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A PROPOSED STUDY OF VOCATIONAL
GUIDANCE FOR THE JUNIOR HIGH
SCHOOLS OF MADISON COUNTY

DAVID

1946

A PROPOSED STUDY OF VOCATIONAL GUIDANCE FOR THE
JUNIOR HIGH SCHOOLS OF MADISON COUNTY

By

Veola E. S. David

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1946

A Thesis in Educational Administration and Supervision
Submitted in Partial Fulfillment of the Requirements
for the Degree of

Master of Science

In The

Graduate Division

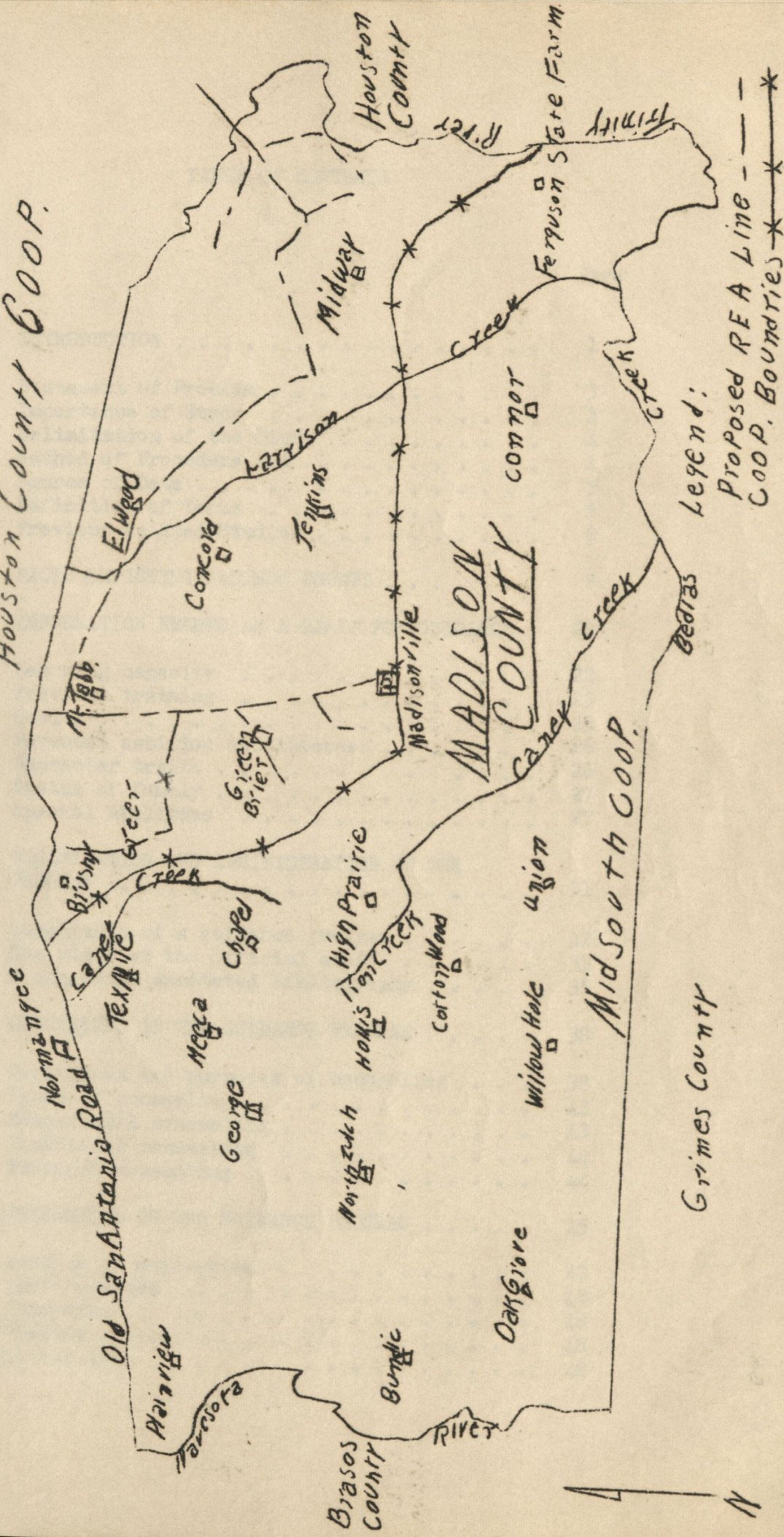
of

Prairie View University
Prairie View, Texas

August, 1946

Leon County

Houston County COOP.



Grimes County

Mid South COOP.

Oak Grove Willow Hole Union

Cortez

High Prairie
Holtz
North

George
Mega
Chapel

Green
Briar
Creek

Old San Antonio Road
Norman
Texline

Brasos County
Bundic
River

Houston County

Fergusson State Farm

Trinity
Creek

Bedias
Creek

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Statement of Problem	3
	Importance of Study	3
	Delimitation of the Study	4
	Method of Procedure and	4
	Source of Data	5
	Definition of Terms	5
	Previous Related Studies	6
II.	FACTS DEPICTING MADISON COUNTY	8
III.	INFORMATION NEEDED AS A BASIS FOR GUIDANCE	22
	Learning capacity	22
	Previous training	23
	Health	23
	Personal ambition and interest	26
	Character traits	26
	Status of family	27
	Special abilities	27
IV.	ORGANIZATION AND ADMINISTRATION OF THE PROGRAM	31
	Essentials of a guidance program	32
	The place of the official staff	33
	A suggested Annotated Bibliography	35
V.	COUNSELING IN THE GUIDANCE PROGRAM	38
	Definition and purposes of counseling	38
	Types of counseling	43
	Educational counseling	43
	Vocational counseling	44
	Personal counseling	44
VI.	EVALUATION OF THE GUIDANCE PROGRAM	45
	Methods of evaluation	48
	Questionnaire	48
	Interview	48
	Problem surveys	48
	Discussions	48

Chapter

Page

	Student counsel	49
	Parent groups	49
VII.	SUMMARY AND RECOMMENDATIONS	51
VIII.	BIBLIOGRAPHY	55

DEDICATION

TO

W. C. David

In Appreciation of his Helpful
Encouragement and Untiring Efforts
In Promoting my Educational Attain-
ments

This Thesis is Affectionately Dedicated.

ACKNOWLEDGMENT

The writer wishes to express her appreciation to Mr. John Windom, upon whose supervision this study was undertaken. The writer also wishes to express her gratefulness to the teachers of the Madison County Junior High Schools for their cooperation in securing the data for the study. To the committee, the writer expresses her gratitude for the contributions made through-out this study.

CHAPTER 1

INTRODUCTION

Every teacher does some degree of guidance whether he or she is conscious of this fact or not. The majority of teachers want to add more of this personal phase of their teaching, and to do this, wish to plan an organized guidance activity for their students. Many books have been written and numberless speeches delivered as to what constitutes an adequate or effective guidance program in the modern school. It has been suggested that such a program can be enriching, individualizing, and humanizing motif in the educational mosaic of the American secondary school. Irrespective of size, location or facilities, our school should assume the responsibility of meeting the needs of their varied student personnel. Although many schools are void of a guidance program, still it is the consensus of opinion that most schools are at least conscious of a changing educational viewpoint, one which interprets the school in terms of the needs of all its pupils. Out of this educational philosophy there has developed a need for personnel work - a need which expresses itself in practice of effective guidance of pupils, or in what is commonly thought of as a guidance program. Such a program in each school should be built upon various practices, procedures, and techniques.

A carefully planned guidance program is imperative if students are to find their bearings in the modern school, with its numerous curriculum offerings, electives, and extra curricular activities.

There seems no escaping the fact that when the conditions of life increase in complexity, the need for guidance increases proportionately.

"One's job is the watershed down which the rest of his life tends to flow."¹ The committee on the Orientation of Secondary Education, Department of Secondary School Principals of the National Education Association summarizes the need for guidance in secondary schools as follows:²

- (1) The ideal now is to provide secondary education opportunities for all normal individuals. These individuals vary greatly in mental ability, emotional attitudes, physical health, purposes and needs. They are all different and must be dealt with differently and scientifically.
- (2) The complexities of life within and without the school necessitate peculiar adjustment and appropriate preparation on the part of the individual.
- (3) Failure on part of the pupil usually has deeper significance than is often seen at first glance. Generally, it is measured in terms of academic failure although it unquestionably involves the pupil's social, physical, mental and emotional self. It modifies his ideals, his habits, his attitudes, and his appreciations. In the last analysis, it is often personality failure or character failure.
- (4) The making of choices in school and out of school is a persistent factor in the individual's life and he needs help.
- (5) The failure of many individuals to work up to the maximum of their powers and the elimination of many capable pupils from our schools represents a waste which can and should be reduced.

The committee which visited 200 secondary schools reported in 1938 that the guidance service is probably less well organized and is operating less effectively than any other phase of secondary school activity.

