1982


Alice Hunter Chilton

Louisiana State University and Agricultural & Mechanical College

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DEVELOPMENT OF LOUISIANA PUBLIC SCHOOL GUIDANCE SERVICES, 1942-1972

The Louisiana State University and Agricultural and Mechanical Col. PH.D. 1982

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DEVELOPMENT OF LOUISIANA PUBLIC SCHOOL GUIDANCE SERVICES

1942-1972

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy

in

The Interdepartmental Program in Education

by

Alice Hunter Chilton
B.A., Louisiana College, 1930
M.S., Louisiana State University, 1934
August, 1982
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ABSTRACT

The purpose of this study was to determine how guidance services developed in the public schools of Louisiana between 1942 and 1972. In order to understand the events of these years, it was necessary to examine the period preceding them.

In the beginning of the guidance movement, social workers pioneered in assisting youth with problems associated with industrialization. Louisiana was unique in that its guidance program started within the school system. An experimental program began in the Orleans Parish Schools in 1921. It was considered effective and continued. In the 1920s vocational guidance was offered for the first time at Tulane and Loyola Universities in New Orleans, Louisiana State University in Baton Rouge, and the State Normal College now Northwestern State University in Natchitoches, Louisiana.

The highlight of the period 1942 to 1952 was the establishment of an occupational information and guidance section in the State Department of Education. Promoting of guidance and counselor training were the chief activities of the new section.

In the period 1952 to 1958 certification standards for counselors were approved by the Louisiana State Board of Education. Graduate course offerings were increased at several colleges. By 1955 both Louisiana State University and Northwestern State College offered the graduate work required for secondary school counselor certification.
The National Defense Education Act was passed in 1958. The result was unprecedented growth in guidance. Schools were allotted funds for testing, guidance, and counseling. Counselors and prospective counselors were given stipends to attend professional training in counseling. In the ten-year period after 1958, the number of certified counselors increased more than five and one-half times. In 1971 certification standards for elementary counselors were approved.

Government support of guidance in Louisiana and over the nation has fluctuated with economic conditions and manpower shortages. Spurts of growth like that following the passage of the National Defense Education Act illustrated the effects of variations in federal support. It is hoped that regular financial support to provide a continuous developmental approach, in serving all students throughout their school lives, will become the established pattern.
Chapter I

INTRODUCTION

There has always been some form of guidance to assist young people in solving their problems, but guidance, as the term is used today, is relatively new. It is a product of the twentieth century. In the United States, current guidance services developed from vocational guidance. According to James H. Bedford, although vocational guidance originated with the Egyptians as far back as 2500 B.C., the modern democratic concept of vocational guidance originated in this country and reached its fullest scientific development here (Bedford, 1968).

As long as the American population was largely rural and agrarian, jobs were few and familiar. Life was relatively simple and the problems of young people were correspondingly simple. Under these circumstances family and friends were able to furnish reasonably adequate guidance.

Around the turn of the century the uncomplicated labor market, with its limited job choices, began to disappear. Industrialists built factories. People began moving to the cities where the jobs were located. A group of writers on the history of the guidance movement summarized the early situation as follows:

Young people faced with many more educational and occupational opportunities and the need for specialization in order to get a job and succeed in it, found it increasingly difficult to choose and prepare for a vocation.
In a world in which many new occupations had emerged, the very names of which were strange, most parents were unprepared to give adequate vocational guidance to their children as parents had done in a less complex society. A problem that had been primarily a family concern gradually became one of growing importance to schools and other institutions outside the home.

Because urban industrial life was becoming increasingly complex, the large cities felt the need for vocational guidance of young people before more sparsely settled areas. Several cities, widely separated geographically, recognized the problem and began work to solve it (Humphries and others, 1967:92).

Although several cities and many people were interested in vocational guidance, Frank Parsons is usually credited with establishing the vocational guidance movement in Boston in 1907. The Vocation Bureau of Boston was organized in 1908 and Parsons' book "Choosing a Vocation" appeared in 1909. Charitable and philanthropic agencies in many cities began to assist youth in making choices and decisions "with an eye to both individual success and social well-being" (Brewer, 1942:2).

In general the national vocational guidance movement began outside the schools, however, in Louisiana the situation was unique. In this state guidance began in the New Orleans public schools in the 1920's. Approximately twenty years later, in 1942, guidance was organized at the state level (Annual Report 1941-1942, 1943). More than twenty years after state level organization, guidance still had not been extended to 280 schools in Louisiana (Louisiana Department of Education Bulletin 1065, 1966).
Statement of the Problem

The problem in this study was to locate, identify and describe the activities and events which occurred in the development of guidance services for the public schools of Louisiana.

Questions which were investigated were:

1. What is the history of the development of guidance in the Louisiana State Department of Education?

2. What is the history of the development of professional preparation for guidance personnel at Louisiana institutions of higher education?

3. What is the history of the growth of guidance programs in Louisiana schools?

4. What is the history of the development of professional organizations, both regional and state-wide, for guidance personnel in Louisiana?

Importance of the Study

This study was the first attempt at a comprehensive history of the development of guidance services in Louisiana. Several master's theses on guidance traced the development in specific periods, but no previous studies covered this time from the formative years to the past decade.

The study of the way in which Louisiana's guidance program had developed was timely. It was important that this project be undertaken while some of the early leaders in the field were still available, and before the available records were lost. Most of the former supervisors of guidance in the State Department of
Education were still living in Louisiana. Many of the early counselor educators had remained in the state. Most of the first certified guidance counselors were still living.

Students of education and guidance counselors had only limited sources of reference on guidance development in Louisiana. Such a study was needed, not only for background information, but for its use in understanding and evaluating present trends.

It is important that the history of guidance in Louisiana be preserved. Undoubtedly, in future years, both educators and laymen will have occasion to use the information which this research provides.

**Delimitations of the Study**

The emphasis in this study was on the guidance related activities which occurred between the years 1942 and 1972. More specifically, the events of the school sessions 1941-42 through 1971-72 received most attention. However, a summary was made of the period from the establishment of the guidance program in the public schools of New Orleans to the establishment of a guidance division in the State Department of Education.

This study was limited to an examination of the following aspects of guidance:

1. Guidance activities affecting the public elementary and secondary schools of Louisiana

2. Training and certification of counselors in Louisiana
3. Guidance training at institutions of higher education in the State of Louisiana

4. Activities designed to introduce guidance to the schools and to improve existing programs, state and federal legislation pertaining to guidance, training and certification of guidance personnel, the state-wide guidance and counseling program, and pilot guidance programs

5. Professional organizations for guidance personnel in the State of Louisiana.

This study did not include:

1. Actual guidance practices in the schools

2. Evaluation of the adequacy of counselor training programs or guidance practices

3. Guidance activities of pre-school or post-high school students

4. Child guidance centers or clinics

5. Activities of school nurses, school social workers, speech and hearing therapists and referral agencies

6. Guidance training programs other than those of Louisiana institutions of higher education

7. The development of professional organizations other than guidance organizations in Louisiana

Primary sources of data included questionnaires, letters, and interviews with individuals who have participated in the promotion and development of guidance activities in Louisiana. Some of the primary sources used included:

1. Louisiana State Department of Education
   a. Circular Letters
   b. Bulletins
   c. Annual Reports
   d. Louisiana School Directories
   e. Archives, personnel records, manuals, brochures, memoranda and reports.

2. Louisiana State Board of Education Official Proceedings

3. College catalogs and records relating to guidance courses offered

4. Archives of Louisiana Personnel and Guidance Association

5. Archives of Louisiana Guidance Association


Some of the secondary sources used included:

1. Books pertaining to the history of guidance

2. Periodicals
   a. "The Guidepost"
   b. "Louisiana Schools"
   c. "The Boardman"

Organization of the Study

This study is divided into five chapters. The first is the introductory chapter. The second traces the background of the guidance movement in America. This chapter also includes a summary of developments in guidance in Louisiana prior to 1942. The summary emphasizes activities in the New Orleans public schools, where organized guidance began in the state. Chapter III describes the development of guidance from 1942, the year of formal organization in the State Department of Education, to 1952. Chapter IV covers the period from 1952 when counselor certification went into effect to 1958. Chapter V begins with 1958, the year that the National Defense Education Act was passed. It covers the resulting period of expansion, including the emphasis on and growth of elementary school guidance. This chapter treats developments through the close of the school session 1971-72.

Review of the Literature

A survey was made to identify published and unpublished writing on the development of guidance in Louisiana. No comprehensive study of the state as a whole was found.

The earliest guidance development study located was a 1922 Master's thesis written by Loretta Rose Doerr of Tulane University. This study is entitled, "The Work of New Orleans in the Vocational Guidance Movement of the South." It was referred to in Chapter II, Second Period, 1910-1919, Louisiana. In 1929 Mae
Leona Kolb wrote a Master's thesis at Tulane University. The title of this work is "Vocational and Educational Guidance in New Orleans." In 1938 Katherine Eunice Durr submitted to Tulane University a Master's thesis, "The High School Scholarship Association of New Orleans." In this study Durr described how New Orleans students were given financial aid to assist them to stay in school. The work of this association is discussed in Chapter II, Third Period, 1920-1929, Louisiana - New Orleans. Another 1938 Master's thesis submitted to Tulane University was "A History of Vocational Guidance in New Orleans" written by Andrew Lawrence Romeo. The events in his study present vocational guidance developments in New Orleans between 1910 and 1938. He based a large part of his study on the Annual Reports of the Vocational Guidance Department of the Orleans Parish School Board and the Minutes of the Board. In 1962 Anna Wheeler Norton wrote a Master's thesis at Northwestern State College at Natchitoches, Louisiana entitled "The Origins and Current Status of School Guidance Services in Louisiana."

Majorie Longsdorf, an early counselor in East Baton Rouge Parish, pointed out to the writer that a brief history of the development of guidance had been written when Sarah R. Prescott was Supervisor of Guidance in the parish. Arminda Riser, Supervisor of Guidance in Caddo Parish from 1949 to 1980 wrote a short summary of guidance events in that area. This was not a formal piece of writing, but an attachment to a personal letter to the writer. Ray Miles, former Supervisor of Guidance in Lafayette
Parish, wrote a short history of guidance in that parish in 1982. This was a project of Lafayette Parish School Board (Miles, 1982).
An absolute date cannot be given for the beginning of the guidance movement. Like all social movements, guidance evolved from small beginnings in many places. Anna Y. Reed introduced one of her books with a paragraph as follows:

Social movements as a rule do not originate; they evolve. They are not set down full-fledged among us, even though such may appear to be the case. Rather, from very small and unimportant beginnings, modified as they progress by social and economic conditions and in their tangible form adapted to the cultural milieu in which they find expression, they evolve very slowly until eventually there are observable evidences that a new movement has come into being. It is these tangible evidences of the crystallization of a movement which are often accepted, and dated, as the genesis or origin of the movement. Hence it is logical that such services as guidance should be credited by the casual student to one or more apparently spontaneous events or happenings which others have accepted as beginning or primary causal factors. In reality, they are symbols of a change which has been taking place in the established cultural pattern (Reed, 1944:1).

Guidance was one of several movements that arose as an answer to the upheaval and turmoil created by the 19th century Industrial Revolution. There was an abrupt shift from a self-sufficient and agrarian society to a nation dependent on industry and the mass production of goods (Aubrey, 1977).

It was no accident that guidance began in the United States in the large industrial centers of the midwest and eastern seaboard. To cities such as Chicago, Detroit, Boston, and New York came the newly arrived immigrants, out-of-work farmers, southerners seeking northern prosperity, minorities in search of employment and young people bored with rural and small town life. Some came with hope, others
were driven by desperation, all sought a better life than they left behind (Aubrey, 1977:288).

When people settled in the cities, the good life was rarely found. Housing was expensive and often overcrowded. Many children of fourteen quit school to look for jobs. Employment in the cities was largely restricted to unskilled work in mines, mills, factories, and railroads. Much of this work was dangerous and poorly paid (Aubrey, 1977).

Reed expressed the reaction to economic waste and human suffering in this way:

During the closing years of the nineteenth century the civilized world replied affirmatively to the age-old question, Am I my brother's keeper? Society had accepted the theory of the unity of humanity and the brotherhood of man and was ready to begin translation of the theory into practice. During the same year psychologists were busily engaged in translating into practice the theory of individual differences. Thus it happened that on the eve of the new century two theories—the one sociological and the other psychological, and both fundamental to the introduction of organized guidance activities—had crystallized sufficiently to attract attention to the desirability of their practical application, and a number of experiments had already been undertaken (Reed, 1944:2).

Although New York and Boston are most often pointed to as pioneer leaders in the guidance movement around the turn of the century a number of other cities were thinking and working along the same lines. Their efforts are recorded in the records of women's clubs, chambers of commerce, city clubs, alumni associations, and other service organizations (Reed, 1944). According to Carroll H. Miller the early leaders in the vocational guidance movement were "typically social workers interested in child labor and the problems of transition from school to work" (Miller, 1961:144).
Early Guidance in America

This section was subdivided into four periods. The time considered was from 1898 through 1941.

First Period, 1898-1909

This period was the era of the guidance pioneers. It was set up to end with the year 1909, when Choosing a Vocation by Frank Parsons, brought nationwide attention to the guidance movement.

Boston. In the fall of 1907 Frank Parsons, a social worker, formulated plans for the organization of a vocational bureau. According to Aubrey, Parsons "was heavily influenced by the philanthropic example of Jane Addams in Chicago." Prior to 1907, he established a settlement house in Boston for young adults who already had jobs or who needed employment (Aubrey, 1977:289). On January 13, 1908, the Vocation Bureau opened with Parsons as Director and Vocational Counselor. The main office of the Bureau was in the Civic Service House with branch offices in the Young Men's Christian Association, the Economic Club, and the Women's Educational and Industrial Union. Parsons kept office hours in each of these locations (Miller, 1961). Anna Y. Reed described the Vocation Bureau in this way:

The Boston experiment was social philanthropic in character; the Civic Service House was the center of its activities; Mrs. Quincey A. Shaw was its financial sponsor; and Frank Parsons was 'its guiding genius' (Reed, 1944:3).
Parsons died September 26, 1908. He spent the last few months of his life putting his notes in order for his book, Choosing a Vocation, which was published in 1909, a year after his death (Brewer, 1942). Reed points out that his book gives us our first definition of the guidance field—"the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success" (Reed, 1944:4). Miller stated that "the principles on which Parsons carried on counseling afford an illuminating insight into his work and forecast some currently accepted practices, particularly assessment of the individual, and the use of occupational information" (1961:145-146). In the introduction to Parsons' book the principles as outlined in the preface by Ralph Albertson were:

1. It is better to choose a vocation than merely to hunt a job.

2. No one should choose a vocation without careful self-analysis, thorough, honest, and under guidance.

3. The youth should have a large survey of the field of vocations, and not simply drop into the convenient or accidental position.

4. Expert advice, or the advice of men who have made a careful study of men and vocations, and of the conditions of success, must be better and safer for a young man than the absence of it.

5. The putting down on paper of a self-analysis is of supreme importance (Miller, 1961:145-146).

Not only did Parsons formulate techniques of guidance, but he brought into focus the procedures for counseling. In addition, he outlined plans for the training of counselors (Brewer, 1942).
Detroit and Grand Rapids. At the same time that Frank Parsons was working on the eastern seaboard, Jesse B. Davis, another guidance pioneer arose in the industrial midwest. As a counselor at Central High School in Detroit, Davis was troubled by the social and vocational problems of his students (Aubrey, 1977). When Davis became principal of Grand Rapids High School in 1907, he started the guidance program for all students at the seventh grade level and used English composition classes once a week to give "vocational and moral guidance" (Brewer, 1942:51). Educational historians give Jesse B. Davis credit for "the first effort to systematize guidance into the accepted school curriculum" (Aubrey, 1977:289).

New York. About 1906, Eli W. Weaver, a teacher in the Boys' High School in Brooklyn, New York began placing boys in farm work during summer and part-time work during school (Brewer, 1942). It was reported that 2500 boys registered for the second summer. The High School Teachers' Association sponsored and largely financed this work. It was a program which originated within the school system, but without its endorsement. According to Miller, in 1909 a great deal of guidance activity was taking place. A number of teachers were serving as counselors, bulletins on vocational opportunities were available, and career plans were included as part of English classes. Weaver had a highly organized program which prompted the Superintendent of Schools to recommend the establishment of a central bureau with Weaver as head. The Board did not recommend the establishment of such a Bureau (Miller, 1961).
California. George A. Merrill seems to have made the first systematic attempt to set up a plan calculated to help students choose a vocation. Merrill began teaching in a manual-training high school in San Francisco in 1888. He saw the need for assisting students choose a trade. The plan he worked out began in 1895 and is essentially as follows:

1. Two years of sample exercises drawn from simple work in each of the trades taught by the school, with about half of the time given to such studies as English, civics, mathematics, and science

2. Study of the individual and counseling

3. Choice by the pupil of a specific trade

4. Two years of preparation for a trade, including related technical studies

5. Placement at work, and follow-up.

Even though Merrill initiated the first vocational guidance program, he is not credited with being the founder, nor did he claim to be. The guidance in his school was guidance within the industrial field (Brewer, 1942).

Connecticut. Several people had proposed classes in occupational information, but William Alonzo Wheatley seems to have been the first to get the classes started. As superintendent of schools in Fairfields and, later in both Fairfield and Westport he convinced the school board that a class in vocations, at least for boys, was needed. A class was started in Westport in 1908 (Brewer, 1942).
Second Period, 1910-1919

This period included the expansion of the guidance movement. Psychological testing was introduced into the country and developed by the Army for use in selection. Guidance, outside of Louisiana, and, within the state, were considered separately in this section.

United States Outside Louisiana. During this period the first national vocational guidance conference was held in Boston in 1910. This conference was called by the Boston Chamber of Commerce and the Vocation Bureau of Boston. It was attended by delegates from forty-five cities. The discussions were participated in by manufacturers, employees, business men, social workers, and educators. There was a generally expressed opinion that vocational counseling was a public school function (Reed, 1944).

Before the end of this decade eight other national conferences on vocational guidance were held in various cities including New York City in 1912, Grand Rapids in 1913, Richmond, Virginia in 1914, Oakland, California in 1915, Detroit in 1916, Philadelphia in 1917, Atlantic City in 1918, and St. Louis in 1919. The third conference in Grand Rapids in 1913, was the organizational meeting of the National Vocational Guidance Association. In describing this convention Brewer said, "The addresses covered a wider scope than did those of previous conventions, and conveyed an inspiration and enthusiasm not equalled until 1920 when the reorganization was effected" (Brewer, 1942:144-145).
The story of the Vocation Bureau of Boston spread over the country and stimulated local experiments in vocational guidance in many large cities. In discussing these efforts and Meyer Bloomfield's influence, Anna Y. Reed said:

When Parsons died in 1909 Bloomfield assumed responsibility for the original bureau and became the chief instrumentality in expanding its local services as well as in spreading the gospel to other communities. Bloomfield did an excellent job. The tangible results of his activities, both in the educational and in the business world, are sufficient proof of the debt which the modern personnel movement owes to his promotional and organizational abilities. Vocational guidance was born at the psychological moment in our economic and social history. It contained a strong practical and emotional appeal. Bloomfield knew how to translate this appeal into terms of educator, employer, and mass action. He was a born promoter at a time when promotional ability was needed. Enthusiasm for vocational guidance spread from coast to coast. Events moved rapidly both locally and nationally (Reed, 1944:6).

According to Brewer "many agencies in American cities started the ball rolling for vocational guidance." Women's civic organizations initiated the demand for the work and made preliminary experiments in Cincinnati, Chicago, New York and Boston. Educational and social agencies in combination helped in Philadelphia. In Atlanta and Seattle, philanthropists made beginnings possible. In other places, organizations such as Y.M.C.A., junior chambers of commerce or city government officials helped in starting guidance work (Brewer, 1942). "It is not possible to force the beginnings in these places into a single pattern, but one is impressed by the interest and support of philanthropic groups outside the schools" (Miller, 1961:150).
In discussing how guidance was established in the schools, Brewer said, "To collect complete information on guidance work in high schools before 1920 would be an impossible task" (Brewer, 1942:86). The publicity that spread over the country about the Boston Vocation Bureau caused many counselors to be appointed in schools. Brewer wrote, "It is possible that there were more counselors in 1915 than in 1942. In most cases nothing but counseling was done, by teachers unprepared for the work and many times in addition to a full program of classroom work" (Brewer, 1942:86).

In tracing the historical development of guidance and counseling, Aubrey said that the growth of vocational guidance in schools was an "uphill battle" (Aubrey, 1979:290). One of the reasons for this was "the steady opposition of conservatives in education, who began a barrage of criticism when the traditional curriculum was in any way endangered" (Brewer, 1942:87). Another reason for the slow progress of guidance in the schools was that pressure by enthusiastic supporters of the movement, often forced guidance into the schools before there were complete plans and adequately trained teachers and counselors (Brewer, 1942).

The great amount of publicity given the early entry of guidance into the schools of Boston (1909) might lead one to conclude that this was the single beginning of guidance in the schools. Such was not the case. There had been "a number of first efforts made in widely scattered schools" (Miller, 1961:149).

work of Weaver in New York and Davis in Grand Rapids, Merrill in California and Wheatley in Connecticut were reviewed in the preceding section on the period, 1898 to 1909.

Miller made the following statements on early guidance efforts:

We have noted that the earliest vocational guidance efforts were characteristically undertaken by individuals and were not particularly related to total school programs, or even to the vocational education movement, although certain leaders expressed broad outlooks on the problem. After about a decade of such efforts a new pattern began to emerge. City-wide organizations of guidance services made their appearance (Miller, 1961:151).

According to Brewer no city had organized a guidance plan within the schools in either 1910 or 1911. However in 1912 a school department was organized in Grand Rapids, although it was not permanent. This was the work of Jesse B. Davis, who had experimented with guidance before the time of Parsons. In 1913 there was still no permanent guidance organization within a city school system (Brewer, 1942).

The year 1914 saw the first four permanent city-wide departments in Cincinnati, Lincoln, Nebraska, Minneapolis, and Oakland, California. In 1915 Boston and Philadelphia inaugurated city-wide departments, followed by Chicago in 1916, Pittsburgh and Atlanta in 1917; Seattle and Providence in 1918 and South Bend and Berkeley in 1919 (Brewer, 1942).

This period also saw the first university training for counselors when Meyer Bloomfield taught a course in vocational guidance at Harvard Summer School in 1911. In 1912 the summer
school course in industrial education at the University of Chicago included vocational guidance. Columbia University offered a course in vocational guidance in 1913. Boston University gave an extension course for teachers in 1914-1915. In the summer of 1915 Jesse B. Davis of Grand Rapids instructed teachers and counselors in vocational and moral guidance at the University of Minnesota and Meyer Bloomfield gave an advanced course at the University of California. In the summer of 1916 John M. Brewer taught two courses in vocational guidance at Harvard University. In summarizing the introduction of counselor education into college curricula, Brewer said, "Each year saw rapid strides in the spread of training for vocational guidance work" (Brewer, 1942:187).

Intelligence testing was introduced in this country before 1915. During this period a number of aptitude, interest and personality tests were developed, however the attitude toward the use of tests for vocational guidance was cautious (Miller, 1961).

When the United States entered World War I, it became necessary to classify and assign thousands of men. Downie at Purdue University described the situation this way:

After the United States entered World War I in 1917, a number of psychologists were commissioned to construct a group intelligence test that could be used with all draftees for screening and assignment. Since Terman's test (and the others of that day) were individual tests, none was applicable to mass testing. So under the direction of A. S. Otis, R. M. Yerkes, and others the Army Alpha and the Army Beta tests were constructed. The first of these was used with literate individuals and the latter with illiterates and those who could not read or write English. Thus for the first time in history, large groups of individuals were tested (Downie, 1958:219).
Louisiana. During the second decade of the century there was no organized guidance in the state, however, the stage was being set for the appearance of vocational guidance in New Orleans. On November 16, 1910 Joseph M. Gwinn, Professor of Education at Tulane became Superintendent of the New Orleans Public Schools. Romeo wrote in his historical study of vocational guidance in New Orleans that Gwinn had studied under the eminent scholars, Nicholas Murray Butler and Ellwood Cubberley. He pointed out that these experiences had prepared Gwinn "in the theoretical as well as the practical side of public school administration" (Romeo, 1938: 16).

One of the first problems facing Superintendent Gwinn was the high "drop-out" rate in the seventh and eighth grades. This problem had come to the attention of a local newspaper as can be seen in a Times-Picayune editorial which stated:

Our attention has been recently called to the fact that large numbers of our boys and girls are leaving school in the seventh and eighth grades. We deplore this as evidence that the future citizens are not taking advantage of the large amount of money spent for public education on their behalf. Thus, does it not seem incredible that in a city the size of New Orleans, there should be one boys' high school and that one poorly attended? (Romeo, 1938:17).

In an attempt to solve the problem, Superintendent Gwinn set up a division of research headed by David Spence Hill, a former professor of psychology at Tulane University. Hill prepared two bulletins on vocational guidance while he was in this position. They were (1) Facts about the Public Schools in New Orleans in
Relation to Vocation and (2) Educational Research in Public Schools.

Emma Pritchard Cooley later called these bulletins the beginning of vocational guidance in New Orleans. However, Hill left New Orleans after his two years with the division of research and before a satisfactory solution to pupil elimination was found. The coming of World War I temporarily stopped studies of this kind. "Thus for seven years after the problem of elimination was first studied here, no progress in guidance was made" (Romeo, 1938:18).

Loretta Rose Doerr in writing about the work that had been done before 1915 said that something definite had been done, but very little. She listed accomplishments as follows:

1. The "Nicholls Industrial School" [sic] which was opened in September 1913, sent out form letters and specific comments to give information and advice, and invited classes of girls to observe the work of the school.

2. A "Division of Research" [sic] had been established in New Orleans in connection with the public schools, to study the capacities of exceptional children, and their possible aptitudes for certain vocations; and also a provision was made to complete a vocational survey for the Isaac Central Trade School for Boys.

3. The "New Orleans Young Women's Christian Association" [sic] published a booklet on certain occupations for women in New Orleans and the "Consumer's League" [sic] had done a similar work in collecting data concerning the payrolls, hours of labor, etc. of girls and women. Judging from the above, very little had been done up to 1915 (Doerr, 1922:17, 18).

Anna Y. Reed made an interesting comment that in his work with the division of research Hill "...was in charge of one of the first psychological laboratories connected with the guidance movement." Reed repeated all of the same accomplishments of the
Division of Research that Doerr had given and, in addition, said "a psychological clinic pooling information secured from teacher, psychologist, social worker, and physician had demonstrated its effectiveness for a two-year period" (Reed, 1944:24).

While at the Division of Education Research of the New Orleans Public Schools, Hill, in searching for a reply to the question of what was being done about organized vocational guidance in the South, sent a letter of inquiry to forty-one superintendents in fourteen states. Fourteen superintendents replied; twelve indicated no definite effort was being made in the direction of organized guidance. Hill concluded that aside from New Orleans there was as yet little interest in such work (Reed, 1944).

Third Period, 1920-1929

The third period, 1920-1929 encompassed the events following World War I up to the Depression, both of which influenced guidance. The period was divided into consideration of events in the United States outside of Louisiana and events connected with guidance in Orleans Parish.

United States Outside Louisiana. The 1920's witnessed the beginning of a change in the leadership of the vocational guidance movement. The movement had been founded and dominated by social workers, but in the late twenties educators were found increasingly more often in positions of leadership (Miller, 1961:144).

The use of tests by the Army in World War II brought testing into prominence. Miller described the situation as follows:
Especially during the post war years of World War I, intelligence testing in the schools became a band wagon affair. Many if not most of the leaders in the field kept their balance, but unfortunately practice at the school level often bore little relation to informed opinion. The cautious attitudes of the earlier years were forgotten, and many abuses were compounded by enthusiastic but naive testers. Pupils were promoted on the basis of test scores alone, without regard to other indicators of development. "IQ" became a part of educational jargon to be bandied about, often with no more attached meaning than would be carried by a word from a strange language. Attempts were made to determine a minimum IQ necessary for success in college, as if all colleges were alike and changeless in their demands. Truly, these were the years of raw adolescence for intelligence testing in the schools (Miller, 1961:154, 155).

During this same period much achievement testing for administrative purposes took place. The Strong Vocational Interest Blank made its appearance. Tests of special aptitude were developed. *Aptitude Testing* by C. L. Hull was published in 1928 (Miller, 1961)

Aubrey expressed the opinion that "it is doubtful whether vocational guidance would have survived without a psychological support base in psychometrics." He explained this thought as follows:

Before 1915, the leaders in vocational guidance had largely rested their case on an indictment of the existing ills of society and the promise of guidance in matching a potential worker with a suitable vocation. The promise, however, was predicated on the ability of potential worker and guidance helpers to determine the future worker's interests, capabilities, strengths, and limitations. Armed with this information, the potential worker would study various jobs and occupations and then confer with the guidance helper to analyze the relationship between worker-occupations and future choice. Without a scientific means to justify the first step of individual assessment, it is unlikely that vocational guidance would have been received so widely (Aubrey, 1977:291).
During the World War I period, in order to obtain maximum use of manpower the government had supported many programs which promoted the guidance movement. After the war, although there was great public interest in guidance, the interest of the federal government waned. In commenting on this situation Christie stated:

The war was over and the government was not interested in promoting new ideas or programs. Nor did guidance people seem to resist this trend... The period of the 1920's, then, was one in which the federal government involved itself minimally in guidance. The period is marked instead by the phenomenal growth of the movement in the the high schools and colleges of the country. The movement in the 1920's had come to have, as Parsons had envisioned, a distinct educational emphasis (Christie, 1974:5, 6).

City-wide organizations to promote vocational guidance continued to appear and to be absorbed into the school systems. Detroit and LaCrosse organized in 1920; Richmond, Indiana in 1921; Pasadena, California in 1922; Baltimore, New Orleans, and Elizabeth, New Jersey in 1923; Niagra Falls in 1924; Hartford in 1925; Kansas City, Missouri in 1926; Albany, Schenectady, New York City and Milwaukee in 1928; Des Moines and Mishawaka, Indiana in 1929 (Brewer, 1944). In discussing the distribution of these city-wide efforts Miller stated:

In reviewing these organizational beginnings one gets the impression of considerable concentration in the New England and East Central States, with a scattering along the West Coast. Of the 27 cities having vocational guidance programs on a city basis by 1928, a total of 21 were located east, and 6 west, of the Mississippi River. The distribution suggests a relationship between the location of guidance programs and industrial centers (Miller, 1961:151, 152).
In 1920 the National Vocational Guidance Association was reorganized. According to Brewer this represented "a turning point in the history of the movement" (Brewer, 1942:148). The association was reorganized into branches in Philadelphia, New York City, Chicago, Minneapolis, Cincinnati, New England, and California. Kansas City was added in 1921; Washington, D.C. in 1922; Rochester, Western Pennsylvania and New Orleans in 1923; Northeastern Ohio in 1924; Teachers College, Columbia University, St. Louis, Missouri, and Colorado in 1925; Wisconsin and Maryland in 1926; North Carolina in 1927; Iowa, Seattle, Rhode Island, Central New York and Kansas (formerly Wichita, Kansas) in 1928; and Connecticut, New Jersey, Detroit, Dallas, and Milwaukee in 1929. Brewer described the establishment of sections within the association as "another happy invention." These sections provided a means of having independent conferences on specific areas in the total field (Brewer, 1942).

