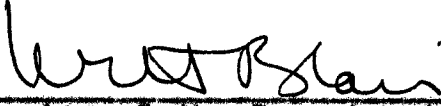


A STUDY TO DETERMINE A SOUND OCCUPATIONAL
COUNSELING PROGRAM AS A PHASE OF
BUSINESS TEACHING

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CHAPTER I

INTRODUCTION

Statement of Problem

The problem of this study was to determine the steps in a sound program of occupational counseling as a phase of business teaching.

Delimitation

This study had as its sole purpose the outlining of sound procedures for the business teacher to follow in occupational counseling.

Definitions

"Sound" means "valid" and "founded on what is believed to be true and right." Applying this to the idea of a sound program of occupational counseling in the business department, the writer concludes that the term infers a program that has been carefully thought out and has been founded on the principles of democracy. To be "valid" a sound occupational counseling program must take into consideration the laws of learning and growth. A sound program is one that accomplishes its functions effectively and obtains the desired results.

The term "occupational counseling," which sets the limits for the scope of this study, is considered as the constructive help given individual young people in working out their

vocational plans. This includes assisting the student in selecting a field of work and in making plans for preparation for the selected work. In order that the student may be able to do this, the teacher seeks to help the student analyze his own problem, locate an early if not a final goal to work toward, and to arrive at the most practical ways of approaching this goal.

Sources of Data

In securing data for this research, extensive study has been made of counseling methods and techniques. Research studies of various individuals and associations have provided much valuable information.

Proposed Treatment of Data

This study is presented in five chapters. Chapter I sets forth an introduction to the study in the form of the presentation of the problem, the delimitation, the sources of data, the proposed treatment of data, and an evaluation of the related studies in the field.

In Chapter II there is a set of criteria for measuring the soundness of the steps or procedures used in a program of occupational counseling as a phase of business teaching. If the steps conform with the best known and accepted principles of psychology, democracy, and sociology, they are, to a certain extent, considered sound. Their conformity to the general principles of guidance may constitute another degree of soundness.

Chapter III attempts to determine what are the sound steps.

Chapter IV contains a critical analysis of the steps which have been used. The criteria set up in Chapter II are applied to the practices. Those practices measuring up to the expected degree of soundness are retained as sound steps and those which do not measure up to the expected degree of soundness are listed as undesirable practices.

Chapter V contains a complete summary of the findings. Conclusions are drawn and a number of recommendations are made as to what practices were found to be sound and what practices were found to be unsound.

Related Studies

Rutherford made a study of the factors influencing high school seniors in their decisions to seek further educational or vocational training after their graduation from high school. Rutherford concludes:

In the first place the counselor has to concern himself with the person who is coming to him for help. In the beginning he should make an effort to evaluate the students' individual interests, their aptitudes, their problems, and their social and economic background. This is a whole job in itself, and anyone who is honest and conscientious in discharging such a responsibility will find himself very busy keeping up with the ever-widening field of counselling techniques, psychological measurements, and personality evaluation.¹

¹Raymond Riley Rutherford, "A Study of Factors Influencing High School Seniors in Their Decisions to Seek Further Educational or Vocational Training Following Their Graduation from High School," (Unpublished Master's thesis, Department of Education, North Texas State College, 1949.) p. 15.

Another study was made to determine some principles of a counseling program applying the principles of democratic supervision. Campbell states:

The place of the counseling program in the total school organization is a determining factor, not only in the organization of the service, but also in its function as an aid in carrying out the educative process.²

"A Sound Plan for Occupational Education and Counseling in a Small High School" deals with the overall picture of occupational education and counseling. Gerron states:

It is imperative to the progress, strength, and happiness of a democracy that its people be educated for, and guided into, places of service useful to themselves and society as a whole.³

Claude W. Campbell made a study entitled "Planning a Sound High School Testing Program," in which the criteria for determining the soundness of a testing program were established as follows:

1. Study revealed that testing was a significant tool in a guidance program. Acting upon that premise, it was advanced that the needs of a sound testing program would be determined in part by the functions of a guidance program. Upon examining the functions of a guidance program that had been advanced by various writers and as a result of studies, a number of standards for soundness were derived for a testing program.
2. Diagnosis and remedial work also presented evidence of the need for testing. If a testing program were to be an instrumental part of diagnosis, it was decided

²Ona L. Campbell, "To Determine Some Principles of a Counseling Program Which Applies the Principles of Democratic Supervision," (Unpublished Master's thesis, Department of Education, North Texas State College, 1948.) p. 57.

³Jesse Fred Gerron, "A Sound Plan for Occupational Education and Counseling in a Small High School," (Unpublished Master's thesis, Department of Education, North Texas State College, 1949.) p. 4.

- that the functions of a testing program should be synonymous with those of diagnosis.
3. A measure of soundness was found in the principles of test selection.
 4. Criteria for a sound testing program were developed out of the generally accepted rules for administering tests.
 5. Test scoring procedures presented standards for determining the soundness of a testing program.
 6. The treatments involved in analyzing and interpreting the results of testing were used as a basis for determining the soundness of a testing program.⁴

This study has undertaken to determine the characteristic steps of a sound program of occupational counseling for the business teacher to follow as a phase of business teaching.

⁴Claude W. Campbell, "Planning a Sound High School Testing Program," (Unpublished Master's thesis, Department of Education, North Texas State College, 1948.) p. 59-60.

CHAPTER II

CRITERIA OF SOUNDNESS IN AN OCCUPATIONAL COUNSELING PROGRAM AS A PHASE OF BUSINESS TEACHING

The purpose of this chapter is to establish criteria of soundness in an occupational counseling program as a phase of business teaching according to the principles of democracy, sociology, psychology, and vocational guidance.

The Principles of Democracy as a Basis for Selecting Criteria of Soundness

Counseling is based on the idea that there is a place in our country for everyone. Counseling seeks to help the individual discover his interests, aptitudes, and abilities in order that he may lay the foundation for the maximum realization of his potentialities. The following principles which are basic to democratic living must become effective in all phases of living if we expect to continue to live in a democracy:

1. Belief in the worth of the individual as a human being; belief in the essential dignity of man; faith in the potentialities of the individual man; respect for the personality of each individual; belief that every person can and should achieve a creative individuality.
2. Belief that everyone has the capacity to learn how to act on thinking; belief that everyone has sufficient capacity, or under favorable conditions can develop sufficient capacity, to manage his life with others through acting on thinking rather than through unguided and unrestrained impulse.
3. Belief that a person who must abide by decisions should have a part in making them; belief that "taxation

without representation is tyranny"; belief that basic questions of policy can be decided by best mass judgment; belief that government rests on the consent of the governed.

