

NECESSARY ACTIVITIES OF A VOCATIONAL GUIDANCE
PROGRAM FOR HIGH SCHOOLS

by

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INTRODUCTION

The writer has been interested in the problems encountered in choosing an occupation since he was in high school. That he had no little difficulty in choosing a career for himself is stating the situation very conservatively. By virtue of personal and teaching experience the author feels that every high school student is concerned with the great question, "What shall I be?".

It is significant, too, that the writer had no direct aid in answering that troublesome question for himself. There was no obvious help in either high school or college.

Necessity and a seeming inclination combined to force an experience of two years in the ranks of the elementary teaching profession after the writer's sophomore year in college. A genuine interest in teaching developed and a career was chosen half by chance and half by choice.

Subsequent experience in the Junction City Junior-Senior High School, teaching courses in occupations provided a favorable opportunity to consider the lack of guidance for students of high school age. The writer was again impressed by the seriousness and concern with which

students would ask, "What shall I be?"

The first striking evidence of the universal need for vocational guidance was the fact that students do not consider the relationship between professions and required intelligence.

The writer recalls, in particular, one sophomore boy who had definitely decided upon electrical engineering as a life career. His intelligence quotient was undeniably no better than 80, if that high. And his parents were capable of sending him to college, if and when he completed high school. Nearly any teacher would be capable of advising against this student's choice and preparation, but even this obviously needed counsel was denied him.

With such an open field for an opportunity the writer proposed to develop a practical plan of guidance for the high school, and the principal allowed free rein. The practical features were first, a minimum interference with class schedule and second, a working plan which would not require more than one trained person to direct.

The plan of procedure was to develop guidance consciousness on the part of the student body and offer some practical, scientific aid in choosing an occupation. For

the sake of this thesis a project was carried out in determining the actual need of vocational guidance for the boys of the junior and senior classes.

The procedure undertaken was:

First, define vocational guidance, and its possibilities and limitations.

Second, determine the need for vocational guidance as indicated by the consistency of vocational choices as measured by results on Intelligence Tests and the Strong Vocational Interest Tests.

Third, set up a program of guidance which could be practically pursued in nearly any high school in Kansas.

DEFINITION AND HISTORY OF VOCATIONAL GUIDANCE

Although the principal achievements of vocational guidance have occurred recently, its beginnings are by no means recent. The ideas of man filling his proper place in life, and the placement of people in the most suitable occupation is not new. Vocational guidance literature dates as far back as the time of Plato.

Blossfield (1) prints a facsimile of a vocational guidance

document published in England in 1747. The title page reads as follows:

"A general description of all trades digested in alphabetical order: by which Parents, Guardians, and Trustees, may, with greater ease and certainty make choice of trades agreeable to the capacity, education, inclination, strength, and fortune of the youth under their care."

Such a statement somewhat modernized might very well be on a title page of a vocational guidance paper today.

It is doubtful whether there would be a much better statement of aims. As to the results of this early paper, one can only submit a guess. Without the benefit of present day methods of counselling and studying the individual it is easy to believe that the only important achievement of such a paper would be to direct attention upon the problem and need of vocational guidance. And there is no doubt, now, that even such a plan, if well directed, can do an immeasurable amount of good. This is obvious when one investigates and considers the common motives back of occupational choices.

Brewer (2) also pointed out that as far back as 1795

there were those who described the inadequacy of schools as being due to the failure to prepare students for a vocational life. Not only were individual differences ignored in instruction but they were not considered in professional training.

Followers of the pseudo-sciences too had been prescribing occupations for centuries. In this group are the phrenologists, palmists, astrologers and others. When any leader broke from any theory or practice of these pseudo-sciences it was noteworthy. Such was the case of Frank Parsons of Boston. It is partly for that reason he is known as the father of the vocational guidance movement. It was he who established principles of guidance which are to this day accepted as scientifically sound.

He did not satisfy himself with discussing vocational opportunities but he also studied and wrote about individual aptitudes and traits. Parson's work in counselling first acquired notice while he was at the Civic Service House in Boston. His guidance work with young immigrant men and women was so successful that it was decided to organize a guidance bureau. The result was the organization of the Vocational Bureau of Boston on

April 23, 1908, and for the first time vocational guidance was carried on specifically and deliberately. Incidentally this office established a vocational guidance bureau in the Boston schools, the first in any public school system. (2)

From this beginning sprang the idea and incentive for establishing vocational guidance in other schools. Noteworthy were the developments in Grand Rapids, Michigan and Chicago, Illinois. At Grand Rapids a plan of coordinating guidance with school subjects, especially English, was developed. Chicago was especially active in preparing bulletins of occupational information used in practical guidance and placement work. Considerable follow up work was done. (2)

As for vocational guidance work in schools, at the present time the author feels that in too many instances the work has been reported by over-enthusiastic publicity agents. It has been the author's experience within the past year to find reports from ordinarily reputable sources somewhat misleading. One was the case of a school system recommended by the White House Conference on Child Health and Protection as having prepared excellent voca-

tional monographs (4). On application the director of guidance volunteered the advice that the monographs would be of practically no present day (1936) value as they were all ten years or more old. This is not to be taken as a criticism of the studies made. Without doubt the monographs were excellent and due credit should be given for their preparation, but the point overlooked was that the value of occupational studies is short lived. This is especially true concerning occupational changes within the past decade.

In the development of vocational guidance from a civic project in one town to a universally recognized phase of education, it is interesting to note a few major changes in definition, and content.

