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## Vocational Guidance

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## Chapter 1.

### INTRODUCTION.

The purpose in writing this paper is to determine to what extent Vocational Guidance is needed in our schools and to describe the method of administration used. Three large cities namely, Chicago, Cincinnati and Pittsburg have been described in their method of administration. Two smaller cities have also been described namely, South Bend, Indiana; and Hutchinson, Kansas. Since the guidance of students toward a career has always interested educated men, it seemed fitting that this paper include an outline of the history of vocational education and guidance from the beginning of the Christian era to the present time.

A chapter has been given to the Permanency of Vocational Guidance, that is the extent to which vocations as chosen by the junior and senior high school pupil, are lasting. As the movement is yet young not much has been accomplished in this particular phase of Vocational Guidance, hence little material could be gathered. That which appears in this paper is personal research.

Vocational guidance is concerned with the problem that arises when literally thousands of pupils are annually being dropped from school registers without, not only any, but even adequate, vocational training. It is becoming known that the limitations of pupils' mental ability, poorly motivated teaching, and too stringent and arbitrary standards of promotion are more than incidental causes for this elimination. The traditional attitude, that the educational opportunity is there and that the pupils may take it or leave it, can hardly be maintained any longer. Greater educational efficiency is the universal demand. Since it is really known that large numbers of pupils are educational problems, the school must revise its instructions to meet practical needs. It is then the course of study, that moves into the focus of attention; for vocational education, in the broadest sense, is the forcing of the adaptation of training to the needs of individual pupils.

Vocational education and guidance are often discussed as something apart from general education and as having no place in a scheme of public instruction. This is a false assumption which has arisen through the classification of vocations as exclusively adult activities, all thought con-

cerning which should be postponed until one's education or schooling is completed.

The vocational interest is manifested at an early age in the manipulative instinct, or, as it is sometimes called, the instinct of workmanship, and as in the case of all other life-activities, should be provided for in each of the administrative units of the school system; kindergarten, elementary, secondary and higher education. It is therefore the function of the school to prepare boys and girls for carrying on such activities in an efficient manner and to lead them toward higher activities. As Prosser has expressed it, "Each of the fundamental life-activities has a body of knowledge and a set of skills and attitudes peculiar to itself, and to that extent requires training for its complete mastery. The processes by which we acquire the knowledge, skills and attitudes essential to effective participation in these activities are educational processes. It is therefore possible, and indeed customary, to speak of health education, civic education, religious education, household arts education or vocational education. We do not mean, however, by applying these different titles that a given individual, because he may happen to be pursuing studies along all of these lines is receiving seven or eight different educations. We simply recognize the fact that his education is being pursued along the line of a number of different activities, all of which are necessary if his training is to result in the ability to live a well-balanced life. There is therefore, no warrant whatever for placing general education and vocational education in opposition to each other, seeing that vocation is simply one of the life activities for which provision must be made in any system of education which pretends to give preparation for complete living. Nor is there any warrant for assuming that all thought of vocation can be postponed until late in the adolescent period, and therefore does not necessarily concern the elementary and secondary school". (56:295)

Despite this, however, there is much circulating literature which disapproves vocational guidance and education in the schools. Nevertheless this does not discourage the advocates of vocational programs. They persevere with great confidence to accomplish their aim, to give to all children that material which they will most utilize as citizens and consumers. Experience has shown educators that the interests of children can be most easily aroused and made productive of good, when they are given material which appeals to them as being immediately worth while. Brewer tells

us this when he says, "The advocates of early vocational education have no fear that their propaganda will endanger liberal education. On the contrary they hold that the reorganization of education on a vocational basis will give motive for extended education and thus provide time and opportunity for liberal culture. They advocate the education of the individual along the lines of the greatest endowment and as broadly as possible. The antiquated liberal plan assumed that those who found books too much for them would drift into the ranks of manual workers and get on as best they could from there. In abandoning this view it is not necessary to go to the opposite extreme, namely, that pupils should be tested and all who prove to be skillful with their hands be trained for trades and those who show no aptitude for handiwork be left to drift into the professions. The one test is not more decisive than the other. Of the two, however, the second is less fraught with danger, for in the shop as well as in the classroom there is opportunity to discover pupils who are fitted to deal with theories and application for ideas." (15:14)

Any school subject or activity which results in a more intimate knowledge of the world, and how the people on it live, move, and have their being, is worth while in and of itself. Since seventy-eight percent of the male population and twenty-one percent of the female population of this country are engaged in lucrative occupations, a knowledge of the kinds of work in which these workers engage is an essential part of a truly liberal education.

Aside from the value which such a knowledge of the world's workers and work may have in providing a background for the selection of one's own life career, there is a distinct advantage on the social side. A knowledge of how the "other half" lives is an important factor in breaking down caste and social barriers and promoting a true spirit of democracy.

Prosser tell us that "Sharing the experience of others is the best possible way to a better understanding of their modes of thoughts and ways of life. Hence, it is desirable in addition to giving vocational guidance to provide opportunities for first-hand participation in a number of different occupations. This can be accomplished through vacation and after-school employments, as well as in regularly organized "in school" vocational courses. No amount of book-study will suffice to give the insight into an occupation which can be gained by a few months participation in that

occupation, even though that participation should be in a very minor capacity. The guidance value of vocational information is worth further emphasis at this point. The best way to motivate any learning process is, to bring the child to want to learn the task or process to be mastered. The worst method to employ is that of dictation or compulsion. It is almost as bad, pedagogically, to permit a state of indifference to exist without attempting to do something about it. Vocational guidance, and information skillfully assembled and imparted, is needed as a means of eliminating indifference and also making compulsion or dictation entirely unnecessary. " (57:267)

"Society no longer consists of <sup>the</sup> opulent minority entrenched behind their civic rights, and the slave bound majority who cater to their comfort and subsistence with fear and hatred on account of the power of life and death that is held over them. In these days the poorest individual possesses rights, open disregard for which would bring the most powerful into odium. The distribution of industries renders the adept in every mechanical art necessary, enables him to treat with <sup>the</sup> rich on terms of equality, and procures for him conveniences of life that in antiquity the wealth of Croesus could not have purchased." (18:166)

#### Definitions.

#### Misconception of Terms.

Many people, including teachers, consider the department of educational guidance an adjunct to the school, whereas it is both foundation and superstructure. From the earliest days of civilization we find the schools directing programs of study for those committed to their care. The teacher's vision of the field of vocational guidance has been blurred to some extent,

1. "Because the term has been confused with the type of limited education which seemed to be confined mainly to instruction in the manual arts.

2. "Because a few misguided enthusiasts claimed that it was possible to determine the exact vocation, and then select for the pupil the few necessary subjects, eliminate all others, and thus shorten the time spent in school.

3. "Because other misguided persons feel that "job-getting" was the important thing.

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4. Because we, who profess to see its possibilities, have failed to prescribe in an illuminating and convincing way the fact that vocational guidance is an inclusive field which invites and demands the co-operation of all.

There are some who are convinced that employers as a class are as much in need of vocational enlightenment, as any of the other parties involved. There are those to whom vocational guidance means the collection and distribution of information, and giving advice and suggestion based on that information, impartially to all concerned; and there are still those who believe that vocational guidance is but another form of vocational education." (59) As a result of this diversity of opinions, many definitions of vocational guidance have been formulated, each suiting the particular attitudes of the authors. These great varieties of differing definitions have created much discussion on the subject and have <sup>made</sup> many disapprovals therein.

To quote several of these definitions;

Hill tells us that "vocational guidance includes all systematic efforts under private or public control and excluding the traditional activities of the home, the conscious and chief purpose of which is to secure the most economic employment which they can most advantageously follow." (33:47)

Were the writer of this paper to meet no other definition of vocational guidance but that of Mr. Hill, she would be inclined to disapprove such an educational movement. This definition, opponents maintain, makes vocational guidance simply a movement towards efficiency alone. The writer quite agrees with the opponents to vocational guidance that from this definition, the sole purpose is to make for efficiency; it truly tends towards economical life excluding culture, character development, enjoyment of life and the giving of good example. Hence the writer excludes Mr. Hill's definition as unfitting for this paper.

Parsons, the father of vocational guidance in this country, gives the following definition, "Vocational guidance is to aid young people in choosing an occupation, preparing themselves for it, finding an opening in it, and building up a career of efficiency and success, and to help any,

young or old, who seek counsel as to opportunities and resources for the betterment of conditions and the means of increasing their economic efficiency." (59:14) Parsons' definition mentions nothing of the cultural or moral training which it is the duty of the school to give, although one can infer from the counsel element that both these phases of education are indirectly given.

Thorndike, the well known psychologist of Columbia University, says, "Vocational guidance is the scientific study of fitting the individual differences of human beings to differences in the work of the world." (13:101) Thorndike here makes no provision for the social, moral and intellectual life of the applicants.

Brewer, Director of the Graduate School of Education, Harvard University, presents this definition, "Vocational Guidance: A systematic effort based on knowledge of the occupations and on personal acquaintance with and a study of the individual, to inform, advise or co-operate with a person in choosing, preparing for entering upon, or making progress in his occupation." (15:228)

The Principles of Vocational Guidance as formulated by the National Vocational Guidance in 1924 says, "Vocational Guidance is the giving of information, experience and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it."

Bloomfield gives us the following definition for vocation which he takes from the new Standard Dictionary, "any occupation or pursuit for which one qualifies oneself or to which one devotes one's time; a calling." (12:17)

A final definition from Jesse B. Davis tells us that vocational guidance "Means the gradual unfolding of the pupil's better understanding of himself; it means the opening of his eyes to the broad field of opportunity in the world; it means a selection of and a preparation for his own best field of service as a social being; it means an awakening of the moral consciousness that will lead him to emulate the character of the good and great who have gone before; it means a conception of himself as a social being in some future occupation and from this view point the appreciation of his duty and obligation toward his business associates, toward his neighbors and toward the law." (20:17) The writer accepts Mr Davis' definition for this paper.

### Meaning of Terms.

The word gradual is used in this paper as it is defined in Webster's School and College Dictionary; "proceeding by degrees."

For the purpose of this paper the word unfolding is defined from the same source as "revealing, disclosing." Vocational Guidance is judged from Jesse B. Davis' definition therefore, to be an educational process by which the school reveals by gradual steps the possibilities inherent in an individual, which he otherwise would never discover.

