A SOUND PLAN FOR OCCUPATIONAL EDUCATION
AND COUNSELING IN A SMALL HIGH SCHOOL

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A SOUND PLAN FOR OCCUPATIONAL EDUCATION
AND COUNSELING IN A SMALL HIGH SCHOOL

THESIS

Presented to the Graduate Council of the
North Texas State College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

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Archer City, Texas
August, 1949
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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study is to determine a sound plan for occupational education and counseling in a small high school.

Purpose of the Study

Life appears to have become more complex than it was in former years. Then one could look about his home community and analyze practically all of the vocations existing in the nation by observation. A wise choice of an occupation was not too difficult to make when that procedure could be used. It could be made upon the advice of the home, and the home in those days was considered the source of such counseling.¹

Today the situation has changed. Invention after invention has created thousands of occupations, and "choosing one's life work is something that must be done with much care unless one wishes to submit to the hazards of chance and possible failure."²

The home can no longer counsel with the wisdom of former

¹Paul W. Chapman, Occupational Guidance, p. 38.
²Ibid.
years, because wise counsel today requires a great deal of information which the home is not likely to have and which, if available, it would probably not be able to analyze.

Some school people have realized for many years that the school must assume the responsibility which has grown too heavy for the home. Many of the larger schools have maintained successful vocational education and counseling programs for a long time. It seems that the responsibility has been neglected largely in the small high schools where the cost prohibited the employment of trained counseling personnel, and where the faculty was not anxious to assume other duties, since it considered itself already overworked.

In this study it is the purpose of the writer to formulate a simple, practical, and sound plan for occupational education and counseling which a small high school can introduce without unduly burdening its personnel or budget.

Delimitations of the Problem

A small high school as referred to in this study will be considered as a four-year high school in the State of Texas which does not have the required enrollment to have a full-time principal or a special teacher. More than half the schools in the State fall into this group.  

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The writer realizes that occupational education and counseling is only one phase of a good guidance program, and that a good school should have a program complete in all its phases; however, this study will be devoted to the vocational program only, since it is a phase in which the writer is deeply interested.

Definition of Terms

Sound, as used in this study, will convey the idea of being reliable, dependable, practical, and sensible.

Occupational counseling will be considered as the process of assisting an individual in choosing an occupation, in preparing for it, in entering upon the work, and in making progress in it.

Vocational guidance is a process not a single act. This means that a boy or girl may need assistance over a period of several years as contrasted with a single interview. Helping a boy or girl choose, prepare for, enter upon and progress in an occupation is an interesting task requiring skill, patience and a great deal of foresight.4

In order to better serve the purpose of this study, it will be understood that the term occupational education is to mean instruction in the economic activity that is the life work of an individual.

Sources of Data

The data for this study were obtained from previous

studies in the field of occupational education and guidance, from surveys made by interested professional groups, and from various magazines and bulletins.

Organization and Presentation

Chapter I states the problem of the study, clarifies the purpose of the study, makes a delimitation of the problem, defines certain terms that are to be used, gives sources of data, explains the organization of study and the manner of presenting the data, and makes a survey of related studies.

Chapter II establishes the need for occupational education and counseling in the small high school.

The need is founded upon the following assumptions:

1. The home, which was once considered the source of occupational education and counseling, can no longer be expected to give sound counsel because of the scope and complexity of the problem.

2. 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.

Chapter III reviews various concepts, objectives, and practices proposed by individuals who have devoted considerable time to the study of occupational education and counseling. Information gained from the review will serve as a
basis upon which to formulate a plan for occupational education and counseling.

Chapter IV sets up criteria for testing the sociological, psychological, democratic, and practical soundness of the proposed program.

Chapter V sets up a sound plan for occupational education and counseling in a small high school, using some of the seemingly sound practices of Chapter III as a basis, and tests the proposed program against the criteria of soundness set up in Chapter IV.

Chapter VI summarizes the ideas which have been presented in the preceding chapters, discusses the conclusions which have been reached, and makes recommendations in accord with those conclusions.

Survey of Related Studies

In order to establish a different approach to the problem of guidance for the study being made, other related studies will be analyzed briefly.

Nannie D. Andrews submitted in partial fulfillment of the requirements for the Master of Arts Degree in the Department of Education, North Texas State Teachers College, a thesis on the place of a sound guidance program in the secondary school. She came to the following conclusions:

1. American principles of democracy make the individual and his welfare a fundamental concern.
2. A sound guidance program in a democratic society must give supreme consideration for the individual and his development.

3. The concept of learning best suited to a democracy is one in which learning is the progressive changes that an individual undergoes as he interacts with his environment in meeting and resolving his experiences as he attempts to live more intelligently.

4. A guidance program, to be valid as to the psychology of learning, must provide the means of experiences so that interaction may be purposeful and result in the more intelligent living of the individual.

5. There are guidance programs that do not apply democratic principles and modern psychological concepts of learning and are functioning in progressive schools in America.

6. The modern view of the place of guidance is one that should interpenetrate every phase of the educative process.

7. A sound guidance program varied and suitable experiences for each pupil in order that a well-adjusted individual may emerge.

8. Such a well-adjusted individual can best play his part in a democratic order.  

This study is related to the study being made here in that it recognizes the need for a sound guidance program and establishes a means of determining the soundness of a program. It differs from the study being made here in that it does not formulate a plan for guidance, and it is concerned with guidance in all its phases, rather than with the vocational phase alone.

Another study was made by Ira Lee Lasater and submitted as a part of his master's degree program at North Texas State

Teachers College. His study deals with the development of a guidance program. He states his problem as follows:

The problem of this study is to determine the development of a sound guidance program and how to introduce it. The major considerations have been given to the soundness of the program sociologically, psychologically, and practically in its role in development and introduction in a secondary school.  

Lasater devoted his study largely to determining what characteristics a sound guidance program must possess. Some of his conclusions are as follows:

1. A sound guidance program must be built into the life of the school.
2. A sound guidance program must be adapted to the school.
3. A sound guidance program must begin with an attack on specific problems.
4. A sound guidance program must develop slowly, with definite services, and must develop gradually as the abilities and insights of pupils, parents, and teachers develop.
5. A sound guidance program must develop cooperatively.
6. A sound guidance program must begin with people interested in guidance.
7. A sound guidance program must capitalize on teacher interest and abilities.
8. A sound guidance program must be a program of doing.
9. A sound guidance program must be started as a school program of service.
10. A sound guidance program must provide for the importance of human values.

Lasater's study is related to this study in that both are concerned with the principles involved in a sound guidance

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7 Ibid., p. 63.
program. The studies differ in this way: Lasater's study introduces the guidance program, while this study formulates and sets up a plan for occupational guidance and education.
CHAPTER II

NEED FOR OCCUPATIONAL EDUCATION AND COUNSELING

The purpose of this chapter is to establish the need for occupational education and counseling in the high school program.

In colonial times occupational guidance was considered the responsibility of the home. Youth often followed the trade of the father; however, deciding upon another trade was not a difficult matter. Practically all of the occupations available at the time could be observed in the community. The youth in his daily rounds could observe the work of the mason, the candlemaker, the baker, the printer, and the miller. From personal observation he could make a survey of the opportunities which were open to him, consider his interests and abilities, and, upon the advice of his parents, make a choice which was usually wise. Life was seemingly simple in those days.

Today the situation has changed. Each invention which has come with the passing years has brought with it new occupations, and as the new occupations have come, some of the old ones have passed away.

The youth can no longer stroll through the streets of his village and make a survey of his opportunities. The
survey today requires information which would be difficult for him to secure and which, if secured, would be too difficult for him or his family to analyze.

The Dictionary of Occupational Titles lists more than twenty thousand occupations.\(^1\) Since it is not possible for twenty thousand occupations to be surveyed by the home, that manner of choosing a career can no longer be considered sound or practical.

Today, however, when young people are faced with the problem of choosing a vocation, they seem yet to turn to the familiar occupations with which they have had some contact and about which they have some knowledge. A study of occupational preferences of high school students made by Allen J. Fredrick shows a narrow range of choice resulting from the number of occupations known to them. In summarizing the results of his survey he states:

Sixty-four per cent of the boys’ choices were in five occupations: medicine, law, business, civil engineering, and pharmacy. Seventy-six per cent of the girls’ choices were in three general fields: teaching, music, and secretarial work. Eighty-three per cent of all students chose ten occupations: teaching, medicine, engineering, business, law, stenography, music, pharmacy, secretarial work, and dentistry. Seventy-four per cent selected vocations in the professional group. Forty-two per cent of the girls selected secretarial work.\(^2\)

\(^1\)U. S. Employment Service, The Dictionary of Occupational Titles, Parts I-IV.

\(^2\)Allen J. Fredrick, Practice in Vocational Guidance, p. 66.
Perhaps such limitation of choice is caused to some extent by lack of thoughtful consideration, but to a far greater extent, it seems, by lack of opportunity to acquire a broader and more comprehensive knowledge of the occupations from which one may choose.

Arty B. Smith made a survey of eighteen thousand seniors in four hundred and twenty-six high schools of Missouri. His study revealed the following:

1. Sixty-five per cent of high school graduates had made occupational choices.
2. The choices covered 173 occupations, and frequency of choice ranged from 1 to 1734.
3. Fifty per cent of choices were limited to sixteen occupations.
4. Approximately seventy-five per cent of those who made vocational choices chose above or below their ability, as measured by the results of a psychological test and three and one half years' scholastic achievement in high school.
5. More than seventy per cent of the vocational choices were in the higher professions, although not quite seven per cent of the population in the areas surveyed were engaged in the higher professions.
6. Thirty-five per cent of the total group did not indicate a choice of occupation.
7. Twenty-nine per cent of the graduates indicated that they intended to go to college, although the college had not been chosen.3

This study alone indicates very plainly that the high school has not assumed its responsibility in meeting the needs of boys and girls.

