

**A PROPOSED VOCATIONAL GUIDANCE PROGRAM
FOR THE HIGH SCHOOL OF COMMERCE,
SAN FRANCISCO**

by

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A PROPOSED VOCATIONAL GUIDANCE PROGRAM FOR THE HIGH SCHOOL OF COMMERCE, SAN FRANCISCO

CHAPTER I

THE PURPOSE OF THIS STUDY, DEFINITIONS, PROCEDURES USED, AND LIMITATIONS

The High School of Commerce had its inception as a two year commercial school in 1883 with establishment of a commercial department in the Boys' High School, which later became the present Lowell High School. A year later the commercial department was moved to a separate building and named the San Francisco Commercial School. An enrollment increase from 36 to 450 students by 1891 prompted the Board of Education to provide more ample quarters, add manual training, and change the name of the school to Polytechnic High School.

In 1900 the commercial department was again moved to a separate location in the heart of down-town San Francisco, re-named San Francisco Commercial School, and made co-educational. Following the San Francisco fire in 1906, which destroyed the building, the school continued in borrowed quarters until erection of a three story home was completed in 1910, at Polk and Larkin streets, now the site of the civic center park.

This building was moved in 1913 to its present location at Fell and Franklin streets, and since has been in continuous use at that location. In 1912 the course of study was changed from two to four years, broadened to place the school

on an equal footing with the other high schools of the city, and the name changed to the High School of Commerce.

Rapid growth of the school led, in 1922, to addition of new units adjacent to the original building and embracing the block bounded by Van Ness Avenue, Hayes, Franklin and Fell streets. Enrollment reached a peak of approximately 2700 students in 1936, but since that time erection of new high schools, population shifts, and war influences have reduced attendance to approximately 1800 students. The school has continued to be a general high school, offering college preparatory and other academic courses and some vocational courses while retaining the influence of its origin as a strictly commercial school.

This tendency to emphasize commercial training has always attracted a considerable number of students from all areas in the city, but the enrollment preponderantly is made up of students who live in the area contiguous to the school. This area embraces many of the poorer districts of the city including most of the foreign sections. As will be brought out in this study, the failure of the school to adapt its curriculum to the type of students in attendance has created one of the major guidance problems of the school.

Since its inception, the school has made definite efforts to afford certain aspects of vocational guidance. In some phases, including training and placement of qualified

office workers, the school has been a leader among the several high schools in the city. In other regards the needs of the students are not adequately being met.

Recent developments have focused increased attention on all phases of guidance and provided the opportunity to unify and expand the program. In this study an effort will be made to propose a sound, workable program of vocational guidance that will meet the needs of the students who attend the school.

THE PROBLEM

Statement of the problem

The purpose of this study is: (1) to analyze the present vocational guidance facilities of the High School of Commerce; (2) to determine present limitations to the vocational guidance program; and, (3) to make suggestions and recommendations for improvement of the program.

Value of the study

This study is the first effort to bring together the many aspects of vocational guidance at the High School of Commerce, to view them critically, and to attempt conclusions therefrom. It is hoped that it will: (1) provide a guide for the development of an adequate and thorough vocational guidance program; (2) present evidence to the proper administrative authorities that will point the need for facilities now lacking and help the school obtain them; and, (3) provide suggestions

that will be of help to other high schools in the solution of their vocational guidance problems.

DEFINITIONS OF TERMS USED

The counseling and guidance program in the junior and senior high schools of San Francisco is based upon proposals of a Survey Committee on Counseling and Guidance appointed by the Board of Education in April, 1941. This committee, which consisted of Dr. Alvin C. Eurich, Stanford University, chairman; Dr. Benjamin E. Mallary, University of California; and Edgar H. Rowe, Attorney, San Francisco, on July 10, 1941, submitted a comprehensive report of their findings together with detailed recommendations for further development of existing counseling and guidance services.

Ensuing action of the Board of Education provided for a program which, with minor exceptions, conformed to the recommendations of the committee. Because it defines the nature and scope of the guidance program at the High School of Commerce, this report, which has come to be termed the "Eurich Report" will be reviewed in detail in the second chapter of this study.

Terms used throughout the study are defined in the following paragraphs, in keeping with meanings proposed by recognized authorities, and consistent with the interpretations of the Eurich Report.

Guidance

This word has come, in many instances, to be considered virtually as synonymous with "education" in its broadest sense. This point of view is expressed by Jones and Hand in the following definition:

Guidance is coming to be regarded as that inseparable aspect of the educational process that is peculiarly concerned with helping individuals discover their needs, assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realization. Neither can be delegated in any discrete manner to separate functionaries. ¹

The Eurich report recognizes the fact that all teachers are, in their contacts with students, engaged in some phases of guidance. However, it accedes to the belief that there is a need for specialists in guidance for meeting special problems. Williamson and Hahn present this "middle" point of view that personnel work with students is a responsibility of both classroom teachers and "specialists," expressing the belief "that teachers alone could not teach all youth into adulthood--that more was needed." Their statement follows:

If we take this broad approach to the basic problems of students, we shall see that the following personnel services are needed to supplement those of teachers:

1. Means of acquiring an understanding

¹ Arthur J. Jones and Harold C. Hand, "Guidance and Purposive Living", Guidance in Educational Institutions, Thirty-seventh Yearbook, Part I, of the National Society for the Study of Education, Bloomington, Illinois, Public School Publishing Company, pp. 24-25.

the unique assets, liabilities, and needs of each pupil--educational, vocational, social, emotional, and physical.

2. Means of assisting each individual student to select those resources of the school and community which will provide experiences appropriate to his needs and potentialities.
3. Personalized assistance to each student in utilizing these resources.
4. Remedial instruction and counseling for those students who fail to adjust and to develop in line with their potentialities. 2

In discussing the place of guidance in the personnel program, Myers says that "those parts of a pupil personnel program which are concerned with assisting the pupil to choose among different courses of action and to plan accordingly may properly be called 'guidance' activities." 3

Previous guidance activities under authority of the San Francisco Board of Education also recognize a guidance program apart from, but not unrelated to, the course of study. This is the sense in which it will be considered in this study.

Vocational guidance

The National Vocational Guidance Association in 1937

- 2 E. G. Williamson and M. E. Hahn, Introduction to High School Counseling, New York: McGraw-Hill Book Company, Inc., 1940, p. 74.
- 3 George E. Myers, Principles and Techniques of Vocational Guidance, New York: McGraw-Hill Book Company, Inc., 1941, p. 57.

proposed the following definition: "Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it." ⁴

This definition will provide the scope for proposals in this study. It complies with provisions of the Hurich Report, and is a consistent division of the broad term "guidance" as defined above.

Vocational preparation, vocational education, and vocational training

Bell's explanation of these terms in "Matching Youth and Jobs" is the sense in which they are interpreted in this study. He states:

. . . the term "vocational preparation" includes both the broad type of exposure to a wide variety of occupations (vocational education) and the more intensive exposure to a single occupation (vocational training). . . .

It is impossible to give any intelligent consideration to vocational preparation except as it relates to vocational guidance. . . Guidance and preparation cannot and should not be considered, as they too often are, separate and isolated functions. They are both elements in the total adjustment process. Vocational training, in its specialized sense is not. . . ⁵

Counseling

The words "counseling" and "guidance" are sometimes

⁴ Report of the Committee of the National Vocational Guidance Association, "The Principles and Practices of Educational and Vocational Guidance," Occupations: The Vocational Guidance Magazine 15:772, May, 1937.

⁵ Howard M. Bell, Matching Youth and Jobs, Washington, D. C., American Youth Commission, American Council on Education, 1940, p. 40.

used synonymously, as was done in several places in the Eurich Report where references were made to "group counseling." This study interprets counseling to be a personal relationship between two persons, in which one assists the other in solution of personal problems, and thus does not admit of interchangeable use of the two words. Wrenn drew this distinction when he said; "First of all, counseling is personal. It cannot be performed with a group." 6

Counselor

The above definition of counseling provides that the person in the counseling situation who gives assistance to the other is the counselor. In this sense the counselor, as such, would engage in no guidance activities other than those involved in these personal contacts.

The Eurich Report made a broader interpretation of the work, extending it to include numerous duties and responsibilities under the guidance program, including the specific act of counseling with students. This interpretation of the word "counselor" is used in this study.

Vocational counseling

This term will be used as referring to the vocational

6 C. Gilbert Wrenn, "Counseling with Students," Guidance in Educational Institutions, Thirty-seventh Yearbook, National Society for the Study of Education, Bloomington, Illinois; Public School Publishing Company, 1938, p. 119.

aspects of counseling as defined above, and will thus refer to the personal relationships between two persons, in which one assists the other in the solution of problems having to do with "the choosing of, preparing for, entering upon, or progressing in" a vocation.

Vocational counselor

Interpretation of the duties of vocational counselor as detailed in the Eurich Report and in the subsequent outline for the program in the various high schools, prepared by A. D. Graves, deputy superintendent, and O. I. Schmaelzle, director of counseling and guidance, and based on recommendations and resolutions of the Board of Education, leave no doubt that, in each instance, the position was meant to include the functions of vocational guidance as defined above, including those of vocational counseling.

The Eurich Report recommended that a "director of counseling and guidance" be appointed in each high school, and under him, a group of "head counselors" in the fields of educational guidance, vocational guidance, community relationships, and personality problems. The program as set up provided instead for a "head counselor" in each high school with four "assistant heads", namely: counselor for personality problems, counselor for educational guidance, vocational counselor, and counselor for community relationships.

PROCEDURE USED

Review of the Eurich Report

As previously stated, the Eurich Report was considered of sufficient importance in its implications for the vocational guidance program of the High School of Commerce as to merit detailed review. Chapter II of this study is devoted entirely to this review, the purposes being: (1) to determine the committee's general recommendations for guidance and counseling; (2) to determine the scope of the recommended vocational guidance program; and, (3) to define the proposed duties of vocational counselors in the various high schools.

Review of the recommended vocational guidance program

In Chapter III the specific proposals of duties to be carried out by the vocational counselor, as proposed by the Eurich Committee, as recommended by the deputy superintendent, and as interpreted by the counseling staff at the High School of Commerce, will be reviewed. This will be done on the basis of the thoroughness with which they fulfill the requirements for a sound, complete program of vocational guidance as recognized by authorities in the field.

Study of vocational guidance activities at the High School of Commerce and recommendations for their improvement

Vocational guidance presumes, in part, to help the

student choose an occupation and prepare for it. The capacity of a school to fulfill this obligation is limited by the facilities of the school, and by the type of curriculum and its adaptability to the needs of the students. In order that recommendations might be made for the improvement of the present program of vocational guidance at the High School of Commerce, a vocational questionnaire was prepared and given to slightly more than one-fourth of the students, comprising an unselected cross-section of the student body, and including both boys and girls in the three upper grades of the school, low sophomore to high senior, or, as commonly referred to, L 10 to H 12.

Direct inquiries were made to determine such facts about the students as: vocational intentions, educational plans, knowledge of requirements and qualifications of chosen vocations, and knowledge of personal qualifications. Results of this questionnaire, and other pertinent facts compiled to indicate the needs of the students and the degree to which the school is meeting these needs, are presented in Chapter IV. This chapter thus attempts to present the present vocational guidance activities of the school, analyze their effectiveness, and make proposals for improvements.

Recommendations for a proposed program which will meet the needs of the students and fulfill the requirements for a sound program of vocational guidance are made in

Chapter V.

LIMITATIONS

The program suggested in this study is based on a consideration of conditions at the High School of Commerce. The recommendations are applicable to that school and are not presumed to apply to other schools in the city of San Francisco or elsewhere. However, the proposed program, if carried out, would be in harmony with the city-wide program of guidance. Likewise, it is believed that many of the recommendations will be applicable to other schools and, hence, the study may prove helpful to others interested in improved vocational guidance programs.

As indicated earlier in this chapter, the program of guidance and counseling set up in San Francisco in 1941 followed recommendations in the Euriich Report, provided that each high school have a "head counselor" and four "assistant head counselors", namely: counselor for personality problems, vocational counselor, counselor for educational guidance, and counselor for community relationships.

This division of responsibilities delimits the scope of duties of vocational counselor and the program of vocational guidance as distinguished from those involved in the other assistantships. Every effort has been made to recommend a program which considers vocational guidance in its proper relationship to this concept of the entire

guidance and counseling program, and which integrates with the other phases of the program.

CHAPTER II

REVIEW OF THE EURICH REPORT WITH IMPLICATIONS
FOR VOCATIONAL GUIDANCE AT THE HIGH SCHOOL OF COMMERCE

The report of the Eurich Committee is of vital significance in this study, in that it offers numerous recommendations relative to vocational guidance, and delimits the scope of the problem.

In this chapter will be presented a review of the report under the following divisions: (1) the background leading to appointment of the committee; (2) procedure employed by the committee; (3) outstanding guidance practices found; (4) aspects found to need development; and (5) basic principles and recommendations. The chapter will also include: (1) actions of the Board of Education and administration based on the report; and (2) interpretations of the report as they relate to the vocational guidance program at the High School of Commerce.

BACKGROUND FOR APPOINTMENT OF THE COMMITTEE

A series of "dead-end kid" episodes, involving arrests of a number of boys of junior and senior high school age, and which, through newspaper publicity focused attention of the public on juvenile delinquency in the city, may be said to have been the immediate contributing factor in the appointment of the Survey Committee on Counseling and Guidance. There was a general tendency to place the blame for juvenile

delinquency on the schools, with accompanying pressure urging correction of faulty conditions. The immediate reaction of the Board of Education to this pressure was appointment of the Eurich Committee.

History of guidance in San Francisco schools

The first apportionment of teacher time for specific guidance activities was made by Board action in May, 1930, when a resolution was passed recommending that counseling and guidance in senior high schools be conducted by teachers, one for each class--low nine, high nine, low ten, high ten, low eleven, high eleven, low twelve, and high twelve.