Vocational guidance as defined by the National Vocational Guidance association and adopted by the subcommittee on Vocational Guidance of the White House Conference on Child Health and Protection is as follows: "Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon, and progress in it". (4)

With the possible exception of a few of the early

guidance men of Parson's time, the aims and principles of vocational guidance are practically unchanged. Of Parsons it might be said that he followed the definition later adopted by the National Vocational Guidance association, except the provision for follow up in aiding a person in his work.(2).

The activities which should be observed in a vocational guidance program may be classified as study of the individual, study of vocational opportunities, counseling, placement, and follow up.

The greatest recent developments in guidance have come with new and improved methods of studying the individual. At the present time we have many very valuable aids in the study of the individual which were not available only a few years ago. For these we are indebted to vocational psychologists who have given us these scientific devices. Even though there is some disagreement as to who should use psychological tests, no counsellor would ignore the results on such tests if available.

A considerable part of guidance work now is within the use of the tests or the interpretation of test data whereas in the earlier days some writers took an active

stand against their use. This opposition was both on the grounds of unreliability and also on the belief that there was no need of them. (2)

Vocational guidance does not attempt to set up objectives or observe practices which are not sound according to the newest concepts of education. A statement of principles as adopted by the White House Conference sums up briefly but adequately the basic assumptions upon which vocational guidance rests. "The underlying principles which govern vocational guidance activities are based upon the recognition of individual differences, of the complexity of modern occupational life, of the right of the individual to make his own choices and upon the realization that the adjustment of an individual to his occupation is an ever changing situation" (4).

No longer can vocational guidance be termed a passing educational fancy or fad. The results of a guidance program are no more difficult to evaluate, if as much, than a more progressive educational movement in general. It is unthinkable to assume that any program now in practice or theory is incapable of improvement. That would constitute the unpardonable sin of vocational guidance. The job,

more like a case at law, is rather to gather all evidence available, weigh it carefully and submit a decision. But contrary to analogy, the person investigated, without exception, must render the final decision.

ELEMENTS OF A GUIDANCE PROGRAM USED IN KANSAS

Occupations Course

Each of the information about occupations can be learned in an occupations or vocations class. This is contrary to a general principle that vocational guidance work should be individual and not group work. However, if curriculum work is judiciously planned, such individual work may be done and at the same time a considerable economy of time is being realized through the group handling of occupational information.

A vocations course in Kansas high schools, while not appearing in a majority of them, is not unknown. Of 66 high schools in Kansas cities of the first and second class, there were 29 which used an occupations course. Such a ratio would not hold true for all high schools because smaller schools are less apt to offer the course. (Table I)

The most common level for the subject to be taught is

in the ninth grade, but in several cities it is taught either as eighth grade or ninth grade work. In at least one high school the course is for juniors and seniors, but it is necessarily somewhat different in content and scope than courses for lower grades. For such students the course is enriched with some elements of vocational psychology.

In general, the occupations courses are taught to pre-high school students or beginning high school students or delayed until the end of the high school course. As to which is the proper time to include such a course, it is difficult to determine. It is possible that a course might wisely be used both at the beginning and finish of a high school course. Such a plan is suggested by the White House Conference on Child Health and Protection (4).

Those who advocate the teaching of a vocational course to eighth or ninth grades claim that the vocational opportunity topics make their first appeal to students of that age. Teaching emphasis, at that level, is and perhaps always should be, on vocational opportunity in general rather than opportunities and choices in particular. A course given at such a time is perhaps more educational

guidance than vocational, as it probably would affect the choice of a high school curriculum.

When juniors and seniors take the course, they have reached the age when vocational interest is more localized and guidance may become more truly vocational. Their interests, likes, and dislikes are more stabilized and their nearness to maturity makes vocational testing more reliable.

Usually an occupation class is a one semester study meeting five times each week, although it is not unknown to have a class meet the entire year five times or less each week. In a few large cities in other states, when the work was expanded to cover a whole year, it was divided and students took one semester as freshmen and the other semester when they were seniors.

A group of Kansas teachers cooperating in a recent curriculum study movement adopted the following objectives for a ninth grade course in occupations. (3)

Curriculum Objective: Vocational efficiency, emphasizing guidance in the choice of a vocation, experience in the vocation when chosen, the social, civic, and health relations of the vocations, and especially of the one which one expects to enter.

1. To become informed regarding the opportunities offered in the various vocations and professions in the community, the preparation and personal requirements of the vocations and professions, and the pupil's capacity for success in each.
2. To acquire the basic experience essential to success in a chosen vocation.
3. To understand the social interrelations of the vocations: (a) as they are related to each other; (b) as they are related to the organization of labor and capital; (c) as they are related to health; (d) as they are related to the home life of the workers; (e) as they are related to education generally in the schools; (f) as they are related to citizenship needs of the community; (g) as they are related to leisure-time occupations or play-life of individuals in the occupations, etc.
4. To understand how the vocations are related to the larger problems of well-being in the community involved in production, business, employment or unemployment, the market, and the distribution of wealth.
5. To understand that true security is achieved not by supporting a national reform but by gradual gain

through organization, mutual understanding, and the development of a worker's ideology.

6. To understand the problems involved in the balance between production and consumption in the community and what constitutes real wealth of the community. Are good times to be measured in terms of high prices and relatively low wages or in high wages and in relatively low prices?
7. To understand what constitutes standards of living. Which is of primary importance, the development of tastes and appreciations in the cultural needs of the family or the development of the economic capacity to provide for the satisfaction before the development of tastes and appreciations takes place?
8. To become informed regarding the opportunities offered in the various vocations and professions, in the state, nation, and in other nations.
9. To develop an understanding of how to seek employment after the vocational and professional training is completed.
10. To understand the existence and importance of vocations where the motive of gain is not the dominant one--the

concept of vocations as an opportunity for creative self-expressions.

