

A STUDY TO DETERMINE THE CONDITION OF VOCATIONAL
GUIDANCE IN THE RURAL HIGH SCHOOLS OF KANSAS

by

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INTRODUCTION

The writer has been more or less interested in the vocational plans of boys and girls for the past twenty years. Contact with adolescents as a rural school teacher, high school principal, superintendent, extension specialist and teacher of vocational agriculture, he has observed many seeming misfits in the vocational life of young people and hence has been prompted to make this study.

The large city schools, with their complete system of analysis and direction of student effort, perhaps need little improvement in the matter of organization for vocational guidance. But the rural high school, having a more loosely organized system, is prone to overlook the vocational guidance opportunity which so richly abounds in a rural environment.

A detailed questionnaire was sent to two hundred seventy high schools consisting of rural, consolidated and county community systems. The questionnaire was replied to by one hundred nine rural, twenty-three consolidated and fourteen county community high schools. Follow-up correspondence was conducted and in some instances letters exchanged with school principals in an endeavor to properly interpret the data submitted in the questionnaire.

AN ACKNOWLEDGMENT

The writer wishes to take this opportunity of thanking the high school principals who have taken sufficient interest in the subject to give his questionnaire thoughtful consideration. He also wishes to thank Doctor C. V. Williams, Professor of Vocational Education at the Kansas State Agricultural College, who has been his major instructor, for his kindly criticism and valuable counsel in the organization of the material.

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GENERAL CONSIDERATIONS

Definition of Vocational Guidance. Before proceeding with a discussion of the problem under consideration it is well to set up a definition of the term "vocational guidance" as a working basis. In the present state of development of vocational guidance, along with other forms of guidance, it is not at this time possible to present one authoritatively commonly accepted definition of vocational guidance. For convenience in this study we shall state that vocational guidance here means any factor which contributes toward the economic efficiency of the individual. Within this scope we would include factors which contribute to the physical, mental, moral and spiritual welfare of the individual in making him an efficient member of society.

Types of Schools in the Study. Of the one hundred forty-six schools (See Table I) which replied to the questionnaire, seventy-five per cent were rural, fifteen per cent consolidated and ten per cent county community high schools.

These schools are widely distributed over Kansas and are representative high schools of the rural sections of the State.

Classes of Schools in the Study. In regard to the classification of these high schools the study included 23 per cent Class A, 30 per cent Class B, 34 per cent Class C and 13 per cent Class D high schools. Most of the schools were in Class C. (See Table II).

From a study of the classification of the high schools we learn that much improvement in the physical equipment, organization of the system and training of rural high school teachers yet remains to be done. With improvement along this line more rural high schools would be placed in a higher class. It is reasonable to expect that with a higher school classification the rural youth will go out from the schools better able to assume their vocational responsibilities.

Plan of Organization of Schools in the Study. The junior high school idea is often said to have "swept the country". This type of school organization recognizes individual differences of boys and girls. However, from a study of rural high schools of Kansas the junior high school movement has not very materially invaded the purely rural districts of the State.

Of the one hundred forty-six high schools reporting, 95 per cent of the schools were organized on the traditional 8-4 plan, 3 per cent on the 6-6 plan, $1\frac{1}{2}$ per cent on the 6-3-3 plan, $\frac{1}{2}$ of 1 per cent on the 6-2-4 plan and no high school organized on the 9-3 plan. (See Table III).

If reorganization of the rural high school is not possible because of lack of teaching force, inadequate equipment or lack of necessary financial support no doubt a change from the traditional 8-4 plan of organization to a departmentalization of the curriculum in the 8-4 school plan would result in improvement along the line of vocational guidance activities. No teacher or rural high school principal should feel that he has performed his full duty to the child until he has made an effort to help the child locate himself with reference to society. A better school organization, recognizing individual abilities, capacities and aptitudes of adolescents, would enable those in charge of the training of rural youth to realize the vocational guidance objective.

Enrollment of Schools Included in the Study. The enrollment of schools covered in the study included 5350 boys and 6170 girls. A total rural high school enrollment of 11920 Kansas youth. The average enrollment in each high school was 40 boys and 42 girls. In not a single instance

TABLE III

Plan of Organization of High Schools in the Study:

<u>Plan of Or- ganization</u>	<u>Number of High Schools</u>
8--4	139
6--6	4
6--5--3	2
6--2--4	1
9--3	0

Chart 3

139 High Schools Organized on 8--4 Plan

 XXX
 XXXXXXXXXXX

4 High Schools Organized on 6--6 Plan

XX

2 High Schools Organized on 6--5--3 Plan

X

1 High School Organized on 6--2--4 Plan

/

No High Schools Organized on 9--3 Plan

9

should this robust, youthful population be deprived of vocational guidance advantages equal to the advantages of their city cousins.

That school principals are in many instances cognizant of the need of better school organization which would provide for vocational guidance is clearly expressed in the paragraphs from school principals which follow:

"With only four high school teachers we can barely maintain our standing without adding to the teachers' burdens. The only attention we give such matters is to advise with students as occasion offers."

"Our school is so small and limited in facilities that it is difficult to give you any material. I know every student personally and every case is handled on its own merits thru private council and advice. This has its advantages and disadvantages."

"A better school program of vocational guidance should be adopted for our school. Nothing is being done except thru personal interviews and work in Hi-Y."

"Our school consists of thirty-two teachers; therefore we are unable to have many of the opportunities of larger high schools. We have little guidance of any kind although we do what we can for each individual student."

"I hope to develop a worthwhile program of vocational

guidance, but at present we are not doing anything worth the time and consideration of anyone."

"We have a very small high school with only four regular and one part time teachers. We are not doing very much along the line of vocational guidance."

MENTAL TESTS AS AN AID IN THE VOCATIONAL GUIDANCE PROGRAM

Value of Mental Tests. The use of mental tests has an important place in the vocational guidance system as an aid in the determination of individual differences in students. Of the one hundred twenty-six high schools replying to the question, "Do you give mental tests"?, sixty-four schools replied that they use mental tests and sixty-two schools replied that they do not use mental tests in their school organization.

There are approximately as many high schools in the rural sections of Kansas that do not give mental tests as there are high schools which do. (See Table IV). The mental test has not, as yet, become as popular in the small rural high school organization as in the more complex city system. This is perhaps due in part to the lack of appreciation of the mental test as an efficient tool for discovering the differences in learning ability among pupils and also a lack of the necessary training on the part of those in charge of

TABLE IV.

Of the High Schools which replied to the question, "Do you give mental tests?",

51 per cent of schools give mental tests

49 per cent of schools do not give mental tests

Chart 4

51 per cent of schools give mental tests

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

49 per cent of schools do not give mental tests

XXXXXXXXXXXXXXXXXXXXXXXX

TABLE V

Mental tests are given:

By principal in 70 per cent of High Schools

By teachers in 30 per cent of High Schools

Chart 5

Principal gives mental tests in 70 per cent of High Schools

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Teachers give mental tests in 30 per cent of High Schools

XXXXXXXXXXXX

the administration of school tests. The reliability of a standardized test as an aid in vocational guidance depends upon the care and thoroughness with which the test is administered, the accuracy with which it is scored, and the insight and experience which are brought to bear in interpreting the results.

After the general intelligence has been measured with as accurate means as possible there yet remains the special interests and abilities of the youth to discover. Hence, great care should be exercised in the interpretation of mental test results.

The Personnel in Mental Testing. The giving, scoring, and interpreting of mental test results should be done only by persons trained for that purpose, and not by untrained individuals chosen for the task merely because they are enthusiasts on the subject of mental testing. The principal of the high school is usually the person who is best qualified by training and experience for this type of work.

The rural high schools reporting which use mental tests to determine the individual differences in students, in 70 per cent of these schools the mental tests are given by the high school principal. In only 30 per cent of the rural high schools are mental tests given by teachers. (See Table V).

The principal should regard the mental test as strictly confidential. If unwise publicity is given a mental testing program harmful results may occur because few people know what a test score really signifies and also because any information pertaining to a student's mental test score, particularly if that score is low, is justly resented. It may be a wise plan for the principal, or the recording officer in the school system, to use a code system so that only those who are entitled to examine the mental test results may gain any information.