³ The guidance service will be only as efficient as it is successful in assisting all students to make proper adjustments to all phases of his experience.

¹ Lynd, Robert S. and Lynd, Helen M. Middletown in Transition. p. 7.

² Bulletin of the Department of Secondary School Principals of the National Education Association. p. 205.

³ O'Banion, J. W. Standards and Activities of the Division of Supervision. p. 129.

Alert administrators know that the guidance program cannot be "put in" a school system. Rather, it must derive directly from the resources of both school and community. Of invaluable assistance are the techniques and organization plans which have proved of worth in other schools. These afford a shortcut to experience and facilitate adaptation to local conditions.

Statement of Problem

Why propose a vocational guidance program for the Junior High Schools of Madison County ? The children of this county receive comparatively little information so far as vocational guidance is concerned. Hence, when opportunity for choice is presented, the children are faced with a complicated problem. If all individuals were alike, this problem would not exist for no one would be better suited to this or that occupation than would all others. If all occupations were alike, there would again be no question of choice and therefore no question of vocational guidance. In-as-much as a school enterprise, vocational guidance begins at that point in the individual's life when he finds it necessary to make choices that have definite significance for his future vocation, the writer proposes this vocational guidance program.

Importance of Study

The problem of vocational guidance arises from the fact that an immature but growing individual is confronted with a complex and ever changing environment.¹

¹ Koos, Leonard V. and Kefauver, Grayson N. Guidance in Secondary Schools.
p. 4.

The need for vocational guidance becomes greater each year because of rapidly changing economic and social conditions. There has been an enormous increase in the number of occupations, each with its peculiar requirements and opportunities of many fields of work have been greatly modified because of new scientific knowledge and inventions. Along with the increasing complexity of the occupational world has come a decrease in the informal, unorganized opportunities to become informed about occupations and their requirements. These and other changes intensify the need for help to individuals, especially to youth, in finding their way into suitable places for themselves in this ever more complicated labyrinth of occupations.

Delimitation of the Study

This study was made primarily to include the grades on the Junior High School level for the Negro schools of Madison County, but the principles and methods presented are equally valid in any situation where youth or adult need assistance in choosing an occupation, preparing for, entering upon and progressing in it.

Method of Procedure

In the development of the subject, the writer divided the subject under the following headings: (1) introduction; (2) facts depicting Madison County; (3) information needed as a basis for guidance; (4) organization and administration of the program; (5) counseling in the guidance program; (6) evaluation of the guidance program; (7) summary and recommendations. After dividing the purpose, the writer proceeded to collect material. A general

survey of the college library was made, collecting material from educational journals, magazines, and reference text in education. In an effort to devise an instrument which would elicit judgment as to current practices in the field of guidance, the literature of this field was then read to discover those areas and aspects of the school program in which guidance might be at work. With this information as background material, questions pertinent to the various areas were brought together - questions based on those items which seemed most significant to any good junior high school program.

Source of Data

The data for this investigation were secured through personal visits to the principals of Madison County Junior High Schools, by use of the oral questionnaire, a study of educational bulletins and a consideration of authoritative opinions in the field of school administration and organization.

Definition of Terms

Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it.¹ Kitson states that vocational guidance is that type of guidance that comprises a variety of services:²

(1) analysis of occupations, which will lead to exact information regarding the requirements of each one, the condition of work obtaining, and the reward that may be expected . . . , (2) the analysis of the individual, through which may be discovered the degree to which he can conform to the conditions of work in any occupation he may be considering; (3) counsel

¹ Myers, George E. Principles and Techniques of Vocational Guidance. p. 3.

² Kitson, Harry Dexter. Distribution of Workers among Occupations. p. 34.

and advice regarding the solution of occupational problems, not merely in school, but after one has completed his formal education; (4) organized placement through which individuals can obtain free assistance in finding jobs; and (5) follow-up service of information, counsel, and replacement.

Previous Related Studies

No studies on the guidance program in Madison County were available. Ashby¹ made an historical study of the development and present status of the guidance movement. Boehmer² discovered that single women are more persistent in their vocational interest than married women; women of the later decades have greater continuity of vocational interest than do those of the earlier decades; and women with degrees have more continuous vocational interest than those without degrees. Breckenridge³ made a study of girls in connection with eleven basic personnel problems. One problem was making wise choices of vocations and advocations. Caldwell⁴ reveals a bibliography that covers all available biographies that are suitable for the study of workers in vocations of today. Wood⁵ made a guidance study concerning vocations and their descriptions in an analytical form for Alabama.

¹ Ashby, Genevieve M. The Development of Guidance in Secondary Schools. Master's thesis. University of Arizona. 1931. pp.82.

² Boehmer, Florence. Continuity of Vocational Interest of College Women. Doctor's thesis. 1931. Teacher's College, Columbia University. pp. 102.

³ Breckenridge, Zella M. An Analysis of the Administration of Personelle Problems of High School Girls. Master's thesis. 1931. University of Chicago. pp. 98.

⁴ Caldwell, Mary Jane H. Materials for Teachers to use in Giving Vocational Guidance Through the Study of Biography. Master's thesis. 1931. pp. 46. Teachers College, Columbia University.

⁵ Wood, John. An Analytical Study of Vocations for which Alabama Polytechnic Institution gives specific Training. Master's thesis. 1931. University of Alabama.

Jackson¹ made a study that treats of primary administration and organization of 34 small Negro schools in Oklahoma. Nelson² made a study to determine to what extent the Protestant churches are participating in the growing enthusiasm for guidance activities which dominates the educational world. Punch³ reveals the present status and what have been the factors limiting proper guidance.

¹ Jackson, L. K. The Organization and Administration of 34 selected small Negro High Schools in Oklahoma. Master's thesis. Prairie View University. 1944. pp. 118.

² Nelson, Elsie Redman. Guidance Activities in Protestant Churches. Master's thesis. Cornell University. 1931. pp. 69.

³ Punch, Ossalee Veda. A Tentative Guidance Program for Negroes of Texas. Master's thesis. Prairie View University. 1944. pp. 52.

CHAPTER II

FACTS DEPICTING MADISON COUNTY

Madison County is located in east central Texas. It has undulating topography. It is bounded by the Trinity River on the east, Navasota River on the west, Leon County on the north and Grimes County on the south. It was created from Grimes, Walker and Leon Counties in 1853. It was named for President James Madison. The population is 12,029 and the total valuation is \$6,002,920.¹ In 1940 there were 3,179 Negroes in Madison County; of this number, there were 1,656 males and 1,523 females.² In 1941 there were 3,404 Negroes in Madison County.³ Therefore, we readily see that the Negro population is increasing. In-as-much as this is true, and since the major part of this population is farmers, the writer feels that there should be a guidance program offered for the benefit of the many drop outs in school.

TABLE I. EMPLOYMENT STATUS*

Occupations	Male	Female
Farmers and Farm Managers	1,468	1,051
Professional Workers	18	27
Proprietors, Managers and Officials	40	40
Clerical, Sales and Kindred Workers	24	26
Domestic Service Workers	6	2
Service Workers except domestic	15	17
Farm Laborers (Wage Workers)	505	181
Farm Labors (Unpaid Family Workers)	263	313
Laborers, except farm	32	227

*United States Census. 1940, Vol. II, p. 930.

¹Texas Almanac. 1941 - 42. p. 481 - 2.

²United States Census. op. cit., p. 930.

³Johnson, Charles S. Statistical Atlas of Southern Counties. p. 235.

Outstanding in Madison County is one Negro who apparently ranks in the higher bracket when it comes to farming. He owns 1100 acres of fertile land, two tractors and eighteen head of work animals. Chief cash crops grown by this farmer consist of cotton, beef cattle and swine. He produces annually an average of one hundred five bales of cotton. He markets annually an average of two hundred eight hogs and ninety beef cattle. Various other product sold ^{add} to this income.

According to Agricultural Adjustment Administration records, this farmer produced the highest per acre yield on cotton for five consecutive years. He employs regularly about eight year around workers, with families who are employed during seasonal needs.

Madison County has fifteen Negro schools and thirty five Negro teachers. Here, the writer is primarily concerned with the five junior high schools , namely: Midway, Connor, Madisonville, High Prairie, and Sweet Home. In these schools there are twenty seven teachers and nine hundred fifty seven students.

All of the junior high school buildings are of frame structure. They are properly lighted with sufficient windows and electric lights. These schools are also equipped with sanitary drinking fountains. In-as-much as these schools are located in the rural section, ample play ground is provided for supervised recreational facilities.

Each school is equipped with a library containing various volumes of books, periodicals and recent publications of interest to the teachers and students.

It is interesting to know that all teachers of Madison County are employed on rural aid basis. Each teacher receives a standard salary of \$135 per month to be supplemented with additional funds according to the academic training and experience. Teachers receive \$3.00 for a bachelor degree ,

\$5.00 for ten years of experience or more and \$7.50 for a masters degree. In the event that an individual begins teaching in Madison County with no degree and no experience, his salary is \$135 per month.