What definition of liberal education or esthetic training could be more satisfactory to those interested in life? The fundamental concern of any education is a systematic development and cultivation of the normal powers of intellect, feeling, and conduct so as to render them efficient in some particular form of living or of life in general. It includes not only the narrow conception of instruction, to which it was formerly limited, but embraces all other forms of human experiences. It may be neither mainly esthetic, ethical, intellectual, physical or technical; but to be most satisfactory it must develop all these sides of human capacity. Davis' definition includes the true motive of vocational guidance. Hence we see that Vocational Guidance is one of the best educational programs administered to train our future generations, to make the world a better place to live in, a place where the masses can be happy by leading contented lives and by giving to others that right which the creative hand of God implanted in their souls "a right to life."

Vocational Guidance has arisen as a service from the modern desire of efficiency, not in industry alone, as its opponents maintain, but in education as well. The propelling motive of education is real and substantial service; it is an effort of man to develop his talents and capabilities so that he can contribute his portion to the work of the world and towards the progress of society. It is "to help young people to know something of vocations, to realize their opportunities, to decide on their future work, and to plan their education wisely" (26:565). These are the vital problems which should be solved very carefully with due regard to the limitations, abilities, resources and ambitions of each student. Experience shows that those students who

pursue the line of work in which their adaptabilities lie, will be greater successes than those who are placed into positions for which they have no liking, for such positions being out of harmony with the worker's aptitudes and capabilities effect only inefficient, unenthusiastic and distasteful labor.

## Chapter 11.

Need of Vocational Guidance.

Vocational guidance is an adjunct in any plan for vocational education. Both from the standpoint of the saving of time and energy on the part of the pupils, and of accomplishing desired results at a minimum of cost to the public, vocational guidance should have a place in any well considered plan for public vocational education. On this point Brewer says, "A system of vocational education based either on uncritical choice of occupations or on arbitrary assignment, or on the exigencies of the vocational school itself, is necessarily grounded on sand. Suggestion, chance fascination, occupations of relatives, accidental environment, desire to be with associates, and a hundred and one other erroneous bases, lead children to choose one course, rather than another; and in view of these facts there seems to be little certainty that they will use the vocational education when they get it." (56:296) Guidance in program making will off set the dangers of a false choice of studies and enable the pupils to tend toward the career for which he is destined.

What we have lacked, according to the community's complaints against school training, has been a larger and more fruitful contact between the school training and social situation of the child. "A very large number of our school children are not and cannot be oriented toward such specific occupations that their training can be made frankly vocational, and we would be turning our backs upon the best educational traditions if we should separate those who graduate from the grades or the high school into shops and offices, from those who will continue their scholastic training or who have no specific vocation before them. A democratic education must give our boys and girls the common education that all should receive, so diversifying its work that the needs of each group may be met within the institutions whose care and generous ideals shall permeate the specialized courses, while the more academic schooling may be vivified by the vocational motive that gives needed impulse to a study which may be otherwise unmeaning or even deadening. In so far as vocational guidance and schooling can become a part of the same educational process, just so far will the benefits of this close functional relation between the children's training and the life of the community pass over to all parts of the preparation of our children for life." (12:47) Hence we see clearly emphasized that

vocational training and guidance are normally linked together and serve as doors through which the community gains admittance, in the school.

### Misfits in Life

Much of the misery of to-day is due to the veritable army of misfits living in the world, unhappy because of unsuccess, and struggling in positions for which they have neither ability nor liking. While necessity may keep such individuals from seeking other and more congenial employment, the motive which prompted them to undertake the repulsive work they are holding, does not always prevent them from evading or slighting their duties. For this reason, many educators and social workers are convinced that vocational guidance is of more importance than vocational training, because it is their ignorance of the great field of opportunity in the world that has caused thousands of men and women to lead unsuccessful as well as joyless lives. Opponents to vocational guidance maintain that pupils are too young to definitely select a career, and waste time by shifting from one course to another. This statement may be true in many cases, but it is not true of the majority. For experience shows that where teachers and parents have at times disapproved of a career because of apparently insurmountable difficulties, the child succeeded better, very often, than his more talented school-mate. There are thousands of men wearing "white collars" and waiting in offices for work to come their way when they should be wearing overalls and working hard as excellent mechanics. Thousands of others are poor mechanics who would make excellent doctors, or lawyers or teachers. Very many girls who could do excellent work in some other vocation are doing work that they do not like and are not fitted for. Thousands of our country boys and girls have gone to the cities to take work that they can never do well, while thousands of others who might have made great success in some profession or trade in our cities, remain unsuccessful because of ignorance in what the world had to offer them.

On this point Davis says, "the great demand for vocational guidance has arisen from the evidence of so great a number of misfits in life and to prevent the accumulation of these misfits. The transformation now taking place in our educational system is big with possibilities for generations yet to come; but the changes now being made are not in the interest of industry, rather are they

made primarily in the interest of the individual child that he might become a contented, self-supporting individual successful and loyal to his community." (20:5)

On this same point Morgan in School Science and Mathematics (38. ) says, "The aim of education should be to develop thinking, feeling and willing beings, men who wear out but do not rust out, men of keen and accurate observation, sharp and logical reasoning, possessing the ability to use the knowledge gained in school to plan independently."

The present needs for competent guidance and counsel are reflections of that ever present desire for happier occupational adjustment and greater social welfare. Recent growing demands for trustworthy guidance to aid young persons in adopting their individual aptitudes to appropriate occupations, imply the need for vocational counseling, in order that vocational guidance service may attempt to diagnose the child's interests and capacities and direct his vocational educational choices. Choosing a life work is undoubtedly the most difficult, as well as the most important, task in life. It may be for this reason that so many men do not attempt to make a choice, but simply drift along with the tide, hoping to stumble on success, and because others seem to be more fortunate than themselves seek satisfaction in complaints.

Few men have decided early in life upon a definite calling, and prepared themselves for it. The majority of those who have done so have attained what might be considered a successful career. A vast majority, however, do not begin to think of the problem until they leave school. As a result they take the first work that offers. If this does not suit their taste, or promise to pay well, they change about, trying to find a more favorable opening. Those who learn to adapt themselves to circumstances by force of character attain success. On the other hand the evidence of the broken-spirited, the discouraged, and the rebellious in life, is sufficient to impress upon educators and all others interested in human welfare, the needs for more serious consideration of the problem.

"Know thyself" the maxim of the ancient Greek philosopher Socrates, was used by him as fundamental in his teaching. From it, one learns to be, in fact what one is, in possibility; to satisfy oneself, in the only way in which true self satisfaction is possible, by realizing in oneself

the law which constitutes one's real being. We must then go back to the wisdom of Socrates if we are to approach successfully our present problem, vocational guidance in the preparation for life.

### Offset False Guidance

Education is provided to pupils as a means for becoming useful members of society. Vocational guidance during this education prepares these pupils to make more wisely many important decisions which they are called upon to make throughout life; hence vocational guidance should be provided for in the curriculum and thereby offset the unwise and false methods of untrustworthy advertisements, ignorance and prejudices.

"The amount in character of false guidance which goes on," says Brewer, "is proof enough that the schools and other educational agencies should take up the work. Worse than quack medicines, because they poison the mind rather than the body, these attempts to give and to charge money for it, are crying aloud to young and old people just at the age when their desires for experiences and self discovery are greatest. Good citizenship, happiness, morality and social usefulness are frequently bound up with the choice of a vocation. Such a momentous choice can not be left to chance". (15:4)

"The latest gospel in the world", says Carlyle, "is know thy work and do it". Our future generation needs to acquire occupational intelligence and perspective, correct vision of relative possibilities rather than the mere desire to secure "jobs" without any consideration of their future career. Through the vocational guidance movement the pupils are inspired to broaden their vocational outlook and walk in the correct path to a destined goal.

School vocational guidance, therefore, should discourage and supplant any attempt to choose occupations by means of phrenology, physiognomy and other improved hypotheses. It must direct the students from the alluring short cuts to fortune, as are represented by advertisements in current magazines and newspapers; it must supplant these by trustworthy information and frank discussions with the children. The choice of an occupation must be an educational process in order to accomplish personal satisfaction and remuneration to these future citizens, as well as to society.

## Those Forced to Leave School

In the schools throughout the country we are shown by statistics that fully forty to fifty percent of the children are eliminated from the elementary schools before they have finished the grades, without acquiring thereby even a common school education. They are thus fitted for only the unskilled vocation. If these children find any employment, it is of such a nature as to be rather an obstacle than a stepping stone to their advancement. In Massachusetts, at the time of the Philadelphia Centennial Exposition, the Commission on Industrial Education reported that 25000 children between the ages of fourteen and sixteen were employed in the lowest forms of industry, and worked but half the time. They grew discontented and shifted from job to job in the hope of securing some advancement but failed. This constant unsuccess cast many of these children into habits of slothfulness and as a result useless citizens and misfits grew up. Our community in leaving the schools with their direction towards only one type of vocation, and the inadequate laws governing school attendance, is permitting this condition to continue and is more effectively guiding these unfortunate graduates from the fourth, fifth, and sixth grades toward unskilled occupations, than any system of vocational training could guide its graduates into skilled trades.

The school is the self-conscious expression of the community in child training and should be the central and organizing agency. "This it will become when it abandons its position of giving a body of doctrines and technique which find their justification in themselves rather in their value in conduct and in the vocations." (4:52) One of the greatest writers of the age Cardinal Newman agrees that the practical end of training in a University course is "that of training good members of society. Its art is the art of social life, and its end is fitness for the world." (48:177)

How much more so is such training necessary for children who must go out into the same world, from the grades, to make their own living, to assist others working toward the same goal and to be a fit member of society. "It must be through the child's vocation," says Bloomfield, "that he can get to the positions in which these often intangible acquirements of schooling will flower and bring forth fruit. Unless a child can get into life, he cannot have it, no matter how well he may be prepared to appreciate much that he finds therein. The school must envisage the whole life of the

child; but it must conceive of it as growing out of the child's first beginnings in the world after he leaves school. Unless the school leads the child effectively into larger fields, it is in vain that it has given him the chart." (12:55)

### Vitalization of School Work.

As we well know, the rapid elimination of pupils from the grades is largely caused by the eagerness of children to get to work. Some have to go to work as soon as the compulsory school period is past, but many do not need to do so. "They could stay in school as easily as not, and would do so if they felt that the school was really doing them any good," according to Bloomfield. "As far as they can see the tasks are in no way related to the impelling motive of a life career and so they drop out of school in the blind hope that they may find outside of school what they do not see that they are getting within." (12:55) This vocational interest should receive attention, therefore, from the school, as the pupils advance through the grades, because it is effective of becoming one of the greatest methods of vitalizing his work. We may desire to keep pupils up on a general or purely cultural training for a few more years, but it is a condition we have to face, not a theory. The school cannot escape the necessity of recognizing the vocational interests if it is to hold its pupils.