Whom Given Mental Tests. It will be observed from Table VI that the largest number of mental tests are given in the ninth school year. This is to be expected since 95 per cent of the rural high schools reported in the study are organized on the traditional 8-4 plan. The general intelligence group test is given at the beginning of the ninth year to determine the general intelligence level of the student and as an aid in classification of the student in the high school.

Mental Tests Given in Various School Grades. The mental testing program may well begin with the elementary grades in a rural high school system. If the results are correctly interpreted they will be of great value as an aid in the vocational guidance program when the student has reached the

TABLE VI

The following table shows the number of schools which give mental tests in grades 6 to 12 inclusive and the number of schools which do not give mental tests in those grades:

	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Total</u>
<u>Year</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>
Number of Schools whose reply was "yes"	16	16	17	64	42	43	48	240
Number of Schools whose reply was "no"	17	8	8	4	4	3	3	47

sixth or seventh grade.

Table VII gives a list of the mental tests reported being used by various rural high school organizations in Kansas. It will be observed that the Terman, Otis, Army, General Intelligence and Achievement tests are the types of tests most popularly used in the rural high schools of the State.

In any program of mental testing the general intelligence test should be given as a group test to students to determine the intelligence level. And following this test, special tests of ability should be given to individual students as special cases arise. This seems to be the plan generally followed in the rural high schools of Kansas where a definite program of mental tests has been adopted.

Since a large number of mental tests are printed each year the school principal will do well to select those tests for use in his school system which are standardized and those best suited to the use for which he intends the test.

Use Made of Mental Tests. Rural, consolidated and county community high schools of Kansas make the greatest use of mental tests in the ninth school year to measure the ability of students. The greatest use of the mental test for the purpose of classification of students is also in the ninth school year. (See Table VIII).

TABLE VII

Showing the Types of Tests Used in the Rural, Consolidated and County Community High Schools in Kansas:

Type of Test	Number of Times Reported-Grades:							Total
	5th	7th	8th	9th	10th	11th	12th	
Terman	6	7	8	28	24	23	25	121
Otis	3	2	2	5	6	5	4	27
Army				7	6	6	6	25
General Intelligence	3	3	3	13				22
Achievement	2	2	2	7	3	3	3	22
Monroe English				1	1	1	1	4
Pressley Classification				1	1	1	1	4
Special Ability				1	1	1	1	4
McCall Multimental	2	1	1					4
National Intelligence	1	1	1					3
Bureau Standards and Measurements (Emporia)				1	1	1		3
Thorndike	1	1						2
Euckman's Scale for Problems				1	1			2
Haggerty			1					1
Educational				1				1
Employment				1				1
Briggs English				1				1
Miller General Intelligence				1				1
Simon-Binet				1				1
Detroit				1				1
Thurman							1	1

TABLE VIII

Table showing the use made of mental tests in Grades six to twelve inclusive:

Use Made of Tests	Number of Replies Reported							Total
	5th Year	7th Year	8th Year	9th Year	10th Year	11th Year	12th Year	
Measure ability of students	8	6	8	20	20	20	15	106
Classification of students	6	7	6	20	12	9		60
As an aid in solution of individual student problems	1	1	2					4
As a check on the graduating system		1	2	2	2	4	2	13
Measure achievement			1	2	3	3	4	13
Advice on occupations				1			15	16
To determine previous preparation of students				1	1			2
To check the promotion of students					1	1		2

Since 95 per cent of the schools are organized on the 8-4 plan the "measure of ability" test is the objective in testing in the ninth year. Principals desire to obtain information relative to the intelligence level of students which may be more accurate than teachers' marks.

In the twelfth school year, prior to the graduation of the student, the principal objective in the use of mental tests is to obtain information which will be of service in giving advice to students pertaining to their future life work.

Classification of Students on a Basis of Their Capacity.

About 70 per cent of the rural high schools reporting do not make any provision for the classification of students on a basis of their capacity. There is ample room for improvement in the organization of the rural high schools of Kansas in this respect. The remaining 30 per cent of the schools make some provision for the classification of students on a basis of their capacity by the following methods:

- "Division of classes on ability basis,"
- "Using teachers' rating,"
- "Assignment of special work,"
- "Recognition of the mental age of students,"
- "In English classes,"
- "In algebra classes,"

"In plane geometry classes," and

"In elementary science classes."

Determining Course of Study on a Mental Test Basis. Of the schools reporting on the use of the mental test results, either partially or wholly, in determining the course of study the student should pursue, 56 per cent of the schools use the mental test results for that purpose. There are 44 per cent of the schools that do not use the mental test results with that objective.

Some schools make it a practice to send students of low intelligence level to departments where there is a minimum amount of pure memory work required. Such courses as shop work, vocational agriculture, home economics, etc. Only students of high intelligence level are enrolled for foreign languages and classical courses requiring considerable memory activity.

It is true that students of low intelligence level will fare better in departments where the instruction deals largely with concrete material. But the practice of drawing the conclusion, solely, from mental test results and sending low intelligence level students to vocational courses and high intelligence level students to classical courses should not be tolerated. Mental test results should not be the only evidence used as a basis for determining the course of

study pursued by each student. Many other factors should be taken into consideration before offering advice to students relative to their course of study which in the final analysis may determine their future life work. The mental test results may serve as a guide in assisting students in the choice of their course of study but not as conclusive evidence that certain courses should be pursued and other courses should not be undertaken by students.

Advising Students Relative to Future Life Work on a Mental Test Basis. The results secured from mental tests may be used as a guide in advising students relative to their future life work. We find that 67 per cent of the rural, consolidated and county community high schools of Kansas make use of mental test results in that way and that 33 per cent of the schools do not use the tests with that objective in view.

There are other factors to be considered in advising students in the matter of a choice of a vocation but if mental tests are in the hands of one trained to use them it may serve as a guide to the counselor. A student of rather low intelligence level may do well as a salesman if he has a pleasing personality and other desirable qualities for success in that vocation. However, should he desire to be a physician or engage in some vocation requiring extremely

technical ability and training he should be guided in his choice of a vocation. (See Table IX).

TABLE IX

Mental test results are used as a basis for partially or wholly determining the course of study for students in 42 High Schools.

Mental test results are not used, either partially or wholly, in determining the course of study for students in 32 High Schools.

Chart 2

57 per cent of high schools use mental test results to guide students in choice of course of study for students
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

43 per cent of high schools do not recognize mental test results as a guide in the choice of course of study for students
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

ORGANIZATION OF THE SCHOOL SYSTEM FOR VOCATIONAL GUIDANCE

Choice of School Subjects with a Life Work Objective.

By the time the student has reached the sixth grade he is supposed to have completed the so called "tool subjects" and is ready to undertake those subjects which will give him a chance to "find himself" vocationally. He is given an opportunity to explore his own abilities; to engage in activities which will give training for his abilities discovered and give such information as will enable him to reach his vocational destination.

The pupils coming through the first six grades have all

22

followed much the same road in mastering the "tool subjects." At the beginning of the sixth school year they have arrived at the point in their educational progress where differentiation is desirable. However, this period of differentiation may be somewhat retarded in the present 8-4 plan which prevails in the large majority of rural, consolidated and county community high schools of Kansas. We find this period of differentiation more pronounced at the beginning of the ninth year since most of the students begin their high school work at that time. Students should not delay longer the choice of subjects which will aid them in the preparation for their future life work.

Eighty-six per cent of the schools reporting advise students as they enroll to choose school subjects which will be of value to them in the preparation for their future life work. Only fourteen per cent of the schools do not take into account the vocational objective when enrolling students in high school.

Influence of Adult Advice in Choice of School Subjects.

Many times parents attempt to choose high school subjects for their children. They have observed a neighbor's son or daughter make a success in some vocation. Or perchance they have a feeling that their children should secure a certain type of education that it may not be necessary for them to

toll as they have toiled to gain a livelihood.

Since the broader one's training, the greater the responsibility and opportunity for service, the opinion of adults is often erroneous. Adults make a serious mistake in advising a student to pursue certain courses of study merely from a standpoint of their own personal opinion and without a complete survey and analysis of his capacity, ability and aptitude.

