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A study of services rendered to outside agencies by the Virginia State Consultation Service

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**A STUDY OF SERVICES RENDERED TO OUTSIDE AGENCIES
BY THE VIRGINIA STATE CONSULTATION SERVICE**

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

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

**by
Karl Hostetter Stutzman
August 1947**

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The 238 principals of junior and senior high schools in Virginia who returned questionnaires.

The 84 members of the guidance clinics who returned questionnaires.

The representatives of 25 business and social agencies who granted interviews to the author.

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CHAPTER I

INTRODUCTION

The State Consultation Service is the guidance division of the Virginia State Department of Education. The Service was started in May 1939 as the Richmond Consultation Service, an experiment to assist individuals to find the right job through vocational guidance. At that time it was a cooperative effort of the Virginia State Board of Education, the National Youth Administration, and the Virginia State Employment Service. The Department of Education and the National Youth Administration provided funds for salaries and supplies, while the Employment Service¹ furnished office space.

In its first year the staff of the Consultation Service engaged in the following activities:

1. Staff training.
2. Development of realistic, up-to-date, occupational information files and the establishment of a vocational guidance library.
3. Acquisition and establishment of adequate space, equipment and material needs.
4. Development of an Aptitude Testing Department.
5. Cooperation with the National Youth Administration, the Richmond Branch of the Virginia State Employment Service and many of Richmond's schools, social agencies, and

1. The Commonwealth, August 1944, Vol. XI Number 8, "Vocational Guidance for Virginians."

- community organizations for the purpose of building up working relations to help serve the individual.
6. Investigation of training facilities in the city, the state, and elsewhere.
 7. Interviews with individuals from the standpoint of vocational guidance, and occupational information on both a thorough and an informational basis.
 8. Supply occupational information at the request of the Employment Service, the State Department of Education, school and individuals.²

On the basis of these activities, the Department of Education provided all the funds for continuing the service, when in May 1942, the National Youth Administration support was discontinued. In the summer of 1944, the Consultation Service was moved to separate offices at 1203 East Broad Street, Richmond 19, Virginia, where larger quarters could be provided. In May 1947 another move was made to 815 East Franklin Street, where still larger quarters were available.

In September 1941, the Richmond Consultation Service inaugurated "The Vocational Information Service." This service consists of two parts: (1) a bulletin published once each month, September through May, entitled WORK AND TRAINING. This bulletin is sent to division superintendents, principals, school counselors, vocational teachers, certain home room teachers who devote part of their time

2. First Annual Report of the Richmond Consultation Service, July, 1940.

to counseling, to librarians, to Virginia State Employment Service officials, branch managers, interviewers, and placement officers; (2) the service of providing on request the persons mentioned above with specific information regarding fields of work, training facilities, and other vocational subjects.

In December 1946 the author approached Mr. John A. Mapp, Directing Counselor of the State Consultation Service to ask permission to use the facilities of the Service for some research work in the field of guidance. At that time he told the author of plans for expanding the services of the organization and of the request to the General Education Board of New York City to provide funds for this program.

In February, the author was called to the offices of the State Consultation Service to meet Mr. Clifford P. Froehlich of the United States Office of Education, who was to direct the survey of the State Consultation Service which had been authorized. This survey was to consist of four parts: (1) a statistical study of cases, (2) a study of the results of counseling, (3) a study of services rendered to outside agencies and (4) a summary and con-

3. Handbook of Vocational Information Service, Richmond Consultation Service, Sept. 1941, p.1.

4. Mr. John A. Mapp, Conference, Dec. 30, 1946.

clusions of the entire study. At this conference it was decided that the author should undertake the study of part ⁵ three.

The study of this problem involved an investigation of three major areas as shown herewith.

(I) Vocational Information Service

(A) WORK AND TRAINING

- 1. Determination of the maximum drawing power of bibliographical items.
- 2. Comparison of the articles in WORK AND TRAINING with the distribution of occupations as found in Virginia.
- 3. Compilation of a list of schools having vocational files and to determine:
 - a. whether they file WORK AND TRAINING
 - b. what filing plan they use.
- 4. Proportion of the State Consultation Service budget allotted to this service.

(B) Research Service

- 1. Extent of repetition of requests answered in previous issues of WORK AND TRAINING.
- 2. Extent to which articles in WORK AND TRAINING follow requests.
- 3. Sources of requests.

(II) Services to Schools

(A) Training Program

5. Mr. John A. Mapp and Mr. Clifford P. Froehlich, Conference, Feb. 6, 1947.

1. The number of people assigned guidance duties after training in the guidance clinic.

2. Reaction of these people to the clinic.

(B) Direct Service

1. Number of schools using the consultation service.

2. Source of professional training for the teacher in charge of the guidance program.

(III) Services to Referring Agencies

(A) Probable increase in number of referrals if the State Consultation Service facilities were larger.

(B) The opinions of referring agencies as to the quality of service rendered to individuals.

(C) Nature of the criticism of the State Consultation Service.

In order to determine this information, letters were sent requesting opinions from the principals of all junior and senior high schools in Virginia. Similar letters were sent to 121 individuals who attended the guidance clinics conducted during the summers of 1943 and 1944. Personal conferences with officials of twenty five referring agencies in and near Richmond were held. In addition, all correspondence received up to May 1, 1947 dealing with the Research Service was carefully reviewed.

The results of this investigation are presented in the chapters which follow.

CHAPTER II

VOCATIONAL INFORMATION SERVICE: WORK AND TRAINING

As stated in the introduction, the State Consultation Service was founded as a cooperative effort of the State Department of Education, the State Employment Service and the National Youth Administration.¹ As information on various phases of guidance was collected, it was arranged in bulletin form and sent to the various agencies for their use. The first issues were written in technical form for the use of counselors of these agencies. This information was regarded as of sufficient worth in the field of guidance that it was passed on to the high schools of the state. In selecting material for these bulletins it was decided to organize vocational material in series form. The first series was organized to cover those vocations in Virginia which require a state license. Later a series of articles was started in agriculture. No attempt has been made to organize vocational material in any other way.²

In order to determine the effectiveness of the Vocational Information Service of WORK AND TRAINING it has

1. Savva, p.1

2. Mr. John A. Mapp, Conference, July 24, 1947

been necessary to:

1. Determine the maximum drawing power of bibliographical items.
2. Discover how WORK AND TRAINING articles compare with the occupational distribution of the state.
3. Determine a list of schools having vocational files and
 - a. whether they file WORK AND TRAINING
 - b. what filing plan is used.
4. Determine what proportion of the State Consultation Service budget goes into this service.

