

T H E S I S

on

The Development and Present Status of
Vocational Guidance in the High Schools
of Oregon

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"Try thyself unweariedly till thou
findest the highest thing thou art capable
of doing, faculties and circumstances being
both duly considered, and then do it."

----John Stuart Mill

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THE NECESSITY AND OBJECTIVE OF THE STUDY

There is a necessity for the study presented because:

1. There is no organized information available on the subject.
2. The trend of vocational guidance in the high schools of Oregon is not known.
3. The subjects through which vocational guidance is most often given in Oregon high schools is not known.
4. The consensus of opinion of school administrators with regard to the amount of vocational guidance that should be given and its values is not known.

The objective of this study is:

To make a survey of the field of vocational guidance in Oregon high schools to determine, if possible, the extent and type of vocational guidance given, the school subjects in which it is most often given, and the values which school administrators believe guidance to have.

INTRODUCTION

Guidance is not new. Like the poor, it has always been with us. Persons advise with each other whether or not they consciously have guidance as the aim.

In Proverbs¹ we find a contrast of the upright and the wicked saying:

"Where no wise guidance is, the people falleth;
But in the multitude of counsellors there is
safety."

Ruskin said that "no teacher can truly promote the cause of education until he knows the mode of life for which that education is to prepare his pupil."

"All who come in contact with students come to have valuable information regarding them; they almost always do some counseling -- whether we admit it; and always they are aware of the appearance of many counseling problems,"² Dr. Helen Bragdon says.

1. Bible, Proverbs 11:14

2. Bragdon, Helen M.: "An Analysis of the Process of Counseling." Vocational Guidance Magazine, Volume VI, Number 6, March 1928, p. 254.

Dr. Robert Bruere, in the Vocational Guidance Magazine quotes John Dewey as saying that, "Our occupations determine our fundamental modes of activity and so control the formation and use of habits."¹

Certainly a large share of our waking hours is spent in our life's work; it is then of the utmost importance that this work be one in which the individual finds an outlet for his highest interests and capacities and one in which he will realize the greatest satisfactions from having lived a full life.

Vocational education and vocational guidance cannot be divorced. Although the vocational education movement was the first to get under way in Oregon, it might be said to be putting the cart before the horse, for in order that the fullest measure of success may be attained in any line of work, it must be an occupation for which one is intellectually, temperamentally and physically fitted.

Vocational guidance should precede or go hand in hand with vocational education.

Undoubtedly some form of guidance or incidental counseling has always been followed, for always there

1. Bruere, Robert W.: "The Social Significance of Individual Guidance." Vocational Guidance Magazine, Volume VIII, Number 7, April 1930, p. 308.

have been teachers who were interested in the vocational future of young people; but no organized plan for such guidance had been adopted in the high schools of the state when vocational education received its greatest impetus with the passage of the Smith-Hughes Law in February, 1917.

Perhaps it was the introduction of vocational education courses that made school men realize a greater need for vocational guidance than they had yet anticipated.

None of the high school principals answering the questionnaire¹ reported any organized plan of guidance previous to this time.

GENERAL DISCUSSION

A few high schools in the state have had a vocational guidance program in operation for several years; others have only just started such a program.

Of those high schools answering the questionnaire the Sandy Union High School in Clackamas County has had such a program longer than any other high school. The principal, Mr. G. D. Orr, states that the program is in its eighth year; and the classes through which guidance is given now are chiefly home economics, commerce and

1. Appendix A

shop, but the school plans to have a more extensive course for they feel vocational guidance saves time and money and makes better students.

Another example of what is being done in a small high school in vocational guidance is set by the Talent High School in Jackson County, Oregon. Talent is a town of about 300 people. It is located on the paved State Highway about six miles from Ashland and about ten miles from Medford. The majority of the wage earners are engaged in agricultural pursuits and the remaining few are mainly engaged in the logging industries.

The high school enrollment in 1930-31 was forty-two.

Principal C. R. Bowman began the present system of guidance there in 1930-31. The self analysis¹ chart is used together with a chart of directions for the detailed investigation of an occupation.² After this background of occupational studies of one semester, the pupil tries to formulate definite ideas on the characteristics of a good vocation for himself, what employers expect of employees, why people sometimes fail in their work, what to tell an employer when making an application, and how

1. Appendix B

2. Appendix C

to write letters of application.¹ These ideas of his own are expressed in theme-form or letter-form as the nature of the material indicates.