It appears evident that under present conditions an understanding of occupational life and its relationships

cannot be acquired easily. Children of today have neither the contacts to obtain such information unaided, nor the knowledge of the procedure through which it may be secured.

The problem concerns itself not only with a survey of the scope of occupations open to an individual, but also with the interpretation of conditions surrounding these occupations. Viewing the changes that have taken place in vocational life, one sees the movement of the workshop from the home with its handful of workers to the factory housing thousands. One sees the introduction of machinery, the speeding up of production, the displacement of the "all-round" worker by the specialist, and the growing interdependence of workers with the resulting complexity of economic relationships.

The adage so often heard, "Square pegs in square holes; round pegs in round holes," would be difficult to apply in practice when both the hole and the peg are changing so rapidly. It has been estimated that twenty-five per cent of present-day workers are in occupations that did not exist twenty-five years ago, that during those years approximately three hundred occupations have gone out of existence, and that, in the future, seventy-five per cent of the working population will probably be engaged in occupations that do not now exist.\(^4\)

On the one hand there is, therefore, a constantly changing economic situation; on the other hand, there is the young person whose interest and ability are developing and unfolding. A wide "ability range" for probable success exists for each individual. This fact makes the giving of adequate occupational information about such range of possibilities all the more complex and difficult, yet all the more necessary.

While these economic changes have been taking place, society itself has changed. The home was once the center of vocational activity, and in it the child had opportunity for both try-out experience and occupational training. Now one parent, and often both, work in an environment far removed from the place of residence. Highly specialized occupational life has limited their vision to such an extent that in most cases they know little of the variety of opportunities possible for their children. It appears that the tendency is for parents to encourage their children to choose occupations requiring more education and training than they have, and leading, supposedly, to higher social status. For that reason, professions rank high in the occupational preferences of students.

This tendency is shown in a study made by Edward J. Sparling. He contrasts the vocational choices of young people with the occupations of their parents and with actual occupational distribution as given in the Federal Census.
The study indicates the inability of the majority of parents to give the unbiased information needed to guide children wisely.  

Not only has social and economic life changed, but in growing recognition of the differences in students the school has enlarged its program, and all its activities, to meet the needs of a diverse student body. Since the program has been enlarged to meet individual needs, the students need careful guidance in adjusting themselves to its relationships and in choosing among the opportunities offered them. Maladjustment in school can easily result in still more serious lack of adjustment in occupational life. John M. Brewer's estimate concurs with this theory, since he concludes that more than sixty per cent of the discharges from business and industry are caused not from a lack of technical skill or knowledge, but from a lack of right attitudes and of the understanding of fundamental relationships.  

The basic qualities underlying success in school appear to be the same as those underlying success in vocational life. A maladjusted student in school is apt to become, for the very same reasons, a maladjusted worker in "out-of-school" relationships. It seems important, therefore, that the school

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strive for the development of those qualities of character and modes of conduct that make for adjustment in school life and elsewhere.

Howard M. Bell made a study which is related very closely to the estimate made by Brewer. His study, which he thinks is probably representative of seventy per cent of American workers, shows that forty-seven per cent of the occupations surveyed required no formal education beyond the ability to read, speak, and write. His study also revealed that less than one week of on-the-job training was necessary for sixty-seven per cent of the employees to reach normal production competency.\(^7\)

These data seem to point toward the need for a broad vocational education concerned chiefly with the development of general abilities of mental and manual alertness, knowledge of working conditions and of the privileges and responsibilities of the worker. These are the foundations on which finer skills are built when the worker gets on the job.\(^8\)

It can be safely assumed that most of the boys and girls who leave high school each year need to begin as soon as possible to earn their own living. From the point of view of these boys and girls, quite as important as anything else the school may do for them is the preparation it may give

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\(^7\)Howard M. Bell, *Matching Youth and Jobs*, pp. 56-58.

\(^8\)Ibid., p. 61.
them for employment. Studies indicate that on the whole, however, little is being done about it.

A survey made of more than two thousand college freshmen entering the colleges of Virginia very plainly reveals the lack of responsibility the high schools are exercising in helping students with their vocational choices. The students were asked what influenced them in the making of their plans. The results of this question are given below:

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<tr>
<th>Influence</th>
<th>Percentage</th>
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<tr>
<td>Independent self-decision</td>
<td>71.7%</td>
</tr>
<tr>
<td>Family influence</td>
<td>31.5%</td>
</tr>
<tr>
<td>Advice of high school teachers</td>
<td>12.0%</td>
</tr>
<tr>
<td>Advice of college professors</td>
<td>5.1%</td>
</tr>
<tr>
<td>Fraternities</td>
<td>2.7%</td>
</tr>
<tr>
<td>Other students</td>
<td>8.9%</td>
</tr>
<tr>
<td>Previous work</td>
<td>11.2%</td>
</tr>
<tr>
<td>Publicity of course</td>
<td>2.3%</td>
</tr>
<tr>
<td>To earn a good living</td>
<td>31.5%</td>
</tr>
<tr>
<td>Vague desire to go to college</td>
<td>10.1%</td>
</tr>
<tr>
<td>Financial reasons</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

It must be concluded from the study that little vocational guidance was furnished the students in high school, because only twelve per cent indicated that the school had exercised any influence in the planning of their careers. This report is typical of the findings of other surveys made over the nation.

A study made of the plans of seniors in the high schools of the State of New York during the month of June of their senior year revealed that over sixty per cent were attending

school with "preparation for work" as their objective; however, forty per cent had made no long-range vocational plans.\textsuperscript{10}

Thoughtful consideration given to this problem reveals an alarming situation. Assuming that a democratic system of government reaches its objectives through the cooperative efforts of its people, it follows that the strength of a democracy, to a great extent, will be governed by the ability of its people to work together harmoniously in useful labor. Since the ability to work together harmoniously is dependent upon the proper attitudes of the worker toward his work and toward his fellow workers, it seems necessary that some agency of a democratic society must assume the responsibility for developing those attitudes.

Charles E. Germane and Edith Germane make this statement:

When one considers the mental misery of thousands of young people who are failing in their jobs for which they have neither aptitudes nor interest, the loss to society of the contributions these young people might have made as happy, alert citizens under other circumstances, and the economic loss to employers due to rapid turnover of employees, because of their technical inefficiency and their lack of adaptability, one wonders what further evidence is necessary to shock the American schools into realizing their obligation to provide sound vocational guidance to youth.\textsuperscript{11}

Considering the facts which have been presented, it is apparent that occupational education and guidance demand

\textsuperscript{10}Francis Spaulding, *High School and Life: Regents Inquiry*, p. 55.

attention. The problem has outgrown the home and church, and
the public schools have been negligent in assuming responsi-
bility in the matter. As a result, many students are attend-
ing school believing that fulfillment of the requirements
for graduation is sufficient preparation for the "world of
work;" others are preparing for occupations which will offer
few opportunities, while still others are preparing for oc-
cupations in which they will be handicapped because of apti-
tude or physical fitness.

The school has long realized its duty in the matter,
and plans have been formulated to meet the needs; however,
few of the "well-made plans" seem to have been put into
practice.

In 1918 the Commission on the Reorganization of Secondary
Education appointed by the National Education Association
adopted seven objectives for secondary education. The ob-
jectives which follow are known as the "Cardinal Principles
of Education;"

1. Health
2. Command of fundamental processes
3. Worthy home-membership
4. Vocation
5. Citizenship
6. Worthy use of leisure
7. Ethical character

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12Commission on the Reorganization of Secondary Educa-
These objectives of secondary education are thirty years old, but they are still seemingly sound in principle and application.

The Commission made the following explanation of objective four:

Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationships toward his fellow workers and society, and, as far as possible, to find in that vocation his own best development.

This ideal demands that the pupil explore his own capacities and aptitudes, and make a survey of the world's work, to the end that he may select his vocation wisely. Hence, an effective program of vocational guidance in the secondary school is essential.

Vocational education should aim to develop an appreciation of the significance of the vocation to the community, and a clear conception of right relations between the members of the chosen vocation, between different vocational groups, between employer and employee, and between producer and consumer. These aspects of vocational education, heretofore neglected, demand emphatic attention.

The extent to which the secondary school should offer training for a specific vocation depends upon the vocation, the facilities that the school can acquire, and the opportunity that the pupil may have to obtain such training later. To obtain satisfactory results those proficient in that vocation should be employed as instructors and the actual conditions of the vocation should be utilized either within the high school or in cooperation with the home, farm, shop, or office. Much of the pupil's time will be required to produce such efficiency. 13

In light of the facts of the study the need for occupational education and guidance is evident, and the obligation of the secondary school is plain.

13 Ibid., p. 15.
CHAPTER III

OCCUPATIONAL EDUCATION AND COUNSELING

The purpose of this chapter is to review some of the concepts, objectives, and practices advocated by persons who have done extensive work in the field of occupational education and counseling. Information gained in the review will serve as a basis for the program which is to be formulated in this study.

This chapter does not propose to test the individual soundness of the concepts, objectives, and practices which it discusses, since their soundness will be tested according to their use in the proposed program in Chapter V.