Each issue of WORK AND TRAINING has a bibliographical list of guidance publications, many of which are free. In order to discover whether schools are taking advantage of this material, a special offer was made in the issue of February 1947. Attention was called to this offer by two lines in heavy type on the front page. On the back page taking two of the three columns and bordered in heavy black lines was an offer of "Free Packages of Vocational Information for Virginia Schools." This list of publications was carefully selected and consisted of the following material:

Chemical Engineering as a Profession, 1946	21 pages
Chemistry as a Profession, 1946	20 pages
Geology as a Profession, 1946	19 pages
Meteorology as a Profession, 1946	17 pages
Approved Technical Institutes, 1947	47 pages
Home Study Blue Book and Directory of Private Home Study Schools and Courses, 1946	31 pages

Up to June 1, 1947 there were only 44 schools who had taken advantage of this offer. This poor response may be interpreted to mean that about 92 per cent of the schools in Virginia have no one who is interested enough in guidance to build up a good guidance file, or that their guidance teachers do not read **WORK AND TRAINING** carefully.

The principal of many of the smaller schools is directly responsible for the guidance program. They are often so busy that they make it a habit to pay little attention to second class mail. Therefore this generous offer was completely overlooked.

A similar conclusion may be drawn from another example. In an earlier issue a pamphlet entitled "Occupations for Young Men in the Mechanical Department of Daily Newspapers" was offered free. On the following page is Table I showing who applied for this vocational guidance material.

TABLE I

INSTITUTIONS REQUESTING "OCCUPATIONS FOR YOUNG MEN IN
THE MECHANICAL DEPARTMENT OF DAILY NEWSPAPERS"

	VIRGINIA	NORTH CAROLINA	TOTAL
HIGH SCHOOLS	11	5	16
COLLEGES	1	1	2
OTHER AGENCIES	1		1
TOTALS	13	6	19

If these two tests of the drawing power of WORK AND TRAINING are valid, then it is apparent that additional training of teachers is necessary to make them guidance conscious to the point where they will make the maximum use of all available guidance material.

In order to determine how well the State Consultation Service is known outside of the borders of Virginia, the following table shows certain requests from out of the state. Through a misunderstanding certain other guidance publications printed a notice that the State Consultation Service of Richmond, Virginia would send free upon request a number of bulletins. Several requests for this material have been received. On the following page is a table listing these requests.

TABLE II

REQUESTS MADE FOR MATERIAL THAT WAS NOT AVAILABLE

	Careers in Teaching	The Dentist	The Embalmer	The Florist	The Librarian	The Photographer	The Physician	The Textile Industry	Vocations for Women	Total
Alabama	1									1
Arkansas		5	2	3	2	3	1			16
California									1	1
Florida	1									1
Illinois	1									1
Kentucky	1							1		2
Louisiana									1	1
Massachusetts	2								1	3
Michigan									1	1
Minnesota	1									1
Mississippi							1			1
Missouri	1									1
Nebraska	1			1	1	1				4
New Hampshire	1									1
New Jersey	1								1	2
New York	1	1		1	1		5	1		11
North Carolina							3			3
Pennsylvania							1			1
Texas	1							1		2
Vermont	1									1
Virginia	2					2	2			6
Washington	5	2		1	2	1				9
Total	19	6	2	6	6	7	14	3	6	63

There was a total of 63 requests from 22 states listed in the preceding table. Of these, six were from Virginia leaving a total of 62 from out of the state. These figures are not comparable to those used as a test of the drawing power of WORK AND TRAINING for they do not concern WORK AND TRAINING. These requests which were made through a misunderstanding do show that the State Consultation Service is used by out-of-state guidance publications as a source for reference material.

Each issue of WORK AND TRAINING contains one or more articles pertaining to vocations. To determine how the articles compare with the occupational distribution of the workers in Virginia, the articles have been classified as to occupations and then compared with the figures from the sixteenth census of the United States for the year 1940.

The occupations covered by articles in WORK AND TRAINING include but a small fraction of the occupations listed in Virginia. There were 492 different occupations and a labor force of 722,025 men and 211,032 women, according to the 1940 census. Some of the titles of these 492 occupations include subdivisions; for example, brick-mason, stonemasons, and tilers are listed as one
3
occupation.

TABLE III

INDEX OF ARTICLES IN WORK AND TRAINING UP TO JANUARY
1947 COMPARED WITH THE NUMBER EMPLOYED IN VIRGINIA.⁵

ARTICLES	FREQUENCY	NUMBER EMPLOYED IN VIRGINIA ⁶
Accounting-Nov. 1944	1	12,524
Agriculture-Oct. 1941; Sept. 1942	2	220,114
Army-Dec. 1941, Jan., Feb., Sept., Dec., 1942 Apr., Sept., Oct., 1943	8	See note 7
Beauty Culture-Mar. 1946	1	7,368 ⁸
Clerical and Kindred Occupations- Oct. 1942; Sept. 1943; Oct. 1946 3 articles	5	101,714
Coast Guard-Feb. 1942; Feb., May, 1943		See note 7
Education and Instruction-Dec. 1943; Feb., Mar., Apr., May, 1944; May 1946	6	21,032
Engineering-Mar. 1946	1	3,915
Entry Occupations-Nov. 1941	1	Not given
Government Service-May, Dec., 1942; Jan. 1943	3	14,308
Horticulture-Jan. 1946	1	See agriculture
Law-Feb. 1945; Nov. 1946	2	3,206
Library Service-Dec. 1945	1	633
Machine Shop-Jan. 1942	1	8,763
Marine Corps-Jan. 1942; Mar., Dec., 1943	3	See note 7
Medicine and Surgery-Nov. 1941	1	2,626
Navy-Nov. 1941; Oct., Apr., 1942 Nov., Oct., 1943; Mar. 1945	6	See note 7
Nursing-Dec. 1941; Jan., May, 1942 Apr., Oct., 1943; Oct. 1944; Nov. 1945	7	5,623
Occupational Therapy-Apr. 1942	1	Not listed
Pharmacy-Mar. 1945	1	1,235
Photography- Oct. 1944	1	431
Radio Manufacture and Maintenance Industry- Nov. 1942	1	884
Retail Trade-Dec. 1941	1	69,217
Sheet Metal Work-Mar. 1942	1	2,138
Social Work-Nov. 1942	1	Not listed
Textile Industry-Apr. 1946	1	19,632
Undertaking-Sept. 1944	1	632
Veterinary Medicing-Sept. 1942	1	150
Water Transportation Industry-Mar. 1942	1	10,593
Welding-Feb. 1942	1	1,964

4. WORK AND TRAINING, Index up to Jan. 1947.

5. op.cit., 16th Census.

6. Includes bookkeepers, accountants, cashiers.

7. Soldiers, sailors, marines and coast guard 20,253.

8. Barbers, beauticians and manicurists.

In order to systematize this vast list of occupations and to organize WORK AND TRAINING so that the articles may be classified under general topical headings, members of the staff of the State Consultation Service have spent considerable time and effort to develop a filing system that may be used by any school to file material in the field of guidance. ⁹ WORK AND TRAINING is arranged so that the articles may be clipped and filed according to this plan. Table IV shows the topics listed under this filing plan and also the number of topics listed up to January 1947.

