year Date _____	2nd Year Date _____	3rd Year Date _____	4th Year Date _____
I. Leisure Time Activities				
II. School Activities				
III. Social Interests				
IV. Work Experience				
V. Vocational and Educational Plans				
VI. Attendance and Work Habits				
VII. Respect for Authority				
VIII. Church Attendance				
IX. Community Activity				
X. General Attitude				

GUIDANCE DATA (cont.)

	1st Year Date	2nd Year Date	3rd Year Date	4th Year Date
XI. Special Efforts and Planning				
XII. Remarks				
XIII. Follow-up Information				

Counselor's Signature

**APPENDIX C**

**Records of Educational, Follow-up, and Exploratory  
Services Obtained from Certain Virginia High Schools**

Marion High School  
1945 - 46

ENTRANCE REQUIREMENTS IN UNITS FOR VIRGINIA HIGHER  
INSTITUTIONS OF LEARNING

INSTITUTIONS	E	H	A	P	S	T	L	M	A	T
	n	i	l	l	a	r	a	e	n	e
	g	s	g	e	a	i	t	d	y	t.
	l	t	e	n	i	g	i	e		
	i	o	b	e	d	o	n	r	H. U	
	s	r	r	e	d	o	n	n	S. n	
	h	y	a	G	G	o			S	i
				e	e	m			t	e
				e	e	m			e	s
				m	m	t			i	R
				e	e	r			e	n
				r	r	y			c	q
				y	y				e	u
									r	i
									e	d
<b>Senior Colleges and Universities</b>										
Bridgewater College	3	1		1			2 or 2	1	15	
Emory and Henry College	3	1	1½ or 2	1			2 or 2		15	
Farmville State Teachers College									16	
Hampden-Sydney College	3		1½	1			2 or 2		15	
Hollins College							3 or 3			
	4	1	1½	1			2 & 2		15	
Lynchburg College	3	1	1	1				1	15	
Madison College	4								16	
Mary Baldwin College	3	1	1	1			2 or 2		15	
Mary Washington	3		2							
Radford State Teachers College									16	
Randolph-Macon College	3	1	1 or 2	1			2 or 2		15	
Randolph-Macon Woman's College	4		1½	1			3 or 2 & 2		15	
Roanoke College	4	1	1½	1				1	15	
Sweetbriar College	4	1	2	1			4 or 5		15	
University of Virginia										
Engineering	3	1	2	1	½	½			15	
Col.; Art & Science	3		1½						15	
Virginia Polytechnic Inst.										
Engineering	4	1	2	1	½			1	16	
All other courses	4	1	2	1				1	16	
University of Richmond										
Richmond College	3	1	1½	1				1	15	
Westhampton College	3	1	2				2 & 2	1	15	
Virginia Military Institute	3	2	1½	1	(½)	(½)	(2)	(2)	15	
Washington & Lee University	3	1	1	1			2 or 2		15	
William & Mary College	4	(2)	(1½)	(1)			(3 or 3)	(2)	16	
							(2 or 2)			
<b>JUNIOR COLLEGES</b>										
Averett College									16	
Blackstone Col. for Girls	3	1 or 2	2 or 1	1				1	16	
Eastern Mennonite School	3	1	1	1			2 or 2		15	
Virginia Intermont College	4	1	1	1			2 or 2	1	15	

Radford High School  
1947 - 48

FOLLOW-UP PROGRAM IN GUIDANCE

Number of Seniors in 1946-47: 102

Number of these who have been contacted (directly or indirectly): 65

Number enrolled in colleges: 37

Of this number only 3 reported that they were having any difficulties in becoming adjusted to college work.

1 has dropped out due to deficiencies in scholarship: 1 for unknown reasons, and 1 to be married.