4. Belief that the control and direction of democratic action lies in the situation, not outside of it; belief that the people who are in a situation struggling to improve it find through study and inquiry the directions and controls which they accept as guides to intelligent behavior; belief that the control in a situation is not forced upon those within it by individuals from the outside who are not actually working in the situation to improve it.
5. Belief that the process of living is the interactive process; belief that each individual works with every other individual by sharing and evaluating individual experiences toward commonly recognized ends; belief that each group works with every other group by isolating common needs, studying all data for their satisfaction, and agreeing upon the most fruitful ways of achieving a desired adjustment.
6. Belief that cultural change should be accomplished through deliberative social action rather than by methods of uncontrolled violence; belief that change can best be brought about by the interactive process among individuals willing to study problems, to find out what is reasonable, in the light of all the circumstances; belief that conscious social change should be accomplished by methods of reasonableness rather than methods of violence.¹

A democratically sound occupational counseling program must provide for each student the richest possible experience in democratic living within the school and must help the student to realize such experience in terms of democratic values.

The Principles of Psychology as a Basis for Selecting Criteria of Soundness

The psychology of learning is applicable to the occupational counseling program adapted to business education. There are certain definite laws which have been accepted and have been proved true through experience. The learning process

¹L. Thomas Hopkins, Interaction: The Democratic Process, pp. 102-103.

depends upon an individual desire since each student's goals are varied and numerous. Sometimes new behavior patterns must be made before goals can be reached; sometimes changes in attitudes and skills must occur before difficulties and obstacles are overcome and the goals realized. The student's ability to overcome these obstructions determines his success in achievement of goals.

Alberty gives us the nature of the individual and the nature of learning, which has proved beneficial in the study of psychological criteria:

The Nature of the Individual

1. The human organism is a dynamic whole that develops in interaction with an active environment.
2. The physical, intellectual, and emotional aspects of behavior are inseparable and operate as a unity in behavior.
3. The goals of the individual (interests, ideals, wants, needs) are the source of the driving power for development.
4. Human behavior is essentially purposeful and goal seeking.
5. The ability to think reflectively varies with individuals, but all normal individuals possess it in some degree and can improve their ability through appropriate training.

The Nature of Learning

1. Effective learning takes place when there is a reconstruction of experiences, which functions in a future behavior.
2. Integration is a process of restoring the equilibrium of the individual in the case of organic or environmental upsets.
3. Most effective learning takes place when goals are clearly seen and are accepted by the learner as ends worthy of achievement.
4. Learning is a process that involves both analysis and synthesis in relation to wholes.
5. Every new mode of behavior is, for a particular individual, creative.²

²Harold Alberty, Reorganizing the High-School Curriculum, pp. 53-54.

Since the student's own point of view, attitudes, and goals must be the beginning point in counseling, the program of action in counseling must be appropriate to the individuality of the student. Counseling is interaction between two persons. The teacher must be able to govern the interaction and make it effective. In order to develop effectiveness, the teacher must help the student to want to utilize his assets in successful and satisfying ways. Learning activities must be provided that will promote the attainment of a wide range of general objectives of growth.

A psychologically sound occupational counseling program must provide for individual differences. The program must be based on life and must lead to some definite life objectives. The action of the program must stem from the life experiences and needs of youth.

Principles of Sociology as a Basis for Selecting Criteria of Soundness

If the occupational counseling program meets the felt needs of the individual and promotes the welfare of society as a whole, sociological values are put into the lives of the students by integrating and coordinating activities to meet their needs. Students are social beings and effective social development is necessary if the needs and interests of youth are met. If students are given help in assuming social responsibilities and building a program of social action, maladjustments of students in their relationships with others will tend to decrease.

The twelve objectives of a social curriculum listed by Spears form a basis for the sociological viewpoint of counseling as a phase of business teaching:

1. To build within the pupil a rational patriotism and a desire to maintain the democratic standards of our national life.
2. To instill in the pupil an appreciation of his rights, duties, privileges, and responsibilities as a citizen.
3. To acquaint the pupil with the communities of which he is a part, their conditions, and their problems.
4. To impress the pupil with the necessity of cooperative effort in this world of increasing interdependence.
5. To develop within the pupil a loyalty to our basic institutions, with the understanding that they must be adjusted to changing conditions.
6. To train the pupil to select and weigh evidence with an open mind, so that he will think through social situations with truth as a goal.
7. To cultivate on the part of the pupil tolerance and a friendly attitude toward the customs, ideals, and traditions of other peoples.
8. To impress the pupil with his indebtedness to other people--past and present--in order to stimulate him to make his own contribution to progressive society.
9. To broaden and enrich the pupil's life through the awakening and growth of cultural interests.
10. To help the pupil to acquire the habit of considering the historical background of a current problem in attempting to solve it.
11. To encourage the pupil to acquire the habit of reading extensively concerning social affairs.
12. To give the pupil an understanding of the economic system of which he is a part, and to help him find a place for himself in it.³

Lynd gives the following list as criteria of cultural adequacy, and this list has served as another basis for sociological thinking:

1. The human personality craves to live not too far from its own physical and emotional tempo.
2. The human personality craves the sense of growth, of

³Harold Spears, The Emerging High-School Curriculum, pp. 381-382.

realization of personal powers, and it suffers in an environment that denies growth or frustrates it erratically.

3. The human personality craves physical and psychological security (peace of mind, ability to "count on" life's continuities, and so on) to the control over the options as to when to venture (for the fun of it, for the values involved) into insecurity.
4. The human personality craves to do things involving the felt sense of fairly immediate meaning.
5. But the human personality is active and cherishes in varying degrees the right to exercise these optional insecurities.
6. As a corollary of the preceding, the human personality craves the expression of its capacities through rivalry and competition, with resulting recognition of status--but, again, under the same circumstances as noted in 5 above; only when energy and interest are ready for it and the personality is set to go and to go on its own terms.
7. But if rivalry and the status it yields provide some of the arpeggios of living, the more continuous melody is the craving of the personality for human mutuality, the sharing of purposes, feeling, and action with others.
8. But the human personality also craves a sense of freedom and diversity in living that gives expression to its many areas of spontaneity without sacrificing unduly its corresponding need for basic integration of continuities.
9. The human personality craves coherence in the direction and meaning of the behavior to which it entrusts itself in the same or different areas of its experience.⁴

The Principles of Guidance as a Basis for Selecting Criteria of Soundness

This study was concerned with the planning of a sound occupational counseling program as a phase of business teaching. It has been recognized, however, that occupational counseling is only a part of the guidance program, but that the heart of the guidance program is counseling. Therefore, in setting up criteria for determining a sound occupational counseling program

⁴Robert S. Lynd, Knowledge for What?, pp. 192-197.

as a phase of business teaching it was necessary to survey the principles of guidance.