TABLE IV

ARTICLES IN WORK AND TRAINING BY TOPICAL FILES

TYPE OF ARTICLE	FREQUENCY
Apprenticeships	2
Bibliographies	47
Business and Industry	1
Education	6
Employer Contracting	1
Guidance	24
Health	2
Laws	2
National Defense	3
Placement	9
Safety	1
Social Work, Health and Recreational Agencies	5
Special Groups	11
Trends	3
Vocational Choice	3
Training Work Habits	3
Colleges	34
Correspondence Study	2
Junior Colleges	1
Secondary Schools	1
Trade and Technical Schools	1
TOTAL	162

9- Mr. Clifford P. Froehlich, Conference, Apr. 23, 1947.

This method of filing guidance material was explained in the January and February 1944 issues of WORK AND TRAINING. 99 schools in Virginia have reported that they are now using this system of filing. Since this issue was distributed, eight schools in Virginia and one each from Alabama, Massachusetts, Michigan, New Jersey and Pennsylvania have written for copies of these issues in order to study this filing system.

In a study of the research file of the State Consultation Service, a large number of requests were received for copies of WORK AND TRAINING. The reasons for these requests varied widely. A number of schools wished to replace lost copies. A few asked for a complete file of the bulletin. Some asked to have their school placed on the mailing list as they had been omitted. Some schools wanted more than one copy. One superintendent asked for a copy for each teacher in his system. Teachers have requested that they as individuals be placed on the mailing list. Other teachers have asked for copies for each member of their guidance class.

A large number of requests for copies of WORK AND TRAINING have come from out of the state. Because of the limited budget few copies are sent out of the state. The out-of-state list is limited to the various state departments and to organizations who send their guidance

bulletins to the State Consultation Service.

Below is a table showing where requests for WORK AND TRAINING have come from.

TABLE V
REQUEST FOR COPIES OF WORK AND TRAINING

STATES AND COUNTRIES	NUMBER OF REQUESTS
Alabama	1
Arkansas	3
Australia	1
California	2
Canada	2
Connecticut	3
District of Columbia	10
Florida	2
Illinois	3
Indiana	1
Kansas	1
Maine	1
Maryland	8
Massachusetts	3
Michigan	3
Minnesota	5
Nebraska	2
New Jersey	1
New York	16
North Dakota	2
Ohio	1
Pennsylvania	6
Puerto Rico	20
Tennessee	1
Vermont	1
Virginia	179
West Virginia	1
TOTAL	<u>250</u>

Most of the out-of-state requests were from guidance directors or from colleges and universities who wished to be placed on the mailing list of WORK AND TRAINING.

In order to determine a list of schools having vocational files, whether they file WORK AND TRAINING, and what filing system they use, letters were sent to the principals of 552 junior and senior high schools in Virginia. Replies were received from 233 of these principals. Of these 180 reported Yes; 49 reported No, and 4 replies were indefinite.

In reporting the filing plan used by their schools, these principals report as follows:

TABLE VI

REPORT ON VOCATIONAL FILING PLAN USED BY SCHOOLS IN VIRGINIA

Science Research Associates-----	10
WORK AND TRAINING-----	99
New York-----	2
Adaptation of one of these-----	11
Other-----	53
Not reporting this information-----	58
TOTAL	<u>233</u>

It is significant that approximately 77 per cent of the schools do file WORK AND TRAINING. Table VI shows that 42½ per cent of the schools use the filing plan developed by the State Consultation Service, and that 34 per cent of the schools use other plans for filing guidance material.

Several schools reported that WORK AND TRAINING is placed on the magazine rack for a month and then destroyed.

Other schools reported that "we use our own nondescript filing system." At least one school on the mailing list reported that they never heard of WORK AND TRAINING or of the State Consultation Service.

While a large number of schools in Virginia are filing WORK AND TRAINING and a high percentage of them are using the WORK AND TRAINING method of filing, there is still a fertile field for in-service-training of principals, librarians, and guidance teachers.

It is difficult to determine the percentage of the budget of the State Consultation Service that is spent for WORK AND TRAINING. At the present time the cost is figured by time and money. The cost in terms of money is \$400.00 a year for printing which is done at the State Penitentiary. The cost in terms of time is as follows: one counselor spends two days a month on proof reading, distribution and mailing, and the other members of the staff average two hours a month in preparing the bulletin. This seems to be a very reasonable expenditure considering the value of WORK AND TRAINING to some schools.

One advantage of WORK AND TRAINING is that each article may be easily placed in a permanent file for future reference.

10. Letter sent to principals of junior and senior high schools in Virginia, April 2, 1947.

11. Mr. John A. Mapp, Conference, July 24, 1947.

If it is placed on a magazine rack and then filed whole with other magazines, it will have lost its effectiveness. It is hardly worth the time and effort of arranging WORK AND TRAINING so carefully if more schools do not take advantage of this filing plan.

In the short period of time that WORK AND TRAINING has been published, the bulletin has provided a variety of occupational information for the schools of Virginia. The greater part of this period was a time of war and a time of defense preparation. This is reflected in the selection of material used in WORK AND TRAINING. It will be noted that articles on nursing appeared seven times. WORK AND TRAINING has apparently been used as a recruiting instrument during this period of emergency.

Now that conditions are more nearly normal, the necessity for recruiting labor for certain occupations is past. It will be better for the schools of Virginia if the editors of WORK AND TRAINING will determine a more definite policy toward selecting material to be published. Perhaps one major occupation discussed thoroughly each month would be more satisfactory than the partial discussion of several. For example, the Science Research Association of Chicago, Illinois now publish a monograph in place of monthly bulletins discussing vocations.

CHAPTER III

VOCATIONAL INFORMATION SERVICE: RESEARCH SERVICE

The second part of the Vocational Information Service is the Research Service. Many schools, especially the smaller ones, are not well equipped to give vocational information to their students. The Research Service is designed to provide this information by correspondence. Because of limited staff and time, certain limitations have been placed on the use of the RESEARCH SERVICE. Below is a list¹ of these limitations:

1. It will not be possible to answer the questions of students in high schools who submit them directly. Insofar as schools are concerned, questions must come from superintendents, principals, counselors, or librarians.

2. Many schools have courses in occupations or careers in which each student prepares a booklet on a particular occupation. It will not be possible to handle the requests of these students for information on the occupation which they are studying. To do so would create such a volume of requests that the staff of the Consultation Service would find it impossible to reply.

3. It would not be practical or desirable to attempt to advise persons by mail regarding their choice of a vocation. For example such a request as the following could not be handled in a practical manner. "I am advising a girl 16 years of age, who will graduate from high school in June. Her average in school thus far has been about 88 or 89. She is taking shorthand and typing in order that she may work in an office when she graduates. However, her parents want her to be a nurse. She likes biology and science, and enjoys waiting on

1. op.cit., Handbook of Vocational Information Service.

sick persons. At the same time she does not know whether she would like to be a nurse or not. What would you advise?" In sound vocational guidance so much depends on the individual's reactions that it is not feasible to work out a personal program by mail.