The growing definiteness of a youth's vocational aim may become a character forming influence and this is one of the reasons why an education for a calling is one of the very best foundations for a general education. Dewey tells us this when he says, "What the normal child continuously needs is, not so much isolated moral lessons, instilling into him the importance of truthfulness and honesty, or the beneficent results that may follow from some particular act of patriotism, it is the formation of habits of social imagination and conception." (22:40) By this he means it is necessary that the child should be forming the habit of interpreting the special incidents that occur and the particular situations that present themselves in terms of the whole social life. In fact it is about the preparation for a life career that all school activities should ultimately center. Fortunately there is no other interest more keen in normal boys and girls, and it is on this basis then, that the most important socialization of the curriculum is to be worked out. These two lines of connection

between the school and the future life flow one into the other. The strong interests of childhood are the forerunners of the dominant interests of manhood. They furnish the basis upon which vocational purposes gradually come to consciousness and develop.

This continuance of childhood interests into maturity has recently been studied and reported by Thorndike. He found a high correlation between interests of children in the upper elementary grades and the interests they possessed in their college years. There is a strong probability, according to this study, that what interests the child is really an index to what his adult ability will be, and forecasts with reasonable accuracy his vocational career. Such being the case, one may see how easily the general interests of the child in the life about him may be utilized, in connection with the "motives for life career". As Eliot well says, "This is a strong and lasting motive, and it should be developed as early as possible. Not that the child shall be encouraged to fix himself irrevocably to a certain vocation, and as early as possible begin to prepare for it, but rather that he shall, at first, in a general way, begin to look forward into the future, and, as he grows older, more and more definitely. He must feel increasingly that his present work may actually count in preparing him for his life work. This interest is usually so keen that it furnishes the **strongest** of motives for efficient work in the upper elementary grades and in the high school." (25; 196)

#### Need for Counsel.

Vocational guidance is essential in the schools of our modern world for every young person needs counsel, with all the information and assistance he can get. The decision of his choice of life work is the greatest of his life, and one on which the careful and systematic direction of experienced minds can give him the greatest help. The student must be trained to investigate himself in order to determine his interests, his limitation, and his capabilities. This can be accomplished by counselors, who will confer with them in a sympathetic and intelligent way, with open-mindedness and with a keen power of discrimination. This guidance which was formerly often given by parents, to-day belongs to the school. The inventions of the day, the hurry and

rush of life have eliminated almost completely the mutual assistance of parent and child which so characterized times past. The school should train each student to be self-sustaining, vocationally and otherwise; it should train him to be a self respecting individual deserving the confidence and approval of his fellows, to be capable of and willing to cooperate with them. It should not fashion every student in the same mould; but should as far as possible adapt the training of each pupil to his particular needs, interests and capacities.

Another need of vocational guidance is found in the high percent of failures in many high schools. The majority of these failures is found among students on the lower levels of intelligence. Under conditions existing in many schools these pupils have only a small chance of success for there is a lack of adjustment of the school to the pupil. In cases of this kind, advice should be given with reference to the subjects to be selected and other provisions should be made which will give children on all levels of intelligence a reasonable chance for doing successfully, the work which they undertake.

"Investigation has shown <sup>that</sup> in some high schools more than one-fourth of the children enrolled in certain subjects are judged to fail in the work which they undertake. The average percent of failures for mathematics has been shown to be in excess of 20, and only a little lower for Latin. Although it is necessary to maintain high standards, it seems likely that when such a large proportion of the students fail, our schools have not attained their highest degree of efficiency. Our schools are maintained for the purpose of preparing children for effective participation in the activities of adult life. When the work in a given subject is of such a nature that a pupil has only a very small chance of success, the school is likely to fail in its purpose, so far as this particular child is concerned. There is need for providing a curricula of such a nature that the students on all levels of intelligence will be likely to succeed when they make a reasonable effort." (44)

Employers have claimed that pupils coming from the schools lacked initiative, intellectual capacity, and habits of order and promptness, - qualifications which are necessary for success in their work. A similar complaint has come from the higher institutions of learning, the universities and colleges. Parents have also complained, saying that

even if they were willing to make sacrifices so far as to afford the children a prolonged term of training and education, it did not secure for the children any advantage in their future career, but on the contrary, often served to "train them away from the forge and the shop".

Snedden tells us that, "It is a function of education to see that our young people are fitted efficiently to discharge their responsibilities in the small groups, of which they will inevitably be a part. Membership in, and sympathy with, the large groups of civilized society are essential to the harmony of the social order; but active and properly co-ordinated participation in the activities of smaller groups is essential to efficient personal growth, individual efficiency, and ultimate usefulness." (62:345)

### Character Formation.

Preparation for one's life work is not limited to the mastering of certain subjects nor to the acquiring of certain skill or ability. Real success in any vocation is founded upon character. All the training of technical schools and universities will not make a dishonest man truly successful in life. It will not give him executive ability if he lacks human interest or social efficiency if he has never learned self-control. "Therefore vocational guidance is necessary to assist the ambitious youth to perfect his character and to develop the qualities which are demanded by his vocation, just as earnestly as he endeavors to master technique of his trade or profession." (20:87)

"Besides the development of character in the extension of vocational training," says Parsons, "the methods of general culture should be materially modified, if we are to give our boys and girls an adequate preparation for life and work, instead of preparation for passing an examination and getting a degree. The principal test should be the successful performance of things that have to be done in daily life, rather than the answering of a series of questions about a book or lecture course. Systematic and scientific training of body and brain, of memory, reason, imagination, inventiveness, care, thoroughness, truth, promptitude, reliability, sympathy, kindness, persistent industry, is what we need. Knowledge is excellent, but a man with knowledge only, without the power of original thought and the ability to put his ideas into effective execution, is little better

than a book. He contains a record of facts but cannot build or execute them. He may not even be up to the book standard of life if he has not learned to express and impart his knowledge. This is why college graduates, even those who stood high in their classes, often fail to make good in business. They are book worms, absorbing machines, but they do not know how to do things. They are really unfitted by their habits of passive absorption, for the active life of the business world. We must train our students to full powers of action, not only in football and athletic sports but in the various lines of useful work as far as possible, according to their aptitudes. We must give our students the power of thought and verbal expression that come with general culture. We must do all this in the formative period, before the progressive hardening of the system has taken the bloom from development and modifiability." (50:163)

Dewey advocates the same type of learning when he says, "that the particular task of education at the present time is to struggle in behalf of an aim in which social efficiency and personal culture are synonyms instead of antagonists." (21:144) Social efficiency as an educational purpose should mean cultivation of power to join freely and fully in shared or common interests. Culture makes this possible because one cannot share intercourse with others without getting a broader point of view and perceiving things, of which one would otherwise be ignorant.

The efficient, skilled worker must be a person of good personal habits, prompt, courteous, ready to learn, always willing to give his work the full stint of his ability. Most boys and girls who fail "to make good" in the work they turn to are not mentally or morally bad, but are defective in their training. They have never learned to be punctual or courteous because they have never supposed that these things mattered much. They lacked the motive of a life career, the motive which makes these things significant, which makes them strive for a character through which it may be possible to realize this motive. In a general education the pupil has little opportunity to develop his independent judgment or power of choice. "His own initiative should be called into play. The obedience and courtesy which the school exacts of him is given grudgingly because it does not seem to him to have any direct connection with success in his school work. It is natural for boys and girls to react against that sort of control which seems to be just for the teacher's pleasure. Consequently these children do

not get training for dependable characters that it is the duty of the school to give"(11:22).

Youth is the period of plastic growth and rapid development, the age of brain and heart when guidance is most needed. Society is responsible to every child for thorough development of body, mind and character, and a careful planning of and adequate preparation for some occupation, in which the youth will prove to be the best adapted. If this vital period is allowed to pass without the development and special training that belong to it, no amount of education in after years can redeem the loss. Society must, therefore, train all the children of all the people in an intellectual, emotional, and physical way as carefully as men are trained to-day for the higher professions.

A conspicuous characteristic of modern times is the active interest in the general welfare of human society. It is a time when men have become dependent one upon another. To meet this dependence, courses of instruction are planned in the schools to meet the needs of old and young alike. Our modern days bring us the period of life when each individual who would take his place in the world as a successful man must take his part in sharing the burden of society.

"These truths, it is the duty of educators to impress upon the students under their guidance," says Davis, "If they be looking forward to establishing themselves in certain vocations, they must be taught to enter a vocation because it will afford them the best opportunities for service. The vocational counselor therefore, must teach students the importance of selecting and studying well the vocation for which they are most fitted, its social obligations, and the responsibilities which a successful career will bring them as influential citizens in the community"(20 : 99)".

Society agrees with Brewer when <sup>he</sup> says, "With their entrance into high school, we shall <sup>find</sup> that many of our pupils feel ready to specialize for definite callings, while others need a continuation of broad experimentation. If we may judge by some observations already made however, even some of those who have decided on their occupations are subject to change of mind. Our school courses therefore must be strongly interlocked so that boys and girls may make needed transfers without loss of time."(15: 235). The teacher who is working for society both in our generation and in the generations to come, should be on the alert to find and use

.the vocational values in every lesson. His chief task is to act as an educational guide whenever this seems opportune. To do this the scope of classroom activity must be widened. Play, competition and various forms of self-direction, group effort and individual instruction should be utilized whenever this seems desirable. Debates in the history lessons, contests in mathematics, dramatics in the English class, exhibitions in drawing, all these show what may be done to open up the way for the discovery of talents.