Excerpts of these tentative principles are listed by Coderre in his study, "An Analysis of Principles Related to Vocational Guidance Practice":

1. The vocational guidance process should be concerned with both the complete development of the individual and his integration in the society of which he is a member. . . .
2. Encouragement of appreciation for the work done by representatives of all occupational levels represents a positive contribution which vocational guidance can make toward preparing students for the occupational world. . . .
3. Persistent fluctuations in employment opportunities intensify the need for relating occupational choice to realistic consideration of economic conditions. . . .
4. Realistic appraisal of barriers to educational and vocational opportunity is a responsibility of guidance workers; constant seeking to breach those barriers is an added responsibility. . . .
5. There are numerous jobs in which the average or superior individual may function with equal success. . . .
6. Adequate occupational choice may be made independently of the formalized procedures associated with vocational guidance. . . .
7. Readiness for occupational choice varies with the individual. . . .
8. Provision of guidance assistance beyond the point of vocational choice is a necessary step in substantiating worthy occupational goals. . . .
9. Because it is primarily concerned with adjustment rather than with the mere dissemination of facts vocational guidance should incorporate counseling as one step in the process. . . .
10. Vocational counseling should be prepared to deal with problems which have their roots in emotional difficulties far removed from such surface manifestations as interests, abilities, and aptitudes. . . .
11. Although tests, under certain conditions, constitute a valuable supplemental technique of vocational guidance, they should be applied with strict caution. . . .
12. Although work experience programs may serve to acquaint students with job requirements, care should be exercised in equating individual outcomes of these programs with the demands of ultimate occupational choice. . . .
13. Evaluation is meaningful only when it reflects the extent to which actual behavior is influenced by participation in the vocational guidance program. . . .

14. A meaningful program of vocational guidance necessitates an interaction between curriculum and guidance services which can be mutually beneficial to both. . . .
15. Effective vocational guidance work requires the ministrations of a professionally-trained staff.⁵ . . .

Criteria of Soundness

The following points were selected as the criteria by which to judge the proposed steps in an occupational counseling program as a phase of business teaching.

Criteria based on democratic principles:

1. Is the student aided in discovering his interests, aptitudes, and abilities in order that he may lay the foundation for a maximum realization of his potentialities?
2. Are provisions made for the richest possible experience in democratic living for each student by
 - a; providing opportunities for social participation in numerous and varied types of activities?
 - b; giving him an opportunity to share in and to evaluate experiences?
 - c; providing means of achieving a desired adjustment?
 - d; providing cultural change through deliberate social action?
3. Is the student aided in recognizing his desirable needs?
4. Is the student aided in building qualities of self-evaluation, self-direction, and self-control through

⁵ Harry Lowell Coderre, Jr., "An Analysis of Principles Related to Vocational Guidance Practice," (Unpublished Doctor's dissertation, Graduate School of Education, Harvard University), pp. 12-15.

cooperative democratic interaction?.

5. Is the individual aided in developing his ability to select his needs intelligently and to make his choices wisely?

6. Are experiences provided that bring wholesome satisfaction to the individual?

7. Is integration in the occupational counseling program facilitated through experiences in democratic living?

8. Is the individual provided experiences that

a; begin with and continue to grow out of the real felt needs of the individual?

b; are shared through a process of cooperative democratic interaction?

c; are unified through evolving purposes of the individual?

d; aid the individual to increase his power to make intelligent choices?

e; offer opportunities for using a variety of resources?

f; aid in developing creative ability in reconstructing past experiences in the light of the present experience?

g; provide emotional satisfaction?

9. Is the individual aided in meeting demands placed upon him by outside agencies?

Criteria based on psychological principles:

1. Is the individual aided in choosing purposeful goals

that are accepted as the source of driving power for development and as ends worthy of achievement?

2. Is the individual aided in achieving a creative individuality?

3. Is the individual sufficiently motivated to utilize his assets in successful and satisfying ways?

4. Is the individual encouraged to make decisions concerning definite life objectives?

5. Are learning activities provided that promote the attainment of a wide range of general objectives of growth?

6. Is the individual aided in overcoming difficulties encountered in the realization of his chosen goals?

7. Is the individual provided opportunities for developing scientific reflective thinking?

Criteria based on sociological principles:

1. Is the necessary social development provided to meet the needs and interests of youth?

2. Is the student given help in assuming social responsibilities?

3. Is the student given help in building a program of social action?

4. Is the individual aided in becoming acquainted with the community of which he is a part, its conditions, and its problems?

5. Is the individual given the opportunity to do things involving the felt sense of fairly immediate meaning?

6. Is the individual's life broadened and enriched through

- a. a habit of considering the background of the problem being solved?
- b. understandings of the economic system of which he is a part?
- c. aid in finding a place for himself in this economic system?

7. Is the individual given training in thinking through social situations by selecting and weighing evidence with an open mind?

8. Is an open, frank, and constructive attitude developed in each individual?

9. Is the individual taught to be critical of the factors determining his way of life?

Criteria based on guidance principles:

1. Is training provided for the complete development of the individual and his integration in society through

- a. necessary skills and knowledges needed for progress in his selected work?
- b. appropriate personality traits?

2. Is the individual given training in the qualities basic in good human relations?

- a. Getting along with people.
- b. Working in harmony with others.

3. Is guidance given in how to find and use facts upon

which mature judgment in the solution of his problem should be based?

4. Is guidance provided through exploratory information, experiencing, and testing?

5. Is the individual enabled, through experience, to develop ethical standards of behavior?

6. Is the individual aided in developing the necessary characteristics of a successful business person?

7. Is the individual aided beyond the point of vocational choice?

8. Has preparation been made to deal with problems which have their roots in emotional difficulties?

9. Are tests used as a supplemental technique?

10. Is care exercised in equating individual outcomes of work experience programs, which serve to acquaint students with job requirements, with the demands of ultimate occupational choice?

CHAPTER III

PROPOSED STEPS IN AN OCCUPATIONAL COUNSELING PROGRAM AS A PHASE OF BUSINESS TEACHING

The purpose of this chapter is to determine the steps in an occupational counseling program that would be applicable to the business curriculum.

Step One: Assisting the Individual in the Exploration and Selection of an Occupation

The general objective of all guidance is to aid the individual in making a wise choice in whatever realm that choice may be.