The service of each teacher in charge of a class in counseling and guidance was considered the equivalent of one teaching period per day. This resolution created a plan under which a teacher was provided with one 45-minute period daily to carry a counseling load of 300 to 500 students.

Prior to this action by the Board, attention to problems of guidance might be said to have centered in the organization and growth of five services, covering a period dating to 1925. These services were: (1) the Bureau of Attendance and Guidance with the Diagnostic school attached; (2) the program of tests and measurements; (3) the installation of school libraries and visual aids; (4) curriculum reorganization; and (5) the establishment of special schools and special classes for physically handicapped and atypical

children.

More recent efforts of the Board to improve the guidance program included passage of a resolution in 1936 adopting a ratio of one teacher-counselor for each 200 students. This was followed, in 1937, by appointment of a director of counseling and guidance, and authorization to extend the counseling service with a goal of one counseling period for each 100 students. In August, 1938, additional teachers were appointed to each high school, and authorization was given principals to permit high school teacher-counselors to serve a maximum of three teacher periods a day as counselors.

A resolution passed in 1939 instructed principals to assign periods of counseling to "available" teachers, but retaining the existing ratio of the total number of teachers assigned to the school, adding further that teachers with excess counseling work should be assigned classes whenever it was necessary to do so to avoid the assignment of new teachers to the school in excess of the school's ratio. This resolution began a gradual tendency to de-emphasize the counseling and guidance program.

A new plan for counseling and guidance was presented to the board in 1940 by the director and other members of the administrative staff. The proposals were rejected by the board, which, at the time, reduced the rank of director to that of Class "C" supervisor, and made a new appointment to the position.

The above described constant fluctuation of pupil-load per counseling period from term to term was cited by the Eurich Committee as a serious handicap, although the ratio in some schools, during certain terms indicated the possibility of realizing the goal of 100 pupils to each counselor period.

PROCEDURE EMPLOYED BY THE COMMITTEE

Within three days after its appointment by the Board of Education, the Eurich Committee began its task with two major purposes in mind: to obtain the fullest possible description of the existing guidance and counseling program, and to formulate recommendations for its improvement.

The procedure used by the committee in achieving these purposes can best be described by quoting in part from the report:

To accomplish the first of these purposes, the committee at the outset decided to collect information about the counseling and guidance program from a variety of sources. They interviewed administrative officers, teachers and counselors. They held conferences with representatives from various organizations in the community. They met, at least once and on different occasions, with each of the following groups; supervisors and directors who work through the central office, all high school and junior high school principals, all junior high and high school vice-principals, a selected group of elementary school principals, and all secondary school counselors.

They visited schools in order to make first-hand observations of the practices. They developed

questionnaires to be filled out by principals, vice-principals, counselors, teachers, pupils and the general public. Through these interviews, visits, questionnaires and conferences, the Committee obtained a comprehensive description of the current practices and opinions concerning these practices.

. . . The proposals for extending the program were not formulated for or adapted from a plan devised for another school system. There is no one perfect guidance program that can be put into operation in every school system. Each system must develop a plan in terms of its facilities, resources and personnel.

.
Thus, through records, through individual interviews with many persons who have more diverse contacts with the counseling and guidance practices, through group conferences, through visits to the schools, and through information blanks filled out by several thousand individuals who have had direct experience in one capacity or another with guidance in the schools--the Committee assembled a comprehensive picture of the counseling and guidance program. These details in turn formed the framework for the recommendations. 1

OUTSTANDING GUIDANCE PRACTICES FOUND

The committee reported that it found examples of some of the best guidance and counseling practices in scattered instances, which, if formulated into a unified program for the entire system, would provide one of the best programs in the nation. Among these outstanding practices were the following:

1 Alvin C. Burich, Benjamin E. Mallary, and Edgar H. Rowe, Report of the Survey Committee on Counseling and Guidance, San Francisco, 1941 (Mimeographed), Chapter III, pp. 102 and 9.

(1) Development of good materials for use in group guidance.

(2) Weekly meetings of counselors to discuss current problems and to provide for better group guidance services.

(3) Lengthening of home room period to provide for group guidance.

(4) Adaptation of instructional materials by regular classroom teachers to provide for group guidance on student problems.

(5) Development of a faculty sponsor system whereby students with special difficulties may discuss their problems with a selected faculty member.

(6) Cooperation with agencies outside the school such as the Health Department, attendance officers, Recreation Department, Coordinating Council, and Diagnostic Clinic.

(7) Development of a Student Council which has assumed considerable responsibility in such matters as assisting new students and those in difficulty, and thus supplementing the counseling work of the faculty.

(8) Development of cumulative records which were passed on from school to school, and some follow-up records.

ASPECTS FOUND TO NEED DEVELOPMENT

As was true with the outstanding practices discovered, the various aspects which showed need of improvement were not universal throughout the system. The Committee commented

that the weaknesses cited could be found in most school systems throughout the country, and that a fully adequate counseling and guidance system is evolved through recognition of needs and exertion of effort to meet them.

Among the practices showing need of improvement were the following:

- (1) Lack of coordination of the guidance program throughout the whole system, and with other youth-serving agencies in the city.
- (2) Lack of interest of some school principals and a concurrent weakness in the guidance system in that school.
- (3) Lack of an organized training program for further development of counselors.
- (4) Inadequate counselor time to meet the variety of personal problems of 100 to 435 counselees. (For this pupil-load the counselor was allowed one teaching period of 45 minutes daily.)
- (5) Counselors dealing, for the most part, with program problems and, because of limited time, giving but slight attention to other aspects of counseling.
- (6) Inadequate training of counselors, due partially to a lack of comprehensive programs in training institutions, and partially to faulty methods of selecting counselors in various schools.
- (7) Limited use of registry or home room for group guidance.

(8) Inadequate use of the Diagnostic Clinic, largely due to a common notion that the clinic was to be shunned as would a reform school.

(9) Lack of specialized services such as psychiatric and psychological services for assistance in difficult problem cases.

(10) Poor physical environment for individual counseling, particularly a lack of privacy for personal interviews.

(11) Lack of uniformity of type, and method of handling, permanent records, showing a need for more adequate equipment and more adequate personnel for handling records.

(12) Too great a gap between grammar and secondary schools, making for difficulty in adjustment of pupils.

(13) Insufficiently diversified curriculum to meet the various abilities and interests of students, most high school programs still largely retaining characteristics of college preparatory work although relatively few students in some high schools go beyond high school.

(14) Lack of specialized services within the schools to provide knowledge about college entrance requirements, job opportunities, services of community agencies and other specialized guidance activities.

(15) Inadequate coordination of placement services within the school system and with other placement agencies

within the community.

Aspects which relate to inadequacies in vocational guidance

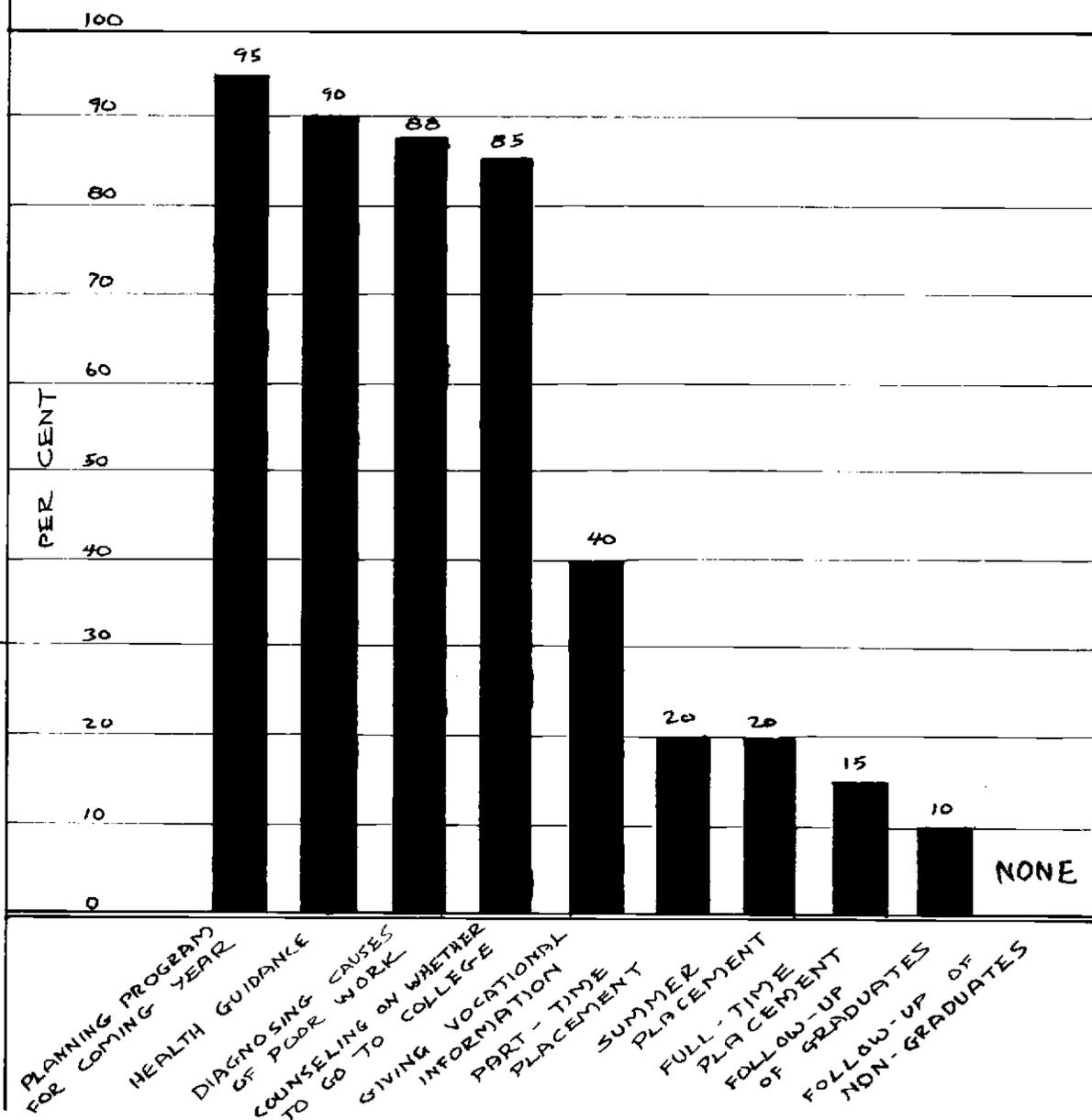
The last two items in the list of "aspects found to need development" just preceding this paragraph suggest two improvements needed for the development of an adequate vocational guidance program. Review of the reports of administrators, counselors, teachers, and pupils, compiled by the committee from questionnaires given to these respective groups, reveals a number of more specific inadequacies in the vocational guidance programs of the various high schools.

While it is not to be inferred that all these inadequacies are applicable to the High School of Commerce, they are herewith presented as an accurate summarization of the report and as an aid in evaluating the program to be recommended for the High School of Commerce.

Principals. Responses of high school principals indicate that the guidance programs, in general, were dealing largely with academic and health problems. Graph 1 indicates the degree to which the principals recognized effectiveness of the existing program. Program planning was reported by 95 per cent of the principals to be effectively handled in their schools; health guidance was so reported by 90 per cent of the principals; but giving of vocational information by only 40 per cent.

GRAPH 1

EFFECTIVENESS OF GUIDANCE PROGRAM IN HANDLING
STUDENT PROBLEMS AS REPORTED BY SECONDARY SCHOOL PRINCIPALS
IN EURICH COMMITTEE SURVEY



Other evidences of weakness in vocational counseling and guidance as indicated by principals were: placement for part-time work, 20 per cent; placement for summer work, 20 per cent; placement for full-time work, 15 per cent; follow-up of graduates, 10 per cent; and follow-up of non-graduates, none.