One of the most important publications of the association during this period was Principles and Practices of Vocational Guidance which was adopted and published in 1921. The publication of the National Vocational Guidance Association Bulletin was resumed in 1921 after an interval of interruption from 1918 to 1921 (Brewer, 1942).

Louisiana, New Orleans. By 1921 fifteen cities in the United States had established permanent vocational guidance departments, but the movement had not reached Louisiana (Brewer, 1942). The vision, dynamic personality, and great organizational
ability of one woman, Emma Pritchard Cooley, dominate the story of the establishment of vocational guidance in the state.

Cooley was a native of Pointe Coupee Parish, Louisiana. She attended high school in New Orleans and received her later education at Tulane, Boston University, and in Paris (Times Picayune, August 20, 1946). At Boston University she was a student in one of Meyer Bloomfield's classes in 1914 (Brewer, 1942). This was the same Bloomfield who had assisted Frank Parsons in establishing the Boston Vocation Bureau and who had taught the nation's first college course in vocational guidance at Harvard in 1911 (Brewer, 1942).

Cooley began her teaching career at age sixteen in a country school near Amite, Louisiana. She was required to teach Latin which she did not know. She got the local priest to tutor her in the subject (Lofland, 1982). Evidently, she was successful, inasmuch as she later taught Latin in New Orleans before going to France as a Red Cross worker during World War I. After the war she was in charge of child welfare work in Albania. Daisy Weinberg wrote the following statement to indicate a typical example of Cooley's initiative:

As a Red Cross worker in France during the war, she was given her choice between going to Poland, Italy, or Albania. It was the thought of little Albanian girls who were veiled at the age of 12, and then not allowed to go to school further because all the teachers were men, that decided Miss Cooley in behalf of that country.

Thirteen months after she had reached Albania she had made, among other changes, the innovation of sending girls into the Women's College at Constantinople, so that they could come back and teach, and 12-year-old girls
could continue their education under them (New Orleans Item, February 19, 1930).

Cooley always "championed the cause of youth" (Occupations, October, 1946:53). In describing the continuing development of Cooley's interest in vocational guidance, Anna Wheeler Norton stated:

Miss Cooley, during World War I, served as a member of the Red Cross in the Balkans. There she met a number of people from several eastern cities of the United States, such as Boston, New York, and Philadelphia, who were vitally interested in the guidance programs of their respective communities. Miss Cooley became so enthusiastic about the guidance services in these areas that she stopped in Baltimore, Philadelphia, and New York upon her return to the states and studied the guidance program for several months.

Returning to New Orleans, she persuaded Mr. Joseph Gwinn, Superintendent of the New Orleans Public Schools, to allow her to initiate guidance programs in the high schools of that city on an experimental basis for the years 1921-1923 (Norton, 1962:29).

Two years after vocational guidance had begun in the New Orleans schools, Cooley (1925:38) wrote, "To New Orleans belongs the distinction of having initiated the program from within." She explained that the first steps toward a vocational guidance program had been taken in September, 1921, when a high school visitor and placement secretary had been appointed. She continued:

The appointment had its origin in the disquiet of the superintendent that the New Orleans high schools had grown more slowly than those of any other city in the United States, and that eliminations from them were unduly large. It was the duty of the visitor to make an inquiry into high school eliminations and their underlying causes, to carry the message of education to homes where its advantages had not been fully known or appreciated, to make adjustments between school and home, to explain courses of study leading to later choice of vocations
and, lastly—perhaps most important—to bring before the community a realization of the fact that the child divorced from the privileges of education is a vocational problem and a potential social liability (Cooley, 1925:38).

Of the June 1921 classes finishing the eighth grade, 426 students did not continue in public school in the following fall. The Vocational Department decided to conduct a survey to learn the causes of the drop-outs. A sample of fifty students was chosen to visit. As a result of these visits, sixteen were persuaded to continue in school. From this sample the Visiting Teacher felt that elimination was partly due to "a lack of direction or proper guidance" (Romeo, 1938:21).

In studying the elimination problem from another angle, the Visiting Teacher began to visit those students who had entered high school, but soon withdrew. She wanted to determine their reasons for leaving. When making the study, she discovered the problem of the "high pressure salesmanship" practices of the private commercial schools. All eighth graders were circularized and visited and promised jobs when they completed courses which could be finished in as short a time as six months. The Visiting Teacher decided that the thing to do was to make the public see the advantages of the public high schools and to make the public realize that the schools belong to the whole community (Romeo, 1938:22).

Romeo stated:

With this information concerning the elimination from high school now clearly before her, the Visiting Teacher determined upon three possible ways of improving conditions; first, by organizing the various Women's Clubs throughout the city; second, by interesting
the businessmen in hiring only graduates from public commercial high schools as office workers; and third, by enlisting the aid of the Parent-Teacher Association and the Presidents' Club in finding employment for boys and girls who had finished high school (Romeo, 1938:22).

In accordance with Cooley's plan, she got in touch with the heads of seven civic organizations in the city. Each contributed service, money or made some contribution to the cause. Cooley took on the task of interviewing 250 executives to explain the advantage of hiring graduates trained in the public high schools. The results were excellent. Of the 379 commercial high school graduates of January 1922, 324 were employed. The Presidents' Club in collaboration with the Parent-Teacher Association wrote letters to all eight grades urging them to continue in school. In May a member of one of these organizations spoke to each grammar school graduating class pointing out the advantages of continued education (Romeo, 1938).

During the session 1922-1923, the Department of Vocational Guidance was divided into four classifications: Home Visiting; Counseling; Scholarship Association; and Placement Bureau. The home visits increased to the extent that Carolyn Friend was employed to assist Cooley. Inasmuch as Cooley had 215 young people come to her during the summer of 1922 to ask for help in planning their courses, she called a meeting of secondary and elementary school principals on October 12, 1922 to arouse their interest in counseling. The principals petitioned the school board for the appointment of counselors at each secondary and elementary school in the city. The school board approved the request for secondary
schools only. In a 1925 article in the Journal of the Louisiana Teachers' Association Cooley said:

In our high schools, the beginning of a counseling program was made in 1923, but as no allowances were given the counselors until this year, the work has not been on a satisfactory basis. Teachers designated "counselors" threw themselves into the work with great interest, and devoted much outside time to the additional duties involved. In September, 1925, a time allowance was granted to each teacher in every high school (Cooley, 1925:41).

Cooley continued to talk to elementary principals to promote guidance. By 1924, three had undertaken a program. These programs in some cases amounted to nothing more than a study of the principles of vocational guidance for twenty minutes every Friday. Field trips to industries began to be emphasized in 1925 (Romeo, 1938:33).

Katherine Eunice Durr in writing about aid to needy students in New Orleans said:

In 1922, Miss Cooley conducted an investigation to ascertain the causes of high school elimination. She learned that, in many instances, parents had their children apply for working permits as soon as they reached the legal working age of fourteen. The investigation also showed that approximately one-third of the withdrawals were due to financial necessity (Durr, 1938:12).

It was evident that an organization to give financial aid to boys and girls was needed. Cooley, the visiting teacher, invited ten representatives of clubs and private interests to meet with her to plan how to assist boys and girls continue their education after finishing the eighth grade. The High School Scholarship Association was formerly organized in January 1923.
The Association was endorsed by the school board and given offices in the public school administration building (Durr, 1938).

According to Durr's study,..."at the same time the visiting teacher for the high school was advocating student help, the Rotary Club of New Orleans was inaugurating a plan for loans to be granted needy boys" (Durr, 1938:15). In discussing the organization and operations of the Rotary Club Fund, Cooley explained that in 1922 a loan fund had been subscribed by the Rotary Club. The object was to assist through a loan any capable boy who would, otherwise, have to leave school because of lack of funds. In further explanation of how the Rotary loan fund operated, Cooley wrote:

Any boy recommended by the counselors in the department of vocational guidance to the loan committee is given an allowance, and then becomes a ward of the department of vocational guidance. His home is regularly visited, and his reports are scrutinized by the director of the department. If these reports are satisfactory, a letter of encouragement is written; but if the reverse, a letter is written indicating the subjects in which he has been unsatisfactory, and he is urged to recover the ground lost if possible. Upon his graduation, he is placed by the department of vocational guidance in a position offering promotional opportunities. Too much emphasis cannot be placed upon the valuable cooperation of the Rotary Club; through the fund, fifty-five boys have been helped since February, 1923. Moreover the club has rendered most valuable assistance in the matter of placement for the graduates of high school (Cooley, 1925:42).

Inasmuch as the Rotary Club Loan Fund limited its assistance to boys, the High School Scholarship Association assisted needy girls. The assistance covered allowances for car fare, lunch, books, and simple clothing. In 1924 the High School Scholarship Association joined the community chest, making it possible to have
a paid social worker to act as a special consultant to students receiving scholarships and a Research Secretary to study occupations of the community (Cooley, 1925:43).

Romeo described vocational guidance as "firmly established in the schools of New Orleans" by the end of the 1926-1927 session (Romeo, 1938:44). In the five years beginning with the 1922 session 4,080 home visits were made with one result being that 452 students who had dropped out were persuaded to return to school. Counseling programs had started in all secondary schools and eight elementary schools. In four years the Placement Bureau had placed 440 graduates. The Scholarship Association had assisted 113 students over the five-year period (Romeo, 1938).

From 1927 to 1930 eleven numbers of the New Orleans Vocational Informational Series were prepared. These booklets on specific jobs in the New Orleans area were used in elementary and secondary school vocational guidance courses. They were very popular with the students (Romeo, 1938).

As was done all over the country New Orleans students were tested in great numbers. Intelligence tests were given in the upper elementary grades, but little use was made of the results (Romeo, 1938).

On the eve of the depression vocational guidance was flourishing in New Orleans. The stage was being set for it to get into the other areas of the state. Some of these indications will be discussed in other sections, particularly, those on professional training.
Fourth Period, 1930-1941

This period included the Depression years and the defense period before World War II. It ended the year prior to organization of guidance services at the state level. In this section guidance was considered separately for the United States outside Louisiana, New Orleans, and Louisiana outside of New Orleans.

United States, Outside Louisiana. The Depression of the 1930's focused the attention of the nation on obtaining jobs for the overwhelming numbers of the unemployed. "Discussions of techniques of counseling and placement seemed pretty academic when jobs simply did not exist" (Miller, 1961:158). Barry and Wolf (1957:31) said of the situation, "The expansion of secondary school guidance activity came to a sudden halt at the time of the depression." These authors further explained that as financial support decreased, sharp reductions were made in teaching staffs, the numbers and types of courses offered, and the length of the school terms. Barry and Wolf continued as follows:

In general many of the cuts were made by removing from the school program the "fads and frills"—kindergartens; evening schools; health programs; classes in music, art, and physical education; and guidance programs. For example the budget for vocational guidance in the Chicago school system in 1931 was $150,312; in 1932 no appropriation was made for vocational guidance (Barry and Wolf, 1957:31).

There was general concern for vocational guidance in the schools during the depression. Steenerson, in discussing the development of guidance in Iowa, said, "The development of guidance
practices in the schools saw little progress during this period,
with the exception of the development of homeroom guidance" (1971:27).

In the thirties the schools faced the problems associated
with increased enrollment and reduction in financial support.
Students were staying in school longer, partly because of the
limited opportunities for employment. The secondary schools were
no longer primarily college preparatory. Appropriate education
had to be provided for a larger number of students, many of whom
would not get post-secondary education or training. During this
period when the schools had more students and less operating
money, the great reassessment of the curricula began. In regard
to reassessment, Ralph S. Stephenson, in his study of guidance in
Maine, stated:

The reassessment of education centered primarily
on the matter of meeting the needs of youth. This is
seen in the words of the various convention speakers
who discussed the schools and the changes to come. Dr.
Payson Smith, Massachusetts Commissioner of Education,
labeled the period since 1929 an era of evaluation of
our schools. Smith felt that reassessment would produce
an educational system that would help youth deal
realistically with the world about them (Stephenson,
1972:17).

Near the close of the thirties the United States Commissioner
of Education made a ruling that federal funds of the Smith-Hughes
and George-Deen Acts could be used for vocational guidance.
Brewer said, "The first World War brought federal aid for
vocational education (1917); the depression brought aid for
vocational guidance" (1942:116). On August 1, 1938, Harry A.
Jager, was made Chief of the new Occupational Information and
Guidance Service. This activity was placed under the Division of Vocational Education of the U. S. Office of Education (Brewer, 1942).

In order to receive federal funds for vocational guidance a state had to amend its provisions for vocational education in order to be reimbursed for one-half of the salary and traveling expenses of a state supervisor for guidance (Brewer, 1942). Maryland in 1938, was the first state to establish a program under the new provisions. By the end of the decade four other states, Kansas, Massachusetts, Michigan, and North Carolina had established programs (Miller, 1961:163).

Brewer predicted that the new federal organization would be of help in the organization of new city-wide departments and the improvement of the established ones (Brewer, 1942). During this period permanent city-wide guidance organizations were established as follows: Los Angeles in 1932; Newton and Quincy, Massachusetts in 1933; Cleveland, Fort Wayne, Indiana and Richmond, Virginia in 1934; Chicago (Bureau of Child Study), Gloversville, New York, Knoxville, Pomona, California and Salt Lake City in 1935; Evansville, Indiana, Oklahoma City, St. Paul, Syracuse and Yonkers in 1936; Binghamton, New York City, Buffalo, Rochester and San Francisco in 1937; Chicago (Bureau of Occupational Research) and Erie, Pennsylvania in 1938 (Brewer, 1942).

The National Vocational Guidance Association met annually in the thirties, usually during three or four days in February, just prior to the week of the convention held by the
American Association of School Administrators. These meetings were held at locations all over the country and, in that way, were advantageous to many workers in the field.

From 1933 to 1939, the National Occupational Conference became the co-publisher with the National Vocational Guidance Association of The Vocational Guidance Magazine. The name was changed to Occupations, The Vocational Guidance Magazine. The co-publishing arrangement was mutually advantageous to both organizations. The conference was newly formed and needed a publication, while the association needed financial assistance in meeting publishing costs. The National Occupational Conference was an interesting depression organization supported by Carnegie Corporation funds. In describing its purpose Brewer said:

The time was propitious for such an organization. Depression was playing havoc with the schools of the nation. Thousands of youth were being graduated from schools and colleges annually into a world that had millions of unemployed adults and seemed to offer no occupational security for anyone. Here and there, however, were cities and institutions in which youth in surprising numbers went from school to work in occupations for which they had been trained. Some of these schools approximated perfect placement records. Others were solving the problems of vocational guidance in commendable fashion. Nowhere, however, was there any agency for clearing information and practice concerning the problem. Out of this need for a central clearing-house the National Occupational Conference was created. (Brewer, 1942:264).

Reed's opinion of the National Occupational Conference was that it "was liberally financed but failed to provide the type of scholarship or leadership essential to command the confidence of its potential beneficiaries. It closed its doors" (Reed, 1944:223).
During the thirties the government set up the Civilian Conservation Corps and the National Youth Administration. Both of these agencies included guidance services. In 1933 the national system of public employment service offices was set up. This agency was to have a far-reaching effect on guidance, both adult and youth. During this period, the counseling program of the public employment service had to be curtailed because of other manpower programs. In 1939 a landmark contribution to guidance was made when the United States Employment Service (USES) published the Dictionary of Occupational Titles. This dictionary classified, coded, and defined the jobs in the American economy. It contained a coding system for entry jobs which provided a tool for classifying and counseling inexperienced youth and others.

Louisiana, New Orleans. In 1930 vocational guidance was flourishing in New Orleans. Great progress had been made. There had been eight counselors in the elementary schools in 1928. There were fifty-three in 1932, which meant every elementary school had a counselor. However, the period allowed for counseling was only twenty minutes per week for students in the sixth, seventh, and eighth grades. Each academic high school in the city had a counselor, who was allowed forty-five minutes twice a week for the freshmen (Romeo, 1938).

During the five year period, 1928 to 1932, 9,520 tests were given; twenty-six occupational information leaflets were issued; the Scholarship Association and the Rotary Club gave
financial assistance to 486 students, and 1,189 boys and girls were placed in jobs (Romeo, 1938).

The depression brought great cuts in school budgets. The appropriation for 1932-33 was $372,619 less than the previous year. The school board decided to abolish special programs including guidance. Cooley convinced the Board that the planned action would do great harm to public education. At the next meeting the Board decided not to abolish the special departments including vocational guidance (Romeo, 1938).

Vocational guidance came safely through the depression in New Orleans. Fewer placements were made and scholarship allowances had to be cut, but when the depression was over all of the programs were still operating. There had been added an additional program called the "Cooperative Office Work" system. Romeo explained that the plan consisted of permitting specially qualified commercial high school seniors to work in businesses of the city three afternoons a week. They received no pay. During the 1937-1938 session ninety-seven students worked under this arrangement. He said further that the Placement Bureau placed ninety-seven students that year. The information as to how many placements were from the "Cooperative Office Work" system was not stated (Romeo, 1938).

Louisiana, State Outside New Orleans. The early thirties were years of economic distress in Louisiana. John M. Foote of the State Department of Education, in writing about schools and the depression said, "Thus while growth in the school population
has continued throughout the period of the depression, the revenues for current operation and for expansion in school facilities have gone in the reverse direction" (Annual Report, 1932-1933, 1933:13). In discussing school finances in this period, Superintendent Harris wrote that the cause of loss in school revenues was apparent. "Assessments are on the downward trend in most of the parishes," he said, "and on account of the economic distress throughout the State numerous people have been unable to pay their taxes promptly" (Annual Report, 1931-1932, 1932:unnumbered page).

It is not surprising that the State Department of Education did not encourage a new program, such as guidance, during the financial crisis of the early thirties. However, the depression began to lift about 1935. It was then that we find Superintendent Harris making the following recommendation in regard to guidance:

College and high school authorities will find it necessary, I think, to take more accurate account than they have taken in the past of the fact that it becomes more and more difficult for people to earn a livelihood. Even when men and women are well trained and skillful they cannot make their way in the world with the ease of the old days. The conditions would seem to warrant our introducing high-school and college students to the professions, vocations, and avocations about them.

I do not mean that teachers should attempt to point out the spheres of life in which students should cast their lots when they reach manhood and womanhood, but that they should be given as intimate knowledge as possible of the requirements, possibilities, and services to be rendered by the various callings in which men and women earn their living or administer to the needs of their fellows. An important phase of this educational guidance work should be to direct students into avenues of earning money while they are in school and after they leave it, and in electing their high-school and college courses.
The time has arrived when we should set up a definite educational guidance program (Annual Report, 1934-1935, 1935:23).

From 1936 through 1940 Louisiana was engaged in an intensive curriculum study. E. B. Robert, Dean of the College of Education at Louisiana State University, was a co-director of the Curriculum Study. In speaking of trends in the curriculum of the elementary school Robert stated:

Practically every state and local group of teachers is now engaged in some sort of effort to formulate a philosophy of education, goals of education, educational creeds, aims of education, or guiding principles. In all of this work, whether haphazardly or carefully done, attention is given to social and economic needs of children and adults. Maladjustments and malpractices, individual and social, are being brought within the scope of these investigations. New educational bills of rights are being prepared everywhere (Robert, 1972:94).

In 1938, John E. Coxe, State High School Supervisor, wrote to the parish superintendents recommending, among other things, that there should be a program of guidance in every high school. He called attention to the fact that the schools now had an enriched curriculum and more flexible graduation requirements. "This improvement," he said, "has been accompanied by a correspondingly greater necessity for student guidance on the part of the school principal and his teachers" (Coxe, Circular Letter 1121, July 7, 1938).

In order to illustrate the early emphasis on "advice-giving" in guidance, a paragraph of Coxe's letter is quoted as follows:
Guidance may be defined as the provision of advice and information needed by the student in making educational and vocational decisions. There are two main purposes that should be served by a process of guidance, namely, first, to see that each student is given the best possible educational, vocational, and avocational opportunities, and second, to assist each student in making the adjustments that will enable him to derive the greatest benefits from his opportunities (Coxe, Circular Letter 1121, July 8, 1938).

In the remainder of his letter, Superintendent Coxe included, among other things, a description of the principal's role, in most schools, as director of guidance. He wrote that in this capacity he employed scientific testing, a comprehensive record system and individual and group conferences to accomplish his purposes. "As general supervisor of the school he would be able to help his teachers in discovering and solving their guidance problems" (Coxe, Circular Letter 1121, July 7, 1938).

When Coxe became Superintendent of Education in 1940, R. R. Ewerz became Director of the Division of Instruction and Supervision in the State Department of Education. In 1943 Ewerz spoke to an Occupational Information and Guidance short course at Louisiana State University. He said, "My first supervisory program published in September 1940, referred to the importance of a guidance program, with special reference to the possibilities of beginning a general school guidance program by focusing upon the problems of entering students" (Ewerz, 1944:20).

In his supervisory program for 1940-41, he called attention to how even in the elementary school, effective guidance could play an important role.
In this connection Ewerz stated:

It is believed that more attention should be given than is generally the case to beginning pupils in high school. Entering students frequently allow very superficial considerations to enter into their selection of courses and school activities. In attempting to handle this problem many principals have found a systematic program of guidance helpful. Such a project has also been found to be an excellent way to get a general guidance program under way in high school. This department is gratified at the growing interest in guidance on the part of public-school officials (Ewerz, Circular Letter 1439, September 19, 1940).

A much greater emphasis on guidance is apparent in Ewerz's supervisory program letter for 1941-42. In this letter, he wrote the parish superintendents and principals that it was apparent that a very large percentage of school officials were "guidance conscious." He said that the question had been raised as to whether there was a guidance program in the state and what was being done on the state level to direct it. Ewerz wrote that it was apparent "much excellent guidance takes place in an informal way, and capable teachers and school administrators have always performed many functions which are now considered as part of a guidance program (Ewerz, Circular Letter 1630, September 6, 1941).

Ewerz gave an indication that the State Department had been doing some thinking about an expanded role in guidance when he wrote this statement:

It is apparent that coordination by the State Department of these many splendid developments in guidance would be welcomed by school officials and teachers throughout the State. Therefore, during the coming year I shall give particular attention to such an effort. During the past three years I have personally made a study of guidance practices in other
states and I believe a strong program can be developed in Louisiana. Already I have appointed a committee from the staff of the Department to initiate a study of the possibilities of a State program of guidance. Later we plan to call in for conference especially interested school people to help forward this program. It is probable that several schools will be used to test out certain phases of a guidance program (Ewerz, Circular Letter 1630, September 6, 1941).

This letter suggested again, as in the preceding year, that the problem of the entering student in high school might be used as the starting point for beginning a guidance program (Ewerz, Circular Letter 1630, September 6, 1941).

The period 1930-1941 saw in Louisiana, the depression and the defense effort. In connection with the effect of these events on guidance, in general, Brewer said:

The depression and the defense effort both have emphasized the need for guidance, though in differing ways and aspects. It seems fair to say that the work will increase and improve in succeeding decades with more effective plans of organization and administration (Brewer, 1942:105).

**Legislation Affecting Guidance**

There were no Louisiana laws affecting guidance prior to 1942. The Smith-Hughes Act, from which Louisiana guidance later benefited, was passed in 1917 to provide assistance to vocational education. Bernard A. Kaplan, New York State Supervisor of Guidance, said that this act was notable in that it was "the first federal legislation directed to education below the college level" (Kaplan, 1967:56).
In 1938, it was ruled that federal funds from the Smith-Hughes Act of 1917 and the George-Deen Act of 1936 could be made available for the supervision of state guidance programs. However, no federal funds were available on a local level at that time (Studebaker, 1938).

### Guidance Training for School Personnel

The guidance training of school personnel is summarized under these headings in this chapter: (1) college and university courses, (2) research and writings on guidance and (3) conferences, short courses, and workshops.

### College and University Courses

It is evident from studying the catalogs of the various colleges in the state that guidance was being taught to some extent in courses by other names. This was true of courses in education, vocational education, psychology, educational measurement, mental testing, and the exceptional child. The following education courses in Louisiana State University bulletins are illustrative of such courses.

12. **Principles of Vocational Education.**
This course includes the history of practical aims in education, a discussion of the principles underlying this type of education and its relations to the traditional curriculum, and a study of the methods of instruction in vocational subjects and the methods now employed in vocational guidance. Textbook, lectures, and collateral reading. Two hours a week. Second term. Professor Bean. *(University Bulletin, April 1917:187).*
This is a course in the new method of solving educational problems, that of making quantitative as well as qualitative comparisons of the results of two or more methods of teaching or supervision after trying them out under parallel and thoroughly controlled conditions. This plan has passed the experimental stage and is rapidly ushering in a new era in education, one in which facts are taking the place of theories. Examples of specific problems studied in this course are: how to measure the capabilities of pupils in mathematics, the efficiency of a teacher in giving instruction in English, the results of teaching reading by the phonic and by the word methods. Textbook, lectures, demonstrations and reports. Two hours a week, both terms. Professor Bean (University Bulletin, April 1918: 180).

First Courses in Guidance. A course in vocational guidance was offered at Tulane University in 1925. The description listed under sociology in the announcement was as follows:

"Vocational Counseling. Social and Industrial Considerations. Mr. Wycoff. Thursday 4:00... 1 1/2 hrs credit. (Tulane University Announcement of Extension Courses" (1925:8).

In his research on the history of vocational guidance in New Orleans, A. Lawrence Romeo found that Tulane University had offered a course in guidance in 1926 and Loyola in 1927. He cited the reference to the Tulane course in the 1926 Register of Tulane University, College of Education, and the reference to the Loyola course in the 1927 bulletin, Extension School, Loyola University (Romeo, 1938:68). Information on early summer school classes in guidance at Tulane and Loyola was found in a pamphlet, Available References on Guidance, Libraries in New Orleans, June 1930. The following statement introduced the pamphlet:
This list was prepared by Miss Emma Pritchard Cooley of New Orleans and Mr. Ralph P. Gallagher of Elizabeth, N. J. Miss Cooley is Director of Guidance in the New Orleans public schools and one of the recognized leaders in the work in the United States. She is now president of the National Vocational Guidance Association. During the present summer she will conduct the guidance work at Loyola University.

Mr. Gallagher is the leader of the guidance work in the Elizabeth, New Jersey public schools and author of Courses and Careers, one of the most up-to-date pupil-teacher texts on educational and vocational information so far written. He will teach two courses in guidance at the 1930 Tulane University Summer School (Available References on Guidance, Libraries in New Orleans, 1930).

Louisiana State University at Baton Rouge started extension classes in guidance in the session of 1926-1927. In the University Bulletin of June 1927 the statement was made that certain courses had been given by Frank O. Kreager, extension professor of psychology and sociology, at the centers indicated. The course was described as follows:

One hour of undergraduate credit
One hour of graduate credit when extra work is done. Alexandria, Thibodaux, Natchitoches, Monroe, Minden, Ruston, Mr. Kreager.
(University Bulletin, 1927:150.

It was the job of Frank O. Kreager, the first full-time extension teacher in Louisiana, to teach off-campus classes in education and psychology. C. H. Stumberg, Director of University Extension thought that a service needed to be provided for those teachers who were not able to travel to Baton Rouge to take courses. In doing research on the history of the Louisiana State University Division of Continuing Education, John B. Powell III interviewed
some former employees of the division who said that Frank O. Kreager was hired as the "first full-time extension teacher to travel around the state offering courses in education and psychology" (Powell, 1977:34). Kreager had established a reputation on the west coast in the field of manual training as a tryout for vocational choice (Brewer, 1942).

In 1929 the State Normal College of Natchitoches, now Northwestern State University, offered a vocational guidance course described as follows:

416. Vocational Guidance, 3 hrs.
To meet the demands of the schools of Louisiana for vocational counselors, a course in vocational guidance will be offered in the senior year as an elective. This course will make a study of the various occupations that are open in the State, the qualifications needed for following each occupation, how to prepare to meet these qualifications, the openings in each occupation and the financial rewards that may reasonably be expected from them (State Normal College Catalog, 1929).

Guidance Training in Graduate Program. Louisiana State University has offered on-campus graduate courses in guidance from 1932 to the present (University Bulletin, 1932:226). In speaking of the on-campus graduate courses in guidance E. B. Robert, Dean of the College of Education said in 1942:

For many years, graduate teachers and administrators have enrolled in two courses in the field of vocational guidance. One course, designed as an introductory course, concerns the history, literature, and programs of guidance. The other, a special course in problems of guidance, is designed for those who have had some experience in the field (Robert, 1972:26).
Homer Garrett taught the first on-campus graduate course in guidance at Louisiana State University in the session of 1932-1933. This course was designated as Education 179, Guidance in Secondary Schools (University Bulletin, 1932:226). In the session 1936-37 two additional graduate education courses were added. The course description which follows shows that Nora Power, who was later Dean of Women at Louisiana State University, taught the section dealing with counseling girls. The catalog gives the following description of the courses:

279-280. Problems in Personnel and Guidance I, II; 3 cr. ea. sem. This course is designed for graduate students who are preparing to do specialized work in personnel and guidance in a secondary school or college. The program of the course emphasizes the following: preparation and qualifications of counselors; objectives, principles, and procedures for the counseling program; organization of the social program of the school; orientation of students; the student inventory; personnel records; techniques of the interview; study of student maladjustments. The work includes lectures, readings, and reports. Each student is required to undertake a special study or project.

Section I. For women who are interested in problems of girls and adjustment of girls in secondary schools and colleges, with special reference to such positions as dean of women and counselor for girls. Miss Power and Staff.

Section II. For students who are interested in vocational or psychological counseling or in the organization and administration of programs of guidance. Mr. Garrett and others (University Bulletin, 1936:294).

Reference as to when the master's degree was first offered in guidance at Louisiana State University was found in the following
statement released by the State Guidance Committee of which Garrett was Chairman. The statement is as follows:

The recently approved program in Louisiana State University providing for specialization in guidance for the master's degree is to be commended to teachers who are interested. Such opportunities the committee regards as important because many schools or parishes in the near future will require the services of specially trained persons to assume greater responsibility for the conduct of guidance activities (Louisiana Schools, April 1936:26).

Graduate education owes a tremendous debt to the dedication of Homer L. Garrett. He was a native of Alabama. His family moved to Jackson Parish, Louisiana when he was five months old. He received a teacher's certificate from Louisiana State Normal College in 1908 and taught in various Louisiana schools. He received his A.B. degree from Louisiana State University in 1914. He taught at Louisiana State University Laboratory School four years before going to Columbia University, where he received his master's degree from the Teachers College in 1921. He received his doctorate from Stanford University in 1932. At Stanford he worked in the fields of secondary education, higher education, and guidance. His dissertation title was "Predictive Value of High School Records with Special Reference to Rank-in-Class." Further information from a Louisiana Leader article about Garrett pointed out that he was "one of the most active educational research men in Louisiana" (Louisiana Leader, April 1936:5). At Louisiana State University he was a professor of secondary education, Director of Graduate Study in Education, Chairman of the Graduate Council
and representative from the fields of education and psychology on the Graduate Council. He was Acting Dean of the Graduate School in 1931-32. The above article in the *Louisiana Leader* stated further in regard to Garretti:

Outside of his university work, Dr. Garrett's chief professional interest is participating in the development of a guidance program for the high schools of the state. At present he is chairman of a state guidance committee for the preparation of a bulletin for high school use (*Louisiana Leader*, 1936:5, 7).

**Research and Writings in Guidance**

Reference has previously been made to the research of David Spence Hill. Hill was the former Tulane University professor, who was the Director of Educational Research for the New Orleans Public Schools for two years ending in 1914 (Romeo, 1938). Anna Y. Reed said this of Hill's research:

The most complete and authentic information on the history of organized guidance in southern cities is found in the report of a vocational survey of New Orleans conducted by David Spence Hill together with an address by Hill before the National Vocational Guidance Association, December, 1914 (Reed, 1944:22-23).