Guidance seeks to have each individual become familiar with a wide range of information about himself, his interests, his abilities, his previous development in the various areas of living, and his plans or ambitions for the future. Guidance then seeks to help him become acquainted with the various problems of social, vocational, and recreational adjustment which he faces. On the basis of those two types of information and the assistance of counselors, each pupil is helped to face his problems and make plans for their solution. Out of the training and experience the individual gets in meeting and solving his problems while in school, guidance aims to develop in him insight into the solution of his problems of living as well as a creative initiative whereby he will throughout life be able to meet and solve his own problems adequately.¹

The function of guidance is to aid the pupil in finding facts, to assist him in analyzing these facts, and to guide him into making the best possible decision. That is, the

¹Leslie L. Chisholm, Guiding Youth in the Secondary School, p. 3.

total purpose of the guidance program is toward self-guidance on the part of the individual student so that he may know how to approach his problems intelligently and to arrive at a conclusion that is satisfying to him. The philosophy of a guidance program should fit each individual into better living situations. The potentialities of each youth should be realized when he is fitted into the best situation possible according to his abilities and interests. A school is on its way to an effective guidance program when it helps its students adjust to immediate conditions, both in school and out, and guides them in choosing school opportunities and in planning for the future. Through guidance the student should be helped to consider what values of life are important, what things will endure in the world, and from these considerations to help students develop a satisfying philosophy of life.

Guidance contributes to the growth of the individual by creating a more satisfying adjustment between what he needs and what he is taught. . . . guidance has far more to do than to contribute to the adjustment of youth to the conditions of employment. But few of the varied responsibilities of a total guidance program are so vitally important as "the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it."²

In order to make an intelligent choice, a student must have at hand certain definite facts about occupations, the kind of work to be done in each, the qualifications for the job, the possibility of getting a job in the occupation being considered,

²Howard M. Bell, Matching Youth and Jobs, pp. 24-25.

and the best place for securing the training that will be necessary to fit him for the position. J. Stanley Brown made the following statement almost fifty years ago and it is still just as true today:

The world wants workers, men and women who can take the initiative in bringing things to pass, and it is willing to pay for such services; and so the need of a broader, more careful, more helpful business training at public expense is manifest.³

In order to make business training more effective, careful counseling must be provided. Young people of today are confronted by a bewildering variety of occupations. A youth must be prepared to do several things, to specialize in one field and to explore his points of strength. Any program of youth education should be developed in the light of capacities, interests, and adjustments to probable individual needs. In guidance the student learns about his own capabilities and interests and also about the types of training and adult work opportunities that are available to him.

Guidance is inherent in all education. In business education, the vocational phase of guidance is especially important. When young people seek information about vocational opportunities, the business teacher must be able to base his counsel upon facts.⁴

One of the most important concerns of youth is entrance

³J. Stanley Brown, "The Place of Commercial Work in the High-School Course of Study," Fourth Yearbook of the National Society for the Scientific Study of Education, p. 13.

⁴Benjamin R. Haynes and Clyde W. Humphrey, Research Applied to Business Education, p. 36.

into a vocation. It is the duty of the school to provide information that will enable the students to choose wisely. Guidance is not merely the giving of advice but the placing of all the facts before the student so that he, himself, can make the final decision. The occupational counseling program should awaken vocational interests, give information about occupations, and provide motivation for occupational efficiency.

Williamson in Counseling Adolescents makes the following statement:

Counseling is that part of personnel work in which a counselor helps the client to marshal his own resources, the resources of an institution and of the community, to assist the client to achieve the optimum adjustment of which he is capable.⁵

Counseling, which may be termed a generalized method of life adjustments, orients the student in asking questions about himself and in finding answers to his questions. The following statements give some of the qualifications of a good counselor:

Counselors need to develop the ability to react, not to surface manifestations alone, but to underlying feelings and emotions, which usually control behavior.⁶

The wise consultant asks more questions than he answers. He raises considerations that challenge thought, stimulate self-appraisal, develop an objective attitude toward self-analysis, and encourage explorations into unfamiliar areas of experience.⁷

⁵E. G. Williamson, Counseling Adolescents, p. 209.

⁶Paul J. Brouwer, Student Personnel Services in General Education, p. 29.

⁷Walter Van Dyke Bingham, Aptitudes and Aptitude Testing, p. 12.

The importance of the classroom teacher in the guidance program should not be underestimated.

The relationship of the teacher to the guidance program may be considered in two ways. First, there is the very obvious connection with guidance which teachers have in systems where all instructors or certain selected ones, are designated as guidance officers, each being responsible for a group of perhaps twenty or thirty pupils. Second, there is the connection with guidance which each teacher has in her regular classroom and extra-curriculum activities regardless of the system of guidance followed in the school.⁸

The teacher has the best opportunity to know and observe the student through daily contact and to obtain repeated examples of his work and to observe his behavior. The better the understanding of students, the better the guidance that can be offered. There is something that every student wants to do that can be promoted in connection with school life, if teachers are alert and resourceful enough to seize upon these opportunities. The prerequisites of good teaching and good guidance are practically the same. Each requires a good understanding of the student and his background, an interest in the nature of youth, an understanding that every individual has some degree of potentiality but that it is somewhat different from that of any other individual, and a willingness on the part of the teacher or counselor to accept the student as he is and his needs as they are and work for happy and wholesome adjustments.

The teacher who is counseling is the co-ordinator of all the materials, ratings, opinions, and observations that are

⁸Arthur E. Traxler, Guidance in Public Secondary Schools, p. 311.

available concerning each student. It is his task to bring all the available facts together and, with the student, interpret them in determining the best possible occupational choice. The counselor will aid students in defining their purposes and will set the stage for the emergence of desirable purposes. He will direct the students in planning procedures for the achievement of their purposes. That is, the teacher will guide the learners into experience, out of everyday living, which satisfy the selected purpose, which are continuous and interactive. The teacher will help students in selecting experiences fitted to their abilities, needs, interests, and levels of maturity. The teacher will aid students in discovering how to judge their own progress and encourage self-evaluation.

Counseling means personal contact with the individual. It is through this personal contact that some of the more basic causes of maladjustment and personality problems can be solved. There are several things to be taken into consideration if counseling is to be effective. The student must be aware that he has a problem needing solution. The personal needs, interests, and abilities of the individual must be involved in his problem. The bearing of these factors on his problem must be explained and analyzed for the student.

The one who is counseling must be thoroughly familiar with the school situation and feel at home in it. He must be

able to let the students know that he desires to help them, and, too, he must be successful in helping them. He must be a friend to them at all times so that the students will feel free to come and discuss their problems. He must be familiar with work opportunities and he must be able to comprehend permanent records. He must be well-acquainted with all kinds of standardized test scores, but he must have some doubt in his mind regarding these scores. An occupational counseling program is essentially a type of social service designed to help people discover and prepare for the type of work they are most adapted by ability and inclination to perform. Another purpose of counseling is to help the student to evaluate vocational information and personal analysis and to understand their implications. The role of the vocational counselor appears to be that of a mature guide who knows the truths and restrictions of scientific vocational psychology and business, who has been trained in the methods and techniques of individual and vocational analysis and counseling, and who assists the student in the processes of vocational adjustment through a broader understanding of the society in which we live and more highly developed skills and experiences.