The advice of parents should be considered in making the choice of school subjects for their children if they have analysed and studied their problems very carefully. But adult advice should not wholly determine the student's choice of school subjects unless it is founded upon such analysis and study.

Eighty-seven per cent of the rural high schools state that the advice of parents partially determines the subjects pursued by students and only one school reports that the advice of parents wholly determines the choice of school subjects.

On this point one principal wrote as follows:

"Teachers and supervisors direct, as best they can, without running counter to parents' advice in the matter of vocational guidance."

It is well to cooperate with parents in the matter of giving advice to students relative to their choice of school

subjects. But the information received from parents and adults not connected with the school system should be well founded upon complete analysis and study of the student before given much weight.

Influence of Companions in Choice of School Subjects.

Too often when students enroll in high school they choose certain subjects merely because their companions have chosen those subjects. They have a desire to be associated in the same class with their companions of former school days, not considering the vocational significance of the program of studies which they select.

The principal, teachers, or vocational counselor, if there is one in the system, can do much to guide students in the choice of their school subjects, previous to and at time of enrollment, by giving information and advice relative to the courses offered in the high school and the vocational objective of each course. In fact the high school principal or vocational counselor might, very profitably, give information in the grades or even go to the rural elementary schools and give information pertaining to the courses offered in high school.

In the vast majority of rural high schools in Kansas fully fifty per cent of the students choose high school subjects because their companions have chosen those subjects.

The range of influence of companions in the choice of high school subjects is from five to ninety-five per cent. It is little wonder there are so many misfits in the numerous vocations when all "pegs are expected to fit the same hole" regardless of adptation. (See Table X).

Miscellaneous Influences which Determine the Choice of High School Subjects. There are many miscellaneous factors which have an influence, along with other factors, in the determination of high school subjects chosen by students.

Forty-two schools replied that the so called "snap subjects" plays a very important part in the choice of high school subjects by students. One principal stated, "Agriculture is usually considered a "snap subject" but I have had as many failures in it as in mathematics."

It is possible that the problem of "snap subjects" is only a question of a "snap" method or "slip shed" manner in which some subjects are offered in high school. If teachers are inadequately qualified and indifferent in methods of presentation, it may lead to a reputation of certain subjects in a school being more or less "easy," hence a stampede of students to enroll in those courses. (See Table XI).

Twenty-nine schools gave as a reason that some courses in high school are over-crowded is the fact that the students "like the teacher". It is a fine compliment to a teacher to be pleasing to the students. But this attitude should be

TABLE X

Showing the Influence of Companions in Choice of High School Subjects

Per Cent of Students Influenced by Companions in Choice of High School Subjects	Number of High Schools Reporting
5%	2
10%	7
15%	4
20%	9
25%	7
30%	8
35%	2
40%	4
45%	0
50%	26
55%	0
60%	4
65%	0
70%	1
75%	5
80%	1
85%	0
90%	1
95%	1
100%	0

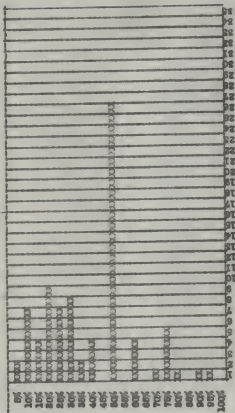


Chart 10, Showing the Influence of Companions in Choice of High School Subjects

Note: The vertical column shows the percentage of students influenced by companions in choice of school subjects. The base line shows the number of schools reporting.

TABLE XI

Showing Miscellaneous Factors Which Influence Students in the
Choice of High School Subjects

Factors	Number of Schools Which Replied
Snap Subjects	42
Like the Teacher	29
Classmates Take the Subject	19

Chart 11

Showing Miscellaneous Factors Which Influence Students in
the Choice of High School Subjects

Forty-two schools reported "snap subjects" as a factor

XXXXXXXXXXXXXXXXXXXX

Twenty-nine schools reported "like the teacher" as a factor

XXXXXXXXXXXXXXXX

Nineteen schools reported "classmates take the subject" as a
factor

XXXXXXXXXX

the outgrowth of efficiency on the part of the teacher rather than merely some shallow personal factor,

Other factors mentioned as having an influence in choice of high school subjects by students were; "classmates take the subject"; "no outside preparation of lessons required"; "popular subjects"; "like laboratory work"; etc. To overcome some of the factors previously mentioned and cause students to set up a more worthy objective when making out their program of studies is a duty of the principal, the teachers or the counselor.

Analysis of Each Student's Qualifications and Characteristics. Only twenty-six per cent of the rural high schools of Kansas make any systematic attempt to determine the individual qualifications and characteristics of students. The vocational guidance which is offered in the seventy-four per cent of high schools is given without a complete analysis of the students.

The analysis of students' qualifications and characteristics should include a check up of physical, intellectual, economic, social, vocational and avocational interests of students.

A check up of physical assets and limitations is important when we consider that certain occupations require definite physical qualifications. For instance, students

with defective eye sight should not be advised to qualify for occupations where this limitation would be a handicap.

Probably the most important of all qualifications is the intelligence quotient of students. The school system should provide for obtaining the intelligence quotient and checking with the chronological age of students.

The economic status of the student may determine whether or not he will be able to carry out his vocational plans. One would hesitate to advise a student from a home where poverty reigns supreme to prepare for a vocation where a large amount of money is required. Unless the student is willing to work hard and persevere in his task to overcome the lack of financial support.

Since certain social assets are essential to success in many occupations, the school system should provide for an analysis of students along this line. A young person who is not neat in appearance, courteous, and possessed of good manners, cannot hope to reach the maximum degree of success in any vocation.

The school should list the vocational interests of students from time to time as a basis for guidance. Since vocational interests often change with the school progress of students, it will often be necessary to revise the list.

The avocational interests of students should be noted.

There are many instances when the avocational interests of students may be an index to success in some occupations.

In forty per cent of the rural high schools the question of analysis is left entirely to the individual student. If the analysis is under the direction of teachers in the school system, worthwhile results may be obtained. But if it is carried on without direction the results will lack organization and perhaps have little relationship to the plans pertaining to the future life work of the student.

Twenty per cent of the rural high schools of Kansas reporting on the use of the self-analysis blank state that they use it as a means of the student working out his self-analysis. The following self-analysis questionnaires are in use:

Hi-Y Self-analysis

Girls Reserve Self-analysis

International Y. K. C. A. Self-analysis

Chief Occupation Self-analysis

Vocational Self-analysis

Music Self-analysis

If self-analysis blanks can be freed from the objectionable features such as the tendency on the part of students to overestimate their good qualities and underestimate the less desirable ones, they may be made to contribute to

the students' self-guidance. If the self-guidance blank is used the principal should develop a blank suited to the peculiar needs of the high school and not adopt a blank already in use and which may be unsuited to the school.

Determining the Suitability of Students for Different Occupations. It is the duty of the public school to determine the suitability of students for different occupations. Forty per cent of the high schools reporting make some attempt along this line. The methods used in these schools are as follows:

- By personal work of students
- By mental tests
- Advice of principal and teachers
- In occupations class
- By observation of students
- By self-analysis
- In psychology class
- In sociology class

Sixty per cent of the high schools which replied to the question make no attempt to determine the suitability of students for different occupations. Much improvement could be made in this respect.

Giving Students Occupational Information. Occupational information should be given as early in life as a child begins to take any interest in the work of adults. By the

time the boy or girl has reached the sixth or seventh grade he should have a good fund of occupational information.

Of the ninety-nine rural high schools replying to the question only forty-one per cent make any provision for giving each student information concerning the requirements of occupations. But about sixty per cent of the schools point out the advantages and disadvantages of different occupations to the students. (See Table XII).