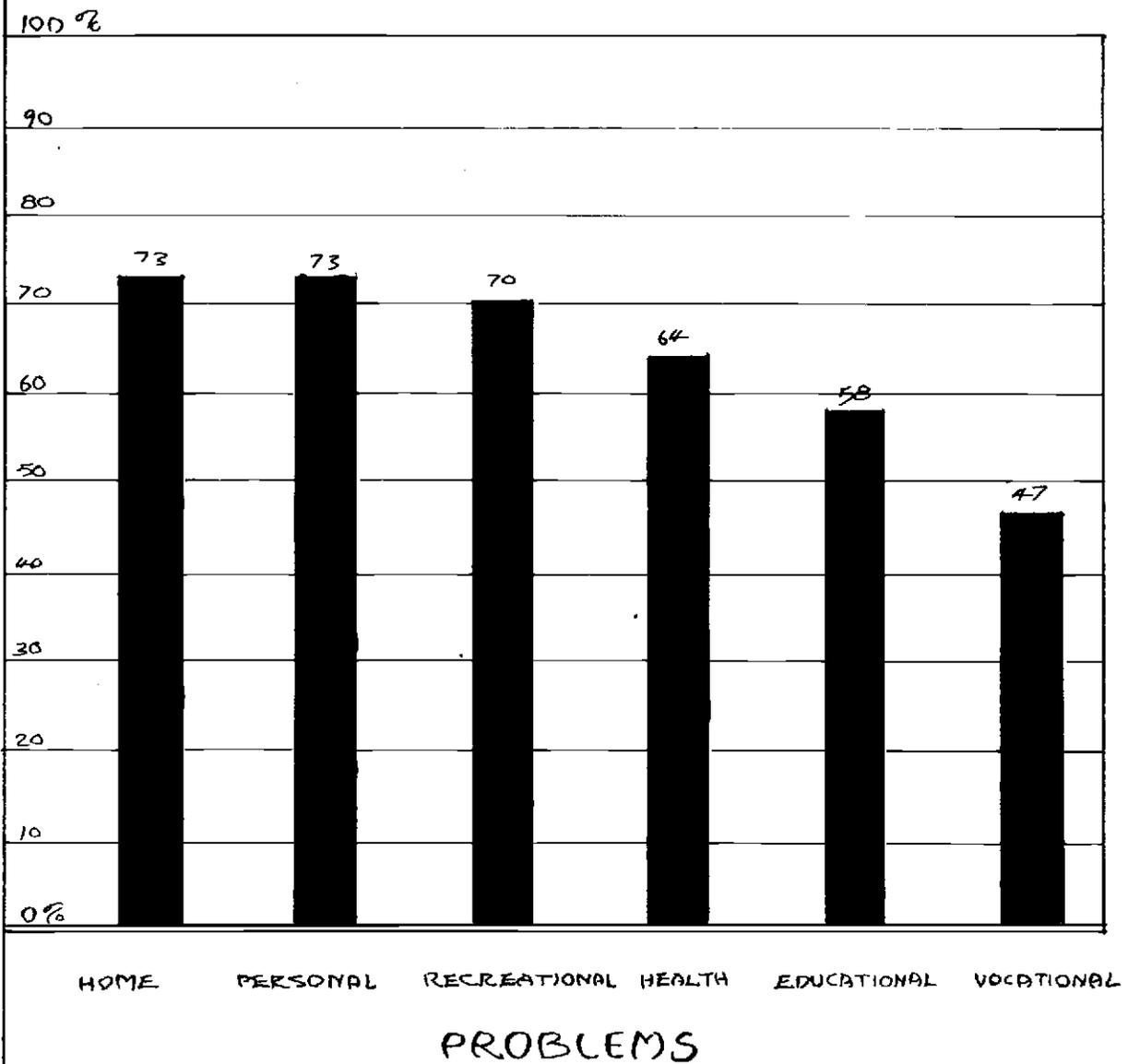
Vice-principals. The questionnaire given to vice-principals was the same as that given to school counselors, it not having been designed specifically for the vice-principal. The answers given were, therefore, largely evaluations of their work as it related to the guidance function rather than an administrative over-all evaluation of the guidance program.

As will be noted in Graph 2, 73 per cent of the vice-principals reported that they handled problems of personal guidance, 72 per cent handled recreational problems, 64 per cent health problems, 58 per cent educational problems, and 47 per cent vocational problems. When it is recognized that vocational placement of students traditionally has been a function of vice-principals, inadequacy of emphasis on this phase of guidance is apparent.

Counselors. In general, results of the questionnaire given to counselors was more favorable to the existing practices than were those given to any other group. In commenting on this fact, the Committee suggested that "The

GRAPH 2

EXTENT TO WHICH GUIDANCE PROBLEMS WERE HANDLED
BY VICE-PRINCIPALS AS REPORTED BY THEM
IN EURICH COMMITTEE SURVEY



counselors undoubtedly found it difficult to look objectively at their own work in presenting the facts concerning their services and in voicing their own opinions." ²

Counselors reported handling individual interviews on practically all types of student problems, including those having to do with vocational guidance. Eighty per cent of the counselors who filled out the questionnaire handled problems in helping students choose their life work, diagnosing interests and abilities, and informing students if their abilities would make it reasonably certain they would succeed in their chosen work. Seventy-five per cent stated that the present guidance services were not meeting the needs of the students.

Numerous inadequacies of high school courses in Occupations were revealed in responses to questions on that subject, as shown in Table I.

Failure of the majority of counselors to answer questions in this group was due to the fact that most high schools in the city offer no specific course in Occupations, the High School of Commerce being in this group.

Teachers. Opinion of high school teachers was divided on the effectiveness with which various aspects of vocational guidance were handled, as is indicated by the responses

² Alvin C. Eurich, Benjamin E. Mallary, and Edgar H. Rowe, Report of the Survey Committee on Counseling and Guidance, San Francisco, 1941 (Mimeographed), Chapter X, p. 1.

TABLE I

ADEQUACY OF HIGH SCHOOL COURSES IN OCCUPATIONS AS REPORTED
BY 93 COUNSELORS IN EURICH COMMITTEE SURVEY

Questions	Yes	No	Did Not Answer	
Are Materials in Course Up-to-date?	6 6.5	52 55.9	35 37.6	Number Per cent
Are Materials Authentic?	14 15.1	4 4.3	75 80.6	Number Per cent
Do They Cover a Wide Range of Occupations?	11 11.8	8 8.6	74 79.6	Number Per cent
Are They Frank in Telling of Salaries Offered?	12 12.9	8 8.6	73 78.5	Number Per cent
Are They Related to Work Actually Being Done in San Francisco Area?	12 12.9	8 8.6	73 78.5	Number Per cent
Are They Frank in Presenting the Various Abilities Needed?	10 10.8	8 8.6	75 80.6	Number Per cent

shown on Table II. These replies, while recognizing certain effective services, generally express vocational guidance to be one of the services which could be dealt with much more effectively. Particularly noticeable is the weakness in follow-up of graduates and non-graduates.

No explanation was offered for the large number who did not answer the various questions, but it is to be presumed that teachers who failed to answer were unfamiliar with the facilities of the school to fulfill the function.

Students. The most obvious inadequacies in the vocational aspects of the guidance program at the time the survey was made were revealed in responses to the student questionnaire, which was given in two of the high schools, not including the High School of Commerce.

In response to the question, "In what ways has the counseling system of your school helped you most," based on 642 replies from a single high school, nine per cent stated that they had been given vocational guidance, while only three-tenths of one per cent stated that they had received guidance in finding jobs. These and other student responses are shown on Graph 3. In general there is a marked contrast between these student expressions and those made by administrators, counselors, and teachers in their evaluations of the service.

Students were frank in criticizing the vocational

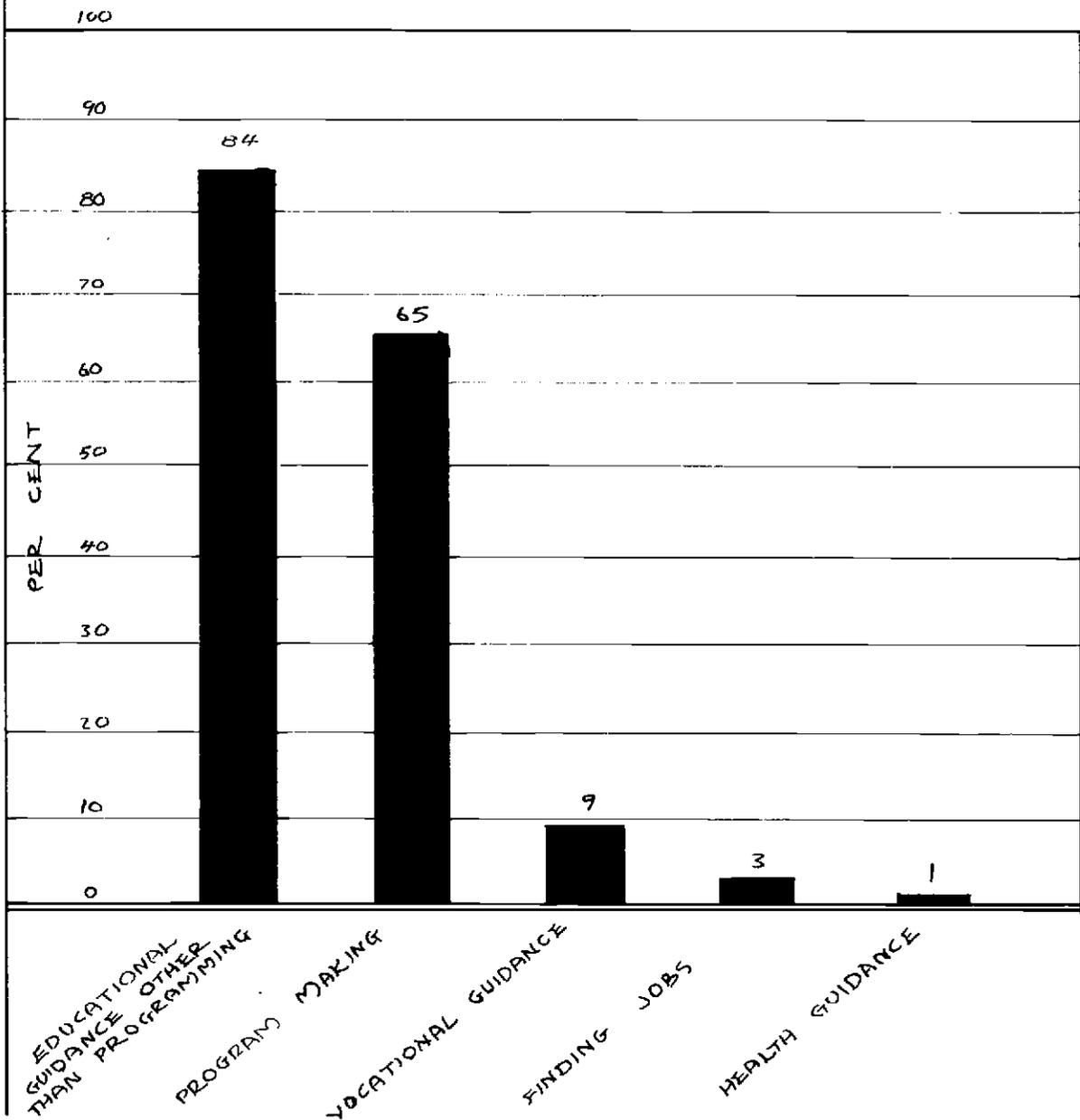
TABLE II

ADEQUACY OF VOCATIONAL GUIDANCE ACTIVITIES AS REPORTED
BY 580 HIGH SCHOOL TEACHERS IN EURICH COMMITTEE REPORT

Aspect	Yes	No	Did Not Answer	
School Gives Accurate Vocational Information	259 44.6	106 18.3	215 37.1	Number Per cent
Service Effective in Securing Part-time Work	218 37.6	139 24.0	223 38.4	Number Per cent
Service Effective in Securing Summer Work	177 30.5	171 29.5	232 40.0	Number Per cent
Service Effective in Securing Full-time Work	165 28.4	153 26.4	262 45.2	Number Per cent
Service Effective in Follow-up of Graduates	116 20.0	227 39.1	237 40.9	Number Per cent
Service Effective in Follow-up of Non-graduates	84 14.5	249 42.9	247 42.6	Number Per cent

GRAPH 3

RESPONSES OF STUDENTS TO QUESTION: "IN WHAT WAYS
HAS THE COUNSELING SYSTEM OF YOUR SCHOOL HELPED YOU MOST?"
TAKEN FROM EURICH COMMITTEE SURVEY



assistance they had received. Many expressed the feeling that counselors should be better equipped with easily accessible literature or more knowledge concerning various vocations. While a small majority of students stated that they had received help from their counselors with vocational problems, a large minority had problems of this type but had received no help with them.

More than half the students in senior high schools desired part-time or vacation work but received no help from the school in obtaining it. This condition was not typical of the High School of Commerce, where a placement counselor has met the demands of students for part-time work in-so-far as limited time and facilities would permit. A detailed consideration of the placement problem will be presented in Chapter IV.

Student comments indicating an inadequacy in the field of vocational guidance are here quoted from the Eurich Report:

"It hasn't helped me very much because they haven't told me a single word about getting a job or what to do in case of an emergency."

". . . I also think they (the counselors) should know more about the requirements of other fields than just the professional field as ^{not} everyone wants to be a nurse or teacher or lawyer."

"A counselor to advise students on vocational guidance and books on the field of endeavor the student is trying to enter."

"For the counselors, if possible, to help the students in obtaining part-time employment..." 3

BASIC PRINCIPLES AND RECOMMENDATIONS
OF THE EURICH COMMITTEE

Fundamental principles of counseling and guidance, and the evidence collected through observation, interviews, conferences, and questionnaires, were used by the committee as a basis for its recommendations to the Board of Education, made on July 10, 1941. The ten basic principles and nine recommendations herewith are quoted in full as presented in the report. Particular attention is called to Recommendation 3, which, it will be noted, pertains to establishment of a counseling staff, and the relationship of vocational guidance to the entire counseling program.

Basic principles for a sound counseling and guidance service

The basic principles outlined below were discussed in detail with all junior and senior high school principals. This group agreed unanimously that the principles formed a sound framework for counseling services in the schools.

1. That guidance is an essential part of and cannot be sharply separated from the educational process.
2. That every teacher should be a counselor because:
 - a. Many pupil problems for which

3 Alvin C. Eurich, Benjamin E. Mallary, and Edgar H. Rowe, Report of the Survey Committee on Counseling and Guidance, San Francisco, 1941 (Mimeographed), Chapter VII, pp. 17-18.

- counseling is needed grow out of the pupil-teacher relationship in the classroom.
- b. The classroom situation gives the teacher an unusual opportunity to observe the pupil under normal school work conditions. The classroom teacher, therefore, can frequently learn more about a pupil than a counselor can discover in two or three brief conferences during one year.
 - c. The rapport established between teacher and pupil in the classroom is a good starting point for counseling.
3. That teachers differ by natural aptitude and by training for carrying on counseling.
 4. That much guidance can be carried on in group situations such as those provided in the home-room, regular classes, shops and laboratories.
 5. That group guidance must be supplemented by individual counseling in order to assist pupils who have difficult problems of adjustment.
 6. That in order to keep the guidance program in the process of continuous development the school system should provide for an in-service training program for teachers and administrators who are directly responsible for counseling.
 7. That various specialists are needed, such as medical doctors, psychiatrists, psychiatric social workers, psychologists and counselors who have specialized in specific types of problems to aid the teacher in counseling pupils.
 8. That the schools, since they are the only institutions that attract practically all children, are natural coordinating centers for the youth-serving agencies of the community.
 9. That no single agency is in itself adequate to conduct an efficient guidance program. All resources in the community for aiding youth must work together in providing the best type

of program and in meeting the needs of individual children. This involves close relationship with parents and homes as well as social agencies.