Table II lists the junior high schools used in this study, the approved scholastics, net transfers, and the amount apportioned at \$30 per capita. It reveals that the number of scholastics ranges from 85 to 343, the net transfers range from 10 to 30, the amount apportioned at \$30 per capita from \$3,000 to \$10,740 and the average amount proportioned per school is \$5742.00.

TABLE II. SCHOLASTIC ENUMERATION AND PER CAPITA APPORTIONMENT*

Junior High Schools	Approved Scholastics	Net Transfers	Amount Apportioned at \$30 per capita†
Midway	343	15	\$10,740
Madisonville	235	10	7,350
Connor *	119	20	4,170
Sweet Home	90	10	3,000
High Prairie	85	30	3,450
Total			28,710
Average amount apportioned per school			5,742

* The per capita apportionment has been raised to \$34.
The Houston Chronicle, June 18, 1946, p. 5.

*Adapted from Public School Directory. 1945 - 46. p. 101.

*County Superintendent's annual report. 1944 - 45.

Table III shows the sex, tenure, whether or not a person has a degree, major and minor of Madison County Junior High School Teachers. It also reveals these facts: There are 19 females and 8 males employed, the tenure in present position ranges from 1 to 20 years, the average is 5.3 years, 5 males have degrees and 3 have none, the most popular major for males is English, the most popular minor is History, the most popular major for females is home economics and the most popular minor for females is general education.

TABLE III. SEX, TENURE, AND TRAINING OF THE JUNIOR HIGH SCHOOL TEACHERS

Sex		Tenure in years	Degree	Major	Minor
Male	Female				
1		8	yes	Education	History
	1	2	yes	Home Economics	Education
	1	1	no	Home Economics	Education
	1	2	no	Social Science	English
1		4	yes	Agriculture	English
	1	1	no	Education	Music
1		3	yes	History	Economics
	1	2	no	English	Education
	1	2	yes	Home Economics	Education
1		13	no	Education	English
	1	3	no	Home Economics	History
	1	1	no	Home Economics	Education
1		20	no	English	Education
1		1	yes	English	Education
1		1	no	Education	Science
	1	11	yes	History	Education
	1	8	yes	Home Economics	English
	1	2	yes	History	Education
	1	4	yes	English	Education
	1	5	no	History	Education
	1	1	yes	Home Economics	History
	1	9	no	Music	English
	1	1	no	Mathematics	History
1		16	yes	Science	Education
	1	15	yes	Home Economics	Education
	1	5	yes	Education	History
	1	4	no	Home Economics	Home Economics

Table IV shows the number of children, both male and female according to their age and grade. The table also indicates the need for guidance, in-as-much as children tend to drop out of school at the time they reach the seventh, eighth, and ninth grades at the ages of 15, 16, and 17 respectively.

TABLE IV. AGE AND GRADE DISTRIBUTION ON BASIS OF MEMBERSHIP^{*}

Age	Grade																		Total	
	1	2	3	4	5	6	7	8	9	Total		1	2	3	4	5	6	7	8	9
6	50	45																	50	45
7	10	6	60	35	20	7													90	48
8			5	9			11	9											16	18
9			5	14		40													5	54
10			8	12	30	60		10	12	9	41								87	95
11				30	10			35	9		37			20					55	86
12				5		20		40			63								65	63
13						35		40						3					3	75
14					7					14	14	7					4		21	25
15										3	1		6	9	3		4		10	16
16										7			8						8	7
17								5				4			1		5		4	11
Total	60	51	78	100	25	87	98	44	85	66	9	165	19	7	37	10	3	13	414	543

*Adapted from Daily Register of Junior High School Teachers of Madison County. 1945 - 46.

The junior high schools have some school practices in common. The writer now discusses some of the outstanding ones.

School Census

Purposes. - The census of the district is taken for one or a combination of the following reasons¹: (a) to establish the district's eligibility

¹ Wilson, Edgar A. Handbook for Self Appraisal. No. 458. p. 11.

for state per capita apportionment ; (b) to determine the district's eligibility quota for teachers under the state aid law; (c) to determine what children are exempt from compulsory school attendance because of physical or mental handicaps.

Method . -- The method of census taking is as follows: (a) the county superintendent, in common school districts, and the school board in independent school districts appoint a trustee or some other qualified person on the first day of January or as soon there after as practicable to take the census of the district ; the form prescribed by law and provided by the State Department of Education are used. The job of census taking is passed around from year to year resulting in unsystematic procedure in census taking and incomplete and inaccurate reports.

Time.-- The census is taken between the first day of March and the first day of April; (b) the reports are filed with the county superintendent on or before the first day of May; (c) supplemental census is taken by March 15, of the fiscal year where an unusual increase in scholastic population has been caused by the location of a State Federal Government project in or near the school; (d) if the school is a state aid school, the scholastics are sometimes added to the rolls after school closes in order to keep from losing state aid for a teacher.

Recording of Attendance

Daily attendance of each child is recorded by home room teachers in their daily registers provided by the state for this purpose. In the daily register after each child's name, is placed the symbol "E" for day

of entry, "R" for day of re-entry, "W" for day of withdrawal, "A" for absent, and "T" for days tardy. A monthly attendance summary is recorded by each home room teacher, in the back of the daily register, at the end of each school month. Each home room teacher transfers at the end of each school month the monthly attendance summary blank furnished by the principal or superintendent. Each pupil's attendance is regularly reported to parents every six weeks.

School Event

The most important event for the junior high schools is the Seventh Grade Graduating Exercises which is county wide. This activity is widely gaining popularity in Madison County. Each year, during late spring, all candidates for the eighth grade for the ensuing year, meet at a designated place for the exercises. The activity is under the guidance and supervision of our Jeanes teacher.

An agreeable innovation in some of our institutions is the commencement address delivered by some well known literateur or distinguished alumnus. This adds to the literary and historic interest of the day, and enables the graduate to perceive the results of the literary spirit in the mature and practical man of affairs.

The School Lunch Program

These schools have a school lunch program. For all the children the school lunch program is very important; for many it is the best meal of the day. For a long time it was thought that the school had only to teach the children the school subjects. It is now known that the school should think

of the whole child. It should do what it can to make all living better for him. From the lunch program, the children will learn better how to live together, for all will assemble in the lunch room, and all will have the same choices of food. Here the children learn what a good lunch is and how to choose the right kinds of food. By eating together, many food habits will be improved.

Here the children learn to practice habits of cleanliness, to wash their hands before eating, and to expect clean food from a clean kitchen. The teachers and other school officials, with the help of the volunteers, see that the children learn and practice good table manners. All working together will help the children to talk pleasantly at meals and to enjoy a social time with their friends.

The children under the direction of their teachers and working with the volunteers, will be able to give much help. Some help with the planning, cooking and serving; some also help with the dishwashing; still others may mimeograph the menus. Some assist with the marketing and the buying, thereby learning much about the value and management of money. There are others who find jobs in the school garden - planting, working, tending, gathering vegetables, storing, drying and canning. Still others will help to make the lunch room more attractive. Pictures painted by the children are hung on the wall. Table mats, table decoration and place cards may be made for visitors to the school.

Even though some of the work is hard, pleasure will be found in doing it. Working with and for children and seeing them grow into better ways of living is a rich reward within it self.

All those who work in the school lunch program will feel that they

are of service to the community; and the community by the efforts of all working together, will come to understand that the program is a part of a great plan - local, state, and national - to help boys and girls become stronger, finer citizens.

Outstanding Community Organizations

The writer feels that Madison County has some outstanding organizations. These organizations will be discussed in the order of their importance.

The Recreation and Health Center

The Negroes in Madison County became concerned about their health status in 1941. They were being sick too much and dying too fast.¹ The children in school were missing too many days chiefly because of illness in the family. These people suddenly realized that the war had caught them without a doctor of their own and that the five white doctors located in Madisonville had their hands full despite their interest in the health of the Madison County Negro. Although these doctors were willing to make visits to the negro families, the cost for the trip made them prohibitive. The inconvenience and inaccessibility made the doctor's service almost impossible.

The negro leaders of Madison County recognized this as their problem and became aware of the growing concern on the part of the in-

¹Sanders, C. H. Coordinating Efforts for Community Improvements. p. 4.

dividual families. They considered among themselves some solution to the problem. The leadership did not come from the church as an isolated agency or the school; nor did it come from the home as such, but it grew out of cooperation, of agency to agency planning which finally developed into a Coordinated Cabinet with all agencies selecting the personnel. The cabinet as its motto the popular pledge of Prairie View, "to render service at the point of its greatest needs." This has been the guiding principle throughout the project.

The first step which the cabinet took towards meeting the health needs of its members was to provide housing for the sick who needed medical attention. A plot of ground was purchased and a small structure erected. The director of the Negro program for the Texas Tuberculosis Association was invited to participate in the program as consultant.