It is the author's belief that these objectives are so wide in scope that they might easily be divided in two sections for a freshman course and a senior course. This list, however, does set up noble aims for a single semester freshman course and a teacher would do well to achieve even a majority of the objectives.

In the study of occupations it is perhaps well to consider the occupations in groups first and then give some special attention to selected occupations which are typical of the whole group. Selection of typical occupations is, of course, a matter both of judgment and degree. In general class work emphasis should be upon the larger and more obvious facts concerning vocations and not upon detailed information. Such items would include characteristic differences between closely related occupations; social importance; nature of work; qualities, education, and training needed; and the advantages and disadvantages.

It has been the author's experience that in order to maintain interest in a vocations course the work must be flexible enough to care for individual differences and promote or stimulate individual interests and initiative.

There is a body of material in the study of occupational groups and in the study of the techniques or methods of studying a given occupation which can well be cared for in a traditional class procedure. Even then through the use of committees and special reports a teacher may both stimulate and capitalize on individual interests and their expression. However, regardless of the plans and devices used to promote interesting group work, it is usually advisable to allow considerable time during a semester's work for each individual to make a detailed study of a few occupations which interest him most.

During such a period of the semester's work it is probably better to discontinue group work entirely. To one unaccustomed to such a procedure, it might seem that this plan would not achieve its desired end, but this is not the case. If properly supervised, the class will carry on as successfully as any other properly supervised laboratory.

Before the beginning of the detailed study, students should be very definitely informed as to the nature of the information to be learned. The class time may then be used in actual study and in writing the report which should culminate the effort.

It is advisable to submit a plan of study which may be followed in general for any occupation. One of the most thorough but usable outlines for the study of an occupation is the one proposed by the Ohio State Department of Education (4). It is as follows:

I. Nature, Description and History of Occupation

1. Name of occupation.
2. What is the nature of the work?
3. What are the main branches of the occupation?
4. Is there a tendency toward further specialization?
5. What tasks does one actually perform in a typical day?
6. Is it increasing or decreasing in importance?
7. What are the social aims of the occupation, its importance to society?
8. Is it localized, national or universal?
9. Is it seasonal; offers work only a few months in the year?
10. What is the degree of labor turnover; do workers change often?
11. What is its size?

- a. Number engaged as workers.
 - b. Value of product and capital invested.
 - c. Demand for laborers not enough to fill all openings.
 - d. Oversupply of laborers.
12. Name ten outstanding personalities in this occupation.
13. Has it kept up with the times? How has it grown or changed?
14. Does it lead to something better?
15. Is the work interesting and stimulating?
16. Is there opportunity for initiative, pioneer work, leadership, originality, research?

II. Qualifications and Training Needed

1. Physical requirements.

- a. Weight
- b. Height
- c. Sex
- d. Entrance age
- e. Special senses
- f. Health
- g. Strength

2. Psychological requirements.

- a. General intelligence.
- b. Special aptitude.

c. Ability of adaptation: social, mental, and physical.

d. Character traits.

-1-What social and economic background is needed?

-2-What moral and intellectual traits are needed?

3. Preparation.

a. Elementary school education.

b. High school education.

c. College education.

d. Technical education.

e. Does it require full-time schooling?

f. Can the years of preparation be decreased by apprenticeship?

g. Can the required education and additional education be secured in evening school?

h. Are there opportunities for training on the job?

i. Is experience necessary?

j. Does it require manipulative skill?

k. Does the worker have to furnish his own tools?

l. Does the worker have to wear special clothing?

4. What qualifications do customs demand?

- a. Religion.
- b. Nationality.

III. Remuneration.

1. Initial pay.
2. Medium wage scale.
3. Maximum wage scale.
4. Discount and special prices.
5. Bonuses.
6. Group insurance.
7. Pensions.
8. Service department such as local doctor, nurse, resting rooms, etc.
9. By hour, day, month.
10. Piece work.
11. Accident compensation.
12. Dockage.
13. When the work is well done, does it make the worker feel that he is contributing to the progress of society?

IV. Advantages.

1. Opportunities of promotion.
 - a. Is promotion dependent upon further study and hard work?

b. What is the next best job?

c. When is one promoted?

2. Opportunity for physical and mental growth.

3. Tryout opportunities.

4. Social prestige.

5. Does it care for old age and health?

V. Disadvantages.

1. Accidents connected with this occupation.

2. Diseases accompanying the occupation.

3. Restriction of growth: educational and social.

VI. Physical and Working Conditions.

1. Inside work.

2. Outside work.

3. Temperature: hot, cold, variable, moist air.

4. Ventilation: fumes, odors, dust.

5. Noise: disturbing, steady, vibrating.

6. Light: natural, artificial, flood, dim, bright.

7. Sanitary conditions: good, poor, variable.

8. Machinery: high speed, automatic, jigs.

9. Tools: hand, light, heavy, standard.

10. Is the work varied or routine?

11. If monotonous are there adequate compensations?

12. Motions: rhythmic, horizontal, perpendicular, circular.
13. Posture: standing, sitting, bending, moving about.
14. Hours: night, day, rest period, overtime, vacations, lay-offs, slack periods, steady work.
15. Does one work close to others?
16. Do other workers cooperate?
17. Is it closely supervised?
18. Is there nerve or eye strain?

VII. Social Conditions.

1. Unions and associations for: worker, employer.
2. Welfare workers.
3. Labor laws: women, children.
4. Is there opportunity for wholesome family life?
(Does it keep the worker away from home, as a traveling salesman?)