Recommendations

The Survey Committee on counseling and guidance in the San Francisco public schools recommends:

1. That the responsibility for coordinating and articulating all specialized counseling and guidance services provided through the central office be fully recognized as a major function of the office of the Superintendent of Schools and that the direct responsibility for carrying out this function be assigned to the Deputy Superintendent in charge of junior and senior high schools.
2. That the present Diagnostic clinic be abolished and that the staff of this clinic form the nucleus for organizing two child guidance clinics; that these clinics work under the general direction of and be organized by the Deputy Superintendent in charge of junior and senior high schools; that they go directly to the children by establishing their centers of operation at the schools rather than having the children come to a centrally located office; that a competent psychiatrist be appointed to work with both clinics; and that in addition at least one of each of the following types of specialists be appointed to the staff of each clinic: Social worker, psychiatric social worker, psychologist and psychological examiner, nurse, supplementary services of a physician, teacher adviser, and record clerk or assistant counselor.
3. That within each junior and senior high school there be provided a special counseling staff which includes the following:
 - a. A director of counseling and guidance who will not be a vice-principal but whose classification will be the same as that of the two vice-principals.
 - b. A group of head counselors, each of

whom would be a specialist in one of the following fields:

- (1) Educational guidance
 - (2) Vocational guidance
 - (3) Community relationships
 - (4) Personality problems
- c. Home-room or class-room teachers each to be designated as counselor for the pupils in their registry room or in one of his classes, whether it be social studies, English, or in some other field.
 - d. Other teachers whose special qualifications for counseling would be determined by the director of guidance working cooperatively with them.
 - e. An assistant counselor who would work largely on an apprenticeship basis with the counseling staff on matters of records and other special problems.
4. That in order to provide for more effective group guidance, pupils be assigned for counseling to teacher-counselors who are either their home-room teachers or in whose classes the pupils may be taking work; that in schools where the home-room serves the purposes of group counseling consideration be given to a possible lengthening of the periods; that for all schools an effort be made to coordinate group counseling with regular classroom instruction; and that the direct responsibility for developing the group counseling program in each junior and senior high school be assigned by the principal to the director of guidance and the head counselors.
 5. That the Deputy Superintendent in charge of junior and senior high schools be charged specifically with the responsibility for coordinating placement services in the schools with other similar services in the community and that he likewise be charged with the responsibility for coordinating the school program with that of other agencies so that all community resources might be utilized most effectively in counseling youth in school. In this way the schools will more and more become centers for coordinating all community forces concerned

with the welfare of youth.

6. That three social workers be added to the staff of the Division of Attendance in order to extend the excellent services it is now providing toward a better understanding of pupils through closer contacts with the homes.
7. That a special workshop be set up for two weeks during the summer vacation period for the junior and senior high school principals and directors of guidance. This group would work under the leadership of the Deputy Superintendent in charge of the secondary schools and an able staff. They would devote the time directly to a study of the findings of the Survey Committee and to the problem of setting up a guidance program, based on the principles enunciated above, for their respective schools. . . . The Committee recommends further that this workshop be the beginning of a long-term program of in-service training of the school staff in counseling and guidance to be carried on under the direction of the Deputy Superintendent.
8. That as teaching time is released through decreasing enrollments in the junior and senior high schools, provision be made to absorb this time for extending the counseling and guidance services of the schools.
9. That the Deputy Superintendent in charge of junior and senior high schools be required in the spring of 1942 to submit to the Superintendent of Schools and the Board of Education a report showing the extent to which these recommendations have been carried out. ⁴

ACTIONS OF THE BOARD OF EDUCATION AND ADMINISTRATION BASED
ON THE EURICH REPORT

⁴ Alvin C. Eurich, Benjamin E. Mallary, and Edgar H. Rowe, Report of the Survey Committee on Counseling and Guidance, San Francisco, 1941 (Mimeographed), Chapter I, pp. 2 to 6.

Deviations from recommendations in the report

A study of the recommendations of the Eulich Committee will show that it made, among others, the following suggestions regarding personnel.

(1) Appointment as Deputy Superintendent in charge of junior and senior high schools to replace the present Deputy Superintendent whose resignation had been accepted, a man who had demonstrated his ability as a leader in the field of guidance and who would devote much of his time during the ensuing year to working with principals, counselors, and teachers to extend the guidance services.

(2) Establishment of the position of director of guidance and counseling for each of the junior and senior high schools with a classification the same as that of the vice-principals.

(3) Appointment of four head counselors in each school to serve as specialists in educational guidance, vocational guidance, community relationships, and personality problems.

(4) Establishment of a number of positions of assistant counselors who were to be graduate students specializing in counseling at one of the state universities, and who would serve on an apprenticeship basis.

The program as established through action of the Board of Education, while following in general outline the recommendations of the Committee, varied somewhat in each

of the four instances listed in the paragraphs above. Except in the first instance, these variations may be said to represent budgetary economies rather than alterations of purposes or scope of the guidance program.

In addition to the appointment of a Deputy Superintendent as recommended, the Board approved re-establishment of the position of Director of Counseling and Guidance.

A. D. Graves was appointed as Deputy Superintendent, and O. I. Schmaelzle as director of counseling and guidance.

Instead of establishing a position of "director of guidance and counseling" in each high school, action of the Board established head counselorships, with financial remuneration equivalent to that of department heads rather than that of vice-principals, a reduction of \$120 per year from the proposed rate. In several schools, including the High School of Commerce, the position of head counselor was already established, although no additional remuneration above that of class room teacher had been allowed under previous Board rulings.

The four head counselors to serve as specialists in their respective fields were re-named by Board action, and became assistant head counselors. These positions carried no remuneration beyond that of class room teacher. Principals were instructed to name only two assistant heads with double assignments. However, a more recent ruling of the Board has authorized filling of the four positions.

The Board of Education voted to eliminate the positions of assistant counselors, and as a result such duties as were to have been performed by them have been absorbed by other members of the counseling staff.

Head counselor in vocational guidance. In Recommendation 3, the counseling and guidance personnel for each junior and senior high school is proposed, including a specialist in the field of vocational guidance. In elaborating on his proposed duties, the recommendation stated as follows:

The specialist in vocational guidance should be an individual with extensive training and experience in a variety of occupations. He should know the abilities required in specific vocations. He should follow consistently the demands made by various occupational groups. He should be informed on the calls for workers within each occupational group and should maintain close contacts between schools and industries, shops, stores, placement offices and other places of employment within the community. He would serve as a resource leader for teachers and counselors within the school on problems relating to preparation for specific occupations.

.....
 These head counselors should teach a minimum of two and not more than three classes a day. The load should depend upon the size of the school. They should, however, be free for a considerable portion of the day to deal at some length with problems that will be presented to them by both teachers and pupils. ⁵

The counseling and guidance program

Appointment of the Deputy Superintendent and Director

⁵ Ibid., Chapter I, pp. 19-20.

of Counseling and Guidance was made in the Fall of 1941, after the Fall Semester was under way. Soon after their appointment, they prepared and submitted the "Tentative Outline for Counseling and Guidance Program in the Junior and Senior High Schools, San Francisco Unified School District," previously referred to in this study. This outline described in detail the duties and responsibilities of all members of the certified staff as they related to the guidance program, basing its recommendations on those of the Eurich Report, with modifications made necessary by varying Board authorization.

The scope of vocational guidance in the program. The duties of assistant head counselor in charge of vocational guidance were listed as follows in the "tentative outline:"

The vocational counselor will assemble all materials for use in the field of vocational counseling. He will keep in close contact with the junior division of the state employment service. He will supervise placement activities, particularly in the local community. He will cooperate closely with the N.Y.A. program of the school. He will try to develop opportunities in the local neighborhood for part time work. He will interview graduating seniors in senior high schools. He will collect data on advanced training and vocational schools and be able to provide information for apprentice training, trade union requirements, and professional information. He will arrange for vocational group speakers and provide for excursions to industries and business. (See appendix)

The scope of educational guidance in the program. The

following points outline the duties of educational counselor as suggested in the "tentative outline." They are presented at this point to emphasize the distinction between the two functions, and to delineate the scope of activities of each.

The educational counselor will direct the teacher counselors in their work of advising students in their in-school program. He will investigate causes of school failures through study of records, surveys, and by conferences. He will assist students to plan their after graduation educational programs. He must be familiar with graduation requirements and entrance requirements of all institutions of higher learning. He shall hold group meetings of students interested in particular colleges. He shall develop a file of information concerning free scholarship possibilities. The orientation between the junior high schools and senior high schools, and senior high schools and higher institutions should be a particular function of this officer. The remedial reading program should have the advice of this counselor. (See appendix)

SCOPE OF VOCATIONAL COUNSELOR'S DUTIES AS INTERPRETED AT THE HIGH SCHOOL OF COMMERCE

Following appointment of the head counselor and assistant counselors at the High School of Commerce, a series of meetings were called by the head counselor to orient the group to their respective duties and to outline a plan of procedure for starting new counseling and guidance activities.

The duties of vocational counselor as interpreted by the head counselor and the four assistants as a result of these meetings are listed below:

He will assemble such vocational materials as books, leaflets, pamphlets, magazines, and charts, and make them available to the students,

He will promote placement opportunities through the placement office. He will obtain data on advanced vocational training and vocational schools. He will provide information on apprentice training, trade union requirements, and professional pursuits. He will develop the group guidance program as it pertains to vocational guidance. He will foster occupational conferences, vocational films, and excursions.

The purpose of this chapter has been to review the Eurich Report and thereby determine the Committee's general recommendations for guidance and counseling in the San Francisco schools, to determine the scope of the recommended vocational guidance program, and to define the proposed duties of vocational counselors in the different high schools. The chapter has also presented a review of the actions taken by the Board of Education following acceptance of the Report, and subsequent recommendations of the Deputy Superintendent and Director of Counseling and Guidance, and the interpretations of these recommendations made by the counseling staff at the High School of Commerce.

In Chapter III the requirements for a sound, complete program of vocational guidance will be outlined, and an analysis made of the extent to which the vocational guidance program recommended by the Eurich Committee and the Deputy Superintendent, and as interpreted by the High School of Commerce counseling staff, meet these requirements.

CHAPTER III

A COMPARATIVE ANALYSIS OF THE REQUIREMENTS FOR A SOUND, COMPLETE PROGRAM OF VOCATIONAL GUIDANCE

In his recent book, "Principles and Techniques of Vocational Guidance," Myers outlines a complete program of vocational guidance, prefacing the outline with the following statement:

After 30 years of thought and experience, authorities on the subject have come rather generally to divide such a program into eight parts, each part concerned with a distinctive type of service. The program may, therefore, be thought of as consisting of a group of eight services. ¹

Myers then lists the eight services mentioned and devotes succeeding chapters to detailed explanation of each. They are: (1) a vocational information service; (2) a self-inventory service; (3) a personal data collecting service; (4) a counseling service; (5) a vocational preparatory service; (6) a placement or employment service; (7) a follow-up or adjustment service; and (8) a research service.

These eight services will be discussed in the following pages of this chapter. They provide the basis for a comparison of the recommendations of the Eurich Committee and the Deputy Superintendent, with the interpretations made by the High School of Commerce counseling staff. They will also be used as criteria for determining the effectiveness

¹ George E. Myers, Principles and Techniques of Vocational Guidance, New York: McGraw-Hill Book Company, Inc., 1941, p. 104.

of the present vocational guidance activities at the school, and for proposals for improvement of the program.

THE REQUIREMENTS FOR A SOUND, COMPLETE PROGRAM
OF VOCATIONAL GUIDANCE

In the following paragraphs explanation of the scope of activities involved in each of the eight services will be made.

A vocational information service

In outlining the responsibilities involved in this service, Myers says:

This service is concerned with aiding the individual to obtain needed information concerning occupations. . . Adequate information of this character does not come to one in the ordinary course of schoolwork. . . Definite provision of some sort for each individual to obtain such information is part of the secondary school's responsibility. ²

Inadequacy of any of the established courses in the secondary schools to provide the needed information concerning occupations is stressed, and the recommendation made that this material is sufficiently important to merit its inclusion in the curriculum as a separate subject.

A self-inventory service

This service involves exploratory activities on the part of the individual student, leading him to self-analysis

² Ibid., p. 104.

and self-rating of his "personal assets and liabilities." As defined by Myers it is "concerned with aiding the individual to obtain equally needed information pertaining to his own abilities, aptitudes, limitations, and personality traits--his personal assets and liabilities." 3

The testing program which has as its objective assisting the student to "take stock" of himself is a part of this service. Ruch and Segel make the following comments, on various tests of abilities which may be used for vocational guidance:

Regardless of final outcomes of such attempts at analysis, there is sufficient evidence at present of the existence of individual differences that force any individual to face a vocational choice both with important assets that he may turn to his advantage and with certain liabilities that must be offset or overcome. To help him in this choice requires at least two things: (1) The determination of the most adequate and accurate pattern of his capacities that is possible under our present methods; and (2) an equally complete and up-to-date analysis of the requirements of the occupations that he is considering. It is a part of the counselor's role to effect the assemblage of these two types of information and to bring both into focus on the problems of the pupil. 4

A personal data collecting service

"The purpose of this service is. . . the bringing

3 Ibid., pp. 104-105.

4 Giles M. Ruch and David Segel, Minimum Essentials of the Individual Inventory of Guidance, United States Department of the Interior, Office of Education--Washington: U. S. Government Printing Office, 1940, p. 7.

together of many kinds of personal data concerning the individual in convenient form for use by the counselor. . . much more complete data than are usually found in a school-record system. . ." declares Myers. 5

The kinds of personal data needed are mentioned as being: general information to help in locating the individual and making contacts with those who have responsibility for him; data on his health and physical characteristics; psychological data concerning his intelligence, aptitudes and personal traits; data on his social environment and home conditions; data concerning school and out-of-school achievements; data on his vocational and educational plans.