Concepts

Mildred E. Lincoln expressed her views as follows in regard to the place of the school in occupational education and counseling:

The responsibility of the school for giving educational and vocational information, and for developing attitudes in harmony with the demands of social and economic life, becomes apparent. While it is recognized that this is a joint responsibility of the home, the school, and other agencies of society, it is evident that the school, through its organization, is best equipped to impart educational and vocational information during the vital years of development when pupils' choices are pending.¹

¹Mildred E. Lincoln, Teaching about Vocational Life, p. 6.
It has been estimated that more than sixty per cent of the discharges from business are caused not from lack of technical skill, but from a lack of the right attitudes and a lack of knowledge of the requirements of the job.\(^2\) If this estimate has any foundation, then surely Lincoln's opinion of the school's obligation in the matter is well founded.

Harry D. Kitson has cleverly expressed the same opinion in these words:

\[\ldots\text{ It is surely just as 'educative' to know the part played in civilization by the plumber and astronomer as it is to know the part played by Nero and Queen Elizabeth.}\]\(^3\)

It is emphatically necessary that the student view his own job against the larger background of the world's work. Only in this way will he understand the significance of his own job. He should study not only the occupational fields in which he is likely to make his choice, but all occupational fields. Of course, he needs to pay particular attention to those fields in which he has a definite interest, but he must also have some acquaintance with those of other men, his associates with whom he deals in business or meets socially. It is no exaggeration to say that such a knowledge is a personal asset, definitely cultural in character and definitely valuable.\(^4\)

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\(^3\)Harry D. Kitson, "Vocational Guidance Through School Subjects," Teachers College Record, XXVIII (May, 1927), 914.

\(^4\)E. G. Williamson, Students and Occupations, p. 6.
The following quotation expresses the conception held by
E. G. Williamson:

In any plan of general education for living a
course in vocations very logically belongs. We have
insisted that it is not enough for a student to know
his own nook and cranny in the world. And in no
field more than the field of work is there such a
need for extending our mental horizons. Cultural
and job values are not entirely separate. A boy
studying a general course in home life not only is
trained to be a better home owner, husband, and
father, but, if he is going into business, the
chances are that he will sell directly to American
housewives. If he knows their problems, their
method of budgeting and buying, he has a very def-
inite edge on the business man who has no such
knowledge.  

Paul W. Chapman, Dean of the College of Agriculture,
University of Georgia, has been an advocate of occupational
education and counseling in the public schools for a long
time. He is the author of several books which are widely
used in the field. He says:

Schools cannot create jobs. They cannot train
workers for 20,000 occupations. But progressive
school systems through instruction in vocational
guidance can bring to their pupils an understanding
of the changing patterns in modern vocations. Only
through such instruction and counseling can intelli-
gent plans for a career be formulated.
Vocational guidance does not mean or imply that
the teacher is expected to select occupations for
the pupils—not at all. It does mean, among other
things, that through classes in the study of guid-
ance, occupations, vocational civics, or social
science, pupils may acquire information that will
enable each of them to make plans for a successful
and satisfying career.  

5 Ibid., p. 5.

6 Paul W. Chapman, "Preface," Occupational Guidance,
p. ix.
Practically all authorities in the field of occupational education and counseling place emphasis on the absolute necessity for complete factual data before any reliable occupational decisions are made. There is no doubt but that one of the main causes of vocational maladjustment, which results in unhappiness and labor turnover, is the lack of information or the lack of thoughtful consideration of the problem of vocational choice.

No one in his senses would think of entering a shop full of machinery with his eyes blindfolded. Yet the child is plunged into an occupational life too complex for him to understand with his mental eyes unopened. He is eliminated from school with no accurate knowledge of occupations and with no habit of thinking about them in anything but a vague helpless way.7

In the above statement Brewer plainly indicates that the school has been negligent in its obligation to youth by sending them out into the world of work unschooled in the fundamental things which that world requires of them.

After taking into consideration the concepts of occupational education and counseling as held by the persons previously quoted, one finds that, fundamentally, they are very much alike, and it is not a difficult matter to formulate from them a concept based upon ideas common to all of them.

Luther H. Gullick formulated this concept when he said:

To make his way, as a practical matter, under this American system, what a boy needs vocationally

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7J. M. Brewer, Practice of Vocational Guidance, p. 39.
is not so much 'a trade' when he leaves school at sixteen, seventeen, or eighteen, as a sound general knowledge.

Undergirding a family of occupations, an understanding of the scientific facts and economics lying back of these occupations, the ability and the character to work effectively with others, and an appreciation of the way changes come and the way the individual may best adjust himself to them. 3

Objectives

A complete understanding of the general conceptions of a philosophy will not in itself utilize that philosophy for the individual or the group. Objectives must be set up toward which the philosophy is to be directed, and the proper procedures used to achieve these ends, or the philosophy will remain hollow and useless. It is the purpose of this part of this study to review some of the objectives set up by individuals and groups who have been active in the field of occupational education and counseling to determine the goals toward which they have directed their programs.

The objectives set forth by Dan H. Bickenberry and J. L. Clifton are as follows:

1. The general objective of occupational guidance is to help the individual to choose, to plan his preparation for, to enter upon, and to make progress in an occupation. The point of emphasis is the necessity for continued guidance all through these various processes and activities. Vocational life is so complex that nearly everyone needs a 'steering committee' composed of the wisest possible disinterested friends.

New York (State) University, Regents Inquiry into the Character and Cost of Public Education in the State of New York, Education for American Life, p. 22.
2. To assist individuals in honestly appraising their own abilities and interests.
3. To assist individuals in honestly appraising the advantages and disadvantages of various occupations open to them.
4. To give individuals supervised explanatory, and try-out experience in order to achieve better purposes.
5. To broaden and deepen their interests in many fields through a study of the possibilities of these fields.
6. To assist them to develop the right attitudes toward work and right attitudes toward motives in working.
7. To help them acquire techniques by which they may refine their choices and decisions. 9

These objectives convey the idea that we should study our students constantly and make it possible for them to study themselves to the end that each individual's peculiar interests, aptitudes, and abilities become known and tried. Self discovery leads to certain broad occupational fields, and occupational education and counseling directs the way that leads to preparation for some particular occupation.

The public schools of Boston, Massachusetts, have adopted objectives which conform to the general concepts of occupational education, but it is interesting to note that their objectives make mention of the relation between vocational and political citizenship. These objectives are:

1. To assist pupils to a knowledge of educational and vocational possibilities.
2. To assist pupils to a knowledge of the common occupations and an understanding of the problems of the occupational world, so that they may prepare more

9Dan H. Eikemberry and J. L. Clifton, An Introduction to Guidance, p. 32.
fully for lives of usefulness in the community. Vocational and political citizenship go hand in hand.

3. To obtain for each pupil, as far as possible, every opportunity which it is the duty of the school to provide.

4. To aid pupils to realize their educational and vocational aims.10

According to Shirley Hamrin and C. E. Erickson, the three factors that are considered to be the primary objectives of any good program, which has as its purpose helping adolescents grow up vocationally, are:

1. He must be helped to gain a realization of his interests, abilities, strengths, and weaknesses.

2. He must have an opportunity to gain knowledge about and insights into the vocational world of which he will soon be a part.

3. He must be assisted in thinking through relationships of his abilities and interests to the educational and vocational opportunities open to him.11

The implications of the objectives set up by Germane and Germane are that it is the obligation of high schools to determine each student’s abilities and interests, and to help him analyze and interpret these data with reference to his present and future problems as a wage earner and citizen.12

1. Vocational needs now and in the future must increasingly meet the needs of the student by giving

10 "Vocational Guidance in Boston," (Vocational Guidance Department, Boston Public Schools, November, 1935), p. 6. (Mimeographed.)


him a broad, sound knowledge of the kind and amount of vocational education required for a family of occupations for which he seems to have special aptitudes and interests.

2. Vocational education shall bring to the student a knowledge of the scientific facts and economic principles that are basic to a more effective understanding and appreciation of the trades crafts and semi-skilled jobs of a family of occupations in which he has capabilities.

3. Vocational education will be much concerned with developing in the student an appreciation of the economic and technological changes taking place in all occupations so that he will be better prepared to adjust himself effectively to drastic changes, if and when they come.

4. Vocational education must show the student that getting along with people is a basic factor in any kind of work. In other words it must show him the value and significance of character and human relationships, in any occupation.13

Mildred Lincoln made a survey of schools from all sections of the country to determine just what objectives administrators had in mind in offering occupational education and occupational guidance in their school programs. Seventy-five courses of study from the schools included in her study listed definite statements of objectives. She studied these and from their major points compiled in order of frequency of occurrence the objectives listed below:

1. To give a broad general survey of occupations in order to broaden the pupil's outlook on vocational life.

2. To bring out qualities of character and mental attitude essential for school or elsewhere, and to develop worthy habits of work and conduct.

3. To aid pupils to realize their possibilities, to enlarge their interests, and to develop their aptitudes and capabilities.

13 Ibid.
4. To give pupils a sound basis for intelligent vocational choice, and to assist them in the formulation of their plans.

5. To provide pupils with accurate unbiased sources of information about occupations, to train them in right methods of investigation, and thus to develop a technique for studying vocations.

6. To stimulate interest in the study of occupations, to prevent drifting, to protect from false means of guidance and to indicate the importance of developing 'self-guidance'.

7. To develop respect for and appreciation of all socially useful work.

8. To create a desire to serve and fill a helpful place in the world of work.

9. To study occupational relationships, to comprehend the significance of the interdependence of workers, and to see the part each worker plays in the whole scheme of society.

10. To study fundamental problems of occupational life in order that pupils may develop an intelligent and cooperative attitude toward these problems.

11. To encourage pupils to think seriously about several occupations in which they are interested and to help them secure and evaluate specific information concerning those occupations of individual interest.