In 1921, as a part of her thesis research, Loretta Rose Doerr sent a questionnaire to twenty-five southern cities. It was similar to the one David Spence Hill had sent earlier. She asked what had been done in reference to vocational guidance since the passage of the Smith-Hughes Act. She got a sixty percent response to her questionnaire which was disappointing to her, but was better than Hill's thirty percent response of six years earlier. Doerr told the people to whom she wrote that she was
making a survey of the South. She sent letters to the school superintendents in Baton Rouge and New Orleans. Both replied, but from her responses, she said "little attention outside of direct vocational education in the schools is given to guidance, New Orleans being the only city making mention of it" (Doerr, 1922:18-20).

During the period through 1941, four Tulane University master's theses were identified as being directly related to guidance or as having implications for guidance in Louisiana schools. It is assumed that there were a number of other theses written on related subjects. The theses identified were listed as follows:


Kolb, Mae Leona, "Vocational and Educational Guidance in New Orleans." M.A. 1929.


An interesting printed pamphlet, Available References on Guidance, Libraries in New Orleans, June 1930, is in the Howard Tilton Memorial Library at Tulane University. This list contains 140 titles of references in the Newcomb, Public, and Tulane University libraries. The list was prepared by Emma Pritchard Cooley and Ralph P. Gallagher. Gallagher's nationally known
work was referred to in connection with the discussion of guidance training offered at colleges and universities in Louisiana.

A study of the titles of Louisiana State University theses in Education between 1932 and 1942 indicates that approximately fifty-four were written in the field of guidance during that period. Inasmuch as a study was made of thesis titles only, in order to avoid errors in classification as to which definitely were in the field of guidance, only the approximate total number of studies is stated (Hilton, 1958).

As an indication of the extent of other writing being done on guidance, a count was made of the pertinent articles in Louisiana Schools. In the period between 1923 and 1941, twenty articles were listed under vocational guidance or counseling. Four of these articles were submitted by Homer L. Garrett of Louisiana State University and three by Emma Pritchard Cooley of the New Orleans Public Schools. Two were written by Librarian O. R. Crew of Louisiana State Normal College at Natchitoches, Louisiana. The remainder were single articles written by secondary school teachers, college professors, and State Department of Education staff (Johnson, 1963).

Conferences, Short Courses, and Workshops

When a conference on Vocational Guidance was held in New Orleans on May 4, 1943, E. B. Robert, Dean of the School of Education, at Louisiana State University made a talk in which he explained the University's responsibility and interest in a program
of vocational guidance. He said that state-wide conferences on vocational guidance had been held over a period of years to promote getting a program of guidance set up for the state as a whole and for local communities. About five such conferences had been held before 1942. In the summer of 1941, representatives of the Bureau of Guidance and Occupational Information in Washington had held a summer institute at the University (Robert, 1972).

In speaking of the summer session workshops in vocational guidance, Dean Robert said:

During recent years, a number of workshops, of three to six weeks duration, have been held at the University. These workshops have usually been conducted by the College of Education in cooperation with the School of Vocational Education and a visiting instructor...

The workshops have enabled local teachers, counselors, and/or administrators to become acquainted with the literature of guidance, to plan programs, and to view laboratory demonstrations in the techniques of guidance (Robert, 1972:226).

**Extent of Guidance Activities in State and Personnel Involved.** Superintendent T. H. Harris appointed H. L. Garrett of Louisiana State University as Chairman of a State Guidance Committee to consider a program of guidance activities for the public schools of Louisiana. The other members of the Guidance Committee were Superintendent A. T. Browne of Crowley, Emma Pritchard Cooley of New Orleans, S. R. Emmons of Minden, and Dr. F. A. Ford of State Normal College at Natchitoches (Louisiana Schools, April 1936).

In a preliminary report the committee said that they felt that "guidance should...deal with all the problems, conditions, or
factors relative to the vocational, intellectual, social, physical, recreational, and ethical interests and needs of youth" (Louisiana Schools, September 1935:22).

The following year, 1936, the State Guidance Committee submitted some preliminary plans for a guidance program. Three fundamental principles and suggested activities were outlined in this report. The fundamental principles the committee planned to stress particularly were:

1. that guidance pertains to the education of the whole child
2. that all teachers should have a part in guidance activities
3. that guidance activities must be definitely planned and properly supervised in order to be of most value to pupils (Louisiana Schools, April 1936:26).

Elmer E. Puls, who was the first supervisor of the guidance function at the state level, said that, prior to 1942, Orleans was the only parish in the state that had an organized guidance program. There were no counselors in any other Louisiana schools (Puls, Personal Statement, March 3, 1981).

Counseling began in two high schools in New Orleans in 1923. The teachers were designated "counselors," but no time allowances were given for counseling until 1925 (Cooley, 1925:41). Several full-time high school counselors were approved by 1930 (Rosenberg, 1963). During the session 1937-1938 there were twelve high school counselors and 53 elementary school counselors. The principles of guidance were "taught" to students in the fifth,
sixth, and seventh grade of the schools and they were guided in
the "choice of their future courses." In the secondary schools
guidance was "taught" to every freshman for one term (Romeo, 1938:
90-91).

The Vocational Guidance Department of the Orleans Parish
School Board, directed by Emma Pritchard Cooley, was set up in
five divisions which were Counseling, Testing, Placement Bureau,
All of these divisions were carrying on active programs in this
period (Romeo, 1938).

In speaking of Emma Pritchard Cooley who was the Director
of the Vocational Guidance Department from 1921 until she retired
in 1944, Dean E. B. Robert, who knew her, said, "Miss Cooley was
the Papa and the Mama, and the Grandmama of vocational guidance in
Louisiana" (Robert, Personal Statement, January 26, 1976). Another
comment about Cooley's leadership was made in a letter to Romeo
by John M. Brewer, who, later wrote the well known History of
Vocational Guidance. Brewer stated:

When one seeks the answer to the question as to
who has brought to Vocational Guidance in New Orleans
the success it has attained, I can only reply Miss
Emma Pritchard Cooley. It is her labor; its success
her success, and its value to the community a tribute
to her executive ability (Romeo, 1938:94).

In the remainder of the state outside New Orleans, the
activities that were going on in guidance were unorganized and
without state or parish direction. The Louisiana Educational
Survey of 1942 had a chapter called "Finding the Good School
Practices." Two illustrations of good guidance programs actually in existence in Louisiana schools in 1938 were chosen by the survey team to illustrate "good practices" (Washburne, 1942).

Professional Guidance Associations

A branch of the National Vocational Guidance Association was organized in New Orleans in 1924, with a membership of thirty-five (Cooley, 1925:40). Romeo said in his study that the Association was organized "as a result of a visit by Miss Cooley to the Bureau of Vocational Guidance at Harvard University during the summer of 1923" (Romeo, 1938:66). He formed this opinion after reading her Annual Report of the Vocational Guidance Department (1922-1923). New Orleans had the distinction of organizing the first branch of the Association in the South (Brewer, 1942:317).

In speaking of the National Vocational Guidance Association (NVGA) branch in New Orleans, Cooley stated: "This organization has had an active influence in the development of the work, since it brought together a group of teachers and social workers having a common interest" (Cooley, 1925:40). After several meetings, the teachers concluded that a program should be developed for aiding children in making vocational choices. The Superintendent approved a committee to develop a program for vocational guidance. Six schools whose principals had shown an interest in the subject were selected as Vocational Guidance Centers (Cooley, 1925:40).

Briefly, the general plan was to correlate school subjects with the world's work. In the sixth, seventh, and eighth grades,
one period a week was devoted to Vocational Guidance. Fundamental principles of right vocational choice and the importance of staying in school to prepare for a job were stressed. In the sixth grade the work was closely correlated with geography and civics and included field trips (Cooley, 1925:40). In the seventh grade local occupational information was emphasized. The types of schools, sources of support, and reason for investing in a particular kind of training were stressed. Secondary schools and the occupations for which their courses prepared students were studied, together with the qualifications for local occupations. In the seventh grade a vocational information card was filled out on the student. This card advanced through the eighth grade and high school with the student (Cooley, 1925:40-41).

In Cooley's words, the eighth grade part of the plan follows:

In the eighth grade visits are made to secondary schools while in session; special industries are studied; addresses by outside speakers which bring to the pupils information concerning opportunities, their requirements as to education and training, personal qualifications, etc., are given at stated intervals. The work relates more definitely to choice, and of the relation of employer and employed; a study of industry is made, Louisiana's child labor laws are studied; biographies of great people, such as Roosevelt, Edison and Jane Addams are read (Cooley, 1925:41).

In addition to the part played by the New Orleans Branch of the National Vocational Guidance Association in getting an experimental program started in the schools, it also served as a medium for publicity for the vocational guidance movement.
(Romeo, 1938:68). Romeo quoted Cooley's *Annual Report of Vocational Guidance Department, 1927-1928* as follows:

Through this Association Vocational Guidance became affiliated with the LTA [Louisiana Teachers' Association] something that had not been done in many cities in the United States. Through this affiliation, the services of Dr. Harry D. Kitson, Professor of Education, Teachers College, Columbia, were secured for the LTA held at Alexandria in November of 1927. Dr. Kitson addressed five groups there (Romeo, 1938:68-69).

On the basis of Cooley's *Annual Report of the Vocational Guidance Department, 1927-1928*, Romeo related that the New Orleans Association held a Vocational Guidance Week in New Orleans from April 18 to April 25. Leaders from all over the nation attended. Susan Ginn, Director of the Vocational Guidance Bureau of Boston, went to New Orleans during the week. Luncheon clubs were addressed on the subject and on Sunday, April 24, thirty clergymen, representing all faiths, embodied the subject of vocational guidance in their sermons. The New Orleans Branch was described as one of the most active in the country (Romeo, 1938:69).
Chapter III

DEVELOPMENT OF LOUISIANA PUBLIC SCHOOL GUIDANCE, 1942-1952

Between 1942 and 1952 guidance services were organized at the state level and extended to as many schools over the state as possible. World War II had caused a depletion of personnel, however, guidance services grew during this period. A limited amount of financial support for the movement was provided by the State Legislature and Congress.

Guidance Activities in the State Department of Education

When a guidance unit was set up in the U. S. Office of Education in 1938, it was announced that federal aid would be available under the Smith-Hughes and George-Deen Acts for the salaries and expenses necessary for state supervision of occupational information and guidance programs (Studebaker, 1938). Carroll H. Miller in his book, Foundations of Guidance, discussed the subsequent growth of state guidance organizations. He said that under the impetus given by federal aid, the number of states having programs of guidance grew rapidly. By 1942 sixteen states had organized guidance services (1961).

Before federal funds could be made available to a state, it was necessary that the provisions for vocational education be amended in such a way as to include occupational information and guidance. During 1941 and 1942 the Louisiana State Department of
Education laid the groundwork for securing federal funds to set up the supervisory structure of a guidance program at the state level (*Annual Report, 1941-1942, 1943*). When the State Board of Education met April 27, 1942, Superintendent Coxe asked that the Board readopt the current Louisiana State Plan for Vocational Education with amendments which he discussed further. The Superintendent explained that one of the amendments was designed for the appointment of a supervisor of occupational information and guidance in the State Department of Education. The State Plan for Vocational Education for the five-year period, July 1, 1942 through June 30, 1947 was amended and readopted with all members of the Board, voting favorably (*Official Proceedings, State Board of Education, April 27, 1942*).

The new guidance section was inaugurated August 1, 1942 (*Annual Report, 1941-1942, 1943*). Superintendent John E. Coxe sent members of the Legislature this statement, "Through a long-needed system of occupational information and guidance, boys and girls will now be aided in selecting jobs to suit their talents, and in preparing for those jobs and getting them" (Coxe, Circular Letter 1834, September 4, 1942). The announcement of the appointment of the supervisor was as follows:

Mr. E. E. Puls, formerly assistant supervisor of vocational agriculture in this Department, has been named as Supervisor of Occupational Information and Guidance. Mr. Puls will head a new section in the office which has long been contemplated (Coxe, Circular Letter 1849, September 11, 1942).
Background and Activities of Supervisor, Elmer E. Puls

Elmer E. Puls was born and reared near Loranger in Tangipahoa Parish. He received a Bachelor of Science degree from Louisiana State University in 1931. He later received a Master of Science degree from the same school. Puls taught in the elementary and secondary schools of Tangipahoa and other parishes. While principal of Loranger High School, he received the "Master Teacher in Louisiana" award from the State Department of Education.

In 1936 Puls became an Assistant Supervisor of Vocational Agriculture in the State Department of Education. He remained in this position until he became the Supervisor of Occupational Information and Guidance in the State Department of Education in the fall of 1942. He attended Cornell University in the session of 1941-1942 to work on a doctorate in education. While at Cornell, Puls worked in the area of supervision, however, inasmuch as he frequently heard that guidance was "the coming thing", he enrolled in one of Anna Y. Reed's classes in vocational guidance (Puls, Personal Statement, January 8, 1981). Reed wrote two widely known books in the field of guidance. They were Guidance and Personnel Services in Education, published in 1944 and Occupational Placement, Its History, Philosophies, Procedures, and Educational Implications in 1946. She was one of the pioneers in vocational guidance, with whom Puls became acquainted during his graduate studies. Another was the well known John M. Brewer, who wrote "the only really substantial published work" on vocational guidance (Merrill, 1968:6).
When Puls returned to the State Department of Education in August 1942, Superintendent John E. Coxe had replaced Superintendent T. H. Harris. Superintendent Coxe told Puls he had received some "pressure from Washington" to set up a guidance program at the state level. The Office of Education wanted to get guidance started in every state. Arrangements were made for Puls to go to Harvard University to attend a workshop on initiating guidance programs. The course covered three weeks and was taught by Harry J. Jager, head of the Occupational Information and Guidance Service in the Office of Education. He was assisted by another staff member, Franklin Zeran (Puls, Personal Statement, January 8, 1981).

When E. E. Puls received his Ph.D. degree from Cornell University, the following notice was placed in *Louisiana Schools*:

"The Administration and Supervision of Vocational Education in Seven Southern States" forms the subject of dissertation of E. E. Puls upon recent completion of his doctorate at Cornell University.

Prior to the creation of the important division of Occupational Information and Guidance and the naming of Mr. Puls to head that post by the State Department of Education in 1942, he had done considerable work in the field of Vocational Education and had devoted extensive study to the subject of Guidance in Education. He returned to Cornell this summer to complete his doctorate work and has returned to the State Department of Education in the position to which he was named last year (*Louisiana Schools*, October, 1943;13).

R. R. Ewerz, Director of Instruction and Supervision in the State Department of Education, in addressing the Guidance Section of the Louisiana Teachers Association in October, 1942 stated:
The State Department of Education, with the cooperation of the U. S. Office of Education, has recently established a Division of Occupational Information and Guidance with Mr. E. E. Puls as director. Mr. Puls is excellently qualified for this work, and in three months which he has had to inaugurate his program a good beginning has been made, with many schools calling on him for assistance in improving or setting up guidance programs. There are numerous experiments already in progress in various parts of the State, with which we are in touch; these are encouraging to the future of guidance work (Ewerz, 1943:6).

The first project Puls undertook when he became supervisor was "selling" the occupational information and guidance program to the superintendents and school boards. To do this he traveled over the state explaining the program and its benefits (Puls, Personal Statement, January 8, 1981). For years the importance of guidance had been recognized in the State, but divergent views had sometimes caused confusion. Puls made an attempt on his visits to outline a practical and functional program, one which took into account first of all the child, his total development to the end that he might "find for himself a useful place in our social order" (Puls, 1943:7).

In 1943, Puls wrote an article to clarify the objectives, definition and plan of the guidance program. In his explanation of the program Puls said:

If a program in occupational information and guidance is to be effective, well defined objectives should be recognized. Ultimately a functional vocational guidance program finds expression in occupational adjustment. The commonly held objective in education, good citizenship, is supported by the objective of vocational guidance which is occupational adjustment...
During the last two or three decades a great deal has been written and said about guidance. Much of this has been so divergent that it has been difficult for the average educator to agree upon the functions of guidance. The following statement is recognized by the State Occupational Information and Guidance Service as an acceptable definition and, at the same time, embodying the philosophy of vocational guidance: To assist the student in finding those experiences, occupational and educational, which will make for the desirable exploitation of his natural endowments so that he will readily find a niche in the social structure wherein he can serve society and, at the same time, obtain a full measure of satisfaction from life (Puls, 1943:7).

The basic program of vocational guidance in Louisiana followed closely the pattern suggested by the U. S. Office of Education. It encompassed six areas as follows:

1. The development of an individual inventory is essential to a vocational guidance program and is used in making an individual analysis of the pupil.

2. Occupational information should be provided so that the pupil will obtain a perspective of the workworld and the opportunities to which he has access.

3. It is necessary that counseling be provided so that the pupil, under expert advice, may analyze his abilities, aptitudes, and interests and match these with the occupational field for which he is best adapted. Counseling will also follow the pupil to discuss many collateral problems.

4. The exploration of training opportunities for occupations available to the pupil should be provided.

5. Provision of placement service in connection with the school to assist the pupil in finding his place in higher institutions of learning; for placing him in an occupation befitting his abilities, aptitudes, interest; or any special training which he may need should be provided.

6. Provision for a follow-up service to assist the pupil after he has left school; to gather data which may prove helpful in bettering the service of the school to the community (Louisiana State Department of Education, Bulletin 524, 1943:6).
Much of the time of Puls was spent in organizing groups for promotion and training which are described in the section of this study specifically devoted to "Conferences, Short Courses, and Workshops". Pilot projects in guidance in individual schools grew out of some of these meetings. Specific projects, for example, the Ponchatoula High School pilot study in guidance, are described in the section entitled "Research and Writings in Guidance".

Effective coordination of guidance functions at the state level occupied a great deal of the time of Supervisor Puls. Ewerz in a speech at Louisiana State University in October, 1943 stated:

Since Dr. Puls has "taken over", rapid strides have been made to accord to guidance its rightful place in the program of our schools.

I believe you will agree with me that effective guidance programs in the schools of the State depend upon effective coordination on the state level of the guidance functions with the functions of other sections of the State Department of Education. It is not difficult to see that on the State level, as in individual schools, guidance is not exclusive to but closely related to other fields of supervision. For example, our library section is indispensable to almost every other phase of guidance. Indeed, Miss Hefley, supervisor of libraries, and Dr. Puls have collaborated on important bibliographies pertaining to guidance (Ewerz, 1944: 20).

Puls attempted to overcome the shortage of trained guidance counselors by establishing training centers in the form of conferences or workshops. Some specific efforts are described in the section on "Conferences, Short Courses and Workshops."
The Occupational Information and Guidance Section issued several publications under the direction of E. E. Puls. Among them were: An Occupational Information and Guidance Manual, Tests and Testing, and Suggestions for Career Days. The latter publication was given a favorable review in Education for Victory and was widely distributed in that counselors and school administrators in other parts of the country requested it. Bibliographies of free and inexpensive materials on occupations were issued to the local schools (Annual Report, 1942-1943, 1944: 52-53).

Supervisor Puls promoted Career Days which were held in the local high schools. School counselors directed these programs and community representatives discussed with groups of students, the occupations in which they expressed interest (Annual Report, 1943-1944, 1944). Puls left the State Department of Education at the end of 1944 and became Supervisor in the Tangipahoa Parish school system until he joined the Southeastern Louisiana College faculty in the 1945-1946 session. As Dean of Applied Sciences at Southeastern Louisiana College, at Hammond, Puls maintained an active interest in guidance and guidance organizations.

Reorganization of the Guidance Section

After Puls left the State Department of Education, the Guidance Section was without a supervisor until 1950 when Margaret Pickels Colvin was selected to direct it. During the years when there was no guidance supervisor, various staff members of the
State Department of Education gave the program as much attention as possible. In 1948 Margaret Colvin had been employed as Area Supervisor of Occupational Information and Guidance in Shreveport. She was the only area supervisor of guidance in the State and had her office in the Shreveport Trade School Building at Shreveport, Louisiana (Norton, 1962). It appears that she was given some statewide duties in her "Area" position. For example, Jack R. Gamble, Director of Vocational Education in the State Department of Education, sent the field the following letter in which he directed that replies he sent to Colvin in Shreveport:

There is an increasing need for an accurate and complete list of the guidance counselors in the State. It should include both full and part-time counselors, listed separately, with their addresses and the names of the schools to which they are assigned.

Your cooperation in the compilation of this list will be greatly appreciated not only by this office but by other persons who have legitimate reasons for contacting them.

If your parish or college has not found it feasible to employ counseling personnel we would appreciate a statement to that effect, so that we may know when our records are complete.

An early reply will be appreciated in order that we may issue invitations to the Guidance Section of the State Conference on Vocational Education to be held during the week of June 19-25. Thanks for your cooperation...(Gamble, Circular Letter 3179, May 25, 1949).

Background and Activities of Supervisor, Margaret P. Colvin

Margaret Colvin was a native of Mansfield, Louisiana. She attended Louisiana State Normal College (now Northwestern State University) at Natchitoches, Louisiana. She received a two-
year teachers certificate and began her career teaching in the elementary grades. Colvin returned to the College for the summer sessions until she received a degree in elementary education. She taught at Creswell Elementary School, Shreveport, Louisiana and at the laboratory school at the Louisiana State Normal College. She became a supervisor in the laboratory school and worked in this position until she joined the State Department of Education in 1948 (Howell, Personal Statement, September 28, 1981).

In 1950 after serving two years as Area Supervisor of Occupational Information and Guidance, Colvin was chosen to supervise the state-wide guidance program in the Department of Education. Inasmuch as there had been no designated state supervisor since the beginning of 1945, much organizational work was needed at the state level.

At the time Colvin began her work as supervisor of guidance, in the Division of Vocational Education, J. B. Robertson was Director of the Division of Elementary and Secondary Education. Robertson told the writer that Margaret Colvin's conception of guidance was broader than vocational guidance. She was interested in and sat in on the meetings of his Division. Robertson said that "she worked with the Division of Elementary and Secondary Education as if she were one of us" (J. B. Robertson, Personal Statement, December 16, 1981).

A change from the emphasis on vocational adjustment to "life adjustment" was evident in the plans developed in this period.
In the beginning of Colvin's tenure, life adjustment plans were described as follows:

Plans have been developed to include the life adjustment of the individual boy and girl in all areas of living as a guidance responsibility, realizing that any real vocational guidance is impossible for a maladjusted individual. This has come about because of the realization that a large majority of job failures are due not to lack of skill, but to lack of ability to "play on the team" (Annual Report, 1949-1950, 1951:124).

The basic concepts which Colvin promoted and which the schools were coming to accept as the basis for their evolving guidance programs were stated as follows:

First, that every child has dignity and worth as an individual and that the more limited his assets the more important it becomes to him as a person to identify and use what he has; the more richly he is endowed the greater is our responsibility to society to see to it that he sets goals consistent with his potentialities. Second, that every child has a right to his full twelve years in the public schools without embarrassment or frustration and with work suited to his individual needs. Third, that every child should separate from the public schools with wise and personally satisfying plans for the next step of life activity made in terms of his own self understanding and opportunity (Annual Report, 1949-1950, 1951:124).

Although there was a new supervisor of guidance in the State Department of Education and an increased emphasis on life adjustment, there was no attempt to superimpose a new program on the schools. Colvin's method was to "plan and think with the various faculties in terms of evaluating and improving the things they are already doing in their school programs so as to render better balanced and organized guidance services to individual boys and girls" (Annual Report, 1949-1950, 1951:124).
Among some of the things Supervisor Colvin did during her second year were the holding of planning conferences with administrators in twenty-five parishes and the visiting of counselors or teacher-counselors in forty-two schools. She gave assistance in seven parish workshops and in twenty-two conference groups. She prepared a bulletin *The Why and How of Initiating a Guidance Program* and distributed it to all schools. Margaret Colvin told the writer that this bulletin was widely used by schools and given favorable comment by the U. S. Office of Education (Colvin, Personal Statement, November 2, 1976).

In the session 1951-1952 the State Supervisor held conferences with administrators of more than half of the parish and city school systems. Her activities were described as follows:

These conferences were devoted to thinking through the relationships of the guidance services to other phases of the parish educational program and to planning ways and means of improving the services already being rendered.

Counselors or teacher-counselors in these parishes were visited and, in many cases, conferences were held with entire faculty groups.

Information and help has been given constantly and addresses have been made to faculty groups, parent and other community groups, and student assemblies. In addition to workshops designed primarily for classroom teachers, the supervisor has worked with various groups in 24 conferences and workshops.

In order to help the school organize files of vocational information, an extensive bibliography of free materials set up alphabetically, according to job titles, has been prepared for the schools. Supplements are issued periodically to keep these files up-to-date. All this material is carefully screened in the State office before it is recommended (*Annual Report 1951-1952, 1952:111-112*).
The first reference found to the publication, The Guidepost, was in the Annual Report of 1951-1952. In this report it was described as being "published by the State Department of Education periodically containing much valuable information and suggesting procedures and techniques for the use of school guidance workers" (Annual Report, 1951-1952, 1952:112). It is unfortunate that although this publication began in the session of 1951-1952, no copies earlier than the November 1959 issue could be located.

**Legislation Affecting Guidance**

The following section enumerates state and federal legislation which affected guidance between 1942 and 1952. The legislation that was enacted did not involve relatively large appropriations, however, it showed a change in public attitude. An awareness of the significance of guidance was developing in Louisiana, and nationwide. This consciousness of the need for guidance services had motivated the passage of the legislation discussed in this section.

**State Legislation**

In 1944 Act 307 was passed by the Louisiana Legislature to provide money for vocational agriculture education and related fields, including "occupational adjustment and guidance" (Louisiana Legislature, Act 307, 1944:926). The author of the bill was Representative Stewart S. Kay of DeRidder, Louisiana. The Kay Bill, as it was called, did not provide a great deal of money for
guidance, but according to Puls, the schools were very happy to have this first state appropriation for occupational information and guidance (Puls, Personal Statement, January 8, 1981).

The Kay Bill was written to apply to the fiscal years July 1, 1944 to June 30, 1945 and July 1, 1945 to June 30, 1946. However, Governor J. H. Davis vetoed the appropriation for the first fiscal year, making the Bill become effective July 1, 1945. State Superintendent John E. Coxe wrote the parish superintendents to show them the amounts allocated to each parish. In his letter he stated:

As you know, the law provides that 75% of the $500,000 appropriation or $375,000, shall be allocated to vocational agriculture education. The balance of $125,000 has been divided among the other vocational fields as follows:

- Home Economics $30,000
- Trade and Industrial Education 30,000
- Distributive Education 30,000
- Occupational Information and Guidance 27,000
- Vocational Rehabilitation 8,000

Of the $125,000 allocated to services other than agriculture, $108,440 will be distributed to parish school systems, and $16,560 will be retained in the State Department of Education for the purpose of financing state-wide and parish workshops and other in-service teacher training programs. No funds provided by Act 307 are being budgeted by the State Department of Education for the salaries of supervisory, administrative, or clerical personnel on the state level (Coxe, Circular Letter 2376, July 19, 1945).

Superintendent Coxe explained that the allotment for occupational information and guidance was on "the basis that the number of pupils in a given parish, grades 7 through 12 bears to the number of pupils in the State, grades 7 through 12" (Coxe,
Table 1

Allotment of Funds Under Act 307 (Kay Bill) to Vocational Guidance for 1945-1946

<table>
<thead>
<tr>
<th>Parish</th>
<th>Vocational Guidance</th>
<th>Parish</th>
<th>Vocational Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acadia</td>
<td>$452.25</td>
<td>Morehouse</td>
<td>$309.42</td>
</tr>
<tr>
<td>Allen</td>
<td>235.98</td>
<td>Natchitoches</td>
<td>486.81</td>
</tr>
<tr>
<td>Ascension</td>
<td>264.33</td>
<td>Orleans</td>
<td>4,536.81</td>
</tr>
<tr>
<td>Assumption</td>
<td>117.99</td>
<td>Ouachita</td>
<td>574.83</td>
</tr>
<tr>
<td>Avoyelles</td>
<td>446.04</td>
<td>Plaquemines</td>
<td>103.41</td>
</tr>
<tr>
<td>Beauregard</td>
<td>259.74</td>
<td>Pointe Coupee</td>
<td>161.19</td>
</tr>
<tr>
<td>Bienville</td>
<td>345.87</td>
<td>Rapides</td>
<td>896.67</td>
</tr>
<tr>
<td>Bossier</td>
<td>368.01</td>
<td>Red River</td>
<td>175.23</td>
</tr>
<tr>
<td>Caddo</td>
<td>1,888.38</td>
<td>Richland</td>
<td>358.56</td>
</tr>
<tr>
<td>Calcasieu</td>
<td>601.02</td>
<td>Sabine</td>
<td>383.94</td>
</tr>
<tr>
<td>Caldwell</td>
<td>206.55</td>
<td>St. Bernard</td>
<td>65.34</td>
</tr>
<tr>
<td>Cameron</td>
<td>94.77</td>
<td>St. Charles</td>
<td>153.09</td>
</tr>
<tr>
<td>Catahoula</td>
<td>173.07</td>
<td>St. Helena</td>
<td>95.04</td>
</tr>
<tr>
<td>Clairborne</td>
<td>387.45</td>
<td>St. James</td>
<td>156.06</td>
</tr>
<tr>
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<td>142.29</td>
<td>St. John</td>
<td>164.43</td>
</tr>
<tr>
<td>DeSoto</td>
<td>325.62</td>
<td>St. Landry</td>
<td>628.02</td>
</tr>
<tr>
<td>East Baton Rouge</td>
<td>1,350.81</td>
<td>St. Martin</td>
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</tr>
<tr>
<td>East Carroll</td>
<td>158.22</td>
<td>St. Mary</td>
<td>287.82</td>
</tr>
<tr>
<td>East Feliciana</td>
<td>135.00</td>
<td>St. Tammany</td>
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<td>387.18</td>
<td>Tangipahoa</td>
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<td>Franklin</td>
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<td>Tensas</td>
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<td>Grant</td>
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<td>Vernon</td>
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<td>Jefferson</td>
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<td>Washington</td>
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<td>West Baton Rouge</td>
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<td>West Carroll</td>
<td>314.28</td>
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<tr>
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<td>West Feliciana</td>
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<tr>
<td>Lincoln</td>
<td>409.32</td>
<td>Winn</td>
<td>251.37</td>
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<tr>
<td>Livingston</td>
<td>288.09</td>
<td>City Lake Charles</td>
<td>238.95</td>
</tr>
<tr>
<td>Madison</td>
<td>154.44</td>
<td>City Monroe</td>
<td>215.19</td>
</tr>
</tbody>
</table>

City Bogalusa    | 235.98              |

Source: John E. Coxe, Circular Letter 2376, July 19, 1945, Louisiana State Department of Education.
Circular Letter 2376, July 19, 1945). Table 1 shows the amount of money allotted to vocational guidance from Kay funds. The allotments made to the other fields have not been shown in the table.