A counseling service

Myers defines this service as being that which is:

. . . concerned with helping the individual to weigh and evaluate his personal assets and liabilities in relation to the opportunities and requirements of occupations that interest him, and to make plans that are based on resulting decisions. . . It consists of an interview or series of interviews between the counselor and the one counseled in which sincere and frank efforts are made to face the facts that should determine decisions and plans. 6

Attention should again be called to the definition of the word "counseling" as given in Chapter I of this study, in which it was pointed out that counseling is a situation involving only two persons, the counselor and the

5 Myers, op. cit., p. 105.

6 Ibid., p. 105.

counselee. Any group activity cannot correctly be termed a counseling situation. If the program is adequate, there should be provision for the counselor to schedule appointments with the counselee, and physical conditions which permit a strictly private interview.

A vocational preparatory service

In the words of Myers: "This service is based on the assumption that a choice of occupation has been reached, at least tentatively. . . Assistance is needed in determining what preparation shall be obtained and where and in what manner it shall be obtained." ⁷ It recognizes the responsibility of the school to its students to "help in planning their preparation, whether it is to be obtained in the school system or outside it."

While not all vocational training can be provided by the school, some of it not being adapted to the secondary school level, vocational guidance includes the duty of directing the individual into proper vocational preparatory experiences. To the extent that these experiences can and should be a part of the secondary school program, a complete program of vocational guidance would demand adequate facilities for vocational training.

A vocational preparatory service is not confined to a lone purpose of training a student for a single occupation.

⁷ Ibid., p. 105.

Apart from the need for preparatory vocational training, the school cannot overlook its responsibility to provide every student with vocational education, that is, the opportunity for broad exploration and experimentation in a variety of occupations. Bell points this out in the following statement from "Matching Youth and Jobs:"

Vocational guidance and vocation education are universal needs, present in the adjustment problems of all youth. Vocational training, in its specialized sense, is not. But, to the extent that vocational training is needed as a part of the individual's adjustment, it is essential that vocational guidance be available and adequate to point the way. ⁸

A placement or employment service

As defined by Myers, the function of this service is:

To aid the individual who has chosen his vocation and made such preparation as seems practicable to get off to a good start by entering that vocation advantageously. Assistance is needed in finding a suitable place to start work at a wisely chosen occupation just as truly as in making the choice. Without this assistance the whole program of vocational guidance, dealing, as has been stressed, with transfer from school to occupation, is left in the air, unfinished. ⁹

The value and function of cooperating agencies, such as the Federal Employment Service, is recognized, and it is presumed that the school will work in cooperation with these agencies. However, the relation of the school to the other agencies is made clear in the following statement:

⁸ Howard M. Bell, Matching Youth and Jobs, Washington, D. C., American Youth Commission, American Council on Education, 1940, p. 40.

⁹ Myers, op. cit., p. 105-106.

. . . On the other hand, school people know the youth of the community, are trained to work with youth, are unhampered by political considerations, and can more easily obtain any needed additional information concerning the youth of the community. Besides, transfer from school to occupational activities is essentially an educational service, concerned with making sure that youth are so placed that their development, carried on for years in the schools, is continued in the early years of employment life. Better results for youth, for the schools, and for society seem assured if placement of youth to twenty-one years of age, perhaps to twenty-five, is recognized as a function of the school system with financial and other assistance from the federal-state employment service. Cordial cooperation between these two agencies is necessary, how ever the job is done. 10

A follow-up or adjustment service

As described by Myers:

This service is concerned with aiding the individual to make necessary or desirable readjustments after entering upon his vocation. . . Assistance may be needed in making a new choice either of vocation or of place to work at it, or in making the best use of a period of temporary unsuitable employment or complete unemployment. He may need help in seeing the opportunities that lie ahead, or in planning the further preparation needed, or in adapting his personality to the new environment or working life. 11

The need for a systematic procedure for ascertaining the needs of former students who have become workers is fundamental to a satisfactory follow-up service. This may partially be met by written reports from the youth and his employer at various intervals following employment;

10 Ibid., p. 309.

11 Ibid., p. 106.

partially by telephone calls; and partially by return visits to the school by the young worker.

No plan, however, will obviate the necessity of personal calls on the youth and his employer. An adequate system of follow-up involves considerable expense, but is necessary and justified according to Myers, who says that the schools must ultimately be expected to go to great pains and expense to perform the follow-up service.

A research service

Following is the definition of this service as made by Myers:

This includes particularly occupational research--the gathering and keeping up to date of information concerning opportunities and requirements of local occupations. It includes, also, evaluating the techniques and methods used in the other services. It is not so much a service to individuals as it is to the program as a whole. ¹²

A continuous occupational survey is recommended as the only satisfactory way in which the school can be in a position to render adequate vocational guidance and training. Such a function is beyond the scope of any individual school in a city system, it being city-wide in nature and requiring considerable financial outlay.

The results of such a survey should be available to the individual schools in the system at all times. Activities pertaining to the nature and scope of the vocational

¹² ibid., p. 106.

education program, in occupational exploration through various school subjects, in evaluation of counseling and placement services, and on the effectiveness of the follow-up service, all fall within the scope of research which is directed by the vocational counselor.

Myers suggests that research workers from near-by colleges or universities may be called upon to help in these activities. As previously has been mentioned, a similar proposal was made in the Eurich Report for adoption in San Francisco, but was rejected by the Board of Education. This proposal would have placed at least one assistant counselor, a graduate student from a university, in each high school and junior high school.

COMPARISON OF RECOMMENDATIONS AND INTERPRETATIONS WITH MYERS' EIGHT POINTS

In Chapter II of this study, the proposed duties of the "specialist in vocational guidance" were presented as outlined in Recommendation 3 of the Eurich Report. Similarly, the scope of duties in the vocational guidance program as recommended to the schools by the deputy superintendent, following adoption of the Eurich Committee recommendations, were listed, as were the interpretations of these recommendations made at the High School of Commerce by the head counselor and assistant counselors. These are repeated at this point so they may be reconsidered in the

light of the eight services suggested by Myers. For convenience in reference, each point will be numbered.

Eurich Committee Recommendations

Head counselor in vocational guidance. The recommendations of the Eurich Committee gave the following as the scope of duties of head counselor in vocational guidance:

1. The specialist in vocational guidance should be an individual with extensive training and experience in a variety of occupations.
2. He should know the abilities required in specific vocations.
3. He should follow consistently the demands made by various occupational groups.
4. He should be informed on the calls for workers within each occupational group.
5. He should maintain close contacts between schools and industries, shops, stores, placement offices and other places of employment within the community.
6. He would serve as a resource leader for teachers and counselors within the school on problems relating to preparation for specific occupations. ¹²

Deputy Superintendent's Recommendations

Vocational counselor. The office of "head counselor

¹² Alvin C. Eurich, Benjamin E. Mallary, and Edgar H. Rowe, Report of the Survey Committee on Counseling and Guidance, San Francisco, 1941 (Mimeographed) Chapter I, pp. 19-20.

in vocational guidance" as outlined in the Burich Report, was made that of "vocational counselor" in the program adopted by the Board of Education and put into effect by the Deputy Superintendent. Duties of the vocational counselor were listed in the Deputy Superintendent's outline as follows:

1. The vocational counselor will assemble all materials for use in the field of vocational counseling.
2. He will keep in close contact with the junior division of the state employment service.
3. He will supervise placement activities, particularly in the local community.
4. He will cooperate closely with the N.Y.A. program of the school.
5. He will try to develop opportunities in the local neighborhood for part time work.
6. He will interview graduating seniors in senior high schools.
7. He will collect data on advanced training and vocational schools and be able to provide information for apprentice training, trade union requirements, and professional information.
8. He will arrange for vocational group speakers and provide for excursions to industries and business. (See appendix)

Duties as interpreted at the High School of Commerce

The following points represent the interpretation of duties of vocational counselor made by the counseling staff of the High School of Commerce following its appointment in

the fall of 1941:

1. He will assemble such vocational materials as books, leaflets, pamphlets, magazines and charts, and make them available to the students.
2. He will promote placement opportunities through the placement office.
3. He will obtain data on advanced vocational training and vocational schools.
4. He will provide information on apprentice training, trade union requirements, and professional pursuits.
5. He will develop the group guidance program as it pertains to vocational guidance.
6. He should foster occupational conferences, vocational films, and excursions.

Comparison with Myers' eight points

In this section an attempt will be made to show the extent to which the scope of duties of vocational counselor, as recommended in the Eurich Report and the Deputy Superintendent's outline, and as interpreted at the High School of Commerce, satisfy the eight requirements for a sound, complete program of vocational guidance as outlined by Myers.

The approach will be through a re-statement of each of the eight points in the program, followed by the items in each of the three lists of scopes of duties--that of the Eurich Committee recommendations; the deputy superintendent's recommendations; and the school's interpretations, which seem to be applicable to that point. In instances where no specific recommendations are made, the writer's

own interpretation of various duties, not specifically listed but implied or inferred will be included.

VOCATIONAL INFORMATION SERVICE

The Eurich Committee Recommendations

1. The specialist in vocational guidance should be an individual with extensive training and experience in a variety of occupations.
2. He should know the abilities required in specific vocations.
3. He should follow consistently the demands made by various occupational groups.

The Deputy Superintendent's Recommendations

1. The vocational counselor will assemble all materials for use in the field of vocational counseling.
2. He will arrange for vocational group speakers and provide for excursions to industries and business.

The High School of Commerce Interpretations

1. He will assemble such vocational materials as books, leaflets, pamphlets, magazines and charts, and make them available to the students.
2. He will develop the group guidance program as it pertains to vocational guidance.
3. He should foster occupational conferences, vocational films, and excursions.

SELF-INVENTORY SERVICE

The Eurich Committee Recommendations

No specific reference to a self-inventory service is

made. The Burich Report refers to the program of tests and measurements as one of the services already established and functioning in the schools. However, this program largely has been concerned with intelligence and aptitude testing of a general nature, with only minor attention to testing of vocational aptitudes and interests. It might be assumed that the knowledge which the counselor has of vocations and their requirements would be conferred on the students as a natural sequel to the possession of that knowledge, but no recommendation to this effect is made.

The Deputy Superintendent's Recommendations

Here again, it must be assumed that other recommendations imply this function. The assembling of materials, providing of excursions, speakers, and films, and the facilities of a testing program, are of no avail except as they are made accessible to the students for their personal benefit. Here is the implication for a self-inventory service, if such it is, but there is no recommendation covering the service.

The High School of Commerce Interpretation

It must again be assumed that the broad responsibilities in counseling include those of assisting students in their personal adjustments, and that this would imply the conveying of information which would enable them to make self-analyses. However, no specific provision for a self-inventory service

is included in the list of points in the school's interpretation of the vocational counselor's duties.

PERSONAL DATA COLLECTING SERVICE

The Eurich Committee Recommendations

The Eurich Committee, in its report, recommended to the Board of Education that it employ graduate students from near-by universities to act as assistant counselors. Among the duties prescribed for these assistants were those of "keeping records and bringing together facts concerning individual students." As was previously reported, the Board of Education excluded these assistants in its recommendations for the program.

The keeping of cumulative records, and their value in guidance are referred to in various other sections of the Eurich Report, and are not specifically related to the duties of vocational counselor. That a common complaint throughout the Report refers to inadequacy and lack of uniformity of cumulative records, particularly to records containing personal rating blanks, is evidence that a more definite provision should have been made for this function.

The Deputy Superintendent's Recommendations

A system of cumulative records, involving certain information pertaining to vocational guidance has been in use for several years, although lack of uniformity in keeping

such records is noted in responses of teachers and administrators to questions asked by the Eurich Committee in their survey questionnaire. Study of the cumulative record form in use in the high schools will show an inadequacy of vocational information. (A copy of this form will be found in the appendix to this study.) More attention might well have been given to this service in the Deputy Superintendent's recommendations.

The High School of Commerce Interpretation

Since the counseling staff of the High School of Commerce attempted only to interpret and not to broaden the scope of the recommendations, no reference was made to the personal data collecting service. Only to the extent that the cumulative records, maintained by the "grade counselor" and made available for vocational counseling, provide personal data significant to vocational counseling is this function fulfilled. Definite proposals will be made in Chapter IV for more specific attention to accumulation of personal data for vocational counseling.

COUNSELING SERVICE

The Eurich Committee Recommendations

Personal interviews might be said to be the sine qua non of a counseling and guidance program, and absence of specific points covering the vocational counseling service

can in no way be interpreted to indicate that it has been overlooked. General recommendations of the committee call attention to the lack of time for adequate individual counseling of students, and urge a reduction of counseling loads to correct this defect. Proper physical facilities to provide privacy for conferences also is pointed out as a need for adequate counseling.

The Deputy Superintendent's Recommendations

6. He will interview graduating seniors in senior high schools.

This recommendation is the only one in which specific reference is made to personal interviews. Here, too, however, the absence of a specific recommendation concerning counseling cannot be interpreted to mean an oversight of this function, but rather an assumption that it is taken for granted as a major activity in the counseling program.

The High School of Commerce Interpretation

Counseling is implied in several of the duties as interpreted by the High School of Commerce, particularly those which refer to promotion of placement opportunities, obtaining data on advance vocational training, and providing information on apprentice training, trade union requirements and professional pursuits. As will be brought out in Chapter IV, it is not a lack of scope of duties but inadequacy of emphasis on vocational counseling, and improper facilities

for personal interviews, which handicap the carrying out of this service.

