

THE EVALUATION OF A VOCATIONAL  
GUIDANCE PROJECT IN THE  
DIAMOND HILL SENIOR  
HIGH SCHOOL  
FORT WORTH, TEXAS

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## CONTENTS

Chapter	Page
I. INTRODUCTION. . . . .	1
The Problem	
Sources of Data	
Background of the Problem	
Definitions and Aims of Vocational Guidance	
II. CRITERIA . . . . .	6
Criteria for Educational Guidance	
Specific Criteria for Vocational Guidance	
General Criteria for Vocational Guidance	
III. GUIDANCE IN THE ENGLISH AND SPEECH CLASS ROOM . . . . .	18
Purpose of the Project	
Explanation of How the Project Was Conducted	
The Results of the Project	
The Students' Evaluation of the Project	
Other Projects Suggested by the Students	
The Most Impractical Subject	
The Purpose of Education	
Similar Projects	
IV. EVALUATION OF THE PROJECT AS MEASURED BY THE CRITERIA . . . . .	28
V. CONCLUSIONS AND RECOMMENDATIONS . . . . .	39
BIBLIOGRAPHY . . . . .	42

## CHAPTER I

### INTRODUCTION

#### The Problem

The purpose here is to evaluate an assigned vocational guidance project in the Diamond Hill Senior High School, Fort Worth, Texas, which was executed in certain English and speech classes.

The problem was limited to the students of the eleventh grade English class and the twelfth grade speech class. Thirty-two students took part. The results were measured largely by the students.

#### Sources of Data

An investigation of a thesis showing a survey that was made, which revealed the status of educational and vocational guidance in the senior high schools of Fort Worth in 1935, was used.

A project on vocational guidance was assigned to the students of certain grades in the Diamond Hill Senior High School English and speech classes. The students did research and made certain observations, and then they compiled their work into a class notebook; also, talks and discussions

were held in the classes. The students were asked to evaluate the project in terms of how it actually served them.

The evaluator of the project then did certain reading and research; certain criteria were set up in the light of the research findings.

The technique of treatment was experimental; however, only a few important circumstances were controlled.

#### Background of the Problem

There has been much criticism of the high school and its present purposes. The criticism is that the high school is too much a "college-preparatory" school and very little more. If this is true, it certainly does not meet the needs of all those who pass through its classrooms.

In our complex society education must meet the vocational needs of the students. The phrase "vocational education" is broad enough to meet the practical demands of life. It is the logical demand of organized society. It is an important factor in making human beings fit for life. As an end of education it is a conception of training among other ends, and a dominant goal to which all other ends are subordinate and contributive. In the English class, then, the daily drill on the correct use of words and sentences is worth while in so far as it leads to some dominant objective. While the student is writing his themes for the English

class, he can be reading and writing about those things that will fit him for life: namely, desirable careers and vocations, and the requirements of those vocations and careers. Certainly, if the child is worth educating, in himself and for human society, one of the greatest problems is to find where he can make the most of himself, and in what line he can prove himself most productive. Then this is a goal of education. All the phases or elements must be organized about vocation as the central thought and with a view of a particular kind of life. The cultural element must be selected with the vocation in mind. The reading and arithmetic, the English and speech classes, in their subject matter, should be and can be made contributive in a large measure to this future position which the student must soon take in the world.

## Definitions and Aims of Vocational Guidance

Vocational guidance, moreover, views the individual as a member of the larger social order. While it insists that he shall be vocationalized, it as emphatically insists that he shall be essentially cultured, and fundamentally moralized. Good citizenship consists in viewing conduct as related to social welfare and as measured by it. Vocational education is a practical and direct conception of the method of making human beings fit for <sup>1</sup> life.

It will be discovered that both culture and the demands for vocationalizing individuals have been treated in other connections. Their treatment touches both subjects on new sides. Here the emphasis is placed on rights. The demands of democracy grow in the measure to which rights of the people are developed. The masses have more rights than ever before. There is more democracy. This democracy demands more things for the masses. In a democratic society and age education must be viewed, therefore, in relation to the rights of the people to have their fundamental needs <sup>2</sup> met.