To be socially efficient, an individual must be made industrially competent according to Dewey who says, "if an individual is not able to earn his own living and that of his children dependent upon him, he is a drag or parasite upon the activities of others. He misses for himself one of the most educative experiences in life. If he is not trained in the right use of the products of industry, there is grave danger that he may deprave himself and injure others in his possession of wealth." ( 23:139 ). Moreover the socially efficient individual must have the qualities of a good citizen both socially and politically; good citizenship which denotes ability to judge men and measures wisely, and to take a determining part in making as well as obeying laws. It covers all that makes one's experiences worth while to others and enables one to participate more richly in the worth-while experiences of others. Ability to produce and enjoy art, capacity for recreation, the significant utilization of leisure are important elements, more important than elements conventionally associated often with citizenship.

To be an influential citizen, a leader in one's vocation one must be socially efficient. In times past the school fostered the erroneous idea that social instincts must be suppressed as the school existed for instruction alone. As a result social impulses broke out into forms of outlawry and secret organizations became the dominating influence in the social life of the students. To develop social efficiency in pupils, not only must they labor toward this goal but parents must be instructed to co-operate if success is to be won.

"The greatest service that the parent can <sup>give</sup> to the child toward securing for it a successful career," says Davis, "is to lay a foundation of habits that form a worthy character. Early impressions are the ones most firmly fixed in the mind and the hardest to erase. The character of the home determines these earliest impressions. Homes where

prompt obedience is expected...where there is an atmosphere of intelligence and morality, where wholesome food, pure air and proper clothing are provided; homes where habits of living are temperate, where study and work are put first and play and amusements, though not omitted, are made secondary, -in such homes they are laying the foundation that assures success in any and every vocation in life."  
(21:133)

### Pupils Self Revelation.

Of all the many problems that are met in vocational guidance, that of analyzing the applicant is possibly the most difficult. It is the most dangerous phase of the work and one which the counselor should enter with fear and trembling. Helping to develop purpose, and to shape the careers of the eager, the ambitious and the skeptical is a task which calls for exceptional qualities of intelligence. Human judgment is frail and experimental psychology has not yet been reduced so as to be of final assistance<sup>n</sup> so important a feature in child life. The counselor must draw from the applicant his innermost desires and inspire him with self-confidence and a lasting determination to make the most of his opportunities. Faith, in himself, must be made the essential factor. For this reason the counselor must skillfully guide his client toward the realization of his vocational aim. The applicant can usually be advised to follow the course that will lead him to a better field of endeavor, but the actual solution of the problem depends not upon the counselor, but upon the applicant himself. He must be advised of this and persevere until the goal is reached. However, in all this guidance, it must be impressed upon the student that character counts of prime importance towards the ladder of success, that he must have the moral stamina to carry out the suggestions given.

Davis expresses these facts when he tells us that "Education in a democracy, both within and without the school should develop in the individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends."

(20:147)

Dewey voices the sentiments of many educators and other persons of experience when he says, "To find out what one is

fitted to do and to secure an opportunity to do it is the key to happiness. Nothing is more tragic than failure to discover one's true happiness in life, or to find that one has drifted or been forced by circumstances into an uncongenial calling." (22:10) Since in his opinion "it is the business of education to discover what each person is good for, and to train him to mastery of that mode of excellence, because such development would also secure the fulfillment of social needs in the most harmonious way," (22:368) the task revolving upon the school is no light one. A re-adjustment of the present curriculum is imperative in order to meet the situation. Whether the re-adjustment of the present school system be a gradual transformation, preserving the cultured, disciplinary and informational features they now possess, or whether a complete and sudden change be made, is at present a much debated question.

## Chapter 111.

An Outline of the Administration of  
Vocational Guidance.

The organization required for vocational guidance depends in large measures upon the size of the community which it serves and upon the existence of other organizations capable of rendering supplementary services. A small organization or even a single individual, can handle the work in a small place, but large cities require fully equipped bureaus for vocational guidance.

To illustrate the manner of administration used in different sized cities, the writer has selected three large cities, Chicago, Cincinnati and Pittsburg: and two small cities South Bend, Indiana and Hutchinson, Kansas. In these cities one or more of the four phases of the vocational guidance program namely Occupational Information, Training Program, Placement, and Follow-up have been described. The first two of these phases are included in the work of the counselor. The duties in general of this office are detailed as follows:

"The duties of the counselor may be modified to some extent by the type of school organization, by the size and kind of the school, by the other provisions for guidance activities and by the character and type of the community. The following duties are suggested in a comprehensive program of counseling.

## 1. Interview and confer with students:

- a. To assist pupils in making future plans in accordance with future vocational and educational possibilities.
- b. To assist pupils in making proper vocational choices.
- c. To acquaint pupils with provisions of the law governing school attendance, working permits.

## 2. Provide vocational information:

- a. Through personal interviews with pupils.
- b. Through occupational studies.
- c. Through vocational talks to students.
- d. Through handbook, containing occupational information.
- e. Through reference books and magazines.
- f. By arranging for outside speakers to address groups of pupils on certain occupations about

which they are familiar.

3. Make recommendation for needed adjustment.
  - a. Curricular adjustment to make school work more profitable for students.
  - b. Adjustments of employment to better serve interests of pupils.
4. Supervise and direct certain forms of research work.
5. Cooperate with inside agencies.
  - a. With the attendance department in issuing working permits.
  - b. With teachers in an effort to keep cumulative record of the performances of all pupils.
  - c. With placement office in placing pupils in desirable employment.
6. Co-operate with outside agencies.
  - a. With any social or other organization which interviews pupils or parents relative to change from one school to another, or change from school to employment.
  - b. With parents, and others interested in helping students to make proper adjustment in school and in employment.
7. Perform certain routine and clerical duties.
  - a. Fill in necessary forms for those who drop out of school.
  - b. Make record of those who withdraw.
  - c. Make reports regularly to the director.
  - d. Make reports to the placement office.
  - e. Gather and keep on file occupational information.
  - f. Have regular office hours for conferences with students, parents and others."

"In the work of organizing and administering a program of vocational guidance, the school administrator or director of vocational guidance will face many problems which he can solve only in terms of his own community, and his own organization. One of the first tasks, then, which the director of vocational guidance will have in organizing and administering the guidance program, will be to make a thorough study of his own problem, and from that study to deduce, formulate, and adopt, certain policies and principles, and to define and limit the scope of his responsibility and activities." (35) :

"The counselor's job is a delicate and difficult one, It

requires standards of preparation not expected of many other groups in educational work. In a comprehensive program, the work of counseling should not be left entirely to individual teachers who have little time from class work, but should be administered by full-time counselors. The co-operation and support of the teachers should certainly be gained, and they should be made to feel that they are a very vital part of the guidance organization" (35).

"The most successful guidance does not depend upon one or two teachers in a school, but upon the hearty co-operation of all the teachers; it must be inherent in the work of every classroom. Every teacher should catch a vision of his or her opportunity and should accept a share of the responsibility for the child's future... The child is the only object of the school; all studies and activities being the means and not the end of education. He should be guided through the maze of electives and even through the after-school days. No vocational guidance department, no matter how highly organized, can be effective without the sympathy and co-operation of the whole teaching force" (70).

#### Placement

The second big phase of vocational guidance is the "Placement." Placement is not a process which may or may not accompany other guidance functions but it is closely tied up and interrelated, as an integral part of the whole guidance program. It is an agency which can not successfully be operated apart from the school organization. To wisely assist young people to select and prepare for suitable occupations, the school should be responsible for providing reliable information concerning life occupations.

Placement is but one phase of the entire program of vocational guidance, but it is an important phase and one which school and vocational guidance workers cannot afford to neglect.

"The success of placement activities will depend to no small degree upon those who are actually responsible for carrying on the work. Following are some of the qualifications necessary for the efficient placement officer.

1. He should have a broad knowledge of educational and occupational advantages and possibilities, and know in detail the opportunities of his own community. .

2. He should understand his own function in relation to school administrators and employment managers, and be able to co-operate with both.

3. He should be able to establish and maintain desirable relationships.

4. He should possess organizing and executive ability.

5. He should be able to develop and maintain a publicity campaign.

6. He should have a good general education including a study of industry, education, sociology and psychology.

7. He should have special training in vocational guidance, occupational information, research and counseling.

8. He should have experience in various forms of social endeavor, and personnel work in industrial and commercial organizations" (71).

The duties of the placement officer are modified by the size and character of the community, the local, social and economic conditions, and other factors.

#### Follow-up.

The last step in a comprehensive plan of vocational guidance is that called "follow-up". Every scheme of guidance must make provision for systematic follow-up and supervision if it is to be complete. It has been well said, that any system of education breaks down if it does not continue instruction until the worker is established as a competent worker in his vocation. An adequate vocational guidance program should make provision for these young workers, at least until they are eighteen years of age.

"Whether the child be a part-time worker or a full-time worker, it is believed that the school should maintain a supervision over this young worker until he is firmly established in his chosen vocation" (71). The activities of the "follow-up" department are threefold namely,

Guidance and placement of pupils,

Community Co-operation,

Counsel and assistance both for employer and worker.

The work of supervision and follow-up has been considered of growing importance and it is imperative that it be carried on by persons properly equipped and trained.

1. "They must be tactful, sympathetic, and interested in young people.

2. His education should include a study of sociology, education, psychology and industry.

3. His special training should include a study of vocational guidance.

4. His experience might well include personnel work in industrial and commercial establishments, teaching and various forms of social endeavor" (71).

"An attempt has been made to briefly outline the organization of a comprehensive guidance program of the public school and to indicate the work it should perform. The spirit of modern education and modern industry suggests that such an agency can be of valuable service by giving occupational and educational advice and counsel to young people, as well as to serve as a clearing house for young workers and for the employer. This phase of the guidance program should continue to increasingly become a definite and functioning part of any comprehensive program of public education" (71).

With some modifications this plan is used in many communities. As will be shown in the following pages the program of large cities has been organized with an extensive staff of trained vocational guidance workers. In the smaller cities, chosen for this paper, it will be found that the members of the staff are less in number but sufficiently adequate to carry on the work in these places. The cities described are respectively Chicago; Cincinnati; Pittsburg; South Bend, Indiana; and Hutchinson, Kansas.