12. To consider the worthy use of leisure as complementary to 'well-rounded' vocational life.

13. To give information regarding vocational opportunities and methods of obtaining work.

14. To study occupations of importance in the local community.

Lincoln's survey is perhaps the most indicative study which has been made in regard to determining the goals toward which a good occupational education and counseling program should be directed. It would be difficult to improve upon those objectives compiled from her study. A program which would approach them would surely measure up to the general concept of occupational education and counseling.

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Practices

Before boys and girls can decide on a life occupation they must have reliable information about many occupations in the world of work. No young person's judgment is better than the information that he has available. 15

Getting this information to the youth is not a simple matter. It can be done only when handled in a systematic, well-organized manner. One can understand this after he has checked the Dictionary of Occupational Titles and found that more than twenty thousand occupations are listed there. 16

Many techniques have been used successfully by schools in their occupational education work. Time and space would not permit a discussion of all of them, but some of the ones that seem most practical will be discussed briefly.

Direct teaching.--Some schools offer a course in occupations, which is taught in the same manner that history, civics, or economics is taught. It is usually taught as a freshman course and has as its purpose a foundation for further occupational education. A resourceful teacher can secure much information and employ many techniques to make this a worthwhile course.

Teaching through regular subjects.--A technique which is commonly used is instruction through regular subjects.


16U. S. Employment Service, Dictionary of Occupational Titles, Parts I-IV.
Each teacher prepares a unit of work which has as its objective to show the student the practical value of the course. After the unit is completed, the student knows what relation the course has to the "world of work;" this knowledge makes the course more meaningful to him. For best results this unit is offered early in the semester in order that relationship to the "world of work" may be observed and emphasized as the course progresses.

**Visits to places of employment.**—Visits to places of employment are used effectively by many. There is no information which takes the place of "first-hand information." The visits should be arranged so that there is an opportunity to talk with both employer and employee. Visits to exhibitions and places of employment are made in such a manner that they may be correlated with the course.

**Motion pictures and films.**—Many schools find that visual aids have unlimited possibilities for enriching and varying the study of occupations, because they make a situation appear vivid, natural, and life-like.

Films are not difficult to secure. They may be secured from many agencies free of charge. Information regarding them may be obtained from the Audio-Visual Department of the State Department of Education.

**Radio broadcasts.**—One of the newest educational tools being used for the enrichment and vitiilization of instruction
regarding occupations is radio. It may be used constantly to
supply timely information about workers in vivid and impres-
sive form. A turn of the dial will bring reports from the
world of industry, information on the variety and types of
positions which may be open, and advice from business and
professional men.

The use of graphic materials.—Some plans take advantage
of curiosity. Curiosity is a characteristic of youth. He is
always fascinated by the curious, or unusual. This character-
istic may be used to advantage in occupational education work
by using the bulletin board to display in a clever manner in-
formation relative to occupations.

The United States Census.—Another commonly-used device
is the United States Census. The opportunities of an occu-
pation, to a great extent, are determined by the number of
people engaged in the occupation. Both student and teacher
need to know where this information may be obtained and how
to use it.

The informative function of vocational guidance
can be partially performed by a proper utilization of
census reports. Figures are compiled showing the dis-
tribution of the different kinds of workers through-
out the country, and these figures may be related to
a number of other facts of distinct vocational sig-
nificance. . . . These statistics are available and
only wait their application to take a prominent place
in the preparation of youth for vocations.17

17H. D. Kitsch, The Scientific Study of College Students,
p. 80.
The United States Census is the most impartial source for this information, and it can be used as an effective teaching aid.

The Dictionary of Occupational Titles.—Many find that the Dictionary of Occupational Titles is a tool which can be utilized very effectively. It contains definitions for more than twenty thousand occupations. Scanning the dictionary alone gives the student an idea of the magnitude of the "world of work." The definitions are clear and give a description of the work common to each occupation.¹⁸

The school library.—Most programs utilize the school library; it can be used very effectively. The librarian can collect many bulletins and publications from governmental and business agencies free of charge. She can collect articles of interest and value from magazines and newspapers and file them in a systematic manner so that they will be available to teachers and students.

The librarian can also arrange an occupation interest corner in the library. She can keep an up-to-date bulletin board in this corner, cleverly displaying occupational facts. She can devise many plans for making the current publications available to the students.

Speakers.—Many schools find it very helpful to invite individuals engaged in various occupations to speak before

student assemblies on subjects such as the following: "How to Make Application for a Job with Our Company," "Factors Determining Promotion in Our Company," "What Does Business expect of an Employee?", and "Personality and the Job."

The school assembly.--The school assembly is used in some schools as an effective means of presenting occupational information through panel discussions of labor problems, talks by successful people, occupational quiz programs worked out by students and appropriately presented on significant days, and in many other ways.

Avocational pursuits.--Some authorities suggest that youths who are not interested in any particular occupation for a future that seems too far in the distance can be stimulated by cooperative activity in such things as school publications, hobby clubs, career clubs, hobby shows, and projects of similar nature.

Testing.--Most authorities seem to agree that there are three tests which are essential to any well-administered occupational guidance program. They are an "intelligence test," an "Occupational interest test," and an "aptitude test." Many other types have recognized value and may be administered, but the three types mentioned above seem to be considered by most to be essential. Several different companies publish these tests.

Cumulative records.--Apparently most programs place importance upon cumulative records. To counsel with a youth
wisely requires considerable personal information about him. A cumulative record must be kept on each student, if the school is to employ effective occupational counseling. The record should include information in regard to age, family background, scholastic record, results of previously administered tests, participation in school activities, interests, and school citizenship. A knowledge of these things will serve as a foundation on which to counsel.

Some schools design their own cumulative record cards and have them printed; others buy stock-forms from various school supply houses.
CHAPTER IV

CRITERIA FOR SOUNDNESS

It is the purpose of this chapter to set up criteria by which the sociological, psychological, democratic, and practical soundness of the program which is to be proposed in Chapter V may be tested.

Man is a "measuring soul." Down through the ages he has given evidence of a desire to know not only what he was doing but also how well he was doing it as measured by chosen artificial standards. It was this desire that led him to establish standards for measuring quantity, distance, time, and speed. All of his standards are relative or comparative, the new expressed in terms of the old, the unknown approached by the premises of the known. Thus the writer, true to the characteristic seemingly born in man, sets up criteria by which his plan may be measured against certain sociological, psychological, and democratic principles which seem to exercise a tremendous influence on man's life.

Ira Lee Lasater made a study of these principles and from them set up criteria for the measurement of a guidance program.1

In the criteria which follow the writer is indebted to him for many ideas.

Criteria for Sociological Soundness

Individuals of necessity are members of society. Since they are members, their development and growth must conform to certain principles of socialization, if they are to be useful to society and happy in their own environment.

Hollingshead makes the following statement:

The principles of socialization may be summarized in the thesis of this text: Socialization for a democracy must take place in a democracy. If a child is to develop the attitudes and abilities of cooperation, he must be given the opportunity of planning and working with others toward the achievement of common goals. If he is to develop a sense of personal responsibility, he must be permitted to live and work in a cooperative group. If he is to be self-directing, he must be given the opportunity of basing his actions upon the results of his own experience and intelligence.²

The foregoing principles of socialization are commonly accepted, and, assuming their validity, any educational plan which violated these principles would be doomed to failure. The following criteria are set up with that thought in mind:

1. The program provides the individual an opportunity for group relations.

2. The program develops desired group attitudes.

3. The program utilizes the problems of social adjustment which stem from school life and activities.

4. The program does not exceed the abilities and experiences of the students.

5. The program provides for continuous growth in the objectives.

6. The program encourages group thinking and group acting.

7. The program provides for the development of individual leadership.

8. The program provides training in group organization.

9. The program develops the ability to work harmoniously with others.

10. The program gives each person the opportunity to develop as an individual.

Criteria for Psychological Soundness

The application of psychology to education was the result of an early realization that progress in education should be based upon psychological principles. In 1889 Joseph Baldwin stated that no teacher could become more than a "copyist" unless he understood the principles of psychology and applied them to teaching. He believed that teaching should be conducted by "leading the learner to build his own experiences."3

Many educators today accept his theory, and all know that the fundamental principles of psychology cannot be ignored in a successful education program.

3Joseph Baldwin, Elementary Psychology and Education, p. 31.
Consideration has been given to those principles in setting up the following criteria:

1. The program motivates individual and group interest.
2. The program has as its primary objective the development of personalities.
3. The program encourages democratic school life.
4. The program is socialized in order to utilize the student's social adjustments.
5. The program is so formulated that the students acquire social patterns from the solution of their social problems.
6. The program makes provisions for continuous growth.
7. The program depends upon effective group thinking for effective group action.
8. The program depends upon effective group thinking for effective leadership.
9. The program permits group thinking to resolve itself in group action.
10. The program encourages group organization in the school program which consummates in effective group thinking and action.⁴

Criteria for Democratic Soundness

Mann defines democracy as "that form of government and

⁴Hollingshead, op. cit., pp. 77-97.
society which is inspired above every other with the feeling and consciousness of the dignity of man."^5

There are many definitions of democracy and many concepts of its philosophies. It is not the purpose of this study to analyze any of them. For the purpose of this study certain fundamental principles of democracy will be used as a foundation on which to build criteria for democratic soundness. Most of the principles upon which the criteria will be based are found in the Declaration of Independence and the Constitution; others are based upon the accepted practices of democratic people.

Any program which is to serve the people of a democratic society must of necessity be democratically sound, since it is an accepted psychological fact that "people become what they do." To be democratically sound, it must stand the following tests:

1. The program places importance upon the individual.
2. The opportunities and advantages of the program are open to all.
3. The program regards individual welfare and group welfare as interdependent.
4. The program reaches its goal through the cooperative efforts of its members.
5. The program encourages the development of leadership.