4. The following types of request cannot be handled in a practical manner. "Which field of work offers the most opportunity, nursing or stenography?" "Please send me information on the field of engineering." In the first request, the answer would depend almost entirely on the person considering the two fields. It would depend upon her interests, aptitudes, and abilities. In the latter request, information has been requested in a manner too general for an adequate reply. In what type of engineering is the person interested? There are civil, mechanical, electrical, radio, architectural, and many other kinds of engineering. Such a question can be made more specific in the following manner. "Please tell me where I may secure information on the field of sanitary engineering."

In order to determine the effectiveness of this RESEARCH SERVICE, the files of letters requesting information were examined to discover where the requests came from, whether requests were answered in previous issues of WORK AND TRAINING, and whether articles in WORK AND TRAINING followed these requests.

It was discovered that a majority of requests came from the high schools. Other Virginia Agencies formed the next largest group of requests and Virginia colleges and junior high schools followed in order of frequency of requests. On the following page is a list showing the frequency of these requests.

Virginia High Schools	154
Other Virginia Agencies	71
Virginia Colleges	22
Virginia Junior High Schools	<u>6</u>
Total	253

An attempt was made to determine who sent in the requests for information. In a large number of letters it was impossible to tell whether or not the writer was connected with a school. When this was the case it was recorded as being from a private individual. Below is a list of those who have requested information and the frequency of these requests.

Private individuals	103
Teachers	75
Students	36
Principals	23
Superintendents	22
Guidance counselors	12
State officials	<u>7</u>
Total	278

A number of students have sent in personal requests for information. The policy of the Research Service is to refer the student to his guidance counselor or teacher. If he is unable to supply the answer, he (the teacher or counselor) should request the information from the service.

A number of requests for information have been sent from out of the state. Several of these were from service personnel looking forward to a civilian occupation after discharge. At least two requests were received from soldiers stationed overseas at the time of writing. Below

is Table VII showing the states where these requests came from.

TABLE VII

OUT-OF-STATE REQUESTS FOR INFORMATION FROM THE RESEARCH SERVICE

Army Post Office-----	2	Massachusetts-----	1
Alabama-----	2	Missouri-----	1
Arkansas-----	3	Nebraska-----	1
California-----	1	New Jersey-----	3
Colorado-----	1	New York-----	12
Connecticut-----	1	North Carolina-----	2
District of Columbia-----	1	Pennsylvania-----	4
Florida-----	1	Puerto Rico-----	5
Georgia-----	4	Texas-----	1
Idaho-----	1	West Virginia-----	3
Illinois-----	3	Wisconsin-----	2
Maryland-----	2	Total	57

Requests for information have been received from 20 states, the District of Columbia, Puerto Rico and soldiers overseas. These requests are not tabulated as were those from Virginia, but serve as an indication of how well the State Consultation Service is known outside of the borders of Virginia. A number of the out-of-state requests for information were addressed to the State Department of Education who in turn sent them on to the State Consultation Service to be answered.

In order to show the nature of the various requests submitted, a list of 102 types with the frequency for each is shown on the following pages.

TABLE VIII

INFORMATION REQUESTED ARRANGED ACCORDING TO FREQUENCY OF
REQUEST

General Guidance Information ²	138
Guidance Testing Program	23
Air Conditioning	12
Journalism	10
Radio Engineering	10
Interior Decorating	9
Nursing	9
List of Art Schools	7
Air Hostess	6
Electrical Engineering	6
Forestry	6
Information about Colleges	6
Photography	6
Veterinary Schools	6
Beauty Culture	5
Baking and Food Schools	5
Engineering	5
Medicine	5
Retailing	5
Trade Schools	5
Auto Mechanic	4
Dress Designing	4
Home Economics	4
Refrigeration	4
Advertising	3
Army	3
Dental Technician	3
Music	3
Optometry	3
Physiotherapy	3
Surveyor	3
Undertaking	3
Watchmaking Schools	3
Architecture	2
Army Air Corps	2
Aviation	2

2. Under this heading are listed such questions as:
"Please send me information on guidance."

Business Administration	2
Barber School	2
Business Advertising Schools	2
Chemistry and Agronomy	2
Commercial Art	2
Diesel Engines	2
Dental Schools	2
Electronics	2
Foreign Service	2
Librarian	2
Machinist	2
Personnel Work	2
Printing	2
Physics	2
Statistical Clerk	2
Veteran Information	2
Woodworking	2
Auctioneering	1
Bulldozers	1
Butchering	1
Card Index Systems	1
Cartooning	1
Chemical Engineering	1
Chiropodist Schools	1
Civil Engineering	1
Civil Service	1
Cleaning and Dyeing School	1
College Teaching	1
Copper Plating	1
Distributive Education	1
Dramatics	1
Floral Culture	1
Game Warden	1
Geology	1
Handicraft Books	1
Hotel Administration	1
Interpreter	1
Job Investigator	1
Jockey School	1
Linotyping	1
Maritime School	1
Medical Secretary	1
Movie Projector School	1
Natural Gas	1
Navy Yard Work	1
Negro Opportunities	1
On the Job Training	1
Paper Industry	1
Pharmacist	1

Physical and Health Education	1
Plumbing	1
Political Science	1
Radar	1
Real Estate	1
Safety Engineering	1
Sheet Metal Work	1
Social Security	1
United Service Organizations	1
Wild Life	1
Total	<u>414</u>

A large number of requests were of a very general nature, thus making it difficult to classify them. Under the heading "General Guidance Information," were grouped such questions as "Please send me some information about guidance;" "Please tell me how to set up a guidance program for our school," or "Please tell me the names of some books on guidance."

A number of schools who receive WORK AND TRAINING have requested material that could have been found if they would have used the WORK AND TRAINING filing system properly. Table IX lists the number of such requests, but does not include people who do not have access to WORK AND TRAINING. Sometimes requests were answered by advising individuals to go to their nearest high school to find the information in WORK AND TRAINING.

TABLE IX

REQUESTS FOR INFORMATION ABOUT SUBJECTS COVERED IN WORK AND TRAINING FROM SCHOOLS AND AGENCIES RECEIVING THE BULLETIN

Accounting	2
Beauty Culture	2
Nursing	4
Photography	3
Radio Manufacturing	3
Retail Trade	1
Undertaking	2
Veterinary Schools	4
Welding	<u>1</u>
Total	22

This is a small number of requests but it amounts to five per cent of the total. As the State Consultation Service becomes better known and as the number of Research Service requests increase, five per cent unnecessary requests will make a lot of extra work.

A factor of the effectiveness of the RESEARCH SERVICE is how many articles covering requests for material have appeared in WORK AND TRAINING since requests were received. Table X is a summation of requests which later were answered in WORK AND TRAINING.

TABLE X

VOCATIONAL INFORMATION REQUESTS WHICH WERE LATER ANSWERED
IN WORK AND TRAINING

SUBJECT	NUMBER OF REQUESTS
Accounting	1
Beauty Culture	4
Engineering	2
Optometry	3
Undertaking	2
Veterinary Medicine	1
Total	<u>13</u>

As explained in Chapter II, the only systematic method used for selecting material for WORK AND TRAINING has been to organize a series of articles based on occupations requiring a state license. To that has recently been added a series on agriculture. It has been impossible to publish information on all the requests that have been received. In time most of these requests will be answered in the series as planned.