#### Chicago

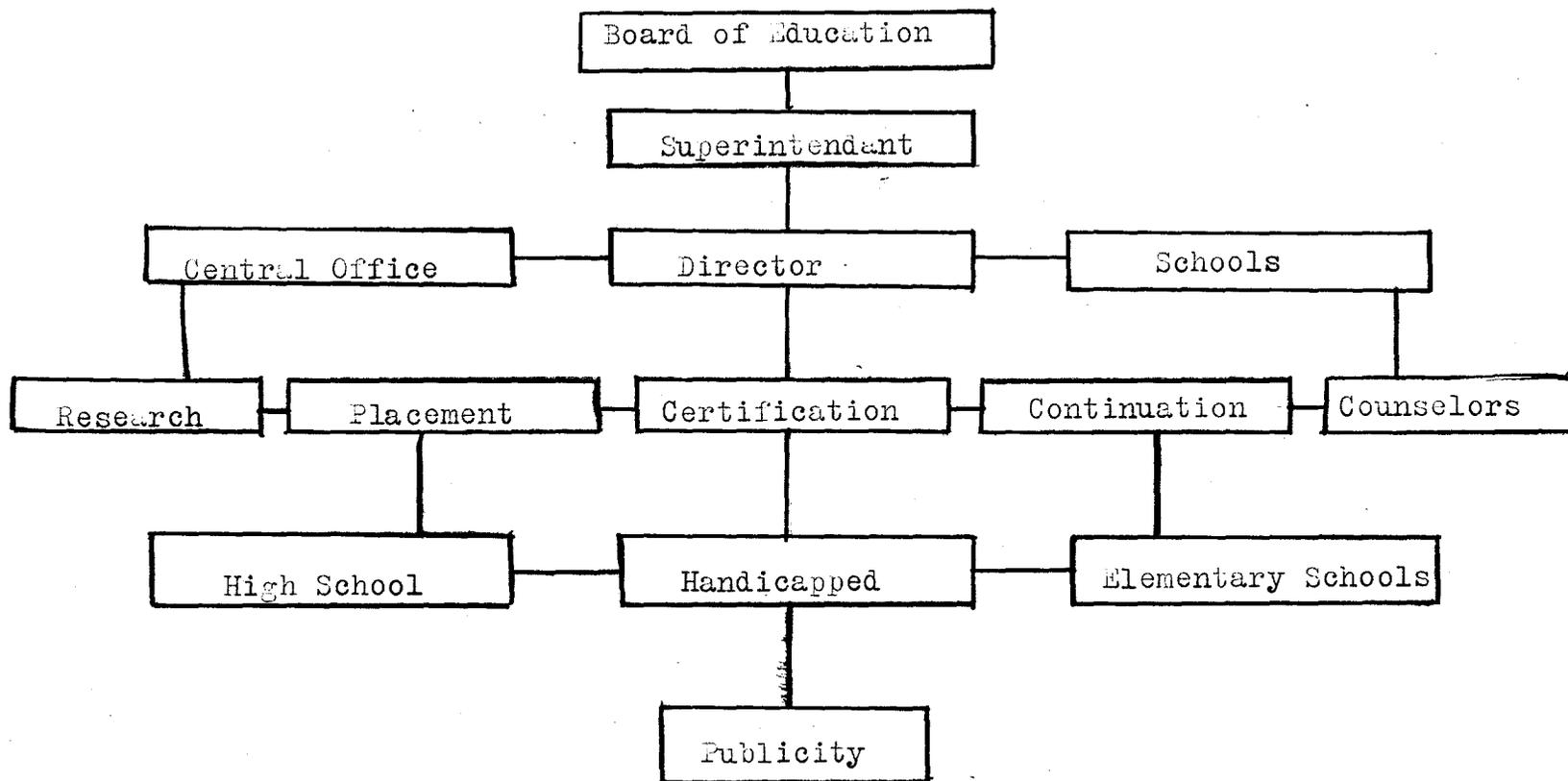
The vocational guidance bureau of the Chicago public schools originated in 1910 in the bureau of vocational supervision, which was established as a result of investigations made of truants and other non-attendants of schools. In this investigation attention was called to the inability of many children who started at a "job", as soon as the law allowed. Especially was the need of assistance to truant boys made conspicuous. "Because of the character of the homes from which these boys came and because of the helplessness of the boys themselves when they left the school, advantage was taken of the opportunity offered by this investigation to advise with them in reference to their choice of work, and to assist them to find work when they were unwilling or unable to return to the regular day school" (68:155).

This investigational experiment included inquiry not only into opportunities opened to boys under sixteen years of age but also into a careful study of the boys themselves. This study was made possible through interviews with them, their parents and teachers. The aims of this bureau were, to advise children about to leave school and retain them in school when possible; to place in positions those children who needed assistance in securing employment; and to follow up each child who had been placed, advising him to take advantage of every opportunity for further training. Definite

achievement in these plans were shown during the years 1911-1916, during which time the work was taken over by the public schools. Here a bureau of vocational counseling was established. It followed out on an extended basis the general lines laid down during the semi-private stage of the early bureau. In 1924 the vocational guidance bureau had a permanent staff working under a director immediately responsible to the superintendent of schools.

The diagram on page 29 illustrates the method of administration used in the Chicago Vocational Guidance Bureau. From this diagram the radiation of the duties as they emerge from the central agency to each division of the bureau, can be perceived. "The mutual support of these offices are as follows;

1. The central agency receives advice and assistance from special research committees and from an advisory council.
2. The advisory council is composed of interested individuals or of representatives of organizations whose activities relate them to the work of vocational guidance. It advises in planning the vocational guidance activities adapted to the community and assists in enlisting the co-operation needed when gathering information or when making placements.
3. Research, by persons qualified by experience and training, should be carried on to give assistance in solving such special problems as those connected with the guidance and protection of mentally or physically handicapped children, with aiding foreigners to adjust themselves to American conditions, with the promotion of the health of women workers and with the gathering of information needed for legislation.
4. Vocational counselors are needed in schools or other institutions whenever there are persons whose satisfactory guidance requires many individual conferences.
5. Since vocational guidance must concern itself with young persons found in the public schools, and since this activity is related closely to the general economic welfare of the community, it is advisable that the agency undertaking the work should be a part of, or closely affiliated with the publicly supported educational system. This will promote the co-ordination of vocational guidance activities with the work of attendance and certification officers, and of persons giving physical and mental tests and of persons engaged in developing means for supplying school children with vocational information and education.
6. The intelligent interest and co-operation of all teachers should be secured, by means of teachers' meetings,



reading circles, and institutes."(54).

"All members of the staff in the Vocational Guidance Bureau are called upon to advise and guide the children toward an occupational choice and to help them in their preparation for life's work. In school districts, advisers are assigned to assist the principals and teachers in working out a Vocational Guidance program and to promote in the schools the study of occupations. A teacher is appointed as vocational advisor in each high school program and the amount they are able to accomplish varies in consequence.

#### Certification

"The issuing of employment certificates to minors between fourteen and sixteen years of age involves careful inspection of proofs of age, school records, kind of employment promised the minor and a thorough physical examination of each applicant by physicians employed by the Board of Education"(54). These records are carefully preserved with other records of the family history and with records of the progress which minors make in their occupation.

"The Placement Division is maintained to assist the youthful worker in finding a suitable employment under approved conditions and with intelligent appreciation of opportunities ahead"(64). The placement office is an agency especially adapted to the needs of juniors and to employers of beginners. Placement and not elimination is the objective as it is the objective of every school system. It places every child where he can do useful work or receive needed training and care.

In carrying out the activities just described the Vocational Guidance Bureau of Chicago has published literature dealing with the training necessary in various trades and professions, also "occupational studies" giving general information about the fields of work including the kind of education necessary for each specific occupation, historical sketches of the different fields, the nature and importance of the occupations.

Visits to the Chicago Bureau of Vocational Guidance enabled the writer to draw up the diagram on page 29 illustrating the branches of the bureau in its radiation from the director to the several offices of the Department. During this visit, copies of the literature mentioned above were received and each one carefully read. The writer learned from these visits that the field of certification, in its issuance of work certificates was the seat of the principal activities during the war. Since that time, the dire need

for working certificates has been greatly diminished, as so many children have not been forced to leave school. The activities of this office have been lessened greatly, although the retention of it is an absolute necessity for the great numbers who still apply for certificates. During the summer of 1926, over 7000 certificates were distributed.

Much "follow-up" is carried on through correspondence, but in districts where follow-up is carried on for workers who graduated from the fifth, sixth and seventh grades, one night a week is set aside to meet these workers at a centrally located office. The children who attend these meetings are those generally who have been dissatisfied with their "jobs" and wish to transfer to other work. Usually the high school students and other well placed and contented workers, are satisfied enough not to need advice and assistance and refrain from attending the meetings.

Through conversation with the Vocational Guidance Supervisor at Lindbloom High School of Chicago, the writer discovered that the greatest practical feature of the Bureau there, was confined to the commercial and technical departments. The work of the Supervisor lies mainly in the conference phase. Through these conferences she secures information as to the vocational tendency of the individuals, being careful at all times not to stress or exert definite influence toward any one particular vocation. She guides the applicant by giving him reading matter on the particular occupation he has selected. If the applicant changes his liking from one occupation into another, she assists him in his new choice as she did in the first one. This is her particular work. The "placement" is the work of the commercial and technical departments which locates students in positions; the "follow-up" is carried on at the main Bureau of Vocational Guidance and not in the branch departments of the various districts.

At the Englewood High School of the same city, the writer was given free access to the private files of the Vocational Counselor, Miss Campbell, whose work embraces the different phases of the Vocational Guidance program in which counseling, program training and adjusting, part-time schooling, placement and follow-up are excellently planned. Miss Campbell tried to work out the "follow-up" phase of her office through correspondence with the students concerned, but found that such work is tremendously heavy to carry on alone, so she manages this phase of her work in other ways.

When the freshman classes are formed at the opening of each semester, Miss Campbell distributes to each member of the class an index card, on which is preserved all the data that she gathers during conferences with students. When this card is filled out, it is filed and kept for at least four years after the student graduates. Miss Campbell confers with each student privately during the first week of the semester, assists each in making out a program if such be necessary, and assures each pupil of her hearty co-operation in any plans or difficulties that he may develop during the year. Any special conference he may have with her is carefully recorded on this card and filed for future references. Through this card system, the vocational guidance and educational work is well started for each pupil entering the Englewood High School.