The part that the individual business teacher plays in the progress of the guidance program is great. In the classes there is a splendid opportunity for the teacher to guide and direct the students. Business teachers feel a responsibility that other teachers probably do not always feel, for they are

trying to qualify students to make a living by the practical application of what is being taught. The student must in some manner be given a knowledge of the business world. Then, in counseling the individual student, the teacher attempts to help the student analyze himself and discover the opportunities open to him. Probably that is the reason counseling is considered the heart of the guidance program. The following statement gives the reaction of Coderre:

Recognition, some years before World War II, that the social, economic and personality factors which influenced occupational choice were dynamic and not static emphasized the platitude that counseling was, in truth, the heart of guidance. It was only in the interaction between counselor and client--the counseling situation--that the variety and nature of the factors impinging upon an immediate problem could be gauged.⁹

The teacher of business should grasp every opportunity to make guidance more effective for the youth today. The teacher of business, by taking advantage of these opportunities, may assist youth in making intelligent choices.

Counseling, to be effective, should be preceded by an individual diagnosis of aptitudes, abilities, interests, and personality traits. Following the diagnosis, the teacher is able to assist the student by means of the interview to understand and interpret the obtained data with reference to selecting an appropriate occupational goal. Since it is generally agreed that the backbone of a counseling program is an individual cumulative record where the most important source of data for the record is a well-organized testing program,

⁹Coderre, op. cit., p. 58.

it is essential that the counselor have reliable and meaningful data concerning the behavior characteristics of the student. Good tests aim to evaluate attitudes, behavior, interests, and adjustments. They aim to discover the individual needs and aptitudes of youth. Traxler believes:

Ideally, it is desirable to administer an academic aptitude test every year and to keep a cumulative record of growth in general aptitude for school work just as one maintains a cumulative record of the achievement of each pupil.¹⁰

Campbell, in his thesis, concluded that the tests selected to constitute the battery for a sound high school testing program should be as follows:

- I. Interest tests:
 - A. The Kuder Preference Record for grade twelve.
 - B. The Brainard Occupational Interest Inventory for grades nine and eleven.
- II. Ability tests:
 - A. The American Council on Education Psychological Examination for High-School Students for grade nine.
 - B. The Revised Minnesota Paper Form Board Test for grades nine and twelve.
 - C. The Test of Clerical Competence for grade eleven.
- III. Tests of personal qualities and adjustments:
 - A. The Washburne Social Adjustment Inventory for grades nine and eleven.
 - B. The Adjustment Inventory for grades nine and eleven.
 - C. The Vineland Social Maturity Scale for grade twelve.
 - D. The California Test of Personality for grades nine and twelve.
 - E. The Bernreuter Personality Inventory for grade ten.
- IV. Reading test:
 - A. The Iowa Silent Reading Test for grades nine and eleven.
- V. Academic achievement tests:
 - A. The Iowa Content Examination for grade twelve.
 - B. The Sones-Harry High School Achievement Test for grades nine and eleven.
- VI. Specific subject achievement tests:
 - A. To be selected by the separate departments of the school for each semester.¹¹

¹⁰Traxler, op. cit., p. 142.

¹¹Campbell, op. cit., pp. 61-62.

The teacher of business might be able to choose from the following list the tests that would fit the needs of the particular high school:

1. The Minnesota Clerical Test.
2. Detroit Clerical Aptitude Examination.
3. Minnesota Rate of Manipulation Test.
4. Kinney Test for Commercial Arithmetic.
5. Blackstone Typewriting Test.

Teacher-counselors can make a very important contribution to the testing program of the school through critically evaluating the tests used. Anyone who is giving tests should always take the time to make explanations and show samples to those students who are not familiar with the tests. This will place students in a much better position to show their real ability when the tests are given. The teacher should also explain the results to the students.

The cumulative record card should be a veritable mine of information about the individual for use in counseling.

It is not impossible to operate a good school without records, but the same school must be a better one if it employs recording techniques that are a part of tested educational practice. In most schools, adequate records evolve with the school. . . . The cumulative record has two great advantages over any temporary and specific record. It furnishes the raw data of a contemporary cross section of each youth's status, and it provides some elements of the conditions and incidents of previous years that may throw light upon the present status. Too seldom are these advantages exploited.¹²

¹²Philip W. L. Cox, J. C. Duff, and M. McNamara, Basic Principles of Guidance, pp. 149-151.

The cumulative record should serve to promote the sympathetic understanding of the student as an individual. Good counseling is dependent upon adequate and accurate data that have been kept in a systematic and continuous manner. The cumulative record should record social adjustment, personality, mental and emotional factors, activities and interests, accomplishments, experiences, and plans.

**Step Two: Providing Opportunities for the Student
to Secure the Training Needed
for the Chosen Occupation**

The student whose goal is choosing his occupational field needs to find out his interests and abilities and select his occupation or profession to meet his needs. In order to reach that goal, he must design a route of learning experiences. Each student should be given assistance in trying to think more clearly about the goals he is seeking, in trying to remove the difficulties that interfere with his success, and in planning learning experiences through which it will be possible for him to achieve these goals. He should be given certain definite facts about occupations, the types of work to be done in each, the qualifications for the job, the possibility of securing a job in the occupation he is considering, and the type of training necessary to fit him for the job. Erickson lists the following as being included in counseling:

1. Gathering data about the counselee.
2. Conferring with other persons about the counselee.
3. Interviewing.

4. Giving, scoring, and interpreting tests.
5. Attempting to locate helpful information and referral sources.
6. Checking cases with others to compare notes, evaluate counseling process.
7. Following up and evaluating help given.
8. Writing up case report or recording results.¹³

The kind of counseling to be given depends upon the kind of social order in which the students are expected to live. Maximum growth can be realized only in a democratic society where opportunities are provided for sharing common ideas with all people. If maximum growth is desired, then direction toward the democratic way of life must be provided. Counseling may have a great influence in the development of democratic personalities. It seeks to put students on their own with a minimum of coercive direction. It counts on learning through experience and it takes responsibility for making learning more effective. Experience and assurance contribute to skill and coordination as well as to readiness for more challenging experiences.