VIII. Ethical Standards.

1. What are the ethical standards and what are its influences upon those engaged in it?
2. Does it help the individual to lead a good life?
3. Is it conducive to good citizenship?

Before any study can be very extensive, a considerable amount of suitable source material must be available. It is not difficult to assemble a sizable vocational library but the precaution of analyzing for up-to-dateness is especially important. A well balanced library should include several good text books for occupations courses, a few of the better "how to choose a vocation" books, a dictionary of occupations, and some good occupational studies either in book or pamphlet form. There are also some vocational magazines which are especially worthwhile as are occasional articles in other magazines which should be located through a readers guide. It has been the author's experience that in general the newest and best occupational studies are published in pamphlet form. These may be distributed by schools, foundations, professional organizations, and industrial concerns. The alert guidance director or librarian will find valuable materials coming from many sources and he must be quick to recognize it.

Any printed material on occupations must be checked for its adaptation to local conditions which are contrary to generally established facts. It must never be overlooked that normally nearly eighty per cent of a student

body will eventually go to work in the locality of the school.

Motion picture films are also finding a place in guidance programs. The distinction between entertainment and education in many films is in their use. With the possible exception of some sound films it is probable that a class should always be prepared to see a guidance film. Students should be given some instruction in what to look for in a film, giving special emphasis to important features likely to be missed. In general, the major criticism of vocational guidance films does not concern their quality or cost, but their very scarcity.

Many of the observations made about motion picture films might well be repeated for industrial tours or visits. Any visit which is not properly planned and discussed before the trip might possibly turn out to be just another outing or excursion. Industrial trips, if occurring too frequently, can easily become a nuisance to business men; consequently, they must be used judiciously, especially where it is likely to become a burden. There is a need for well conducted industrial tours, and for vocational experience they are excelled only by actual try-out or explor-

atory work. A simple survey in a school will reveal the striking need of industrial tours. In a recent survey of the freshmen in Junction City Junior-Senior High School it was shown that nearly three-fourths of them had never been inside a news office or had seen a linotype.

Exploratory courses in Kansas schools are not common. In many schools there are elective and required courses in vocational home making and industrial arts courses which perhaps constitutes a limited system of tryouts. These are for the most part, however, courses for the junior high level and are, strictly speaking, more for the sake of educational guidance than for vocational guidance.

In conclusion, concerning occupation courses, it must be said that inferior as they may be for supplying occupational information to individuals, they are the best means at the present time for dealing with groups. The organized class is the most effective and most popular method of laying the informational foundation for vocational choices.

Home Room Guidance Program

In a school where teachers are interested in vocational guidance, some of the most valuable guidance work can be done through the home

room unit. Of course all schools do not use the home room plan but if guidance is considered the home room plan could not be overlooked.

Out of sixty-six class "A" high schools in second class Kansas cities, only twelve have definitely planned home room guidance programs. Nine schools carry on some home room guidance work but not in a uniformly organized manner, and forty-five indicated that no home room guidance work of any kind was attempted.

It is not correct to assume that all of the forty-five schools reporting negatively used a home room at all. The study did not reveal how many did have, but it is certainly safe to assume that half of the schools used a home room system.

At the outset it is only fair to state some of the common criticisms and weaknesses of a guidance plan functioning through the home room. A guidance plan, in order to function properly, must first of all have administrative support, as well as approval. Approval without active, energetic support is in too many cases equal to total indifference and possibly equal to mild opposition. In practically any group of teachers there will be a vary-

ing proportion who consider that during the home room period only administratively imposed duties are to be discharged.

The other major weakness has been inferred by the preceding paragraph. A home room guidance program functions uniformly throughout the school only when all of the home room sponsors are wholeheartedly supporting the program. Even though a plan is supported by the administrators, it shall remain for the sponsors to be individually converted before whole hearted cooperation is secured. It is only human nature that in many instances there is a vast difference between results of work prompted on the one hand by administrative order, and on the other by individual interest and enthusiasm.

Another point to consider in home room guidance work is the lack of uniformity in work carried on. Granting that the several home room sponsors are enthusiastic workers, there will naturally be a variation in work done. This fact alone need not be criticized except that it is true that there will be some sponsors who have never had training in vocational guidance work. If all did have training in vocational counselling, there would be no need of uniformity. Each could pursue his program in his own fashion.

It is for this reason that there should be a head of a guidance department. So far as the home room itself is concerned, there may be an individual or a faculty committee for planning home room guidance programs. It would be the purpose of this committee to prepare suggested plans for individual home room guidance programs and to supply any necessary materials. If a committee is used, it may or may not be the same committee that provides the complete home room program.

It is obvious that a home room, if organized simply as an administrative device, is not a true home room. It would be equally unwise to have a home room organized only as a vocational guidance unit and expect it to carry the whole guidance burden.

The special value of the home room is in studying the individual. Among the types of home rooms listed by McKown (5), the permanent home room with members selected from a single grade seems to be the one which fits best into a guidance program. However, a guidance program may be worked out quite satisfactorily in a school where the home room organization is temporary--that is, changed every year. Regardless of what type of home room is used, it is

valuable to the vocational guidance program to the extent that the sponsors acquaint themselves with each student and in general promote the proper pupil-teacher relationship.

It is very improbable that in any school of some size there will be a guidance worker or counsellor who knows all of the students well. Because of this, there has been a tendency to decentralize guidance work and give the home room sponsors considerable counselling work to do. This has not been done to replace a guidance counsellor or director of guidance, but it has been done to supplement his work. Home room sponsors may not be trained in vocational guidance methods, but under a counsellor's direction, considerable aid may be given. The sponsor may gather considerable first hand information concerning the students. He may develop a guidance consciousness on the part of the students. By this is meant a realization of the necessity of vocational choice and an understanding of what aids there are to the making of such choices. He may also succeed in gaining the confidence of a student and advise him concerning personal choice where the counsellor as a comparative stranger would fail. The emphasis should

always be on cooperation between sponsor and counsellor such that work can be divided and the best results be obtained.