In August of 1945 R. R. Ewerz, Director of Elementary and Secondary Education in the State Department of Education, wrote the parish superintendents that since E. E. Puls, who was formerly in charge of guidance in the State Department of Education, was no longer there, he was assuming the responsibility of telling them more about the utilization of funds available for vocational guidance under the Kay Bill. He offered them a number of suggestions, in order that they might not overlook the possibilities provided for developing facilities in their parishes. He continued by listing and explaining the purposes for which Kay funds could be expended for vocational guidance. In general the purposes for which the funds could be used were salaries for counselors; salaries for directors of guidance, city or parish level; materials; and in-service training programs. He cautioned the superintendents in these statements:

In budgeting these funds for salaries and travel of teachers care should be exercised to see that they are not used to replace expenditures of local funds for these items. In other words, Kay funds are not to be used in whole or in part to apply on salaries or travel of individuals employed in a guidance program last year where this program is being carried forward in the same manner this year. These funds are strictly for extension of the program of guidance, which is to be interpreted as expanding the program by providing additional facilities.
Counselors and directors selected on a full-time or part-time basis should be required to develop plans for the execution of the guidance program in their respective schools subject to the approval of the principal supervisor and superintendent. This plan should set forth clearly the activities in which the counselor will engage. They may be:

1. Securing full information about each child (individual inventory)
2. Counseling with pupils
3. Supplying occupational information
4. Making follow-up studies
5. Assisting with placement of pupils
6. Conducting career days, college days, etc.
7. Counseling with parents when the need arises (Ewerz, Circular Letter 2390, August 18, 1945).

R. R. Ewerz, in the State Department of Education consistently encouraged the development of guidance in Louisiana.

As early as September, 1940 he promoted guidance in his supervisory program (Ewerz, Circular Letter 1439, September 19, 1940).

Five years later he wrote as follows:

In closing, let me add this thought: While the amount of the grants to parishes for guidance is not large, I believe they can be put to good use by many schools interested in the development of some phase of guidance. The trend in secondary education is toward the development of more adequate counseling of young people in connection with their educational, vocational, and personal problems. I trust that by means of the Kay funds schools of your parish will be encouraged to institute guidance facilities, or to extend those already in operation (Ewerz, Circular Letter 2390, August 18, 1945).

In February, 1946 Ewerz wrote the superintendents and principals again to remind them that among the purposes for which Kay funds could be used was the in-service training of teachers in connection with guidance programs. He called to their attention a summer workshop in guidance being planned at Louisiana State
University. He suggested that "since Kay funds must be used before the termination of the current fiscal year, which is July 1, it would be desirable for superintendents wishing to use Kay money for the above purpose to have their boards authorize the use of these funds for this purpose" (Ewerz, Circular Letter 2513, February 13, 1946).

Act 141 passed by the 1946 Louisiana Legislature was the second "Kay Appropriation." It made available $400,000 for each of the two years of the 1946-1948 biennium. The monies, again, were intended for expansion of vocational education. Funds made available could be used for any phase of vocational education, including occupational information and guidance (Louisiana Legislature, Act 141, 1946). When Superintendent Coxe wrote to the parishes in regard to the 1946 and 1947 budgets, he included the "Louisiana State Plan to Carry out the Provisions of Act 141 of 1946." This Plan had been approved by the Louisiana State Board of Education at its meeting on July 31, 1946. In regard to occupational information and guidance the Plan provided for developing guidance programs on the elementary and secondary levels. The funds were to be used to expand or extend the guidance program in existence or to begin a new activity (Coxe, Circular Letter 2622, August 3, 1946). R. R. Ewerz in his state supervisory program for 1946-1947 said that the new Kay appropriation for vocational education made provision for guidance along with other vocational services. He continued:
Since funds appropriated under this act are not earmarked with respect to any particular vocational service but may be used for any phase of vocational education according to the judgement of the school board, superintendents are in a position to make important advances in the development of occupational information and guidance services in their schools (Ewerz, Circular Letter 2635, August 15, 1946).

Federal Legislation

Congress passed the George-Barden Act in 1946 to strengthen vocational education. The specific areas named were vocational agriculture, home economics, trade and industrial education and distributive education. Vocational guidance was not mentioned in the Act, however, there was no question but that guidance could be interpreted as a reimbursable activity. It is significant that the sponsors of the Bill from which the Act developed had requested a specific appropriation of the million dollars for vocational guidance. Harry Jager in writing about the effect of the George-Barden Act on the further development of guidance work, said that the Act "represents on a federal level a new stage in the development of vocational guidance activities" (Jager, 1947:483).

The essential points in the U. S. Office of Education policy in connection with the administration of this Act provided that it would be permissible to use the funds of the George-Barden Act for state supervision, counselor training, research, and local programs. Funds would be spent in accordance with plans made by the individual states (Jager, 1947).
The federal Smith-Hughes Act of 1917 had provided that each state would make a plan for the operation of its vocational program and when approved by the U. S. Office of Education, it would constitute a contract between the federal and state governments. The State of Louisiana accepted the provisions of basic federal vocational act through Act 52 of 1918 which was amended and replaced by Act 162, passed by the Louisiana Legislature in 1946. This Act enabled the State Board of Education to represent the State in reference to the expenditure, distribution, and disbursement of funds received from the federal government. The funds were to be used in the way that would "best serve the interests of the State and carry out the spirit and intent of said act of Congress in conformity with its provisions" (Act 162, Louisiana Legislature, 1946).

A review of the Louisiana State Plan for Vocational Education covering the period 1947 to 1952 showed that the State Board of Education was empowered to employ a full-time supervisor and an assistant supervisor of occupational information and guidance. It outlined the duties, qualifications, and experience of the supervisor. In addition, it outlined the State Boards responsibility for vocational counselor training. Louisiana State University was designated as the institution responsible for vocational counselor training (Robinson, Circular Letter 3500, December 8, 1950).
Authorization for a specific appropriation was omitted from the George-Barden Act. However, in 1947 Congress provided the money to carry out the provisions of the Act. Senator Allen J. Ellender of Louisiana shared joint responsibility in writing the bill which provided the money under the Barden Act (Education in Louisiana, 1947).

In the fall of 1947 it was announced that $674,928 would be allotted to vocational education in Louisiana for the fiscal year 1947-1948. The George-Barden Act was the source of $405,000 and the Smith-Hughes Act provided $128,928 from the federal government. These funds were to be matched by $141,000 appropriated by the State. The money from the two federal acts was to be divided among the various programs: vocational agriculture, home economics, distributive education, trade and industrial education and teacher training.

The reporter giving this information continued as follows:

Those funds provided by the state of Louisiana to match federal grants will be divided among the parish school systems in the following amounts: vocational agriculture - $35,000; home economics - $34,000; trade and industrial education - $28,000; distributive education - $15,000; vocational rehabilitation - $25,000; vocational guidance - $4,000 (Education in Louisiana, 1947, VI:18-19).

Guidance Training for School Personnel

Training is summarized in this section under these headings: (1) college and university courses, (2) research and writings in guidance and (3) conferences, short courses and workshops.
College and University Courses

Louisiana State University was the only state supported school that offered guidance courses every year between 1942 and 1952. Three other public colleges offered guidance at least one time.

Southwestern Louisiana Institute at Lafayette, now the University of Southwestern Louisiana, offered a beginning course in the session of 1943-1944. It was described as "a course designed to give prospective teachers a background and elementary training in vocational guidance" (Annual Report, 1943-1944, 1944: 52).

Southeastern Louisiana College at Hammond, now the University of Southeastern Louisiana, offered a beginning course in the session of 1950-1951. The description of the course follows:


Leland College, Baker, Louisiana was a privately supported college for Negro teachers. It is no longer in existence. It offered guidance in the summer of 1943 (Louisiana Education in Wartime, 1943).

Loyola University, a privately supported institution in New Orleans offered at least two guidance courses in this period. They were Education 105C, Principles of Youth Guidance and
Two guidance courses, primarily for graduate students, had been offered in the Education Department at Louisiana State University beginning with the session of 1932-1933. A course on occupational information was added in the summer session of 1945. The catalog described the three education courses as follows:


The instructor for all of the courses described above was Homer L. Garrett, who taught guidance courses at Louisiana State University for twenty years, including all of the period 1942 to 1952 which is being considered here. The following guidance-related courses were taught in the Education Department of the University: Educational Psychology, Educational Measurement and Evaluation, Statistical Methods in Education and Advanced Educational Statistics (University Bulletin, 1943).

In the spring of 1946 the U. S. Office of Education made a study to determine the schools that would be offering graduate courses in guidance and counseling in the summer of 1946. Hugh M. Bell, Dean of Student Personnel at Chico State College in California, analyzed the report of the results of the
study. The forty-eight states were arbitrarily placed in nine geographical groups. Louisiana was included in the Southwest area with Texas, New Mexico, Oklahoma, and Arkansas.

The study showed that a master's degree in counseling and guidance was offered at nine institutions in the Southwest area: Louisiana State University, University of Oklahoma, Oklahoma A & M College, New Mexico Highlands University, Baylor University, North Texas State College, University of Houston, Prairie View University, and Sam Houston Teachers College. No school in this area granted the doctorate in guidance and counseling.

Mississippi was included in the Southeast area with Alabama, Georgia, North Carolina, South Carolina and Florida. The University of North Carolina and the Agricultural and Technical College at Greensboro offered a master's degree in guidance and counseling. The University of Miami offered the doctorate. According to this study, there were no graduate courses in this field in Mississippi, Alabama, Georgia or South Carolina (Bell, 1948).

It is not by chance that Louisiana State University had a graduate program in guidance and counseling when many of the neighboring states did not. Homer L. Garrett, Director of Graduate Studies in Education, was dedicated to the development of guidance in the State. In his efforts he had the strong support of E. B. Robert, Dean of the College of Education.
Research and Writings in Guidance

In July 1949 the State Department of Education designated Ponchatoula High School at Ponchatoula, Louisiana as a pilot school in the field of guidance. This school was often used for experimental programs. The session regularly began the first of July, in order that the students could complete a nine months-term before the spring strawberry harvest. The early opening made it possible for state supervisors to spend more time at the school.

The need for a guidance program in Ponchatoula had previously been established from a survey made of the graduates of 1943, 1945, and 1948. Perry L. Davis, a former teacher and recent graduate of Mississippi Southern College, was chosen as counselor. At the beginning of the program only four hours a day were allotted for guidance. This program continued for four years and was the subject of a thesis written by William E. Butler in 1953 and discussed later in this study (Davis, 1950).

Between 1942 and 1952 a strong interest in guidance was evidenced by the number of master's degree theses on the subject at Louisiana State University. During this period eighteen theses were identified as being directly related to guidance or having implications for guidance in the schools. Among the guidance-related theses were the following:


During this period Jane Dutsch wrote a thesis, previously listed, on the role of the classroom teacher in guidance. It is unique, in that the high school guidance program described, began in September 1942, at the same time the state program was being organized. In explaining how the program was initiated, Dutsch said that a committee of five teachers, with one selected as chairman and part-time counselor, was chosen from the faculty to draw up tentative plans. The principal and the state supervisor of occupational information and counseling acted as consultants. It was decided that the program would follow the six areas suggested by the U. S. Office of Education and discussed earlier in this paper. By the end of the first semester, inventories had been completed on the entire student body. A program in assembly was used to acquaint other faculty members and students with the program. During the first year, occupations were studied through units taught by classroom teachers in related subject matter fields. Vocational guidance materials were arranged in a reading room and counseling was introduced on an organized basis (Dutsch, 1945).

In the second year, 1943-1944, the cumulative records were extended by the addition of anecdotal records made by the classroom teachers. A "Career Day" program was the project of the year. This was one of the first career days in the State. In this phase
of the program a personality record sheet, an interview record sheet, and the teacher's estimate blank were constructed and used by the counselor and teachers. A follow-up study of the past year's graduates was made by the commerce department (Dutsch, 1945).

In the third year of the program, 1944-45, occupational information, the individual inventory, and counseling were continued. In counseling, interest was centered on a testing program which included special aptitudes and intelligence tests as needed. The program was extended to include efforts to place students and graduates (Dutsch, 1945).

In making this study Dutsch wanted to know the experience of other schools. She sent a check-list to thirty Louisiana schools that had organized guidance programs. New Orleans was excluded. Based on her experience at the school where she was working, the check-lists, and interviews with authorities in the field, she expressed her conclusion as follows:

Formerly the common practice in school was to place the enormous responsibility of vocational guidance largely in the hands of one guidance officer, but the trend now is in the general direction of decentralizing these activities by placing them more and more in the hands of the individual teacher and centering general responsibility for, and supervision of them in the counselor. This trend was developing because of the impossibility for one person to know and handle personally all of the many members of the school (Dutsch, 1945:43).

A survey of guidance in Louisiana was done as a master's thesis by Richard G. Cryar in 1948 at Oklahoma Agricultural and
Mechanical College at Stillwater, Oklahoma. The title of this study was "A Study of the Guidance Programs within the Public White Secondary Schools of Louisiana." The author reported that the data tabulated were from 41.9 percent of the 389 schools listed in the Louisiana Directory for the 1947-1948 session. This number represented all of the state-approved white public high schools.

Cryar's major conclusions were that (1) principals were responsible for the majority of the guidance programs; (2) the schools employed few full-time counselors and those that did were the larger urban schools; (3) a combination of group and individual guidance was characteristic of over half of the schools studied; (4) vocational materials were inadequate; (5) the guidance programs in the urban secondary schools were characterized by a greater number and variety of guidance activities than the programs in the rural schools; (6) there was a tendency for the number of guidance activities performed by the principal to decrease as the size of the school increased; (7) there was evidence that the State Employment Service was used to a greater extent by urban than by rural schools (Cryar, 1948).

Conferences, Short Courses and Workshops

Many conferences, short courses, and workshops were held during this period. Detailed information is given on only two conferences. One of these was a state meeting assisted in by the United States Office of Education and the other was a parish
Occupational Information and Guidance Workshop, Louisiana State University, June 5-6, 1943. This workshop was a joint effort of the Louisiana State Department of Education, the Louisiana State University School of Vocational Education, the College of Education, and the United States Office of Education. Before the workshop took place E. B. Robert, Dean of the Louisiana State University College of Education stated:

It is hoped that this workshop will differ from all previous undertakings in that those actually in charge of local guidance programs will plan their own work in co-operation with the United States Office of Education and Louisiana State University and that the State Supervisor of Vocational Guidance will follow the local programs into successful execution during the 1943-44 school year (Robert, 1972:226).

Franklin Zeran, Specialist, Occupational Information and Guidance Service, U. S. Office of Education, Washington, D.C., conducted the session. The following personnel from various Louisiana locations were listed as participants: F. R. Barr and J. B. Coburn, Ponchatoula; Joseph W. Bergeron and Marion Mills, Bogalusa; Jane Dutsch, Madisonville; Aletha Gugel, Gretna; Myra C. Jones, Baton Rouge; and Jane Cooper, Lake Providence (Mondart and Puls, 1943).

Several of the participants became very enthusiastic about developing guidance in their schools. The programs developed in Covington, Lake Providence, Ponchatoula, and St. Francisville were outgrowths of this workshop. William Pitcher, Superintendent
in St. Tammany Parish took great interest in the program. He had sent Jane Dutsch, who was made half-time counselor at Lyon High School, Covington, Louisiana (Puls, Personal Statement, August 2, 1981). The thesis of Jane Dutsch on the role of the classroom teacher in guidance was discussed earlier in the section, "Research and Writings in Guidance."

With regard to the Guidance Workshop conducted at Louisiana State University in 1943, Superintendent Coxe's report to the Governor stated:

Two important outcomes were realized from this project:

1. Those who attended received training which enabled them to conduct outstanding programs in occupational information and guidance.

2. A manual was issued. This publication is being found useful by school administrators and counselors who are in the initial stages of a vocational-guidance program. It is also helpful to those conducting established programs (Annual Report, 1943-1944, 1944:51).

East Baton Rouge Parish Guidance Workshops, 1944-1945. Superintendent Coxe wrote the parish superintendents in 1944 pointing out the great need for guidance in the schools, particularly, since the advent of the twelve-grade school system. He urged them to make a careful survey of their schools to determine the feasibility of initiating guidance programs. He pointed out that E. E. Puls, State Supervisor of Occupational Information and Guidance, was available to offer in-service courses in various centers of the state for state administrators, supervisors, counselors, and teachers who wished to become counselors (Coxe, Circular Letter 2240, September 11, 1944).
Evidently East Baton Rouge Parish took advantage of this offer as soon as possible. A brief history of counseling in the parish begins with a discussion of this workshop as follows:

East Baton Rouge Parish very early became aware of the need for an organized counseling and guidance program. In 1944, under the leadership of Dr. Clark L. Barrow, Superintendent of East Baton Rouge Parish Schools, a class to study the situation was formed. The principals and assistant principals of all the high schools and a selected teacher from each school was asked to attend a class. Two important aims of the class were to form a usable folder for use by schools of the parish and for each individual school to formulate a plan which it wished to follow.

Dr. E. E. Puls, formerly of the State Department of Education and then at Southeastern College, who was actively a leader in the Vocational Guidance Association, State and National, was asked to lead the group in its deliberations which continued over the period of one year ("A History of Counseling in East Baton Rouge Parish", mimeographed; undated).

Lydie Sommer, a participant in this Workshop, said that she had started teaching English at Istrouma High School in 1924 and had never taught anywhere else. In recalling how guidance began in the Parish, she mentioned Superintendent C. W. Barrow's great interest in it. She stated that he had arranged for Puls to direct a workshop for East Baton Rouge Parish teachers and administrators. As the final examination, each school made its own plan as to how it would carry on its guidance program. H. P. Overton, Principal of Istrouma High School in Baton Rouge, said that if he were going to have guidance in his school, he wanted a full-time person. Lydie Sommer recalled that in September, 1945
she was chosen to inaugurate the guidance program at Istrouma High School as a full-time assignment. She became the first counselor in East Baton Rouge Parish and she remained in the same position until her retirement 21 years later, in 1966 (Sommer, Personal Statement, August 27, 1981). Lydie Sommer died in the fall of 1981. She was one of the first full-time counselors outside of Orleans Parish.

Other Conferences, Short Courses and Workshops. A Conference on Vocational Education was held in New Orleans, May 14, 1943. H. L. Garrett and E. B. Robert of the Louisiana State University, College of Education attended (The Reveille, May 14, 1943). Robert spoke on "The University's Responsibility and Interest in a Program of Vocational Guidance" (Robert, 1972).

Several colleges had vocational guidance conferences during this period. For example, Southeastern Louisiana College at Hammond, Louisiana had Royce Brewster, Specialist in Occupational Information in the U, S. Office of Education as a main speaker at a vocational guidance conference on November 16, 1942 (Louisiana Education in Wartime, 1942). Northwestern State College at Natchitoches, Louisiana had Harold C. Hand, Professor of Education at the University of Illinois, as the main speaker at their annual guidance conference, December 15, 1950 (Colvin, Circular Letter 3496, December 6, 1950). Louisiana State University continued to have annual workshops in guidance. For
example, in 1946 E. E. Ewerz of the State Department of Education wrote the parish superintendents and principals that while the project was called a workshop in guidance, it was really a concentrated course in guidance, during which participants could develop plans for their own guidance programs. He also reminded them that the workshop carried three hours graduate credit (Ewerz, Circular Letter 2513, February 13, 1946).

Extent of Guidance Activities in the State and Personnel Involved

In February of 1942, the U. S. Office of Education mailed out a questionnaire on guidance to over 25,000 high schools in the United States. Among other things, the returns revealed that guidance was not offered in 34 percent of the schools and 39 percent did not reply. Louisiana reported that 43 schools or nine percent had guidance programs. There were eight full-time counselors; one half-time counselor; 33 less than half-time counselors and one principal acting as counselor (Greenleaf, 1943).

The Greenleaf Survey was made the same year that guidance was established at the state level in Louisiana. At that time Orleans was the only parish that had an organized program (Puls, Personal Statement, January 8, 1981). In January 1943 it was reported that since the establishment of a state office of occupational information and guidance, "the work was initiated in 10 parishes, not including Orleans, where a comprehensive program has been under way more than 15 years" (Annual Report, 1941-1942,
According to the annual report of the 1942-43 session, the service reached 23 parishes with an increase from 9 percent of the schools in the state offering some kind of vocational guidance to approximately 90 schools or 19.5 percent (Annual Report, 1942-1943, 1944).

Progress continued in the 1943-1944 session. A larger number of schools offered some type of guidance and the number of counselors increased. A survey done at this time indicated that there were "70 persons serving as full-time or part-time counselors" (Annual Report, 1943-1944, 1944:50).

Statistical information to indicate the progress of guidance was not available from the session 1944-45 to the session 1948-49, inclusive. During this period there was no statewide supervisor of the program, Puls having resigned at the end of 1944, and the next supervisor, Margaret P. Colvin, not having been appointed until 1950.

According to the Annual Report, 1949-1950 there was a slight decrease in the number of parishes having guidance services. The number had reached twenty-three in 1943, but after several years without a state supervisor, the number had fallen to twenty-one. In this session there were thirty-three full-time counselors and thirty-five part-time, making a total of sixty-eight designated counselors in the state. At the parish level there were four supervisors of guidance (Annual Report, 1949-1950, 1951).
During the session of 1950-1951 it was reported that twenty-seven parishes and one city system were offering guidance services. There were forty-six full-time and fifty-three part-time counselors, making a total of ninety-nine counselors. The regular staff of ninety-nine schools reported definitely planned guidance programs (Annual Report, 1950-1951, 1952).

In the year 1951-1952 fifty-one parish and city systems reported guidance activities in at least some of their schools. There were 123 persons devoting time to guidance and counseling, forty-two on a full-time basis and eighty-one part-time (Annual Report, 1951-1952, 1952). The preceding statistical information on guidance from 1942 to 1952 is summarized in Table 2.

Guidance Activities and the War

From the beginning of this period to the end of the war in 1945, the schools were engaged in an all-out effort to assist in the war program. The strong vocational emphasis in guidance at this time can be seen in excerpts from an article Puls wrote as follows:

A challenge is placed squarely before the secondary schools today because of the war emergency. The schools have been designated as pre-induction centers, and have been called on to offer every assistance at their disposal for the training of youths so that they can be placed in some branch of the service with a minimum of interruption and a minimum of additional training.

The ability of the school to perform this job of training and placing students is one measure of its success in guidance, a field which is being increasingly spotlighted by both school people and the public... The ultimate goal of the vocational guidance program is occupational adjustment—not ignoring the complementary
Table 2
Growth of Guidance Programs in Louisiana between 1941-42 and 1951-52

<table>
<thead>
<tr>
<th>Year (1)</th>
<th>Parish and city systems having guidance programs (2)</th>
<th>High Schools having guidance counselors (3)</th>
<th>Full-time counselors (4)</th>
<th>Part-time counselors (5)</th>
<th>Total counselors (6)</th>
<th>Parish guidance supervisors (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941-42</td>
<td>11</td>
<td>43</td>
<td>8</td>
<td>34</td>
<td>43</td>
<td>1</td>
</tr>
<tr>
<td>1942-43</td>
<td>23</td>
<td>90</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1949-50</td>
<td>21</td>
<td>--</td>
<td>33</td>
<td>35</td>
<td>68</td>
<td>4</td>
</tr>
<tr>
<td>1950-51</td>
<td>28</td>
<td>--</td>
<td>46</td>
<td>53</td>
<td>99</td>
<td>--</td>
</tr>
<tr>
<td>1951-52</td>
<td>51</td>
<td>--</td>
<td>42</td>
<td>81</td>
<td>123</td>
<td>--</td>
</tr>
</tbody>
</table>

Sources: Line 1, column 3, 4, 5, and 6: Walter J. Greenleaf, "Guidance in Public High Schools-1942" Occupations, XXI, No. 8 (April, 1943) 600.

Line 1, column 2 and lines 2, 3, 4, and 5: Annual Reports of Louisiana State Department of Education for Years listed in Table.

Line 3, no figures available for time between 1942-43 and 1949-50.
aspects of guidance which have to do with health, education, social problems, and many other questions which confront youth (Puls, 1943b:10).

High-School Wartime Guidance Program

In addition to training students to meet the needs of the military, a program of High-School Wartime Guidance was proposed by the State Department of Education early in 1942. In discussing how this program began, R. R. Ewerz, in a speech at Louisiana State University, explained that the war emergency gave a splendid opportunity to emphasize the importance of guidance. He said that "it became increasingly apparent to school officials that if the high schools were to prepare youth for effective war service, either on the military or on the home front, guidance must become an integral part of the school program" (Ewerz, 1944:20).

In following this philosophy, he said:

I prepared a rather elaborate experiment in the summer of 1942 in the parishes which had early openings of their schools. Schools in Tangipahoa, Ascension, and Washington parishes agreed to try out a plan of wartime guidance which had been developed by our office. This program based upon a broad interpretation of guidance covered vocational, social, educational, and personal orientation. Some of the units contained in this guidance program were: War Aims and Issues of Democracy; Adjustments to the New War Program; Preparing for War Activity and Service; Understanding and Cooperating with Federal and State Agencies in War Related Programs; Problems Significant to Youth; Following the Progress of the War; Wartime Interpretation of American Citizenship; Increasing the Tempo in Crucial Areas of Living; Sources of Wartime Information and Guidances; A Program for Peace. After six weeks this program was revised...the revised plan was made available to all the high schools of the state (Ewerz, 1944:20).
According to the Annual Report of 1941-1942, a bulletin expanding the units in the Wartime Guidance Program was furnished to all high school teachers. The Wartime Guidance Program was described as "virtually a forerunner of the Victory Corps Program initiated in the fall of 1942, inasmuch as many of its objectives were identical to those suggested in the Victory Corps Program" (Annual Report, 1941-1942, 1943:62-63).

An interesting result of the Wartime Guidance Program was told by a newspaper reporter after interviewing W. E. Butler, Principal of Ponchatoula High School, one of the schools in which the experiment was first tried. The reporter wrote:

Back in 1942, the federal government asked the schools to work on a home-room wartime guidance program. The report which Mr. Butler submitted was the basis for the national high school victory corps in which youngsters all over the country collected scrap and worked like beavers to add their bit to wartime efforts (The Times-Picayune, New Orleans States Magazine, October 2, 1949:5).

Guidance Activities in the Schools

During the first part of this period one of the main objectives of the state guidance office appears to have been to initiate guidance in as many schools as possible. Promotional efforts to accomplish this were done through the use of informational and consultative services to school personnel, and through participation in meetings of school and other groups.

Many schools started their programs by working on individual or personal inventories which were recorded in cumulative
folders. Others began with occupational information or both (Annual Report, 1941-1942, 1943). A gradual approach of working on one or two areas at a time was made mandatory by the scarcity of trained guidance personnel.

Test scores were one of the most common kinds of information gathered for individual inventories. Cryar's 1948 study of Louisiana guidance, previously referred to, gave some indication of the extent of the use of tests in this period. He found that 51.8 percent of the rural schools that had guidance gave tests and 90.4 of the urban schools that had guidance gave tests (Cryar, 1948).

Many schools provided occupational information through use of vertical files supervised by the librarians. Other schools taught courses in occupations, usually at the eighth-grade level. The classes were used in connection with course selection and vocational choices. For example, in "Guidance Notes" E. E. Puls wrote:

An excellent program is in progress in the Houma High School under the able leadership of Principal Charles LeBlanc. Every child on the eighth-grade level takes a course in occupations before vocational choices or performances are indicated. These classes are taught by Miss Dorothy Foolkes (Puls, 1942:6).

**Career Days**

A very popular device for providing occupational information and exploring training opportunities was the career day. These programs were often sponsored by high schools under
the direction of counselors. The earliest identifiable career
day in Louisiana was held at Ponchatoula High School on November 16,
1943. A news article at the time reported that "it was the first
career day to be sponsored by a division of occupational information
and guidance" (Louisiana Education in Wartime, December 1943:7).

Two schools had career days in February 1944. In north
Louisiana Lake Providence High School had their meeting at Lake
Providence in East Carroll Parish. In south Louisiana Lyon High
School had their career day at Covington, in St. Tammany Parish
(Louisiana Education in Wartime, March 1944). The counselors
at these schools, Jane Cooper at Lake Providence and Jane Dutsch
at Covington, had both participated in the 1943 Louisiana State
University Summer Workshop in which the counselors were assisted
in planning guidance programs. This was further indication of the
interest this workshop had stimulated.

In March 1945 the three high schools of East Carroll Parish
met at Lake Providence High School for the second annual career
day in the Parish. The guest speakers were Dolph Camp, Guidance
Director of the State Department of Education in Arkansas and
R. R. Ewerz, State Director of Elementary and Secondary Education
in Louisiana.

Classes were conducted in twenty occupational fields.
Jane Cooper, counselor at Lake Providence High School, was in
charge of the program. In stating the purpose of the career day,
Superintendent H. H. Moorman described it as "a day of opportunity
when students of the high-school department could have explained to them the advantages and disadvantages of the professions in which they are most interested" (Louisiana Education in Wartime, March, 1945:7).

Tangipahoa Parish had a parish-wide career conference at Southeastern Louisiana College, now Southeastern Louisiana University, at Hammond on February 27, 1947. This meeting was arranged by officials of the College and J. H. Newton, Parish Superintendent of Schools.

Sixty types of occupations were described by a guest faculty of business and professional people, who held classes and supplied first-hand information. J. G. Tinsley, President of the College, gave a brief talk in which he stressed the importance of serious consideration of suitable careers. Mary Mims, Extension Sociologist at Louisiana State University, was the speaker of the day. The program was planned by a Committee headed by E. E. Puls, Dean of the Division of Applied Sciences at the College (Education in Louisiana, February 1947).

A second Tangipahoa parish-wide career conference was held at Amite High School, Amite, Louisiana February 17, 1948. This activity was sponsored by the guidance counselors from the high schools of the parish.

A. E. Tibbs, Professor of Education and Sociology at New Orleans Baptist Theological Seminary, was the main speaker. Tibbs pointed out the need for uncovering local economic opportunities
in order to curtail the migration of young people from the South to other sections of the country. In describing the events following the general assembly, J. F. Corkern, Supervisor of Tangipahoa Parish Schools said:

Each student was privileged to attend four group meetings, scheduled according to the vocational preferences he had indicated. A faculty of 60 instructors, representing the major occupations of Louisiana, had volunteered their services for these conferences. Most popular among the courses proved to be clerical work, with a total of 155 students registered. Among the professions, teaching and nursing drew the largest number of aspirants. The conference on homemaking were attended by 70 percent of all senior girls. In each of these group meetings the lively questioning on the part of students evidenced a genuine interest in the particular occupation.

The evaluation, conducted by Dr. E. E. Puls, Dean of the Division of Applied Sciences, Southeastern Louisiana College, supplied further evidence of the educational value of Career Day. Students, parents, and teachers expressed the hope that this feature of the guidance program might become an annual event...(Corkern, 1948:7).

The practice of having career days was spread all over the state. Schools reported excellent results from them. Good public relations and many community resources were developed. In 1952 the State Department of Education Guidance Section reported:

Career Days were held in 52 individual schools and in addition 72 schools reported that they participated in such days on a parish-wide or regional basis. Most of these Career Days have not been isolated events but the culmination of study of educational and occupational information and relating it to the student's understanding of his own interests, abilities, limitations and opportunities (Annual Report, 1951-1952, 1952:111).

Counseling in this period was done largely by principals, counselors, and teachers, who used homeroom periods, released time or even, their own time. The situation in Orleans Parish was much
better than the other part of the State. According to Cryar, Eunice Durr, a counselor in New Orleans, stated that Orleans Parish had a full-time counselor in each of its four schools. Durr said further that counselors were not given homerooms or any other additional duties (Cryar, 1948:23).

In his 1948 study Cryar quoted Albert P. Kreider, counselor in one of the New Orleans schools, who described "conference teachers". He stated:

The Counselor is directly in charge of the Guidance Program. We also had in our Guidance Program a set of what we call Conference Teachers. Each Conference Teacher is allowed one full period per day for Guidance work within his or her group. Our school is divided into four groups of 150 students each. Our four conference teachers are in charge of the groups and devote one full hour daily to guidance work. The Conference Teachers are directly responsible to the Counselor to see that each student is interviewed each semester, particularly about his electives and program studies (Cryar, 1948:23).