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<sup>1</sup> John M. Gillette, Vocational Education, p. 8.

<sup>2</sup> Ibid., p. 75.

The general aim of vocational or occupational guidance is to help the individual to choose, to prepare, to enter, and to make progress in an occupation.<sup>3</sup>

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<sup>3</sup> U. S. Bureau of Education Bulletin, No. 19 (1918)  
p. 9.

## CHAPTER II

### CRITERIA FOR EDUCATIONAL GUIDANCE

The goals of educational guidance should be broad enough to include each area of a balanced life. These areas include: human relationships, self-realization, economic efficiency, and civic responsibility.<sup>1</sup>

The first major step in providing youth adequate guidance in the modern school involves a clear understanding of the aims which guidance seeks to achieve and the point of view which guidance workers should keep in mind in directing youth.

Guidance seeks to have each individual become familiar with a wide range of information about himself such as: his interests, his abilities, his previous development in the various areas of living, and his plans for the future. Guidance then seeks to help the student become acquainted with the various problems of social, vocational, and recreational adjustment which he faces.

Guidance is based on the assumption that the world has a place for everybody; at least, our democratic America has a place in the social world, a place in the world of education, a place in the vocational world. This assumption

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<sup>1</sup> Educational Policies Commission, The Purpose of Education in American Democracy, 1938, p. 10.

is one of the concepts of a society where all men are created free and equal. Thus, guidance seeks to help the individual discover his own talents in comparison to the opportunities of the world and to help him prepare himself so that he can find or develop a place in which he can live a well-balanced life and contribute his part<sup>2</sup> to the welfare of his fellow man.

In schools which operate on a strictly traditional pattern guidance is likely to be conceived as something more or less related to education but not a fundamental part of the regular work of the school. This concept of guidance, and hence, the scope of the work in such schools, will be confined to a narrow range. It will be primarily or entirely devoted to helping students select curricula and course with some little reference to vocational guidance and occasionally some little attention to the extra-curricular activities. In schools which have a more comprehensive understanding of guidance, and consequently, see its contribution to the work of the modern school, guidance will become an integral part of the work.<sup>3</sup>

Guidance is not only an essential part of the modern concept of education, but it is also closely related to

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<sup>2</sup> Leslie L. Chisholm, Guiding Youth in the Secondary School, p. 3.

<sup>3</sup> Ibid., p. 13.

all other respects of the work of the school. In fact, it is of the greatest importance that guidance be properly conceived as an integral part of the on-going process of modern education, if genuine progress is to be realized. The operation of a guidance program should be so smoothly integrated with the other work of the school that it is accepted as an essential normal activity instead of some isolated appendage to the work of the school. The failure of many schools to see guidance in this light is one of the chief reasons why the schools have not met their responsibility for guidance.<sup>4</sup>

There are certain problems which guidance workers face in helping the individual pupil develop the goals for his educational plan. These problems involve an understanding of the importance of goals in the life of the individual, the scope of the individual's goals, how goals are developed, and the school's part in helping the individual develop his goals.<sup>5</sup>

If the individual is to get the most out of living and at the same time contribute his maximum to the welfare of others, he should develop aims or goals in life that are designed to accomplish those ends.<sup>6</sup>

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<sup>4</sup>  
Ibid.

<sup>5</sup>  
Ibid., p. 31.

<sup>6</sup>  
Ibid.

The formulation of worthy objectives of education on the part of those who determine the nature of the work of the school, therefore, is the first important step of the school in laying the basis for guidance in helping the students develop their goals.<sup>7</sup>

#### Specific Criteria for Vocational Guidance

John Dewey is not one of those who required a world crisis to make them realize that the maintenance and development of a democratic society and way of life is not an easy but a difficult thing. He has been teaching this truth for close to half a century. More thoroughly than any other leader of American thought, he has explored the problems of democracy and has, with tireless effort and persistency, revealed the obstacles that must be continuously overcome if our democratic society is not to be just a promise but a living, flourishing reality.<sup>8</sup>

Education has always been vocational. "Learning for Earning" is badly conceived learning, and it is education where the ability of the learner is to add to the earning of others rather than himself. This fact is responsible for the school population dropping out. One in nine goes through the ninth grade; one in sixteen goes to high school.