TABLE XII

Showing Methods Used by High Schools in Pointing Out the Advantages and Disadvantages of Different Occupations to Students

Method	Per Cent of Schools Using Method
Incidentally in class	17
In Civics and Sociology Classes	14
In Occupations Class	8
In Economics Class	8
General Assembly	7
Vocational Agriculture Class	7
Faculty Conference with Students	7
Hi-Y	5
Commercial Class	5
Religious Organizations	2
Girls Reserve	2
Manual Training Class	2
Normal Training Class	2
Journalism Class	2
Mathematics Class	2
Science Classes	2
History Class	2
General Agriculture Class	2
Vocational English Class	2
Home Economics Class	2

It will be observed from Table XII that occupational information, where it is given at all in the rural high schools, is only given incidentally as a part of the regular class work in most of the schools. Stated in the words of one principal who wrote as follows:

"Each teacher does some work, incidentally, along the line of vocational guidance. Any reports that seem important are sent to the office of the principal. All information is used by the principal at time of enrollment of students."

The co-operation of all high school teachers should be secured in the development of the vocational information possibilities of their subjects. Most teachers like to feel that their subjects have some vocational economic values, hence they are usually willing to take some time to analyze out these values and organize the results of their analysis for presentation to the students in their classes.

Inspiring Students to Aspire. Many successful teachers seem to feel that all that is necessary from the standpoint of vocational guidance is to inspire in students a desire to be and do what they would like to do for a life work. "Hit your wagon to a star" is an old familiar quotation. Ninety-five per cent of the rural high school principals report that they make some effort along this line.

This is a worthy ideal if founded upon results obtained from a complete analysis of the students' abilities and aptitudes. But one is more or less bound by ability, vocational inclination, economic, and other factors, so that the ideal "to aspire" and win success has its limitations.

Advising Students on a Basis of Principal's or Teachers' Analysis. The principal or teachers in the school system should take the initiative in advising students relative to their course of study. It is expected that they have the information obtained from an analysis of the students' capacities, abilities and aptitudes, hence are in position to give intelligent advice. They should know the requirements of occupations, the opportunities open to each particular type of student, the economic status, and the student's hereditary factors and environment. Seventy-five per cent of the rural high school principals report that they take the initiative in advising students in the choice of high school subjects.

Advising Students in Accordance with the Wishes of Parents. Fifty-nine per cent, or a few more than one-half of the rural high schools take into consideration the wishes of parents in advising students in choosing high school subjects.

The wishes of parents should be considered. Teachers

should cooperate to the end that no student be signed for school subjects for which he is unsuited. However, most parents are not competent to choose high school subjects that will fit the student for the desired vocation. The ambitions of parents are usually far beyond the capabilities of their children. The statement of one principal expresses the plan followed in some small rural high schools with reference to the wishes of parents. "We have a very small high school. The students seem to find all their vocational needs taken care of by their parents."

Advising Students on a Basis of an Analysis of Their Abilities and Aptitudes. Along with the analysis of the student and wishes of parents in the choice of high school subjects, ninety per cent of the rural high schools advise students on a basis of their abilities and aptitudes.

The mental test results will aid in determining the general ability of the students but too much weight should not be given to such results. Teachers' marks may be of value along this line also. The aptitude of the student is not so easy to determine and is often difficult to isolate and define.

One principal wrote as follows, "Our plan consists in determining the students' capabilities and capacities, giving them occupational information and trying to get them to

choose subjects which will meet their future needs."

Another principal said, "I try to advise and help students in their choice of a life work after carefully considering their aptitude and ability for the line of work which they expect to follow."

Assisting Students Seeking Location in Suitable Occupations. In most rural communities young people, as they leave school, are usually quite successful in finding locations. However, it is the duty of the school, for the protection of youth and the welfare of society, to see that its students are suitably located. With this end in view, the principal, teachers and others in charge of the placement of students, should co-operate with all agencies that have an interest in the welfare of students. Parent-Teachers Associations, Chamber of Commerce, Rotary Club, Employment Bureau, and many other agencies willingly co-operate in finding suitable employment for students.

In the rural high schools of Kansas, which replied to the question, there are fifty-five per cent of the schools which offer assistance to students in getting located in suitable occupations. A much larger percentage of the schools should assist students. Eighty-four per cent of the schools report that most of the positions are secured by students mostly on their own initiative.

Checking Up on Former Students in Occupations. The school should be certain that the student is well adapted to the position he has been chosen to fill and that his work has been acceptably performed. This means that placement and follow-up work must be closely correlated.

It is necessary to record, check, and follow-up the results of all advice given to students for replacement, checking advice, defects in the school curricula and securing data of value in vocational guidance.

The rural high schools of Kansas are not measuring up to their vocational guidance opportunities in follow-up work. Only one-fourth of the schools which offer any assistance to students in seeking suitable locations have inaugurated a follow-up program.

The Visiting Teacher. The visiting teacher can perform valuable service in conjunction with a school system that attempts guidance of its students. Follow-up work, investigation of special cases that have arisen from the ordinary routine of the school day, abnormalities, habitual cases of tardiness and absence, and many other duties, renders the visiting teacher a valuable coordinator in the school system.

The visiting teacher idea has not become popular in the rural sections of Kansas as only two schools report hav-

ing a visiting teacher employed. With more available funds for carrying on the schools and better organized school systems, the office of visiting teacher may be inaugurated in many rural high schools in the near future.

The School Physician. Every high school student should have a physical examination at least once each year, and preferably twice, to determine any physical inefficiency. The data arising from such an examination should become a part of the school records and available for physical directors, school nurses and teachers.

Twenty rural high schools in Kansas have the part time service of a physician. With the enlargement of physical educational departments in rural high schools no doubt more schools will have the service of a physician at least part time.

The School Nurse. An effective health program demands the service of the school nurse, at least part time. The school nurse may be able to forestall epidemics of contagious diseases. She may render valuable service through home visits. Cooperation with the department of physical education in the high school may be of great service to the school.

The health card may be used in the school system in order that the principal or health nurse may have a check upon all cases of illness or accident which may occur during

the daily school routine. It should be a card made up in some color, preferably blue, and should receive preference over all other reports to the principal or health nurse. When the health card is turned in to the office of the principal or health nurse by a teacher it is notice of the fact that a case of illness or accident has occurred within the school organization demanding immediate attention. The health card relieves the busy class room teacher of much responsibility pertaining to the physical welfare of students and assures the principal that all emergency cases have received proper attention.

ORGANIZATION OF THE PROGRAM OF STUDIES FOR VOCATIONAL GUIDANCE

The Formal Course in the Study of Occupations. Every high school should make a systematic effort to impart vocational information to its students. It may not be possible for all high schools to finance an elaborate vocational guidance system but it is within the financial possibility of all schools to offer vocational information.

Only ten per cent of the rural high schools in Kansas reporting have a class in the study of occupations. Ninety per cent of the schools do not offer the course. More schools should include the course in the curricula.

The formal occupations or "life-carrier" class should be

in charge of the principal, a very competent teacher, or the vocational counselor, if there is one in the school system.

It is often stated that the average teacher knows very little concerning occupations. But if a certain teacher is charged with the responsibility of offering vocational information no doubt the teacher will make a special effort to qualify along that line.

If a text book is used as a guide it should state the problems arising in various occupations and the social and economic possibilities of the occupations. The text should be free from sentimental features. It is well to use a few good reference texts as supplementary material.

Thirty-eight per cent of the rural high schools of Kansas which offer a formal course in the study of occupations, offer the course in the ninth school year. This is probably the most favorable time since many students leave school to engage in occupations at that time. Only twelve per cent of the schools reporting offer the course during the tenth school year, twenty-five per cent during the eleventh and twenty-five per cent of the rural high schools during the twelfth school year.

In some schools "occupations" is taught in correlation with regular class work. One principal stated as follows, "Occupations is taught in economics class. It is incidental

in other courses."

Another stated, "I find that mathematics and science classes offer good opportunity for giving aid and suggestions to students and information concerning the nature and demands of various occupations."

Another principal stated, "We have introduced a course in social problems which is offered to juniors and seniors to help them find their life work."

That the formal course in the study of occupations is productive of good results is expressed in the words of one principal as follows, "We offer a course to seniors known as vocational training. We study the various occupations. Last year eight members of this class decided to take college training, which was a much higher average than we ever realized before introducing the course in vocational training."