Now Madison County has the services of a medical doctor, nurse, and a dentist who come weekly and render service to the citizens of Madison County.

During the spring of 1945, a report of the project with an appeal to the Division of Maternal and Child Health of the State Department of Health resulted in a cooperative effort which includes a well child conference, a pre-natal clinic and immunization for the pre-school and first year children under the direction of a physician from a near by town. The cooperative project includes the services of a physician and supplies for these activities.

In connection with the cooperation of the Extension Service, the food production and nutrition program is growing encouragingly. If Madison County people have been able to do something about the health prob-

lems of the community, the writer feels that Madison County will do something about other problems as they in importance in the light of the community leadership's understanding.

The Young Men's Christian Association

The Young Men's Christian Association has been organized to assist in keeping up the morale in general. The following is a card given each member of the Y. M. C. A. for a physical check up each year:

DEPARTMENT OF PHYSICAL EDUCATION

Y M C A

YOUNG MEN'S CHRISTIAN ASSOCIATION

MADISONVILLE, TEXAS

Name Address

Date Phone . . . Church Faith

Married or single AgeDate of birth

Education Degree

Occupation Hours spent in work

What diseases have you had ?

.

.

Use of stimulant (Underscore) tobacco, alcohol, coffee, tea,

.

Physical Director Executive Secretary

Date

PHYSICAL EXAMINATION

Weight	Height
INTEGUMENT	DIGESTIVE SYSTEM
Skin	Teeth
Fat	Tonsils
Muscles	Stomach
Posture	Intestine
Spine	Abdomen
Respiratory	NERVOUS SYSTEM
Nose	Reflexes
Lungs	
CIRCULATORY SYSTEM	SPECIAL SENSE
Heart	Eye
Blood Vessels	Ear
Pulse	
Blood Pressure	GENITO URINARY SYSTEM
DIAGNOSIS	Genitalia
.	Hernia
.	Urinalysis
Recommendation	
.	
.	
.	
.	
.	
Date for next examination	 M. D.

The Girl and Boy Scout Organizations

The writer feels that the girl scout has kinship with the pioneers who have gone before her. The adventure that was theirs, the joy of accomplishment, the satisfaction of giving service to others belong to these girls just as much as they did to Sakakawea, Louisa Alcott, Juliette Low or any other pioneer spirit.

In the meetings, a girl scout learns how to live in the open and to have a good time there. She is taught to use a knife and fork and an ax and to build a safe fire and cook a good meal over it with little or no equipment.

When she is on a hike or in a camp, she is taught to use her eyes and discover many of the secrets of the woods and fields. She learns to know and appreciate trees, flowers and rocks; the ways of animals and birds. She gains a knowledge of trail signs and how to find the North Star.

The ancient stories and legends about the starry giants are told around the campfires and become familiar to her.

Friendliness and helpfulness are Girl Scout ways and she is taught to be prepared to do her share in her home and in her community. To this end she learns to cook and sew, hammer and saw and make things herself. She learns to care for little children and sick persons; to keep herself healthy and to give first aid to the injured. She is taught that she must discover new ways of having a good time in singing, dancing, dramatics, games and story telling. She learns about her home or town, her state and her country, how they are governed and how she may best serve them. The girl scout has no new land in which to pioneer, but she explores new fields of knowledge and in addition to finding new pleasures, she discov-

ers the joy and happiness of giving service.

Turning from the Girl Scout and viewing the Boy Scout Organization, the writer finds this organization ranks in the high bracket when it comes to the lads in Madison County. The lads are always jubilant when the hour rolls around each week for their regular meeting. Here they are taught that scouting is a game, a magnificent game, full of play and full of laughter, keeping him busy and keeping him happy. This is the strength of scouting. A boy becomes a scout for the sheer fun there is in it. The action in scouting appeals to the boy's impulse to be doing something. The meetings, hikes and camps are essentially periods of activity. A scout is taught there is adventure in scouting. There is adventure in tackling a job alone - all by ones self or with the gang. There is adventure in finding good turns to do every day. There is always present an urge to achieve. A harder task, a higher rank always looms ahead; there is distinction to be gained.

The boys are taught that the entire Scout Law and Scout Oath Loom large in affecting the boy's whole attitude towards life and influencing his daily conduct. It is by aiding him to keep this oath and to live that law that we shall most surely reach our goal of fashioning his character and preparing him for participating citizenship.

There are other groups where organizations are in the making. The junior high school teachers are responsible for some of these movements. All teachers take an active part in promoting the spiritual and civic as well as the educational welfare of the community.

CHAPTER III

INFORMATION NEEDED AS A BASIS FOR GUIDANCE

Vocational guidance must be based on a study of the individual. The dictum that the school must learn the pupil before it can teach him has come to be pretty generally accepted in modern education. It is definitely fundamental to a sound approach to guidance.

It is to be remembered that our guidance program is not to be hampered by insufficient records. It is probable true as Wood¹ has pointed out that there is available in every school much information which has significance for the guidance of pupils but which has not been brought together and organized for effective use. Whether to go to college, what occupation to choose, what college to attend, social relationships and personal problems, questions of this type and similar demand acquaintance with student's learning capacity, previous training, health and important items to be observed.

Learning Capacity

In-as-much as we desire to place a student in the right curriculum, it is necessary to know as much about his or her mental capacity as possible. Care should be taken to select courses that are not too difficult. When a classification has been made as to ability, a student can be placed in a homogeneous group where the development of the whole class is more nearly unified. The teacher can also determine a student's

¹ Wood, Ben D. "The Major Strategy of Guidance." The Educational Record. Vol. 16, p. 240, June 1936.

learning ability through intelligence test scores and teacher ratings.

Previous Training

Data for guidance should include the kind and type of school from which the student has come and the opportunities offered there for educational development. A student coming from a small school where the faculty is limited, where no guidance program is offered, and where there is little organization, may be found retarded in some respects in comparison with another coming from a fully equipped and well staffed junior high school. Desirous information may be ascertained through conferences and available records concerning the school from which the high school draws its students. By knowing the student's previous training, one is able to meet the student's needs in certain tryout courses which correspond in difficulty with previous work, and in particular suitable extracurricular activities.

Health

In considering an individual program, the previous health history should be available as health plays an important part in school success. The teacher should be alert to health conditions as evidenced by the every day behavior of the children. The following list by Rogers should be helpful.

Important Health Items to be Observed¹

¹ Rogers, J. "What Every Teacher Should Know About the Physical Condition of Her Pupils". Pam. No. 68. pp. 19-21.

General:

General impression of physique (age, race, and heredity taken into consideration).

Vigor or weakness.

Alertness or listlessness.

Good or bad color.

Cleanliness or uncleanness.

Face and lips:

Cleanliness.

Pallor.

Cyanosis, or pallor of lips.

Flush of fever.

Signs of skin disease.

Hair and scalp:

Cleanliness and neatness.

Signs of vermin or other disease.

Eyes and vision:

Frequent errors in reading words or numbers.

Complaints of headache, pain, blurred vision.

Holding book too close.

Evidence of difficulty in seeing at a distance.

Congested eyes.

Red or crusted lids.

Test with Snellen letters.

Ears and hearing:

Dullness and slow response.

Presence of discharge from ear.

Special test with audiometer, watch or voice.

Nose:

Inability to breathe freely with mouth closed.

Throat:

Signs of inflammation.

Diseased tonsils.

History of frequent sore throat.

History of rheumatism.

Teeth:

Decayed permanent teeth.

Need of adjustment.

Diseased gums.

Uncleanness.

Neck:

Enlarged lymphatic glands.

Enlarged thyroid glands.

Wryneck.

Chest:

Deformity.

Rapid breathing, especially after slight exertion.

Small expansion.

Unequal expansion.

Cough.

Back:

Round shoulders.

Stoop.

Projection backward of spine.

Unequal height of shoulders.

Unequal height of hips.

Projection of one shoulder blade.

Arms:

Signs of skin disease.

Coldness or bluish appearance.

Legs:

A limp.

Unequal length or other deformity.

Feet:

Deformities.

Shoes and stockings - shape, size, and condition.

Nervous disorders:

Speech defects.

Involuntary movements.

Other conditions:

Restlessness.

Frequent requests to leave room.

The teacher should also be alert to any symptoms of infectious dis-

ease. Regular routine examinations will be helpful in detecting such diseases. The teacher should secure additional material dealing with these diseases from the local and state health department. Group discussions can be of some service in interesting pupils in the social significance of the problem and in improving their ability to note possibilities of communicable diseases.