CHAPTER IV

DIRECT SERVICE TO SCHOOLS

The State Consultation Service as a division of the State Department of Education is directly responsible for the guidance program of the schools of Virginia. This direct service may be said to consist of two parts. One is the training program for the teachers and guidance counselors; the other is the vocational service discussed in Chapters II and III. In this chapter will be discussed the effectiveness of these two programs.

In March 1943 an experimental guidance clinic was held in the office of the State Consultation Service, which was a forerunner of larger clinics, two weeks in length, conducted during the summers of 1943 and 1944. These were sponsored by the State Department of Education and were held at the Richmond Professional Institute and Virginia Union University in Richmond and at Radford College in Radford, in all a total of five clinics. The purpose of these clinics was to demonstrate the guidance techniques used in the Service and to help the school representatives make plans for guidance programs in their respective schools. In all a total of 92 white and 29 negro representatives from 66 white and 29 negro schools attended. These included principals, teachers, librarians, directors of

instruction, and some division superintendents.

In April 1947 a letter was sent to each of those who attended these guidance clinics requesting them to answer the following questions:

1. Were you assigned guidance duties after training in the guidance clinic?
2. In what way did the clinic benefit you in this guidance work?
3. In what way did the clinic fail to benefit you?

Replies were received from 84 of these people. Five were returned unclaimed, three marked "deceased" and two marked "whereabouts unknown."

In reply to the first question "Were you assigned guidance duties after the training in the guidance clinic?" 53 indicated that they were assigned guidance duties, 13 said they were not assigned guidance duties, 15 replied that they were already in guidance work before attending the clinic and two gave no reply to this question. From this it can be seen that the clinic helped to train at least 53 new counselors for the schools of Virginia.

The second question "In what way did the clinic benefit you in this guidance work?" was answered in a variety of ways. Where ideas were similar they were recorded as such in collecting the data for this report. Below is a list of these reports taken directly from the letters.

1. Broadened my conception of my duties 14
2. Gave information regarding purpose techniques and typical outcomes in a practical guidance program. 13
3. Taught me where to find guidance material. 9
4. Showed how to conduct an interview. 6
5. Gave inestimable value in getting a guidance program started. Furnished me with the basic knowledge and techniques. 6
6. Shared experiences with other teachers. 6
7. Helped me to set up a program in my school where I am the principal. 4
8. Gave training in counseling and how to organize a guidance program. 4
9. Helped to clarify the guidance program in the schools. 4
10. Aided me to set up guidance records. 4
11. Introduced counselor to others in the field and we have exchanged ideas since. 3
12. Showed how to conduct aptitude tests. 3
13. Helped in classroom situations. 3
14. Helped to formulate a personal philosophy of guidance. 3
15. Developed a point of view and a critical evaluation of guidance practices. 2
16. Gave self confidence in my work. 2
17. Helped me to deal with special cases. 2
18. Gave me a comparison of the methods used in Richmond with those used in Norfolk. 1
19. Gave me a number of ideas on organization, planning and carrying through a guidance program for six high schools. 1
20. Helped to avoid pitfalls and showed how to keep records and provide a testing program. 1
21. Gave background and motivation for further study. 1
22. Gave inspiration for a master's thesis. 1
23. Clarified concept for directing participants in negro guidance. 1
24. Told where to send students for professional guidance. 1
25. Gave a better understanding of human nature and a broader view of life. 1
26. Helped to interpret the State Consultation Service to the schools. 1
27. Prepared a plan for our own school 1
28. Made me more tolerant in dealing with the difficulties of students. 1
29. The bibliography suggested in the clinic was helpful. 1

- | | | |
|-----|--|---|
| 30. | Contacts gained with the State Department proved helpful. | 1 |
| 31. | Showed me what the State Department wants done in way of guidance. | 1 |

There were a number of definite opinions about the third question "In what way did the clinic fail to benefit you?" Below is a list of what these people had to say about the question:

- | | | |
|-----|--|----|
| 1. | The clinic failed in NO way. | 20 |
| 2. | The clinic might have been extended another week for the purpose of solving more problems. | 7 |
| 3. | The clinic might have been more helpful if it conformed more closely to school situations. | 4 |
| 4. | We could have discussed more personal problems. | 2 |
| 5. | The guidance work in Norfolk is not comparable to that in Richmond. | 1 |
| 6. | It did not show how to handle overage children, children who are misfits in school or lack background. | 1 |
| 7. | I would like to have more training in filing. | 1 |
| 8. | Some of the material not applicable to high school work. | 1 |
| 9. | It should have been a longer term with shorter hours for classes. | 1 |
| 10. | The clinic did not show how to set up in-service-training in schools. | 1 |
| 11. | The speakers were too general. A need for experts in field who can give definite information. | 1 |
| 12. | It did not provide for actual work with clients. | 1 |
| 13. | Except for Mr. Savage, leadership was poor, lacked direction was vague repetition. | 1 |
| 14. | Work too general. Should like to have more specific details. | 1 |
| 15. | The emphasis seemed to be on senior high work rather than on junior high school level. | 1 |
| 16. | It did not show how to use community aids effectively. | 1 |

- | | | |
|-----|--|---|
| 17. | Many situations of rural schools were not touched. | 1 |
| 18. | Hours were long and fatiguing. Too much work for the credit received. | 1 |
| 19. | I am still unable to keep records and counsel students satisfactorily. | 1 |
| 20. | More specific suggestions about various size schools needed. | 1 |
| 21. | The group should have been required to read more guidance literature. | 1 |
| 22. | There was not enough actual participation in clinic. | 1 |
| 23. | No follow up in school work was shown. | 1 |

The first three criticisms are the only ones that may be taken seriously. The others may be classified as individual opinions or perhaps failings on the part of the participants since the criticisms were not repeated. There were only two who seemed to be completely dissatisfied with the guidance clinic. Both of these people reported that they had had previous guidance work at large northern universities.

Although the questionnaire did not have a place for other comments a number of people added their personal view on the subject. Below is a list of these comments.

1. Well satisfied with my investment of time and study.
2. A well rounded clinic. Well planned and touched on almost every phase of guidance.
3. The clinic was very helpful in every way. I should like to see it in annual operation.
4. I got more from this course than any course of the same length I have ever taken.
5. Felt that it was very successful.
6. Instruction as practical as possible. In proportion to limited facilities, it meets our needs.