In the January 1928 issue of the Vocational Guidance Magazine, Mr. C. G. Bluett set forth an experimental plan of guidance for a small high school.

Mr. Bluett was at the Gold Hill High School in Jackson County, Oregon. Gold Hill has about 400 inhabitants; it is on a paved State Highway and is about 14 miles from the county seat, a city of about 10,000 inhabitants.

Other than the few persons on outlying farms, the teachers, the merchants and a few prospectors, the most of the workers were employed at the cement mill.

Each Friday the objective of the civics class was the study of some occupation with the idea of "preparation for entering preparation for the work or upon the work itself the following year." Whenever a good reason was found for changing, the students were encouraged to do so.

Each student made a first, a second, and a third choice of occupations. The occupations were discussed

1. Appendix D

according to their relative rank, "the long and strenuous selective qualities of the professions, and the likelihood of failure and average success attained as compared with the increasing revenue and rank of other occupations." It was then shown how any occupation might be developed to a professional or near-professional stage if the person showed a great enough interest in his work.

It was then thought that the pupils' choices had probably been made from their own meager knowledge of the occupational field, and if they were better acquainted with the occupations possibly they could make choices more suited to their needs and abilities. Books were borrowed from libraries and series of booklets on industries and trades were received from other sources.

Since the school had a motion-picture machine and a slide machine, Mr. Bluett was able to make use of them in depicting a number of the industries.

Two mental tests were given at different times.

Catalogs were obtained from various schools and became aids in the educational and vocational guidance program.

With one exception, each member of the class had chosen for himself a vocation by the time school closed in the spring.

That interest or satisfaction is a large element in vocational choices is not doubted to be of utmost importance. Mr. Bluett says, "We found the choice was not an intellectual matter but a matter of 'feeling'. Each pupil was continually trying to project himself into the life the occupation would provide and derive the feeling of that life. Unknowingly he was trying to discern whether that life would yield satisfaction to his desire for luxury, ease, power, or whatever his dominating desire might be. He recognized the desire in its purity or its complex combinations, as like or dislike."

This experiment shows the beginning of an interesting project in vocational guidance, a beginning with little material equipment and under a geographical handicap. Mr. Bluett feels that the results were very gratifying and sees no reason why equally good results may not be obtained in any small high school, and with more experience the same general method, he believes, might be greatly refined and used to a better advantage.

The Oregon State Agricultural College put out "Life Career," a booklet, in 1914; and this was followed in five years later by a number of other booklets entitled "Training for the Vocations." These booklets aimed to give unbiased information about the vocations and were not propaganda material for any institution of higher learning or for any vocational field.

Since 1925, the college has had the Educational Exposition each February until this year, 1932, when it was discontinued as a part of the policy of the Board of Higher Education. Delegates, upper-classmen and teachers were invited from every high school in the state to attend the two-day conference, see the educational and vocational exhibits in each department of the college, hear lectures by some authority in the field of guidance and avail themselves of the opportunity to take diagnostic tests and to ask questions about the work which they saw being done and that which was being exhibited.

School men of Oregon became aware of the value received by the students who attended the exposition at the college; and since only a limited number of students from each school might attend, they sought some way of securing for the remaining upper-classmen those benefits which the few obtained who had gone to Corvallis as delegates. Requests for some solution to their needs for

guidance were sent to the college. The result was many one-day county conferences under direction of specialists from the college.

It was in 1927 when Dean Jewell came to the college that vocational guidance and related subjects were first offered in the vocational education department.¹ These courses are designed to assist the students in becoming familiar with the problems which will arise in the schools, a knowledge of vocational fields and a knowledge of child nature so that this information may be correlated in such a way as to be of the greatest value to the students of the high schools into which they will later go as teachers.

In the following spring, 1928, specialists from the college spent much time in Portland working with the high school students on their counseling problems.

The work met with so much favor that it was repeated in the Portland schools again the next spring.

The work in Portland had been well-received and the technique used had been better developed, so the work was placed on a state-wide plan. The services of Mr.