Personal Ambition and Interest

In determining a student's interests, a counselor must find out whether they are lasting or merely fleeting. One may discover a student's interest and ambition through conferences, academic records, and questionnaires properly filled out by students, parents and teachers. A counselor should not guide a student into courses or curriculums in which he or she is not interested unless there is a basic need for the subject leading to future interest. Interest is the basic for success in school work.¹

Character Traits

Important traits to be considered are industry, courtesy, honesty, dependability, cooperation, loyalty, conscientiousness, and disposition.² A rating on these characteristics may be secured from some previous teacher or from the student as a self rating. A knowledge of these traits will

¹Edmonson, Roemer and Bacon. The Administration of the Modern Secondary School. p. 228.

²Ibid., p. 228.

help the counselor to know the personality of the student, to identify certain types of activity to which he is best suited and to aid him in choosing the kind of training that he needs.

Status of Family

The economic, social, educational and cultural aspect of family life are the most significant factors in a student's home condition. It has been demonstrated that there is a higher incidence of delinquency from broken homes. Other factors in the home may explain problems of maladjustment or may represent valuable resources in solving problems of guidance.¹ The usual way of obtaining ratings on these factors are home visits, conferences with pupils and parents and a questionnaire. An attempt should be made to get this information in a proper guidance program. A boy from a large family of foreign parentage is considering the desirability of trying to go to college more than the comfortably situated student.

Special Abilities

Special abilities in such fields as music, art, dramatics, and drawing are often overlooked. Yet we do not anticipate the student specialize in an ability too early in school life. Records should be kept to include evidence of any special ability or aptitude the student may possess. The guidance program should be so arranged that the approach to pupil abilities

¹ Johnston, Edgar C., Administering the Guidance Program, p. 34.

should be positive rather than negative. Quite often we fail to realize what the student can do well by focusing too much attention on what the pupil cannot do.

Following is a home information blank released from Saint Clair High School.¹ The information received by sending out this blank will prove valuable to any high or junior high school teacher.

ST. CLAIR HIGH SCHOOL INFORMATION BLANK

The school wishes to be of the greatest possible service to your child. Careful, complete, and frank answers to the following questions will be very helpful in planning his high school work and in adjusting the instruction to his needs in so far as possible. The information will be considered confidential. Full answers to all questions will be appreciated.

Pupil's name Grade H. R. Teacher.

List all children in the family including this one in order of birth

Name	Age	Sex	Date of Birth	If dead, Cause	Present school Grade or Highest Grade in School

Education of father: Draw a circle around highest grade reached in school or college.

Grade school: 1 2 3 4 5 6 7 8 High School: 9 10 11 12

College: 1 2 3 4 Graduate Work: 1 2 3

Upon what did you specialize in college?

Degree father holds:From what college.....

Degree mother holds:From what college.....

¹Johnston, op. cit., pp. 41-42.

What serious diseases are prevalent in your family?.....

Is child physically strong.....Average.....Weak.....

If there are any outstanding ailments, describe them here:

.....

.....

Names of family physicians who have had charge of this child.

.....Address.....

.....Address.....

What special interest (music, golf, etc.) aside from your work do you have?.....Father.....Mother.....

What special ability has the child shown in school?.....

.....

What school problems have you had to help him with?.....

What special abilities or talents does the child possess?.....

.....

Would you like your child to join the Boy Scouts, Girl Scouts or Girl Reserve, or W. M. C. A. group? If so, which?.....

Does your child like school?.....If not, what is the reason?.....

Does the child take any other lessons privately?.....If so, what?.....

What does the child like best to do in his spare time?.....

Does the child attend Church or Sunday School regularly?.....

Does the child assist with the household duties?.....What duties?.....

How much time is spent daily in performing these duties?.....

Does the child contribute to the family support?.....How much?.....

What are your plans for the child's future education?.....

What occupation do you think the child is best fitted for?.....

Why?.....Please list any other information you think might be of value to the teacher.

Signed.....

Relation to child.....

Date.....

1. The guidance program should be administered in terms of the needs, interest, abilities, and opportunities of the pupils.
2. Guidance is considered with the development of the total individual. It must be so organized that all pupil experiences are coordinated and related.
3. Guidance services should be available to all pupils at all educational levels.
4. The guidance program must be organized to utilize the understanding, interest, ability, and energy of every member of the staff.
5. The guidance program should be designed to care for problems that have developed, to prevent such problems from arising, and to help each pupil secure for himself the most productive and positive experiences. In other words, the guidance program should be organized to care, to prevent, and to enrich.
6. The administration of the guidance program should insure planned services which are purposeful and unified.
7. The guidance program should be administered so that specialists may constantly seek to strengthen teachers.
8. The guidance program should be so administered that personal contacts and the human touch are provided.
9. The guidance program should be organized to utilize, to supplement, and to enrich the guidance experiences provided pupils by the home and community.
10. The guidance program should help members become increasingly able to guide themselves.

CHAPTER IV

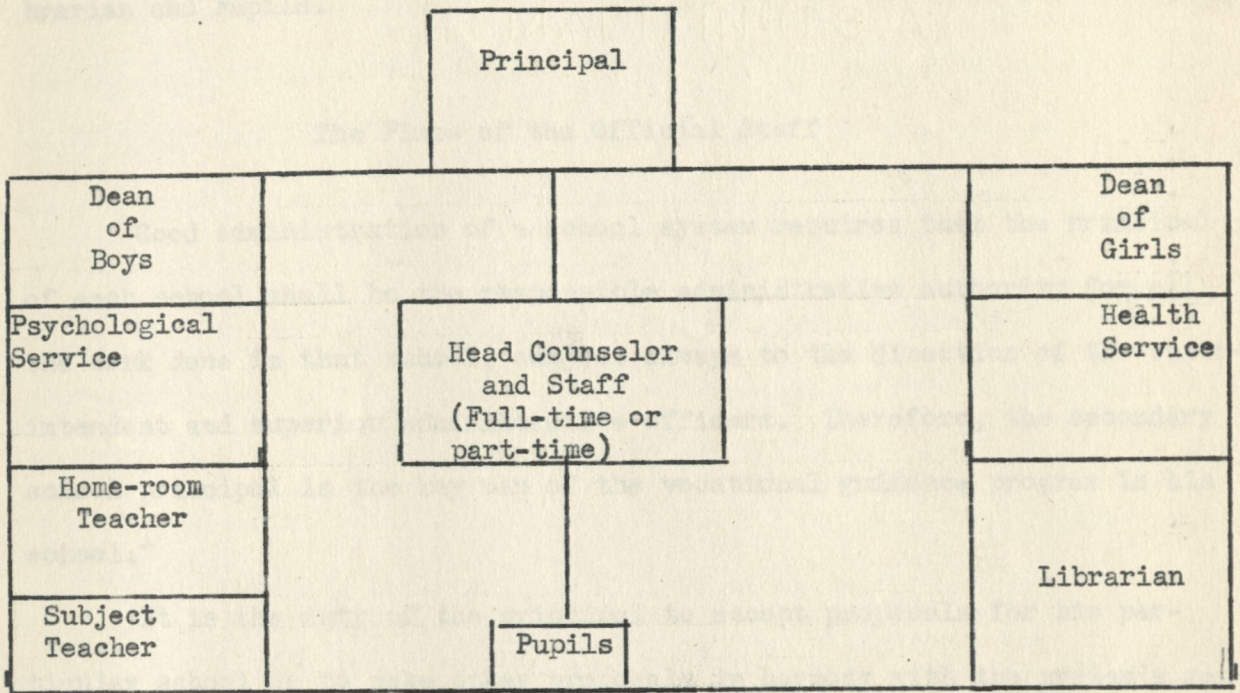
ORGANIZATION AND ADMINISTRATION OF THE GUIDANCE PROGRAM

While no one type of organization can be recommended for all high schools, the following suggestions have been thought to be helpful in developing an adequate guidance program:¹

1. The guidance program should be administered in terms of the needs, interest, abilities, and opportunities of the pupils.
2. Guidance is concerned with the best development of the total individual. It must be so organized that all pupil experiences are coordinated and related.
3. Guidance services should be available to all pupils at all educational levels.
4. The guidance program must be organized to enlist the understanding, interest, ability, and energy of every member of the staff.
5. The guidance program should be organized to care for problems that have developed, to prevent such problems from arising, and to help each pupil secure for himself the most productive and positive experiences. In other words, the guidance program should be organized to cure, to prevent, and to enrich.
6. The administration of the guidance program should insure planned services which are purposeful and unified.
7. The guidance program should be administered so that specialists may constantly seek to strengthen teachers.
8. The guidance program should be so administered that personal contacts and the human touch are provided.
9. The guidance program should be organized to utilize, to supplement, and to enrich the guidance experiences provided pupils by the home and community.
10. The guidance program should help members become increasingly able to guide themselves.

¹Hamrin and Erickson, Guidance in the Secondary School, pp. 33-34.

ORGANIZATION CHART FOR VOCATIONAL GUIDANCE IN A SECONDARY SCHOOL¹



This chart shows the relationships among different members of the school staff as far as this particular work is concerned. It should be understood that this chart deals only with the schools' vocational guidance responsibilities and not with other aspects of administration.