7. Cannot speak too highly of the benefits I received. I enjoyed every minute of it.
8. The emphasis throughout was upon practical application of concepts and practices, and of such nature as to have in my judgment, actual value in improving the services of those having guidance responsibilities.
9. For the time the guidance clinic was in session I think it accomplished all that could have been hoped for.
10. I did not feel that any of the time was wasted and I still derive help and inspiration from the work done there.
11. The work gave me an excellent insight as to the application and the methods in guidance in the secondary school in the state. Everything I learned was positive.
12. What I need most is guidance-conscious teachers, qualified in guidance training to assist in the work.
13. It was one of the greatest benefits to me in my educational experience.
14. I believe that guidance should be incorporated in all high schools and grade schools in Virginia.
15. I would like to do guidance work in that capacity.
16. I feel that teachers who took course are more understanding. I wish we might have more of them.
17. The clinic could not fail anyone. I am personally acquainted with all who took the training and we are all of one voice.
18. It was a very inspiring clinic. One of the best things of its kind that I ever attended. I realize that the Consultation Service has at its finger tips valuable information concerning the many varied vocations which one gains only over a long period of time.

Another check of the effectiveness of the training program of the State Consultation Service was to determine where the guidance counselors received their training in guidance. By this it can be seen what part has been played by the State Consultation Service in providing this training.

From the letters sent to the principals of the junior and senior high schools in the state the following information was derived.

TABLE XI

WHERE GUIDANCE COUNSELORS RECEIVED THEIR TRAINING IN GUIDANCE PREPARED FROM 233 JUNIOR AND SENIOR HIGH SCHOOLS IN VIRGINIA

No teacher training in guidance	65
University of Virginia	38
The College of William and Mary	30
Columbia University	20
Clinics of the State Consultation Service	18
Virginia State College	12
Radford State Teachers College	6
Richmond Professional Institute	5
Union University	5
George Peabody Institute	4
Madison College	4
Hampton Institute	3
No report	3
University of North Carolina	3
Boston University	2
Experience only	2
Faraville State Teachers College	2
Howard University	2
Mary Washington College	2
University of Pennsylvania	2
Virginia Polytechnic Institute	2
Bridgewater College	1
College	1
Cornell University	1
England-experience	1
Fayetteville College	1
George Washington University	1
Kent State Teachers College, Ohio	1
Michigan State University	1
Naval relations	1
New York University	1
No formal program	1
No specific training	1
Ohio University	1
Personnel work in industrial plants	1
Randolph Mason	1
Shippensburg State Teachers College, Pa.	1

University of California	1
University of Iowa	1
University of Cincinnati	1
University of Richmond	1
University of Michigan	1
University of Missouri	1

Only 18 principals reported the State Consultation Service as a source of training for their guidance counselors although many more than this number attended the guidance clinics. Many principals interpreted the question to mean colleges only. During the summer of 1946, Mr. Wygal and Mr. Savage of the State Consultation Service taught graduate courses at the College of William and Mary on guidance information, counseling techniques, and organizing the school for guidance. It was not reported how many who received guidance training at the College of William and Mary attended the classes taught by Mr. Wygal and Mr. Savage.

To discover how extensively the schools of Virginia are using the State Consultation Service, the question was asked: "How does your school make use of the State Consultation Service?" On the next page is a list of how the schools make use of the State Consultation Service arranged by frequency. There is no total because of duplication.

1.	Make NO use of the service	57
2.	Make use of the Research Service	33
3.	Make use of WORK AND TRAINING	32
4.	Refer students to the service	32
5.	Very little use	17
6.	Hold consultations with members of the staff	16
7.	In-service-training	13
8.	Make use of its publications	11
9.	Referring out-of-school people	6
10.	Furnish guidance programs	4
11.	Aid in setting up a guidance program	4
12.	Make use of bibliographies	2
13.	Helped us with our guidance files	2
14.	Score tests for us	2
15.	By referring adults	2
16.	Use the service in an advisory capacity	1
17.	Visits	1
18.	Individual contacts with teachers	1

Below is a summary of the replies with their frequency.

SUMMARY

Make use of the service-----	110
Make no use of the service-----	80
No reply to this question-----	18
Use WORK AND TRAINING only-----	18
Use Danville office only-----	6
Use Norfolk office only-----	<u>1</u>
Total	233

The next question was "How could the State Consultation Service better serve your school?" Following is a list of the suggestions arranged by frequency.

1.	School visitations	22
2.	If we had more information about this service, I am sure we would make use of it.	21
3.	Locate center nearer to our school	16
4.	Diagnostic tests	6
5.	A larger staff so they can give better service	6
6.	If we could refer more special cases to State Consultation Service.	5
7.	Help recruit a faculty in guidance.	5
8.	Publishing activities	4
9.	More vocational information	3
10.	Clinics	3
11.	Clinical Service	3
12.	Work more closely with the school	2
13.	By encouraging local school authorities to meet the local needs.	2
14.	Provide more copies of WORK AND TRAINING	2
15.	Help organize a program.	2
16.	Schools could be better served if they could make use of service now offered.	1
17.	Train teachers.	1
18.	To implement a guidance program or to reduce the time required to a minimum consistant with offering.	1
19.	Expanding to care for more high school pupils.	1
20.	Closer cooperation on part of schools.	1
21.	Giving advice on personnel records.	1
22.	More elementary counseling.	1
23.	Series of conferences aimed to assist teacher advisors.	1
24.	Interviews for all services.	1
25.	Provide a filing system.	1
26.	Use of scoring machine.	1

A number of the suggestions and criticisms concerning this work of the State Consultation Service are due to lack of understanding and knowledge of the services rendered. This is in no way a reflection on the Service, but rather points out the need of more alert school personnel. The State Consultation Service is available to all schools in

Virginia. No school is so far from a post office that they cannot use the Research Service offered to them.

The following is a list of comments which were received concerning the State Consultation Service.

1. Give many constructive suggestions for guidance programs.
2. They give us excellent service now.
3. Service very satisfactory. All requests for material have been answered promptly.
4. Well satisfied.
5. Doing right well, I think.
6. Service has been satisfactory insofar as we have been able to request it.
7. It has been useful indeed to us.
8. Materials received are wonderful.
9. I think it is a worthwhile information center.
10. The Service is excellent and we hope to use it more and more.

In general it may be said that the State Consultation Service is serving the schools of Virginia very well. Most of the criticisms of the Service may be traced to these sources:

1. Lack of information on the part of school personnel about the services rendered by the State Consultation Service.
2. The lack on the part of school personnel to recognize the importance and place that guidance should have in the school curriculum.
3. The staff of the agency is not large enough to handle the volume of work that the schools demand.

These difficulties may be overcome if the State Consultation Service will (1) reissue another volume of

the "Handbook for Vocational Information," and (2) arrange for another series of training programs in guidance to be given in strategic centers of the state.

The State Department of Education should (1) enlarge the staff of the State Consultation Service so that it can handle a larger volume of work and (2) organize other branch offices of the Service throughout Virginia.

CHAPTER V

SERVICE TO OTHER AGENCIES

It was felt that one of the best ways to evaluate the services of the State Consultation Service would be to contact individuals and agencies who had referred people to the Service. Ten industrial and business representatives and fifteen social agencies were selected. A personal interview was held with the personnel director in the case of the business establishments and with the director or one of his representatives in the case of social agencies. The interviews were all informal. The interviewer had in mind three questions which were:

1. If it were possible, would you refer more individuals to the State Consultation Service?
2. What is your opinion of the quality of the services rendered by the State Consultation Service?
3. What criticisms do you have of the State Consultation Service?