Vocational guidance does not attempt to make abnormal persons normal. Of course, such a thing can happen in the vocational counseling process, and the counselor's services may even be prescribed by a clinician working toward this goal. The task of vocational guidance, however, is to help normal persons. This job rests upon the "pursuit of happiness" clause in the Declaration of Independence. It is a development of the American privilege to choose a vocation for its service or happiness potential.¹⁴

Since one of the major life activities of most people is

¹³Clifford E. Erickson, A Practical Handbook for School Counselors, pp. 49-50.

¹⁴Roy Cochrane, "The Competent Vocational Counselor," Occupations, XXVIII (November, 1949), 118-120.

a vocational career, the importance of a suitable choice is accepted as a strong point in favor of guidance. Guidance is considered a process of helping students to help themselves through a better understanding of themselves and of the conditions which they are to meet.

Enterline states that the business teacher can make the vocational guidance program more effective by:

1. Providing information about job opportunities and job requirements.
2. Assisting in the administration of the general guidance and counseling plan.
3. Conducting placement and follow-up activities.
4. Providing effective classroom instruction and other student contacts.
5. Establishing business contacts and business relationships.
6. Revising the business curriculum when necessary.
7. Sponsoring extracurricular activities, particularly of a business nature.¹⁵

The student should be guided in following these steps in making his vocational plan:

1. He gains some vocational information during first few years.
2. He gains an overview of entire world of work.
3. He learns about himself.
4. He gathers information about several appropriate jobs or job families.
5. He selects a few jobs for intensive study.
6. He selects one or two jobs for study and as a basis for getting specific training.
7. He learns about job getting and job succeeding devices.
8. He activates his planning.¹⁶

The inclusion of studies regarding occupation information in the curriculum is a recent noteworthy development. These activities are usually supplemented by visitation to business

¹⁵H. G. Enterline, Trends of Thought in Business Education, p. 25.

¹⁴Ericksen, op. cit., p. 71.

houses in the community and by work experience. It must be recognized that these activities do not in themselves provide the essential elements of vocational guidance but they are of splendid supplementary value.

Schools may use co-curricular activities to round out and intensify the interests of students, to give them experiences in doing things together, to develop attitudes and ideals, and to teach cooperation. Organizations will help students get the satisfactions and develop the skills which they will need when, as men and women, they assume responsibilities in churches, in clubs, in business firms, and in families.

Clubs help satisfy the youth's basic need for a sense of personal worth, for security, and for attention and approval. Clubs provide a setting for the social development of students. Youth need to learn to live successfully together. All the activities of the school should promote this. Clubs in which youth plan and work and play together under the sponsorship of an understanding adult are laboratories in social living. Clubs aid in building desirable attitudes, ideals, and sense of values; they explore, develop, and deepen students' interests and aptitudes. Students may be able to find through co-curricular activities their interests and talents; they may discover the occupations for which they wish to prepare through membership in a school club. Students tend to lose their self-consciousness in active club participation. Many of them develop lasting vocational interests

through the types of activities offered in club work.

**Step Three: Aiding the Student in Fulfilling
His Occupational Desires Through
the Placement Service**

An occupational counseling program is not complete without an organized plan for placement. The complexity of industry, business, and professional life, and the limited opportunities of youth for exploration make it necessary to establish organized procedures under skilled supervision to assist youth in matching their capabilities and interests to jobs, and to help them make satisfactory adjustments to these jobs in order to make progress. Placement, which is considered a process, rather than an event that happens at a particular time, is now generally accepted as one important phase of the complete counseling service.

Chisholm gives the following list as indicating the nature and scope of the placement service:

1. Keep or have ready access to a complete set of the individual's guidance record.
2. Sometimes supervise and at other times co-operate in planning and carrying on visits to industry.
3. Co-operate appropriately with legitimate community agencies concerned with placement of former students.
4. Maintain a relationship with parents that is conducive to the most efficient placement service.
5. Counsel pupils on problems pertaining to securing and making progress in their chosen vocations.
6. Maintain close co-operation with business and industry interested in the employment of youth.
7. Carry on the placement service of the school in such a way that it is equally available to all youth who do not continue their formal education beyond high school.
8. Supervise the part of the follow-up studies of former students that pertain to the placement service.
9. Counsel with officials who are responsible for the vocational guidance and training of youth concerning

problems that are of mutual concern, such as those revealed through the experience of the placement service, the follow-up study of former students, and occupational trends.

10. Participate in decisions concerning the issuing of work certificates.
11. Participate in the public-relations or social-interpretations program of the school.¹⁷

To obtain the maximum results, business education and business should supplement each other whenever possible. Thus the business teacher, looking to a better cooperation between the business community and the school, has an opportunity, as well as a responsibility, to take the initiative in seeking to serve in the role of a co-ordinator. The vocational counselor has the responsibility for coordinating the school purposes and activities with the social and economic life of the community. A community activity can have a reality and a great challenge. Cooperative activities for community improvement are possibilities for the business teacher to use in developing the occupational counseling program. The placement service is an attempt to channel youth's energies with youth's interests in furthering the general welfare.

There is evidence to show that work experience of a very valuable kind can be given in school if teaching materials and methods of learning by doing are made a part of instruction and are representative of business methods in the community. When satisfactory community relationship is once

¹⁷Chisholm, op. cit., pp. 288-289.

achieved, it can be carried over into guidance practices that will insure a relationship that is permanent and continuous. Differences in communities must be understood if school-community relations are to be successful and if school-community projects are to be valuable to the student.

The worker must learn how to deal with his employer. He must have the "social competence" required to get on harmoniously with his fellow workers, his superiors, and his subordinates. Learning how to make a living through the adjustment of one's abilities to occupational requirements is a vitally important thing, but it will be well to continue to realize that it is only a part of learning how to live.¹⁸

One of the best public relations jobs that can be done by any school is that of satisfactory job placement for it brings direct happiness and satisfaction to student and employer, and indirect happiness and satisfaction to teacher-counselor and parent.

Step Four: Helping the Student Secure the Utmost Satisfaction from His Job Through the Follow-up Service

The follow-up in the occupational counseling program will involve helping former students to improve their occupational skills, to deserve promotions, and to visualize steps toward advancement. Bingham makes the following statement: "Youth have a perverse way of continuing their existence after they leave their classrooms behind them."¹⁹ The follow-up service may be used to assist the individual to improve his relationship to his job, his employer, and his fellow workers. It

¹⁸Bingham, op. cit., pp. 36-37.

¹⁹Ibid., p. 28.

will help him adjust to the many difficulties encountered in making the change from school to work.

The counseling program should be built into the life and work of the school and the community. Every effort should be made to integrate this program with all of the other activities of the school and community. The school should be constantly adapting practices to fit its needs. Each new step must be conceived in terms of the school and the community. Counseling should be a coordination of all the agencies and resources in dealing with student problems. Each individual has certain possibilities. It is the duty of the school and the community to see that each student develops these possibilities to the fullest extent.