The exact nature of a home room guidance program aiming to arouse guidance consciousness on the part of the pupil probably would be arrived at through socialized discussions. These discussions should be built around such suggested topics as personality and success; interests, their measurement and meaning; what will I do after school?; how shall I measure success?; and what should I know about myself?. One of the surest ways of getting interest aroused on any such topic is to prepare a short questionnaire which focuses the attention on the individual. These may then be used as the basis of the discussion. In some cases actual tests and rating scales may be used during the home room period. However, some one trained in guidance should aid in their interpretation.

As vocational guidance is only one of the topics for home room consideration, it is only reasonable that home room time be divided. As the period length and meetings per week vary considerably among schools, it is somewhat difficult to state how much time be allowed for vocational guidance activities. As a minimum though, the author feels

that at least eighteen to twenty hours should be used each year. More time may be used for juniors and seniors on strictly vocational guidance topics.

Placement Bureau

A placement bureau for high school students and graduates has definitely found a place in some large cities. In general, there has been practically nothing done in a vast majority of high schools in this state. In the study of sixty-six schools previously mentioned, twenty-five schools indicated that students were aided in getting employment. In most of these, however, the aid was incidental and represented only such effort as finding workers for employers who came to the principal's office.

It is rather remarkable that this is the case when it has been realized for some time now that a majority of high school students should not attend college, but should enter a trade or find employment of some kind. Schools have done practically nothing in bridging the gap from school to work. It would seem that the schools have fallen short in achieving that one of the famous seven cardinal principles which aims at vocational fitness.

In defense of Kansas schools, it must be said that

with the exception of the schools in the largest cities, there has been less need for a placement bureau. This has been due possibly to the large rural population and also to the small size of the average high school. However, with the change in curricula that the break from the old traditional college preparatory course is bringing, there no doubt will be an increasing need for school aid in finding employment for graduates.

The logical place for such a bureau is in the vocational guidance department. The counsellors who know individual qualifications and ambitions are the ones who should do placement work the best. Not only should aid be given in getting a job but also the guidance workers will follow up the individual for some time and check his progress for a chance to be of further service to both employer and employee.

The Vocational Counsellor

Counselling is the oldest form of vocational guidance. Advice always has been cheap and probably always will be. However, counselling in the real sense of the word means expert advice.

In brief, a counsellor is one who gives educational and vocational advice to young people. Concerning school

life the advice is, for the most part, educational, which consists in advising or recommending certain courses or curricula. This may be based on certain vocational aims on the part of the student or on the interests and general scholastic ability. Vocational advice usually most closely concerns those who are about to finish their formal education.

There are really very few vocational counsellors in Kansas. Only eleven of sixty-six class "A" high schools indicated that a vocational counsellor was used. In several of these eleven schools the counselling was done by the principal.

According to the survey conducted by the White House Conference Sub-Committee on Vocational Guidance (4), the number of vocational counsellors in all classes of cities is increasing. Also, individual counselling continues to be the most widely used phase of vocational guidance.

Students ranging from grades seven to twelve inclusive should have the services of a vocational counsellor available. On the basis of the White House Conference report previously mentioned, there are at the present time the following counsellor-teacher proportions in various size cities. On the average, there is in the largest cities

only one counsellor for every 3340 pupils of counselling age. In the group of medium sized cities there is one counsellor for every 1503 pupils, and in the smallest cities, one counsellor for every 1595 pupils. (4)

Even as the trend has been to increase the number of vocational counsellors, so will it doubtless continue. A full time vocational counsellor could probably spend profitably his quota of counselling time on a group of students no larger than five or six hundred.

In schools where there are not at least five hundred students of counselling age there would be no need of a full time counsellor. Any school, however, needs a part time counsellor. If the principal is trained and is interested, he might do the work, but usually principals have a variety of other duties and in most cases it would be better to have a teacher-counsellor.

The most commonly used combination is to have the counsellor teach some classes in occupational information.

Regardless of whether or not a counsellor is a full time worker, the activities of counselling will be the same. As regards the individual, there are two kinds of counselling--group and individual.

Group counselling is as its name implies--advising and discussing occupations with groups. A home room sponsor, when he leads a vocational discussion in the home room, is actually doing group counselling. Also a considerable amount of the work in an occupations class could be classed as group guidance. Group work need not be entirely done by the vocational counsellor. A desirable plan that is used in some schools is to have an inspirational talk given to the senior class for the purpose of introducing a guidance campaign. This talk may be followed by one on vocational opportunities in the various wide fields or occupation groups. At still another subsequent meeting the group may divide into smaller groups on the basis of occupational choices. At these round table meetings, it is occasionally well to use local professional men and tradesmen to answer questions brought up by the students.

In group counselling it is important that occupational opportunities be well analyzed and related to individual qualifications. In some instances, group guidance is sufficient to enable a few individuals to make their choice of occupations wisely without individual help. The very nature of the individual will determine this. Some students

make up their minds while very young regarding their choices and individual conferences do not alter a choice even when the counsellor feels that a change should be made.