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<sup>7</sup>  
Ibid.

<sup>8</sup>  
John Dewey, Education Today, p. ii.

The present scheme of elementary education is in the first place a scheme of vocational education and in the second place a poor one. The chief protest against vocational training is likely to come from the business man; yet there has arisen a demand for vocational education as if it were an entirely new thing.

The issue is what sort of industrial education there shall be and whose interest shall be primarily considered in its development. The purpose of vocational education then is to improve economic conditions; it is not to supply a better grade of labor for the present scheme or to help the United States in a competitive struggle for world commerce.

What sort of happiness is to be the aim? Does this mean simply that the laborers are to have their skill to add to the profits of employers increased by avoiding waste, getting more out of their machines and materials, and that they will have some share in it as an incidental by-product; or does it mean increase in the industrial intelligence and power of the worker for his own personal advancement?<sup>9</sup>

The real idea of industrial education aims at preparing every individual to render service of a useful sort to the community, while at the same time it equips him to secure by his own initiative whatever place natural

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<sup>9</sup>  
Ibid., p. 129.

capacities fit him for.

"Educational guidance" is defined as guidance in all of those activities which have as their purpose the choice by the pupils of schools and curriculums and which lead to recognition of individual differences and better adaptation of teaching methods to subject matter. "Vocational guidance" has to do with those steps that lead from occupational information to progress in a chosen occupation.<sup>11</sup>

In directing vocational guidance the first question to ask is-- what kind of work do you like most? From childhood the student has imagined himself in various situations. He has played store, conducted church services, and made mechanical contraptions. It is wrong for parents or adults to insist that the boy should be a business man, even though he may have abilities along that line-- and dislikes it. Personal preference, however, is not the only criterion.

The following questions should be considered:

Will the proposed lifework bring increasing satisfaction with the years, or will it pale with time?

What do your best adult friends advise?

Are you willing to pay the price involved in your choice?

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10  
Ibid., p. 131.

11  
John M. Brewer, Cases in the Administration of Guidance, p. 221.

Does the world need more workers in this particular field?

What educational equipment is necessary?

What vocation will give the individual the greatest opportunity to realize his life's purpose, the fullest development of his own personality, and the Christian reconstruction of the social order?<sup>12</sup>

The objectives of vocational guidance should be:

1. The assisting of the pupil to select his vocation intelligently by showing the various possible careers open to him, the details of their functions, the importance and extent of duties, remuneration, hours, possibilities for advancement, advantages and disadvantages, and qualifications required--abilities, age, sex, preparation, and the methods of preparing for and entering them. In addition, he (the student) must be shown the opportunities for education and preparation for his particular choice-- schools, courses, and activities that will be helpful, as well as the details of these opportunities, expenses, length of time required, and the various sources and locations.

2. The encouraging of the pupil to want to progress in his vocation by showing that the work is highly competitive, and that in order to be successful and efficient, the

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<sup>12</sup>Harry Thomas Stock, A Life and a Living, pp. 61-72.

worker must go on with his education and thus be ever prepared to readjust himself to changing conditions.

3. The teaching of the pupil to take a proper attitude toward his work by showing the place of importance and contribution of his particular occupation in the modern world. If he is to be happy and contented, he must feel that all legitimate work is worthy and essential and that he is making a contribution to civilization and not just being a selfish wage earner.<sup>13</sup>

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<sup>13</sup> Harry C. McKnown, Home Room Guidance, p. 248.

### General Criteria for Vocational Guidance

I. The goals of guidance should be broad enough to include the following purposes of education: self-realization, human relationships, economic efficiency, and civic responsibility.

II. There must be a clear understanding of the aims which guidance seeks to achieve and the point of view which guidance workers should keep in mind to direct them in their work.