Vocational counseling is a responsibility of the whole community, for it is a problem of youth, parents, teachers, employers, and employees. The school is the key agency, for most of the activities involved in providing vocational counseling services are essentially school activities.

After the student has selected his occupation and has received the training for it, the school should endeavor to help him during the trying period of adjustment to the business world. . . . Follow-up studies of graduates and dropouts are sources of information that may be used in guidance and placement.²⁰

²⁰Haynes and Humphrey, op. cit., p. 37.

CHAPTER IV

APPLICATION OF CRITERIA TO THE PROPOSED STEPS

The purpose of this chapter is to make a critical analysis of the steps proposed in Chapter III with the criteria set up in Chapter II.

The criteria set up in Chapter II emphasize the needs of an occupational counseling program as a phase of business teaching. If the steps proposed fulfill the needs as stated in the criteria, then the steps will be considered sound.

Critical Analysis of Step One

Criteria based on democratic principles.--The criteria based on democratic principles that were set up in Chapter II emphasize the needs of the individual in a democratic society. The youth in our high schools need help in discovering their interests, aptitudes, and abilities in order that they may lay the foundation for a maximum realization of their potentialities. The occupational counseling program can help the student discover his interests, aptitudes, and abilities through making provisions for the richest possible experience in democratic living by providing opportunities for social participation in groups and by giving him an opportunity to share in and evaluate experiences. The student should be aided in developing his ability to recognize his needs, to select his needs intelligently, and to make his choices wisely.

Opportunity should be provided the student to use a variety of resources in exploring and selecting his occupation. The teacher should be able to aid him in finding helpful reading material, both in the business department and in the school library, and in making an evaluation of the material. The student should be given opportunities to discuss with others the facts concerning the occupation he is planning to choose. This may be accomplished through class discussions, club programs, and assembly programs.

Criteria based on psychological principles.--If the student has a goal of choosing his occupational field, he should be guided in finding his abilities and interests in vocations. The student should be aided in thinking more clearly about the goals he has in mind, in overcoming the difficulties he may have in reaching the goals, and in planning the route to reach these goals. He should be made to realize that he must analyze his own problem, that his problem is an individual one, and that he is the one who will profit by reaching his goal. In order to achieve a desirable goal he must realize the necessity of selecting and weighing evidence with an open mind. He may profit from experiences of others, but he will not be able to follow in their exact steps. He must reach his own conclusions and secure his own answers to the questions that arise. The occupational counseling program can be a means whereby the business teacher can aid the student in accomplishing the needs mentioned above.

Occupational counseling places emphasis on the worth of the individual as a human being. It has faith in the potentialities and respect for the personality of the individual. It attempts to fit each individual into better living situations. When this has been accomplished, the potentialities of each individual should have been realized. Occupational counseling should place before the student all the facts that he needs in order to understand thoroughly his interests and abilities so that he, himself, can make a wise decision. His ability to ask questions about himself and to learn methods of finding evidence that will help him answer his questions satisfactorily should be developed to a great extent in the occupational counseling program.

The method of counseling should be adapted to the individuality of the student who is being counseled. Counseling is a very personal affair; for there must be interaction between the counselor and the student. It involves personal contact with the student and adds the personal touch to the guidance program.

In the occupational counseling program the student is encouraged to think, to analyze his problems, to formulate a satisfying philosophy of life. He is encouraged to find out all the facts concerning the occupation that he is planning to follow. Occupational counseling attempts to aid the student in achieving the optimum adjustment to occupational life of which he is capable. Since the choice of a vocation means

so much to an individual's success and happiness in life, occupational counseling should be highly regarded as a phase of business teaching. The teacher of business should take advantage of the opportunities to help the student plan a successful career and life. When the student is given an opportunity to learn about his own capabilities and interests and also about the types of training and adult work opportunities that are available to him, he should then be able to choose wisely the occupation which he wishes to follow. The business teacher can help the student to evaluate his vocational assets and liabilities by the following means:

1. To review his occupational experience thoughtfully.
2. To examine his education and training critically.
3. To consider his aptitudes and abilities intelligently.
4. To discover certain fields of work to which he is particularly adapted.
5. To discover some of the reasons that have prevented him from gaining greater success in any vocational field in which he has accumulated experience.¹

Coderre makes the following explanation:

Since no two individuals are identical in natural endowment or in environmental conditions, individual consideration is a necessity. This statement recognizes that the individual is neither so different from every other person that there is only one best job for him nor is he a fixed quantity. Actually, he is capable of adjusting himself to a variety of situations.²

Criteria based on sociological principles.--The student should be aided in becoming acquainted with the community of which he is a part, its conditions, and its problems. Through a thorough analysis of the community he will be able to choose

¹Bingham, op. cit., p. 25.

²Coderre, op. cit., p. 75.

more wisely the occupation which he is to follow. The student must develop the habit of considering the background of the problem being solved. This will be a very important factor in the exploration and selection of his occupation.

Criteria based on guidance principles.--The student should find out the necessary skills and knowledges needed in various occupations that he is considering, and he should be able to analyze his own qualifications in such a manner that he will be able to fit his qualifications to an occupation that will be satisfying to him. The school should provide an opportunity for the student to explore and try out his interests and abilities in the field of business education in units of exploratory experiences. The school should give the student an opportunity to secure useful information about business occupations, encouragement in selecting an occupation, and help in discovering and appreciating the social significance of the different business occupations. The student should be aided in finding and using facts upon which mature judgment in the solution of his problem should be based. The testing program is very significant in aiding the student in exploring and selecting an occupation.

Coderre believes: "The widely-disparate motivations which incline students to various occupations indicate that the school counselor must be ready to accept and deal with many different kinds of pupil problems which have their inception in the choosing of occupational goals."³ Greet

³Ibid., p. 14.

versatility is demanded in such work and it is necessary that those teachers doing this type of counseling should have extensive training.

It is agreed that the teacher who is counseling must have reliable and meaningful data concerning the students. Good tests can be very valuable in obtaining information concerning the attitudes, behavior, interests, and abilities of students. Coderre states that tests should be applied with strict caution but that, under certain conditions, they constitute a valuable supplemental technique of vocational guidance.⁴

Critical Analysis of Step Two

Criteria based on democratic principles.--The student should be aided in building qualities of self-evaluation, self-direction, and self-control through cooperative democratic interaction. These are necessary qualifications of any successful person.

Criteria based on psychological principles.--The goals that have been chosen by the individual should be accepted as the source of driving power for development. The student should be provided motivation that will create a desire in him to utilize his assets in order to broaden his training experiences and to make every experience more meaningful to him. Learning activities should be provided that promote the attainment of a wide range of general objectives of growth. The student must be aided in becoming a well-rounded personality.