The work of guidance throughout the school is carried on also by literature which is distributed to the inquiring students; through lectures by men of the different occupations throughout the city; and by field trips which include visits to laboratories, to factories of various kinds, and to the industrial centres in which vocational possibilities for the students might exist.

Miss Campbell's work is productive of much good to the pupils, many of whom would have had to leave school entirely had she not, through conferences, discovered domestic and financial difficulties, which were leading to the pupils' elimination from school. She secured part-time positions for these students through which they were enabled to relieve the distress at home, and at the same time remain in school happy girls and boys. The vocational guidance work carried on at Englewood high school is real personnel work.

#### Cincinnati

The vocational guidance movement has been introduced into a number of elementary schools of Cincinnati, and has undergone a considerable development in a few Cincinnati high schools. The movement had not advanced far in this city before teachers realized that vocational guidance should be an educational process, and that the life-career motive should be used as a means for prolonging the period of school life.

The Bureau of Cincinnati does not aim to give vocational guidance. It concerns itself more with the safe guarding children from dangerous work, supervises young workers in industry to make sure that they are not injured by undertaking work which is dangerous or hours which are too long,

it finds for young people positions which are carefully selected to furnish the best chance of success, and it furnishes friendly advice designed to help respecting employers. Its scope is broad in that, "It secures scholarships for bright boys and girls who want an education, but cannot afford one unaided and it secures supervision for the feeble-minded young people who may under favorable conditions be able to earn a living.

The Bureau is divided into eight departments;

1. Child Labor and Placement.
2. Child Attendance and School Census.
3. Psychological Laboratory.
4. Scholarships.
5. Supervision of the Feeble-Minded in Industry.
6. Adjustment Offices.
7. Occupational Information.
8. Special Research." (69)

The personnel element which begins with the eighth-grade continues throughout the high-school course. It is done in a systematic manner, and with that sympathetic interest characteristic of the true teacher. The plan is to schedule on guidance record cards, those general characteristics which influence the vocational success or failure of the individual.

But the phase of vocational guidance which is most in evidence, is the systematic effort to keep the life-career motive before the students throughout the four years of high-school and give them information which will assist in the choice of a vocation. In the first and second years the most important duty is to follow up the failures and to use, along with other incentives, the life-career motive as an important influence in getting pupils to do a better grade of work.

The Child labor and Placement office has functions in helping any young person of legal working age who is leaving school (public, private or parochial) to secure employment suited to his training and capacity. The bureau does not help the child to plan for advancement as the real Vocational Guidance functions; but it administers to all children, feeble-minded, bright, and dull whether they are in public or private institutions. This makes its administration policy much broader than in many cities where the Bureaus concern themselves explicitly with public schools children.

### Pittsburg

Under the direction of Superintendent Dr. Wm. M. Davidson the Vocational Guidance Bureau of Pittsburg, has made great progress. Dr. Davidson realizing that co-operation among high schools was a necessary factor for satisfactory progress in guidance, made provisions accordingly. He provided that the direction of the Department be given to one of the high school principals and that the counselors should be members of the high school faculty.

"It was the Superintendent's thought, from the beginning, that guidance and placement should be clearly differentiated, but that they should be articulated as closely as possible. The organization of the Department, therefore, has two major subdivisions, guidance within the schools and placement, including subsequent guidance in occupation" (55). The fact that vocational guidance should be inherent in the school system rather than an extra school function, induced the Superintendent to create a Vocational Guidance Staff which serves as the Directors' Cabinet. This staff is as follows:-

- (a) The Director of the Department, Chairman.
- (b) The Associate Superintendent in charge of vocational education and guidance.
- (c) The Principle of the Continuation School.
- (d) The Official in direct charge of the Public Schools Employment Service.
- (e) Two high school counselors.

The work of guidance in the schools is carried out through instructions, through guidance literature sent by the Director to the several principals of elementary and high schools, and through the services of the high school counselors" (55). Each high school has one counselor. Guidance permeates the entire school from the kindergarten through the senior classes and even after children are working. The chart on page 35 represents the agencies through which Vocational Guidance is emphasized and the grades in which they operate.

### Homogeneous Grouping

The homogeneous grouping used in the Pittsburg schools is made possible by the I.Q. tests given the different classes of Junior High School students. The use of such test scores, on educational achievement tests and teachers' ratings enables teachers to divide pupils into groups which are unquestionably more nearly similar in ability, than any other plan of grouping which has hitherto been available.

## Public School Grades

K	1	2	3	4	5	6	7	8	9	10	11	12
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Project Method of Teaching

Carnegie Library

Visits to Industries

Social Science Studies

Vocational Guidance Letters to Homes

Educational and Vocational  
Counseling

Story Telling

English-Occupational Studies

Dramatized play

Dramatization

Trade Training

Student Class Clubs

Assemblies

Homogeneous Grouping According  
to Tests

Placement

Try  
out  
coursesElective Studies and  
coursesMaking-good-on-the-  
job Literature

Part time courses

Provocational  
coursesSales  
manship  
Train-  
ing

### Try-out Course.

"The purpose of this phase of Vocational Guidance is to discover the aptitudes or abilities of the students. These courses are carried out in the General Shop where six kinds of work are given for the seventh-grade boy. In the eighth grade, the "try-out" basis is used also and courses are developed and organized from the results. These give try-out experience to students so that they can see, after actually manipulating in the different courses, just the one which is best for them. At the same time the teacher can determine wherein the capabilities of the students lie. If they fail at the end of this course, they are not deprived of promotion, provided their core subjects have been passed. It is the semester's work which counts toward promotion to the ninth grade. The try-out work is used as a guide to the student, whereby he can determine its suitability to the life career motive he has" (55).

### Counseling

Counseling is another phase of the high school guidance program in Pittsburg. The school counseling is usually well developed and organized. Emphasis is placed upon the educational rather than upon definite vocational guidance. Day schools and continuation schools offer vocational training to girls, in the commercial field, and to boys, in both the commercial and industrial field. This is done twice a year once, in group conference and once in individual conferences, in which selection of courses is discussed. In the senior high school, counseling is held with pupils and parents. At these meetings, the need for vocational information is made known, the study of vocations is stressed, and thorough preparation of school tasks is urged. This type of counseling is done at the beginning of the semester of class 9B.

The 10B. pupils are convened at regular intervals for the purpose of learning the industrial opportunities which Pittsburg offers young people.

In meetings of 10A. and 11B. classes, special attention is given to educational counseling.

In class 11A. personal conferences are held to assure the counselors that the student knows what is to be done during his senior year as to vocational aims or college requirements.

In 12B. brief talks are given to special classes, or groups, setting forth the purposes of local placement offices.

In 12A. classes, the counselor meets all the pupils (personally) who may need his assistance in arranging for any after graduation work especially in arranging for college entrance. For those not going to college, conferences are held by representatives of placement offices.

The placement work of the department is handled by two separate offices, one for children between the ages of fourteen and sixteen years and another for persons between sixteen and twenty-one. The office concerned with the children under sixteen years of age is located in the "continuation school" where certification and vocational guidance function. The placement office is in a building located in the center of the business district. The superintendent of schools has ruled that all children, of the ages fourteen to sixteen applying for certificates, report first to the juvenile placement office for vocational advice. This is an important feature of the Pittsburg guidance program.

The Vocational Guidance Program has been given a special department in Pittsburg, as the necessary phases: Occupational Information, Outlining Training Programs, Placement, and Follow-up have been recognized and special methods for carrying these out have been employed. The work of Vocational Guidance in this city is rapidly progressing into Personnel Service.

#### Hutchinson

The educational and vocational guidance work in the schools of Hutchinson, Kansas, a town of about 26,000 inhabitants has been progressing slowly through the last two years. "In the spring of 1925, two classes in occupational information were organized as an experiment. The following year regular classes were organized and the work was required of every seventh grade pupil in one junior high school and made elective in the other one. This year the course is required in both schools. The classes meet two and three times a week, giving ninety class periods of sixty minutes each, to the work during the year.

"The unit project plan of presenting the work is used. First, lessons are devoted to the orientation of the pupils to the junior high school organization and to an explanation of the purposes and methods of the course. Second, attention is called to the ways in which the junior high school differs from the school they have been attending and the reasons for these differences. Third, an explanation of the marking system used is made. Fourth, it is clearly explained that the course is designed to give the pupils information which should help them in choosing, preparing for, entering upon, and succeeding in a life work. Fifth, after this introduction, the time is given to the study of the nine fields of occupations as listed by the United States Census. In each of the nine project units several of the more important

workers, chosen according to the interests of the class are studied, and then the field as a whole. Since the pupils are grouped in sections according to the results of mental tests and teachers' judgment, it is possible to stress the occupations and phases of the work and preparation which are of most value to each group. The aim is to give the pupils a view of the world's work that they may have a better understanding of and sympathy for all workers as well as a background for a wider choice of their own vocation. Another aim is to develop a method of studying any vocation showing that in choosing a life work it is necessary to consider such points as the value to society, the work done, the remuneration, chance for advancement, effect on the worker and his family, advantages and disadvantages, and requirements" (63).

"It is hoped that this occupational information may furnish a background for educational and vocational guidance, therefore, some time is spent in the explanation of various courses and subjects offered in the high schools that a better choice may be made. It is the plan to continue the occupational information work in the ninth grade civics classes, giving more attention to the guidance of the individual in his choice of vocation and his plans for future education. Probably six weeks or thirty periods will be given to this work" (63).

In the home rooms there is taken up first, a course on "How to Study," followed by instructions on the "Use of the Library", and then "Manners and Conduct in and out of School." The home room teacher establishes a close contact with her pupils whereby she is able to help them with their individual problems. The teachers meet once a week for the purpose of discussing the problems of the home room and plan methods of meeting them.

Each home room elects a member for the student council, the president of which is elected by the student body. This council determines many of the policies of the school and reports to the home rooms.

"Considerable opportunity for vocational training and try-out is now offered in the Hutchinson schools. Each of the junior high schools offers a good course in Manual Training which includes mechanical drawing, wood working, sheet metal work, and electrical wiring. In the senior high school last year a Printing Department was added and this fall courses in Mechanics were instituted. Good courses are offered in Home Economics, Journalism, and Commercial departments, the last named placing many pupils in the local business establishments" (63).