^5 Thomas Mann, The Coming Victory of Democracy, p. 19.
6. The program develops in the student a feeling of membership and importance.

7. The program develops in the student consideration for the rights and feelings of others.

8. The program develops in the student a strong sense of responsibility for the welfare of the group with which he works.

9. The program encourages each student to actively participate in group enterprises.

10. The leadership of the program is not autocratic.

Criteria for Practical Soundness

A human plan or program which lacks a foundation of common sense cannot long endure. An educational plan is no exception. If a plan is to be practical, its beginning must be practical; its operation must be practical, and its objectives must be practical. On the basis of common sense the following criteria for practical soundness are set up.

1. The program was formulated after a careful analysis of the need.

2. The program broadens the student's outlook on vocational life.

3. The program aids students in realizing their possibilities, in enlarging their interests, and in developing their capabilities.

4. The program develops worthy habits of work.
5. The program gives the student a sound basis for occupational choice and assists him in planning for it.

6. The program provides the student with accurate, unbiased sources of occupational information.

7. The program is integrated.

8. The program is flexible.

9. The program is continuous.

10. The program is whole.
CHAPTER V

A PLAN FOR OCCUPATIONAL EDUCATION
AND COUNSELING

It will be the purpose of this chapter to formulate a sound plan for occupational education and counseling for a small high school, and to test it against the criteria for sociological, psychological, democratic, and practical soundness set up in the preceding chapter. It will be understood, however, that the plan as proposed here will not function successfully in all small high schools because of the difference in organization, personnel, and need. It is the purpose of this study to formulate a sound basic plan which may be modified to meet the needs of different situations.

One will also bear in mind that it is not the intention of this study to formulate a complete guidance program. The plan which is to be proposed in this chapter is concerned only with the vocational phase of guidance.

An effort will be made to formulate the proposed plan in such a manner that it will comply with the requirements of the criteria for soundness. These criteria, which have been given in the previous chapter, should serve as a basis for testing the soundness of the program.
The Proposed Plan

Personnel

It is a generally accepted fact that the success of any program will be in proportion to the interest of those who are responsible for its operation. The one which is to be proposed is no exception. Interest is essential if the program is to function satisfactorily. For best results this interest must be created in the personnel before any plans of procedure are formulated. The desired interest can best be created by convincing the personnel of the need for such a program and soliciting their assistance and cooperation in the solution of the problem.

This procedure gives each individual a feeling of importance and responsibility which is essential to effective, democratic group action.

The superintendent.—The superintendent should furnish the over-all leadership for the program. It should be he who kindles the flames of interest for the program in the school personnel. He is also the logical person to furnish external contact. He can serve the program well by interpreting it to the community, discovering community wishes, encouraging community participation, seeking the cooperation of civic organizations, and keeping occupational education and counseling in the minds of the patrons of the school.

The principal.—The principal, who is responsible for the
coordination and supervision of the school program, should see that occupational education and counseling has its proper place. He should encourage its integration into the school program and assist the personnel toward that end. He should assist the counselor in the organization of in-service training. He should assist the personnel in making arrangements for field trips and other activities which vitalize the program. He should encourage both teachers and students to take advantage of the program, and he should work with the superintendent in encouraging community participation in the program.

The counselor.—The internal leadership of the program will be most efficiently assumed by the counselor who, by necessity in a small school, will be a part-time teacher. The counselor should be appointed by the superintendent after he has discussed the matter with the principal, whose responsibility it should be to keep the program coordinated. It is suggested that the principal not serve as counselor, since the disciplinary nature of his work is not always conducive to the relationship that should exist between the student and the counselor.

Careful consideration should be given to the appointment of the counselor. The success of the program, to a great extent, will hinge upon that position.

The counselor should be interested, energetic, possessed of good judgment, and have the respect of both students and
fellow teachers; however, respect is not to be confused with popularity in making the appointment. Popularity is not always a result of characteristics desired of leadership.

Franklin J. Keller says that the ideal counselor must possess the following characteristics:

1. The counselor should have a mind that can use knowledge whether it is obtained through experience, through formal teaching or otherwise.
2. The counselor should be a person of culture in the best sense of the word. The counselor should have a vast knowledge of the world and its ways, especially in the field of occupations. While that knowledge need not be encyclopedic, it certainly cannot be meager.
3. The field of occupations must be of special concern to the counselor. Not only must the counselor know what the possibilities are for future employment, but what are the roads of education and training that lead to them. The counselor must also know about people, the motives, the inhibitions, the quirks, the springs that make them the individuals that they are. The counselor must know about men, women, and things.
4. The counselor must be skillful in the employment of certain techniques—the technique of testing, the technique of interviewing, the technique of finding jobs and placing people in them, and so on.
5. The counselor must have both sympathy and objectivity. The counselor must be an integrated personality. The counselor must not be one of those who, in the desire to compensate for their own soul troublings, feel a mission to help everyone else. The counselor must be wholesomely energetic and at the same time delicately sensitive to the weakness of others. The counselor must, in fact, be a very extraordinary person.¹

Even though it is not likely that all of the characteristics listed above will be found in one individual, the superintendent should keep them in mind when he is appointing a

person as counselor and should approach the ideal as nearly as possible.

It is recommended that the counselor be allowed a counseling period for each one hundred students enrolled, and that the schedule be so arranged that the students will be available for conference at the designated period. A place should also be provided in which conferences may be held privately. It is not necessary for the place to be elaborately furnished or equipped; however, it should be comfortable and neatly kept. The only special equipment required is a filing case for cumulative records. In many instances the counselor's home room will serve the purpose well. Others may utilize the principal's office at a period when he has a class or other duties outside his office. The latter practice eliminates the necessity for duplicate records.

It is further recommended that the counselor be permitted and encouraged to attend conferences and workshops which would be beneficial to one serving in that capacity. Training received by the counselor in that manner may be utilized by the school in an in-service training program.

The faculty.--Other members of the faculty are not be be ignored. They are of vital importance to the program. They will correlate occupational education into their respective subjects, according to suggestions which will be offered later. It is suggested that the English department be responsible for
student autobiographies, that the mathematics department be responsible for the testing program, and that the librarian be responsible for securing and making available occupational information. This will relieve the counselor of considerable work and will add very little to the duties of the others, if they correlate it with their work.

The students.—In order to be successful the program must be vitalized by student participation. Class projects must be encouraged to originate from the needs and desires of the students by democratic processes. Student committees created in a democratic manner should be responsible for as many school activities of school life as their knowledge and respect for democracy will permit. Their ability and responsibility will grow with the program. It is suggested that a "career committee" composed of a representative from each class be appointed by the student council to assist the counselor and principal in carrying out the program. This committee will establish contact between student body and faculty. Most educators accept the philosophy that "we become what we do." By practicing democracy we become democratic.

Objectives

After the need for the program has been established and the desire for a program motivated, the personnel should be organized and objectives toward which to direct the endeavor
should be set up. The following objectives are recommended; however, others may be substituted or the ones suggested modified to meet the situation at hand.

1. To give a broad general survey of occupations in order to broaden the student's outlook on vocational life.

2. To bring out qualities of character and mental attitudes essential for school or elsewhere, and to develop worthy habits of work and conduct.

3. To aid pupils in realizing their possibilities, in enlarging their interests, and in developing their aptitudes and capabilities.

4. To give pupils a sound basis for intelligent vocational choice, and to assist them in the formulation of their plans.

5. To provide pupils with accurate, unbiased sources of information about occupations, to train them in the right methods of investigation, and thus to develop a technique for studying vocations.

6. To stimulate interest in the study of occupations, to prevent drifting, to protect from false means of guidance, and to indicate the importance of "self-guidance."

7. To develop respect for, and appreciation of, all socially useful work.

8. To create a desire to serve and fill a helpful place in the "world of work."
9. To study occupational relationships, to comprehend the significance of the interdependence of workers, and to see the part each worker plays in the whole scheme of society.

10. To study fundamental problems of occupational life in order that pupils may develop an intelligent and cooperative attitude toward these problems.

11. To encourage pupils to think seriously about several occupations in which they are interested and to help them secure and evaluate specific information concerning those occupations of individual interest.

12. To consider the worthy use of leisure time as complementary to "well-rounded" vocational life.

13. To give information regarding vocational opportunities and methods of obtaining work.

14. To study occupations of importance in the local community.\(^2\)

Practices

**Occupations course.**—A course in occupational education should be a regular course for all freshmen. It is suggested that this course be offered as a whole credit course in the field of social science.

Because of its nature, it is desirable that the course be taught by the counselor, since it will give him the

\(^2\)Mildred Lincoln, *Teaching about Vocational Life*, p. 8.
advantage of personal acquaintance with all of the students. This knowledge, of course, is of inestimable value in counseling. However, the course may be taught by any teacher who is interested and qualified.

It will not be the purpose of this course to achieve the objectives set up for the program. Its purpose will be to explore the "world of work" at home and away in order to give the student an understanding of the magnitude of the occupational world and to teach him how to analyze himself and the occupational opportunities which are open to him. The purpose of the course is to be "discovery," rather than "choice."