Courses in Vocational Education. We often think of vocational education as something apart from general education. That after the youth has completed his school work and has reached the years of maturity then he should consider making a choice of a vocation and prepare for training along that line.

This theory is a false assumption. It is the duty of the school to direct the vocational interest of youth as ear-

ly in life as it is manifest. The elementary school and the high school system should be on the alert to turn to good account the vocational interests of young people as they are unfolded.

Twenty-eight per cent of the rural high schools of Kansas offer courses in vocational education which prepare for specific occupations. A much larger percentage of the schools should offer definite courses along this line. (See Table XIII).

Since there are several thousand distinct occupations it is impossible for a rural high school system to offer specific training in very many occupations. However, it may impart the necessary information and skills in a few of the leading occupations of the community.

The courses in vocational education which are offered in the rural high schools of Kansas are given in Table XIII.

TABLE XIII

Showing Courses Offered in Vocational Education in the Rural High Schools of Kansas

<u>Courses Offered</u>	<u>Number of Schools Offering Course</u>
Vocational Agriculture	20
Commercial	12
Normal Training	11
Home Making	7
Woodwork	7
Music	2
Upholstering	1
Reed Work	1

Before a student enrolls for a definite vocational course it should be determined that he has chosen that course on a basis of scientific analysis of his ability, capacity and aptitude. He should also be informed of the requirements and limitations of the vocation. If these functions have been carried out it is not probable that readjustment of course of study or reguidance will be necessary.

"Try-Out" Courses as an Aid in Vocational Guidance.

For the purpose of exploring the abilities of pupils, short "try-out" courses of four or five weeks duration may be organized. While the "try-out" course perhaps is best adapted to shop work yet it may be used in other courses.

The "try-out" course is not considered in the light of a regular course but is merely offered as guidance training. From the results secured the principal, teacher, or vocational counselor may intelligently place the student in the course for which he is best adapted.

Only four of the rural high schools in Kansas report the use of the short "try-out" course. Of these four schools, one makes use of the course in the eighth school year and three schools use the "try-out" course in the ninth school year.

If it is possible, short courses of this nature should occur in the sixth or seventh school year. This would give

opportunity for the student to adjust himself early enough in his school work as to permit of the maximum amount of training along the line of his chosen vocation. (See Table XIV).

Guidance Possibilities in Various High School Subjects.

High school teachers should cooperate in the development of the occupational information possibilities of the subjects which they teach. Every subject can be made to function in the development of some vocational-economic values. (See Table XV).

English occupies a leading place among the secondary subjects wherein the giving of occupational information can be easily coordinated with the regular class work. In fact the vocational guidance program of the rural, consolidated, or county community high school can be primarily carried out thru coordination with high school English.

Vocational themes may be written on various occupations. In the study of journalism the students may gain information pertaining to editorial work. Students may be requested to give class reports on various occupations. They may be assigned collateral reading. Special lectures may be given pertaining to various vocations. They may be assigned books on vocational guidance from which to make reports. Some schools have a class called vocational English in which various occupations are discussed. (See Table XVI).

TABLE XIV

Showing Source of Occupational Information in the Rural High Schools of Kansas

Source of Occupational Information	Nature of Reply	
	Number of High Schools Giving Occupational Information in the Subject	Number of High Schools Not Giving Occupational Information in the Subject
English	57	24
Commercial	51	40
Science	51	33
Home Economics	49	23
Industrial Arts	48	23
Mathematics	31	44
Vocational Agriculture	31	0
Music	24	42
Normal Training	27	14
History	20	56
Physical Education	17	35
Foreign Language	6	56
Hi-Y	5	
Girls' Reserve	2	
Social Science	2	
Principal's Office	2	
Faculty Members	2	
Assembly (Speakers)	1	
Ethics Class	1	

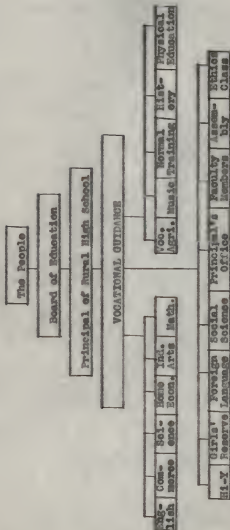


Chart 14. Showing Source of Occupational Information for Vocational Guidance Purpose and How It Functions in the Rural High Schools of Kansas

TABLE XV

Showing Method of Offering Occupational Information in the
Rural High Schools of Kansas

Method of Offering Occupational Information	Number of Times High Schools Reported Using Method
Incidentally with Class Work	146
Special Lectures	13
In Shop Work	13
Vocational Themes	13
Class Reports	8
Collateral Reading	6

Chart No. 15 shows methods of offering occupational information in the Rural High Schools of Kansas:

146 Rural High Schools offer occupational information incidentally with class work

XX
XXXXXXXXXXXX

13 Rural High Schools offer occupational information as special lectures

XXXXXX

13 Rural High Schools offer occupational information incidentally with shop work

XXXXXX

12 Rural High Schools offer occupational information as vocational themes

XXXXXX

8 Rural High Schools offer occupational information as class reports

XXXX

6 Rural High Schools offer occupational information as collateral reading

XX

TABLE XVI

Showing Methods Used in Offering Occupational Information in
High School English

Method	Number of Schools Reporting Which Use the Method
Incidentally with class work	15
Vocational Themes	11
Study of Journalism	8
Class Reports	8
Collateral Reading	5
Special Lectures	3
Reference Books on Vocational Guidance	1
Vocational English Class	1
Oral Contests (Debate, Oratory, Declamation)	1

In oral contest work, debate, oratory and declamation, students may gain much occupational information, if directed along that line, in the preparation of material for contests.

The commercial department can offer much vocational information pertaining, especially to the business world. Opportunity often arises, incidentally with class work, for the discussion of problems having to do with occupations. In handling commercial papers students may get first hand information in regard to leading occupations. Typewriting and bookkeeping experience in a store, bank or office may place the student in contact with the business interests of the community. In business arithmetic and salesmanship, analysis of occupations may be carried out so that the student may get information pertaining to the requirements and

limitations of occupations. In fact the work of the commercial department should have a business objective. (See Table XVII).

TABLE XVII

Showing Methods Used in Offering Occupational Information in the High School Commercial Department

Method	Number of Schools Reporting Which Use the Method
Incidentally with class work	20
Handling business papers	16
Typewriting experience	7
Bookkeeping experience	6
Business objective	5
Business arithmetic	3
Salesmanship	1
Analysis of occupations	1

Class work in science offers a splendid opportunity for giving occupational information. It may be offered incidentally with class work showing its relationship to agriculture, industry, commerce, the professions, etc. In laboratory courses automotive work, in study of heat, light, electricity, etc., elaborate occupational information may be given. A study of the biographies of scientists furnishes a good background for the development of vocational information. (See Table XVIII).

TABLE XVIII

Showing Methods Used in Offering Occupational Information in Science

Method	Number of Schools Reporting Which Use the Method
Incidentally with class work	15
Use in commerce	8
In study of occupations	5
In study of electricity	4
With laboratory courses	4
In automotive courses	1
In study of biographies of scientists	1

Home economics has to do with home making and may offer valuable occupational information pertaining to the home. In sewing and cooking classes there is splendid opportunity for vocational guidance. Lectures may be given on occupations. The students may be required to do a definite amount of collateral reading on occupations. (See Table XIX).

TABLE XIX

Showing Methods Used in Offering Occupational Information in Home Economics

Method	Number of Schools Reporting Which Use the Method
Sewing and cooking classes	35
Lectures	5
Collateral reading	2

Vocational information may be offered incidentally with class and shop work in industrial arts. In mechanical drawing the requirements and limitations in engineering may be analyzed. Woodwork may be offered in such a way as to contribute to carpentry. The project method should be followed and wherever possible the instructor should take advantage of every opportunity to offer information relating to occupations. (See Table XX).