VOCATIONAL PREPARATORY SERVICE

The Eurich Committee Recommendations

3. He should follow consistently the demands made by various occupational groups.
6. He would serve as a resource leader for teachers and counselors within the school on problems relating to preparation for specific occupations.

The first of these recommendations implies a responsibility for the vocational counselor to keep informed as to changing conditions within various occupational groups, while the second suggests that the vocational counselor be prepared to furnish information on training requirements, and available training facilities, for the various occupations represented in the community. Neither recommendation suggests the importance of vocational education or vocational preparation within the school as part of the vocational guidance program.

The Deputy Superintendent's Recommendations

5. He will develop opportunities in the local neighborhood for part time work.
6. He will collect data on advanced training and vocational schools and be able to provide information for apprentice training, trade union requirements, and professional information.

In the first of these recommendations the vocational

preparatory implications are only slight, since part-time jobs usually are filled on a basis of availability of such jobs, and student need for employment. However, to the extent that part-time jobs might be in fields related to the student's future vocational plans, or help to develop skills or abilities which might be applied in his chosen occupation, this service has vocational preparatory implications.

In the second recommendation the relationship to vocational preparatory service is direct and obvious. Here again, no attention is given to the close tie between vocational guidance and the vocational preparatory curriculum.

The High School of Commerce Interpretation

3. He will obtain data on advanced vocational training and vocational schools.
4. He will provide information on apprentice training, trade union requirements, and professional pursuits.

To the extent that vocational training facilities of the High School of Commerce are adequate to prepare its students for the vocations they expect to enter, or to provide them with pre-vocational training for those vocations in which training is received following high school, the above two interpretations are sufficiently broad in scope. It will be shown in the next chapter that the school is not meeting the vocational needs of its students, and that the

vocational preparatory service is, therefore, inadequate.

Recommendations will be made for improvement of this service.

PLACEMENT SERVICE

The Eurich Committee Recommendations

4. He should be informed on calls for workers within each occupational group.
5. He should maintain close contacts between schools and industries, shops, stores, placement offices and other places of employment within the community.

The Deputy Superintendent's Recommendations

2. He will keep in close contact with the junior division of the state employment service.
3. He will supervise placement activities, particularly in the local community.
4. He will cooperate closely with the N.Y.A. program of the school.
5. He will try to develop opportunities in the local neighborhood for part time work.
6. He will interview graduating seniors in senior high schools.

The High School of Commerce Interpretation

2. He will promote placement opportunities through the placement office.

The extent to which this service is being carried out and recommendations for its extension and improvement will be made in Chapter IV.

FOLLOW-UP OR ADJUSTMENT SERVICE

The Eurich Committee Recommendations

While no specific recommendation that the vocational counselor engage in follow-up activities is made, there are repeated references to inadequacies in the follow-up of graduates throughout the Eurich Report. In summarizing the responses of teachers to the committee's questionnaire, the following comment was made: "In the follow-up of graduates, 116 (teachers) think the school counseling service effective, while 227 consider it ineffective. Two hundred thirty-seven did not answer the question." ¹⁴

Only ten per cent of the secondary school principals reported that the follow-up of graduates was adequate, while none so reported in regard to non-graduates.

It must be inferred from numerous references to follow-up, such as those just cited, that the Eurich Committee anticipated such a service, although no specific recommendations are included in the duties of vocational counselor.

The Deputy Superintendent's Recommendations

It is to be assumed that in the omission of recommendations concerning follow-up duties for the vocational counselor, the same reasoning may be followed as is implied

¹⁴ Alvin C. Eurich, Benjamin E. Mallary, and Edgar H. Rowe, Report of the Survey Committee on Counseling and Guidance, San Francisco, 1941 (Mimeographed), Chapter XI, p. 31.

above for the Eurich Committee report. A broad interpretation of the duty involving supervision of placement activities might imply follow-up work with those students who are placed by the school. However, even if so interpreted, this would not provide for follow-up among the students placed by other agencies, or, more important, among those who have not succeeded in finding employment. However, no recommendation is made covering this service.

The High School of Commerce Interpretation

Only to the extent that follow-up work among students placed through the school's placement office may be implied as part of the function of placement, is any reference made to this service. It is, therefore, an inadequate service when considered in the light of the definition by Myers. Proposals for its improvement will be made in Chapter IV.

RESEARCH SERVICE

The Eurich Committee Recommendations

While no specific recommendation is made concerning research activities for the vocational counselor, the need for this service cannot be overlooked as an essential adjunct to other activities. Two services which require continuous research activity are: to follow consistently the demands made by various occupational groups; and, to be informed on calls for workers within each occupational group.

Research would also be necessary in the evaluation of the program as a whole, or any particular service. As has been mentioned, the Eurich Committee recommended the appointment of assistant counselors to assist the schools in research activities. Failure of the Board of Education to approve this expenditure, removed the direct means by which extensive research activities might have been carried out.

The Deputy Superintendent's Recommendations

There is an inference of the need for research service in several of the recommendations, although no direct reference is made to this service. Assembling materials and collecting data, if adequately done, involve aspects of research.

Failure to provide personnel specifically assigned to research work, or to allow the counseling staff time for this activity tends to leave it a neglected service.

The High School of Commerce Interpretation

No mention of research having been made in the Eurich Committee's outline of the duties of vocational counselor, and none in the Deputy Superintendent's recommendations, there is, likewise, no mention of it in the counseling staff's interpretation of those duties.

It is generally agreed by members of the staff that there is little time, under existing conditions, for other

than the most essential research activities, many of these having to do with assembling of information for evaluation reports submitted periodically to the office of Director of Counseling and Guidance.

In this chapter an attempt has been made to analyze the recommendations of the Eurich Committee and the Deputy Superintendent, and the interpretations of these recommendations made by the counseling staff of the High School of Commerce, in the light of the eight services proposed by Myers as fulfilling the requirements for a sound, complete program of vocational guidance.

The following chapter will consist of a detailed study of the present vocational guidance activities at the High School of Commerce, the effectiveness of these activities, and proposals for improvements.

CHAPTER IV

AN ANALYSIS OF THE PRESENT VOCATIONAL GUIDANCE ACTIVITIES AT THE HIGH SCHOOL OF COMMERCE WITH PROPOSALS FOR IMPROVEMENTS

As was stated at the outset of this study, considerable effort has always been made at the High School of Commerce to meet certain of the requisites of a vocational guidance program, particularly in the training and placement of students in technical commercial positions.

More recently, under the impetus of the recommendations in the Eurich Report, a vocational group guidance program has been undertaken, along with group guidance activities in the three other fields set up by the recommendations, namely: educational guidance, community relationships, and personality problems. However, a study of the present activities reveals numerous discrepancies and inadequacies.

In this chapter the present vocational guidance activities of the school will be discussed, their effectiveness analyzed, and possible adjustments considered. These activities will be presented under eight headings, conforming to the eight services of a complete vocational guidance program as outlined by Myers and described in the preceding chapter. Definite recommendations for improvements in the program will follow in Chapter V.

To obtain information by which to analyze the effectiveness of the present vocational guidance activities, a

vocational questionnaire was given to an unselected group of slightly less than 500 students late in the Spring Semester, 1942. Numerous tables presented throughout the balance of this chapter are the results obtained from this questionnaire, which was given to an approximately equal number of boys and girls in grades Low 10 to High 12. A copy of this questionnaire will be found in the appendix. Data from surveys made by Harold E. Brillhart and Louis F. Batmale, both members of the faculty of the High School of Commerce, were also used.

A VOCATIONAL INFORMATION SERVICE

Present group guidance activities

Acting on the recommendation of the Eurich Committee the counseling staff of the High School of Commerce launched a group guidance program shortly after the beginning of the Spring Semester, 1942. Numerous meetings of the head counselor and four assistant counselors, and of various subcommittees formed by the assistant counselors, were held during the Fall Semester, 1941, to plan the program and prepare materials to be used.

The program was given the title, "Homeroom Forum," a name which correctly indicates that the activities centered in the homeroom or registry. The past semester, Homeroom Forum meetings were held each Wednesday morning from

8:30 to 9:10, the regular registry period being lengthened for the purpose. With approximately ten minutes of each period being required for roll-taking and other routine, this left about 30 minutes for the guidance activities.

Homeroom Forum. The following outline, prepared by the counseling staff as a guide in carrying out the group guidance program, indicates the scope and sequence. The classes are indicated after the plan of designation used at the school, wherein L 9 refers to the first semester of the ninth grade, H 9 to the second semester, and similarly up to H 12, the second semester of the twelfth grade.

Outline for Homeroom Forum.

This outline presents the core around which we developed our group guidance program, the object of which is to integrate the student's personality and his experience so that when he leaves us he will be better able to take his place in the community.

The work of the various committees was to develop this outline as it pertains to educational guidance, vocational guidance, community relations, and personality problems. (An asterisk (*) is used to indicate portions of the program that pertain to vocational guidance.)

L9, H9, L10--Orientation to school-community

H10, L11--Exploration

*1. Exploration of vocational opportunities

2. Exploration of educational opportunities

a. Nature of school offerings

b. Post-school opportunities

3. Exploration of school and community resources

- a. Followed by participation
 - b. Followed by worthy citizenship
4. Exploration of personality problems
 - a. Study of desirable personal traits
 - b. Capitalization of personal qualities.
 - c. Discovery of leaders

H11--Introspection

1. Introspective study of:
 - a. Relationship to school community
 - *b. Personal analysis and vocational choice
 - c. Educational achievement and aims
 - d. Personality

L12--Adjustment

1. Crystallizing of objectives
 - *a. Vocational
 - b. Educational
 - c. Personal
 - d. Social
2. Arrange means of realizing
3. Additional guidance for those who have not made adjustment.
 - *a. Those who have not determined vocational or educational adjustment.
 - b. Those improperly adjusted to the community
 - c. Those whose personalities have not properly been stabilized

H12--Senior Problems

1. Attack of immediate life situations
 - *a. Employment or training
 - b. Place in community
2. Ultimate situations
 - a. Worthy use of leisure
 - b. Citizenship

Objectives. The counseling staff followed its work of outlining the program for group meetings with the development of objectives for each of the four divisions. Those

for the vocational group guidance program follow:

H10--To demonstrate the vast number of vocations as they fall into the major classifications, and to indicate the possibilities of each student's finding a life work in which he may be happy and productive in terms of his training, capacities, and will.

L11--To demonstrate the practical necessity of choosing one's vocation in terms of physical fitness, mental capacity, opportunities for employment and advancement, and other conditions.

H11--To encourage students to think objectively about their vocational futures, and evaluate their chosen vocations in the light of their own capabilities, interests, and qualities.

L12--To obtain from representatives of various vocational fields and vocational training institutions, first hand information on chosen vocations.

H12--To acquaint students with the techniques and qualifications necessary to obtain and hold a position.

Tentative program for vocational guidance forums. The tentative program for the meetings during the Fall Semester, 1942, has been prepared by the vocational counselor and his committees following the experience of its first semester of operation. It is presented below to afford an understanding of the type of activities offered to meet the various objectives.

Under the existing plan, certain dates during the semester are devoted to activities in each of the four divisions of the counseling program, with different activities

arranged for each class level. Thus it will be noted that only three meetings will be given over to vocational guidance activities at the High 10, Low 11, and High 11 levels; five at the Low 12 level, and four at the High 12 level.

- | | | |
|-------|----------|---|
| H10-- | Sept. 16 | Division of vocations into major fields |
| | Sept. 23 | Discussion of the professional, semi-professional and managerial fields |
| | Sept. 30 | Discussion of the technical, skilled, semi-skilled and unskilled fields. |
| L11-- | Sept. 30 | Kuder Preference Records |
| | Oct. 7 | Discussion of job analysis of one vocation in each major field |
| | Oct. 14 | Reports on students' own "job analyses" of chosen vocations |
| H11-- | Nov. 4 | Discussion of personality traits necessary for vocational success |
| | Nov. 18 | Evaluation of individual vocational adjustment in light of personality traits |
| | Nov. 24 | Discussion of students' traits as they relate to chosen vocations |
| L12-- | Sept. 30 | Speaker on "Future Trends in Professional and Clerical Fields." |
| | Oct. 7 | Speakers on four specific vocations |
| | Oct. 14 | Speakers on four specific vocations |
| | Oct. 28 | Speakers on four specific vocations |
| | Nov. 4 | Speakers from business colleges and trade schools. |
| H12-- | Dec. 8 | Speakers and group discussions on "How to Apply for a Position." |
| | Dec. 30 | Speakers and group discussion on "Application Blanks." |
| | Jan. 6 | Speakers on Federal and State Employment facilities. |
| | Jan. 13 | Speaker on "Behavior of a New Employee." |

Approximately one-half the vocational group guidance program, it will be noted, is concerned with imparting vocational information. The meetings scheduled for the High 10

group; the Low 11 group, except for one day devoted to giving the Kuder Preference Record; and the Low 11 group, are all devoted to this service.

The High 11 program is devoted to self-inventory service, as is the Low 11 meeting at which the Kuder test is given. The meetings scheduled for the High 12 group are designed to contribute toward vocational preparation.

Effectiveness of the group guidance program

A total of ten group guidance meetings, staggered throughout the last five semesters of a student's career at the High School of Commerce, are given over to vocational information service under the present program. With a maximum of 30 minutes available each period, this totals to approximately five hours of student time given to this service.

A program evaluation questionnaire, given to 981 students by the head counselor at the end of the Spring Semester, 1942, indicated, among other facts, that while the students appreciated the vocational information they had received, they felt the need for more assistance in that service. Responses indicating these facts are shown in Table III.

It will be noted that 323, or 32.7 per cent of the students responding, stated that the guidance program had helped them in choosing their life work, whereas 422, or 42.8 per cent, indicated that it was a problem with which they would have appreciated more help.