When the interviews were completed, a committee of three, including Dr. Harold Mahoney, State Supervisor of Guidance for Connecticut, Mr. Clifford Freehlich of the United States Office of Education, and the author reviewed the findings of the interviews. A three-point scale of favorable, indifferent and unfavorable was used. In re-

sponse to the first question, "Would you refer more individuals to the State Consultation Service?" ten of the industrial people indicated they would. Among the social agencies, ten indicated they would, one was indifferent and four indicated they would not refer more people. To the second question, dealing with the quality of the services rendered, eight of the industrial representatives were favorable and two were indifferent. Among the social agencies, eleven were favorable, three were indifferent and one was unfavorable.

The criticisms can be grouped under several major headings. The most pronounced criticism by both industrial and social agencies was the lack of an adequate staff in the Consultation Service. At least two of the industries specified that the staff should be enlarged, while others pointed to the same recommendation somewhat more indirectly by saying, "We would send more if it didn't take so long." One of the industrial concerns pointed out that they would send more if it didn't take two weeks to schedule an interview at the Consultation Service.

In line with the suggestions for enlargement of the staff so that more adequate services may be rendered, there was a suggestion by several interviewees that the service be extended throughout the State. For example, one large grocery chain which has stores throughout the state would

like to make referrals in other parts of the state. One of the large cooperatives made a similar suggestion. Another example of this feeling is to be found in a state agency serving individual clients throughout the state.

In line with this feeling of need for expanding the staff and for geographic expansion of the service, several of the agencies have suggested that the service be extended to meet the need of various types of clients. For example, one agency concerned with children, is particularly concerned that the Consultation Service accept younger clients. A rehabilitation agency is concerned about extending the service to people in the lower occupational brackets. It was the feeling that the service was not rendering satisfactory service to the unskilled worker. One agency was particularly interested in having the service made available to the negro population. Another agency suggested the scheduling of evening interviews to serve the clients who are largely employed workers. Another agency was particularly concerned in having the service made available to older unskilled females who were in need of finding a means of livelihood.

The interviewer discovered in his contact with many of the agencies and individuals that the contact between the Consultation Service and the referring agency was on a personal basis. For example, when talking to the director

of personnel in one concern, he found that the director was not aware of the mechanics of referral or of the Service's operation. He indicated that the referrals had been made by a single individual. In another situation, the replacement of an employee had resulted in a failure of the new psychiatrist to be aware of the nature of the Consultation Service. One of the agencies that was contacted indicated that they had not referred anybody recently because they were "out of the habit due to the war."

Even though many of the interviewees indicated that the service was excellent, in free discussion they indicated some dissatisfaction with it. For example, one personnel manager pointed out that counseling "causes dissatisfaction because the recommendations of the Consultation Service were not feasible." He pointed out, for example, that the Service had recommended that one person transfer to the maintenance division. This was an impossible transfer because there was a three to four year seniority lag, due to union regulations. He indicated that several employees after counseling, had left the job because they realized they were capable of doing better and had not been given an opportunity to use their capacities with the organization. One of the social agencies felt that some of the recommendations which were made were unreal in terms of the actual situation. For example, they

recommended that one client attend an out-of-state for correcting a speech defect, but he was unable to carry out this recommendation for lack of finances.

A number of comments were received concerning testing by the State Consultation Service. One interviewee indicated that the tests were too hard. Others stated that they were not geared to the maturity of the individual referred. Another felt that there was too much testing. Others suggested that the testing battery did not include tests suitable for an unskilled worker and for younger children.

Some criticisms could hardly be considered valid since they were made in ignorance of the situation to which they were intended to apply. For example, the criticism that the service provided no facilities for negroes is only partly true since one full time negro counselor is employed. If his availability were widely known it is believed that his office would be overburdened with requests.

Several instances have been cited which indicate the value of the Counseling Service. It was reported that the work of a woman in an industry was poor because her daughter was failing in school. The daughter was referred to the Counseling Service and counseled as to her school work. When the daughter improved in her school work, the mother

began to show a decided improvement in her own work. In another case the father of a boy who was referred to the Service, was so well pleased with the results that he remarked "every boy in high school should have the opportunity of being counseled by the Consultation Service." One agency which claims to have referred boys to the Service by the "dozen" said that only one case had gone wrong and that was a boy who was mentally deficient.

In view of these findings, the committee made the following recommendations:

1. That a more formalized referral procedure be instituted.
2. That the present follow-up procedure be refined so that referral agencies are continuously acquainted with the disposition of the case.
3. That the State Consultation Service take steps to institute and maintain contact with all sources of referral within the community in order that:
 - a. knowledge of the service which the Consultation Service renders will be available.
 - b. knowledge of the individuals to whom the service is available, will be available.
 - c. the information will not be possessed by any single individual within an agency.
4. That major emphasis be placed both on the individuals and on the nature and function of the testing program.
5. That the State of Virginia take immediate steps to enlarge the staff of the Consultation Service to meet the needs of the community.
6. That consideration be given to the suggestions of several of the referral agencies for expanding the service throughout the State of Virginia.¹

¹ Dr. Harold Mahoney, Mr. Clifford Froehlich, and the author, Conference, July 7, 1947.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The reports previously presented show that the State Consultation Service has become a valuable asset to the schools and other agencies in Virginia. Guidance, and especially vocational guidance, has recently been recognized as a part of the educational program requiring a trained counselor to interpret correctly. The large number of requests for guidance service is partial evidence of its popularity. The demands upon the Service have become so great that the personnel is not anxious to have it advertised unless additional help is provided.

WORK AND TRAINING has become one of the principal sources of vocational material according to reports from the schools cooperating in this survey. Considerable effort has gone into the arrangement of this bulletin so that each article may be clipped and filed according to topics in the vocational files of the schools. Even though WORK AND TRAINING is free, and the filing system is simple and convenient, there are too many schools in the state who make no use of this publication and many more who apparently have no system for filing guidance material.

The Research Service is free to all schools and citizens in the state. It was inaugurated to give those

schools at a distance from Richmond access by correspondence to the guidance library of the State Consultation Service. Although many hundreds of requests have been answered by this service, there is still a high percentage of schools who do not use it, and there are many who apparently do not know of its existence.

In order to train more guidance counselors for Virginia and to acquaint those already in the field with the latest methods used by the Consultation Service, several guidance clinics have been held. It was reported by most of those who attended these clinics that they were very successful. It was felt that the clinics provided an excellent opportunity to study the application of guidance and its methods in the secondary schools of the state. There have been no guidance clinics as such since 1944. The results of this survey show because of a lack of trained counselors and because of a lack of acquaintance with the program of the Consultation Service, that there is a need for an extended training program in guidance for the teachers in Virginia.