III. Guidance seeks to help the individual become acquainted with the various problems of social, vocational and recreational adjustment which he faces.

IV. Guidance seeks to help the individual discover his own talents in comparison to the opportunities of the world and helps him prepare himself so that he can find or develop a place in which he can live a well-balanced life and contribute his part to the welfare of his fellow man.

V. In schools which have a more comprehensive understanding of guidance, and consequently, see its contributions to the work of the modern school, guidance will become an integral part of the work.

VI. Guidance is not only an essential part of the modern concept of education but is also closely related to all other

aspects of the work of the school.

VII. The formulation of worthy objectives of education on the part of those who determine the nature of the work of the school therefore, is the first important step the school should take in laying the basis for guidance in helping the students develop their goals.

VIII. The purpose of vocational education then is to improve economic conditions; it is not to supply a better grade of labor for the present scheme, or help the United States in its competitive struggle for world commerce.

IX. The real idea of industrial education aims at preparing every individual to render service of a useful sort to the community while at the same time it equips him to secure by his own initiative that place for which his natural capacities fit him.

X. Vocational guidance has to do with those steps that lead from occupational information to progress in a chosen occupation.

XI. Questions like the following should be asked:

- A. What do your best adult friends advise?
- B. What kind of work do you like most?
- C. Will the proposed lifework bring increasing satisfactions with the years, or will it pale with time?
- D. Are you willing to pay the price involved in your choice?
- E. Does the world need more workers in this

particular field?

F. What educational equipment is necessary?

G. What vocation will give the individual the greatest opportunity to realize his life's purpose, the fullest development of his own personality, and the Christian reconstruction of the social order?

XII. The objectives of vocational guidance are:

A. The assisting of the pupil to select his vocation intelligently by showing him the various possible careers open to him, the details of their functions, importance, extent of duties, remuneration, hours, possibilities for advancement, advantages and disadvantages, the qualifications required, abilities, age, sex, preparation, and the methods of preparing for and entering them. In the second place, he must be taught the necessity for and the methods of analyzing his own interests, hobbies, abilities, education, and other elements for the purpose of discovering just what his occupational possibilities are. In addition, he must be shown the opportunities for education and preparation for his particular choice-- activities that will be helpful, as well as the details of these opportunities, expenses, length of time required, and the various sources and locations.

B. The encouraging of the pupil to want to progress in his vocation by showing that the work is highly competitive, and that, in order to be successful and efficient, the worker must go on with his education and thus be ever

prepared to readjust himself to changing conditions.

C. The teaching of the pupil to take a proper attitude toward his work by showing the place of importance, and the contribution of his particular occupation in the modern world. If he is to be happy and contented, he must feel that all legitimate work is worthy and essential, and that he is making a contribution to civilization and not just being a selfish wage earner.

## CHAPTER III

### GUIDANCE IN THE ENGLISH AND SPEECH CLASS ROOM

#### Purpose of the Project

The purpose of the project was:

1. The purpose was to broaden the impression of the students when the word "career" is mentioned.
2. The project tended to assist students to find hidden talents and determine to some extent how to use these talents to unlock the door to a career.
3. It was hoped that the project would assist the student in finding a vocation that fitted him, and that this would enable him to plan his future high school program in that direction.
4. It was further hoped that the student would be impressed with the importance of working toward a definite vocational goal.
5. The final purpose was to point out to students that tomorrow they will be thrown on a crowded labor market to compete with jobless workers, many of whom are skilled and experienced.

### Explanation of How the Project Was Conducted

The project was carried out in the English and speech classrooms in collaboration with the school office, library, and social science classes. It was requested by the vice-principal of the high school, and it was directed by a classroom teacher.