Number married since graduation: boys, 3; girls, 8; total: 11

Number divorced during 1948: 1

Number working in city (as clerks, bookkeepers, telephone operators, etc.): 12

Number in business for himself: 1

Number enrolled in high school for fifth year of refresher course: 13

Number in training for nursing: 1  
(She reports that she is very much interested in her work)

Number in service (Army & Navy): 3

COLLEGES WHICH ARE TRAINING THE SENIORS OF 1946-47

Radford College: 16

University of Richmond: 1

Emory and Henry: 1

Milligan College: 2

University of Virginia: 1

Virginia Polytechnic Institute: 2

COLLEGES WHICH ARE TRAINING THE SENIORS OF 1946-47 (cont.)

University of Maryland: 1  
King College: 1  
Greenbrier Military Institute: 1  
Washington and Lee: 1  
Virginia Military Institute: 1  
William and Mary: 2  
Madison: 1  
Virginia Intermont: 1  
George Washington University: 1  
Bluefield Business College: 2  
National Business College: 1  
Ferrum Junior College: 1  
Kentucky Military Institute: 1

Marion High School  
1947 - 48

EXPLORATORY SCHEDULE  
1st SEMESTER

	3rd Period:			4th Period:		
	1st 6 wks.	2nd 6 wks.	3rd 6 wks.	1st 6 wks.	2nd 6 wks.	3rd 6 wks.
Sec. 1 Miss Tilson	Shop Dram. Speech	Art	H. Ec. Agri.	Phy. Ed.	Phy. Ed.	Phy. Ed.
Sec. 2 Miss B. Copenhaver	H. Ec. Agri.	Shop Dram. Speech	Art	Phy. Ed.	Phy. Ed.	Phy. Ed.
Sec. 3 Miss Dale	Art	H. Ec.	Shop Dram. Speech	Phy. Ed.	Phy. Ed.	Phy. Ed.
Sec. 4 Miss Alexander	Phy. Ed.	Phy. Ed.	Phy. Ed.	Bus. D. E.	Music S. Hall	Music S. Hall
Sec. 5 Miss M. P. Copenhaver	Phy. Ed.	Phy. Ed.	Phy. Ed.	Music S. Hall	Bus. D. E.	Music S. Hall
Sec. 6 Mrs. Hubble	Phy. Ed.	Phy. Ed.	Phy. Ed.	Music S. Hall	Music S. Hall	Bus. D. E.

Marion High School  
1947 - 48

EXPLORATORY SCHEDULE 2nd Semester

3rd PERIOD:

4th PERIOD:

	1st 6 wks.	2nd 6 wks.	3rd 6 wks.	1st 6 wks.	2nd 6 wks.	3rd 6 wks.
Sec. 1 Miss Tilson	Phy. Ed.	Phy. Ed.	Phy. Ed.	D.E. 3 wks. Bus. 3 wks.	Music S. Hall	Music S. Hall
Sec. 2 Miss B. Copenhaver	Phy. Ed.	Phy. Ed.	Phy. Ed.	Music S. Hall	Bus. 3 wks. D.E. 3wks.	Music S. Hall
Sec. 3 Miss Dale	Phy. Ed.	Phy. Ed.	Phy. Ed.	Music S. Hall	Music S. Hall	Bus.3 wks. D.E.3 wks.
Sec. 4 Miss Alexander	Dram. Shop Speech	Art	H. Ec. Agri.	Phy. Ed.	Phy.Ed.	Phy. Ed.
Sec. 5 Miss M. P. Copenhaver	H. Ec. Agri.	Shop Dram. Speech	Art	Phy. Ed.	Phy.Ed.	Phy. Ed.
Sec. 6 Mrs. Hubble	Art	H. Ec. Agri.	Shop Dram. Speech	Phy. Ed.	Phy.Ed.	Phy. Ed.

**APPENDIX D**

**Reports of Virginia High Schools on Certain Aspects  
of  
Guidance Programs**

Tazewell High School  
Tazewell, Virginia  
1947 - 48

#### HOMEROOM GUIDANCE

The homeroom period provides a guidance unit. Guidance is not new, every teacher has always been a guidance counselor, but educators are becoming more guidance conscious as education becomes more pupil centered.

Guidance is helping each individual live a richer, fuller life by helping him properly adjust himself as a child, thus enabling him to adjust as an adult. Guidance is enabling a child to adjust himself in such a way as to get the most out of life and at the same time contribute to others his best.