The industries and social agencies in the Richmond area have found the State Consultation Service very cooperative in working with their employees and clients. Most of these agencies were found to be very well satisfied with the results of their experience with the Consultation Service. Some of these agencies have had so few contacts

with the Consultation Service that they do not understand its purpose and procedures.

In order to improve the services rendered to other agencies by the State Consultation Service, two major steps should be taken; (1) its staff should be increased so that the demands made upon it can be handled more expeditiously and so that other agencies will not hesitate to refer cases because they believe the Consultation Service to be very busy; (2) offices of the State Consultation Service should be opened in other centers of the state so that more citizens may have the advantages of professional counseling that are now available in the Danville, Norfolk and Richmond areas only.

Additional recommendations include the following: first, a definite policy for the selection of material for WORK AND TRAINING should make the bulletin more useful. Rather than try to give detailed information about an occupation in a few columns, it would be better to publish monographs on respective occupations giving source material for the use of guidance counselors. The State Consultation Service should take a positive lead to see that each school in Virginia has a knowledge of the basic philosophy of guidance. The schools should be influenced to definite action in providing reference facilities and other appropriate materials for carrying out an effective program.

Second, an in-service-training program in the field of guidance is needed in Virginia. Another edition of "The Handbook of Vocational Information,"¹ should be placed in the hands of all principals, counselors, and teachers of guidance. A visit by a member of the staff of the Consultation Service to the schools for the purpose of explaining the functions of the organization and for the purpose of helping the schools organize a program of guidance would be an important step in improving the Research Service. A series of guidance clinics similar to those held in 1943 and 1944, and held in convenient centers in the state would be an excellent form of in-service-training. Perhaps it could be arranged to hold these clinics on successive Saturdays or in the evenings during a period when schools are in session in order that teachers will be available.

Third, there should be closer cooperation between the State Consultation Service and the referring agencies. A series of conferences with the director of personnel of the industries and business organizations and directors of the social agencies in the Richmond area, would go a long way toward clearing up misunderstanding about the Service. A bulletin explaining the work of the Consultation Service and sent to these agencies would be more practical

1. Sinra, p.20.

than a conference.

The material in this report seems to indicate that the State Consultation Service has proved its worth in Virginia. Now as never before there is a need for practical guidance in all the schools of the state. The State Consultation Service is in a position to be a real leader in the guidance field if it is permitted to be expanded and if its shortcomings as pointed out in this study are corrected.

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REFERRAL AGENCIES WHOSE REPRESENTATIVES WERE INTERVIEWED

BY THE AUTHOR

1. Atlantic and Pacific Tea Company
2. Bank of Virginia
3. Bureau of Catholic Charities
4. Central Y.M.C.A.
5. Childrens Division-State Department of Welfare
6. Division of Vocational Rehabilitation, State Department of Education
7. Du Pont de Nemours and Company, Inc.
8. Family Service Society
9. Federal Reserve Bank
10. Henrico Department of Public Welfare
11. Juvenile and Domestic Relations Courts
12. Memorial Guidance Clinic
13. Out-Patient Department, Medical College of Virginia
14. Richmond Area Community Council
15. Richmond General Depot, War Department, Bellwood
16. Richmond Goodwill Industries, Inc.
17. Richmond Home for Boys
18. Slaughter, Saville and Blackburn, Engineers
19. Social Service Bureau, Richmond Department of Public Welfare
20. Southern State Cooperative
21. State Retirement Board
22. Thalheimer Brothers, Inc.
23. Travelers Aid Society
24. Veterans Administration, Vocational Guidance Center
25. Virginia State Employment Service

6103 Patterson Avenue
Richmond 21, Virginia
March 26, 1947

Mr. _____, Principal

_____, Virginia

Dear Mr. _____:

The General Education Board of New York has asked that a survey of the work and accomplishments of the State Consultation Service, formerly known as the Richmond Consultation Service, in Richmond. This survey has the approval of the State Department of Education. The project is being conducted under the direction of the United States Office of Education in Washington, D. C.

One part of this survey deals with the effectiveness of the services rendered by the State Consultation Service to other agencies. As a measure of this factor, we are asking you to return your reply to the following questions in the enclosed envelope. Your reply will be held strictly confidential and will in no way affect your relations with the Consultation Service.

1. Does your school file WORK AND TRAINING? _____
2. What filing plan is used
a. Science Research Associates? _____
b. WORK AND TRAINING? _____
c. New York? _____
d. Adaptation of one of the above plans? Specify which _____
e. Other? (Specify) _____
3. How does your school make use of the State Consultation Service? _____

4. How could it better serve your school? _____

5. Where did the faculty member in charge of your guidance program receive his training in guidance?

In order that this work may be completed as quickly as possible, a prompt reply will be appreciated. Thank you for your interest in this project.

Very truly yours,

Karl H. Stutzman

6103 Patterson Avenue
Richmond 21, Virginia
March 26, 1947

The General Education Board of New York is making a survey of the work of the State Consultation Service, formerly known as the Richmond Consultation Service, in Richmond, Virginia. This survey has the approval of the State Department of Education. It is being made under the direction of the United States Office of Education, Washington, D. C.

It has been reported that you attended the guidance clinic held by the Richmond Consultation Service in 194____. We are asking that you give a frank answer to the three questions that follow so that we may have a measure of the effectiveness of this guidance clinic. Your reply will be held strictly confidential and will in no way affect your relations with the Consultation Service. Thank you for your cooperation in making this report.

1. Were you assigned guidance duties after the training in the guidance clinic? _____
2. In what way did the clinic benefit you in this guidance work?

3. In what way did the clinic fail to benefit you?

Very truly yours,

Karl H. Stutzman

SKETCH OF AUTHOR

The author was born in Williamsport, Lycoming County, Pennsylvania on August 30, 1910. He received his elementary and high school education in that city, being graduated from Williamsport High School in June 1928. He entered Bucknell University in September 1928, and attended college for a year and a half, when he dropped out to work for a period of six months. Reentering Bucknell in September 1930, he completed his college work in January 1933 and received the degree of Bachelor of Science in Education in June of that year. Additional college work was taken at Duke University in the summer of 1939 and at the University of Richmond the term of 1946-47 and summer of 1947.

The author's first teaching experience was in the camps of the Civilian Conservation Corp where he taught from January 1935 to September 1936. Other schools in which he has taught are Oak Hill Baptist Academy, Kindrick, Virginia 1936-37; Axton High School, Axton, Virginia 1937-39; Fairfax High School, 1939 to January 1942; St. Christopher's School, Richmond, Virginia 1944-46; and the Veteran's High School, summer 1946. He has been teaching at the University of Richmond since 1946.

Other work experience has been that of book-keeper, truck driver, plumber's helper and garage attendant. From January 1942 to September 1944 he worked as statistician for the Capital Transit Company, Washington, D. C.

He was married on December 16, 1939 to Miss Virginia Mae Daniel of Volney, Virginia. He has one child, a son born on January 17, 1943.

In the future he plans to continue his work in the field of education.