The project was explained to the students and certain research was assigned to them. The students of the eleventh and twelfth grade English and speech classes were asked to do research in a vocational field of their own choice and to prepare a written paper, and also, a speech to be given to the class. The paper and the speech were to follow a certain general outline assigned to them by the teacher. Each student was to tell the requirements of a chosen job. He was to consider the physical requirements, mental requirements, and educational requirements, and also, any abilities needed. Part two of the outline was concerned with the rewards. How much salary was earned? Was the job seasonal? Also, the students were asked to consider the rewards of the job as to the return in personal satisfaction coming as a result of the opportunity to put to use any

creative talent they might have.

The next part of the assignment asked questions concerning the demands for the vocation. Was the field already too crowded? How many were usually needed in such a vocation? Some students included in this part the challenge of the future in such a vocation to their generation. Here, also, the students were asked to include any other point concerning the job which they considered particularly significant or interesting.

Last, the student was to write his own conclusion giving both the good and bad points connected with the vocation. He was to discuss why the job appealed to him, or why it did not appeal to him. Also, he was to tell how his abilities and talents might fit him for such a vocation. He was asked to consider what future training he should have. Another point brought out for his consideration was how training for this particular vocation would fit him for many other closely related vocations and what some of these vocations were.

Research was done in the library and in the social science classes. The student was at liberty to use his own observations and experiences in preparing the paper. The papers were discussed by having students make various talks in connection with what they were doing. Then the papers were assembled in a book, and an attractive cover was made for the book by one student who was an art major. The book

was turned over to the vice-principal to be placed on file for reference in carrying out future similar projects.

After the project was concluded, the students were asked to answer the following questions:

1. What did you gain from the vocational guidance project?
2. Can you suggest another project that you think valuable to you? (Suggestions were made here to make clear to the student what was meant)
3. What do you consider the most impractical subject which you have taken or are taking in high school? Why?
4. What, in your opinion, should be the real purpose of an high school education?

### The Results of the Project

Thirty-two students participated in the project. The vocational projects selected were many and varied. Among the girls nursing was selected by five. One chose the work of laboratory technician, while another did research in connection with telephone operating. Three chose to study radio as a career. Two others were interested in becoming air hostesses. Three chose secretarial work. One girl called her project "Careers in Retailing for Young Women." One of the most interesting was "Homemaking as an Occupation and your Life's Work." Another said, "The Lady Means Business," and she chose business life for the woman. Another showed interest in the field of advertising for women.

The boys chose many vocations in which to do research also. Architecture was selected by two boys in the class. One chose farm life. Another chose the life of a traveling salesman. Store management interested one. Other vocations chosen were radio repairing, aircraft engine maintenance, flying, creamery business, soil analyst, federal bureau of investigation; and one, which demanded creative talent, was leather craft.

The following is a summary of the significant conclusions and is taken from direct quotations from the students:

1. Some careers more than others offer great opportunity to help others and to be of great service to humanity.
2. Some careers more than others are open to many.
3. Certain vocations offer opportunity to meet different types of people and to associate with a high type of superior officers.
4. Certain careers allow one to learn more about human nature and demand a knowledge of how to deal with people tactfully.
5. Some careers are colorful and exciting.
6. Certain careers offer opportunity for helping the United States of America battle its war against crime and corruption.
7. Furthermore, it is essential to be interested in and to like the career of your choice.
8. Training in one field may lead to opportunities in various, similar careers.

### The Students' Evaluation of the Project

The majority of the students stated that they had received a great deal from the project. The following, based on direct quotations from the students, is a summary of the answers received to the question -- what did you gain from the vocational guidance project.

The students concluded that they gained a certain respect for certain vocations and a general knowledge of the various vocations; a recognition that one vocation will appeal to one person but not to another; a recognition for the need of education in any vocation; recognition of the importance of having a vocational goal.

### Other Projects Suggested by the Students

One girl suggested a system like one she had heard about that had been used in Los Angeles. It was to help boys and girls obtain various jobs after school which would enable them to pick up some spending money. Other projects suggested were guidance as to college entrance, courtship and marriage, citizenship training, further study in vocational guidance, aviation, home economics for boys and girls, leisure time project, improving speaking habits, projects requiring everyone to express his thoughts and opinions.