Harry C. McKown says:

No record of a pupil's likes or dislikes or occupational preferences should be considered permanent if guidance is begun early in school life. The student's first preferences will likely have little merit, because of his inexperience and his lack of ability to give serious consideration to them. As he learns more about the various vocational opportunities and also more about his own qualifications and possibilities, he will be more able to select intelligently. It is to his advantage to make a choice of a vocation as early as is consistent with wise choosing, but it is to his disadvantage if his choice is made before he is competent to choose as he might be. Making a choice as early as possible in the interest of preparation, and as late as possible in the interest of certainty, is a paradoxical statement of two sound principles underlying the selection of a vocation. 3

Many students go to high school lacking purpose in any form. All that they do is a result of chance. They change

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3 Harry C. McKown, Home Room Guidance, p. 168.
their courses according to whim. Often their decisions are determined by the prejudices of a "chum." In recognition of this situation and realizing the need for setting forth to pupils in an organized way the many interesting things which the world has for them, this course is advocated.

Dan H. Elkenberry makes this statement:

Education is made purposeful where young people are given such occupational facts and experiences as enable them to make intelligent choice of a life career. School work is motivated when such a choice is made.4

In light of the conditions discussed above, the following outline is offered as a guide for teaching the course.

OCCUPATIONS

I. An over-all view of the world at work

A. Interdependency of business and industry

1. Supplies and materials
2. Transportation facilities
3. Labor and management
4. Kinds of labor
5. Salaries, working conditions, benefits
6. Supply and demand
7. Geographical location
8. Economic status of the country
9. Available manpower

4Dan H. Elkenberry, An Introduction to Guidance, p. 162.
B. Departmentalized and assembly line production
   1. Mechanized system
   2. Cog-wheel performance
   3. Production standards
   4. Co-worker relationships
   5. Cooperative efficiency

C. The worker and his work
   1. Types of work
   2. Location of work
   3. Working conditions
   4. Social aspects
   5. Interest
   6. Future advancement
   7. Salaries relative to similar occupations
   8. Effect of the job upon home life
   9. Leisure time

D. Personal inventory
   1. Interest and desires
   2. Tests
      a. Mental
      b. Aptitude
      c. Interest
      d. Personality
   3. Physical examination
4. Personality profile
5. Chart and graph tests

E. Local survey
1. Questionnaires to be prepared
2. All areas to be covered
3. Employer and employee to be considered
4. Sources and value of information to be considered
5. Information to be filed and classified
6. Information of previous surveys to be brought up to date (a survey should be made by each class)

II. Finding a job

A. Job analysis
1. Select field of work
2. Break down field of work
3. Find job in Dictionary of Occupational Titles
4. Break down selected job
5. Consider
   a. Personal interest
   b. Qualifications
   c. Salary
   d. Distribution of workers
   e. Location of work
f. Chance for advancement

g. Leisure time

h. Social aspects

i. Sources of information

B. Field trips

1. Organize for trip

2. Plan interviews

3. Discuss observations

4. Discuss regular problems

5. Discuss unusual problems

6. Discuss personal problems

C. Personality analysis

1. Discuss personality

2. Discuss attitudes

3. Discuss cooperative work

4. Make personality inventories

D. Public relations

1. Prepare articles for the school paper

2. Prepare articles for the local paper

3. Prepare panel discussions for civic organizations

4. Prepare debates for civic organizations

5. Prepare a radio program

6. Prepare an assembly program

III. "Good morning world"

A. Interview with the personnel manager
1. Techniques of approach
2. Advantages of good grooming
3. An actual interview
4. Problems of the interview

B. Civic responsibility

1. Discuss local civic problems
2. Arrange with student committees to meet with civic organizations
   a. Observe methods of organization
   b. Observe business procedure
   c. Observe methods of problem attack
3. Committee report to class
4. Discuss report
5. Discuss value of open minds and comparative opinion

C. Focus information

1. Discuss individual problems
2. Discuss information common to the group
3. Discuss special interests
4. Discuss special aptitudes
5. Arrange individual conferences

One must bear in mind that the suggested outline will not meet the demands of all situations. It should be altered and revised to meet the need of local situations.
In order to avoid monotony and to secure student interest the class procedure should be varied through the use of informal discussions, talks by outside speakers, committee reports, individual reports, panel discussions, visual aids, debates, contests and games, objective tests, survey tests, book reports, case studies, reports of interviews and visitations, recitations, demonstrations, radio broadcasts, self-appraisal questionnaires (which may be mimeographed), and standardized tests.

It is suggested that approximately three months be devoted to each part of the proposed outline.

Teaching through regular subjects.--It is suggested that each subject in the school program be introduced by a short unit of work which will show the relation of the subject to life and the "world of work." When practical relationships are established, the value of the subject becomes apparent to the student, and his interest is usually increased.

This unit should be prepared in close cooperation with other teachers in the field so as to avoid contradictions and monotonous repetition.

In introducing occupational information through school subjects an outline should be made and topics allocated to teachers of different subjects in order to prevent overlapping. This procedure may change from year to year; for example, nursing as a vocation might be discussed in a science
class one year and in homemaking class the next year, thus bringing different points of view on the subject.

The following suggestion is given for offering occupational information through school subjects in grades ten, eleven, and twelve:

Through English: By means of themes on vocations, book reviews, oral topics, interviews, debates, and dramatization.

Through Mathematics: By considering the work of the architect, engineer, machinist, sheet metal worker, and statistician.

Through Social Studies: By discussing the banker, historian, ambassador, consul, city manager, other representatives of governmental agencies, occupational problems with which governments and individuals are concerned.

Through Science: By studying the nurse, doctor, bacteriologist, chemist, biologist, X-ray technician, physicist, and optician.

Through Art: By noting the work of the photographer, artist, and sculptor.

Through Music and Dramatics: By observing and studying the work of the musician, actor, and radio entertainer.

Through Homemaking: By introducing the study of the dietitian, cafe manager, waitress, cook, hostess, laundress, demonstrator of foods and household products, and the home demonstration agent.

Through Shop: By introducing occupations related to the type of training which is given.

Through Commercial Subjects: By studying about the typist, stenographer, accountant, bookkeeper, file clerk, private secretary, and office machine operator.

The objectives of the proposed program must not impose upon the objectives of the respective subjects, if teacher cooperation is to be expected. To prevent this and to insure deserved attention for the proposed program, it is

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5Lincoln, op. cit., p. 69.
important that areas of work be allocated as suggested above; however, the allocation must not be so definite in nature that the flexibility of the program is lost.

The school assembly.—The school assembly may be used to good advantage in the proposed program, but it is to be remembered that the programs must come from the desires of the students and must be presented through the cooperative efforts of the students under the guidance of a faculty member.

Programs prepared for students and presented to them offer little training of value and are practically void of student appeal.

It is suggested that the "career committee," which was appointed by the student council and approved by the administration, be responsible for making arrangements with the committee in charge of assembly programs for one "career program" to be scheduled each month. The "career committee" will then be responsible for making arrangements with different clubs, classes, organizations, and individuals for preparation of the programs and will be held responsible for seeing that they are ready at the scheduled time. If so desired, the career committee, by a student survey, may adopt a theme for the programs.

Debates, panel discussions, drama, exhibits, and speakers may be used effectively. It is suggested that the nature and purpose of the assembly be discussed with speakers. If this
is not done, they are likely to speak on a subject which bears no relation to the purpose of the program. It seems that "The Value of an Education" is a favorite subject of many guest speakers. Caution and tact should be exercised to see that the subjects of talks are appropriate and that they are treated in a manner in keeping with the purpose.

School publications.--School publications may be used to enrich the study of shorthand, typewriting, and office practice class work. The preparation of a weekly mimeographed school paper may be used to provide experiences for exploratory activity in many fields. The news gathering, advertising campaign, collection of commercial advertisements, stenciling, mimeographing, and distributing afford excellent opportunities for exploration in the field of business and clerical occupations.

The most effective use of a school paper for vocational guidance purposes is not to impart specific occupational information, but to arouse interest in extending an organized program of vocational guidance in the schools.

A page may be set aside for regularly featured news write-ups concerning vocational guidance; some appropriate designs may be mimeographed as headings for each column. For example, a series of articles on "Vocational Outlets of School Subjects" may begin with a design pointing out the significance of the subject under discussion. "Clues to Careers" may
be the title of another series of articles discussing courses, summer jobs, after-school work, hobbies, interests, sports, likes and dislikes, and other try-out activities. Comments on new vocational books may be interspersed when space permits.

A tabulated report of vocational choices as expressed on interest inventories and career conferences, including the names of the participants, may be used to keep the subject of career planning before the students.

An example of data from the United States Census may be used to arouse interest in examining the facts concerning occupations and salaries.

Lists of jobs held by previous graduates make interesting and thought-provoking newspaper data. A girl may have the impression that stenography, teaching, and nursing are the only occupations to consider and will have her interests widened by observing in the school publication the vocational choices of her schoolmates.

The school newspaper may publish the results of the occupational survey, which it was recommended that the occupations class make each year. The data will be interesting and valuable to students in making vocational choices.

The school yearbook likewise may be used as a means of italicizing the aims of helping students to plan careers. Photographs of discussion leaders, student chairmen, and various activities, accompanied by summaries of the year's
events, will promote a greater understanding and appreciation of the occupational education effort.

The staffs should be organized by the students under guidance of staff advisers. Student operation of the publications tends to develop personality, worthy work habits, leadership, and desirable group attitudes.

Hobby clubs.--The home room period or activity period may be used to offer an opportunity for stimulating environment by bringing together groups of students who have interests in common.

For these meetings faculty members may select leisure-time interests which they propose to encourage. It is usually found that the members of any staff are possessed with versatility which makes it possible for a large number of interesting groups to be formed. Membership in any one of the clubs should be open to any one who wants to find out more about a particular hobby, although it is suggested that students be encouraged to change groups at the end of each semester in order to explore, through participation, many varied fields.