1. General Catalog: Oregon State College.
College Press, Corvallis, 1931, p. 383.

Leston L. Love, Assistant Professor of Educational and Vocational Guidance, were made available to any high school in the state upon request. The requests were so numerous that all could not be met, and in order to alleviate matters somewhat these services in 1930-31 were limited to seniors, except when special or difficult problems arose in connection with the guidance of an underclassman when the counselor would attempt to settle it. Mr. Love began his program by showing the student that he must know about vocations and know about himself before he could make a wise vocational choice. His services were to help them learn these two things.

In order to "debunk" his guidance program, Mr. Love said:

- "(1) Not all students will be advised to go to college.
- (2) The work is for the purpose of helping students and is above propaganda for any particular school."

Intelligence tests were given to those students where no data was available in the principal's office. Next, self-analysis blanks were given, and the students were requested to bring the completed blank with them when they came for a conference.

A general interview technique was used but it was flexible enough to be easily adjusted to the needs of the various individuals.

The responses to the counselor's offer of assistance were purely voluntary, and they varied from 35% of the seniors in one high school to nearly 100% in other schools.

Special aptitude tests were used often in solving problems which rose. They often proved valuable; but advice as to a vocation was never given on the basis of a test alone: other material always substantiated it.

The next year, 1931-32, the field work in guidance was held in abeyance; but it is hoped that it may be resumed again as soon as conditions will permit. In the meantime, the requests which are received by the college for such help can only be granted through correspondence.

ANALYSIS OF QUESTIONNAIRE

A questionnaire was sent to the 146 senior high schools and to the twenty-two junior high schools in the state which had four or more faculty members. Of this number 106 questionnaires were returned from the senior high schools and fifteen from the junior high schools. Three in the senior high school group were blanks. The findings on each question will be given.

I. Do you have an organized plan of vocational guidance in your high school?

Of the 112 replies to this question, ninety-eight came from the senior high schools and fourteen from the junior high schools. Thirty-two of the senior high schools answered "yes" and more than twice that number, sixty-six, answered "no." The majority answer for junior high schools was on the opposite side: eight answered "yes" and six answered "no."

II. How long have you had such a plan?

Of the thirty-two senior high schools answering question number one, twenty-eight of these answered this question also. The time the plan was in operation varied from a half year to eight years. Seven of the eight answering the first question from junior high schools also answered this question, but the range, one-half year to

five years, was not so great as in the senior high schools.

Some idea of the growth of an organized plan of guidance may be gained by the tabulated replies to this question given below.

How long have you had such a plan?

<u>Years</u>	<u>Senior H.S.</u>	<u>Years</u>	<u>Junior H.S.</u>
8	1		
5	1	5	3
4	4		
3	7	3	2
2 1/2	1		
2	6	2	1
1	7		
1/2	1	1/2	1

III. What system is used? (Check one or more).

- a. Each teacher a counselor.
- b. A guidance specialist is employed.
- c. Home-room plan.
- d. Principal as counselor.
- e. A combination of the above (a, b, c and d).
- f. Incidental vocational counseling (no organized plan).
- g. No vocational counseling given.

The answers were as follows:

	Senior High Schools	Junior High Schools
a.	35	7
b.	7	5
c.	15	9
d.	58	6
e.	14	4
f.	34	3
g.	2	1

IV. Do you have special classes designed to aid the student in vocational guidance? What are they?

Thirty different subjects were listed as being contributory to vocational guidance in the different schools, and it is interesting to note that occupations, vocational civics and vocational guidance have the same relative positions in both the junior high schools and the senior high schools.

	Senior H.S.	Junior H.S.
Occupations	27	9
Vocational Civics	13	7
Vocational Guidance	12	5
Civics	10	1
Sociology	10	
Agriculture	8	

	Senior H.S.	Junior H.S.
English	8	
Home Economics	8	1
Science	7	
Counseling	7	2
Economics	6	
Commerce	4	
Manual Arts	4	1
Geography	3	
Shop	3	1
Junior Business Training	2	1
Health Education	2	
General Mathematics	2	
Trade and Industry	1	
Industrial Relations	1	
General Business	1	
Journalism	1	
Art	1	
Arithmetic	1	
Drawing	1	
Music	1	
Electricity		1
Auto Mechanics		1
Language		1

V. Have you had vocational guidance and given it up?
If so, why?

Sixty-four senior high schools and three junior high schools answered "no"; three senior high schools and one junior high school answered "yes."