Essentials of a Guidance Program

The program of vocational guidance within any secondary school should be an enterprise in which all members of the staff participate. As has been indicated by the preceding chart, the guidance program should consist of a Principal, Dean of Boys, Dean of Girls, Psychological Service, Home-room

¹Myers, George E., Principles and Techniques of Vocational Guidance, p. 351.

Teacher, Subject Teacher, Head Counselor and Staff, Health Services, Librarian and Pupils.

The Place of the Official Staff

Good administration of a school system requires that the principal of each school shall be the responsible administrative authority for all the work done in that school, subject always to the direction of the superintendent and superior administrative officers. Therefore, the secondary school principal is the key man of the vocational guidance program in his school.¹

It is the duty of the principal to accept proposals for his particular school or to make other proposals in harmony with the system's general guidance plan which are calculated better to serve the needs of his school. The principal is to provide as favorable conditions as practicable for carrying on the various guidance services - equipments and supplies for occupational exploratory experiences, suitable office arrangements for counseling and an adequate record system. It is he, with the assistance of his head counselor, who must be expected to help members of his staff to see and perform their particular duties in the program - subject teachers, homeroom teachers, the librarian, and others. If the school has more or less members on the official staff, the responsibility still rests on the principal.

The Place of the Home Room Teacher

The home room teacher also has an important duty to perform in this

¹Ibid., p. 347.

program. Her vocational guidance duties include gathering and reporting to the head counselor's office significant information concerning individual pupils, performing herself certain types of counseling services agreed upon with the head counselor, referring individuals to the counselor when they need his assistance, and cultivating among her pupils a favorable attitude towards the vocational guidance program.

Many of the so called guidance duties assigned to home room teachers are essentially instructional in nature, designed for the worthy purpose of contributing to the pupil's development along health, social, civic, moral and cultural lines but not closely related to "assisting the individual to choose, prepare for, enter upon, and progress in an occupation".

The Place of the Subject Teacher

First of all, the subject teacher should make his subjects contribute as much as possible to the development of his pupils. The subject teacher is able to discover certain abilities and aptitudes better than any other member on the staff. It is the duty of the subject teacher to assist the pupils in obtaining significant information concerning opportunities and requirements of occupations based upon or closely related to the subject he teaches. He should arouse interest, encourage and develop special abilities.¹

The subject teacher may also organize clubs or any other extracurricular activities that yield rich exploratory values to its participants,

¹Smith, Glenn E., The Teacher's Role in Developing Occupational Information and Guidance Programs, p. 12.

counseling certain pupils who are keenly interested in his subject, referring pupils to the head counselor and cooperating in certain types of vocational guidance research projects.

The Place of the Librarian in the Program

Naturally, the school librarian occupies an important position in the guidance program as she is to supply the information concerning occupations. The librarian should keep her material conveniently arranged, order new material in accordance with a plan worked out to serve the needs of the school as a whole, and call attention to this material in an interesting way by means of the bulletin board or through the school paper.

The librarian may well report to the head counselor cases of pupils who read extensively along some special lines, and also send to the same office notes concerning those personality traits observed in individual pupils which seem to have significance in relation to vocational plans.

Suggested Annotated Bibliography

The bibliography which follows is not intended to be comprehensive. The writer hopes that this of references may well form the nucleus of a guidance library for the junior high school administrator.

Allen, Fredrick J. Practices in Vocational Guidance. McGraw - Hill Book Company, Inc. New York City, New York, 1927.

As an alternative to a formal history, Allen made a collection of papers relating developments of vocational guidance to junior high schools.

Allen, Fredrick J. Principles and Problems in Vocational Guidance. McGraw-Hill Book Company, Inc. New York City, New York, 1926.

This book will be useful to all persons in beginning a guidance program. It makes available valuable comments on recent problems concerning youth.

Allen, Richard D. Organization and Supervision of Guidance. New York City, New York, Inor Publishing Company, 1937.

Together with common problems in group guidance and the Case Conference method, this volume presents helpful suggestions for guidance activities.

Bell, Howard M. Youth Tells Their Story. Washington, D. C. American Council on Education. 1938.

A significant analysis of the characteristics of American Youth as revealed in interviews with young people of a typical state.

Bernard, J. L. Getting a Living. A Vocational Civics Reader. 1921. Franklin Publishing and Supply Company.

Edited by the Directors of Social Studies, Pennsylvania Department of Public Instruction from a series of "write ups" of various available occupations of busy people who have stopped to write about their own work.

Brewer, John M. Occupations. Ginn and Company, New York City, New York, 1936.

Emphasis is placed on the social aim of vocational guidance. The book presents a comprehensive modern survey of occupations for classroom use on the trade school level showing young people how to discover their abilities and how to prepare for suitable vocations.

Brooke, Esther E. The Right Job for You and How to Get It. New York City, New York, Noble and Noble, 1941.

A readable book on general vocational guidance. Written on a level to appeal to the junior high school students particularly interested in vocational planning.

Chapman, Paul W. Occupational Guidance. Turner E. Smith and Company, Atlanta, Georgia, 1937.

This book is designed as a text in occupational guidance which today is recognized as an essential part of the social sciences. It is to be used at the junior high school level.

Charters, W. W. The Teaching of Ideals. The MacMillian Company, New York City, New York, 1932.

It remains one of the best of its kind in its field.

Cox, P. W. L. and Duff, J. C. Guidance by the Classroom Teacher. Pren-

tice-Hall Company, New York City, New York, 1938.

This volume provides valuable information for all guidance workers. Ideal for all junior high schools.

English, Horace and Rainney, Victor. Studying the Individual Child. New York City, New York, H. Holt and Company, 1941.

A detailed manual setting up programs for individual inventory.

Germane, C. E. and Germane, E. G. Personnel Work in High School. New York City, New York, Silver Burdette Company, 1941.

Based on practical experience in cooperation with a number of Secondary schools, this volume presents a sound conception of suggestions for organizations and procedures.

Hamrin, S. A. and Erickson, C. E. Guidance Practices in Public High School.

A research study of the guidance practices, procedures, and techniques employed in representative secondary schools of the United States.

Johnston, Edgar G. Administering the Guidance Program. Minneapolis, Educational Publishers, 1942.

One of the most recent publications in years. It could be placed in the hands of the most inexperienced teacher and success would follow in all probability.

Kefauver, Grayson and Hand, Harold. Appraising Guidance in Secondary Schools. New York City, New York, MacMillian Company, 1941.

A thorough effort is made to evaluate the effects of the guidance program on various topics.

Lefever, D. W., Turrell, Archie, and Weitzel, Henry I. Principles and Techniques of Guidance. New York City, New York, Ronald Press Company, 1941.

This book will prove helpful because of its eminent practicability.

CHAPTER V

COUNSELING IN THE GUIDANCE PROGRAM

Definition and Purposes of Counseling

Counseling¹ is the process of assisting the individual in making the maximum adjustment to the educational opportunities of his environment in terms of his abilities, interest and needs. Counseling is the heart of the guidance program; it is the starting point for effective guidance. The counseling process brings guidance to bear directly upon the individual student in accordance with his abilities and the educational and vocational opportunities which his particular abilities open up to him.

The specific purposes of counseling have been listed as follows:²

1. To assist the individual in the interpretation of his personal data.
2. To assist the individual in the identification of his major problems - vocational, avocational, educational, and personal.
3. To assist the individual in the planning of possible solutions to his problems.
4. To help the individual in making a start towards carrying out these plans.
5. To help the individual, when necessary, in the modification of his plans.

Individual counseling is in a class by itself.³ There is nothing like it. Without it, the enriched curriculum, the directed study of program

¹Ross, C. C. Measurement in Today's Schools. p. 494.

²Brewster, Royce E. and Zeran, Franklin. A Manual for Personnel and Occupational Guidance. p. 34.

³Germane, C. E. and Germane, E. G. Personnel Work in High School. p. 132.

and the battery of test fail in their intended results.

Effective operation of any post war educational and training program for ex-service personnel will depend upon the effective counseling of individuals.¹ If the nation is to benefit truly from the opportunities provided and if available funds are to be providently spent, expert counseling is needed. Kennedy² states that with our servicemen returning, we should make available such places as the "Y", Community Center, and other recreational places for the purpose of proper counseling. There should be a counselor in every community.

Teachers who are novices in counseling are concerned with the problem of procedure. What does it entail? What are the necessary steps? First, the counselor must have a mass of pertinent data about the pupil. This can be done by obtaining information from cumulative records, diagnostic tests, the home, questionnaires and inventories, other teachers and friends, and observation of the pupil's adjustment in his present situation. These data may be treated in two ways, statistically and clinically. Statistical methods are employed to organize data for use in studying the pupil's problems. Scores on test and rating on questionnaires and inventories may be compared with established median, quartiles, and percentile rankings. For example, a senior in high school claims that his major interest is civil engineering. His scores on a battery of achievement tests in algebra, geometry, trigonometry, and physics are compared with the norms established by giving these tests to hundreds of seniors

¹ Counseling and Postwar Educational Opportunities. Vol. VIII, p. 10.