Cooperation Between Schools and Employment Service

At mid-century nearly two million young people were entering the labor market of this country each year. Local schools and local employment service offices recognized their mutual responsibilities to these school leavers. To meet these obligations, many working relationships had already been effected between local schools and local employment offices.

In 1950, after many discussions at national meetings, the United States Employment Service and the Occupational Information and Guidance Service of the U. S. Office of Education, agreed on
a cooperative statement called "$Suggested Bases for Working Relationship Between Local Schools and Local Offices of the State Employment Service". The statement of understanding was sent out simultaneously to the offices of state supervisors of guidance services in state education departments and state supervisors of employment counseling in state offices of the United States Employment Service.

Margaret Colvin, Supervisor of Occupational Information and Guidance in Louisiana sent this statement to the parishes and wrote them as follows:

This statement is particularly timely in view of the recognized fact that two million school leavers entering the national labor market each year constitute a large and continuing source of labor supply to meet urgent needs of defense industries. While many of these young people, particularly boys approaching nineteen, will be subject to the draft, it is most important both to youth and to the Nation that their maximum potentialities be identified and utilized both by the armed forces and in defense production and civilian defense in this time of national crisis (Colvin, Circular Letter 3501, December 11, 1950).

Colvin stated further in her letter that she had met with A. G. Buchanan, Supervisor of Counseling in the State Office of the Employment Service. She said that their discussion centered around these objectives:

1. To work together toward referring to local offices graduates and drop-outs who intend to enter the labor market.

2. Where possible, plan with the local offices so that a scheduled year-round program can be maintained (Colvin, Circular Letter 3501, December 11, 1950).
To her letter she attached the "Suggested Bases for Working Relationships Between Local Schools and Local Offices of State Employment Service" and a year-round schedule suggested by the Employment Service. In Louisiana relations between the schools and the employment service offices have been beneficial to both.

Professional Guidance Associations

The New Orleans Branch of the National Vocational Guidance Association (NVGA) which had been organized in 1924 was called the New Orleans Vocational and Educational Guidance Association. Emma Pritchard Cooley, who was in charge of guidance for Orleans Parish schools, worked very closely with the national office of NVGA as well as the local branch in carrying out the vocational guidance program in New Orleans.

Correspondence between the national office of NVGA and Emma Cooley shows a mutually helpful relationship. Cooley's letter of May 17, 1943 to the Executive Director of NVGA in New York illustrates how she kept that office informed. The May 17 letter refers to the conferences on vocational guidance at which E. B. Robert spoke on the Louisiana State University's role in guidance. Cooley's letter to NVGA headquarters is quoted in part, as follows:

The Director of Occupational Information and Guidance of the Louisiana State Department of Education is inaugurating a series of regional State Conferences on Vocational Guidance. It appeared to be fitting, as the program of vocational guidance began in New Orleans twenty years ago, that we should cooperate with him in developing a conference of this kind.
...I am glad to say that the meeting was most successful. It was attended by State officials, a number of Superintendents and High School Principals, as well as representatives of the School and Civic Associations in New Orleans.

Emma Pritchard Cooley, who had founded NVGA in New Orleans, died in 1946. She had been the first Southerner elected national NVGA President. In speaking of her death, V. L. Sheeley of Western Kentucky University said, "The memory of Miss Emma Pritchard Cooley, whose name was so well known in vocational guidance circles during lean years of NVGA, ought to be kept green for her fine active life and lasting gifts both to New Orleans and her profession" (Sheeley 1969:17).

The national headquarters of NVGA was notified in 1945 that the New Orleans Branch had decided to dissolve as such, with the exception of reorganizing later as a section of the State organization. Dorothy Hay, Specialist in Guidance with the New Orleans Schools wrote in a letter to NVGA Headquarters: "Since there is an evident movement in the direction of a State organization, it seemed advisable to take this step at this time" (Hay, 1945). However, New Orleans was not to remain long without a branch of NVGA.

On August 31, 1949 the first organizational meeting for another proposed chapter was held. Dorothy Hay presided as temporary chairman and it was decided that at the next meeting she would present a brief talk on the vocational guidance program of the public schools (NVGA Minutes, New Orleans Branch, 1949a).
At the second organizational meeting on September 19, several high school counselors presented the guidance activities of the Orleans Parish School Board. There was a discussion as to the desirability of forming a New Orleans chapter of NVGA. Several of the members expressed reluctance to sever their ties with the Louisiana Branch of NVGA which had been organized at Hammond in 1946. A committee was appointed "to study the question of how to reconcile the differences of opinion on the subject of the state organization and the proposed city groups so that one group could serve the purposes of all concerned" (NVGA Minutes, New Orleans Branch, 1949b).

At the third meeting of the group proposing a New Orleans NVGA organization, Eleanor LeBlanc, a committee chairman, read a report of the study committee's findings. In effect most of those affiliated with the state organization wished to remain so and recommended that the New Orleans group be organized as a branch of the state organization. After further discussion, the group voted to form a new branch. Plans were made to draw up a constitution and by-laws and obtain a charter (NVGA Minutes, New Orleans Branch, 1949c).

The new Branch was called the New Orleans Guidance and Personnel Association. It did not strongly attract the vocational guidance counselors in the school system. This situation seemed to be a recurring challenge to the Association. In the June 1950 meeting it was brought out that members of the New Orleans Vocational Guidance and Personnel Association could join the State
Branch for an additional dollar, and that members of the State Branch could join the New Orleans group for the same payment (NVGA Minutes, New Orleans Branch, 1950).

The New Orleans Vocational Guidance and Personnel Association continued to meet regularly throughout this period. It was composed of representatives of government, business, community agencies, colleges, and other professions. There were a few public school counselors who participated.

The name, Louisiana Branch, designated the branch which proposed to be the state-wide organization of NVGA. Superintendent John E. Coxe wrote Louisiana college presidents, parish superintendents and supervisors to tell them that on January 25, 1946 there would be a meeting at Southeastern Louisiana College "for the purpose of reorganizing the Louisiana Branch of the National Vocational Guidance Association" (Circular Letter 2480, December 20, 1945).

E. E. Puls, former State Supervisor of Occupational Information and Guidance was in charge of the program. He presented plans for the new branch (Occupations, April, 1946). The group decided to apply to become a section of the Louisiana Teachers Association (Puls, Personal Statement, March 3, 1981).

The guest speaker at the organizational meeting was Dolph Camp, State Supervisor of Occupational Information and Guidance in Arkansas. Dorothy Hay, Specialist in Guidance for the New Orleans Schools and former secretary of the New Orleans NVGA
Branch, gave a few of the highlights of the former New Orleans Branch (NVGA Minutes, Louisiana Branch, 1946).

Annual meetings and participation in teachers' conventions afforded NVGA Branches regular opportunities to promote guidance. An example of such a meeting was the one held at Southwestern Louisiana Institute, now Southwestern State University at Lafayette, Louisiana.

According to the minutes of the meeting on March 5, 1947 the following talks were made:

"Guidance Services as Part of the Total Program of Education," John E. Coxe, State Superintendent of Education

"Use of Kay Funds for Guidance Program," R. R. Ewerz

"The Schools Responsibility for Providing Guidance Service for Youth," R. F. Cromwell, State Supervisor of Occupational Information and Guidance, Baltimore, Maryland (guest speaker)

"Counselor Training Work in Industry," Mildred Ruhlman and Eunice Durr, Orleans Parish counselors

Chapter IV
DEVELOPMENT OF LOUISIANA PUBLIC SCHOOL GUIDANCE, 1952-1958

The period from 1952 to 1958 brought many changes and advances for guidance in Louisiana. Notable among the developments of the period were the establishment of certification requirements for counselors and the clarification of guidance goals.

Guidance Activities in the State Department of Education

The State Department of Education encouraged the development of counselor certification, the growth of organized guidance, and the organization of a State-wide professional association for counselors. In addition, the State Department of Education also promoted guidance in the elementary schools and the vocational schools.

Counselor Certification

Long before it was an accomplished fact, counselor certification had been under consideration. In 1928, Emma Pritchard Cooley pointed out that one of the Eastern states already required certification for all who intended to enter the field as counselors (Cooley, 1928).

In describing Margaret Colvin's work with the State Board of Education to promote the establishment of counselor certification, Arminda Riser, Guidance Supervisor, Caddo Parish, 1949-1980 said:
As early as 1947, Margaret Colvin worked diligently to set up certification for counselors in Louisiana. It was through her tireless efforts and foresight that a person to be certified and titled a counselor, he or she must have fifteen designated hours. This program was the first support program to have certification requirements in Louisiana (Riser, Personal Letter, July 20, 1981).

On June 26, 1952, the Louisiana State Board of Education approved certification requirements for full-time guidance counselors. To be certified an applicant had to have a valid Louisiana teaching certificate based on a college degree and three years successful experience as teacher, counselor, supervisor, and/or administrator. In addition, the applicant had to have a master's degree from a regionally-accredited institution. Graduate training must have included a total of fifteen semester hours of professional courses distributed so that at least one course was taken from each of the five basic areas listed below: (1) organization and administration of guidance, (2) analysis of the individual, (3) educational and occupational information, (4) counseling, (5) principles of guidance. Those students, who had taken a course in the principles of guidance at the undergraduate level did not have to take a similar course at the graduate level. Those persons who met the degree, teaching certificate, and three years experience requirements could be issued provisional certificates valid for three years. Such certificates became permanent upon completion of the professional course requirements in the areas specified above. Teachers devoting more than half of the school day to counseling were required to certify as full-
time counselors (Louisiana State Department of Education Bulletin 746, 1952).

The anticipation of more stringent accreditation standards was probably a factor in increasing the interest of administrators in certification of counselors. John D. Davis, retired counselor at Bolton High School in Alexandria, Louisiana, told the writer that the principal of his school assigned him counseling duties in 1955. He said that the principal was genuinely interested in the guidance program but, in addition, Davis thought that he wished also to safeguard the accreditation of the school by the Southern Association of Colleges and Schools. Consequently, he increased the counselor staff at Bolton High School to two counselors. Davis said when assigned, he had already had some guidance courses, but he needed additional credits for certification. These he obtained at summer school. He remained a counselor for twenty-five years, until his retirement in 1980 (John D. Davis, Personal Statement, October 11, 1981).

Clarification of Goals and Objectives of Guidance

Margaret Colvin as State Supervisor of Guidance from 1950 to 1958, attempted throughout her tenure to promote a broader view of guidance (Robertson, Personal Statement, December 16, 1981). Self-guidance became the ultimate goal of the program (Annual Report 1956-1957, 1957). It was not that vocational guidance was considered unimportant, but the shift from concentration on it was probably a reflection of the post-war concern with life adjustment.
The beginning of the emphasis on this broader view of guidance was previously referred to in Chapter III.

The Annual Report 1952-1953 included the following statement:

In Louisiana, guidance is not regarded as a mechanical process whereby teachers and counselors sort out boys and girls to determine the direction in which each should move. Rather, it is concerned with personal, individual assistance to youth in making their plans and choices about careers, education, and the various personal and social problems which arise as they go about the business of living. Guidance is regarded as the high art of helping boys and girls to assume responsibility for planning their own actions wisely in the full light of all the facts that are available about themselves and about the world in which they must play, work, and live (Annual Report 1952-1953, 1953:121).

In her bulletin, The How and the Why of Improving Guidance Services, Colvin explained the goals and objectives of guidance as follows:

It is concerned with vocational, educational, social, and physical and emotional health problems. Its major aim is to prevent maladjustment in normal children rather than to solve problem cases, through it contributes as much as possible to their solution.

The ultimate goal of a good guidance program is to render the child increasingly able to solve his own problems and to make his own life adjustments. In no sense is it a process of telling a child what to do in the various situations which confront him (Colvin, 1957:7).

State-wide Study of the Educational and Vocational Plans of High School Seniors

In 1953 a survey was made of high school seniors in Louisiana to determine several factors in reference to their plans after graduation. The survey was sponsored jointly by the Guidance
Section of the Louisiana Department of Education and Louisiana State University. Before the survey was made, John A. Hunter, who was consultant for the study wrote, "This information should be of importance to all institutions of higher learning in the state and will be made available to any one interested. The information will also be valuable to the local schools in curriculum development" (Hunter, 1953a:18).

In answering the survey questions, more than half of the graduates of the public and private schools indicated that they expected to continue their education. Of the 14,418 white graduates, 12,377 were questioned as to their plans. Hunter stated that he believed the survey was the most comprehensive study of high school graduates ever made in this country. He said similar information on Negro high-school graduates was available (Hunter, 1953b:20). He summarized as follows:

Of 7,040 who plan to take more school work, 5,409 said they intend going to college. Business schools were the second preference with 975, followed by trade schools, 350, and hospital schools of nursing, 306.

A total of 2,980 said they planned to get jobs, with top preference going to clerical work, which 1,289 desired. Seeking jobs in industry were 341, followed by service occupations, such as filling station workers, beauty operators, or waiters, 230. Indicating no decision were 506.

Other preferences in the order of their choice were trades, sales, agriculture, transportation, managerial, and fishing and trapping.

The armed forces will be strengthened by 589 Louisiana boys—and by 46 girls, who said they would volunteer (Hunter, 1953b:20).
The principal colleges selected and the number of students selecting them were as follows: Louisiana State University, 927; Southwestern Louisiana Institute, 524; Louisiana Polytechnic Institute, 426; colleges in other states, 356. About 1800 were undecided. Engineering was the course of study most often chosen by the boys and education was most often chosen by the girls. Commerce was popular with both. The next seven top choices in order of choice were medicine, agriculture, nursing, home economics, liberal arts, music, and the ministry (Hunter, 1953b).

At the time the survey was completed Hunter said that it was planned that the survey would be repeated annually and the data made available to all institutions of higher education in the State. It was also planned that parish superintendents would be sent the survey information pertinent to their parishes (Hunter, 1953b).

John A. Hunter, former President of Louisiana State University, when asked whether the survey had been repeated, said that he recalled the survey very well, but did not think it had been repeated (Hunter, Personal Statement, January 29, 1982). He referred the writer to Horace C. Robinson, Executive Secretary of the Louisiana Association of Educators. Mr. Robinson did not recall a repetition of the survey (Robinson, Personal Statement, January 29, 1982).

**Guidance Training for School Personnel**

The outstanding development in guidance in Louisiana during this period was the inauguration of a counselor training program
at Northwestern State College at Natchitoches. This gave a choice of a public institution for counselor training in either the northern or the southern section of the state.

**College and University Courses**

At the beginning of the period, 1952 to 1958, Louisiana State University was still the only public institution in Louisiana offering a master's degree in guidance. In the fall of 1952 E. B. Robert of the College of Education announced that the University's school guidance program was being expanded and improved under the direction of Russell E. Helmick, a counselor-trainer. Helmick's experience was summarized as follows:

Dr. Russell E. Helmick, former principal of Holmes High School in Covington, Ky., will direct the training of guidance counselors for the schools of Louisiana and will serve as major professor for all prospective counselors studying for advanced degrees in the LSU College of Education.

Dr. Helmick is now teaching two courses in guidance on the campus and one course by extension, and will be available for workshops and other field services in guidance...

A native of Keyser, West Virginia, Dr. Helmick received his bachelor's, master's, and doctor's degrees from the University of Cincinnati. He has had experience as coach, dean of boys, principal of elementary schools, and as high school principal. He has been a visiting lecturer at the University of Cincinnati and LSU.

He is past president of the Kentucky Association of Secondary School Principals and is a member of Phi Delta Kappa and Iota Lambda Sigma (The Boardman, 1952:35).

When interviewed in the summer of 1952, Helmick stated that "the main objective of guidance in the school program is to obtain a better understanding of the individual" (Reveille, July 3, 1952).
Inasmuch as counselor certification standards had been approved in June 1952 and Louisiana State University was the only public college in the state offering counselor training, a large influx of students enrolled in Helmick's classes to qualify themselves as guidance counselors. Antoinette T. Price wrote:

"I remember being told in 1953 when six others and I received the Master of Education in counseling from Louisiana State University in Baton Rouge that we were the first to be certified by the State of Louisiana" (Price, Personal Letter, July 20, 1981). The "six others" were not identifiable, however among the early recipients of certification were: Antoinette Tuminello Price, August 21, 1953; Lydie Sommer, July 2, 1954; Marjorie Longsdorf, August 23, 1954; Alma Lufcy, August 26, 1954; and Alice Chilton, November 4, 1954 (Lewis, Personal Statement, January 20, 1982).

There follows the program for the master's degree in guidance at Louisiana State University in 1953:
Programs for the Master's Degree

GUIDANCE COUNSELORS

<table>
<thead>
<tr>
<th>Master of Arts</th>
<th>Master of Education</th>
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<tbody>
<tr>
<td>Seminar in Education</td>
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<tr>
<td>3 Ed. 235 3 cr.</td>
<td>Ed. 297 1 cr. 1</td>
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<tr>
<td>Educational Research</td>
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<tr>
<td>3 Ed. 279 3 cr.</td>
<td>Ed. 299 3 cr. 3</td>
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<tr>
<td>Principles and Techniques of Guidance</td>
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<tr>
<td>3 Ed. 280 3 cr.</td>
<td>Ed. 280 3 cr. 3</td>
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<tr>
<td>Counseling Techniques</td>
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<tr>
<td>3 Ed. 281 3 cr.</td>
<td>Ed. 281 3 cr. 3</td>
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<tr>
<td>Educational &amp; Occupational Information</td>
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<tr>
<td>3 Ed. 284 3 cr.</td>
<td>Ed. 284 3 cr. 3</td>
</tr>
<tr>
<td>Analysis of the Individual</td>
<td></td>
</tr>
<tr>
<td>3 Ed. 286 3 cr.</td>
<td>Ed. 286 3 cr. 3</td>
</tr>
<tr>
<td>Organization &amp; Administration of Guidance</td>
<td></td>
</tr>
</tbody>
</table>

Elect One:

| Ed. 185 3 cr.                        | History of American Education |
| Ed. 186 3 cr.                        | History of Education          |
| Ed. 285 3 cr.                        | Philosophy of Education       |

Education Electives 5

6 Academic Minor 6

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Source: Graduate Division of Education, Louisiana State University, 1953.
The following guidance course descriptions were listed under education in the graduate school catalog covering sessions 1952 to 1954:


Northwestern State College at Natchitoches, Louisiana began offering graduate counselor training courses in the fall of 1955. Raymond A. McCoy joined the faculty that year to teach the courses in guidance and counseling and to develop a program of counselor training for the personnel of the area high schools.

At the time of McCoy's sudden death in 1975, the Natchitoches Times reported on his background as follows:

Dr. McCoy was a native of Ozark, Mo., was a counselor and teacher of Southwest Missouri State College for two years before joining the Northwestern faculty. From 1950 until 1953, he served as teacher and counselor in public schools in Missouri.

He earned bachelor's degrees in psychology and secondary education from the University of Missouri in 1949 and also held master's and doctoral degrees from Missouri. He also studied at Southwest Baptist College in Missouri (Natchitoches Times, December 4, 1975).
In the 1954 session, the Louisiana Legislature granted Northwestern State College the authority to grant the master's degree in education (Northwestern State College Quarterly, 1955).

The guidance courses offered for graduate credit were as follows:

550. Principles and Practices of the Guidance Program. 3 hours. Philosophy, concepts, and objectives of the guidance program; survey of guidance services and of the materials, methods, and personnel involved in carrying on an organized program.

551. Occupational and Educational Information. 2 hours. Study of sources, evaluation, collection, and filing of occupational and educational information; its use in counseling and in group procedures.

552. Analysis of the Individual. 3 hours. Techniques and materials available for the study of the individual; interpretation and synthesis of individual inventory data and their application to the counseling process.

553. Methods and Techniques of Counseling. 3 hours. Study of philosophy, theory, and methods of counseling; techniques used by the counselor in realizing the objectives sought in the counseling interview.

554. Organization and Administration of Guidance Services. 2 hours. The relationship of personnel work to instruction, supervision, and administration; survey of community agencies which can assist the school in its personnel program; role of the counselor as leader in coordinating and interpreting all phases of the guidance program.

555. Supervised Experience in Counseling. 4 hours. A course offering the trainee opportunity to practice and to demonstrate his competency in the practical application and integration of the principles and methods which he has studied in the training program. Prerequisite: Eleven hours in guidance and counseling.

559. Special Problems in Guidance. 1, 2, or 3 hours. Seminar requiring individual investigation of problems in guidance, culminating in a research paper (Northwestern State College Quarterly, 1956:132).
Anna Wheeler Norton was a graduate student of McCoy. In her 1962 thesis on school guidance in the State, she characterized the counselor education program as "unique in the state" (Norton, 1962:45). She did not explain, but her statement might have been based on the fact that from the beginning, Northwestern State College offered supervised experience in counseling as a regular course. Norton stated that there had been forty-six counselors certified through this program in the first seven years (Norton, 1962).

The first semester that McCoy was on the faculty at Northwestern, he offered an extension class in basic guidance. The class was made up of fifteen teachers who met every Monday night at Bolton High School in Alexandria, Louisiana. According to a news article, this was a three-credit course "to be used in gaining a master's degree in education and as an orientation study in preparing students for more specific courses in guidance and counseling" (Alexandria Daily Town Talk, 1955).

In reporting this class there was an interesting error. The lead statement was as follows: "Fifteen classroom teachers are enrolled in the first college extension course to be given in Alexandria and Central Louisiana" (Alexandria Daily Town Talk, 1955). The record is that Frank O. Kreager of Louisiana State University taught an extension class in guidance in Alexandria in 1927, twenty-eight years earlier. The same year, Kreager had extension classes in guidance in Natchitoches, Minden, Monroe, Ruston, and
Thibodaux as was mentioned previously in Chapter II (University Bulletin, June 1927).

Loyola University in New Orleans, Louisiana began offering a course leading to a master's degree in education in the session 1951-1952. The catalog carried the statement that "in view of the growing demand for teachers in all levels of the educational field, Loyola is offering this year, courses leading to a Master's degree in Education" (Loyola University Bulletin, 1951:90). That year only two courses in guidance were offered. They were Education 105C, Principles of Guidance, 4 semester hours, and Education 475, Administration and Development of Guidance, 2 semester hours (Loyola University Bulletin, 1951:90).

For the session 1954-1955 Loyola University announced the following courses: Education 470, Principles of Guidance, Education 471, Analysis of the Individual; Education 472, Organization and Administration of Guidance; Education 473, Educational Occupational Information; Education 475, The Development of Guidance; and Education 477, Counseling (Loyola University Bulletin, 1954).

Research and Writings in Guidance

In 1952, in an effort to promote guidance in small schools, Margaret Colvin, State Supervisor of Guidance, wrote an article "Is Any School Too Small for Guidance?" In this article she brought out the fact that good guidance and good teaching cannot be separated. She explained the relationship in this way:

Here again, we are brought face to face with the fact that good guidance and good teaching are inseparable and that every teacher is and must be a guidance person. The contribution which an individual teacher can make to
the guidance program is limited only by her skill and her willingness to contribute.

Since this is true, it follows that every school, regardless of size is already rendering guidance services. This does not preclude the necessity for careful planning, however. The accepted fact that every teacher is and must be an English teacher does not reduce the necessity for planning and developing a sound program of language arts. Without such planning the guidance services are apt to be poorly balanced with gaps in essential areas. The staff of every school, which has not already done so, will find it profitable to study the areas which the cumulative experiences of the schools all over the nation have found to be essential to a sound, well-balanced program of guidance services. Such study would enable them to establish a frame of reference for the evaluation and improvement of their own programs (Colvin, 1952).

In June 1957 the State Department of Education issued Bulletin 843, The How and Why of Improving Guidance Services. This twenty-eight page manual was prepared by Margaret Colvin, State Supervisor of Guidance Services. She expressed appreciation to Leo Allbritten and Ray McCoy of Northwestern State College for their suggestions and assistance in the preparation of the bulletin. An excerpt from it defines guidance as follows:

Since confusion seems to exist in the minds of many school people as to just what guidance means, it is well to state what is included in our conception of a good guidance program. A good guidance program may be regarded as a group of services, not otherwise adequately provided for in the regular academic program, developed according to well-laid plans and which actively seeks to help all youth with the adjustment problems necessary to satisfying, socially useful, democratic living. It is concerned with vocational, educational, social, and physical and emotional health problems. Its major aim is to prevent maladjustment in normal children rather than to solve problem cases, although it contributes as much as possible to their solution.
The ultimate goal of a good guidance program is to render the child increasingly able to solve his own problems and to make his own life adjustments. In no sense is it a process of telling a child what to do in the various situations which confront him (Colvin, 1957:7).

Between 1952 and 1958 the following theses at Louisiana State University were identified as being guidance-related:


Hicks, Samuel M. "Some Problems of High School Seniors." 1953.


Northwestern State University granted the first master's degree in education in 1956. Prior to 1958 the end of this period, only two guidance related theses were identified. They were listed as follows:


During the period 1952 to 1958 three Louisiana State University dissertations were identified as guidance-related. They were:


Unfortunately, most of the early reports of guidance activities are no longer available in the State Department of Education (George R. Clement, Personal Letter, February 2, 1982). Inasmuch as Nugent's study reveals much information about guidance in Louisiana in the late 1950's, it is a significant part of guidance history of the State. For that reason a summary of the results of his study is included in the section of this paper, "Extent of Guidance Activities in the State and Personnel Involved."

Nugent's purpose was to determine the status of guidance programs in Louisiana's white, public high schools that had planned, organized programs. He studied only those schools that had a counselor that worked at least half-time or fifteen hours a week. There were thirty-two such schools, that participated in the study. These employed thirty-six counselors (Nugent 1957).

The schools studied were located in the parishes of Acadia, Ascension, Assumption, Bossier, Caddo, Calcasieu, East Baton Rouge, Ouachita, Rapides, Sabine and St. Mary. Orleans Parish had an
organized guidance program but did not wish to be included in the study. Almost three-fourths of the eligible schools participated (Nugent, 1957). Nugent visited all of the schools included in the study in order to interview the counselors and principals and have them rate the effectiveness of the various areas of the guidance program (Nugent, 1957).

"A Study of the Pilot Guidance Program in the Ponchatoula Schools" was the title of a thesis completed in August 1953 by William E. Butler. In it Butler described how "the unusual influx of students in 1936 brought to the attention of the principal the serious need for an orientation program for new students" (Butler, 1953:23-24).

Inasmuch as this was a problem too large for one individual, the principal, W. E. Butler, sought the advice of the parish school supervisor. Meetings were held with teachers and other principals. It developed that the need for guidance was a parish-wide problem, however, there were no trained personnel. One of the first steps in beginning the program was made when the General Extension Division of Louisiana State University provided a series of courses in guidance for interested teachers and principals. Although there were no trained counselors, one period a day was allowed for guidance. The criteria for choosing a faculty member to do guidance were: (1) Has the staff member been successful in helping students solve their problems and (2) Is he willing to devote time to in-service training? First steps were making
individual inventories, help in scheduling, trying to prevent drop-outs and assisting new students in making adjustments to the school. Butler said, "Thus, Ponchatoula began to try to prevent maladjustment by providing help with minor problems before they became major ones" (Butler, 1953:25).

In 1943 the new State Supervisor of Occupational Information and Guidance Services, E. E. Puls spent a great deal of time assisting the school with experimental guidance projects, however, Ponchatoula did not have a full-time guidance program until 1949 when the State Department of Education established a pilot program. This project was used as a laboratory for the purpose of experimenting with guidance techniques. A full-time qualified counselor was in charge of the program which included all six areas of guidance services (Butler, 1953).

Conferences, Short Courses and Workshops

A large number and variety of meetings pertaining to guidance were held during this period. Some of the major ones are briefly described in the following section.

Fourth Annual Vocational Education Conference, Guidance Section, June 10-13, 1952. Shirley A. Hamrin of Northwestern University at Evanston, Illinois was the speaker at this meeting (Colvin, Circular Letter 3686, May 5, 1952).

Third Annual Summer Conference of the Louisiana Principal's Association, June 17-19, 1953. This conference met on the campus of Louisiana State University. Mutual problems pertaining to
better administrative and supervisory methods were discussed. The questions pertaining to the role of the principal, the guidance counselor and the teacher in vitalizing the guidance program were discussed (Williams, 1953).

**Regional Conference of Negro Guidance Personnel, November 5-7, 1953.** Grambling College at Grambling, Louisiana was the location of this regional conference for Negro guidance personnel. Conferees from Mississippi, Arkansas, Texas, and Louisiana participated.

This conference was sponsored jointly by Grambling College and the State Department of Education. Kara Johnson of the college staff was in charge of the conference.

In extending the invitation to the field, Colvin asked that a delegate, who had counseling duties or other graduate responsibilities, be assigned (Colvin, Circular Letter 3869, September 29, 1953).

**Louisiana State University Guidance Conference, June 21-22, 1954.** Raymond Hatch of Michigan State College was the principal speaker for a two-day meeting in guidance, sponsored by the College of Education. Hatch was the head of counselor education at Michigan State University (Morning Advocate, June 20, 1954).

**Twenty-first Annual October Conference, October 29-30, 1954.** The College of Education of Louisiana State University in cooperation with the State Department of Education selected as the subject of this conference "Achievements in Public Education in Louisiana," Lydie Sommer, Guidance Counselor, Istrouma High School, spoke on, "The Guidance Program and the Curriculum."
Sommer began by saying that it was only in recent years that guidance had been considered important enough to have a part in such a program. She continued:

As concepts of all phases of education have changed, so have concepts of guidance. At first, the main objective was vocational; today, it is much more than that. The guidance viewpoint is more realistic and more practical than it formerly was. Today, we know that we must consider the individual student's all-around development as a person rather than his intellectual training alone. In order to promote personal growth, the pupil must be helped to realize his own strengths and weaknesses to the end that he will gain in self direction. In the process, many facts have to be gathered about each individual. This is the task of the guidance counselor.

...The trend today is for the counselor, acting as coordinator, to seek more cooperation from faculty members in the guidance program. No longer is guidance the responsibility of the counselor alone; it involves the efforts of the whole faculty together, pooling their knowledge from all the sources at their command, in order that every young person in the school may live his daily life to the best of his ability. In proportion as we all work together toward that end today, will our schools be able to develop a more contented and more useful citizenry for tomorrow (Sommer, 1954:49, 51, 52).

Regional Guidance Conference, November 11-13, 1954.
Grambling College and the Louisiana State Department of Education co-sponsored a regional guidance conference held on the Grambling campus. This was a follow-up of the conference of the previous year. The theme was, "Toward Better School Guidance Services Through the Activities of Pre-Admission, Orientation, Placement, and Follow-up." Kara V. Jackson of Grambling College was in charge of this meeting (Colvin, Circular Letter 3982, October 14, 1954).

Louisiana State University Guidance Conference, July 11-12, 1955. Clifford E. Erickson, Dean of the College of Education at
Michigan State University was the speaker at a two-day conference. In his talks Erickson stressed the importance of the role of the classroom teacher in school guidance. About 300 educators attended the meeting (State Times, July 12, 1955).


Fifty-Eighth Convention of Louisiana Education Association (LEA), November 24-26, 1952, Guidance Section. The annual meeting of the Louisiana Education Association (LEA), formerly called the Louisiana Teachers' Association, was held in New Orleans. The guidance and mental health sections held separate business meetings, after which they came together for a joint program meeting at the St. Charles Hotel.