It was most significant that sixteen out of the thirty-two students suggested home-making or courtship and marriage as another guidance project which they thought would be most valuable to them.

#### The Most Impractical Subject

The students cited geometry as the most impractical subject because they could see no need for it unless one is going into some type of work -- engineering or architecture -- which requires the knowledge of geometry or higher mathematics. It was significant that the students stated that they could see no need for taking the subject. In other words it was not meeting a need for them now, and in their opinion, it would never do so. This is, perhaps, the chief fault in all our teaching -- failing to point out to the student the need for or the need of the students that the subject will meet.

#### The Purpose of Education

The next question was asked to determine how important the students considered vocational guidance in the real purpose of education. The question was -- what, in your opinion, should be the real purpose of an high school education. The following is a summary of the significant conclusions based on direct quotations.

The students believed that the real purpose of education is to prepare you for later life, to help you get

along with people, to help you to understand social, personal, and even national problems. It is to help you maintain and hold the job you wish. It helps you to be a better citizen. It prepares you for a life of your own. Education should prepare the individual to live now as well as later a healthful, happy, useful life. The final summation of the answers was that education includes in its purpose showing the student how to recognize and make the best use of what he has -- his talents; preparing the student to take on the responsibility of providing for himself by holding a good job -- getting a decent job in order to enjoy life more fully.

#### Similar Projects

A similar project is being carried out in a certain freshman English class at Texas Christian University, but it developed incidentally and is on a much smaller scale. Out of the research paper assignment for the freshman course a number of students chose vocational topics for research. This again revealed recognized interest, which prompts the writer to believe the students feel a need for vocational guidance. The assignments in the English class could well originate from such interests.

A survey was made and information compiled in a thesis written in 1935 concerning the educational and vocational work being done in the Fort Worth Schools in the senior high school level.

In no senior high school of Fort Worth is there any particular person who devotes all of his time to guidance. These activities in each school are headed by the principal. Guidance bulletins and all other material and plans for guidance originate in the office. The work is in the experimental stage and the method of handling it varies in each school from year to year as the need of the individual school seems to change. Principals and vice-principals do most of the individual counselling or guiding in the office.<sup>1</sup>

It appears that if guidance bulletins and all other materials and plans for guidance originate in the office, and that if the principals and vice-principals do most of the individual counselling in the office, then very little guidance is actually done in meeting the students' needs. Certainly, the classroom is the better place for the guidance material, or the library, or some place where it is accessible to the student. Then, too, the classroom teacher is in a much better position to know the student and to realize the needs and therefore, to plan ways of meeting the needs of the student. This is the opinion of the writer.

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<sup>1</sup>  
Velma Bracewell, The Present Status of Educational and Vocational Guidance in the Senior High Schools of Fort Worth, Texas, p. 26.

CHAPTER IV

EVALUATION OF THE PROJECT AS MEASURED  
BY THE CRITERIA

I. The goals of guidance should be broad enough to include the following purposes of education -- self-realization, human relations, economic efficiency, and civic responsibility.

The second of the four-fold purposes of the project was to assist the students to find hidden talents to unlock the door to a career. This purpose would be an indirect means of encouraging self-realization on the part of the student.

The other three purposes of the project, which were set up at the beginning of the explanation of the project were namely: to broaden the impression of the student when the word "career" is mentioned; to assist the student in finding a vocation that fitted him; to impress upon the student the importance of working toward a definite goal; and finally, to point out to the students that tomorrow they will be thrown on a crowded labor market to compete with jobless workers, many of whom are skilled and experienced. All of these primary purposes would have as a secondary purpose the development of economic efficiency.

The conclusions of the students were that some careers more than others offer great opportunity to help others and to be of great service to humanity; certain

careers allow one to learn more about human nature and demand a knowledge of how to deal with people effectively. These conclusions are specific purposes of the general purposes of education -- that of civic responsibility and human relationships.

Further the student was instructed to consider the rewards of the job as to personal satisfaction coming as a result of the opportunity to put to use any creative talent he might have. The student then concluded that one vocation will appeal to one but not to another -- and that one would be more suited to a certain vocation than another.