² Kennedy, John B. Radio Broadcast, August 23, 1945, 1 P. M. W. T. A. W. College Station, Texas.

³ King, Lloyd. Guidance and Personnel Work for High Schools of Missouri. p. 143 - 44.

through out the country. Also his schores are compared with the medians and quartile of the scores successful engineers made when they were seniors. This statistical treatment makes his score more meaningful. From a comparison of the pupil's scores with such established norms, one can predict in a measure his possibilities in this field. If he ranks below the median, then teacher and pupil alike can see that either he must achieve more in these studies or turn his attention to some line of work which does not demand such skill in these subjects.

The clinical method of procedure is a combination of using the statistically treated psychological measurements (tests) and the method of the social worker, plus a continous follow up and re-evaluation of the accuracy of the diagnosis and the wisdom of the prognosis. The clinician's job is always a never ending case study, using the results of all types of treatments.

A good counselor should have certain qualifications, as:¹

1. He should have broad experience
 - As a teacher
 - As a worker in business or industry
 - With young people
2. His professional training should be of the best. He must be an expert in his work by having a working knowledge of :
 - Educational psychology
 - Mental hygiene
 - Child psychology
 - Social Studies
 - Industry
 - Business
3. He must have character, personality and versatility
 - His physical health must be good
 - He must have a good appearance
 - He must be likable
4. He must inspire confidence
 - He should resemble a physician rather than a policeman
 - He should cause people to feel that he is interested not in what they have done, but in why they did it.

¹Smith, Glenn E. The Teacher's Role in Developing Occupational Information and Guidance Program. p. 6.

5. He should be emotionally mature and stable.
6. The counselor should have wide and varied interest.
7. He should have the ability to mobilize his entire resources for the task at hand.

Employment Counselor's Duties¹

The duties of the counselor can be illustrated best by explaining the steps through which an applicant not vocationally oriented is assisted toward adjustment. The counselor is responsible for providing the following kinds of assistance:

1. Assisting the applicant to define his problems, and to discover and evaluate his skills, potentialities, and interests.
2. Providing to the applicant information for the solution of his problems. This may be information on industries and occupations, on educational and training facilities, or on other community services.
3. Assisting the applicant to formulate and launch his vocational plans.
4. Preparing the applicant or the employer prior to referral to a job. Some applicants may need assistance in preparing themselves for an interview with an employer. Occasionally, it may be desirable to talk to the employer in order to convince him of the applicant's qualifications or to work out with him the steps he should take to assure the applicant occupational adjustment.
5. Follow-up on the placement, or referral to training. It is frequently necessary to check, after a period of time, to determine whether the job or training is suitable and how well the applicant has adjusted to it.

Counseling Tools

The April, 1944 issue of Occupations described the tools which have been developed as the result of the first ten years of research of

¹

Alexander, Lillian. U. S. E. S. Appoints Employment Counselors. Occupations. Vol. XXIV p. 6.

the Division of Occupational Analysis and its precursors. Among those most useful for counseling are the following:

1. Aptitude test batteries for more than 100 specific occupations or group of related occupations. A general battery will be available for determining potentiality for broad fields of work.
2. Part IV of the Dictionary of Occupational Titles which provides techniques and a structure for classification of applicants without previous significant work experience or who are changing from their accustomed occupations. Lists of classification factors accompanying each classification indicate the occupationally significant characteristics which would determine the suitability of the field of work embodied in each classification.
3. Job Families which suggest occupations related on the basis of knowledge and abilities to an occupation in which a worker has previous experience and may be used to transfer him to another occupation with a minimum of additional training.
4. Special Aids for Placing Army and Navy Personnel in Civilian Jobs designed to facilitate the maximum utilization in civilian occupations of the occupational experience and training gained while in the armed services and to utilize effectively the abilities of persons discharged with physical limitations.
5. Job descriptions which provide detailed information on work performed, equipment used, training practices, and physical demands of the job.
6. Oral Trade Questions for determining job knowledge is more than 225 occupations. These tests are intended for evaluation of the applicant's past experiences, and will be particularly important in relating military experiences to civilian job possibilities.

Myers¹ states that the counseling program should be required for all pupils. It is necessary to require that all students come to him for individual interviews just as they are required to take english or history. In the case of some pupils a single interview may be all that is necessary. In the case of other pupils who have made no choices or whose choices ap-

¹Myers, George E. Principles and Techniques of Vocational Guidance. p.251.

pear unwise, several counseling interviews may be necessary. Most pupils will need at least two interviews with the counselor during the junior high school period, one during the first year as they are choosing their curriculum, and another during the last year as they look forward to senior high school or, problems of future occupation or in a few cases to employment. It is quite feasible that the counselor use as much technique with the counselee as possible. It is to be remembered that the purpose of counseling is not to transform the individual by your advice but give him a start on the right road of transforming himself.

Types of Counseling¹

There are in general, three classifications of counseling interviews with students. Anticipation of the kind of student problems to be encountered in the interview will assist the teacher to better plan the counseling procedure. Counseling interviews may be classified as follows:

1. Educational Counseling
2. Vocational Counseling
3. Personal Counseling

Among the problems common to the three types of interview are the the following:

1. Educational Counseling
 - (a) When the student is failing in class work.
 - (b) When the student desires to change subjects.
 - (c) When the student wishes to change teachers.
 - (d) When the student loses interest in class work.
 - (e) When the student request permission to take an extra subject.
 - (f) When a student wants to drop a subject.
 - (g) When an outstanding student does only average work.

¹

Smith, Glen. The Teacher's Role in Developing Occupational Information and Guidance Program. p. 63.

- (g) When an outstanding student does only average work.
- (h) When a weak student does superior work.
- (i) When a student takes no part in the extra curriculum or social activities of the school.
- (j) When a student works too many hours on an out of school job.

2. Vocational Counseling

- (a) When a student definitely decides upon an occupation.
- (b) When a student's health or physical handicaps interfere with success in his chosen vocation.
- (c) When a student chooses a vocation which requires more ability than he has shown in high school.
- (d) When the student seeks part time employment outside of school.
- (e) When a student desires information about occupations or training opportunities.
- (f) When a student desires to take interest, aptitude, or ability test.
- (g) When a student is ready to choose a college or a trade school.
- (h) When a student wishes to enter a vocational school.

3. Personal Counseling

- (a) When a student is not well adjusted socially to the school situation.
- (b) When undesirable home conditions affect the school life of a student.
- (c) When a student is extremely timid.
- (d) When a student is making improper use of leisure time.
- (e) When a student needs help in the development of personality.
- (f) When a student becomes a "problem case."

The teacher-counselor should keep in mind that all counseling has as its major purpose the ultimate occupational adjustment of the student. All counseling is vocational counseling in the sense that it should contribute to the happy and successful placement of the individual in the world of work.

CHAPTER VI

EVALUATION OF THE GUIDANCE PROGRAM

Continuous Appraisal of the Guidance Service

Those responsible for the guidance service in secondary schools should continuously judge its adequacy. Old activities may be dropped or revised and new ones may be substituted or added, depending on a judgement of their efficacy. Informally, the staff, students, and parents make judgments as to whether or not the service is adequate.

Many of these evaluative judgments are based on informal observation. It is not always possible to secure all the facts which are needed to make wise judgment. However, more facts could be gathered than are used in most situations. Teachers, guidance workers, and school administrators should be encouraged to secure and examine pertinent evidence of the value of their work. Such an approach is highly desirable, even though only partial data can be secured and many factors must be considered for which data cannot be obtained. Periodically there is need of a more systematic analysis and appraisal of the guidance service. More data would be secured in such a stock-taking than is ordinarily possible in normal operation of the program.

Evaluation by comparison is a frequently used procedure. Individual schools or school systems become known for their work. Their programs are described in the professional journals and books and their programs become yardsticks against which the other schools measure the adequacy of what they are doing. Systematic surveys of practices which cover a large number of schools serve the same purpose. The staff

of a school or school system can discover what other schools are doing and thus find out whether or not their own practices are in harmony with those of the other schools.

A continuous process of evaluation is essential to the development in terms of the needs, interest, abilities, opportunities and social responsibilities of the pupil, it is important for us to determine whether or not the program is serving those needs. Evaluation should be carried on, then, in terms of the objectives which have been previously determined.

The following questions illustrate the type of analysis which can be carried on to determine the effectiveness of the program¹.