All four schools which had discontinued guidance replied to the second query. Their four replies are given here:

1. Lack of trained person to handle it.
2. Insufficient funds and insufficient teaching force.
3. Lack of interest on the part of the pupils.
4. Reason not known.

VI. Do you believe vocational guidance is, or would be, worth while in your school?

Of the senior high schools eighty-five answered "yes," one answered "no" and six were "doubtful"; and the twelve replies from junior high schools gave a unanimous "yes."

VII. If you have vocational guidance, please list specific values derived from it in your school. The tabulated replies show:

<u>Values derived</u>	<u>Number of responses</u>	
	Sr. H.S.	Jr. H.S.
1. Perspective of economic life	16	1
2. Purposeful	15	4
3. Interest in selecting a vocation	14	
4. Gives better attitude	8	1
5. Aids regular school program	8	5
6. Elimination of problem students	6	
7. Reveals interests and abilities	6	
8. Practical for those who will soon drop out	4	2
9. Objectives provided	4	2
10. Good citizenship training	3	
11. Appreciation	3	3
12. Self analysis	2	5
13. Economical of time and money	2	1
14. Learn how to get data	1	
15. Exploratory	1	3
16. Arouses community interest	1	
17. Guidance		1
VIII. What improvements in guidance work do you con- template in the near future?		

There is quite a variety of improvements being planned. This probably indicates a variety of different

needs in the different schools. The one improvement which was given any significant number of times was "some plan." This might indicate either that there was dissatisfaction with incidental counseling as it had been given or the reverse, that through incidental counseling the value of a counseling had been seen.

The replies are given:

<u>Improvements contemplated</u>	<u>Sr. H.S.</u>
1. Some plan	9
2. Better organization of guidance staff	4
3. Depends on funds	4
4. Build reference library	2
5. Include guidance in social science	1
6. More extensive course	1
7. Correlate with the home	1
8. Establishment of records	1
9. Individual conference	1
10. Emphasize educational guidance	1
11. Vocational assemblies	1
12. More correlations	1
13. Testing program	1
14. Better developed plan	1

(Continued)

<u>Improvements contemplated</u>	<u>Jr. H.S.</u>
1. Draft guidance in social science work	1
2. A more extensive laboratory method	1
3. Better guidance	1
4. Full guidance program	1
5. Counselor room guidance	1
6. Talks by business men	1

SUMMARY

Organized vocational guidance in Oregon high schools is in its infancy. The majority of the schools which have such programs have inaugurated them within the last three years. Although the total number of high schools with a guidance program, forty, is not great, it shows a rapid growth of the vocational guidance movement in our schools.

The plan most often used in our high schools for the giving of vocational guidance varies in the junior and senior high schools. In the former the four most often used methods are the home-room plan, each teacher a counselor, the principal as a counselor, and a guidance specialist as the counselor; while in the senior high school the principal is most often the counselor and the other much-used plans are each teacher a counselor and incidental counseling.

Occupations, vocational civics and vocational guidance, in their respective order, are the school subjects through which vocational guidance is most often given in both the junior and senior high schools of this state. Twenty-nine subjects were used in different high schools for the dissemination of vocational guidance.

Of the number which now have the plan, every administrator reporting felt that it was worth while; and in both the junior and senior high schools only four had ever discontinued vocational guidance after its acceptance in the system and these had discontinued it for purely local reasons.

The questionnaire replies indicated that only about one-third of these schools had vocational guidance. Of the forty which reported having an organized plan, the time since its acceptance varied from one semester to eight years. The greatest number organized in any one year were three years old, and one and two years tied for second place with seven each.

Sixty-seven high schools had guidance programs and intended to keep them while only four had ever given up the plan once it had been started. Many more than had a plan of guidance thought vocational guidance would be worth while in their high schools. Although only forty had an organized plan, ninety-seven thought it would be worth while in their schools.

They felt the values derived from it in the senior high school which would be most valuable were that it gives a perspective of economic life, it makes their work more purposeful, it arouses an interest in selecting a vocation, it gives a better attitude, and it aids the

regular school program. The chief values seen in the vocational guidance in the junior high school were that it aids in pupil self-analysis, it aids the regular school program, it makes the work more purposeful, and it may be used for exploratory work and general appreciation.

There was little agreement as to the improvements contemplated in next year's guidance other than that several expected to develop some plan. The variation may be partly accounted for by making a geographical check of the schools answering this question and noting the differences in the individual situations.