There is considerable difference in opinion among leaders in vocational guidance whether or not private conferences with students should be required. Some feel that to require a conference would endanger and break down the feeling of mutual interest and confidence that should exist between the counsellor and student. The author also suggests the possibility that some might regard counselling as dictating and, therefore, condemn required conferences. If counselling is interpreted by the counsellor as defined by Jones (8), the writer sees no objection to requiring conferences with the counsellor. Jones says, "Counselling is, then, the activity where all the facts are gathered together and all the experiences of the student are focused upon the particular problem to be solved by him when he is given direct and personal help in solving the problem. It is not solving the problem for him. Counselling should be aimed at the progressive development of the individual to solve his own problems unassisted. It is help, keyed to the ability of each

student; giving him just enough help to enable him to solve his own problems but not enough to make him dependent upon the counsellor; just enough help to develop his ability to do his own thinking, so that he can solve the next problem more intelligently and solve it with less help than he had before."

When a counsellor realizes that the student must make his own choices and has perhaps already done so, there certainly can be no harm in requiring conferences. The conference with a student who has already made his choice then becomes merely routine and the student is assured that it is not the purpose to meddle but to assist if there is any need or desire on the part of the student.

Many of the same topics discussed in home rooms or other group conferences are talked over in a private conference. Many times a student ordinarily shy and untalkative will discuss his own private experiences, interests, and desires to a sympathetic and listening counsellor when he would not express himself publicly.

Because of the counsellor's experience and ability in dealing with individuals, it might normally be his duty to counsel students on a variety of problems other than

vocational. Further than these personal qualifications, the counsellor usually has available the most complete set of personal information covering the students. The needs of students for consultation with the counsellor may be classed as follows: First, problems encountered in vocational choices; second, problems encountered in educational choices, and third, problems involved in personality maladjustments.

The counsellor may also conduct surveys of the local labor and employment situations.

The most interesting topic to any one is oneself. The counsellor must realize that only a good listener can stimulate a student into really talking about himself. In addition to listening the counsellor is expected to aid the student in getting additional information about himself. The worthwhile items concerning himself which a student is usually interested in are general scholastic ability, intelligence test results, personality rating, and personality improvement.

It is very important that counsellors have in compact, usable form considerable record information concerning students. The counsellor must rely on records for most of

the information concerning grades and extra curricular activities and achievements. The best record will be in single form or folder, will be cumulative and go with the student, and will reveal the significant facts concerning the individual and his school progress.

To summarize we might say that a counsellor, besides being well trained in his field, must be tactful, pleasant, sympathetic, and above all, graced with a personality which invites confidence. Any person that can qualify on the basis of these qualities can do the most valuable type of vocational guidance work.

Table 1. Guidance Activities in 66 Class "A"
Kansas High Schools

Activity	Yes	No	Limited
Vocational Counsellor	10	55	1
Home Room Guidance Program	12	45	9
Placement Bureau	18	41	7
Vocations Course	29	37	
Strong Vocational Interest Blank	2	64	
Inventory or Rating Scales	3	63	
Special Tests	1	65	

THE USE OF TESTS IN VOCATIONAL GUIDANCE

One of the greatest needs in vocational guidance is objective data concerning individuals. Even though modern tests have many deficiencies, the improvements brought about in the last few years make modern test data very much worthwhile.

In Kansas very little vocational guidance testing is done. Of sixty-six class "A" schools, only three indicated that tests were used in vocational guidance work. These schools used general intelligence tests and a few special aptitude tests.

Intelligence tests, in many cases, prove to be one of the very best vocational guidance tests. As one of the measures in the study of individuals, considerable significance may be attached to general mental ability as long as a few simple precautions are observed. One is the fact that mental ability is only one factor in the individual's make up. Another is that one should not depend upon minute accuracy in the measure of any one individual's intelligence. The prognostic value of intelligence tests for vocational fitness lies in the fact that

they are good indicators of educational success. Intelligence tests are not of much value in aiding an individual to decide upon a certain occupation. It is entirely feasible to classify occupations in a few groups (not over five) on a basis of mental capacity or amount of abstract thinking required. Then on the percentile basis the range of mental ability may be likewise grouped. Whenever there is even a fair degree of consonance between the occupation level chosen and the degree of mental capacity exhibited, there is no reason to question the suitability of the choice on the basis of required intelligence. This is illustrated by the data in table 2.

During the second semester of the school year of 1936-37 the writer conducted an experiment with a group of boys in the junior and senior class in Junction City to determine their need of counselling on the basis of results on an intelligence test and on the Strong Vocational Interest Test.

The intelligence test used was the Henson-Nelson Test of Mental Ability. On the basis of school grades the scores were converted to percentile ranks using scores ending in zero or five only. These were then divided into quintiles with groups from high to low numbered one to five.

Table 2. Determining the Consistency of Occupational Choices with Results on Intelligence and Interest Tests

Student	Occupation	Occupational Intelligence		Strong Test Scores
		Group	Group	
* 1	Engineer	1	3	B +
* 2	Salesman	2	3	B-
* 3	Doctor	2	3	C
4	Certified Public Accountant	2	5	C
5	Musician	4	5	B
* 6	Dentist	3	4	C
7	Engineer	1	4	No Test
8	Office Clerk	3	3	A
9	Policeman	4	4	B+
*10	Architect	2	3	C
11	Dentist	3	2	C
12	Journalist	2	1	A
13	Architect	2	4	C
*14	Engineer	1	1	A
*15	Engineer	1	4	B
*16	Journalist	2	1	B
17	Doctor	2	5	B
*18	Farmer	5	2	C
19	Engineer	1	2	C
*20	Doctor	2	5	C
21	Engineer	1	2	B
*22	Farmer	5	2	A
*23	Farmer	5	3	A
*24	Journalist	2	2	B
*25	Lawyer	2	1	B
*26	Musician	4	2	A
*27	Dentist	3	2	B
28	Advertiser	3	2	C
29	Farmer	5	5	B +
30	Office Clerk	3	3	A
31	Purchasing Agent	2	1	B
*32	Engineer	1	2	B
33	Lawyer	2	2	B
*34	Architect	2	3	B
35	Accountant	2	4	C