Leon Spears, President of the Guidance Section, presided. Loyd W. Rowland, Director of the Louisiana Society for Mental Health spoke on group guidance. Destranah High School students gave a group guidance demonstration led by their teacher, Hubert Shurtz. The question period based on the demonstration was led by George Rogers (Louisiana Schools, November, 1952).

Sixtieth Convention of the Louisiana Education Association, November 22-24, 1954, Guidance Section. The Louisiana Education Association met in Monroe, Louisiana in 1954. The guidance and mental health section met together for a business meeting and were
joined by the visiting teachers association for a joint program meeting. Marjorie Longsdorf, first President of the Louisiana Guidance Association, presided. The address, "How to Increase Our Understanding of Children and Youth" was given by Alice V. Keliher, Professor of Education, New York University (Louisiana Schools, November, 1954).

**Sixty-first Convention of the Louisiana Education Association, November 21-23, 1955, Guidance Section.** The LEA met in Alexandria in 1955. The business meeting of the Guidance Section met with Perry L. Davis presiding. The Mental Health Education business meeting was presided over by Fay Futch, President.

At the joint program meeting of the two groups Perry L. Davis, President of the Louisiana Guidance Association, presided. The address was "Children Have Problems" by Blanche B. Paulson, President-Elect of the National Vocational Guidance Association and Supervisor, Bureau of Counseling Services of the Chicago Public Schools, Chicago, Illinois (Louisiana Schools, November, 1955).

**Sixty-second Convention of Louisiana Teachers' Association, November 19-21, 1956, Guidance Section.** By this time the teachers' association had changed its name to Louisiana Teachers Association (LTA). It met in New Orleans in 1956. Arminda Riser, President of the Louisiana Guidance Association, presided at the business meeting of the guidance services section. Anna K. Templeman, teacher, and a sixth grade class from Edward Hynes Elementary School, New Orleans, Louisiana gave a demonstration of "Mental-Hygiene-in-
the Classroom Activities." James L. Hymes Jr., Professor of Education, George Peabody College for Teachers, gave the address of the meeting (*Louisiana Schools*, November, 1956).

**Sixty-third Convention of Louisiana Teachers Association,**

November, 24-27, 1957. The LTA Convention met in Shreveport, Louisiana in 1957. The business meetings were all held separately by the guidance, mental health education, and visiting teachers sections. Ray Miles, President of the Guidance Section and Guidance Supervisor for Lafayette Parish Schools, introduced the speaker, Robert J. Havighurst of the University of Chicago. The subject of his address was "Problem Youth in Junior-High-School Age" (*Louisiana Schools*, November, 1957).

**Extent of Guidance Activities in the State and Personnel Involved, 1952-1958**

In 1942 there were eight full-time counselors in Louisiana (Greenleaf, 1943). In 1952 there were forty-one full-time counselors in the State. In 1942 all of the counselors were in Orleans Parish. In 1952 guidance had spread to forty-six parish and city systems. There were 174 persons who had varying amounts of time released for guidance. Of this number there were 120 in the white schools and fifty-four in the Negro schools (*Annual Report, 1952-1953*, 1953).

In the session of 1953, guidance services spread to fifty-five parishes (*Annual Report, 1953-1954*, 1954). In the 1954 session there were 112 persons with released time for counseling. Eighty-
three were in the white schools and twenty-nine in the Negro schools. Principals and teachers provided guidance services as a regular part of their duties. In addition, it was reported that "21 percent of the white high schools and 19 percent of the Negro high schools provided the services of a designated counselor with released time for counseling (Annual Report, 1954-1955, 1955).

In 1955 there were 128 counselors in the schools of the State. Sixty-five of these were full-time. The work of the counselors was supplemented by that of 488 classroom teachers who had released time for counseling with parents and students (Annual Report, 1955-1956).

The State Department of Education reported that in the session of 1956-1957, 123 persons were employed as counselors. Seventy-six of the 123 counselors were full-time. There were fifty-five teacher-counselors with some released time for counseling. Eight parishes had supervisors or directors of guidance (Annual Report, 1956-1957, 1957). The number of parish guidance supervisors had doubled in the seven years after 1949.

In the session of 1957-1958 there were 117 counselors in the State. At this time in order for the State Department of Education to list an individual as a counselor, he had to be serving full-time or be a certified counselor serving part-time. There were 112 teacher-counselors and eight parish guidance supervisors (Annual Report, 1957-1958, 1958).
The growth of guidance between 1952 and 1958 is shown in Table 3 which summarizes the information discussed on the adjacent pages.

**Individual Inventories**

Throughout this period the understanding of the child, so as to provide for individual differences, was stressed by the State Department of Education. The State Guidance Supervisor promoted the development of individual inventories to be maintained in cumulative record folders. It was recommended that the folders be kept active and significant information added throughout the student's school life. At the beginning of this period the State Department of Education reported the following as the status of the individual inventories:

Louisiana schools vary not only in the amount and kind of information compiled and assembled but also in the techniques used in securing the necessary data. However, approximately half of all the schools reporting from 63 parish and city systems indicated that they record information concerning home and family background. Health data are maintained by approximately 75 percent of all schools. Over half of the high schools have a record of the vocational and educational plans of their students. At least half the schools make use of objectives testing methods in order to analyze student strengths and weaknesses. One-third of the schools maintained a record of the special achievements of individual students. Over half of the elementary schools reported the use of anecdotal records in studying individual adjustment (Annual Report, 1952-1953, 1953:121-122).

Organized child study programs were one of the concerns of this period. It was reported that "over sixty percent of the 150 junior and senior high schools, operated separately from
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<sup>a</sup>Serving full-time or certified and serving part-time.

elementary schools, reported child study programs for the year 1952-1953" (Annual Report, 1952-1953, 1953:122). Arminda Riser, former Parish Guidance Supervisor in Caddo Parish, in discussing her work wrote:

An organized testing program and a cumulative record system were my two objectives. The testing program was to (1) assist students and (2) evaluate the curriculum. A cumulative record system was to implement the theories of the Child Study Program which was a parish-wide-in-service program for non-tenured teachers...

The superintendent and the board asked me to recommend and implement a testing program in the fall of 1952. Early spring of 1953, a committee was designated to design and develop a cumulative record. By the fall of 1953, a system was implemented (Riser, Personal Letter, July 20, 1981).

After calling attention to the importance of standardized tests in the individual cumulative records, the State Department of Education reported that in sixty-six percent of the white high schools, "standardized tests were administered and formed a part of these records. The Negro schools reported 49 percent of the schools using standardized tests" (Annual Report, 1955-1956, 1956: 126).

In examining the records of the fourteen schools included in his study, Nugent found that "a highly representative type of testing material was employed in testing programs, and test results were widely used to implement guidance services" (Nugent, 1957:194).

Although the content of the cumulative folders varied among schools, fifty-eight percent of the high schools had
individual inventories (Annual Report, 1953-1954, 1954). Nugent observed that "a fair degree of comprehensiveness was demonstrated in the variety of individual data maintained and received" (Nugent, 1957:194).

Orientation

Definitely planned orientation activities were reported by over half of the schools in the State during this period. These activities took various forms which were described as follows:

Many of the larger high schools produce student handbooks. Visits by students to sending or receiving schools or grades are common. Freshman Days and get acquainted social functions are used by many schools. In other instances, "big" brothers and sisters are assigned to help new students. All these activities help the student secure a good start and add to his feeling of well-being which in turn affects his school spirit and the quality of his work (Annual Report, 1952-1953, 1953:122).

Nugent found that pre-admission practices were limited in most schools. He also found that post-admission practices needed more emphasis than they had received. He said "the use of classroom programs, homeroom programs, and handbooks of orientation were limited in all schools, especially in the four-year senior high schools" (Nugent, 1957:195).

Group Guidance

Group guidance received a great deal of attention in Louisiana and all over the nation during this period. "The pressure of a large number of students in school," reported the State Department of Education, "and the shortage of adequately trained
counselors to work with these students have increased the need to reach students in groups" (Annual Report, 1956-1957, 1957:79).

In describing the specific activities involved in group guidance, these details were reported:

Approximately one half of our high schools devoted special attention to this area. Planning for these services was usually preceded by an inventory of student programs as the students saw them. Group guidance activities were fitted into the student's schedule in various ways. In some schools the content was integrated into regular English or social studies classes in such a manner that none of the essential skills and information were sacrificed in either. Lengthened homeroom periods or activity periods, one day weekly, were other methods of providing the necessary time (Annual Report, 1955-1956, 1956:126).

Many high schools used "Career Days" or career conferences as part of their group guidance. Others employed assembly programs, college days, films, panel discussions, and student clubs, in addition to classroom work. "The problems most frequently dealt with in these group guidance programs," reported the State Department of Education, "were improvement of personality, personal problems, study techniques, career planning, and moral and spiritual values" (Annual Report, 1955-1956, 1956:127). Nugent found that group guidance practices were usually inadequate. Group guidance was used in the vocational area most often. Homeroom programs of group guidance were found in a little over twenty percent of the schools (Nugent, 1957:153).

Counseling

Nugent's 1957 study involved thirty-six counselors. Seventeen of these served full-time, seven served more than half-
time, and ten served half-time. Exactly half were certified and thirty-one of the thirty-six held master's degrees. Considering all the types of schools, Nugent found that there was one counselor for each 884 students. For the senior high schools, the ratio was one to 1177 (Nugent, 1957).

When considering the type of students getting into counseling, Nugent found that the counselors were not initiating a sufficient number of interviews with students. Most students were referred to counselors for educational counseling, such as selection of courses or colleges. There were not enough referrals made for social-personal and vocational counseling. With the exceptions of the junior high schools and the three-year senior high schools, the teachers did very little counseling. Nugent found that almost all of the counselors had private offices, but inadequate clerical assistance. He said that "psychological and psychiatric services were surprisingly adequate considering their highly specialized nature. These services were available through parish mental health clinics and guidance centers to the students of more than three-fourths of all the schools in the study" (Nugent, 1957).

Placement

In discussing placement services in this period, the State Department of Education reported:

Placement services represent a careful plan for helping students upon separation from the school. This may result in aiding the individual to find suitable
work, plan an appropriate program for further education, or take up duties in family groups. An increasing number of schools are offering these services. Mention is made of the fine cooperation given by the State Employment Service in this important work (Annual Report, 1952-1953, 1953:123).

Nugent found placement services "fairly satisfactory" (Nugent, 1957).

**Follow-up**

The State Department of Education discussed placement and follow-up together in the 1955-1956 Annual Report. The purposes of each were given:

The placement service of a school is concerned with assisting students to take the next step in the achievement of their individual goals and objectives upon separation from school. Closely related to it are follow-up services designed to render further assistance to former students and to secure needed information useful in evaluating and improving both the instructional and guidance programs of the school.

While all of the schools made some progress in these areas, it was still largely on an incidental basis as needs arose. However, 100 high schools and all of the trade schools reported definite plans for the follow-up of students (Annual Report, 1955-1956, 1956:127).

Nugent found in the schools he surveyed that very few follow-up studies were made of all types of school-leavers. Half of the follow-up studies he found were based on the students, who went to college. He described follow-up as "incomplete or lacking" (Nugent, 1957:198).

Nugent concluded his study with the statement that "guidance programs in Louisiana are operating on a limited front, but they have a vitality and consistency which are tributes to the counselors
in the schools" (Nugent, 1957:199). He found that guidance was expanding most in the school systems whose administrators accepted "the basic philosophy of guidance" (Nugent, 1957:199).

The following are things Nugent concluded would be of benefit to the planned guidance programs: (1) the immediate employment of additional certified counselors to relieve the great shortage and to improve the student-counselor ratio; (2) greater efforts by the State Department of Education toward strengthening existing programs and initiating others and (3) launching a public relations program for educating the public and the school administrators in regard to the aims of planned guidance (Nugent, 1957).

**Status of Elementary School Guidance**

For the session of 1952-1953 a survey of guidance services in the United States was made by Arthur J. Jones and Leonard M. Miller, who reported it in *The Bulletin of the National Association of Secondary School Principals*, February, 1954. The survey showed that Louisiana had only one elementary counselor. Texas had six. No other southern states had elementary counselors (Merrill, 1968).

Janet Merrill conducted a study of the development of elementary guidance in the United States between 1940 and 1960. She wrote that because elementary guidance specialists had not been employed in the United States Office of Education, only minimal concern would have been anticipated. She pointed out that demonstration
of interest had been shown when a joint statement about elementary
guidance was made in 1954 by the Guidance and Pupil-Personnel and
Elementary Sections of the Office of Education. They proposed
that guidance specialists be employed in elementary schools and
pointed out that they were proving their value where they had
been employed (Merrill, 1968).

In Louisiana during this period the State Department of
Education reported:

Until recently the guidance movement has usually
been thought of as applying to the high school and
college levels. For this reason, there is less agreement
among educators as to just what form the guidance pro­
gram of the elementary schools should take. However,
there is agreement that in order to be effective,
guidance must be a continuous process throughout the
child's school life. Reports were received from 177
separate elementary schools. In these schools the
counseling was done by the principal and the classroom
teacher. Sixty-three percent reported the use of
individual cumulative folders, and in all cases
standardized tests formed a part of these records.

Approximately one third of the elementary schools
provided planned orientation and pre-admission services,
and 27 percent provided planned experiences in group
guidance. Thirty-seven percent of the faculties had
some definite plan for professional study of child
growth and development. Twenty-four schools reported
special faculty committees studying and planning

Professional Guidance Organizations

In 1952 there were two branches of the National Vocational
Guidance Association in Louisiana. The State Branch, which had
forty-two members and the New Orleans Branch which had forty-seven
members (Norris, 1954). In 1954 a third organization, the
Louisiana Guidance Association was organized.
The Louisiana State Branch of the National Vocational Guidance Association, NVGA, had been reorganized at a meeting at Southeastern Louisiana College in 1946, as was discussed in Chapter III. This organization consisted of members from all over southeastern Louisiana, including New Orleans. The State Branch had come into existence after the New Orleans Branch had announced its intention to dissolve and reorganize later as a section of the anticipated State Branch (Hay, 1945). The State Branch became inactive in the early 1950's. The inactive status of this organization can be judged from some of the correspondence pertaining to it. On June 20, 1955 Frank A. France, Secretary-Treasurer of the Louisiana Branch wrote Frank Sievers, Executive Secretary of the American Personnel and Guidance Association (APGA) in Washington. After listing the new officers he wrote:

Since our annual meeting, an attempt was made to locate the national charter, Branch Constitution, and By-Laws. The search was made in vain. We would appreciate your help in locating the aforementioned documents.

It would seem that the Branch is very inactive, shows little initiative, and appears to accomplish little, if anything. The Officers would like to foster greater activity on the part of this Branch, as the State representative of the American Personnel and Guidance Association. With this in mind, I would sincerely appreciate your forwarding to me a roster of eligible members (France, 1955).

The APGA national office was unsuccessful in locating the Constitution and By-Laws for the Louisiana Branch, but they sent the APGA Constitution and the Constitution and By-Laws of the New Orleans Branch. Dolly M. Ahrendt, Administrative Assistant, wrote
wishing France much success in promoting the activities of the
Louisiana Branch. To help him in securing new members, she sent
him a list of Louisiana members of NVGA with those marked that
would logically belong in the Louisiana Branch as distinguished
from the New Orleans Branch (Ahrendt, 1955a).

On November 23, 1955, Reynold D. Paganelli, President of
the State Branch, wrote APGA Executive Secretary Arthur Hitchcock
in Washington. Paganelli apologized for not forwarding a current
list of officers. He told the Secretary that time and complications
had prevented him from doing so. He continued:

The State Branch, NVGA, has turned out to be for
me and the other officers, a complicated "thing"
involving hierarchies, traditions, and conflicts.
We are in the process of taking several steps to
unify this group and enlarge its membership.

1. We are going to apply for a charter as a
branch of the APGA, retaining meanwhile our NVGA status.
This should appeal to two schismatic groups within our
State Branch who feel that the present organization is
controlled by Orleans Parish members and those who feel
"NVGA" has no appeal to them as members of the APGA...
ASCA, etc.

2. We are appealing to industrial members of the
NVGA who make up the New Orleans Branch of the NVGA and
who do not belong to the State Branch.

3. We are contacting, by first-class mail, all
parish school superintendents and high school principals
throughout the State, and seeking their aid in getting
members of their staffs to join their organization
(Paganelli, 1955).

Executive Secretary Hitchcock wrote Paganelli how reassuring
his letter was. He said in part:
I am very glad that you are taking the steps to bring this whole group—or should I say "groups"—together. I am enclosing with this letter the material on the steps to become an APGA branch and I hope very much that you will be able to go ahead with this. It appears from your letter that you and a few other key persons like you are going to be the instrumental ones in developing this broader type of organization...

I certainly am very happy that you are in the driver's seat and are taking care of things so beautifully (Hitchcock, 1955).

The New Orleans Branch of NVGA was an active organization in 1952, the beginning of the period under consideration here. A previous New Orleans Branch had dissolved in 1945. Another association which became an NVGA Branch was organized in 1949. Chapter III referred to the dissolution of the New Orleans Branch in 1945 and the reorganization of another in 1949. From the beginning, and on into this period, the aim of the 1949 organization was to attract membership representative of a broad group of guidance and personnel activities in the community. The name, New Orleans Guidance and Personnel Association, denotes this broad interest.

In February of 1952 there were fifty-two members on the active list of this organization (Grantham, 1952). The last minutes available were taken in 1954 when Harold Miller was president. In 1955, Dolly M. Ahrendt, assistant in the national office of NVGA, wrote Miller asking him to send in a complete list of current officers of the New Orleans Branch (Ahrendt, 1955b). No reply to this request was located. The "Directory of Branches" for 1957 did not list a New Orleans Branch.
(The Personnel and Guidance Journal, November 1957). Raymond Floyd, Southern University Professor, Baton Rouge, Louisiana, told the writer that he had tried unsuccessfully to join the New Orleans Branch. When he went to California to an American Personnel and Guidance Association (APGA) Convention, members were being recruited. He offered a resolution that neither APGA nor any of its branches could deny Negroes membership. He said that the resolution passed, but the New Orleans Branch disbanded (Floyd, 1981).

The New Orleans Guidance and Personnel Association met monthly with the program and business meetings on alternate months. The program subjects and arrangements appear to have been planned to give the members of the organization the opportunity for first hand experience with the various guidance and personnel programs of the city.

Some examples of programs in 1952 and 1953 included a talk by Albert Thompson of the staff of Teachers' College, Columbia University on the topic, "The Future Role of Guidance in Our Society." At another meeting, Charles Odom, Consulting Psychologist and member of the organization, spoke on "Mental Hygiene and the Place of the Professional Psychologist in the Community." He discussed the function of professional psychology in the prevention of mental problems and the part parents play in promoting the mental health of children. Earlier, when a survey of membership interests had been made, this topic was near the top.
Harold Miller, Program Chairman in 1952, was in charge of the New Orleans Vocational Guidance Service and also taught in the Loyola University Graduate School of Education. He served as moderator for a panel which he arranged on the topic, "The New Orleans Graduate Student Evaluates Guidance."

In writing to his fellow members to tell them about the panel, J. W. Prewitt, Corresponding Secretary, said that "the panelists are typically people now doing guidance work who are attaining a higher degree of professional competency. Prewitt said that the particular topics to be covered were:

1. An Evaluation of Ethics in Counselors
2. An Evaluation of a Placement Program for Secondary Schools
3. An Evaluation of the Ratio of Students to Counselors.

The panelists included the Reverend Elwood Paul Hecker, S. J., Counselor, Jesuit High School; Rosemarie Dalferes, Professional Counselor; Raymond A. Mix, Professional Counselor; Mildred Lee Ruhlman, Counselor, Fortier High School and Arnold W. Kuss, Counselor, Fortier High School (Prewitt, 1952).

Other program topics included "Are New Orleans Salaries Below National Standards?" and "Which Way is New Orleans Heading?"

One of the long range projects of this organization was the development of a Guide to Educational Facilities Available in the Greater New Orleans Area. This guide was compiled by the New Orleans Guidance and Personnel Association in 1952, but had not

The Louisiana Guidance Association was organized in November 1954. The original charter was signed by thirty-four people, some of whom were: Margaret Colvin, Marjorie Longsdorf, Mildred Scott, Agnes Shaw, Hazel Shivley, Amy St. Germain, Alma Lufcy, H. S. Bankston, Lucille Bond, Ray Miles, Marguerite Dunn, E. J. Garland, Jr., Leon C. Spears, and Ruth D. Fulham. All of these people were working in school counseling, with the exception of H. S. Bankston who worked in the related field of mental health in the State Department of Education. It appears that it took a combination of mental health workers and guidance counselors to have enough people to have a meeting to form an organization. The beginning of the Louisiana Guidance Association is described in a personal note from Marjorie Longsdorf to M. Elizabeth Taylor, Executive Secretary of the organization. Longsdorf wrote:

Mrs. Colvin came to the State Department in 1950. She was eager to get an organization going. There was an NVGA organization in the State which was almost defunct. She asked me to help her. The story of our struggles toward that end was painful then, but I can laugh at it now. At any rate we felt ready to organize when LEA (LTA now) met in Lafayette...

[Reference is made to the Louisiana Education Association which changed its name to the Louisiana Teachers' Association.]

As we were meeting and talking about what we would do Hubert Bankston, who was also with the State Department of Education, and who had sponsored a Mental Health group (now special education) came from across the hall where his group was meeting and asked if we could not combine forces. His group, too, was almost defunct and they didn't know where to go. So combine
forces "on paper" we did. While I am sure there were other school counselors whose names I cannot recall, I suspect that some of those names in the 34 were from this Mental Health group and we did not see them again, for the organization was definitely a school counselor's group from then on. I can assure you my year 1954-55 as president had real history previously (Longsdorf, 1969).

The Louisiana Guidance Association united in one group people engaged in guidance at the elementary, secondary, and post-secondary levels. It included members from both public and private institutions.

Inasmuch as the Louisiana Guidance Association was an affiliate of the teachers' organization, it met as a sectional group of the teachers' convention in November each year. Outstanding speakers and panels on guidance were arranged. There was also a spring meeting usually in March each year.

The first president of the Louisiana Guidance Association was Marjorie Longsdorf, counselor at Baton Rouge High School, Baton Rouge, Louisiana. At the time of her election Longsdorf had taught sixteen years and had been a high school counselor four years. In addition, she had taught counseling courses in summer school at Louisiana State University for the several summers previous to her election. She had received a master's degree in guidance from Louisiana State University in 1950. In addition to teaching and counseling Longsdorf had been educational director at Methodist churches (Longsdorf, 1981).
Chapter V

DEVELOPMENT OF LOUISIANA PUBLIC SCHOOL GUIDANCE, 1958-1972

Legislation Affecting Guidance

The laws passed by Congress in this period had a tremendous effect on all phases of guidance. Colleges and universities expanded their course offerings. Large numbers of counselors became professionally qualified. More schools established guidance services. Elementary guidance was advanced. Counseling in vocational schools increased. Greater attention was given to special groups, such as the disadvantaged.

National Defense Education Act of 1958, (Public Law 85-864)

On September 2, 1958, President Eisenhower signed Public Law 85-864, the National Defense Education Act. Some writers attribute the passage of this Act to the success of the Russian space program. Another view is that the action was "at least partially as a result of the U.S.S.R.'s launching of Sputnik I" (Herr and Cramer, 1972:6). In discussing the role of the Federal government in supporting guidance, Shertzer and Stone said that "the passage of the National Defense Education Act of 1958 and its subsequent extensions probably have been the greatest stimulation the field has ever experienced" (Shertzer and Stone, 1976:46).

Title V of the Act was composed of Part A, Guidance, Counseling, and Testing to Identify and Encourage Able Students and
Part B, Counseling and Guidance Training Institutes. Part A of Title V authorized annual appropriations of $15,000,000 for each of four years beginning with fiscal 1959 (Public Law 85-864, Sec. 501, 72 Stat., 1958). Part B authorized an appropriation of $6,250,000 for the fiscal year ending June 30, 1959 and $7,250,000 for each of the three succeeding fiscal years (Public Law 85-864, Sec. 511, 72 Stat., 1958).

The Office of Education defined the purposes of the two parts under Title V of the Act as follows:

Part A, State Programs

To provide financial assistance to the States to establish and maintain (1) a testing program in secondary schools to identify students with outstanding aptitudes and ability and (2) a program of guidance and counseling in the public secondary schools to encourage students to complete their secondary school education in preparation for their entrance into institutions of higher education and to enter such institutions (U. S. Department of Health, Education, and Welfare, 1961:17).

Part B, Counseling and Guidance Training Institutes

To arrange by contract with institutions of higher education for the operation by them of short-term or regular-session institutes for training to improve the qualification of personnel engaged in counseling and guidance of students in secondary schools, or teachers in such schools preparing to engage in such counseling or guidance (U. S. Department of Health, Education, and Welfare, Office of Education, 1961:20).

Louisiana programs of testing, guidance, and counseling were carried out under the provisions of the National Defense Education Act until Title V-A was terminated June 30, 1970. After this date support was provided through Title III of the Elementary and Secondary Education Act (The Guidepost, Fall 1970). The State
Testing Program and the State Guidance and Counseling Program

are described in a later section of this chapter.

**Vocational Education of 1963, (Public Law 88-210)**

The Vocational Education Act of 1963 was passed by Congress December 18, 1963. The Act described its purposes, in part, in these words:

> It is the purpose of this part to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State...will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training (Public Law 88-210, Sec. 1, 77 Stat., 1963:403).

In a report prepared for the 1964 "October Conference" at Louisiana State University, it was explained that the Vocational Act of 1963 provided $118.3 for the then current fiscal year. The amount was in addition to the regular appropriations for vocational education under the Smith-Hughes, George-Barden, and National Defense Education Acts. The report continued:

> Louisiana's share of the new money is $2,397,000.00, which must be used to reshape existing programs and to develop new vocational programs in the light of current and projected manpower needs and opportunities. It covers all persons at all levels who require training for job entry or help in making job progress. Only those whose training objective is a college degree are excluded...
To assure timely job outlook information, that Act provides for a written agreement with the Division of Employment Security. It is the function of this agency to make job and employment studies which are necessary for use in developing job training programs (Mondart and Terry, 1964:51-52).

The Vocational Education Act of 1963 provided that vocational guidance and counseling personnel and services necessary to carry out the purposes of the Act would be provided to the extent necessary to:

1. Enable counselors to identify and encourage the enrollment of individuals needing vocational education

2. Provide the individuals with information necessary for realistic vocational planning

3. Assist students in pursuing their plans

4. Aid in vocational placement

5. Conduct follow-up procedures to determine the effectiveness of the vocational instruction and the guidance and counseling program (Mondart and Terry, 1964:54-55).

Under the Vocational Education Act of 1963 counselors in schools having vocational programs were eligible to participate in an extended vocational guidance program during the month of June. They were paid an extra month's salary from vocational funds. The Louisiana State Department of Education gave these instructions in regard to how the funds were to be used:

Even though an extra month's salary in the summer will be paid with vocational funds, it is emphasized that the various activities relevant to the program will be carried on throughout the year. The extra month during the summer may be utilized to complete surveys started during the year, compile results of follow-up studies, attend in-service workshops, etc. This month
will, in no case, be utilized to make out schedules for the following year (Eubanks, Circular Letter D-91, December 20, 1965).

The Vocational Education Act of 1963 provided for the establishment of an Advisory Council on Vocational Education. Its purpose was to review operations under the Act and make recommendations for improvement (Public Law 88-210, Sec. 12, 77 Stat., 1963). Richard L. Christie, who made a study of the role of the Federal government in the guidance movement, said in this connection:

After the Vocational Education Act had been in actual operation for two years, in 1967, the Advisory Council met and decided on changes to be made in it. It was felt that the original legislation had been too traditional in its approach, and that what was needed instead of trade and agricultural training was training for the new technological skills, such as computer skills, which cannot be learned on the job but require extensive schooling. The Council also felt that traditional vocational education lacked sensitivity about the needs of special groups in the population such as minorities and drop-outs. To counter these difficulties, the Council recommended curriculum changes in vocational education from kindergarten to post-high school education. It also recommended the re-introduction of guidance as vocational guidance (Christie, 1974:214).

The Vocational Education Amendments of 1968 incorporated the recommended changes. In reference to the 1968 amendments Christie said:

The Amendments Act was then, in a certain sense more significant than the original Act since it set out to explore uncharted ground. It is significant in another sense as well for it was the Amendments Act which spurred into being the concept of career education in the Office of Education (Christie, 1974:214-215).

Office, Christie said, "In 1972, the federal government invested nine million dollars in the 'operational interpretation' of career education. This money was distributed to states which were to develop at least one career education project which would include guidance" (Christie, 1974:215).

**National Defense Education Act Amendments (Public Law 88-665)**

In 1964 the National Defense Education Act of 1958 was amended to provide financial support to elementary school guidance. Title V-A was amended to provide for the extension of the program to all public elementary schools, junior colleges, and public technical institutions (Public Law 88-665, Sec. 502, 78 Stat., 1964).

The funds provided by this Act were used to develop elementary school guidance in Louisiana. These efforts are discussed later in this chapter under the section "Elementary Guidance Demonstration Projects".

**Elementary and Secondary Education Act of 1965 (Public Law 89-10)**

This law was signed by President Johnson April 11, 1965. When the bill was passed Albert L. Alford, who was a specialist in public finance and school support in the Office of Education said:

The basic aim of this legislation is to equalize educational opportunities and to assure that every child can develop to his or her inherent mental capacity. While the bulk of funds (over $1 billion out of approximately $1.3 billion) will be devoted to the special needs of educationally deprived children from low-income families, many benefits will accrue directly to the education of all children through improved textbook and
library resources, supplemental services, new techniques, and knowledge resulting from enhanced research activities and improved educational leadership (Alford, 1965:483).

Title I provided for "Financial Assistance to Local Educational Agencies for the Education of Children of Low-Income Families"...(Public Law 89-10, Sec. 2, 79 Stat., 1965:27). Title III provided for "Supplementary Educational Centers and Services" (Public Law 89-10, Sec. 301, 79 Stat., 1965:39). Funds under these titles were available as grants for local projects in which guidance services could be included. The Guidance Section of the State Department of Education offered assistance to schools in making applications for the grants (Louisiana State Department of Education, Bulletin 1192, 1971).

Guidance Activities in the State Department of Education

The Louisiana Plan for Guidance Counseling and Testing

If a state wanted to participate in the benefits of the National Defense Education Act of 1958 it was required to submit a state plan to the United States Commissioner of Education. A. E. Robinson, Assistant Superintendent for Vocational Education, in the Louisiana Department of Education, explained in a talk to the Twenty-sixth October Conference in 1959:

It was not until the middle of December of last year that instructions were received by the states for a procedure to follow in applying for federal funds. It was necessary that we prepare a State Plan, have it approved by the State Board of Education, and submit it to the U. S. Office of Education for approval. The work at the State level was completed in the latter part of December, 1958, and the Plan was submitted to
Washington on the 29th of that month. We did not get approval of the Plan until about the middle of March of this year. The delay in getting the program started seriously affected the results during the first year of operation (Robinson, 1959).

On March 13, 1959 the Louisiana Plan for Guidance, Counseling and Testing was sent to the parish and city superintendents. With the Plan was a list of approved tests and a statement to participating school systems.

In connection with the Plan, it was stipulated that tests for which reimbursement was requested had to be selected from those approved by the State Department of Education. School systems were reminded that the Plan provided that "guidance and counseling services shall be made available by certified counselors, to students tested under this program and that the number of students for any one counselor shall not exceed four hundred students" (Jackson, Circular Letter 4423, Attachment 4, March 13, 1959).