It is entirely possible to have some plan of vocational guidance in the Oregon high schools, and some schools have well worked out plans, considering the short time they have been in operation. It is possible for the small high schools to have a worth while plan for the dissemination of occupational information and vocational guidance as has been shown by the examples given earlier.

Work That Remains to Be Done in the Field Includes:

1. the construction of a vocational guidance program which will be flexible enough in character that it can be adapted to any Oregon high school.
2. the making of more occupational surveys of a local character.

Appendix A

Dear Friend:

Will you be so kind as to fill out the questionnaire and return it to me in the enclosed envelope?

I am collecting this information in connection with the preparation of a thesis on "The Development and Present Status of Vocational Guidance in the High Schools of Oregon." This work is being done under the direction and supervision of Professor Salser of the Department of Vocational Education of the Oregon State College, and the summarized findings will be made available to those interested.

Thanking you for your cooperation, I am
Sincerely yours,
Winona L. Hood

Vocational Guidance Questionnaire

Name of school: _____ Postoffice: _____
Name of person answering questionnaire: _____
Position of person: _____

1. Do you have an organized plan of vocational guidance in your high school?
2. How long have you had such a plan?
3. What system is used? (Check one or more).
 - a. Each teacher a counselor.
 - b. A guidance specialist is employed.
 - c. Home-room plan.
 - d. Principal as counselor.
 - e. A combination of the above (a,b,c, and d).
 - f. Incidental vocational counseling (no organized plan).
 - g. No vocational counseling given.
4. Do you have special classes designed to aid the student in vocational guidance? What are they? (Please check).
 - a. Vocational civics.
 - b. Vocational guidance.
 - c. Counseling.
 - d. Occupations.

List other subjects in which vocational guidance receives some attention.

 - 1.
 - 2.

(Continued)

5. Have you had vocational guidance and given it up?
If so, why?
6. Do you feel that vocational guidance is or would be worth while in your school?
7. If you have vocational guidance, please list specific values derived from it in your school.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
8. What improvements in guidance work do you contemplate in the near future?

Appendix B
Talent Schools
ANALYSIS CHART
(High School Vocational Guidance)

Name _____ Date _____ Class _____

This chart used for self-analysis ____; Occupation analysis ____.

Quality	Type	Degree	Type
PHYSIQUE			
1. Strength	Strong		Weak
2. Health	Well		Sickly
3. Vigor	Vigorous		Feeble
4. Bodily Defects	Sound		Defective
MENTAL TYPE			
5. Kind of Work	Manual		Mental
6. Location of Work	Outdoor		Indoor
7. Breadth of Horizon	Large Scope		Small Scope
8. Sense of Accuracy	Accurate		Inaccurate
9. Orderliness	Orderly		Unorderly
10. Activity	Rapid		Slow
11. Habits of Study	Studious		Non-studious
12. Originality	Original		Imitative
TEMPERAMENT			
13. Security	Daring		Careful
14. Changeableness	Changing		Settled
15. Executive Ability	Directive		Dependent
16. Kind of Motive	Material		Idealistic
17. Degree of Control	Deliberate		Impulsive
18. Adaptability	Adaptable		Self-centered

"This above all, to thine own self be true."

--Shakespeare

Appendix C

Talent Schools

OUTLINE

(For Detailed Investigation of an Occupation)

- I. Classification - To which group does it belong?
 1. Industrial
 2. Commercial
 3. Professional

- II. The history of the occupation.
 1. How old?
 2. With what occupations is it associated?
 3. Has its status increased or decreased?
 4. How about its future outlook?
 5. Is this occupation essential to society?

- III. What things are actually done in this occupation?
 1. Describe a day's work.
 2. Is employment spasmodic or steady?
 3. Does one work under contract, alone, or in groups?

- IV. Remuneration (Pay)
 1. Stated salary
 2. Commission
 3. Does it pay on quality?
 4. Does it pay on quantity?
 5. What part of remuneration is intangible?

- V. Qualifications and requirements, both necessary and desirable.
 1. Educational
 2. Physical
 3. Personality traits
 4. Financial
 5. Legal

- VI. How can one qualify?
 1. Apprenticeship or work on the job.
 2. Grade school training.
 3. High school training.
 4. College training.
 5. Special training.

(Continued)

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VII. What are the hardships and limitations?