TABLE XX

Showing Methods Used in Offering Occupational Information in Industrial Arts

Method	Number of Schools Reporting Which Use the Method
Incidentally with class work	14
Shop work	13
As contributing to carpentry	7
Home making	2
Project method	1

Mathematics is a valuable medium through which vocational information may be given. It may be shown how the subject is related to engineering and to various other occupations. The vocational value of mathematics in the commercial world may be brought out incidentally with class work. The subject perhaps does not occupy the prominent position in the curricula of the high school it once did but its value as a vocational guidance medium should not be un-

der estimated. (See Table XXI).

TABLE XXI

Showing Methods Used in Offering Occupational Information in Mathematics

Method	Number of Schools Reporting Which Use the Method
Preparation for engineering	3
Incidentally with class work	6
As related to occupations	6
As related to college work	1

Vocational agriculture is a new subject which has come into the high school curricula during the past decade. It offers many opportunities for imparting occupational information pertaining to farming and allied pursuits. Supervised farm practice, which is a requirement of the course, gives a splendid opportunity for vocational guidance in the field of agriculture. In the study of various types of farming the students gain much vocational information of value. The shop courses, required of students in vocational agriculture, are not without their occupational values. (See Table XXII).

TABLE XXII

Showing Methods Used in Offering Occupational Information in Vocational Agriculture

Method	Number of Schools Reporting Which Use the Method
Supervised farm practice	23
Study types of farming	12

One Principal wrote as follows, "Our vocational agriculture department takes each boy to the farm and teaches him actual farm operations. In the shop the work is of the type necessary for farmers to know."

The preparation of young people to engage in the teaching profession is the objective of the normal training department in high schools. The objective would not be realized unless considerable information relative to the profession were imparted to students. This can be done incidentally with class work, in connection with visits to rural schools and in practice teaching. Other occupational information may also be given to students incidentally with class work, as special lectures, class reports or collateral reading. There is no occupation that demands a knowledge of the world's work quite so much as the teaching profession. (See Table XXIII).

TABLE XXIII

Showing Methods Used in Offering Occupational Information in Normal Training

Method	Number of Schools Reporting Which Use the Method
Teaching objective	12
Incidentally with class work	8
Visit to schools	1
Reviews	1

Music is the art of grouping musical tones in succes-

sion or combination. This subject offers a splendid opportunity to give students vocational guidance which may be done as an incidental function with class work. Chorus, glee club, orchestra and band work may function as vocational guidance of students in this field. Those who are capable make progress while the less capable are eliminated. (See Table XXIV).

TABLE XXIV

Showing Methods Used in Offering Occupational Information in Music

Method	Number of Schools Reporting Which Use the Method
Incidentally with class work	12
Chorus work	8
Orchestra work	8
Band work	1
Glee club	1

Since history is a record of the experiences of the race it serves as a splendid medium for offering occupational information. It may be given incidentally with class work. Political and economic phases may be emphasized for guidance purpose. In the citizenship class there is opportunity for giving occupational information. The subject may be used as a prerequisite for the study of law. If current events is required of students they may report on the requirements and limitations of occupations. (See Table XXV).

TABLE XXV

Showing Methods Used in Offering Occupational Information in History

Method	Number of Schools Reporting Which Use the Method
Incidentally with class work	3
Political and economic phases	5
Citizenship class	2
Preparation for study of law	1
Current events	1

The physical education department, incidentally with class work, may devote some time toward giving occupational information to students. Special lectures may be given from which students may profit. Training given in the department may function as preliminary training for professional athletes. Students may learn of their physical qualifications or limitations which either fit or make them unfit for certain occupations. The desire to be a "coach" some day may have an occupational appeal to some students. (See Table XXVI)

TABLE XXVI

Showing Methods Used in Offering Occupational Information in Physical Education

Method	Number of Schools Reporting Which Use the Method
Incidentally with class work	6
Lectures	2
Training for athletes	2
Being a "coach" some day	2

Of all high school subjects probably foreign language is considered as offering the least occupational information. However, if a careful analysis is made, many occupational values may be summarized. It has an occupational value as a prerequisite to certain courses in college or university. It may be of occupational value to a student who expects to travel or take up residence in a foreign country. It may, though quite expensive of time and effort, be of value to a student as an aid to an understanding of the English language. And a reading understanding of a foreign language is indispensable to a student in research study. (See Table XXVII).

TABLE XXVII

Showing Methods Used in Offering Occupational Information in Foreign Language

Method	Number of Schools Reporting Which Use the Method
Incidentally with class work	5
Prerequisite to work in university	1

In addition to occupational information being offered in correlation with regular class work there are other departments and activities of the high school which may function along this line. The Hi-Y, Girl's Reserve, class in social science, class in ethics, the principal's office, faculty members in conference with students, and speakers

during high school assembly periods are ways in which some rural high schools in Kansas offer occupational information.

Extra-Curricula Activities Function as Vocational Guidance. All extra-curricula activities of the high school provide a means whereby vocational guidance may be offered to students. In fact this activity may more nearly represent the dominant interests of youth, since it is an involuntary organization, than the regular class work which may be a requirement with certain courses.

The relative interest a student has in extra-curricula activities may be measured by the number of memberships the student holds in different organizations and whether he is active in the government of the organization, member of committees, etc.

Forty-seven per cent of the rural high schools in Kansas make use of the extra-curricula activities as a means of offering vocational guidance. Most of the work along this line is done in Hi-Y and Girls' Reserve. (See Table XXVIII).

One high school principal stated as follows, "Our extra-curricula activities are under one head, a central treasurer who has a check upon every class organization, group or activity in the school. Each group having its duly elected officers who are responsible for the functioning of the group."

Another high school principal stated, "Hi-Y and Girls' Reserve spend some time on occupations. Mental tests and achievement tests are used as indicators of pupils' ability."

TABLE XXVIII

Showing Extra-Curricula Activities Which Provide Vocational Guidance

Organization	Number of Schools Reporting Which Make Use of the Extra-Curricula Activity
Girls' Reserve	23
Hi-Y	21
Reports in clubs	6
Athletics	5
Dramatics	2
Agriculture Club	2
Debate	2
Music	2
Glee Club	2
Home Room	1
Vocational Guidance Class	1
Weekly Theme Writing	1
Camp Fire Girls	1
4-H Club	1

CONTRIBUTING FACTORS IN A VOCATIONAL GUIDANCE PROGRAM

Talks by Men and Women from the Community. The students will gain much vocational information if men and women from various occupations are invited to talk to them concerning the requirements and limitations of their respective vocations. The banker, physician, lawyer, merchant, farmer,

mechanic, and men in other vocations who have made a success of their chosen life work can render valuable service by giving talks to groups of students.

The talks by men and women from various vocations may be given at the regular weekly assembly period or at an assembly period set apart especially for the purpose of imparting vocational information.

In correlation with regular class work the subject may be illumined if adults from various occupations are invited to talk to students concerning their respective occupations. Often times students form an incorrect opinion of certain occupations when adult advice may clarify the situation. To a boy who has recently returned from a harvest field on a hot July day the position of banker seems very attractive. However, when he learns more of the difficulties that must be overcome the position may not be so attractive.

The school principal may do well to make use, as far as possible, of men and women from other communities and who may be engaged in occupations not represented in the community. As an illustration most students have the idea that those who study agriculture are fitted only for life on the farm. They do not know of the numerous professional opportunities in this field. An assembly talk by an agricultural statistician, county agricultural agent or some person en-

gaged in the field of agriculture in a professional way may be of valuable service to the school.

In the selection of men and women for vocational guidance talks to students the school principal or vocational counselor should use discretion that only those are chosen who may have a well balanced opinion of their vocation and who have been successful along the line of their chosen life work. Speakers who may have a narrow or prejudiced idea may do harm.

Seventy-three per cent or almost three-fourths of the rural high schools in Kansas make use of the plan of inviting men and women from different vocations to talk to groups of students relative to the advantages and disadvantages of their respective vocations. Since the plan requires no financial obligation it would seem that all high schools could make use of it for the results that would be derived as an aid to the vocational guidance program.

Field Trips to Points of Interest. Teachers may take trips to points of interest and point out the advantages and disadvantages of vocations to the students. Concrete information from the vocation itself is of more value than the study of abstract text book material.