The visiting teacher is another very helpful agency in the guidance work of this city. "Five years ago Hutchinson was chosen by the National Visiting Teachers Association as the thirteenth city for demonstration purposes. The visiting teacher sent here worked part of her time in one of the junior high schools. At the end of the three year demonstration period, the local board of education not only retained this visiting teacher, but secured the services of another. Now we have one working in each of the junior high schools and the services of these trained social service workers is invaluable in the guidance work"(63).

The report of Vocational Guidance in Hutchinson, Kansas does not give a detailed statement of the work, yet we are convinced from this brief account that occupational information is given. From the close contact established in the "home room" between teacher and pupil, counsel and program training can be very successfully pursued. The homogeneous grouping of children in the Kansas school will make such a program function with additional success. Hutchinson promises a development of Vocational and Educational Guidance programs.

#### South Bend

South Bend, a much smaller city than Pittsburg, shows by its Guidance Bureau that Vocational Guidance is on an administrative basis. The aims of this bureau represent the four phases of the Vocational Guidance Program.

1. Occupational Information.
2. Training Programs.
3. Placement.
4. Follow-up.

The Occupational Information is given through job-analysis in the occupation classes. In personal conference with students, training programs are outlined.

The placement work includes all junior wage-earners, and continues until the child becomes of age.

The aims of this Bureau in South Bend are:

1. "To collect information regarding occupation, with respect to age at which beginners enter, the training necessary to the opportunity for advancement, the remuneration to be expected, in fact everything concerning an occupation, in order to give the young people still in school accurate knowledge of occupations so that they may recognize the characteristics of a good job.

2. To interview all boys and girls who are about to leave school. This includes
- a. High school graduates;
  - b. Eighth grade graduates;
  - c. The over-age and retarded group;
  - d. Those who drop out before graduation.

"The purpose of the interview is to become more thoroughly acquainted with the young person and his needs, find out what are his needs, find out what are his plans for himself, what are his parents' plans for him, what the school estimate of him is, and then if advisable,

(a) Induce him to return to school for further training or (b) Assist him in finding a suitable opening in industry corresponding with his particular training and aptitudes.

3. To follow up and supervise the employment of all young workers;

- a. To see that the laws relating to their employment are being observed.
- b. To encourage them to take advantage of night school to better prepare for promotion.
- c. To advise them regarding opportunities for advancement.
- d. To assist in adjusting the various difficulties arising out of employment, for example, discouraging frequent changes in positions, showing the young worker the need for a right attitude toward his work and toward his employer"(72).

The purpose of the Vocational Guidance Bureau is, "to provide vocational counsel and the right kind of employment for all young people of South Bend under twenty-one years of age, by keeping in close touch with all boys and girls of working age and acquainting ourselves with their school records, their ambitions, and their aptitudes"(72).

The nature and conduct of the work in South Bend shows rapid advancement toward Personnel Service.

The description of the vocational guidance program as administered in these five cities typifies what is being done in many cities of the United States.

## Chapter IV

## Permanence of Vocations.

"Modern education is tending more and more to take into consideration the interests of its pupils. Before these interests can be used significantly, they must be evaluated. Probably the most important factor involved in this evaluation is that of permanence. Is the average pupil variable and uncertain or is he reasonably consistent in his interests, in his choice of a vocation?" (73)

Of what value are the vocational interests expressed by junior high-school pupils? The extent to which such interests must be taken into consideration by educators, depends chiefly upon their permanence; that is, upon the length of time that these interests continue to be held by the pupils.

The object of the present investigation was to study the permanence of the vocational interests of high school pupils. Some 250 girls at Mercy High School, Chicago, were required to name the one occupation that each would most likely enter when leaving school. In order that each pupil might be candid in her answers she was told not to put her name on her papers; but merely answer the questions before her.

The questionnaire was as follows:

1. What vocation have you selected for your future work?
2. Reason for choice?
3. Did you have this vocation in mind on entering high school?
4. If not, why have you changed your mind?

The results of this questionnaire are tabulated as follows:

Table I. Vocations Selected.

Academic	Industrial	Commercial.
Author	Dressmaker	Bookkeeper
Chemist	Milliner Designer	Stenographer
Dietitian	Interior Decorator	Typist
Doctor	Pharmacist	Secretary
Teacher		Business
Nurse		Artist

In this table the finer gradations of teachers were not inserted; but are included here:

Physical Education teacher

High School teacher

History teacher

English teacher

Elementary School teacher

Kindergarten teacher

Music teacher

Dramatic Art teacher

The number of girls making the definite choice of the vocations listed in Table I, are shown in Table II.

Table II. Number Making Selection.

	Academic	Industrial	Commercial	Undecided	Total
Freshmen	61	2	19	0	82
Sophomore	22	4	16	22	64
Juniors	33	1	21	2	57
Seniors	36	0	17	0	53
Total Tested					256

In some instances the girls made selections without stating their propelling motive for such a choice and without a correct conception of the nature of the course. This was discovered when the purpose for making the choice was investigated. However the error was discovered to be a very small percent of the selecting body, as is indicated in table III, on page 43.

Table III.

## Reasons for Choice.

Freshmen 17	Sophomores 0	Juniors 0	Seniors 5	Opportunity to advance intellectually.
5	4	6	12	Lead a useful life.
41	16	26	12	Work is interesting.
1	0	5	4	Parents' wish.
1	0	0	2	Opportunity to travel.
0	10	6	2	Talented.
5	4	7	4	Salary.
1	0	0	0	Easy work.
7	0	2	0	Erred in choice.***
3	6	0	5	Other fields over crowded.
1	0	0	0	Influence of associates.
0	2	0	0	Assist parents.
0	0	3	4	Sure of success.
0	0	0	3	Social prestige.
	22	2		No choice.
Total girls tested				256

The following table represents the very small percentage of girls who changed their minds from the "early-in-the-year" choice of vocation.

Table IV. Change of Choice.

Freshmen	Sophomores	Juniors	Seniors	Total
16	6	7	3	32
19.5%	14.2%	12.7%	5.66%	12½%

Nine students or 3% erred in choice.

12% changed mind

15%

85% shows permanency.

For the entire year and years of study, the permanency is represented by the following percentage:

Freshmen.....	80.5%
Sophomores.....	85.8%
Juniors.....	87.3%
Seniors.....	94.3%

The most striking fact revealed by these results is the constancy of percentage of permanency between the different classes. The high percentage of permanency obtained in the senior class after four years of study, is strong evidence that most girls select their vocation at the Junior High School age, when interest in life in general predominates. It shows that girls do not change from one vocation to another promiscuously as many opponents to vocational guidance and education maintain.

"Time seems to have little or no effect upon the pupil who has made up his mind. The high degree of constancy of the percentage of permanency over so long a period of time indicates that the interests expressed by entering high school pupils are significant and worthy of consideration" (65).

In the research done for this paper the writer learned from various vocational counselors that the real extent to which the permanency of school counseling is effective will not be absolutely determined before several years have elapsed. Time must be given to the experiment.

## Chapter V.

HISTORY of VOCATIONAL GUIDANCE.

From the dawn of Christianity, the Church, with her generous solicitude has always provided for the education of her children. In the midst of dangers and persecutions she sought fearlessly to extend the sublime message of hope and salvation to all; to establish equality among the ranks of men; to make known to all their highest form of morality and the most lofty truths of religion. This was her mission and nobly has she fulfilled it.

In order to teach religious truths and precepts of morality, the Church saw that it was necessary to provide intellectual training, to go hand in hand with moral and spiritual forces. This need became more apparent when, because of counteracting forces, the home influence was no longer able to overrule the perils that threatend the moral welfare of her children. Therefore, she set about providing religious instructions for prospective Christians by establishing Catechumenal schools, and forming civil and religious societies of learning and culture. Through Catechetical schools, she provided vocational training for the future priest; and she provided reading, writing, and Christian Doctrine, for all her children regardless of caste or condition, in schools which were called Parish schools. (70:45).

During the Middle Ages, the Monastic schools provided instruction for the young, who were eagerly committed to their care by parents and guardians eager that their children might receive a Christian education. These schools, founded by St. Benedict, were a heaven-born instrument through which, by renewing the face of Europe, an untold benefit to mankind was established. To work and to pray were the duties of the followers of this saintly scholar. From these schools at first apparently of no great significance, the transformation of Europe was accomplished. We find manual labor included in courses of instruction as far back as the fourth century, when St. Basil said, "And whilst acquiring a knowledge of letters, they are likewise to be taught some useful art or trade."

The early Christians recognized the value of labor in education, for they were well aware of the dignity of work since the Son of God had taught the lesson by His example and precept in order to convince the converted world, of the fourth century, that the preconceived notion popularly entertained in all classes of society with regard to manual labor were not in accordance with the acceptance of the doctrines of Christ.

The popular notion was that work was the portion of slaves and thereby degrading. This prejudice was overcome by the monks of St. Benedict, whose example of prayer and work taught the lesson which made possible the civilization of Europe. The very nature of the work done by the monks soon affected the people of the surrounding country. Road and bridge building, the erection of hospitals and churches and the cultivation of large tracts of land, by scientific and proper methods, served as excellent objective teaching to the people of the proximate vicinities.

In the course of time there arose new religious orders having different objectives. With the inception and establishment of new motives of study and work a great diversity of occupations grew up in the different guilds. Eckstein somewhere tells us this when he says, "the studious, the educational, the philanthropic, the agricultural element, all, to some extent, made part of the old monastic system."

In the Dominican convents special attention was given to art and architecture, to the building of churches and their decoration, and to the arrangement of libraries, which rank foremost among those of the world. All these steps in progress indicate the high degree of learning of the times. They show us that in all ages among all peoples vocational training has been an aid rather than a detriment to education. Indeed many of the masters of manual art were the most famous teachers of the various arts and sciences. It is because the monks did not look down upon manual work as a means of instructing, advancing and converting the pagans that they accomplished the conversion of Europe. The work of transformation went on with marvelous rapidity and we find, even before the ninth century, flourishing monasteries in all parts of the country.

In the tenth century, St. Dunstan obliged his priests to teach the parish children not only religion and grammar but some useful handicraft trade. (23:218) Thus promoting the spread of mechanics and art, with that of Christian

education.