It is suggested that teachers serve as advisers for subjects in which they are genuinely interested. Under the leadership of a teacher who possesses contagious enthusiasm pupils may be led on to a greater, more sustained, and more continuous effort to acquire and to retain knowledge than is possible by any other motive.
The club meetings should be planned and conducted largely by the students. In this way opportunity is given for the development of pupil initiative and leadership.

Certain activity periods should be set aside, for which it is suggested that club members secure individual hobbyists in the community to talk to them. Hobbyists who are stimulating in personality, rich in their interests, and masters in their subjects may be asked to offer specialized activity leadership. Some of the civic, service, and hobby clubs in the community may be asked to furnish an inventory of qualified activity leaders, many of whom will give assistance in sponsoring activities in their leisure-time interests. This mobilization of community resources broadens the program beyond the scope of faculty and pupil interests. Because of the infectious quality of their interests, these guest speakers, by their enthusiasm, will transmit to the students the beginnings of many absorbing hobbies.

It is suggested that the hobby groups meet during a school period in order that each student may be given an opportunity to become a member of one of them. Each student should be encouraged to follow one of the avocational interests which the school attempts to foster and direct; however, a study room should be provided for those who do not elect a hobby.

Student autobiographies.—It is suggested that student
autobiographies be written as class assignments during the first semester of the freshman year and that the autobiographies be returned to the students each year for revision. This practice will keep the autobiographies up-to-date and will tend to keep the student career conscious.

Tentative plan of courses.--It is suggested that the counselor have an individual conference with each student during his freshman year for the purpose of making out a tentative plan for his high school work. The plan may be changed at any time upon the request of the student. It is further suggested that the counselor be present with the plans during the registration procedure each year in order that desired changes may be discussed.

Testing.--It has been previously recommended that the mathematics department be responsible for the testing program, under the advice and assistance of the counselor. Many types of tests are available, but it is recommended that only those which prove practical to the program be administered. The ones commonly considered as practical are achievement tests, intelligence tests, interest tests, personality tests, and aptitude tests. It was previously suggested that the results of the tests administered in the occupations course not be recorded, since they were administered as class projects and were analyzed by the students. Their purpose was to familiarize the student with some of the means of human analysis and to give him training in taking tests of that nature.
It is suggested that the testing program be carried out during the sophomore year. Few electives are offered during the freshman and sophomore years in a small high school; the choice of electives begins in the junior year. The testing program should be completed during the sophomore year, so that the counselor will have valuable information necessary to wise counseling in regard to junior schedules.

The cumulative record.—It is suggested that a folder or envelope of a size convenient for filing be prepared for each student and that the following information be filed in it:

1. Family background
2. Health record
3. Scholastic record
4. Citizenship record
5. Activity record
6. Employment record
7. Testing program records
8. Autobiography
9. Tentative plan of courses

The accumulation of this material should begin in the first grade, and the folder should follow the student through his school life.

Some schools prefer to design forms which meet their needs and have them printed; others prefer to use stock forms which
are available from most school supply houses; however, either of these forms usually lacks the flexible characteristics of the envelope or folder.

The cumulative records should be kept in a place convenient to the faculty, and they should be encouraged to use them. Training in their use can be given in the in-service training program.

Placement service.—It is suggested that a placement service be maintained by the counselor for the seniors seeking permanent employment and for other students seeking "after-school" and "week-end" jobs. The experience of part-time employment is often of great value in making career decisions.

A follow-up survey would be a good project for the occupations class each year.

Application of Criteria for Soundness to the Proposed Plan

In order that it may better lend itself to application, each criterion set up in Chapter IV will be applied in question form to the proposed program. Each question will be answered by a brief discussion. Affirmative answers will indicate soundness, and weakness will be indicated by negative answers.

Criteria for Sociological Soundness

1. Does the program provide the individual an opportunity for group relations?
The program does provide the individual with an opportunity for group relations through class activities, projects, and clubs.

2. Does the program develop desired group attitudes?
The program does tend to develop desired group attitudes. Desirable group attitudes are encouraged by democratic group relations, and democratic group relations are brought about through school activities.

3. Does the program utilize the problems of social adjustment which stem from school life and school activities?
The program does utilize the problems of social adjustment which stem from school life and school activities. Problems of social adjustment which stem from school life and school activities serve as topics of discussion in classes, especially the occupations class, and they are also utilized in student assemblies.

4. Does the program exceed the abilities and experiences of the students?
The program does not exceed the abilities and experiences of the students. The program originates in the needs, desires, and experiences of the students.

5. Does the program provide for continuous growth in objectives?
The objectives of the program are based upon the needs of the group. Surveys are made annually to determine that need.
6. Does the program encourage group thinking and group action?

   The program does encourage group thinking and group action. All student projects and activities function through group thinking and group action.

7. Does the program provide for the development of individual leadership?

   The program does provide for the development of individual leadership. Individual leadership is developed through organized class activities, student assemblies, organized class projects, clubs, and publications.

8. Does the program provide training in group organization?

   The program does provide training in group organization. A part of the occupations course is devoted to group organization, and group organization is practiced in all school organizations and activities.

9. Does the program develop the ability to work well with others?

   The program does develop the ability to work well with others. The program accomplishes this objective by giving students the opportunity to work with others in school and community life.

10. Does the program give each person an opportunity to develop as an individual?
The program does give each person an opportunity to develop as an individual. It has as one of its principal objectives the development of the individual. The program attempts to discover individual interest, aptitude, and ability through its occupations course, its testing program, its publications, its clubs, its student activities, and its counselor. After the potentialities of the individual are discovered, he is guided into school work and school activities that will tend to develop him as an individual.

The criteria show the program to be sociologically sound in every respect.

Criteria for Psychological Soundness

1. Does the program motivate individual and group interest?

The program does motivate individual and group interest. Its activities are based upon the needs and interests of the individual and of the group. All class projects and the activities of school life originate in the needs and desires of the students. This factor tends to motivate interest.

2. Does the program have as an objective the development of personalities?

The program does have as an objective the development of personalities. It has as one of its principal objectives the development of the individual, and personality development is also stressed. A part of the occupations course is
devoted to the development of desirable personalities, and experience which contributes to the development of desirable personalities is made available to all through democratic class procedures and school activities.

3. Does the program encourage democratic school life?

The program does encourage democratic school life. It encourages democratic school life by the use of democratic practices and procedures. All school activities are organized and operated in accord with democratic principles.

4. Is the program socialized in order to utilize the students' social adjustments?

The program is socialized in order to use the students' social adjustments. The students are given the opportunity for social relationships through socialized class room work and school activities.

5. Is the program so formulated that the students acquire social patterns from the solution of their social problems?

The program is so formulated that the students acquire social patterns from the solution of their social problems. Social patterns are acquired by active participation in social things. The program makes provision for social relationship through school and community activities. Social problems which arise are discussed as a regular part of the school work.

6. Does the program make provisions for continuous growth?
The program does make provision for continuous growth. Through the counseling program the student is guided into school subjects and activities of school life which provide an opportunity for continuous growth.

7. Does the program depend upon effective group thinking for effective group action?

The program does depend upon effective group thinking for effective group action. The program was planned by effective group thinking, put into effect by effective group action, and encourages group thinking and action in all of its activities.

8. Does the program depend upon effective group thinking for effective leadership?

The program does depend upon effective group thinking for effective leadership. The leadership of all clubs, publications, class activities, and school projects is obtained as a result of group thinking.

9. Does the program permit group thinking to resolve itself into group action?

The program does permit group thinking to resolve itself into group action. The opportunity is afforded by active class projects, the school assembly, clubs, publications, and recreational activities.

10. Does the program encourage group organization in the school program which consummates in effective group thinking and action?
The program does encourage group organization which consummates in effective group thinking and action. The occupations course gives training in group organization and approaches and attacks its problems with group thinking and action. The same practice is used in all of the activities of the program.

The criteria show that the program is psychologically sound in every respect.

Criteria for Democratic Soundness

1. Does the program place importance upon the individual?

The program does place importance upon the individual, and directs all of its efforts toward helping the individual discover his interests and abilities and guiding him in their development.

2. Are the opportunities of the program open to all?

The opportunities of the program are open to all. All school subjects, activities, and services of the school are open to all, and the schedule is so arranged that desired opportunities are available to all.

3. Does the program regard individual welfare and group welfare as interdependent?

The program does regard individual welfare and group welfare as interdependent. It provides for the welfare of the individual and of the group; this factor implies that their welfare is interdependent, even though definite assertion is lacking.
4. Does the program reach its goal through the cooperative efforts of all its members?

The program does reach its goal through the cooperative efforts of all its members. The goal of the program is reached through the cooperation of the entire faculty, the entire student body, and the entire community.

5. Does the program encourage the development of leadership?

The program does encourage the development of leadership. Democratic and socialized practices in all school work and activities encourage the development of leadership.

6. Does the program develop in the student a feeling of membership and importance?

The program does develop in the student a feeling of membership and importance. A feeling of membership and importance is developed in the individual by placing importance upon him. If the program feels that he is important, it conveys that feeling to him. The program accomplishes this objective by helping the individual discover himself and by encouraging his participation in the activities of school life.

7. Does the program develop in the student consideration for the rights and feelings of others?

The program does develop in the student consideration for the rights and feelings of others. The occupations course
stresses the importance of harmonious group relationships and factors which contribute to them. Socialized school life and counseling are employed to develop desired attitudes.

8. Does the program develop within the student a strong sense of responsibility for the welfare of the group with which he works?

The program does develop within the student a strong sense of responsibility for the welfare of the group with which he works. It gives the student a feeling of belonging by placing importance upon him. A feeling of responsibility for the welfare of the group is a by-product of his feeling of belonging.