The demand is greater and greater for all-aroundness. Children and young people should be inspired to excel academically but they should also develop robust personalities.

In our homeroom periods of twenty minutes each on Mondays and Tuesdays we do not have time to accomplish very much but if this time is used wisely results will be gratifying.

It is helpful to have children seated in homerooms as their name appears in the register. Time can be saved in checking the roll as the teacher soon learns the seating plan and an empty seat means an absent child. Never allow a homeroom period to be used as a study period. A mixed group is easier to work with because the brighter children inspire the slower children, if

handled carefully.

The homeroom teacher should, if possible, teach "her children" at least one period a day. This helps the sponsor to "learn her children." Accumulative records are kept by the homeroom teacher and it is she who will be in a position to get the child's history and personality traits. These records are the best instruments in guidance. The homeroom teacher, because of her contact with the child during informal homeroom periods, is often able to help other teachers with problems concerning these children. "It is the duty of each homeroom counselor of each student group to gather all the threads of influence and weave them consistently into the fabrics of character." Guiding children is a most difficult task but a most important one.

The most desired qualities of teachers are said to be "helpfulness, being able to understand, being pleasant, friendliness, kindness, impartiality, interest in students, ability to maintain order, cooperativeness, and patience."

Homeroom guidance quite often opens the way for private counseling.

Less than 50% of the students who enter the freshman class graduate from high school. The responsibility for training the majority of our youth to be honest, upright, and honorable citizens rests upon the high schools.

There is some material available for homeroom periods but little will be needed once the students are interested.

"As the family is to society, so is homeroom to the school."  
The homeroom period provides a wonderful opportunity for informal group guidance.

Andrew Lewis High School  
Salem, Virginia  
1946

SOCIAL GUIDANCE REPORT

I. Needs and Procedures to Meet Them:

At the beginning of the 1945-46 session the Social Guidance Committee met to discuss the needs of the social program at Andrew Lewis High School. We found that the paramount need was not so much additions to the social program of the school as a scheduling of the various activities. The chairman of the committee interviewed the sponsors of all the clubs and asked for copies of their year's activities. Those who did not yet know agreed to fit theirs in at later dates or combine with other clubs. Then the chairman scheduled the social activities. She tried to place them at two weeks intervals in such a way that there would be only one a month which affected the majority of the students. She also arranged it so that social activities would not occur before or during examination periods or religious observances. The schedule was presented to the principal for approval and was published in a bulletin.

At the next meeting of the committee we discussed the need of a general list of rules and requests to apply to all social affairs held at the school. It had been confusing to the students heretofore as to what was expected of them at the various functions. This list was made and presented to the principal for approval. It was

then given to the various sponsors concerned to be read and explained to the students before each social function.

## II. Problems and Solutions:

In preparing the year's schedules the chairman met several problems. The first was the lack of tentative plans for the year by the various clubs. The chairman attempted to solve this problem by making suggestions for social activities at convenient dates and if it was found later to be impossible to have the activity at the scheduled time, then to consult the year's schedule for exchanging of dates or of combining with other clubs.

A second problem arose during the basketball season. Almost every game was held at the school or its vicinity. This meant the cancellation or postponement of social activities during almost three months of the school year. The chairman hopes to know this schedule in advance next year so that no club will be disappointed or so that more combinations of clubs' activities may be made.

The third problem was the desire of the majority of the clubs to have their formal dances late in the year. The chairman investigates to see if enough of the students would be affected by this to justify the cancellation of any during the month of May. It was found that since the clubs having the formals were in no way related, it would not be necessary to do this. The chairman expects, however, to request the sponsors next year to

indicate which dances they intend as formals. Then they can be scattered throughout the year and thus, avoid criticism from those who do not know they are not affecting the same groups.