1. To what extent are pupils aided in bridging the gap to high school?
Are they informed about the high school and its work?
Are they personally contacted before they start school?
Have they been assisted in their planning for high school?
Have parents participated in this process?
2. To what extent are pupils oriented to the school?
Are they the center of personal attention during the first few days of school?
Does the school start its program somewhat earlier for these students? Do the pupils receive assistance in learning about the school building, the library, gymnasium, cafeteria, study hall, and other special facilities?
3. To what extent does the school learn about its pupils?
Are adequate cumulative records started?
Is there real concern for the whole child?
Are attempts made to learn about the pupil's home?
Does the school actively study the pupil's home?
Does the school actively study the pupil's situation?
4. To what extent is the school concerned with assisting each pupil to make maximum progress?
Is the guidance program actively interested in the most positive development of each individual?

¹Hamrin, Shirley and Erickson, C. E. Guidance Manuals for Teachers
pp. 105 - 6.

5. To what extent are all pupils benefiting from the guidance program? What proportion of the student body receive definite assistance? Has the program concentrated its attention on the behavior problems, the failing pupil, and other equally evident problems to the exclusion of a broad program of service?
6. To what extent does the guidance program render all types of service? Are pupils given help in educational, social, recreational, physical, mental and vocational planning areas?
7. To what extent does the school encourage, co-ordinate and direct the development of community guidance services? Does the school take the initiative in encouraging community agencies? Is the school responsible for a developing "youth centered" community spirit?

Two errors are common in assigning the place of measurement in guidance.¹ The first of these, fortunately now less common than in the early days of standard testing, is to think of guidance as synonymous with testing. Guidance is always more than the giving of tests, no matter how extensively or carefully done. As a matter of fact, whether or not test serve any guidance function depends upon the use of the results. The second error, unfortunately very common today, is to dismiss measurement altogether and to regard it as wholly unessential to guidance. While testing is never everything in guidance, it is always something. In fact, it may be confidently asserted that evaluation in some form is implicit in the guidance function. Bingham says, "testing is one of the indispensable of guidance".

Evaluation is a type of research that requires the establishment of criteria against which the effectiveness of procedures and organization can be judged.

¹ Ross, C. C. Measurements In Today's School. pp. 489 - 90.

² Bingham, Walter V. "A National Perspective on Testing and Guidance". Educational Record. 20: 137 - 150, June 1939.

It is the prior determination of these standards or objectives to be used as criteria of effectiveness that evaluation assumes its distinctive character. Evaluation is broader than measurement and it may use any one of several research methods. Tyler¹ gives a series of essential characteristics of any evaluation program : formulation of the objectives of the function to be evaluated; the validity, that is the production of evidence regarding the specific objectives set up; objectivity; reliability; and practicability or usefulness.

Methods of Evaluating

There are many methods of evaluation. The following are suggested to indicate some of the more productive techniques.²

By Questionnaire

The questionnaire can prove very useful. Unsigned questionnaires tend to produce more accurate returns.

By Interviews

Teachers, parents, and pupils can be interviewed to evaluate the guidance program.

By Problem Surveys

Surveys of the problems of the students can clearly reveal accomplishments as well as needs. They should be used to determine the trend of the guidance program.

By Discussion

Many opportunities to discuss the guidance program should be established. The social studies classes, homerooms, and class groups can all be used to enlist pupil participation. Faculty forums, study groups, and faculty meetings can be used for this purpose.

¹ Tyler, Ralph W. Principles Involved in Evaluating Student Personnel. p. 291.

² Erickson and Hamrin. A Guidance Manual for Teachers. p. 108.

By Student Council

One of the most effective organizations to assume the leadership in in this process of evaluation is the school council. This project is an excellent one for the council to assume.

By Parental Groups

Parent groups should also participate. The local Parent Teacher's Association can do much to support and co-operate with the guidance program.

All guidance programs need continuous evaluation. Because they are to serve pupils, the need for constantly relating them to pupil needs is essential. The guidance program, more than any other phase of the school, needs to be constantly adjusted to the changing requirement of youth.

The guidance program can also be appraised by the analysis of the behavior of students.¹ Since all guidance, like all education, has for its central purpose the effecting of desirable changes in behavior, it follows that behavioral tests must necessarily lie at the foundation of any valid appraisal of the guidance service. Consequently it is not sufficient merely to examine the features and structure of what ever the guidance program under appraisal. The real test lies in the answer to the question, "what has happened to the student?" Have they developed in the direction and to the degree stipulated as desirable by the objectives in the school? If they have, the behavioral test has been met and the guidance program in question must be regarded as adequate.

In closing this chapter, it is appropriate to point out that most data required for the appraising of guidance are also needed for the operation of the service.² A program of appraisal will involve the securing of but few, if any, new facts if sufficient information has been brought together adequately to describe the guidance needs of the individual stu-

¹
Ibid. p. 256.

dent. The seeming requirement of additional data grows largely out of information which many guidance workers have concerning the students they are attempting to serve. As guidance programs come to be based more on objective data and to deal more scientifically with the problems of students, the task of appraising guidance will consist much more than at present of a summary of data already available. Hence, efforts to appraise guidance may have the concomitant value of indicating the types of information which advisers should possess in order to provide an adequate guidance service for students.

SUMMARY AND RECOMMENDATIONS

Madison County with a population of 12,029 and of which the Negroes compose approximate one fourth of the same, is located in east central Texas.

Since the most outstanding occupation in the county is farming, and since there is no guidance program offered, the writer considered it expedient to propose a vocational guidance program for the benefit of the many dropouts in the five junior high schools there. A carefully planned guidance program is imperative if students are to find their bearings in the modern school, with its numerous curriculum offerings, electives and extra-curricular activities.

Despite the fact that the guidance service permeates all experiences of the school life, there are many phases of the service which depend upon a definite organization. A program of guidance in a school will not be separated from any of the school experiences but will be a part of all relationships in the school. To understand properly the behavior of a child and to assist him to become properly adjusted to his group, much information about him should be available. It is expected that this information should be kept so that it may follow him from grade to grade and from school to school.

Major responsibility for providing youth with needed vocational guidance rests upon the school system. It has charge of the great majority of youth in the average community at the time they are most in need of vocational guidance. Better than any other agency of the community, it is possible to assemble information concerning the qualities and characteristics of youth. It can bring together that needed occupational information.

and use them to best advantage. The public has confidence in its schools and in their desire to render a genuinely fair minded, disinterested service. The public has been placing more and more responsibility on the schools for the welfare of children and youth. An adequate program of public education is impossible without vocational guidance. However, the school system cannot do this job unaided. Acting as responsible leader, it must seek and obtain the cooperation of many other social agencies.

The promise of aiding each individual to achieve satisfaction in his life and in his work has never been so great as it is now. The diversity of programs and of activities and responsibilities of public schools have greatly increased.

Guidance today includes helping the child in all his activities, not only the educational ones, but also those of a social, emotional, physical, and recreational type. It begins early in life and proceeds beyond limits of high school.

Finally, if education is concerned with growth, students should be provided with techniques for continuous self-appraisal, so they may become self directing in their attack on their educational program. If young people are encouraged to set up individual goals that are really feasible and that will actually serve their life's needs, they must be afforded ways of evaluating their progress in these directions.

Students who differ in sex, in fields of specialization and in professional intentions possess quite different backgrounds and special talents and wide variations also occur from class to class. Therefore simple devices should be used that each school may develop an educational program suited to its resources and relevant to individual students and community needs.

The counseling service should reach all pupils at least twice in both their junior and senior high school periods. Many pupils will require additional special interviews. The counselor needs to schedule these interviews with individual pupils and make careful preparation for the same. The successful counseling interview is so conducted that the pupil leaves it feeling that choosing a vocation is a serious undertaking for which the responsibility rests with him and that the counselor is ready and able to give him further help later in this matter.

The vocational counselor should not be called upon to spend his time on matters of general school administration or discipline. These functions do not harmonize well with counseling; however, he may be expected to serve as a coordinator of the vocational guidance program of his school and in some cases to teach as well as to counsel pupils.

The task of the future is the establishment of desirable common goals, world peace, unity and prosperity, and this can be accomplished through the development of an educational program which will contribute to the realization of these goals, to the end that each individual may make his utmost contribution to society, his comrades and himself.

RECOMMENDATIONS

In the light of facts revealed in this study, the writer hereby makes the following suggestions and recommendations.

1. That a copy of this thesis be placed in the circulating library of Madison County for the benefit of teachers interested in the guidance program.
2. That financial aid be extended by the Department of Education and by local boards of education to teachers selected to take summer courses in guidance.
3. That arrangements be made whereby teachers could work with industrial and mercantile organizations during the summer.
4. That adequate time for teacher-counselors, library and filing equipment, and adequate space be provided for the work.
5. That placement and follow-up be carried out on a cooperative basis with the United States Employment Service, with schools providing information concerning the student, and the employment office information on occupational trends and opportunities.
6. That the principal assiduously cover material in the guidance field, check carefully the teacher's credentials and seek those persons who have had guidance training to assist in developing the guidance program.

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