

# THE VIRGINIA TEACHER

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## EDUCATIONAL COMMENT

### VOCATIONAL GUIDANCE ON THE COLLEGE LEVEL

With the marvelous growth of the public high school and the accompanying growth of the universities and colleges has come many new administrative problems. Instead of training a few men for the professions of life, we are now training men and women for a multitude of professions and occupations. So long as professional training was comparatively narrow and confined to the selected few, the problem was indeed very simple. Now, however, with the great influx of students both in the high school and the college, and with the continuing high percentage of failures, semi-failures, withdrawals for unknown causes, and transfers from one course of study to another, both in our high schools and colleges, with all the waste of educational effort and sacrifice of human energy and happiness that these things imply, we are beginning to realize that our task is more than simply teaching the student. We are rather recognizing that learning to know the individual is as important as teaching him.

In other words, all of these statements

which have just been made are but constant reminders to both teacher and administrator of the inescapable demands of vocational and professional guidance. The basic philosophy underlying the whole idea of guidance may be understood by the following statement: education is guidance. In this statement you readily recognize that the term "Guidance" is comprehensive. It includes both the educational and the vocational aspects.

In order to develop a program of guidance on the college level, it is necessary that the following fundamental principles be carefully observed:

1. That guidance is the peculiar function of the junior and senior high school. These institutions deal with the student at the most impressionable period of life, namely, adolescence. On the other hand, however, guidance is also a function of the college and probably of the university.

2. Colleges should have flexible entrance requirements, but very rigid selective processes. Administration may then become active selection rather than passive acceptance of the best of those who happen for one reason or another to apply for admission to college.

3. Colleges should send to all high schools bulletins describing courses offered with their vocational objectives, and explaining prerequisites.

4. After a college has selected its students, it should then assume full responsibility for them.

5. In assuming this responsibility and coping with it, a very definite guidance program is essential.

6. In carrying out this program there is great need for such an officer as counsellor or dean of freshmen with very definite training, who in turn should have all the available avenues of approach to and contacts with the student.

7. This counsellor or dean of freshmen should perform, or have performed, the following functions:

- a. The conducting of orientation courses.
  - b. Providing for freshman week.
  - c. Acquainting freshmen with college customs.
  - d. Selecting, in conjunction with the president and dean, teachers conspicuous for their teaching ability to handle all freshmen classes.
  - e. Utilizing tests of (1) intelligence, (2) achievement, (3) character, and also personality ratings and personal interviews.
  - f. Sectioning classes according to the results of the psychological and achievement tests used.
  - g. Providing a balance between curricula and extra-curricula activities.
  - h. Providing for individual differences.
  - i. Providing specific information courses throughout college.
  - j. Providing avenues through which attainment of students' goal may be secured; in other words, giving a thorough course in vocational education, the purpose of which will be to acquaint the students with the philosophies and objectives of vocational education in the various professions and occupations of life.
  - k. Providing for the revision of the curriculum wherever necessary.
  - l. Endeavoring to relate instructional materials to students' life.
  - m. Providing for the readjustment of misfits as necessity may demand.
8. Although guidance in college is essentially a freshman problem, provision should be made for the remaining years of college life.
9. In order to make such provision, there should be class or departmental advisers who work on a co-operative scheme of guidance.
10. Throughout the college career of each student there should be provision for placement and follow-up. With reference to placement, the students should be located in summer positions, the nature of which

should be comparable to the course which they are pursuing.

11. Clubs and organizations should be developed according to the interests of the students, such as Engineering Club, Chemical Club, Education Club, etc. In these clubs and organizations the student should be faced with such situations as would require participation, purposeful activity and careful observation.

DR. SIDNEY B. HALL

### BOOKS

CAN TWENTIETH CENTURY CHILDREN BE TRAINED IN EIGHTEENTH CENTURY SCHOOLS?

RURAL LIFE AT THE CROSSROADS. By Macy Campbell. New York. Ginn and Co. 1927. Pp. 482.

Dr. Campbell writes this sympathetic and stirring account of the rural life problem from a long and varied experience, and has assembled an unusually practical body of data—economic, social and educational. In the main the first half of the book is concerned with the social and economical aspects of the problem—the trend toward peasantry, the cityward migration of the strongest, and the counteracting tendencies of co-operative growing and marketing. The latter half of the book is chiefly devoted to the educational task, taking for its text the Jeffersonian dictum that "no people can remain both ignorant and free." The author here brings out clearly the values of consolidation, of the farm-life type of school, of rural vocational education, and of adequate financing.

Of particular significance for Virginia are two concepts: the accurate classification of the opponents and proponents of an adequate system of rural schools; and an interpretation of the financial plans of other states which offer the rural boy and girl an opportunity somewhat equivalent to that of his city brother and sister. Better buildings, better teachers, a better curriculum, better equipment, a longer school term—and