Reorganization of the Guidance Division

Margaret P. Colvin, the Guidance Supervisor, resigned July 31, 1958 after approximately eight years service in the job. She retired to her home in Shreveport, but she occasionally returned to Baton Rouge to assist with the guidance correspondence prior to the appointment of a replacement for her (Eubanks, Personal Statement, December 29, 1981).

Carroll W. Eubanks was appointed Consultant in Guidance on August 24, 1959 (Van Lloyd, Personal Statement, April 22, 1981). He was named Consultant in Guidance during the school session of
1959 (Annual Report, 1958-1959, 1959:x). The following year he was named Supervisor of Guidance (Annual Report, 1959-1960, 1960:xi). A few years later he was named Director which position he held until he resigned in 1968. During the session of 1966-1967, Eubanks took a leave of absence to work as a consultant for Gulf South Research Institute in Baton Rouge. While he was away, Philip Coco, who had joined the Section in 1964 and who was Assistant Director, served as Acting Director. Upon Eubanks’ return Coco resumed his work as Assistant Director of Guidance Services until Eubanks resigned in 1968 to become Head of the Psychology Department and Professor of Counselor Education at Nicholls State College at Thibodaux, Louisiana. Again Coco served as Acting Director of Guidance Services until he resigned in 1969 to take a position as Assistant Professor of Education at Southeastern Louisiana University at Hammond, Louisiana (Taylor, 1969).

Ralph Morel, who had been a supervisor in the guidance section since 1964, became Director upon the resignation of Philip Coco. Morel remained Director until he was terminated on June 19, 1972, after a change in state administration (Morel, Personal Statement, January 29, 1982).

Background and Accomplishments of Division Directors

Caroll W. Eubanks, the third head of the guidance section in the State Department of Education, was born at Jena, Louisiana in LaSalle Parish. He received a B.S. degree in vocational agriculture from Southwestern Louisiana Institute at Lafayette in
1943. In 1949 he received a Master of Science degree in vocational education and in 1959, a Ph.D. degree in guidance and vocational education with a minor in psychology. Both of his graduate degrees were from Louisiana State University. Before joining the State Department of Education, Eubanks taught, counseled, and served as principal in the elementary and secondary schools of Washington, Catahoula and Calcasieu Parishes. He was an assistant county agent at Oak Grove, Louisiana. While a graduate student, he taught adult education part-time. From 1943 to 1945 he served in the United States Marine Corps, chiefly in administrative work.

When Eubanks was appointed as a consultant in the guidance section of the State Department of Education in 1959, there had been no staff in that section for approximately a year. Organizing the section for its normal work and launching the National Defense Education Act (NDEA) program were his immediate concerns. He traveled over the state explaining the NDEA program, promoting counselor education and arranging workshops (Personal Scrapbook of Caroll Eubanks). He continued to issue "The Guidepost" on a quarterly basis. His writings were discussed in the section on research and writings in this period. The tenure of Eubanks from 1959 to 1968 was a period of rapid program growth, made possible largely by a succession of national legislation to accelerate guidance and counseling activities.

Philip Coco served twice, for brief periods, as Acting Director of Guidance in the State Department of Education. He was
a native of Moreauville, Louisiana. He received an undergraduate degree in elementary education from Southwestern Louisiana Institute in 1955 and a master's degree in counseling and guidance from Louisiana Tech University. He had seven years experience as a counselor and two years military service (Philip Coco, Personal Letter, February 16, 1982). He was a participant in the Counseling and Guidance Training Institute sponsored under the National Defense Education Act and held at Louisiana State University in 1959 (Helmick, 1959).

Ralph Morel was the fourth director of guidance in the State Department of Education. He is a native of Convent, Louisiana, in St. James Parish. He received an undergraduate degree from Louisiana State University in 1956. He majored in education and psychology. In 1959 he received a Master of Education degree in guidance and counseling from Louisiana State University.

Morel studied and worked with Robert Carkhuff, psychotherapist, for a year. He spent four years in naval aviation, including a year of guidance related work. He was a teacher three years and a senior high school counselor one year.


When Morel was appointed Director of Guidance the following notice appeared in the Louisiana Guidance Association Newsletter:
Congratulations!! Ralph Morel is our new Director of Guidance. We are expecting big things from the State Department under Ralph's leadership. Our 799 counselors throughout the state offer their support and best wishes (Taylor, 1969).

During Morel's tenure the improvement of counseling techniques was emphasized. Robert Carkuff and George Gazda, both of whom worked with small groups, were brought to the State for conferences. Under Morel's leadership the State Department of Education continued to promote elementary guidance and the certification of elementary counselors.

Cooperative Arrangements for Placement of Youth Between Schools and Employment Service

In the 1960's there was a national effort to get high school drop-outs back in school. In accord with this effort, the State Department of Education made an arrangement with the State Employment Security Division "whereby drop-outs and potential drop-outs would receive counseling and testing services as well as possible placement" (Jones, 1963).

An excerpt from a letter to counselors in The Guidepost in regard to the assistance of the Employment Service with drop-outs follows:

We have completed arrangements with this agency for the referral of known drop-outs to their local offices for assistance. Copies of the referral card and procedure for carrying out this program will be transmitted to all counselors. We believe considerable benefits will be derived from this arrangement as frequently the advice given by the labor oriented agency counselors will convince drop-outs to stay in school or to continue their educational training. The counselors, as a general practice,
do not discuss job opportunities with drop-outs until all additional educational possibilities have been thoroughly explored... (Eubanks, 1962a:1).

After the agreement was put into effect, a report was made annually on the school drop-out in Louisiana. The 1963-1964 report prepared by Wallace L. Jones, Jr., Assistant Director of School Attendance, in the State Department of Education, showed that 553 students were referred by the schools to Employment Security offices. Of these, Employment Security offices counseled 374 and obtained jobs for 125. Jones considered that the small number employed was some indication of the difficulty of securing a job without a high school diploma. He said that it was interesting to note that 553 students referred for employment was comparatively a small number when one considered that 2,693 students gave as their reason for leaving school "to seek or accept employment" (Jones 1964:21). A representation of the 1963-1964 activity discussed above was shown in Table 4, Referrals to Area Offices, Division of Employment Security.

Counselor Certification

In September 1958 a survey of guidance personnel in the parish and city school systems was made. In reporting the results of this survey, A. E. Robinson said:

Sixty-two of the sixty-seven parish school systems answered the questionnaire, and thirty-eight of them or a little more than 60 percent, reported that no certified guidance counselor was employed in the entire school system. Twenty-four school systems, or slightly less than 40 percent, reported that they had some certified guidance personnel employed, but that the
Table 4
Referrals to Area Offices, Division of Employment Security

<table>
<thead>
<tr>
<th>1. Dropouts referred:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. By school authorities</td>
<td>553</td>
</tr>
<tr>
<td>Actually reported to area offices</td>
<td>140</td>
</tr>
<tr>
<td>b. Self-referred</td>
<td>437</td>
</tr>
<tr>
<td>Total number registered with Employment Security</td>
<td>577</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Services rendered:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Counseled</td>
<td>374</td>
</tr>
<tr>
<td>b. Placed in jobs</td>
<td>125</td>
</tr>
<tr>
<td>c. Decided to continue schooling</td>
<td>83</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Grade Placement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12th</td>
<td>39</td>
</tr>
<tr>
<td>11th</td>
<td>134</td>
</tr>
<tr>
<td>10th</td>
<td>161</td>
</tr>
<tr>
<td>9th and under</td>
<td>243</td>
</tr>
<tr>
<td>Total</td>
<td>577</td>
</tr>
</tbody>
</table>

| 4. Referred but under 16 years and not eligible for employment | 27   |

majority of the counselors were not fully certified and were not devoting their full time to testing, guidance, and counseling (Robinson, 1959:35).

The State Department of Education in the Annual Report of 1958-1959 suggested that a qualified counselor be added to each school staff. In addition, it suggested further that if no position for guidance were provided, that "a member of the staff with a particular interest and aptitude in guidance be encouraged to take additional training (Annual Report, 1958-1959, 1959:91).

In 1960 the Southern Association of Colleges and Schools expanded the criteria pertaining to guidance to include a standard pertaining to counselor qualifications. The number of hours of professional training specified was twelve, which was less than the Louisiana certification standards of 1952. However, there was an added standard that required that "schools enrolling as many as 500 pupils must provide the services of the equivalent of one full-time professionally trained counselor" (Proceedings of the Sixty-Fifth Annual Meeting of the Southern Association of Colleges and Secondary Schools, 1960:274).

On February 2, 1960, the State Board of Education shortened the length of time allowed for serving under a provisional certificate from three years to one year. Prior to this time a counselor who lacked the special course requirements for certification was allowed three years in which to complete the required courses. The new standards allowed renewal of the one-year authorization upon completion of six additional semester hours of the required work.
In guidance. In writing the parish superintendents about this change, Eubanks said:

This is brought to your attention so that you can make plans to meet the provisions of the Louisiana State Plan for Guidance under Title V-A of the National Defense Education Act which requires that certified or provisionally certified counselors be provided in participating schools (Eubanks, Circular Letter 4674, May 29, 1961).

Later that same year, Eubanks wrote the field again about the connection between certified counselors and the requirements of the National Defense Education Act. He said:

In making application for the use of funds allotted your school system during the 1961-1962 school year, please ascertain that certified counselor personnel is available to provide one such counselor for each 400 students to be included in the testing program. This matter will be checked with the Certification Section in the State Department of Education in considering all applications (Eubanks, Circular Letter 4725, October 30, 1961).

The 1964 revision in the guidance counselor certification requirements was not a basic change. Whereas the experience requirements were formerly three years of successful experience as a teacher, counselor, supervisor, and/or administrator, the 1964 revision wording was "must have had at least three years of successful teaching experience at the level or in the field of certification" (Louisiana Department of Education, Bulletin 746, 1964:25).

In 1971 standards for the certification of elementary counselors went into effect. In brief, the applicant had to hold a valid Louisiana elementary certificate and have three years
successful experience at the elementary level. In addition he had to have a master's degree. His graduate training must have included twenty-one hours from seven basic areas. Requests for certification had to be accompanied by a recommendation from the institution where the graduate work was done (Louisiana Department of Education, Bulletin 746, 1971).

The certification requirements for secondary school counselors were made more stringent in 1971. Briefly, the valid Louisiana teaching certificate required was limited to a secondary certificate. Substitution of one year of accumulated occupational experience could be substituted for one of the three years experience at the secondary level. A master's degree remained a requirement, but the number of hours of professional courses was increased from fifteen to twenty-one. Applicants for certification had to be recommended by the institution where the graduate courses were taken (Louisiana Department of Education, Bulletin 746, 1971).

Guidance Training for School Personnel

The period beginning with the school year 1959-1960 and ending with the year 1968-1969 was marked by greatly accelerated growth in the professional training of counselors. This increased interest in professional training was generated, mainly, by National Defense Education Act institutes held at various colleges and universities over the country.
College and University Courses

Prior to 1958, only two public colleges in the state offered counselor training leading to a master's degree and certification. These institutions were Louisiana State University and Northwestern State College. Table 5, Counselor Education in Colleges and Universities of Louisiana, shows when the colleges and universities began offering graduate training leading to a master's and/or a doctor's degree in guidance. In addition, Table 5 shows when and in what department the various colleges first offered a course in guidance at either, the graduate or undergraduate level.

Xavier University a private college in New Orleans was not listed inasmuch as that school did not respond to the questionnaire. However, it is known that Xavier did offer graduate work in guidance. In 1964 the University announced the availability of a limited number of assistantships, fellowships, and scholarships open to graduate students working toward a master's degree in guidance and counseling (McDaniels, 1964).

During this period, Tulane University also announced the availability of fellowships and scholarships for graduate students working toward a master's degree in "school guidance and counseling" (Kress and Janicke, 1966:530). Table 5 does not show when Tulane University began to offer a master's degree in guidance. A paragraph from a letter gives interesting confirmation of the difficulty in tracing course offerings. Linda H. Poe, Assistant Archivist at Tulane University wrote:
Table 5
Counselor Education in Colleges and Universities of Louisiana

<table>
<thead>
<tr>
<th>Name of College or University</th>
<th>First Year Guidance Offered (1)</th>
<th>Dept. in Which Guidance First Offered (2)</th>
<th>First Year Master's Degree Offered (3)</th>
<th>First Year Doctoral Degree Offered (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grambling State University</td>
<td>1956</td>
<td>Education</td>
<td>1974</td>
<td></td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>1926</td>
<td>Extension</td>
<td>1936</td>
<td>1954</td>
</tr>
<tr>
<td>Louisiana Tech. University</td>
<td>1964</td>
<td>Education</td>
<td>1964</td>
<td></td>
</tr>
<tr>
<td>Loyola University of N. O.</td>
<td>1927</td>
<td>Education</td>
<td>1951</td>
<td></td>
</tr>
<tr>
<td>McNeese State University</td>
<td>1960</td>
<td>Special Services</td>
<td>1960</td>
<td>1968</td>
</tr>
<tr>
<td>Nicholls State University</td>
<td>1966</td>
<td>Psychology and Counselor Ed.</td>
<td>1966</td>
<td></td>
</tr>
<tr>
<td>Northeast State University</td>
<td>1964</td>
<td>Education</td>
<td>1970</td>
<td></td>
</tr>
<tr>
<td>Northwestern State University</td>
<td>1929</td>
<td>Education</td>
<td>1955</td>
<td></td>
</tr>
<tr>
<td>Southeastern State University</td>
<td>1950</td>
<td>Education</td>
<td>1966</td>
<td></td>
</tr>
<tr>
<td>Southern University, B. R.</td>
<td>1967</td>
<td>Counselor Ed.</td>
<td>1967</td>
<td></td>
</tr>
<tr>
<td>Tulane University</td>
<td>1925</td>
<td>Extension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of New Orleans</td>
<td>1966</td>
<td>El. and Sec. Ed.</td>
<td>1966</td>
<td>1976</td>
</tr>
<tr>
<td>University of Southwestern</td>
<td>1943</td>
<td>Psychology</td>
<td>1971</td>
<td></td>
</tr>
</tbody>
</table>
Table 5 (continued)

Sources:  
Line 2, Col. 2: University Bulletin, Louisiana State University, 1927:150.  
Line 2, Col. 4: Louisiana Schools, April, 1936:26.  
Line 11, Col. 2: The Tulane University of New Orleans, Announcement of Extension Courses for the Training of Social Workers for the Session 1925-26 [1925].  
Other Information from Responses to March 1981 Questionnaires to Colleges.
It is hard to say which department or division of the university offered the degrees, as you will see by reading the xeroxed pages I have also enclosed which give an account of the confused history of courses for teachers offered at Tulane (Poe, Personal Letter, March 2, 1982).

By the end of the period covered by this study, session of 1971-1972, ten public and three private colleges in Louisiana had offered the master's degree in guidance and counseling. Louisiana State University and McNeese State University at Lake Charles, Louisiana offered doctoral degrees.

During this period summer school classes in guidance afforded many teachers and counselors opportunities to complete courses required for certification. C. W. Eubanks, in speaking of the summer of 1960 wrote:

It has been a rather busy summer for most of us. A great many of our counselors have spent most of their summer attending school either here or in other states...

The guidance movement will advance only as rapidly as we have fully qualified people ready to give professional leadership. It is encouraging to see the progress that we have made in this direction the past year. Let's continue to prepare ourselves for the work ahead (Eubanks, 1960b:1).

Guidance Institutes under NDEA, Title V-B

The purpose of the institute program was to help meet the urgent need for more and better trained guidance counselors. The regular-session institutes were ordinarily designed to qualify secondary school teachers who were preparing themselves for guidance and counseling responsibilities. Louisiana did not have a regular-session institute, however, many Louisiana teachers attended academic
year institutes in other states. Between the fiscal years 1959 and 1963, twenty-seven students from Louisiana were enrolled in academic year institutes in other states (U. S. Department of Health, Education, and Welfare, 1964). Fred M. Smith, present Director of the Graduate Division of Education, at Louisiana State University, was selected for the first academic year institute at the University of Michigan. Upon completing the 1959-1960 session there, he was certified as a guidance counselor in 1960 (Smith, Personal Statement, April 22, 1981). The last session, 1968-1969, that academic year institutes were held, Fair King, present Guidance Supervisor in the State Department of Education, was selected to participate in an academic-year institute directed by Edward C. Roeber at Indiana State University (King, Personal Statement, December 16, 1981). These examples are given to illustrate that Louisiana teachers were represented from the beginning to the end of the academic year institutes.

The short-term institutes were usually designed for secondary school personnel who were already doing counseling and guidance work. There were three such institutes in Louisiana. The first and second were held at Louisiana State University in the summers of 1959 and 1960 (Helmick, Personal Statement, March 28, 1976). The third was held at Northwestern State College in the summer of 1961 (U. S. Department of Health, Education, and Welfare, 1963). Louisiana counselors attended short-term institutes all over the United States. For example, in the summer of 1962 thirteen
Louisiana counselors attended institutes at eleven different colleges and universities (The Guidepost, October, 1963).

Russell E. Helmick, Professor of Education and Counselor Trainer at Louisiana State University was the Director of both the 1959 and 1960 institutes there. In his report Helmick said that "the Institute was intended to speed up the supply of certified counselors for Louisiana and surrounding states". He stated further that "emphasis was on the improvement of professional competence of counselors to identify able students and to provide appropriate educational and career information to this end" (Helmick, 1959:18).

Part B of Title V of the National Defense Education Act provided institute stipends for persons engaged in, or preparing to engage in, guidance activities. A report on the Act explained that "an enrollee from a public secondary school, upon application, will receive a stipend of $75 a week, plus $15 a week for each dependent, during the period of his attendance" (Carlson, 1959:15).

For the 1959 Institute at Louisiana State University the cost of payments to the fifty-two enrollees amounted to $46,020 (Helmick, 1959:8).

In both institutes at Louisiana State University students of high academic aptitude from Baton Rouge High School were used as subjects for counseling and testing. In speaking of the practicum, Helmick said that it "proved stimulating and effective". He said further that "most certainly, the practicum was the best motivation provided for Institute enrollees" (Helmick, 1959:23).
In the summer of 1960, the second short-term institute held at Louisiana State University was also under the direction of Russell E. Helmick. In this group there were thirty-four participants from Louisiana and eleven from other states (The Guidepost, September, 1960).

The Northwestern State College Institute of 1961 was under the direction of Raymond A. McCoy, Chairman of the Department of Educational Psychology and Guidance. This institute was attended by thirty counselor trainees (U. S. Department of Health, Education, and Welfare, 1963).

In September 1965, the guidance section staff of the State Department of Education planned to "work to secure guidance and counseling institutes in Louisiana for 1965-1966" (The Guidepost, September 1965:2). However this goal was not realized. The 1961 Institute at Northwestern State College at Natchitoches was the last held in the State.

Research and Writings in Guidance

During the period 1958-1972, there were numerous studies and several surveys of guidance in Louisiana. Louisiana Schools, the official journal of the Louisiana Teachers Association, frequently published articles on guidance. The Louisiana Guidance Association Newsletter and later, the Cajun Counselor, to which the name was changed, served to distribute news of the state counselor organization.
Among the writings for which the State Department of Education was wholly or partly responsible were:

**The Guidepost.** This was a periodical issued by the Guidance Section of the State Department of Education. It was first mentioned in the State Superintendent's *Annual Report of 1951-1952*. The earliest copy located was dated November 1959. It continued to be issued throughout this period. It was usually quarterly and it gave information and news of interest to counselors.

**Louisiana Health Careers.** This undated publication was prepared by C. W. Eubanks in the 1960's.

**Guidance Services in Louisiana, Bulletin No. 969, 1962.** C. W. Eubanks, who prepared this handbook said of it, "Many people in the State gave generously of their time in its development. Some of these were Helen Brown, Margaret Colvin, Billy Hartt, Russell Helmick, Alma Lufcy, Ray Miles, Harold Perry, Mildred Scott and Fabia Thomas." He also said that he hoped it would assist in the development of guidance services in the schools (Eubanks, 1962:1).

**Non-Collegiate Areas of Training Opportunities in Louisiana.** This booklet was prepared by two graduate students, Comiel Kendall and Frances Myers, at Northwestern State College. It was edited by Raymond McCoy, Counselor Educator at that institution, and C. W. Eubanks of the State Department of Education. The publication date was 1964.

**A Status Study of Guidance Services in Louisiana Public Schools, 1965-1966.** This study was released as Bulletin No. 1065 of the State Department of Education in 1966.

**Career Guides for Louisiana Students.** Louisiana Department of Education, 1966.

**Initiating Guidance Services in the Elementary School.** This publication was prepared by C. W. Eubanks in 1968 and recommended for use by faculties preparing to organize elementary guidance services (The Guidepost, April 1968).
The Growth of Guidance Services in Louisiana Schools. This bulletin was prepared by Ralph Morel, Director of the Guidance Section, as Bulletin 1164 of the State Department of Education in the fall of 1969.

The Role of the Guidance Section in Providing Guidance Services. This bulletin was prepared by Ralph Morel, Director of the Guidance Section. It was released as Bulletin 1165 of the State Department of Education in the fall of 1969.

A Report on a Survey of Guidance Services in the Public Schools of Louisiana, 1968-1969. This study was done by the Guidance Section of the State Department of Education under the direction of Ralph Morel. It was released as Bulletin 1166 in 1969.

A Guide to Personal Exploration Through Group Guidance, K-12. Bulletin 1178 was prepared by graduate students at Louisiana Tech University at Ruston, Louisiana in a workshop on group guidance. It was done in cooperation with the Guidance Section of the Louisiana State Department of Education in 1970.

Elementary School Guidance in Louisiana, Bulletin 1169 of the State Department of Education, 1970. This was largely a pictorial publication. The brochure was an illustrated explanation of elementary guidance in the State. Hattie Whittington of the State Guidance Staff developed the bulletin.

Guidance Services for Children, Bulletin 1192 of the State Department of Education. This handbook was written to help elementary schools develop, maintain, and evaluate their guidance programs. It was issued in 1971.


During this period there were two doctoral dissertations at Louisiana State University which were directly related to school guidance. They were as follows:
Smith, Fred M. "The Relationship Between Certain Background Factors of Graduate Students and Academic Achievement in the Graduate School of Louisiana State University," 1962.


The above listing of guidance-related writings is not exhaustive. Only Louisiana State University dissertations were included. No master's theses were listed, nor were periodical articles on guidance.

Conferences, Short Courses and Workshops

A large number of conferences, short courses and workshops were held during this period. For the sake of clarity and brevity, the major meetings were arranged in Table 6.

Extent of Guidance Activities in the State and the Personnel Involved

There was rapid expansion in almost all aspects of guidance in the period 1958 to 1972. In Chapter IV the influence of the Southern Association of Colleges and Secondary Schools was mentioned. This Association raised the standards pertaining to guidance in 1960 (Proceedings, Southern Association Colleges and Secondary Schools, 1960). The desire of schools to maintain or obtain accreditation caused administrators to encourage counselors and teachers to seek certification through further graduate training. In addition to the influence of the accreditation standards in this
<table>
<thead>
<tr>
<th>Name of Conference</th>
<th>Sponsoring Agencies</th>
<th>Director (D)</th>
<th>Consultant (C)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Guidance Conference, La. State University, June 1958</td>
<td>LSU, College of Education</td>
<td>C: E. G. Kennedy, Dir. of Guidance Services, Kansas State Teachers' College</td>
<td></td>
<td>Conference Theme: &quot;Counseling, Guidance, and Personnel Services&quot;</td>
</tr>
<tr>
<td>Third Annual Conference at Louisiana State University, Baton Rouge, La., Feb. 5-6, 1959</td>
<td>La. Committee of Commission on Secondary Schools of Southern Assoc. Colleges and Secondary Schools</td>
<td></td>
<td></td>
<td>One of the program topics: &quot;NDEA and Its Implications on Education in Louisiana&quot;</td>
</tr>
<tr>
<td>Twenty-Sixth Annual October Conference, Louisiana State University, Oct. 30-31, 1959</td>
<td>College of Education of La. State University and State Dept. of Education</td>
<td>C: Superintendent M. J. Isreal, Bogalusa City Schools, Bogalusa, La.</td>
<td></td>
<td>Theme: &quot;Improving and Enriching the Educational Program Through Guidance and Personnel Services&quot;</td>
</tr>
<tr>
<td>Name of Conference, Short Course, or Workshop</td>
<td>Sponsoring Agencies</td>
<td>Director (D) Consultant (C)</td>
<td>Remarks</td>
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<tr>
<td>One-Day Guidance Conference, Francis T. Nicholls College, Thibodaux, La., Summer 1960</td>
<td>Francis T. Nicholls College and State Dept. of Education</td>
<td>D: C. D. Farrar of the Nicholls faculty</td>
<td>Participants were guidance counselors, teachers, and interested students</td>
<td></td>
</tr>
<tr>
<td>Area Guidance Conference, Nicholls State College, Thibodaux, La., March 13, 1962</td>
<td>Nicholls State College and State Dept. of Education</td>
<td>C: Michael Segura, Director Terrebonne Guidance Center, C: Clyde Redmond, Area Voc. Rehab. Counselor; C: Carl Durkee, Director, Special Education Center, Nicholls State College</td>
<td>Counselors heard discussion of referral sources by representatives of various agencies</td>
<td></td>
</tr>
<tr>
<td>Name of Conference, Short Course, or Workshop</td>
<td>Sponsoring Agencies</td>
<td>Director (D) Consultant (C)</td>
<td>Remarks</td>
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<tr>
<td>Area Guidance Conference, Northwestern State College, Natchitoches, La., March 14, 1962</td>
<td>Northwestern State College and State Dept. of Education</td>
<td>C: Robert Callis of the University of Missouri</td>
<td>Theme: &quot;The Psychological Basis for Counseling&quot;</td>
<td></td>
</tr>
<tr>
<td>Name of Conference, Short Course, or Workshop</td>
<td>Sponsoring Agencies</td>
<td>Director (D) Consultant (C)</td>
<td>Remarks</td>
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<tr>
<td>Guidance Workshop, Southern University, Baton Rouge, La., June 1962</td>
<td>Southern University and State Dept. of Education</td>
<td>C: Walter F. Johnson, Professor of Counselor Education, Michigan State University</td>
<td>Theme: &quot;Implementation of Guidance Services in Louisiana Schools&quot;</td>
<td></td>
</tr>
<tr>
<td>Guidance Conference, University of Southwestern Louisiana, Lafayette, La., April 10, 1962</td>
<td>University of Southwestern Louisiana and State Dept. of Education</td>
<td></td>
<td>Theme: &quot;Inter-Faculty Responsibilities and Activities in the School's Guidance Services&quot;</td>
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</tr>
<tr>
<td>Name of Conference, Short Course, or Workshop</td>
<td>Sponsoring Agencies</td>
<td>Director (D) Consultant (C)</td>
<td>Remarks</td>
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<tr>
<td>Fourth Annual Guidance Conference, Francis T. Nicholls State College, Thibodaux, La., February 20, 1963</td>
<td>Nicholls State College and State Dept. of Education</td>
<td>C: Dolph Camp, U. S. Office of Education, Washington, D.C.</td>
<td>Two panel discussions were held during the day to react to Camp's address. Approximately 140 school counselors, teachers, administrators, and college students attended.</td>
<td></td>
</tr>
<tr>
<td>Annual Guidance Conference, Louisiana State University, June 24-25, 1963</td>
<td>Louisiana State University and State Dept. of Education</td>
<td>C: Sarah Leighter, Supervisor of Guidance in Maryland</td>
<td>Theme: &quot;Elementary Guidance&quot;</td>
<td></td>
</tr>
<tr>
<td>St. Landry Parish, Parish Guidance Workshop, Opelousas, La., Aug. 26, 1963</td>
<td>St. Landry Parish School Board</td>
<td>White and Negro counselor conferences focused on developing a smoother flow of information from the elementary to the junior high and to the senior high levels.</td>
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<tr>
<td>Name of Conference, Short Course, or Workshop</td>
<td>Sponsoring Agencies</td>
<td>Director (D) Consultant (C)</td>
<td>Remarks</td>
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<tr>
<td>Counselors Meeting, Louisiana Education Association (Negro) Baton Rouge, La., November 25, 1963</td>
<td>Louisiana Education Association (Guidance Personnel)</td>
<td>C: Alfred A. Hitchcock, Executive Director, American Personnel and Guidance Association</td>
<td>Hitchcock emphasized that a scientific revolution was going on and that we were faced with the fact that occupations have undergone changes characterized by automation and computers.</td>
<td></td>
</tr>
<tr>
<td>One Day Conference, Elementary Guidance at five state colleges, 1964-65</td>
<td>State Dept. of Education and the college</td>
<td>C: John Ferguson and D. C. Andrews</td>
<td></td>
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</tr>
<tr>
<td>One-day Guidance Conference, Northeast State College, April 6, 1964</td>
<td>State Dept. of Education</td>
<td>C: Herman Peters, Ohio State University</td>
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Table 6 (continued)

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<thead>
<tr>
<th>Name of Conference, Short Course, or Workshop</th>
<th>Sponsoring Agencies</th>
<th>Director (D) Consultant (C)</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>One-day Guidance Conference, Northwestern State College, April 7, 1964</td>
<td>State Dept. of Education and college</td>
<td>C: Herman Peters, Ohio State University</td>
<td></td>
</tr>
<tr>
<td>One-day Guidance Conference, Francis T. Nicholls State College, April 8, 1964</td>
<td>State Dept. of Education and the college</td>
<td>C: Herman Peters, Ohio State University</td>
<td></td>
</tr>
<tr>
<td>Annual Guidance Conference at Louisiana State and Southern Universities, Baton Rouge, La., June 21-25, 1965</td>
<td>Louisiana State and Southern Universities and State Dept. of Education</td>
<td>C: Gail F. Farwell, Head of the Dept. of Counseling and Behavioral Studies at the University of Wisconsin</td>
<td>Theme: &quot;Vocational Orientation of the School Counselor.&quot; Particular attention was given to the school drop-out in relation to vocational-technical fields. This meeting included representatives of counselor education, psychology, vocational education, business, labor, and the employment service, in addition to more than 100 high school counselors. More than 1000 attended the two conferences.</td>
</tr>
<tr>
<td>Name of Conference, Short Course, or Workshop</td>
<td>Sponsoring Agencies</td>
<td>Director (D) Consultant (C)</td>
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<tr>
<td>Five one-day Guidance Conferences at different state colleges, Feb. 21-25, 1966</td>
<td>The five colleges and State Dept. of Education</td>
<td>C: Merle M. Ohlsen, Professor, Indiana State University</td>
<td>Ohlsen's presentations were on group counseling and the use of test results. Consensus was that this was one of the best guidance conferences ever held in Louisiana.</td>
</tr>
<tr>
<td>One-day Guidance Conference at: Northwestern State College, Feb. 8; Nicholls State College, Feb. 9; Louisiana State University-New Orleans, Feb. 10, 1967</td>
<td>The three colleges and the State Dept. of Education</td>
<td>C: George Hill, Professor of Education, Ohio State University</td>
<td>Hill's talks centered on topics of general interest pertaining to guidance services at the elementary and secondary levels.</td>
</tr>
<tr>
<td>Elementary School Guidance Conference, Baton Rouge, La., September 20, 1967</td>
<td>Louisiana Dept. of Education</td>
<td>C: B. E. Bergesen, Jr., President, Personnel Press, Inc.</td>
<td>Talks by Bergesen were: (1) &quot;Child Growth and Development&quot; and (2) &quot;Measurement in the 1960's.&quot;</td>
</tr>
<tr>
<td>Elementary School Guidance Conference, Northwestern State College, Natchitoches, La., December 7, 1967</td>
<td>Northwestern State College and State Dept. of Education</td>
<td>C: Raymond McCoy, Professor, Northwestern State College and Jack Daniels, Professor Northwestern State College</td>
<td>Program included demonstrations planned by the consultants. Attended by elementary guidance pilot program counselors only.</td>
</tr>
<tr>
<td>Name of Conference, Short Course, or Workshop</td>
<td>Sponsoring Agencies</td>
<td>Director (D) Consultant (C)</td>
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<tr>
<td>Elementary Guidance In-Service Meeting, Baton Rouge, La., October 22, 1968</td>
<td>State Dept. of Education</td>
<td>C: Edwin Timmons, Associate Professor, Psychology Dept., Louisiana State University, Baton Rouge, La.</td>
<td>Timmons discussed &quot;A View of Circularity of Up-Tight Situations Between Kids and Teachers.&quot; This meeting was to increase the proficiency of counselors, elementary teachers, and administrators in the elementary school guidance pilot programs.</td>
</tr>
<tr>
<td>Local Guidance Workshops, Parishes of St. Helena, Richland, St. James and Vernon. Held at close of 1968-69 session and opening of 1969-70 session</td>
<td>Parish School systems</td>
<td>C: Guidance Section Staff, State Dept. of Education</td>
<td>Conducted by local school systems for counselors, teachers, and administrators (There were other parishes conducting local guidance workshops, in addition to those listed).</td>
</tr>
<tr>
<td>Name of Conference, Short Course, or Workshop</td>
<td>Sponsoring Agencies</td>
<td>Director (D) Consultant (C)</td>
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</table>
| Vocational Guidance Workshop, Baton Rouge, La., June 9-13, 1969 | Guidance Section, State Dept. of Education | "Over 260 counselors participated in sessions related to vocational counseling, career development, job families, sources of information and opportunities for training. Workshop was a part of annual extended work program."
<p>| One-Week Elementary Guidance Workshop, Louisiana Polytechnic Institute, Ruston, La., Summer 1969 | Louisiana Tech. and State Dept. of Education | C: George Hill, Professor, Ohio State University | Purpose: To orient teachers and administrators to services of elementary guidance. |
| One-Week Elementary Guidance Workshop, Southeastern Louisiana College, Summer 1969 | Southeastern Louisiana College and State Dept. of Education | C: Don Dinkmeyer, Professor | Purpose: To orient teachers and administrators to services of elementary guidance. |</p>
<table>
<thead>
<tr>
<th>Name of Conference, Short Course, or Workshop</th>
<th>Sponsoring Agencies</th>
<th>Director (D) Consultant (C)</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>One-day Regional Workshop for High School Counselors, Louisiana State University, Feb. 21, 1969</td>
<td>Louisiana State University</td>
<td></td>
<td>Counselors and/or administrators from the following parishes attended: Ascension, Assumption, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, St. James, St. John, Tangipahoa, West Baton Rouge, and West Feliciana. Purpose: To share information on financial assistance, academic programs, admission procedures, student life and other programs at the freshman level.</td>
</tr>
<tr>
<td>Name of Conference, Short Course, or Workshop</td>
<td>Sponsoring Agencies</td>
<td>Director (D) Consultant (C)</td>
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<tr>
<td>Workshop for Elementary School Counselors</td>
<td>Northwestern State Univ. and State Dept. of Education</td>
<td>D: Gail Goodwin, Prof. Northwestern State Univ. C: Don Dinkmeyer, Millard Bienvenue, Otis Cox, Edmund Barnett and Dwayne Gilbert</td>
<td>Theme: Improvement of educational programs at all levels through instituting systematic human relations training in the programs beginning at the elementary school and continuing through higher education. Meetings attended by over 820 counselors, administrators, and others.</td>
</tr>
<tr>
<td>Four one-day Counselor Workshops, La. State Univ., New Orleans; Univ. of Southwestern La., Northwestern State Univ.; Northeast La. Univ.; 1971</td>
<td>State Dept. of Education and college in which workshops were held</td>
<td>C: George Gazda, Professor of Education and Psychiatry, Univ. of Georgia</td>
<td></td>
</tr>
</tbody>
</table>
## Table 6 (continued)

<table>
<thead>
<tr>
<th>Name of Conference, Short Course, or Workshops</th>
<th>Sponsoring Agencies</th>
<th>Director (D) Consultant (C)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-day Guidance Conference, Nicholls State University, April 2, 1971</td>
<td>State Dept. of Education and Nicholls State University</td>
<td></td>
<td>Primary topics: Use and misuse of groups and general information of value to counselors in surrounding parishes.</td>
</tr>
</tbody>
</table>

period, more importantly, federal funds became available to train counselors and implement counseling and guidance programs in the schools.