Another problem was that of chaperones. In our list of rules we asked that parents and teachers be present. We have had more parents to visit the dances this year than ever before. There has been the problem of having teachers present, however. In a faculty meeting the chairman presented this to those present and asked for discussion. It was as follows. Some said it was a matter of transportation. Some said that it was a lack of suitable dress. Some indicated that they felt no responsibility to groups they did not sponsor. Some felt that the invitations extended to the faculty as a whole did not apply unless they were asked individually to serve. Some agreed to serve as chaperones whenever asked.

The chairman therefore has asked each member of the faculty personally if he or she can serve as chaperone. A list is available to club sponsors for next year of those who are unable to attend, those who can attend under various conditions, and those who are available at all times.

It has been hard to have meetings of the committee very frequently as each member sponsors activities of his or her own. It is composed of the band director, the two choral teachers, the sponsor of the annual, and the sponsors of the

Latin Club, the largest in the school. For that reason, the chairman thinks that it is not inconsistent with the work of the Social Guidance Committee to attach a report of the work of each member of her committee individually.

### III. Plans for 1946-47

1. The committee plans to schedule activities improving the year's calendar of 1945-46.

2. It will revise the list of rules and requests for social functions.

3. The committee hopes to investigate the social life of the students and make provisions for activities for that small group which does not attend the dances held at the school.

4. We have found that entertainment is usually provided after football games and in the spring months, but there is none during the basketball season. We hope to make some plans to fill in that gap.

Radford High School  
Radford, Virginia  
1945 - 46

REPORT OF STUDENT ACTIVITIES  
(Prepared by student council)

I. Student Council:

- a. Headed Red Cross Drive
- b. Lead clean up drive
- c. Conducted a clothing drive
- d. Organized magazine sale
- e. Changed school colors
- f. Installed Point System
- g. Worked out assembly schedule
- h. Prepared installation services
- i. Held Infantile Paralysis campaign
- j. Engaged speakers for chapel
- k. Sold American Legion Books
- l. Sold tickets to Little Theater
- m. Raised funds for representation fees in the annual for other school organizations
- n. Granted charters to four new clubs:
  1. Spanish
  2. Girls Athletic Association
  3. Home Economics
  4. D. O.
- o. Raised money for the athletic fund
- p. Sent yearly report to Richmond
- q. Assisted Student Patrol in gathering material for the Freshmen handbook
- r. Prepared a teacher's report
- s. Conducted a Tuberculosis stamp sale

II. Student Patrol:

- a. Wrote a new constitution and by laws
- b. Made laws for school grounds
- c. Bought new records for the juke box
- d. Organized and patrolled lunch line
- e. Prepared a Freshmen handbook
- f. Patrolled at football games
- g. Assisted Council during Clean Up Week
- h. Elected a Secretary, Treasurer, and Vice President for next year