TABLE III

RESPONSE TO QUESTIONS FROM A PROGRAM EVALUATION QUESTIONNAIRE
GIVEN TO 981 STUDENTS AT END OF SPRING SEMESTER, 1942,
BY HEAD COUNSELOR, HIGH SCHOOL OF COMMERCE

Questions	Frequency of mention	Per cent of students who responded
A. With which of the following problems has the guidance program helped you?		
1. In choosing my life work	323	32.7
2. In becoming a better citizen	278	28.2
3. In making my educational plans	412	41.8
4. In my relations with teachers	120	12.2
5. In developing my personality	312	31.6
B. With which of the following problems might the guidance program have helped you more?		
1. In choosing my life work	422	42.8
2. In becoming a better citizen	146	14.8
3. In making my educational plans	258	26.2
4. In my relations with teachers	186	18.9
5. In developing my personality	249	25.4

In the vocational questionnaire given by the writer, information on the following two points was requested:

"The chief qualifications necessary for success in my chosen vocation are, in my opinion----"; and "I believe I can succeed because----". Responses to these items are shown in Tables IV and V.

Significant in the results from these two items was the failure of the majority of students to make a reply, and the evidence of a lack of appreciation and understanding of the requirements of their chosen vocations, as well as their own qualifications to make for success in their chosen fields. On the question relating to qualifications necessary for success, 141 students responded, while 308 failed to make a reply. These 141 students mentioned a total of 197 qualifications. It will be noted that only one student recognized the importance of each of such fundamental qualifications as honesty, promptness, hard work, and tact. Only four listed efficiency, seven listed knowledge of the work and alertness. In general, the responses justify the conclusion that the students were inadequately aware of the qualifications needed for success in their chosen vocations.

Similar conclusions are justified on responses to the question pertaining to reasons why the students believe they can succeed. On this question, 233 of the 449 students responded, offering a total of 308 reasons. Only four students

TABLE IV

QUALIFICATIONS FOR SUCCESS IN CHOSEN OCCUPATIONS
MENTIONED IN QUESTIONNAIRE GIVEN TO 449 STUDENTS

Qualifications	Frequency of mention
Good personality.....	26
Ability and intelligence.....	21
Accuracy.....	19
Like the work.....	17
Neatness.....	16
Have confidence.....	14
Be interested.....	12
Be willing to try.....	12
Have speed.....	11
Experience.....	11
Alertness.....	7
Will power and determination.....	7
Knowledge of the work.....	7
Efficiency.....	4
Good physical condition.....	4
Responsibility.....	2
Honesty.....	1
Ability to take orders.....	1
Promptness and punctuality.....	1
Be a good speaker.....	1
Self-discipline.....	1
Hard work.....	1
Tact.....	1
Total	197

gave as a reason the fact that they have made good grades, 14 mentioned the fact that they have had training for the job, 35 stated that they believe they have a talent for the work. Perhaps the most significant conclusion to be drawn from Tables IV and V is that information on which to base responses largely was lacking.

These indications all point to the need for more adequate vocational information. It can scarcely be expected that the five hours devoted to vocational group guidance will suffice to provide the necessary improvement in this situation. Neither can it be assumed that sufficient vocational information can be provided through other courses. Myers makes the following statement in this connection:

The evidence from schools that have tried to provide adequate information concerning occupations through any of the long-recognized school subjects is decidedly against this plan. Occasionally it may be done very well, but generally it is done very poorly.

.....
 Moreover, the subject matter of a good course dealing primarily with occupations is sufficiently valuable educational material to merit a place of its own in the program of studies with well-qualified teachers in charge. 1

The value of a course dealing with occupations is also stressed by Koss and Kefauver, who say:

The concern....is the systematic study of occupations represented in the course now frequently offered and variously referred to as

1 George E. Myers, Principles and Techniques of Vocational Guidance, New York: McGraw-Hill Book Company, Inc., 1941, p. 113.

TABLE V

REASONS WHY THEY CAN SUCCEED MENTIONED IN QUESTIONNAIRE
GIVEN TO 449 STUDENTS

Reasons	Frequency of mention
Likes that kind of work	70
Will try	40
Am interested	36
Am determined to work to succeed	36
Believe I have talent for this work	36
Have ambition to succeed	17
Have had training	14
Have confidence	9
Work has been accurate	7
Am a hard and willing worker	6
Always wanted to be	6
Like meeting people	5
Because of the subjects I have taken	5
Have both personality and ability	5
Am trying to develop personality	4
Have self-control	4
Have good grades	4
Have had experience	3
Total	306

"vocational civics," "the life-career course" or "occupations."

Any adequate program of guidance requires a systematic consideration of occupations, and the course seems to be the best means of providing it. ²

The Eurich Committee made specific mention of the probable need for curriculum changes better to meet the needs of the pupils. They said, in part:

The committee holds the opinion that further adjustments can be made. . .to adapt even better the curriculum to the needs of the non-college going youth. With a more diversified program the counselors would be in a better position to direct pupils into the educational channels best suited to their abilities and interests. ³

Proposed improvements

It appears that the need for more adequate vocational information could be met by a course in Occupations, its chief objective being to furnish basic information necessary in the process of assisting the individual to choose an occupation.

The High School of Commerce accepts a small number of ninth grade students directly from grammar schools, but the majority of the students enter from the junior high

² Leonard V. Kocs and Grayson N. Kefauver, Guidance in Secondary Schools, New York: The MacMillan Company, 1933, p. 71.

³ Alvin C. Eurich, Benjamin E. Mallary, and Edgar H. Rowe, Report of the Survey Committee on Counseling and Guidance, San Francisco, 1941 (Mimeographed), Chapter XI, p. 31.

schools as tenth graders. This, it appears, would make it advisable to offer such a course at the Low 10 level, to insure access to all students. (See Recommendation 1 in Chapter V.)

Present library facilities for vocational guidance

The High School of Commerce library staff has been extremely cooperative with the entire guidance program, and as a result a rather extensive list of reference materials has been assembled. This material includes a variety of books of a vocational nature; numerous professional, trade, and technical magazines; the two vocations magazines "Vocational Trends," published by Science Research Associates, Chicago, and "The Vocational Outlook," published by the Industrial Survey Association, Los Angeles; and the monthly bibliography, "Vocational Guide," another publication of Science Research Associates.

The pamphlet file contains a wide variety of reference materials on specific vocations, including: the "Careers" series, published by the Institute for Research, Chicago; "Guidance Leaflets," published by the United States Department of the Interior, Office of Education; "The Commonwealth Vocational Guidance Monographs," compiled under the auspices of the Commonwealth Educational Research Bureau, Chicago. "Occupational Briefs," a series of vocational leaflets prepared jointly by the Los Angeles Board of

Education and the Oakland Board of Education, and including briefs on 109 occupations; and "Occupational Study Pamphlets," a series of 18 pamphlets prepared in 1933 by the Bureau of Attendance and Guidance, San Francisco Public Schools.

Effectiveness of library facilities

The library staff has made a constant effort to bring the vocational reference materials to the attention of students, various teachers have found occasion to make assignments in certain of the publications, and the counseling staff has endeavored to place the materials before the students whenever possible. Especially under the newly instituted group guidance program has it been possible to refer students to the vocational information materials.

In spite of these various efforts, it is recognized that inadequate use is being made of the library facilities for vocational guidance. Although there is a vast amount of material yet to be added, it is inefficient use, rather than an inadequacy of material, which constitutes the greatest handicap to an effective library service.

Proposed improvements

When the curriculum of the school includes a course in Occupations the way will be open for organized approach to the use of library facilities. This use could be expedited by establishment of a vocations library in, or adjacent to, the classrooms used for teaching the Occupations course.

(See Recommendation 2 in Chapter V.)

A SELF-INVENTORY SERVICE

Present vocational guidance activities

As was shown earlier in this chapter, attention to self-analysis and self-rating is the objective of the vocational group guidance program on the High 11 level. This will, during the Fall Semester, 1942, take the form of three meetings of 30 minutes each for discussion of personality traits, evaluation of individual traits, and discussion of traits as they relate to chosen vocations.

As each student reaches the Low 11 grade he is given the Kuder Preference Record. The administration of these tests was started in the Spring of 1942, but results of the first group given had not been made available to the students or their counselors at the time this study was made.

As stated in the manual, the specific uses of the Preference Record for vocational guidance are: (1) to point out vocations with which the student may not be familiar but which involve activities of the type for which he has expressed preference; and, (2) checking on whether a person's choice of an occupation is consistent with the type of thing he ordinarily prefers to do. Scores obtained on the test serve to indicate the degree of motivation or interest the student shows toward nine areas of work:

scientific activities, activities involving computation, musical activities, artistic activities, literary activities, social service activities, persuasive activities, clerical activities, and mechanical activities. These tests have been made part of the city-wide testing service and hereafter will be given during the junior year to all high school students in the city.

A comprehensive self-analysis questionnaire entitled "Do You Know Yourself" has been developed by the counseling staff of the school and is in the hands of the printers. In the process of preparing this survey, it was given to approximately 250 students with results which indicate that it will be a valuable aid in student self-analysis, as well as a valuable lead for counselors. A copy of this questionnaire will be found in the appendix.

Effectiveness of present activities

Too little attention has been given to this service up to the present time. It is obviously in its preliminary stages, but, as planned, it involves a limited program of activities. Tables IV and V showed a general absence of such "stock-taking" on the part of the students to whom the questionnaire was given.

Three group meetings of 30 minutes each, and one vocational preference test, the portion of the vocational group guidance program devoted to a self-inventory service, could

scarcely be expected to give the student an adequate basis for searching self-analysis and self-rating of "his personal assets and liabilities."

Proposed improvements

A self-inventory service involves exploratory activities on the part of the individual student, leading him to a self-analysis and self-rating of his abilities, aptitudes, limitations and personality traits. To a considerable extent these objectives could be achieved through the course in Occupations. Aptitude and interest tests could logically be given during this semester, and the groundwork laid for exploratory courses for further try-out of abilities and interests.

It is not to be implied that a testing program will provide "all the answers" concerning vocational aptitudes and interests. However, as stated by Bingham, there is sufficient evidence of the value of such measures to justify their use. He says:

. . . The obvious main function of standardized tests of aptitudes is to help in estimating the probabilities that a person would be able to follow successfully an occupation he is considering. Related uses are to discover unsuspected talents; to suggest possible alternative fields, to bring to attention endowments which might well be capitalized, and disabilities which should be recognized and removed or compensated for; and in general, to provide the inquirer, whether youthful or mature, with food for objective thinking about himself and his future relations to the

world of work. ⁴

In the event an Occupations course should not be introduced, a similar program of testing could be developed through the Homeroom Forum program. As individual cases came to the attention of classroom teachers, registry teachers, or counselors, they could be referred directly to the vocational counselor for consultation and more intensive testing. (See Recommendation 3 in Chapter V.)

A PERSONAL DATA COLLECTING SERVICE

Present vocational guidance activities

A standardized "counselor's record card" is used by all secondary school counselors in San Francisco, and is the principal source of cumulative information in each student folder in the counseling files. When ready to be used, the "Do You Know Yourself" questionnaire referred to in the preceding section will be added to the cumulative information folder. It will contain a number of items of vocational significance.

Effectiveness of present activities

Since the counselor's time is largely taken up with matters pertaining to programming, there is no basis for assuming that the High School of Commerce can claim exception to the general findings of the Eulich Committee to

⁴ Walter Van Dyke Bingham, Aptitudes and Aptitude Testing.
New York: Harper and Brothers, 1937, p. 14.

the effect that the keeping of records is very uneven and that "better equipment and more adequate personnel are needed to improve the keeping of cumulative records."

Since his appointment about midway in the Fall Semester, 1941, the vocational counselor has found his time consumed by details of planning and launching the vocational group guidance program, together with duties of the placement office. He has, therefore, been unable to take needed action toward centralizing and developing vocational data. At present his office is located in another wing, a distance of nearly a city block from the counseling room, hence there is a lack of integration between his activities and records, and the general counseling activities related to vocational guidance.

Proposed improvements

Cumulative vocational information record. As greater emphasis is placed on the vocational guidance program, and as it crystallizes into the accumulation of information pertaining to each student's vocational plans and capabilities, a definite need will be felt for a convenient, compact, and comprehensive cumulative record for vocational information, supplementary to the existing counselor's record card of cumulative information. A great deal of the preliminary information for such a record would be an outgrowth of the Occupations course, and the record could well have its

inception in that course. (See Recommendation 4 in Chapter V.)

Re-locate vocational counselor's office. Because of his responsibility for coordination of the vocational counseling program, it would seem advisable that the vocational counselor develop and maintain these records, keeping them available at all times to other counselors and teachers. To expedite this interchange of information it would be necessary that the office of vocational counselor be located more conveniently to the balance of the counseling and other administrative offices. (See Recommendation 5 in Chapter V.)

A COUNSELING SERVICE

Present vocational guidance activities

Most of the vocational counseling at present is incidental to the general counseling activities of the grade counselors. As previously mentioned, they have found it impossible to fulfill many counseling functions other than those having to do with planning of courses and adjustment of difficulties related to subject failures or other classroom problems.

The vocational intentions of the student being a fundamental consideration in planning of the student's program, vocational counseling has, to some extent, been carried out by every counselor.

Effectiveness of present activities

Results of the questionnaire used in this study indicate that vocational counseling has been inadequate in meeting the needs of the students. As is shown by Table VI, the large majority of students plan to enter permanent fields of employment on completion of their high school courses, and most of these expect to get their vocational training in the school, while but slightly more than 20 per cent expect to go to a college or university.