1. Physical.
2. Mental.
3. Financial.
4. Social.
5. Civic.
6. Moral.

VIII. Opportunities to change to another occupation.

1. On account of ill health.
2. Financial loss.
3. Dissatisfaction.
4. Decadence of the occupation.

IX. Is this occupation organized?

1. Unions.
2. Federations
3. Clubs, societies, associations.

X. Number engaged in the occupation.

1. In the past.
2. Present.
3. New material coming in.
4. Is it crowded now?

XI. What are the legal requirements?

1. License.
2. Examination.
3. Franchise.
4. Special legislation or permit.

XII. What are the restricting influences?

1. Sex.
2. Age - Minimum and maximum limits of employment.
3. Racial.
4. Physical.
5. Financial.
6. Tempermental.

(Continued)

Page 3 - Vocational Guidance Outline.

XIII. Opportunities for unremunerative services to society.

1. Social.
2. Civic.
3. Educational.
4. Moral uplift.
5. Patriotic.

SUGGESTIONS

1. Use any reliable source of information. Your own knowledge and observation should help you. Census reports. World Almanac.
2. When possible, discuss this outline with people who have had experience in the occupation you are investigating.
3. Try to be as nearly correct in your use of figures and estimates as possible. Where 1920 census figures are used, say so; but use 1930 figures when you can get them. Remember you are cheating yourself if your information is not accurate.
4. Use the outline as a guide so that your written report will have logical sequence. Investigate any one of the thirteen divisions when it is most convenient. Keep your findings classified under the proper divisions.
5. When you have gathered your material under the thirteen heads, write your report just as though you were going to read it to a group of people interested in the occupation you are investigating. Write naturally. Don't copy the other fellow's words except when necessary to make an exact quotation.
6. Remember you will find out many things you didn't know, and some things you will wish were not true about the occupation you are investigating. Keep an open mind. Accept the truth always.
7. Be neat. Write your report with ink using one side of your paper only. Watch your spelling, punctuation, paragraphing, and penmanship. Your report may be read by others or published.

Appendix D

Talent Schools

VOCATIONAL GUIDANCE
(Second Semester)

I

Written Paper

Subject: "My idea of the characteristics of a good vocation"

Note: Write not less than 500 words. Remember this is your idea so you will discuss those characteristics that appeal especially to you.

II

Written Paper

(Choose either A or B)

Subject: (A) "What my employer will expect of me."
(B) "What the public will demand of me if I am successful"

Note: Write not less than 500 words. If you are going to work for somebody choose (A). If you are going to sell your products or sell your professional services choose (B).

III

Written Paper

Subject: "My ideas as to why some people are failures in their choice of a life work."

Note: Write not less than 500 words.

IV

Written Paper

Subject: "What I should tell a prospective employer when applying for a position."

Note: Write not less than 400 words.

(Continued)

V

Written Papers

- (A) A letter applying for a position.
- (B) An advertisement to sell your services.
- (C) An advertisement to sell your products.

Note: Remember when writing for a position or advertising to sell your products or your services, you must keep in mind what the other fellow is interested in knowing about you, or your services, or your products. Remember also that the other fellow hires you or buys your products or your services because he can make money or can profit in some other way by using them.

Appendix E

Sample Sheet from the "Course of Study" of the
New Orleans Public Schools, New Orleans, Louisiana.

COURSE OF STUDY FOR SEVENTH GRADE

I. One hour per week for vocational guidance and
counseling under direction of vocational counselor.

II. Seventh B Grade.

A. Read and discuss with class: "Your Biggest Job --
School or Business," by Henry L. Smith.

B. Why study occupations?

1. Complexity of field.
2. Necessity of guidance.
3. Importance of preparation.

C. Why people work.

1. To earn living.
2. For joy in their work.
3. To contribute to the welfare of society.

D. Fields of occupations:

1. All fields of work can be grouped according
to the U. S. Census Department.

("An Introduction to the Study of Occupations,
Vocational Pamphlet No. 1 -- Cincinnati Public
Schools").

(Continued)

E. How to study an occupation.

("An Introduction to the Study of Occupations").

1. Vocational opportunities in New Orleans.

F. Educational opportunities.

1. Schools

- a. Types.

- b. Source of support.

- c. Why this investment?

2. Objects of education.

- a. Benefits received from an education.

- b. What is this school doing to make your education worth while?