Classes in agriculture may visit farms, where leading crops and livestock of the community are produced. Manual

training students may find interest in a visit to a factory. Girls pursuing the study of home economics may profit from a visit to a bakery. Commercial students should visit a store, bank, office, etc. Students of history and sociology should visit a court-room when a trial is in progress. Many other points of interest may be mentioned where vocational guidance may function by a study of the leading vocations in the community. (See Table XXIX).

Seventy per cent of the rural high schools in Kansas make use of field trips as a part of the vocational guidance program. All high schools can use this method if located in a community where there are numerous vocations. If the vocation in a rural community is limited to farming there is little opportunity for vocational guidance thru field trips except by visiting a distant city.

Survey of Students as an Aid in Vocational Guidance.

Information may be obtained by a survey of students concerning their ages and the progress they have made in school. The survey should sift out those who are accelerated and those who are retarded in their school work. There may be students suffering from some physical, mental or environmental defect which may need attention. The survey may develop information concerning the social and economic status of students and information pertaining to their family history.

TABLE XXIX

Showing Departments in the Rural High Schools of Kansas
Which Take Field Trips With Students to Study the Ad-
vantages and Disadvantages of Vocations in the
Community

<u>Department of High School</u>	<u>Number of Schools Reporting</u>
Agriculture	43
Science	29
Home Economics	25
Commercial	13
Normal Training	7
Civics	5
Principal	3
Economics	3
Manual Training	3
Music	3
History	2
Mathematics	2
Sociology	1
Journalism	1

Only fifteen per cent of the rural high schools in Kansas make any attempt at a survey of students. The schools that have conducted such surveys have used mental tests to determine the intelligence level of students. Some schools have conducted health surveys.

Vocational charts may be prepared and distributed among students. The charts may show the requirements and limitations of various occupations.

A list of grade and rural elementary school graduates

may be obtained. The function of the vocational guidance program may be to guide them into high school.

The survey of students may pertain to students who have graduated from high school. It may show their success or failure in various occupations and may be of value in the direction of the vocational guidance program or the content of the high school curricula. (See Table XXX).

TABLE XXX

Showing the Nature of Surveys of Students Made by Rural High Schools of Kansas

Nature of Survey	Number of Schools Reporting
Mental tests	3
Health survey	2
Questionnaires	2
Vocational Charts	1
List of grade school graduates	1
Record of home life of students	1
Work done by students after graduation	1
Previous education of students	1
Father's occupation	1
Effect of tobacco on students	1

Records pertaining to the home life of the students may reveal their social and economic status and be of value as vocational guidance information.

Information relative to the previous education of students will aid in the guidance of students in selection of their program of studies and in choice of a life work.

The father's occupation may have an influence on the education of the child. It may also be a factor in the student's choice of a life work. The survey of students should show the nature of the father's occupation and, if possible, his success or failure.

Some schools have conducted surveys showing the effect of tobacco on the mental and physical development of students. If properly conducted, a survey of this nature may be of value in a vocational guidance program.

A survey of students may be conducted at any time. However, most high schools find it most profitable to conduct the survey at the beginning of the school year.

Survey of the Educational Opportunities for Students.

The rural high school should make a survey of the educational opportunities offered to the youth of the community. The survey should include a list of all schools and colleges, with courses and requirements for entrance, requirements for graduation, etc. All private, as well as public, schools should be included in the survey. The survey should include all opportunities for apprenticeship.

Only eleven per cent of the rural high schools of Kansas make a systematic survey of the educational opportunities for students. A few schools keep a record of students pursuing higher education. This plan is worth while for it

gives the principal a check on the curricula of the high school. He may find that changes should be made to meet the needs of students pursuing higher education.

The vocational guidance system should record all data concerning interviews with parents and students concerning higher education. These data may be of value after graduation of the student from high school in offering advice relative to college courses.

Some schools send out a questionnaire in order to obtain the necessary information concerning educational opportunities for students. The college catalog, which is usually published annually, may contain much information of value for the purpose of vocational guidance.

The survey of the educational opportunities for students may be made at any time during the school year and a record made of the results. Or a definite time, perhaps during the beginning of the second semester, may be set aside for the purpose.

The rural high schools of Kansas do not give sufficient attention to a systematic survey of the educational opportunities for students. This fact may be observed from a study of Table XXXI.

Survey of Occupational Opportunities for Students. Often times the opportunities in various occupations which are

TABLE XXXI

Showing the Nature of Surveys Pertaining to the Educational Opportunities for Students

Nature of Survey	Number of Schools Reporting
Record of students pursuing higher education	1
Interviews with parents and pupils	1
By principal	1
Offering needed courses of study	1
Questionnaire	1
Incidentally	1

open to students are not known. The principal, or vocational counselor, may make a survey of the community to determine the need of workers in the various occupations. In most of the rural communities in Kansas farming is the leading occupation. Perhaps another community not far distant may be interested in securing the service of students, hence the occupational survey may extend even beyond the limits of the immediate community.

The survey may include a description of the occupation, the entrance requirements, minimum and maximum salary, opportunity for promotion, etc. Information should be gathered and recorded concerning the hazards, physical and moral, pertaining to the occupation.

Some occupations may have reached the maximum limit of development while others may be growing and developing. These facts should be gathered and recorded. Machinery may

be supplanting human effort in some occupations. Some occupations may be seasonal while others may offer employment the entire year. There may be no particular demand for workers in some occupations. Some occupations may offer splendid opportunity for growth and promotion while others are so called "rutted" positions offering little or no opportunity for promotion.

The vocational guidance records should show the number of students from the high school entering various occupations and their success or failure in those occupations. Some occupations may be overcrowded while others may be in need of workers.

After completing the occupational survey the courses in the high school should be organized in such a way as to contribute the maximum training leading to the positions. It is a waste of students' time and effort to require them to pursue courses which do not contribute to the occupation which they expect to follow.

Observation of class work sometimes is an index of the vocational interests of students. Facts obtained from this source should be recorded and used as vocational guidance data.

The manner in which students spend their leisure time may more nearly indicate their vocational interests than the

way in which they make use of the regular school day. The use of leisure time is usually elective on the part of students, hence may indicate their dominant vocational interests.

Associates often have a very strong influence on the occupational choice of students. The success or failure of certain students in various occupations may influence others.

Only seven per cent of the rural high schools in Kansas make a survey of the occupational opportunities for students. A larger number of schools should organize their vocational guidance program in such a way as to include the occupational survey. More efficient advice along the line of vocational guidance may be given if the principal or counselor has definite information pertaining to the requirements and limitations of the leading occupations. (See Table XXXII).

TABLE XXXII

Showing the Manner in Which a Few of the Rural High Schools of Kansas Conduct a Survey of Occupational Opportunities for Students

Nature of the Survey	Number of Schools Reporting
Record of students entering occupations	1
Courses offered leading to positions	1
Observation of class work	1
Use of students' leisure time	1
Occupational influence of students' associates	1
Questionnaire	1

Survey of the Social Needs of the Community. A survey of the social needs of the community may reveal the recreational opportunities for those engaged in various occupations. The opportunity for recreation has some influence upon the number of workers who may engage in an occupation and their relative success.

The social science and civics class may conduct the survey for use of the high school as vocational guidance material. All church organizations are interested in the social needs of the community and may cooperate with the high school in this activity. The executive committee of the Parent-Teachers' Association may conduct the survey and carry on projects for the improvement of social conditions. Lectures may be given on social improvement. Faculty meetings, extra-curricula activities and regular class work may function in the conduct of a survey of the social needs of the community and in the formulation of plans for improvement.

Only twenty per cent of the rural high schools of Kansas conduct a survey to determine the social needs of the community. More high schools should be interested in order to make their curricula more effective in the improvement of social conditions. (See Table XXXIII).

TABLE XXXIII

Showing Methods of Conducting a Survey of Social Needs by
Rural High Schools of Kansas

Method of Survey	Number of Schools Reporting
Social science class project	5
Civics class	2
School and church organizations cooperate	2
Through executive committee of Parent-Teachers Association	2
Lectures	1
Through faculty meetings	1
Extra-curricula activities	1
Regular class work	1

METHODS AIDS AND DEVICES IN VOCATIONAL GUIDANCE

The Vocational Guidance Personnel. Those who are responsible for vocational guidance in the rural high school system are the principal, vocational counselor and teachers.