⁴Ibid., p. 14.

Criteria based on sociological principles.--The student should be given training in the critical analysis of the factors that influence and determine his way of life. The type of training given the student in choosing his way of life will greatly determine his success in the business world. The school should make it possible for the student to get sufficient business information and a degree of proficiency in the use of one or more of the business skills to enable him to prepare for a beginning position in a store or an office, with a minimum of additional preparation after he leaves high school.

Criteria based on guidance principles.--Students can be given excellent training in developing qualities basic in good human relations--getting along with people, working in harmony with others. Personality rating scales, if used properly, can be of much value to both the student and the teacher. After evaluating a student's ability, the teacher should acquaint the student with the appraisal because all people like to know where they stand; they like to know where they are going and how much progress they are making toward their goals. It is easy to measure growth in the area of skills but it is not such an easy task to talk to students individually about their shortcomings.

Critical Analysis of Step Three

Criteria based on democratic principles.--The student should be provided, through the occupational counseling program,

the richest possible experience in democratic living by providing means of achieving a desired adjustment. The student should be impressed with his indebtedness to others in order to stimulate him to make his own contribution to society. Then he should be aided in finding a place for himself in the economic system of which he is a part. The individual needs aid beyond the point of vocational choice. The complexity of industry and business makes it necessary to establish organized procedures under skilled supervision to assist youth in matching their capabilities and interests to jobs, and to help them make satisfactory adjustments to these jobs. Chisholm suggests that the placement service of the school be available to all youth who do not continue their formal education beyond high school.⁵ Coderre states:

Provision of guidance assistance beyond the point of vocational choice is a necessary step in substantiating worthy occupational goals. Since vocational choice has meaning only when it culminates in job entry and adequate adjustment to that job, it would seem that vocational guidance has a further responsibility in providing a continuous service to those people who need aid in redefining their career goals.⁶

Criteria based on psychological principles.--The goals of the individual should be accepted as ends worthy of achievement. The individual should be aided in keeping these goals in mind in order that he may continually progress toward the realization of his goals. Too, the individual should be aided

⁵Chisholm, op. cit., p. 288.

⁶Coderre, op. cit., p. 13.

in overcoming difficulties which he may encounter in attempting to realize his goals.

Criteria based on sociological principles.--Through the placement service of the occupational counseling program the student should be given the opportunity to do things involving the felt sense of somewhat immediate meaning. His life should be broadened and enriched by finding a place for himself in our economic system.

Criteria based on guidance principles.--Excellent work experience programs can be worked out through the placement service. The teacher must have contacts with places of business in the community and must have the complete cooperation of all the civic and business organizations of the community in order to develop a worthwhile work experience program. Care must be exercised in equating individual outcomes of work experience programs, which serve to acquaint students with job requirements, with the demands of ultimate occupational choice.

Critical Analysis of Step Four

Criteria based on democratic principles.--Experiences should be provided that afford wholesome satisfaction to the individual. Integration in the occupational counseling program should be facilitated through experiences in democratic living. Through the follow-up service the individual should be provided experiences that are unified through evolving purposes of the individual. As the individual progresses in his occupation, he should be better able to develop creative

ability in reconstructing past experiences in the light of the present experience. Too, the follow-up service should have as its purpose the finding out if the student is obtaining satisfaction from his work. The follow-up service may also aid the individual in developing the ability to meet the demands placed upon him by outside agencies.

Criteria based on psychological principles.--There is nothing static about business and life. The individual must be able to adapt to the constant change that is occurring at all times. "The effective counselor is one who helps the student to want to utilize his assets in ways which will yield success and satisfaction."⁷

The school has a definite responsibility toward former students not only until they secure employment but also until they are successfully located in the type of work most in harmony with their talents and their preparation. In addition, the school should be interested equally as much in their adjustments to the other demands of normal living as it is in placement.⁸

Criteria based on sociological principles.--The follow-up service can serve as a check to determine whether or not the individual is assuming social and business responsibilities efficiently. Chisholm says "The school should know regularly what its former students are doing and how well they are playing a normal part in American life."⁹

Criteria based on guidance principles.--The student's rate of progress in his work will serve, to a certain extent, to

⁷Williamson, op. cit., p. 288.

⁸Chisholm, op. cit., p. 290.

⁹Ibid., p. 291.

evaluate his training. The follow-up service should attempt to discover if the student needs further aid in adjustment. It should also point out the ability of the individual to deal with emotional problems. The follow-up service should assist the student to make continuous progress toward his life goals.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In this study the purpose was to determine the steps in a sound program of occupational counseling as a phase of business teaching. After much research from readings on findings, opinions, suggestions, and observations from studies in the principles of democracy, psychology, sociology, and the general principles of guidance, certain criteria were developed for determining if the steps were sound.

An analysis of the steps was made and these steps were critically evaluated by the criteria.

Conclusions

The following conclusions were reached through a careful study of the steps selected and evaluated by the criteria developed:

1. The guidance program can be made more effective by an occupational counseling program in the business department.
2. An occupational counseling program as a phase of business teaching can provide assistance to the students in finding out their interests and abilities and the opportunities that are open to them.
3. The nature and scope of the placement service make this

service invaluable in an occupational counseling program as a phase of business teaching.

4. The follow-up service can aid the individual in securing the utmost satisfaction from his job.

5. A thorough testing and record-keeping system will aid vitality and meaning to the occupational counseling program.

6. Added interest can be created in the occupational counseling program through co-curricular activities in the business department.

7. The individual can be assisted in the exploration and selection of an occupation through the occupational counseling program.

8. Opportunity can be provided in the occupational counseling program for the individual to secure the training needed to develop the necessary skills and habits for his chosen occupation.

Recommendations

In view of the steps studied and evaluated by the criteria developed, the following recommendations seem plausible:

1. The occupational counseling program should be made a vital phase of business teaching and should make the guidance program of the entire school more effective.

2. Youth should be given assistance in the exploration and selection of an occupation through the occupational counseling program.

3. The placement service should assist youth in matching

their capabilities and interests to jobs and in helping them make satisfactory adjustment to these jobs.

4. The follow-up service should aid the individual in securing the utmost satisfaction from his job.

5. A thorough system of testing and record-keeping should be a part of the occupational counseling program that is carried on in the business department.

6. Co-curricular activities should be included in the occupational counseling program in order to develop interest and provide meaning.

7. Every possible means of assistance should be provided students in finding out their interests and abilities and the opportunities that are open to them.

8. The occupational counseling program should provide an opportunity for the individual to secure the training needed to develop the necessary skills and habits for his chosen occupation.

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