The deep-rooted prejudice against manual work was gradually overcome under the example of the monks and by the teaching of the Church. In the next two centuries, the guilds grew and developed in all cities and for every trade thus protecting the common interests of the working classes. God's law and Christian charity were dominating factors and controlling influences in shaping the character of these associations.

The thirteenth, the greatest of centuries, was prolific in art and architecture as well as in literature. It produced work of excellent character, work far superior to any produced from that time down to the present day. The workmen probably were not highly intellectual beings, many were even uneducated, but they had the mental development and the ennobling spiritual desire which enables them to execute the assigned work as perfectly as any man could do. Walsh expresses this as follows, "The thirteenth century developed the greatest set of technical schools that the world has ever known. The technical school is supposed to be a creation of the last half century at the outside. These medieval towns, however, during the course of the building of their Cathedrals, of their public buildings and various magnificent edifices of royalty and for the nobility, succeeded in accomplishing such artistic results that the world has ever since held them in admiration and that this admiration has increased rather than diminished with the development of taste in very recent years" (74:8).

The motive actuating the workmen, was the tool which perfected his work. He endeavored to produce such work as would be a source of pleasure to all who should see it.

As frequently happens after a period of special progress in civilization, the fourteenth century saw a decline in mechanical and artistic work. This retrogression was due to the mercenary ambition of men, and to competitive attempts in work which gave rise to rivalry and class distinction.

During the seventeenth century we find the Jesuits building artistic churches, Christianizing and educating the Indians, developing in them habits of industry, a love for agriculture, and a desire for culture. This work was continued by the Jesuits and by other orders, which arose in the Church during the next two centuries. About the year 1835, we find Don Bosco building trades schools, printing presses and oratories for youths in and about Italy.

He studied the aptitudes and vocations of his pupils and fitted them to programs of study in which their success would be assured. From his schools there went out yearly 18,000 finished apprentices. "Instruction," he said, "is but an accessory, like a game; knowledge never makes a man because it does not directly touch the heart. It gives more power in the exercises of good or evil; but alone it is an indifferent weapon, wanting guidance" (8:II:690).

During the nineteenth century, great need for Catholic schools was felt. The curricula of these schools were determined according to the wants of the different communities. In Indian schools, manual work was invariably a part of the curriculum, not because of the joy gained thereby, but because it developed the child's character and mind as well. Manual training was provided in different sections of the country wherever needed; commercial schools were also opened. The pupils placed in the Catholic schools were trained to use their hands as well as their hearts and heads--they were taught to use the needle as well as the pen, to become useful in the home. So we see that the teaching of academic branches was accompanied by training in the common industrial arts from the earliest days of civilization.

The changes of the twentieth century which so affect the child's environment make it necessary to adopt in the schools courses of study which will enable him to adapt himself to that altered condition of the social world and the evolution of industry. Therefore, attention of all educators is called to a re-adjustment of the curriculum. Our children must be prepared to meet the world with its various phases of activity and to fill, as properly as training can regulate their lives, their own places in the vast order of things.

Many schools which have for years done vocational counseling have received new stimulus and aid from the interest developed by Frank Parsons, less than twenty years ago.

Parsons is justly called the founder of the modern vocational-guidance movement, for it was he who began the work which has led to the present spread of interest. Parsons discarded the pseudo-sciences, used the systematic study of the occupations, and was sane and painstaking in the investigations of character and abilities which he made. Further more he wrote about his work, and thus gave to the followers in the movement, an opportunity to build on his gains.

According to Brewer, "Parsons was a bit too sure in his conclusions--too prescriptive in what he told the individuals

who consulted him; the "self-analysis" plan he used is over-elaborated and dependent upon a false psychology. His emphasis on choosing a vocation led many people to the belief that this is the sole function of vocational guidance. It should be noted that the scope of the work and of the book is limited guidance in the school; placement, and follow-up work, and guidance accompanying employment, are not vital parts of the plan. The guidance Parsons offered was intensive, but it did not extend over a long period of the individual's life" (15:23).

The Civic Service House, Boston, in which Professor Parsons began his counseling, was organized in 1901 by Meyer Bloomfield. In 1903 Philip Davis came as assistant. They became interested in the writings, social outlook, and practical aims of Parsons, and under his direction organized the Bread-winners' Institute. This work with immigrant men and women brought to a focus all Parsons' latent interest in vocational guidance, and steps were taken at once to organize a vocation bureau. This was early in the year of 1908. On April 23, 1908, the organization of the Vocation Bureau was completed, with a substantial board of directors as sponsors for the movement. Mrs. Quincy A. Shaw (Pauline Agassiz Shaw) who aided many other progressive educational movements, financed the work. On May 1, Parsons made his initial report to the board. Just before the summer, students about to graduate from an evening high school, were invited to confer with Parsons, and considerable counseling was carried on. In the fall he continued the work of the Bureau, at the Civic Service House, and also gave part of his time to similar work at other institutions. Late in the same year (1908) Parsons died.

During the early months of 1909, plans were perfected for re-organizing and carrying on the bureau, and Bloomfield assumed charge of the work as director. At first several other civic organizations co-operated in the direction of the enterprise, but before many months the bureau attained to the dignity of an independent institution. It was very soon after this time that the bureau was asked to begin the organization of the work in the Boston city schools, and thus we see that it was from these beginnings that the movement for vocational guidance has spread.

The Boston Vocation Bureau has done much important work. Among its activities may be mentioned the following:

1. Publication of The Vocational Guidance of Youth, 1911.
2. Organizing of the Boston Employment Managers'

Association, 1911.

3. Investigation of vocational guidance in Europe and in Porto Rico and publication of "The School and Start in Life."

At that time the Boston bureau was not primarily engaged in giving vocational counsel to individuals, but was more concerned with carrying on investigations, publishing bulletins, drawing up plans for schools and school systems, and in other ways furthering the growth and development of the idea of guidance.

"It is the special business of a vocation bureau" said Bloomfield "to organize that conscious and continuous service which takes hold of the child when the life-career motive has been awakened, and helps guide, strengthen, and protect it, particularly through the transition crisis between school and work"(11:25).

In 1918 two important lines of work were undertaken by Bloomfield the director of the bureau, namely, the perfecting of plans for an experiment in vocational help in three New York schools, and a systematic study of the qualifications, duties and opportunities of the employment manager. At about the same time, he gave two courses in vocational guidance at Teachers' College, Columbia University. Another important factor in vocational training was the establishment of the Boston Vocation Bureau which led to the work of vocational guidance in the Boston schools. Here as in other cities the vocational office, in charge of the director, aimed to be an aid to the appointed counselors in each school. The local counselors in most cases did the actual advising. Assistants in the central office were engaged in three kinds of work: investigating occupations, giving counsel to such students and working children as call at the office, and aiding in the placement of high school students and graduates. Much educational guidance has been carried on by this department.

The Vocational-Guidance Department had in 1911 to 1918 little direct control over the guidance in the Boston high schools. During the closing weeks of the school year members of the staff personally interviewed each member of the graduating classes, and also made an effort to aid in placement. Aside from this help, however, there seems to have been no direction given to high school work, each school working out its own plan. In most of the schools two or more teachers were allowed part-time for counseling individuals, but there seems to be no committee of co-operation between the several schools and no attempt to supervise the work. It was well done or indifferently done apparently, according to

the interest and enthusiasm of the individual principal or counselor. Much profit would undoubtedly have come from joint action in setting up a program of minimum requirement for vocational guidance.

The work in the Boston schools began with the Vocation Bureau, and from thence was transplanted to the schools. That of Grand Rapids grew up in the school room first and then was extended and organized in a central office. The Grand Rapids plan is very thorough in English.

One of the most interesting and well rounded methods of guidance so far described in print is that used for three years at Mishawaka, Indiana and explained in the School Review of April, 1915. The chief virtue of this plan is that it shows how any school, or in fact any teacher, may make a safe and effective beginning in vocational guidance.

Since 1908, the High School Teachers' Association of New York City has interested itself in vocational guidance. Investigations, conferences with graduating pupils, pamphlets, and provision for placement have been the chief kinds of work.

In 1912 a committee on vocational training, of the Chicago City Club, reported the need of vocational guidance. As early as 1910 some work in guidance had been begun by the Chicago School of Civics and Philanthropy, and school people became interested. In 1913, the Board of Education gave office space to the work, and all children applying for employment certificates were directed to consult this bureau. Thus the effort has been from the first to aid those coming up for placement or for certificates to begin work. At the same time, however, a great deal of good has been done in returning children to school. Industries in Chicago are investigated, bulletins published, placement is put on a high plane, and children are followed in their occupations.

The January 1916 bulletin, of the National Vocational Guidance Association printed a list of over 150 high schools which claim to have made beginnings. Since then many schools have been added to this list.

This survey shows that there has been an effective start in many schools in various parts of the country; that many of these efforts have been preceded by a study of the occupational opportunities; that in each of a few cities there is a central vocational bureau; that the colleges are interesting

themselves in the movement; that religious associations, governmental offices, clubs, settlements, and libraries have aided in the work of guidance and that there are many appointment agencies which make an effort to give vocational guidance in connection with placement.

Thus we see that in the minds and hearts of all the people there is an inborn desire to utilize, to the utmost, the talents and capabilities of the individual. There is a desire to form such systems of education as will make for that individual the opportunity of fitting himself to occupy the place which he can best fill in the world socially, intellectually and politically.

CONCLUSION

Many educators maintain that since the child's especial power can best be revealed by the activities for manual skill, it is of the utmost importance that the school furnish an environment by which these faculties can be exercised. Pestalozzi implies this in his theory, "I am more than ever convinced that as soon as we have educational establishments combined with work-shops and conducted on a truly psychological basis, a generation will be formed which will show us by experience that our present studies do not require one tenth of the time or trouble we now give them." (28:130) The Monastic schools all of which included manual labor in their courses confirm his theory and modern literature teems with examples where pupils, who spend some time in manual skill, do far superior work than pupils whose program illiminates this.

Youth is the period of plasticity and rapid development in which the foundation should be laid both for an all-round culture and for special vocational power. If years of life teach men that experience and "try-out" are the most efficient ways of reaching a goal then we might regard the vocational training and guidance as an excellent means for leading children into their vocation for a successful life. The emphasis of a truly progressive society must then be a wise cultivation of the individual capacities of the child for initiative, rather than upon his simply acquiring in passive fashion the culture of the past.

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