The school principal is the directing force in the school organization. He should be familiar with mental tests, records and reports, courses of study, requirements and limitations of leading occupations, etc. In most of the rural high schools of Kansas the principal will continue to have charge of vocational guidance activities for many years to come.

Some rural high schools in the State may, in the future, employ a vocational counselor. This officer relieves the principal of many of his vocational guidance responsibilities.

ties. The principal only acting in an administrative capacity. Rural high schools having an enrollment of five hundred or more students can well afford to employ a vocational counselor one-half time. The remainder of the counselor's time could be employed in regular classroom teaching.

The classroom teacher is the key person in any effort at organization of a vocational guidance program in the rural high school system. The teachers are in position to offer vocational information to students as they meet them daily in class work. As one school principal stated, "Teachers in class work and in private conference offer assistance in vocational guidance."

The Teachers Responsibility Relative to the Vocational Guidance Program. Vocational guidance will always be a function of the classroom teacher. However, there are very few teachers who make themselves acquainted with the world's work. Rural high schools of Kansas will never be able to render service along the line of vocational guidance until every teacher training institution recognizes its importance and makes provisions for specific training along this line.

If the rural high school has a small enrollment most of the responsibility for the success of the vocational guidance program must be borne by the principal and classroom teachers. In large rural high schools a vocational counselor may be employed who works with the principal and teach-

ers. But in any plan of organization the classroom teachers are in close contact with students, therefore have an excellent opportunity to advise students relative to their future life work.

Personal Conference with Students. The period just before school in the morning, or the period after school in the afternoon may be set aside as conference periods with students. If a teacher finds a student who is not doing good work, the student's name may be sent to the principal's office who in turn requires the student to meet the teacher during conference hour. The conference may be for the purpose of making up regular class work or it may be along the line of making a vocational choice.

The conference period for vocational guidance may be held one hour per week. During this period the teacher finds out about the home environment, personal habits, aptitudes and other matters of value in offering vocational advice to students. The principal may consult often with the teacher who has charge of the conference period relative to certain students.

One school principal stated as follows, "I use no particular method and deal mostly with juniors and seniors. At convenient times I either talk with them or they come to me and we try to direct toward something satisfactory for them in life."

Some schools have no special plan of vocational guidance but depend largely upon personal contact with the students in matters pertaining to vocational guidance. This may be illustrated by the following statement from a school principal, "Our high school is small and we prefer the personal touch and individual method to anything savoring of organization."

Another principal stated, "We have no special guidance plan other than personal consultation and observation of student's class work."

A statement from still another school principal is as follows, "My plan of vocational guidance is contact and advice. The main thing under our present economic system is to do something. Do that something well. One should be able to do several things and do them well. The field in which he desires to work may be overcrowded and he should be able to shift as occasion demands. None of us can afford to remain idle long."

Conference by both the principal and teachers is the plan of vocational guidance in some rural high schools in Kansas. This is illustrated in the words of one principal as follows, "Vocational guidance is handled mostly by the principal and teachers in personal conference with students. Vocational talks are made by prominent men and women at weekly assembly. We study each student's home environment,

special likes and dislikes, ability and capacity."

Personal conference is the main feature of vocational guidance in the small rural high school in Kansas. This fact is illustrated in the following statement from a principal of a small rural high school, "Our school is small and we become well acquainted with each student. Most of the guidance which we have comes through personal consultation with students."

Some school principals feel that the opportunity for giving advice pertaining to occupations occurs more frequently outside the classroom than within the classroom. The following statement from a school principal illustrates this fact: "We teachers are alert to every possible opportunity for giving advice in the matter of choosing a life work. These opportunities occur more frequently outside the classroom in private conference than within the classroom."

A close friendship with parents often affords a good opportunity for vocational guidance. In this connection one school principal made the following statement, "In a school this size the teachers and students come in close contact and fellowship. This personal contact affords an opportunity to guide pupils to some extent. A close friendship with the parents also helps the teachers."

Improving the School Organization for Vocational Guidance. A study of the survey of rural, consolidated and

county community high schools of Kansas reveals the fact that much improvement can be made in organization for the purpose of vocational guidance. Most of the schools depend upon the advice of faculty members as the principal plan of vocational guidance. In the small rural high school the work along the line of vocational guidance will continue largely in the hands of the principal for many years yet to come. In fact many rural high schools feel that a formal system of vocational guidance is unnecessary. A study of the ability, aptitude and capacity of boys and girls, as many schools do, makes for more effective guidance on the part of faculty members in any high school.

A few schools use the plan of inviting men and women from the community to make talks on occupations. More schools might find the method worthwhile.

The formal study of occupations is an aid in giving students occupational information. This plan is feasible in all rural high schools. The teacher who is best informed on occupations should have charge of the work.

Practically all class work can be made to function along the line of vocational guidance. The classes in citizenship, vocational English, economics, vocational agriculture and home economics are school subjects particularly well adapted to offering vocational guidance.

Only a few rural high schools report that they consult

parents and study the home environment of students. No vocational guidance program can function as it should unless some attention is given to this factor. (See Table XXXIV).

TABLE XXXIV

Showing Methods Employed by Rural High Schools in Kansas in the Improvement of the Vocational Guidance Program

Method Employed in the Improvement of the Vocational Guidance Program	Number of Schools Reporting
Advice of faculty members	21
Determine student's ability and capacity	5
Talks by persons in assembly	3
Handled by principal	3
Study of occupations	2
Class in citizenship	2
Vocational English class	2
Economics class	1
Vocational agriculture department	1
Home Economics department	1
Consult parents	1

The extra-curricula activities of the rural high school is a splendid means of offering vocational guidance information to students. Arrangements can be made for talks by men and women from various vocations. Students can be assigned reports relative to occupations and various other methods can be employed in carrying on the work of vocational guidance.

The Vocational Guidance Office and Equipment. In most of the rural high schools in Kansas the vocational guidance program is handled by the principal who is assisted by the

teachers in the school system. A few of the high schools which have an enrollment of five hundred or more students could well afford to employ a vocational counselor one-half time.

If the principal has charge of the vocational guidance program he should set aside a part of his office and equipment for carrying on the work. The office should be supplied with catalogs of the leading colleges, text books on occupations, a cabinet and system for keeping records, etc. If the rural high school has a sufficient enrollment to justify the employment of a vocational counselor, his office should be located near the office of the principal with whom he should cooperate.

The record system used in the vocational guidance system should be complete with reference to all class work; teachers, in regard to their training and experience, professional activities, etc. All information concerning students should be on file which would be of value in vocational guidance, such as the intelligence quotient, chronological age, the mental age, the achievement quotient, the physical limitations, the economic status, aptitudes, avocations, etc. The record system should contain data relative to the extra-school activities, elimination of students from classes, dominant interest of students and records of retar-

dation. The office could very profitably keep a record of the opportunity for part-time employment of students and follow-up data pertaining to those who have engaged in some occupation. Each school system may work out its own system of record keeping which may meet the needs of the particular situation. (See Table XXXV).

TABLE XXXV

Showing Type of Case Records Which are Kept by the Rural High Schools of Kansas

Type of Case Records	Number of Schools Reporting
Mental tests	4
Achievement records	2
McCormick-Mathes	2
Card system	2
McCollister system	1
Dentists	1
Physicians	1
Unsatisfactory pupils	1
Delinquency (Daily)	1
Health	1
McAllester loose-leaf	1
Educational tests	1
Simon-Binet tests	1

The records which are kept by the rural high schools are not complete. Most of the data which are recorded pertain only to classroom marks of the teachers. This is illustrated by a statement from one principal as follows, "We keep complete records of grades for each six weeks period,

final and term grades."

Another principal stated, "No systematic record is kept. Merely a personal interest shown in students as they enter various fields."

All records should be systematically kept which are of value as vocational guidance material. It is not enough to merely show a personal interest in students entering the vocational field. Teachers should be ready to offer information and advice pertaining to occupations and assist students in making adjustments.

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