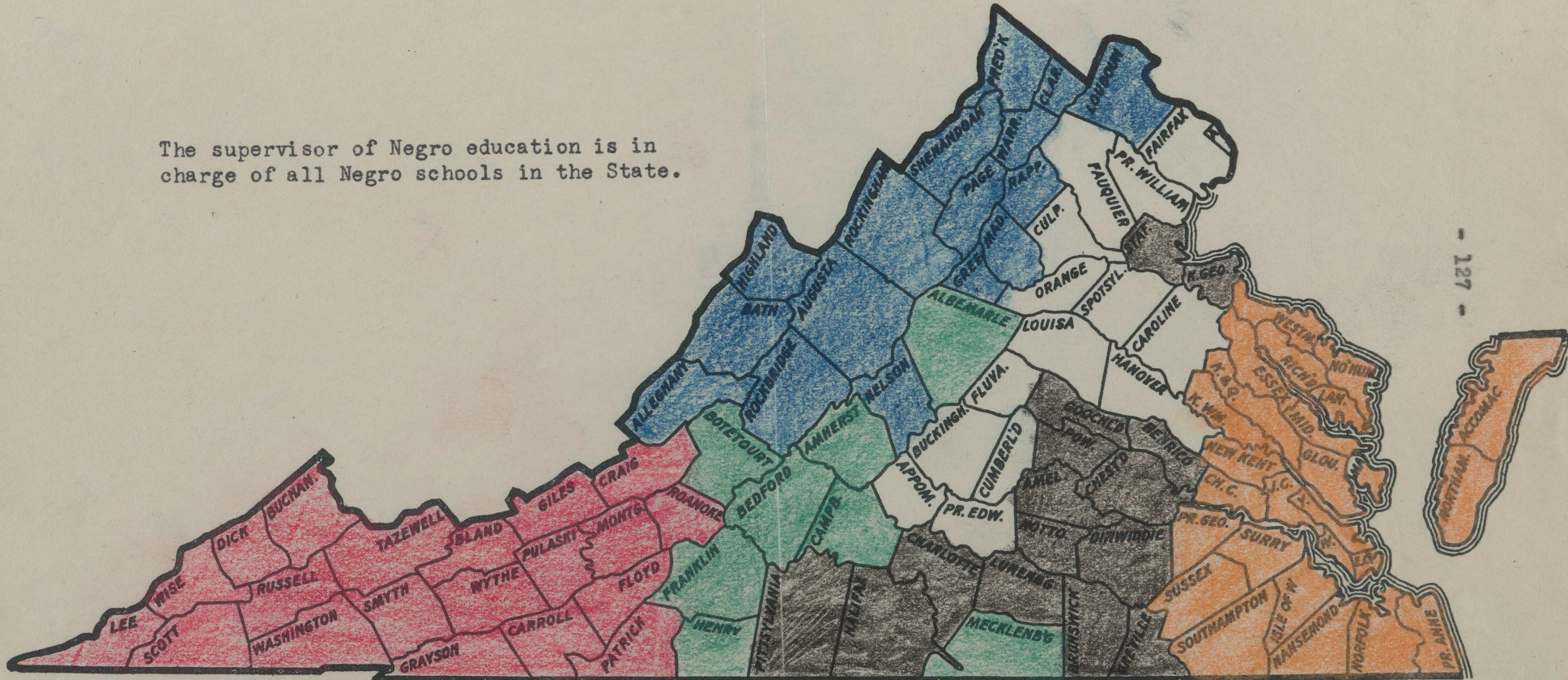
- III. Annual Staff:
  - a. Collected money for adds
  - b. Sold subscriptions
  - c. Chose all editors
  - d. Selected the grain, color, and cover
  - e. Designed a cover
  - f. Worked out a theme, dedication, and main features
  - g. Gave out assignments
  - h. Took photographs and expanded annual into layout
  - i. Proof read annual layout
  - j. Dedicated it at a special assembly
  - k. Distributed annual
  - l. Selected officers for next year
  
- IV. Acorn Staff:
  - a. Elected officers with seniors filling major offices and juniors assisting
  - b. Solicited adds for the year
  - c. Editorial staff provided news for 4 issues
  - d. Final issue published for seniors
  - e. Officers for next year selected
  
- V. Girls Athletic Association:
  - a. Organized club and elected officers
  - b. Wrote constitution and presented to the Council
  - c. Elected heads of sports
  - d. Sponsored tournaments in various sports
  - e. Elected new officers
  
- VI. Home Economics Club:
  - a. Wrote constitution
  - b. Gave a dinner for the Rotary Club
  - c. Sponsored a school dance
  - d. Led a "Clean the shower-room campaign"
  - e. Elected new officers
  
- VII. Spanish Club:
  - a. Organized to improve the Good Neighbor Policy
  - b. Constitution was accepted by Council
  - c. Elected officers
  - d. Raised annual fee for pictures
  - e. Entertained with three parties
  - f. Elected new officers
  
- VIII. D. O. Club:
  - a. Organized to give D. O. students more social life
  - b. Wrote constitution and was granted charter
  - c. Sponsored two banquets and a picnic
  - d. Elected new officers


**APPENDIX E**


**Regional Supervisory Area as Organized for  
Counseling Service to Public Schools, 1947-1948  
Commonwealth of Virginia**


Staff Assignments  
 County Visitation  
 1948 - 1949


The supervisor of Negro education is in charge of all Negro schools in the State.