*36	Accountant	2	3	C
*37	Architect	2	4	D-
*38	Engineer	1	3	D-
39	Engineer	1	5	C
*40	Engineer	1	5	D-
*41	Accountant	2	1	C
42	Engineer	1	2	No Test
43	Engineer	1	4	C
44	Chemist	2	3	No Test
*45	Engineer	1	2	D
46	Physical Director	3	6	D-
*47	Doctor	2	4	C
*48	Engineer	1	4	D-
*49	Engineer	1	2	A
50	Chemist	2	1	A
51	Physical Director	3	1	D
52	Minister	1	5	C
*53	Lawyer	2	3	D-
54	Farmer	2	3	D-
55	Farmer	3	3	D
56	Engineer	1	3	C
*57	Lawyer	2	3	B+
*58	Engineer	1	3	D
*59	Physical Director	3	3	C
*60	Artist	4	5	B
61	Office Clerk	3	3	B+
62	Lawyer	2	3	D
*63	Certified Public Accountant	2	1	C
64	Office Clerk	3	5	D
*65	Chemist	2	2	C
*66	Architect	2	5	C
67	Personnel Manager	2	5	C
*68	Engineer	1	5	D-
*69	Musician	4	4	B+
*70	Engineer	1	1	D-
71	Engineer	1	2	D-
72	Accountant	2	3	D-
*73	Farmer	5	4	A
*74	Architect	2	5	D-
*75	Engineer	1	2	A

*Note: These seventy-five students were permitted to indicate their unrestricted choice of an occupation and were also asked to choose from a limited list of twenty-nine occupations which could be scored on the Strong Vocational Interest Test. Those numbers marked with an asterisk indicate students who found their first choice in the restricted list and the unmarked numbers indicate students who were scored on a second preference.

Table 2 shows the occupational choices of seventy-five students. The column labeled "Intelligence Group" shows the level as measured by the Henmon-Nelson test and recorded in the manner just described.

The occupations were classed in five groups on the basis of Army Alpha tests given during the great mobilization. A table of occupational intelligence standards based on these scores must be divided more or less arbitrarily. The median achievements of different occupations show a steady progression but the overlapping is very great. The writer divided the occupations into five groups on the regular army alpha point scale from the median of the lowest occupation, the laborer, to the median of the highest occupation, the engineer officers.

This gives a rough means of comparing intelligence and occupation. For example, student number twenty has indicated his desire to become a doctor. The study of medicine is at least in group two and possibly in group one. On the mental test the student must be classed in the lowest group. Thus it is evident that some question should surround his choice to study medicine.

For accurate measure and grouping, such fault could be

found with this system of classification. However, there is no need of using a highly refined system of classification when fine differences in agreement must be ignored. There are several good reasons why such differences must be ignored. When there is as much at stake as a life career, it is wrong to assume that mental capacity can be measured in any one individual with great accuracy. Neither is there any way to accurately and definitely group all occupations on the basis of intelligence standards. A study of occupation medians on the Army Alpha test shows a slight but steady progress. The middle fifty per cent in each group shows less change due to overlapping and a study of the entire range of scores on each occupation shows very little rise in standards. However, what rise there is on intelligence standards gives a basis for division into large rough groups.

With such standards so generalized, it is easy to see that a disagreement of one group is quite permissible. When the disagreement is two and especially when it is three or more, there should be further investigation along two lines. First, give further tests to verify the intelligence grouping of the individual, and, second, discuss

with the student his reasons for choosing the occupation. It is always undesirable to vigorously oppose a student's choice, but in a few cases it probably is justifiable. A perfect example of such a case is student number twenty, who indicated his preference for the study of medicine. The medical profession is certainly no lower than group two. The student's mental grouping as five is verified by a second intelligence test and by his school record. For such a student to successfully complete a medical course would be an exception. The result would probably be nothing but a waste of time and money on the part of the student.

A survey of the entire group reveals that on first study there are nineteen students in the entire seventy-five who should be studied further on the basis of adequate intelligence for the vocations chosen. These are represented by numbers 4, 7, 13, 15, 17, 20, 35, 37, 39, 40, 43, 47, 49, 51, 64, 66, 67, 69, and 74. On the basis of a second intelligence test and an inspection of school grades, numbers seven and thirty-five were dropped from the list to be questioned further. These two made a significant improvement in their second test and both were B students and better.

The Strong Vocational Interest Test was devised to measure occupational interests "men engaged in a particular occupation have been found to have a characteristic pattern of likes and dislikes, which distinguish them from men following other professions. Scores on the vocational interest blank are a measure of how nearly a man's interest coincides with those of the average man successfully engaged in a certain occupation".

The assumption back of this test is that success in an occupation is to a considerable extent based upon how well the individual likes the actual activities of the occupation. Many students claim a liking for an occupation for what turns out to be quite superficial reasons. It is quite common for a student to declare the intention of studying medicine because he has been fascinated by the thought of saving lives and gaining a highly esteemed position in the community, and then finds out that the sight of blood and sickness is nauseating.