9. Does the program encourage each student to actively participate in group enterprises?

The program does encourage each student to actively participate in group enterprises. The program places importance upon each student and stresses participation in group enterprises as the chief means of his development.

10. Is the leadership of the program autocratic?

The leadership of the program is not autocratic. The program reaches its objectives through the democratic cooperation of all.

The criteria show the program to be democratically sound in every respect.
Criteria for Practical Soundness

1. Was the program formulated after a careful analysis of the need?

The program was formulated after a careful analysis of the need for occupational education and counseling as revealed by Chapter II. This procedure was followed because the proposed plan is a general plan which must be modified to meet the needs of individual schools.

2. Does the program broaden the student's outlook on vocational life?

The program does broaden the student's outlook on vocational life by making information on vocational life available to him through a course in occupations, regular school subjects, the counselor, clubs, publications, and school activities.

3. Does the program aid students in realizing their interests and in developing their capabilities?

The program does aid students in realizing their interests and in developing their capabilities. The testing program is utilized for the purpose of discovering interests and aptitudes, and the entire school program is directed toward developing them.

4. Does the program develop worthy habits of work?

The program does develop worthy habits of work. The occupations course impresses upon the student the importance
of worthy habits of work, and he is encouraged to develop them through active participation in school work, activities, and projects.

5. Does the program give the student a sound basis for occupational choice and assist him in planning for it?

The program does give the student a sound basis for occupational choice and assists him in planning for it. A sound basis for occupational choice is established through the testing program, through occupational information, and through counseling.

6. Does the program provide the student with accurate, unbiased sources of occupational information?

The program does provide the student with accurate, unbiased sources of information from such sources as the Dictionary of Occupational Titles, the United States Census, governmental reports, governmental bulletins, and other publications which the counselor and librarian consider reliable.

7. Is the program integrated?

The program is integrated into the school program through the use of regular courses, publications, clubs, assemblies, and the occupations course. It accomplishes its objectives through the whole school program. It does not function as a separate unit.

8. Is the program flexible?

The program is flexible. Its operation is not restricted
by definite and rigid plans. Its projects and procedures depend upon the needs of the students. All plans and outlines are subject to modifications which will better adapt the program to the needs of the students.

9. Is the program continuous?

The program is continuous. It guides the student in the choice of, and preparation for, his life's work during his entire school life. Continuity is accomplished through the counselor and integration.

10. Is the program whole?

The program is whole. It does not function in separate parts. It integrates itself into the whole school program.

The criteria show the program to be practically sound in every respect.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the preceding chapters is to develop a sound plan for occupational education and counseling for the small high school. Not only does occupational education and counseling meet the needs of high school students in the vocational field, but it also adds purpose and value to the time spent in high school by making the school program as a whole seem more meaningful.

The small secondary school has too long used the excuse of its "smallness" to remain traditional in thinking and training. Such traditional education deprives the individual, who is graduated from its established routine, of the ability to face adequately a complex and ever-changing world.

Chapter II presents the needs for occupational education and counseling in all schools, large and small alike. The need is established upon the basis of the increased complexity of our social and economic organization, rapidity of change in our social and industrial organization, changing character of the home, the community, and the church, and the increased demands of life in a modern democracy.

Administrators and teachers in small schools should be
as much alive to such conditions as those in the larger places. More than half the students of the State of Texas are enrolled in small high schools. The future of the State and nation and the future of individual students, graduated from small schools, depends upon an educational system which can prepare students to meet the problems of life which confront them.

Chapter III is devoted to a review of the modern concepts, objectives, and practices of occupational education and counseling. After considering the opinions of authors and the results of studies, it seems apparent that occupational education and counseling is a significant phase of all education, and that it helps an individual to make the best possible life adjustment by means of personal help which is designed to assist him wherever he goes in accomplishing his purpose to build the happiest and most useful life possible upon the foundation with which nature and previous experience have provided him.

In order to satisfy the measuring desire seemingly born in man, Chapter IV sets up criteria by which the plan that is to be proposed in Chapter V may be measured against certain sociological, psychological, democratic, and practical principles which seem to exercise such a tremendous influence on man's life. Down through the ages man has given evidence of a desire to know not only what he was doing but also how well he was doing it as measured by chosen artificial standards
which he set up. This desire led him to establish standards for measuring time, quantity, and distance. All of his standards are relative or comparative, the new expressed in terms of the old, the unknown approached by the premises of the known. The criteria of this chapter are based upon the following known and accepted facts.

1. Individuals are of necessity members of society. Since they are members, their development and growth must conform to certain principles of socialization, if they are to be useful to society and happy in their own environment.

2. The realization that progress in education should be based upon psychological principles, and that no teacher can become more than a copyist unless he understands the principles of psychology, leads to the conclusion that teaching should be conducted by leading the learner to build his own experiences.

3. Any program which is to serve the people of a democratic society must of necessity be democratically sound, since it is an accepted psychological fact that "people become what they do."

4. Any plan or program which lacks a foundation of common sense cannot long endure. Its beginning and its objectives must be practical.

Using as a basis the concepts, objectives, and practices reviewed in Chapter III, Chapter V formulates a plan for
occupational education and counseling for a small high school. The plan is formulated to comply with the criteria for sociological, psychological, democratic, and practical soundness set up in Chapter IV.

The over-all leadership for the plan is furnished by the superintendent, and the principal is responsible for seeing that the plan is properly coordinated and integrated into the school program. The counselor, who by necessity in a small high school is a part-time teacher, serves as director of the plan; it is his duty to cultivate in the personnel the occupational education viewpoint through various democratic techniques.

The plan makes occupational education the core of the school's activities, and each teacher is drawn into the program to perform duties commensurate with interest and ability. The more alert and progressive teachers are selected for the more difficult tasks, but all are tuned to the task of developing the individual. By making the most of various group guidance practices, such as socialized class discussions, school clubs, student assemblies, and interest activities, the plan effects valuable occupational education and provides many economies in the use of time, energy, and money. Such practices, supplemented by the use of cumulative records, a testing program, individual counseling, and a placement service, complete an adequate program for a small high school.
The criteria for sociological, psychological, democratic, and practical soundness which were set up in Chapter IV are applied to the proposed plan in the latter part of Chapter V. Each criterion of soundness is changed to a question in order that it may better lend itself to application, and each question is answered by a brief discussion. Soundness of the plan is indicated by affirmative answers and weakness by negative answers. Since the proposed plan was formulated to comply with the requirements of the criteria, application of the criteria to the plan shows it to be sound according to each criterion.

According to the criteria, the proposed plan is sound, and the adoption of such a plan of occupational education and counseling would aid in removing the small high schools of Texas from the group of schools that seemingly is preparing its youth for yesterday's world and from the group that does not appear to be preparing its youth for any real world at all.

Conclusions

After considering the data presented in this study, the following conclusions are drawn:

1. There is a need for occupational education and counseling in small high schools.

2. Small high schools can organize sound occupational education and counseling programs.
3. A sound occupational education and counseling program must grow out of the needs of the students.

4. A sound occupational education and counseling program must utilize community resources.

5. A sound occupational education and counseling program requires the cooperative effort of all school personnel.

6. A sound occupational education and counseling program must be continuous.

7. A sound occupational education and counseling program must be flexible.

8. A sound occupational education and counseling program must be integrated into the school program.

9. A sound occupational education and counseling program must be democratic.

10. A sound occupational education and counseling program must be vitalized with student participation.

11. A sound occupational education and counseling program requires the interest of the school personnel.

12. A sound occupational education and counseling program requires a follow-up program to determine its effectiveness.

13. A sound occupational education and counseling program must make provisions for continuous growth.

14. A sound occupational education and counseling program must provide unbiased occupational information from reliable sources.
15. A sound occupational education and counseling program requires democratic leadership.

16. A sound occupational education and counseling program must utilize the interests and abilities of the faculty.

17. A sound occupational education and counseling program must utilize problems which stem from school life.

18. A sound occupational education and counseling program must not exceed the abilities of the students.

19. A sound occupational education and counseling program requires a counselor who is capable, interested, and well-liked.

20. A sound occupational education and counseling program must reach its objectives through the cooperative efforts of the entire school and community.

Recommendations

After taking into consideration the conclusions reached by this study, the following recommendations are made:

1. That the proposed plan for occupational education and counseling, or a similar plan, be integrated into the programs of the small high schools of the State of Texas.

2. That the organization of the program be preceded by a community survey.

3. That the program be formulated to meet the needs of the students.
4. That regular follow-up surveys be made to determine the effectiveness of the program.

5. That community resources be utilized by the program in reaching its objectives.

6. That the program be vitalized by student activity and participation.

7. That opportunity for social relationship between the students be afforded by the program.

8. That an in-service training program for teachers be organized.

9. That proper means be used to interpret the program to the community.

10. That the program be made available to all students.

11. That the program be so planned that it will reach its objectives through group thinking and group action.

12. That all school personnel be utilized in the program in places commensurate with their ability and interest.

13. That arrangements be made for the counselor to attend conferences and workshops which will be beneficial to the program.

14. That community participation be encouraged in the program in order to create community interest.

15. That the program be formulated in such a manner that its flexibility will permit the utilization of school and community problems as they arise.
16. That caution be exercised in keeping the leadership of the program democratic.

17. That as much responsibility as wisdom will permit be placed upon the student in the activities of the program.

18. That the program not exceed the abilities and experiences of the students.

19. That each student be encouraged to actively participate in group enterprises.

20. That occupational education and counseling be incorporated into a complete guidance program.
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