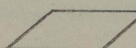



 Mr. H. C. Graybeal  
 Radford College

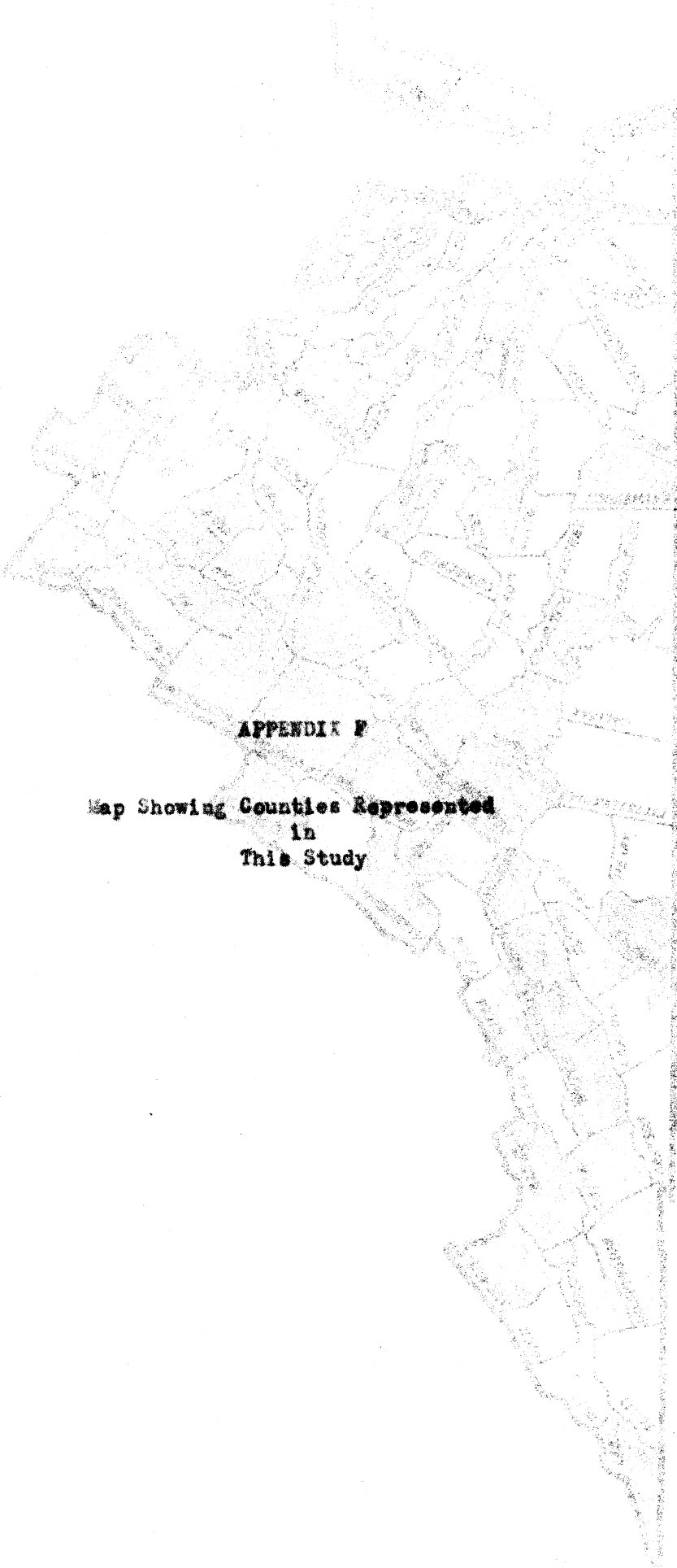
 Mr. Joel T. Kidd  
 Madison College

 Mr. Francis W. Sissen  
 State Department of Education

 Mr. Z. T. Kyle  
 State Department of Education

 Mr. W. W. Wilkerson  
 State Department of Education

 Mr. Luther C. McRae  
 College of William and Mary



**APPENDIX F**  
**Map Showing Counties Represented**  
**in**  
**This Study**

Map Showing Counties of the Commonwealth

of Virginia

States whose counties represented in this study