The expense of both the test and the scoring is quite a problem in most schools. The test is quite complex, containing three answer choices to most of the four hundred twenty items. The three possible answers are like, in-

different, and dislike, and are the choice of individual reactions to a wide variety of types, questions, and situations. The same blank is used for all vocations, being scored for a measure of "interest agreement" with any occupation for which data has been compiled. Answers are all weighed and any reaction may be illustrated by a hypothetical case. Suppose one item were to measure your reaction to the situation of a friendly poker game. To indicate a reaction of "like" might count at least a few positive points for a travelling salesman as it would tend to indicate a liking for association with people. This response would no doubt be given a heavy negative value on a minister's scale.

The writer is indebted to Dr. J. C. Peterson for the original ideas of a plan developed by the writer for reducing the cost of Strong testing. A separate inexpensive answer sheet was devised. The answer sheet was itemized as "1. 0 0 0" instead of "1. L. I. D." and the four hundred twenty items were arranged neatly in rows and columns. The three circles, in order, indicate "like", "Indifferent", and "dislike" and a choice is indicated by filling in the proper circle.

score their own papers with accuracy if care is taken. With a little experience, a capable scorer can score a paper for one vocation in five minutes or a little less.

Because this test is new it is difficult to determine its validity. However, results obtained at Stanford University indicate the test has real merit. The test was scientifically constructed and the test items were carefully analysed before their inclusion in the test. There is no doubt that there are interest patterns in occupations. However, as a prognostic test it must be remembered, as for all other tests, that interests represent only one factor in success, important as they may be.

The scores are converted to letter grades on a basis of distribution. The letter "A" in all cases denotes seventy-five per cent of the distribution and B+, B-, B, and C represent the other twenty-five per cent in decreasing percentages with C usually representing one or two per cent of the men successfully engaged in the occupation.

The author of the text recommends that only a grade of C be regarded as a failing grade for high school students. He reports that those scoring in the B grades usually score

To score these answer sheets, stencils were prepared for each occupation. All positive values were written in on their proper circles on one answer sheet and the same was done for all negative values. All 'plus 1' values were transferred to a single answer sheet and then using this sheet was clipped to a cardboard the size of the answer sheet and the marked circles cut out or perforated. This made a scoring stencil for 'plus one' values on one occupation. As most of the weighted values were concentrated at plus or minus one to five inclusive, a scoring stencil was made for each of these values. Then for the remainder of the plus values one stencil was made and each perforation labeled individually. The same was done for the minus values from six to thirty inclusive. There were usually very few perforations in these last two stencils. Thus, to score an answer sheet for one vocation, these ten stencils are placed over the student's answer sheet and the algebraic sum of all filled in circles showing through the stencils is the score.

This method saves the expense of an interest blank for each student and also the cost of scoring with Hollerith equipment as is done at Stanford. Students may

higher in the same occupation at a later date if they maintain interest in the occupation. The B grades are termed doubtful scores, the A's presumably "yes" scores, and the C's no scores.

The results of measuring for adequate intelligence and vocational interests are summed up in Table 3. Only three possible conclusions are indicated--yes, no, and doubtful. On mental capacity, "Yes" is marked for ratings one group below that of the occupation group and higher, "doubtful" for mental classification two groups below the occupational group, and "no" for a mental classification three or four groups inferior to the occupational standard. On the Strong Test, grades A and B+ are indicated as "yes", C as "no" and all others as "doubtful".

Table 3. Adequacy of Intelligence and Occupational Interest for Occupational Choices

Student	Intelligence	Occupational Interest
1	doubtful	yes
2	yes	doubtful
3	yes	no
6	yes	no
10	yes	no
14	yes	yes
15	no	doubtful
16	yes	doubtful

18	yes	no
20	no	no
22	yes	yes
23	yes	yes
24	yes	doubtful
25	yes	doubtful
26	yes	yes
27	yes	doubtful
32	yes	doubtful
34	yes	doubtful
36	yes	no
37	doubtful	doubtful
38	yes	doubtful
40	no	doubtful
41	yes	no
45	yes	doubtful
47	doubtful	no
48	no	doubtful
49	yes	yes
53	yes	doubtful
57	yes	yes
58	doubtful	doubtful
59	yes	no
60	yes	doubtful
63	yes	no
65	yes	no
66	no	no
68	no	doubtful
69	yes	yes
70	yes	doubtful
73	yes	yes
74	no	doubtful
75	yes	yes

This experiment with intelligence tests and the Strong Vocational Interest Tests illustrate their guidance value. Again it must be repeated that all available data be considered before counselling students. For example,

seventeen students among the forty-one listed in Table 5 should be definitely discouraged from following their occupational preferences. Probably a few of these might make a more creditable showing on the basis of further similar tests and special aptitude tests, such as the Seashore Tests of Musical Ability and Stenquist's Mechanical Aptitude Tests. It is the counsellor's duty to interpret for the student all factors bearing on occupational choices.

One of the greatest needs in guidance at the present time is research on personality measurement and its significance in vocational choices and progress. If the progress made in recent years in methods of studying the individual is any indication of what we might expect, it should not be many years before an individual can be almost completely analyzed for vocational fitness on the basis of objective psychological tests.

CONCLUSIONS

The need of vocational guidance in high schools is obvious. This need is evident when one studies the vocational plans and ideas of students, and it is evident again when the proportion of schools not doing guidance work is

made known.

Any school with students of junior and senior high age needs a guidance program. Students in those schools have the right to expect that this need will be satisfied. Necessary elements in a complete program would include a system of counselling, a home room guidance program, or occupations course, the use of vocational guidance tests, and a placement bureau where the size of a community merits such a service. Each item would accomplish something worthwhile and if a complete guidance program is impossible, a part of a program is never impossible. Achievement can never be measured in mass results, but the effect of a guidance program on just one student can be counted as adequate dividends.

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