Beginning in 1958, the National Defense Education Act supplied the financial support for most of the major activities to improve guidance services. In addition to institutes to train counselors, these programs included the State Testing Program, the State Guidance and Counseling Program and the Elementary Guidance Demonstration Projects.

In 1959 C. W. Eubanks said:

We are in the midst of a big leap forward in the field of guidance...

This year Louisiana is eligible to receive 300,127 Federal dollars on a matching basis. Each parish is eligible to receive approximately 2.7 times its NDEA allotment for 1958 (Eubanks, 1959:11).

The "big leap forward" referred to by Eubanks, manifested itself in many ways including the growth in number of parishes and schools offering guidance, the number of counselors, and the number and percentage of certified counselors. Table 7 illustrates the growth in these categories in the ten-year period 1958-1959 to 1968-1969.

In discussing the growth of guidance services in Louisiana schools the writers of a bulletin stated:

The development of guidance services in Louisiana public schools has shown continued growth over the past ten years.
In 1958-1959 school year, there was a total of 293 counselors, 113 full-time and 180 part-time, providing guidance services in 36 of Louisiana's 67 parish and city school systems. It is estimated that limited guidance services were available to less than 40 percent of the secondary school population and less than one percent of the elementary level population. The counselor-pupil ratio was estimated to be one full-time counselor for every 1,500 students.

At the end of 1968-1969 school year there was a total of 765 counselors serving in 64 of the present 66 parish and city school systems, 619 full-time and 146 part-time counselors provided guidance services to approximately 87 percent of the secondary school population and 10 percent of the elementary school population. The counselor-pupil ratio was estimated to be one full-time counselor for every 670 students. In 1958-1959 a total of $452,280 was spent for guidance. In 1968-1969 $5,007,858 in funds were spent for guidance services (Louisiana State Department of Education, Bulletin 1164, 1969:1-2).

The State Department of Education sent out a questionnaire in 1969 to determine the number of counselors serving in the public schools. The responses showed that there were 763 counselors serving in 628 public schools. This figure represented an increase of approximately 178 percent in the number of public school counselors since 1958, when there were 293 counselors in Louisiana schools (Louisiana State Department of Education, Bulletin 1166, 1969).

In March of 1972 Louis J. Michot became State Superintendent of Schools in Louisiana. Career education which was being advocated at the national level, was enthusiastically endorsed by Superintendent Michot. However, that emphasis in the State Department of Education did not become a strong thrust until after the close of the session 1971-1972 which marked the
<table>
<thead>
<tr>
<th>Year (1)</th>
<th>Parish and City Systems Having Guidance (2)</th>
<th>Full-time Counselors (3)</th>
<th>Part-time Counselors (4)</th>
<th>Total Counselors (5)</th>
<th>Fully Certified Counselors (6)</th>
<th>Provisionally Certified Counselors (7)</th>
<th>Percentage Fully Certified (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1958-59</td>
<td>36</td>
<td>113</td>
<td>180</td>
<td>293</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1959-60</td>
<td>67</td>
<td>151</td>
<td>290</td>
<td>441</td>
<td></td>
<td></td>
<td>24.57</td>
</tr>
<tr>
<td>1960-61</td>
<td>67</td>
<td>181</td>
<td>300^a</td>
<td>481^a</td>
<td>163</td>
<td>93</td>
<td>33.89^a</td>
</tr>
<tr>
<td>1961-62</td>
<td>66</td>
<td>269</td>
<td>146</td>
<td>415</td>
<td>343</td>
<td>39</td>
<td>82.65</td>
</tr>
<tr>
<td>1965-66</td>
<td>64</td>
<td>618</td>
<td>145</td>
<td>763</td>
<td>638</td>
<td>125</td>
<td>83.62</td>
</tr>
<tr>
<td>1968-69</td>
<td>64</td>
<td>113</td>
<td>180</td>
<td>293</td>
<td></td>
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**Sources:**

^ estimate
end of this study. E. B. Robert's letter to the writer makes an interesting point in regard to the emphasis on career education near the close of Superintendent Michot's term in 1976:

Robert wrote:

I have a 1975-76 School Directory from Supt. Michot.

A study of that Directory reveals that Miss Cooley's remark, "Take care of Guidance and you can forget about the curriculum", seems to have reached its peak with Career Education. However, you'll observe that most parishes kept their guidance counselors and noted no resemblance between Guidance and Career Education (Robert, Personal Letter, January 28, 1976).

State Testing Program

At the time the National Defense Education Act was passed there was no state-wide testing program. The situation was described in the Louisiana Plan for carrying out the Act as follows:

The extent to which testing is being done by parish and city school systems varies from one school system to another and from one school to another within the same school system. No records are available that would indicate the percentage of secondary school students now being tested for aptitude and ability during their secondary school attendance. No data are available from which conclusions may be drawn as to the type of tests being used, the secondary grades being tested, and procedures being used in processing and reporting the results of tests... (Louisiana Plan for Guidance, Counseling, and Testing, 1958:4.0).

The State Department of Education supervised the operation of the Louisiana Plan for Guidance, Counseling, and Testing under the National Defense Education Act. Parish and city school systems administered the programs when they chose to participate.
Tests used had to be selected from a list approved by the Louisiana State Board of Education. State Superintendent Shelby M. Jackson appointed an advisory committee to review the tests submitted by publishers and to compile an acceptable list (Robinson, 1959). In a statement from the State Department of Education, the school systems were told:

The testing program set up under the Louisiana Plan for implementing Title V-A, of the National Defense Education Act of 1958 should be regarded as an important part of the larger and more extensive program planned by the individual schools or school systems. It is hoped that reimbursement for test materials used under this plan will release local funds for use in developing more sound and adequate testing programs (Jackson, Circular Letter 4423, Attachment 4, March 13, 1959:2).

In April 1960 C. W. Eubanks wrote a letter in The Guidepost in which he said that in traveling over the State it was heartening to see the progress that was being made in guidance in many school systems. With regard to testing he wrote, "Standardized tests are being used in ever-increasing numbers as the faculties and principals accept the guidance point of view" (Eubanks, 1960a:1).

As an illustration of the tests given annually during his period the following paragraphs are quoted from a "Statistical Review of Guidance in Louisiana for 1960-1961":

There were a total of 256,262 tests administered in the Louisiana public schools between grades 7 through 12. Under the NDEA Title V-A Program 125,270 of these tests were given.

Total enrollment from grades 7 through 12 is 268,284 of which 150,027 students were tested at least once. There were 83,410 scholastic aptitude or intelligence; 21,091 multifactor aptitude; 141,356 achievement batteries; and 10,405 single subject achievement tests given (The Guidepost, 1961:5).
State Guidance and Counseling Program

The following description of the Louisiana's public school guidance and counseling program in 1958 is an excerpt from the Louisiana Plan for carrying out this part of the Act:

Guidance and counseling activities at local levels vary from school system to school system and from school to school within the State. Larger schools at the local level have been able to provide for guidance and counseling services, which are considered to be adequate to meet the needs of students enrolled. Small schools are, in the main, without counseling and guidance programs, except as may be furnished by school principals and designated faculty members. The extent to which guidance and counseling personnel may be available at the local school level is influenced by the extent to which funds are available for school purposes (Louisiana Plan for Guidance, Counseling, and Testing, 1958:50).

The State Guidance and Counseling Program under the National Defense Education Act was participated in by the parishes on a voluntary basis and always in conjunction with the State Testing Program. The number of parishes that participated in this program began with fifty-four (Robinson, 1959). The annual reports of the State Department of Education show that the number of participating parishes varied in succeeding years.

Elementary Guidance Demonstration Projects

After the National Defense Education Act was amended to provide funds for the development of elementary guidance, Louisiana began pilot programs in six elementary schools located in three parishes. The selected elementary schools were Bernard Terrace and Harding in East Baton Rouge Parish; Ponchatoula and Mooney Avenue in
Tangipahoa Parish; and McDonogh 42 and William Franz in Orleans Parish. In the same order, the counselors for these schools were Ruby Swetman, Juanita Paul, Mable Murphy, Queenie Youngblood, Ida Moses and Myrtle Guenther (Morning Advocate, 1966).

In discussing the projected three-year program Niels C. Stilling, Supervisor in the Guidance Section of the State Department of Education, said:

Each school is staffed by a counselor and a part-time clerical assistant. It was decided that only the broadest objectives would be outlined and individual programs would emerge from the experiences of each school. In this way it is hoped that each school will contribute a definable concept of a comprehensive elementary guidance program (Stilling, 1966:27).

Versie Tuttle, former Principal of Bernard Terrace Elementary School in Baton Rouge, emphasized the wide latitude given that school in the development of an elementary program. Ruby Swetman, now Stringer, was the counselor charged with the development of a program. Stringer and Tuttle followed the philosophy that guidance was most effective in the early years as a self-developmental rather than a remedial effort. The counselor spent the greater part of her time on a schedule of visiting classrooms once a week to work with teachers in establishing a learning and social environment in which "each child could in some way, (great or small) achieve more success than failure so that he felt good about himself (self image) and others thereby assuring continued efforts on his part" (Stringer, Personal Letter, April 10, 1982). Bernard Terrace School developed a slide presentation to show how the elementary guidance program was carried out at that school.
At Harding Elementary School in East Baton Rouge Parish, Juanita Paul was the counselor assigned the pilot project. She inaugurated the program in that school and has remained in the position to the present (Paul, Personal Statement, October 25, 1981). Billy Fly and Juanita Paul made a tape "The Way It Was" to inform members of the counselor organization of how the program began in the Parish (Fly, Personal Statement, October 25, 1981).

The next school systems to initiate elementary guidance programs as pilot demonstrations were Lafayette and Caddo Parishes (Louisiana State Department of Education, Bulletin 1065, 1966). In writing about the Caddo Parish experience, Arminda Riser, former supervisor of guidance, said:

In 1967 I worked with a State Department Committee to offer a proposal to initiate full time counseling on the elementary level. This proposal was granted, and Caddo was invited to be one of the six pilot programs [not the original six] in the State. Janet Van Haeelen was appointed as the first elementary counselor in Caddo at Summerfield Elementary in this pilot program. I worked closely with Janet to gather the data necessary to substantiate the project. We set up our objectives and worked through the many ways of helping teachers and parents to help children develop. Small group meetings were set up with elementary principals to acquaint them with the services of an elementary counselor. At the end of the year, when the proposal finalized, Janet was selected by her principal to remain as a regular elementary counselor locally funded. Four other elementary principals selected counselors for their staff. At the end of each year for three years, the program was evaluated by principals and the counselors. After two years three more elementary principals added counselors to their staff. They were categorized as resource staff members, that is, for every 20 teachers, a principal might select a resource person, such as music, physical education, art, and finally a counselor. This was a big hurdle, which I feel has helped the program to grow (Riser, Personal Letter, July 20, 1981).

In February 1967 Hattie L. Whittington joined the staff of the guidance section of the State Department of Education. One of Whittington's functions was to encourage the development of elementary guidance through the establishment of pilot programs. She told the writer that the points at which programs were established were moved around over the state. Some programs continued when parishes were able to finance them, others were discontinued when the federal funding stopped. Even though elementary guidance was not continued in every location where a pilot project was established, Whittington said she "felt good about the accomplishments of the demonstration projects" (Whittington, Personal Statement, March 31, 1982).

Professional Guidance Associations

By 1958 the beginning of this period, the state-wide school counselor's organization, the Louisiana Guidance Association (LGA) was four years old. The formation of this organization was referred to in Chapter IV. Its members were white and its affiliation was with the Louisiana Teachers' Association (LTA),
a white teachers' organization. The Louisiana Guidance Association met in the spring and in the fall. The fall meeting was held as a section of the Louisiana Teachers' Association Convention. The Negro counselors were affiliated with the Louisiana Education Association, which was the state-wide Negro teachers' organization (Myers, Personal Statement, 1982).

Among other guidance-related organizations with which Louisiana counselors were affiliated were the National Vocational Guidance Association (NVGA) and the American School Counselor Association (ASCA), divisions of the nation-wide American Personnel and Guidance Association (APGA). According to the September 1961 issue of The Personnel and Guidance Journal, in 1960 Louisiana had 111 members of APGA (1961:87).

It was following the APGA Convention in Dallas in 1967 that key Louisiana representatives decided to form a state branch of APGA. Fred Vogel of Louisiana State University in New Orleans was appointed chairman of the organizing committee which made the necessary preparations and submitted the required documents to obtain a charter. At the APGA Convention in Detroit on April 10, 1968, the charter was granted to the Louisiana State Branch. The new organization was called the Louisiana Personnel and Guidance Association (LPGA) (Vogel, Personal Statement, 1982).

The Louisiana Personnel and Guidance Association held its first annual meeting in combination with the Louisiana Guidance Association in Baton Rouge, March 13-14, 1969. According to the
Minutes of the business meeting of LPGA on March 14, it was decided that a committee would be appointed to meet with officials of LGA and LEA "to work out the possibility of becoming affiliated on a state and local level for the betterment of guidance in Louisiana" (LPGA Minutes, 1969a). The Minutes of this meeting summarized a discussion of other organizational relationships as follows:

Mrs. Longsdorf asked for recognition to remind the group that LPGA had no authority over other organized groups in the State. Its purpose is to serve all personnel people as a state branch of the American Personnel and Guidance Association. LPGA would encourage APGA members holding divisional memberships to band together if they wished and apply for chapter membership in LPGA. Both LGA and LEA members are primarily school counselors and from these groups an ASCA or Louisiana School Counselor's Association division could logically be developed without sacrificing already established identities. Ray McCoy spoke in support of Mrs. Longsdorf's point (LPGA Minutes, 1969).

Many problems were associated with the affiliation and merger of the several organizations of guidance personnel. In March 1970 a new organization, the Louisiana School Counselors Association (LSCA) was granted a charter by the national school counselor organization, ASCA. The state "umbrella" organization, LPGA, did not accept or reject the one hundred member LSCA organization. At this time LGA had nearly five hundred members. It had not requested affiliation with LPGA, although LPGA was "making every effort to have LGA become a division" (Taylor, 1971:3).

According to M. Elizabeth Taylor, who was Executive Secretary of LGA, within LGA and LSCA there was a group that was
Pushing for affiliation with the Louisiana Educators' Association, the Negro teachers' association. In summary Taylor wrote in 1971:

Among many of the members of both the Louisiana Guidance Association and the Louisiana School Counselor Association is a push for merger between the two groups. This does not appear to be a major problem if the majority wish to merge.

- How many educational organizations does LGA wish to request? How many can LGA affiliate with? What are the advantages of affiliation? What are the disadvantages? Which direction is going to be most meaningful to the counseling program in the state?

Whatever the decisions in the future may be it is clearly recognized by all that the attendance of members at the business sessions has almost doubled. Members are taking a stand in support of their convictions. Members are learning more about the guidance program in this state than was known in the past. Regardless of the action taken next year or the next the decision making has been good for us. Interest has been stimulated. Participation has been motivated (Taylor, 1971:3).

In a conversation in 1982, Taylor told the writer that the opposition of some LGA members to affiliation with LPGA was based on their feeling that LPGA represented the management level. They felt that the new organization would be more of a supervisors than a counselors' organization. She said that the opposition to affiliation with LPGA had "nothing to do with integration of the races" (Taylor, Personal Statement, April 21, 1982). Tom Miller, a former president of LGA, told the writer that one of the things that made some members of the Guidance Association reluctant to change its status was the fact that the organization had accumulated money and identity in its own name (Miller, Personal Statement, January 20, 1982).
After nearly three years of struggle and indecision events began to point toward a solution of the affiliation and merger problem. The September 1971 issue of *Cajun Counselor*, carried a resolution which was presented by the chairman of the LGA Political Action Committee at the request of the LGA Executive Council, and supported by James Barr, President of LSCA. The resolution was as follows:

> Whereas the Louisiana School Counselors Association which has the official LSCA Charter and recognized by ASCA as the official school counselors association did vote September 10, 1971, to request affiliation with LPGA, and

> Whereas, the Louisiana Guidance Association Executive Council and the Political Action Committee of LGA recommended the affiliation of LSCA with LPGA at a joint meeting with the LPGA Executive Council, and

> Whereas, LPGA voted favorably upon the request for affiliation, and

> Whereas, LGA presented nominees for elective offices for the November, 1971 election while LSCA, in its wisdom, withheld its list of nominees for 1971 elective offices, in order to facilitate a merger of LGA and LSCA, now

> Be it resolved, that LGA merge with LSCA thus becoming the official state organization for Louisiana School Counselors, affiliated with LPGA and request affiliation with Louisiana Teachers' Association and Louisiana Education Association thus helping to bring about professional identity, occupation [sic] survival through unity (1971:4).

Laurabeth H. Hicks, Editor of the LPGA newsletter, *Louisiana Lagniappe* wrote as follows:

> The final steps for the LGA-LSCA merger were made at the fall meeting in Shreveport, Louisiana...
Since the Shreveport meeting the LSCA Council, President Floyd, President-elect Tom Miller and other selected members of LPGA have met periodically in order to facilitate the transition from two separate organizations to the Merged LSCA (1972:3).

Francis M. Myers, President of LSCA, formed a General Merger Committee composed of the following persons to deal with problems of transition of particular concern to LSCA. This Committee was comprised of the following members:

Frances M. Myers, Alexandria
Janet Van Haelen, Shreveport
Ralph Morel, Baton Rouge
Mary Higginbotham, Ruston
Sadie Bodden, Baton Rouge
Raymond Floyd, Baton Rouge

The General Merger Committee met in Alexandria on January 3, 1972. The members went over the constitutions and by-laws of the Louisiana Guidance Association and the Louisiana School Counselors' Association to compare them item by item and formulate a proposed constitution for LSCA. That Constitution was adopted at the spring meeting in Lafayette (Dawson, 1972). In this connection Frances Myers said:

Noteworthy among the events of my term in office was the passage of the resolution merging the Louisiana Guidance Association and Louisiana School Counselors Association. Effective at the close of the March conference, we will officially be known as the Louisiana School Counselors' Association. A new name, new officers, new constitution, and hopefully, a rededication by all of us who work with children to portray a better image of ourselves professionally (Myers, 1972:1).
Although the LSCA Constitution was adopted at the 1972 spring meeting at Lafayette, a few changes appeared to be necessary. No affiliation with ASCA or LPGA had been stated. This caused some concern that the situation might not be legal. Frances Myers was "delegated to be LSCA spokesman" at the March APGA Convention in Chicago to determine the legality of the Constitution. She and Elaine Conerly, a counselor from Alexandria, worked with Thelma Daley, President of APGA, to resolve this problem. The LSCA Executive Council approved the necessary changes suggested in the document and the members voted by mail. The deadline for balloting was October 1, 1972 (Dawson, 1972).

The issue of the Cajun Counselor following the balloting, carried an announcement by LSCA President, Mary Higginbotham, that the Constitution and By-Laws had been accepted (Higginbotham, 1973). This information is included here to complete a discussion of a series of events, even though the Constitution's acceptance occurred later than the scope of this study.

During the period, 1958-1972, a number of area guidance associations were organized. Some were parish organizations and others combined several parishes. Among the area associations active in 1972 were the following:

- Acadiana Guidance Association
- Central Louisiana Personnel and Guidance Association
- East Baton Rouge Parish Association
- Lafayette Parish School Counselors' Association
- New Orleans School Counselors' Association
Northeast Area Guidance Association
Orleans Parish Counselors Association
Rapides Parish School Counselor Association
St. Landry Parish Counselor Association (Dawson, 1972:8)

The Louisiana Guidance Association which became the Louisiana School Counselors Association at the end of March 1972, was a strong and vital force in the development of professional guidance in Louisiana. It began with thirty-four members. By 1973 the membership was over three hundred (Viguerie, 1973).

The purposes of the organization as expressed in the Constitution were as follows:

1. To unite those persons engaged in guidance and counseling at the elementary, secondary, and college levels in educational institutions of Louisiana, public and private.

2. To make guidance and counseling more effective and to emphasize by means of addresses, discussions, and demonstrations the results of research and experimentation in the field of human behavior.

3. To promote an understanding of guidance and counseling services and to cultivate interest in providing such services to all schools.

4. To cooperate with educational institutions and organizations interested in the promotion of guidance and counseling services.
5. To disseminate information about the aims and goals of guidance and counseling services to other educational workers and to lay people in general.

6. To work toward improving the qualifications for guidance and counseling personnel in Louisiana.

7. To encourage both parish and sectional meetings of the personnel engaged in guidance and counseling—Such sections would correspond generally with the geographic divisions of the Louisiana Teachers' Association (Louisiana Guidance Association Constitution and By-Laws, 1968:1-2).

A review of the activities of this organization in comparison with its purposes showed remarkable indications of progress in accomplishing objectives. At the end of March 1972 when the Louisiana Guidance Association and the Louisiana School Counselors Association merged, union was attained for those persons engaged in guidance at all educational levels, public and private. This step represented the accomplishment of the first purpose of the organization, uniting all persons in school guidance.

The spring and fall conferences of the Association brought many of the country's most outstanding guidance authorities to Louisiana. For example, Henry L. Isaksen, Counselor Educator at Florida State University and President of the American School Counselor Association, was the keynote speaker at the spring conference of 1968 (Taylor, 1968). Merle M. Olsen, Indiana State University, and President of the American Personnel and Guidance
Association, spoke at the fall conference in 1969 (Taylor, 1969). Contacts with such people as these afforded guidance personnel many opportunities for professional growth.

The Association had an active legislative committee, later called the Political Action Committee or the PAC. This Committee worked on such problems as the improvement of counselor certification standards and the inclusion of counselors in the state equalization formula (Daniels, 1968).

In the January, 1971 issue of the *Cajun Counselor*, M. Elizabeth Taylor, in her LGA Executive Secretary's Column, announced that Louise Bacle, a Counselor at Ouachita Parish High School in Monroe was the new Chairman of the Political Action Committee. Taylor wrote, in part, as follows:

Surely the ultimate goal of PAC should be the inclusion of counselors in the teacher allotment program or formula. Secondly, a concentrated effort toward securing a position on the United School Committee which will aid us with our legislative program is very essential to LGA. Thirdly, tenure for counselors as counselors should be considered. Financing of in-service programs is important to us also. Counselor-pupil ratio must be declared by the Legislature.

The only legislative action we have accomplished in this state was in 1962. Signed into law by the governor was Senate Bill 289, a permissive type legislation, which aimed primarily at acquainting the legislature with the needs of the guidance program. It defined counselor and guidance director. It authorized the State Board of Education to employ counselors and guidance directors (1971:5).

An example of one of the tangible results of the work of the Political Action Committee was a resolution passed by
the State Board of Education at its meeting on May 11, 1972. The resolution was reproduced in the *Cajun Counselor* as follows:

(a) Each school both (elementary and secondary) will provide at least one half-time professionally trained counselor certified by the State Department of Education.

(b) Schools enrolling as many as 500 pupils in secondary schools and/or 750 pupils in elementary schools must provide the services of the equivalent of one full-time professionally trained counselor. Such equivalency will not be distributed among more than two people.

(c) For each additional 500 pupils or major fraction thereof an additional full-time professional counselor or equivalent shall be added.

Fully implemented by July 1, 1977 and progress must be shown each year toward this goal (Dawson, 1972:5).

The Editor of the *Cajun Counselor* said that counselors throughout the state were very pleased with the passage of this resolution and hoped for even earlier implementation than planned. She also expressed appreciation to the State Board of Education for this action to the benefit of students (Dawson, 1972).

The Political Action Committee (PAC) went before the Legislative Budget Hearing Committee to ask for $500,000 as a base to implement the above resolution. In her report for the PAC, Louise Bacle said that the money was not appropriated, but the Legislature did approve a million dollars for career education and two and two tenths million to hire new teachers. She reported further:

The Committee did not go to the legislature to request funds for counselors as counselors. The reason being that as concept of Career Education evolves, counselors can be key people to initiate and implement this program. And as resolution passed by the State
Board is implemented, counselors will be placed in elementary and junior high schools.

Your chairman would like to take this opportunity to thank all of you for the help you have given in helping to bring these accomplishments. Your chairman would like to request that you do not stop now, but work harder than ever. Continue to see your superintendents about using some money for new teachers and employ more counselors in elementary, junior high and high school. Also continue to work to bring your school the career concept of education or to enhance programs you already have (Bacle, 1972:5).

In addition to the Political Action Committee of the Association among the other important committees was the Counselor Ethics and Professional Standards Committee (CEPS). This Committee worked under the chairmanship of Robert Viguerie of Lafayette. In the early 1970's the CEPS Committee proposed a code of ethics and a creed for counselors. Both were printed in the *Cajun Counselor*, voted on, and adopted by the membership. The proposed creed is quoted as follows:

I Believe

That each individual is a complex human being and that I should strive to understand each individual as completely as possible.

That I should get to know a person's unique characteristics and life circumstances as he lives them in his specific environment.

That I should respect the integrity of each individual with whom I deal and accord him the same right of self-determination that I want for myself.

That I should empathize with each individual whom I counsel and deal with each situation with deep human understanding.

That students with whom I work should be assisted to become independent and responsible persons ultimately able to determine their own course of action and to accept the consequences for their decisions and actions.
That I should use the best professional skills available and should carefully strive to improve these skills.

That I should uphold and expect ethical behavior among my professional associates.

That I should strive continually to increase my professional competencies.

That I should affiliate myself with the organizations of my profession (Cajun Counselor, September 1972:2).
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VITA

Alice Pleasance Hunter Chilton was born on Bayou Rapides at McNutt, Louisiana on April 16, 1911. Her parents were Albert Eugene Hunter and Maggie Texada Hunter.

She was taught at home in the first three elementary grades, after which she attended a one-room country school in the neighborhood. She later attended a consolidated school at Boyce, Louisiana. She graduated from Bolton High School at Alexandria, Louisiana in 1927. She received a Bachelor of Arts degree from Louisiana College at Pineville in 1930 with a major in biology. She received a Master of Science degree in 1934 from Louisiana State University. Her major was zoology.

She taught at Glenmora High School in Rapides Parish from 1930 to 1935, with the exception of the session 1933-1934 when she was in graduate school. In addition to her teaching experience, she worked over thirty-six years, from 1937 to 1973, in the Louisiana Department of Employment Security. This work included assignments as employment interviewer, state personnel officer, occupational analyst, employment counseling supervisor, and supervisor responsible for relationships with the schools in Louisiana.

She is married to St. John P. Chilton, former Head of the Department of Plant Pathology, Louisiana State University.
EXAMINATION AND THESIS REPORT

Candidate: Alice Hunter Chilton

Major Field: Education

Title of Thesis: Development of Louisiana Public School Guidance Services 1942-72

Approved:

Signed: Fred M. Smith
Major Professor and Chairman

Signed: William [Signature]
Dean of the Graduate School

EXAMINING COMMITTEE:

Signed: Sam Adams

Signed: Charles W. Smith

Signed: James W. Jenkins

Date of Examination:

July 19, 1982