3. Importance of securing all education possible.

G. Study of secondary school courses.

1. Content.

2. Occupations to which courses lead.

- a. Academic: Chemist, Journalist, Librarian, Pharmacist, Teacher, etc.

- b. Commercial: Accountant, Bookkeeper, Salesperson, Stenographer, Private Secretary, etc.

- c. Industrial.

- (1) College: Engineer, etc.

- (2) Non-College: Dressmaker, Milliner, etc.

("A Guide to the Choice of a Secondary School").

Appendix F

Sample Sheets from the "Course of Study" of
New Orleans Public Schools, New Orleans, Louisiana.

- I. One hour per week under the direction of vocational guidance counselor.
- II. More definitely relating to choice.
- III. Eighth B Grade
 - A. Project.
 1. Workers who make and protect our homes.
 - B. Success qualities.
 1. Emphasize social understanding.
 - C. Questionnaire.
 1. For record in counseling in 8th A Grade.
 - D. Relation of employer and employee.
 1. Capital and labor.
 - E. Study of an industry.
 - F. Study of such of following as are related to the pupils' objectives.
 1. Librarian.
 2. Physical Training Director.
 3. Architect.
 4. Forester.
 5. Surveyor.
 6. Factory Worker.

(Continued)

7. Advertiser.
8. Telephone Operator.
9. Teacher.
10. Electrician.
11. Machinist.
12. Printer.
13. Social Worker.
14. Dressmaker.
15. Salesperson.
16. Carpenter
17. Banker.
18. Draftsman.
19. Nurse.

G. Study of Biographies.

1. Theodore Roosevelt.
2. Edison.
3. Jane Addams.
4. Steinmetz.
5. Any local biography worth while or any
of interest on subjects studied.

H. Measuring an occupation.

("An Introduction to the Study of Occupations,
Vocational Pamphlet No. 1, the Vocation
Bureau, Cincinnati Public Schools.")
(Pages 22-23).

Appendix G

(Sample lesson units taken from "A Seventh Grade Course in School Opportunities" used in the Harrisburg, Pennsylvania schools)

E. Outline of Topics:

Unit I

The Junior High School and Its Program of Studies

Lesson		Page
1	The seventh grade course in school opportunities	9
2-3	The junior high school	10
4	The aims of education and of the junior high school	10
5-6	The seventh grade	11

Unit II

The Value of Education

7	The money value of education	12
8-9	The social values of education	12
10-11	The cost and value of a junior high school.	13

Unit III

Succeeding in the Junior High School

12-13	Success in the junior high school	14
14-15	My work-play program	14

(Continued)

Unit III - Continued

Lesson		Page
16-18	How to study	15
19-20	Desirable personal characteristics	15
21	Cooperation in the junior high school ...	16

Unit IV

Educational Possibilities

22	The eighth grade	16
23	The ninth grade	17
24-25	The senior high school	18
26-27	Colleges and professional schools	18
28-29	Continuation, part-time cooperative, evening and correspondence schools	19

Unit V

Preparation Determines Opportunity

30-31	Success in high school as a measure of ability to succeed in college	20
32-34	School levels and occupational success ..	20
35-36	Reports on work-play programs	21

Appendix H

(Sample lesson unit taken from "An Eighth Grade Course in Occupations" used in the Harrisburg, Pennsylvania schools).

Lessons 34-36

Topic: My Vocational Plan

(Written analysis of vocational field in which each pupil is most interested, with plan for exploration and preparation.)

A. For Development:

"My Vocation"

1. Name of vocation, or vocational field.
2. Brief description of this work (what the worker does).
3. What this field offers.
4. What this occupation or field demands in personal characteristics, education and training.
5. The qualities I possess, and those I need to develop.
6. The courses of study I plan to take in preparation, and institutions selected.
7. Plans for other training.

(Continued)

Lessons 34-36 - Continued**B. References:**

Previously used books on occupations, field visits to places of work and specialists in these fields, school and college catalogs, alumni, parents, principal, teachers, and school counselor or adviser.

Appendix I

(1)

ORLEANS PARISH SCHOOL BOARD

Department Vocational Guidance

PERSONAL HISTORY SCHOOL _____

Name.....

Address.....Age....Date of birth.....

Place of birth.....Sex.....Nationality.....