The goals of the project were broad enough to include the following purposes of education -- self-realization, human relationships, economic efficiency, and civic responsibility. These purposes were included in the judgment of the vocations by the students. In this respect, at least, the goals were attained.

II. There must be a clear understanding of the aims which guidance workers should keep in mind to direct them in their work.

There was some understanding of the aims which guidance seeks to achieve and the point of view which guidance workers should keep in mind to direct them in their work based on experience and previous research work that had been done by the director of the project. Also, the director was fairly well acquainted with the

III. Guidance seeks to help one become acquainted with the various problems of social, vocational, and recreational adjustment which the student faces.

IV. Guidance seeks to help the individual discover his own talents in comparison to the opportunities of the world and helps him prepare himself so that he can find or develop a place in which he can live a well-balanced life and contribute his

students and their needs in that she had taught in this school and these same groups for several semesters.

The vocational project perhaps, did nothing more than develop a recognition that there were such problems. Such problems, however, were considered for the most part sufficiently complex in themselves to demand having an entire project devoted to each respectively. Other projects suggested by the students included a leisure time project, courtship and marriage, citizenship training, and other vocational projects.

It has already been pointed out that the students were instructed to consider personal satisfaction and the opportunity to put talents to use. Also, they considered the opportunity to serve humanity which a vocation offered as an important prerequisite to its being considered worth-while.

part to the welfare of his fellow man.

V. In schools which have a more comprehensive understanding of guidance, and consequently, see its contributions to the work of the modern school, guidance will become an integral part of the work.

VI. Guidance is not only an essential part of the modern concept of education but is also closely related to all other aspects of the work.

VII. The formulation of worthy objectives of education on the part

The project was carried on in the classrooms in correlation with various departments, and in this way was somewhat integrated. It is assumed that the assembling of the research done into a booklet, and placing of such in the office for reference in carrying out future similar projects, will result in a more comprehensive understanding of guidance and its contribution to the work of the school.

That guidance is not only an essential part of the modern concept of education but is also closely related to all other aspects of the work was an obvious conclusion which prompted the beginning and carrying through of the project described in this thesis. It is believed that the entire thesis emphasizes this belief.

This was the secondary purpose in having the students state their opinions as to the real purpose of education -- to find out their

of those who determine the nature of the work of the school therefore, is the first important step the school should take in laying the basis for guidance in helping the students develop their goals.

VIII. The purpose of vocational education then is to improve economic conditions -- or it is not to supply a better grade of labor for the present scheme, or help the

opinions as well as to emphasize the importance of recognizing the purpose of what they were doing, that is, to formulate worthy objectives that the students themselves recognized as worthwhile. Thus, worthy objectives were formulated in that the objectives were based upon the needs of the students that the project should meet.

The project was considered entirely from the student's point of view-- how he could best use what he had toward making a living that would satisfy him financially and personally. Such an objective would have a tendency to improve economic conditions as a whole, however. For as we emphasize the value of the individual, we improve the whole of humanity, but only if even the lower levels are improved.

United States in its competi-

tive struggle for world com-

merce.

IX. The real idea of industrial

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individual to render service of

a useful sort to the community

while at the same time it equips

him to secure by his own initia-

tive whatever place his natural

capacities fit him for.

X. Vocational guidance has to do

with those steps that lead from

This has already been brought  
out in the discussion of criterion  
VIII.

No specific plan for following up  
this project was set up.

occupational information to

progress in a chosen occupa-

tion.