SCHOOLS ATTENDED

Name of School	Date	Grades Completed	Prin.	Counselor
.....
.....
.....

FAMILY HISTORY

Father's name.....Mother's name.....

Occupation.....Occupation.....

.....

Training.....Training.....

Remarks.....Remarks.....

BROTHER

SISTER

Name.....Name.....

Occupation.....Occupation.....

Training.....Training.....

Remarks.....Remarks.....

(Continued)

(2)

RECORDS

REMARKS:

1. ACADEMIC

Tr. Estimate Test Rating

Read.

Writ.

Arith.

Spell.

Hist.

Geog.

Eng.

2. MENTAL

3. FACULTY

Attendance.....Leader or follower.....

Neatness.....Timid.....

Accuracy.....Persistent.....

Conduct.....Initiative.....

Obedience.....

Subjects prepared.....

(3)

PHYSICAL (From Medical Report)

Eyes.....Ears.....Teeth.....

(Heart)

Throat.....Nose.....(Lungs).....

Nervous system.....

(Counselor will check items needing attention)

(Continued)

Ch. Diseases:

.....
.....
.....

General health condition

Susceptibility to disease.....
.....

Physical strength and endurance.....

REMARKS.....

(4)

GUIDANCE

Personal Plans

- Plans for further training
- Plans for entrance into work
- Plans for financing

COUNSELOR'S RECOMMENDATIONS

Relative to Education

Academic Training

Try-out

Vocational Education

Relative to Employment

Occupational History

Summer

Part time

Salary

(Continued)

Relative to Finances

Savings

Scholarship

Vocational

Choice of Vocation

Reason

Appendix J

High Schools Visited by Mr. Love

1930-1931

- | | |
|---------------------|-------------------------|
| 1. Athena | 17. Lebanon |
| 2. Baker | 18. Lincoln, Portland |
| 3. Bandon | 19. Marshfield |
| 4. Benson, Portland | 20. McMinnville |
| 5. Birkenfeld | 21. Myrtle Point |
| 6. Clatskanie | 22. North Bend |
| 7. Coquille | 23. Rainier |
| 8. Corvallis | 24. Roosevelt, Portland |
| 9. Elgin | 25. Salem |
| 10. Enterprise | 26. Sandy |
| 11. Gresham | 27. Scappoose |
| 12. Helix | 28. St. Helens |
| 13. Heppner | 29. Vernonia |
| 14. Hermiston | 30. Wallowa |
| 15. Imbler | 31. West Linn |
| 16. La Grande | 32. Weston |

Appendix K

A list of the high schools from which questionnaires were received.

Senior High Schools

Amity	Eagle Valley
Arlington	Echo
Astoria	Enterprise
Baker	Estacada
Banks	Eugene
Beaverton	Eugene, University High
Bend	Falls City
Burns	Garibaldi
Canby	Glendale
Carlton	Grants Pass
Central Point	Gresham
Chiloquin	Griswold
Coos River	Halsey
Coquille	Harrisburg
Corvallis	Henley
Cottage Grove	Hillsboro
Crane	Hood River
Dallas	Imbler
Dayton	Independence
Dufur	Ione

(Continued)

Jefferson	Pilot Rock
Klamath Falls	Pleasant Hill
Lebanon	Portland
Lexington	Benson Polytechnic
Madras	Commerce
Medford	Franklin
Merrill	Girls' Polytechnic
Mill City	Grant
Milwaukie	Jefferson
Mohawk	Roosevelt
Molalla	Powers
Monmouth	Prineville
Monroe	Rainier
Moro	Reedsport
Myrtle Point	Richland
Nestucca	Riverton
Newberg	Rogue River
Newport	Salem
North Bend	Sandy
Odell	Scio
Ontario	Scappoose
Parkrose	Seaside
Pendleton	Shedd
Philomath	Sheridan

(Continued)

Silverton	Umapine
Springfield	Waldport
Stayton	Wallowa
Sweet Home	West Linn
Taft	Weston
Talent	Westport
The Dalles	Willamina
Tigard	Yamhill

Junior High Schools

Albany, Central High	Milwaukie
Ashland	North Bend, Roosevelt
Baker	Junior High
Dallas	Oregon City
Eugene	Salem
Roosevelt	Leslie Junior High
Woodrow Wilson	Parrish Junior High
Marshfield, Harding Junior High	Silverton
Medford	Tillamook

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