XI. Questions to ask are:

What kind of work do you like

most; what do your best friends

advise; will the proposed life-

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factions with the years, or will

it pale with time; are you will-

ing to pay the price involved in

your choice; does the world need

more workers in particular fields;

In this particular project each student was to tell the requirements of a chosen job, to consider the physical requirements, mental requirements, and educational requirements, and any special abilities needed; to tell how much salary was earned; to tell the seasonal aspects of the job; to consider the rewards of the job as to the return in personal satisfaction coming as a result of the opportunity to put to use any creative talent he might have. The student was requested to consider the crowded conditions of a vocation; how many were usually needed in each vocation; and in the final analysis, the student was to tell what future training he would need and how this training for a specific job would also fit him for many other closely related vocations. It was especially emphasized that the student recognized his present abilities and talents in relation to how they would fit him for the chosen vocation.

what educational equipment is necessary; what vocation will give you the greatest opportunity to realize your life's purpose, the fullest development

of your own personality, and the Christian reconstruction of the social order.

XII. The objectives of vocational guidance are:

A. The assisting of the pupil to select his vocation intelligently by showing him the various possible careers open to him, the details of their functions, importance, extent of duties, remuneration, hours, possibilities for advancement, advantages

The students gathered the material through research and by interviews, experience and observation.

One of the chief sources of information was the advice of friends in whom the students had confidence and who were experienced in these various vocations.

The purpose of the project was fourfold:

1. The purpose was to broaden the impression of the students when the word "career" is mentioned.

2. The project tended to assist students to find hidden talents and determine to some extent how to use these talents to unlock the door to a career.

and disadvantages, the qualifications required; abilities, age, sex, preparation, and the methods of preparation for and entering them. In the second place, he must be taught the necessity for and the methods of analyzing his own interests, hobbies, abilities, education, and other elements for the purpose of discovering just what his occupational possibilities are. In addition, he must be shown the opportunities for education and preparation for his particular choice -- schools, courses and activities, expenses, length of time required, and the various sources and locations.

B. The encouraging of the pupil to want to progress in his vocation by showing that the work is highly competitive, and that, in order to be successful and efficient, the worker must go on with his education and thus be ever prepared to re-adjust himself to changing conditions.

C. The teaching of the pupil to take a proper attitude toward his work by showing the place of importance, and the contribution of his particular occupation in the modern world. If he is to be happy and contented, he must feel that all

3. It was hoped that the project would assist the student in finding a vocation that fitted him, and that this would enable him to plan his future high school program in that direction.

4. It was further hoped that the student would be impressed with the importance of working toward a definite vocational goal.

5. The final purpose was to point out to students that tomorrow they will be thrown on a crowded labor market to compete with jobless workers, many of whom are skilled and experienced.

legitimate work is worthy and essential, and that he is making a contribution to civilization and not just being a selfish wage earner.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

Vocational guidance, though not the only aim of education, can well be considered as one of the purposes of education. Certainly, we are not losing sight, in so including vocational guidance in the purpose of education, of the fundamental purpose of all education which is to educate in the humanities -- in those qualities of being humane; the kind feelings, dispositions and sympathies of man -- qualities of being human; the peculiar nature of man, by which he is distinguished from other beings. Man cannot have time to develop humane qualities if all of his time is consumed in merely laboring for his daily bread. History records that the basic cause of all wars was and is the necessity for securing food. We cannot hope to make a peaceful world without considering first some solution to this basic cause of war.

It is concluded therefore:

1. That the real purpose of education is to educate in the humanities and that vocational guidance is a specific part of this education.

2. That there is a need for definite vocational

guidance in the high school grades, and such guidance can be given in the correlation with the subjects taught in the classroom.

3. That the English and speech classes provide especially good opportunity for vocational guidance, since the assignments in these classes, as well as in others, can well originate from the recognized needs and interests of the pupils.

#### Recommendations

Since everybody in our democratic America must have a place in the social world, a place in the world of education, a place in the civic life, and a place in the vocational world; and since our schools must prepare the students to take their places in such a democratic society, the following recommendations are made:

1. More emphasis should be placed on the vocational side of education -- that is, more projects of a nature similar to the one described in this thesis should be executed.

2. The primary need in furthering the program of vocational guidance is first of all a better understanding on the part of all faculty members in order that the program will become a more integral part of the whole school.

3. In this particular project there was a need for following through to see just how effective this program

was in assisting graduating seniors to the further planning and carrying out of their several successful careers.

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