TABLE VI

RELATION OF HIGH SCHOOL TO VOCATIONAL PLANS AS INDICATED BY RESULTS OF QUESTIONNAIRE

Item	Yes	No	
Expect to finish high school?	439 97.8	10 2.2	Number Per cent
Expect to go to work direct from high school?	356 79.3	93 20.7	Number Per cent
Expect to get some vocational training in high school?	362 80.6	87 19.4	Number Per cent
Expect to go to college or university?	103 22.9	346 77.1	Number Per cent

When compared with the nature of enrollment in the school as shown in Table VII, there appears to be a misplacement of subject emphasis. Less than half the classes

TABLE VII

SUBJECTS OFFERED AT HIGH SCHOOL OF COMMERCE,
SPRING SEMESTER, 1942

Classes	Number of Classes	Per cent of Total
<u>Academic</u>		
English	54	16.3
Social Studies	40	12.0
Science	32	9.7
Languages	30	9.0
Mathematics	25	7.5
<u>Others</u>		
Business	82	24.7
Industrial Arts	25	7.5
Art Metal	4	
Electric Shop	3	
Printing	5	
Wood Shop	7	
Mech Drawing	6	
Household Arts	19	5.7
Clothing	11	
Millinery	4	
Nutrition	2	
Citizen H Mk	2	
Art	14	4.2
Music	11	3.4
<hr/>		
TOTALS	Academic Others	181 <u>151</u>
	Total	54.5 <u>45.5</u> 100.0

in the school are technical or vocational in nature, while more than half are in the traditional academic and college preparatory fields.

Criticism of the condition revealed by Tables VI and VII cannot be leveled directly at the counselors who helped the students plan their programs. Williamson and Hahn touch upon this point in the statement that "flexibility of curriculums. . . will determine the effectiveness of the counselor's use of the curriculum in aiding individual students." ⁵ The inadequacies of the curriculum in subjects affording vocational training or exploration is a matter of common concern, as will be brought out more fully under the section of this chapter dealing with a vocational preparatory service.

In its transition from an almost exclusively commercial institution a generation ago, to a general high school largely accommodating the students living in the immediate area, the High School of Commerce has not made curriculum adjustments to meet the changing needs. Within the past 10 years small shops for woodwork and art metal were built and, by using facilities of a near-by junior high school, electric shop and printing have been added. These, together with clothing and millinery for girls, are the extent of changes to meet requirements for vocational training.

⁵ E. G. Williamson and M. E. Hahn, Introduction to High School Counseling, New York: McGraw-Hill Book Company, Inc., 1940, p. 117.

Proposed improvements

Counselors cannot direct vocationally minded students into courses not offered by the school, except by the alternative of urging such students to transfer to other high schools. While in some instances this practice is permitted, it is looked upon with disfavor by the city school administration, and, therefore, does not offer a satisfactory solution. To the extent that vocational training or exploratory courses are available, counselors should recommend them to students for whom they would seem desirable.

Table III indicated that students recognized a weakness in the vocational counseling service. Recognizing the lack of vocational courses as a vital problem in the school, it would still be possible for more attention to be given to student problems in this field. The proposed course in Occupations would remove considerable of the direct burden of solution from the hands of the counselors. However, until such time as the course may be added, it is a problem deserving the concerted attention of the counseling staff.

All the counselors should realize the necessity for careful evaluation of the available facts pertaining to the abilities, interests, and personal qualities of each counselee. In cases in which information is incomplete or further testing or consultation seem advisable, it is suggested that counselors refer such cases directly to the vocational counselor for review and analysis.

As the Kuder Preference Record comes into general use, and other tests are added to the testing program, there will be a need for in-service training to learn how properly to administer and interpret such tests.

Throughout the Eurich Report there is evidence that a major fault in the counseling program has been the assignment of too many counselees to each counselor. The counseling load has, in some instances, run as high as 400 students per counseling period. The present approved ratio is 130 counselees for each 45 minute counseling period.

While the load at the High School of Commerce has, here-to-fore, been somewhat in excess of that figure, anticipated adjustments are expected to stabilize the load at near the approved ratio. Considering the amount of routine detail involved in the present counseling procedure, it is doubtful if counselors can give adequate individual service to 130 students each semester in the allotted 45 minutes daily.

Amelioration of this difficulty would be effected by a return to the 100 to 1 ratio set up by the Board of Education in 1935 as the goal of the department. Continuation of the efforts of the head counselor at the High School of Commerce to reduce the amount of detail work for counselors, leaving them free to devote their time to individual interviews on vocational and other personal problems, would

also be a direct aid to improvement of the vocational counseling service. (See Recommendation 6 in Chapter V.)

A VOCATIONAL PREPARATORY SERVICE

Present vocational guidance activities

As pointed out by Bell in "Matching Youth and Jobs," vocational guidance and vocational education are "universal needs," while vocational training is needed by some individuals, and "to the extent that vocational training is needed as part of the individual's adjustment, it is essential that vocational guidance be available and adequate to point the way." 6

It was pointed out in Table VI that 79.3 per cent of the students at the High School of Commerce expect to go to work immediately on completion of their high school work. These students, the table indicates, expect to make use of the school as a vocational training ground. The extent to which the school's curriculum has made this possible is indicated in Table VIII, which shows the courses considered of vocational value by students who answered the vocational questionnaire.

It is apparent from this table that the business department is recognized by the students as offering potential vocational training. Industrial arts courses were mentioned 35 times, a relatively slight number, but in keeping

6 Howard M. Bell, Matching Youth and Jobs, Washington, D. C., American Youth Commission, American Council on Education, 1940, p. 40.

TABLE VIII

COURSES TAKEN OR PLANNED BY STUDENTS AND CONSIDERED
OF VOCATIONAL VALUE AS SHOWN BY QUESTIONNAIRE

Subjects	Frequency of Mention
<u>Business</u>	
Typing	125
Shorthand and Sec. Training	107
Office Machines	77
Bookkeeping and Accounting	60
Salesmanship	37
Advertising	15
Gen. Business Training	8
Business Law	4
	<u>433</u>
<u>Others</u>	
English	96
Mathematics	76
Science	62
Industrial Arts	35
Languages	33
Art	29
Social Studies	22
Clothing and Millinery	13
Music	13
R.O.T.C.	7
Journalism	6
Drama and Public Speaking	4
	<u>396</u>
Business subjects	433
Other subjects	<u>396</u>
Total subjects mentioned	829

with the limited vocational training facilities in this department. In other instances the subjects mentioned reflect a realization of vocational value in the various subjects, but, in general, show a lack of subject offerings to meet the vocational training needs of the vast majority of students who expect the school to prepare them for their life work.

The group guidance program attempts to render a vocational preparatory service to High 12 students by providing speakers on such subjects as "How to Apply for a Position," "How to Fill Out Application Forms," and "Behavior of New Employees." These programs have been conceived largely as adjustment services in connection with the placement office, as they presuppose vocational preparation. As would be presumed from a study of the vocational courses offered by the school, and as shown by Table VIII and XIII, which lists the type of full-time placements made during three previous semesters, the vocational preparatory service of the school is almost entirely confined to the business department.

As part of the group guidance program, an opportunity is given Low 12 students to hear speakers from various vocational and trade schools, and an effort is made to keep on file in the counseling room catalogs from all institutions in the region which offer technical or vocational training. These may rightly be considered vocational preparatory services.

Effectiveness of present activities

To evaluate the effectiveness of the present vocational preparatory services of the High School of Commerce, it will be necessary to give careful attention to the type of students attending the school, and the nature of their apparent needs. In order that an accurate evaluation might be made, a considerable portion of the vocational questionnaire was devoted to this problem. The approach was through an evaluation of the student's vocational choice in the light of his intelligence quotient, using the vocational classifications of the "Minnesota Occupational Rating Scales." 7

This classification of occupations into groups according to intelligence requirements for occupational success follows a pattern which has been in use since the World War, when army tests of intelligence given to 1,700,000 men were made the basis for such a division by Yoakum and Yerkes. 8

Paterson, Schneidler and Carlson, using the same intelligence groupings, divided the occupations into six fields according to six categories of abstract intelligence. 9 They are: high professional and executive, requiring very superior intelligence; lower professional and large business, requiring superior intelligence; technical, clerical and

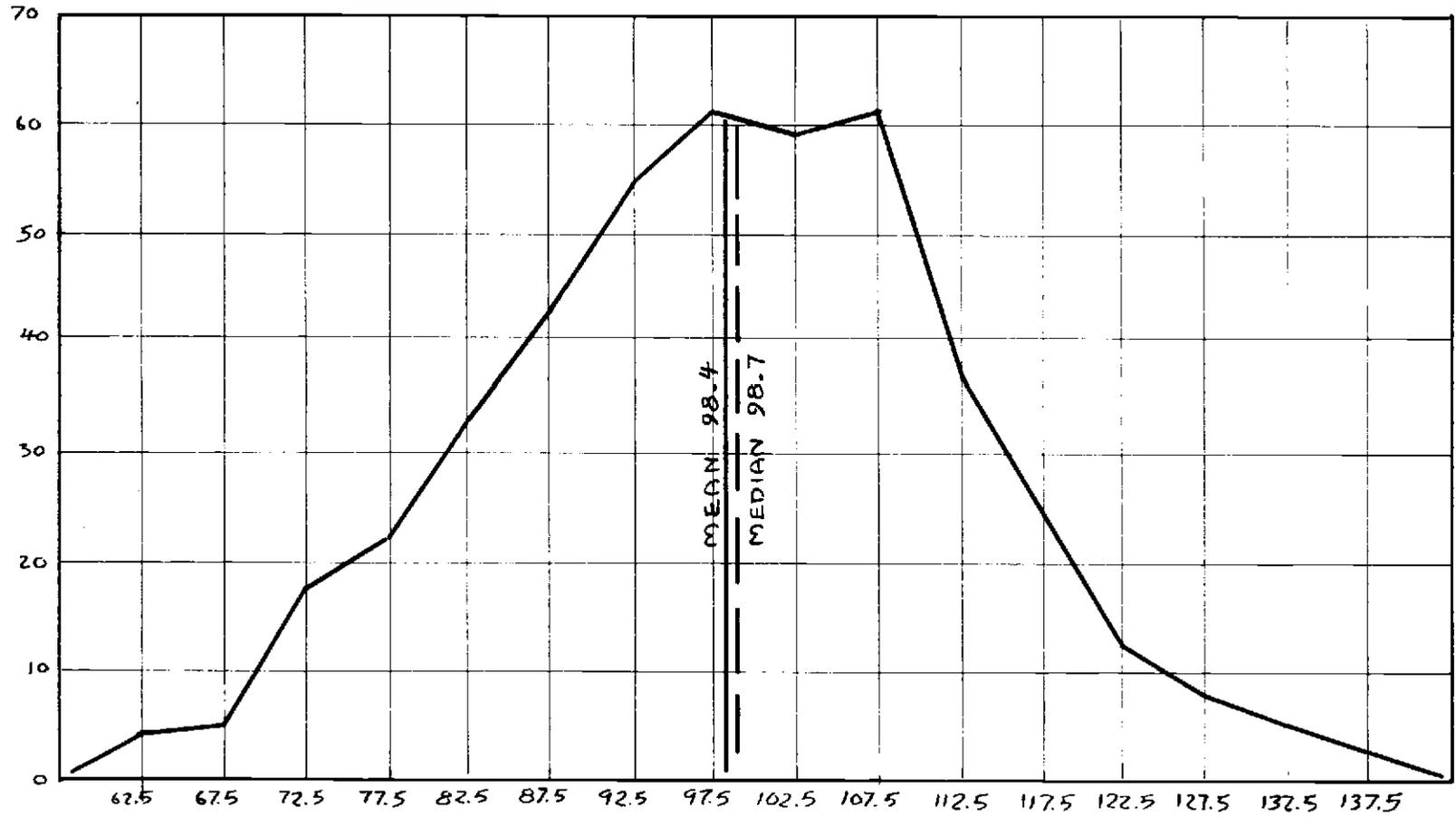
7 D. G. Paterson, Gwendolen Schneidler, and J. Spencer Carlson, Minnesota Occupational Rating Scales, University of Minnesota, 1936.

8 C. S. Yoakum and Robert M. Yerkes, Army Mental Tests, New York; Hamilton Holt and Company, Inc., 1920, pp. 22-23.

9 Paterson, Schneidler and Carlson, op. cit.

GRAPH 4

DISTRIBUTION OF INTELLIGENCE QUOTIENTS OF 449 STUDENTS
HIGH SCHOOL OF COMMERCE



supervisory, requiring high average intelligence; skilled trades and lower clerical, requiring average intelligence; semi-skilled occupations, requiring low average intelligence; and unskilled occupations, requiring inferior intelligence.

The range of intelligence quotients for these groupings was taken from Terman's classification in "The Measurement of Intelligence."¹⁰ By means of these groupings, the occupational intelligence standards and corresponding intelligence quotients used for Tables IX and X of this study were developed, after having classified all students' vocational preferences under the six fields used in the "Minnesota Occupational Rating Scales."

A general picture of the abstract intelligence levels of High School of Commerce students, based on scores made on the Otis Quick-Scoring Mental Ability Tests used throughout the city, can be gained from a study of Graph 4. Of the 449 students included in the study, the median I.Q. was 98.7, the mean I.Q. 98.4.

The degree to which these students have chosen occupations in the fields for which they are apparently mentally equipped, and the extent to which they have over or underestimated their levels, based on the same criterion, is shown in Tables IX and X.

It is not to be presumed that judgment of vocational

¹⁰ L. M. Terman, The Measurement of Intelligence, Boston: Houghton Mifflin Company, 1916, p. 78.

TABLE IX

DISTRIBUTION OF 449 STUDENTS SHOWING RELATION
OF ABSTRACT INTELLIGENCE TO OCCUPATIONAL CHOICE

Occupational Groups	Occupational Intelligence Standards and Corresponding Intelligence Quotients							Totals
	Very Superior 120 up	Superior 110-119	High Average 104-109	Average 96-103	Low Average 90-95	Inferior 80-89	Very Inferior Below 80	
High Professional and Executive	<u>2</u>	5	1	1	2	0	0	11
Lower Professional and Large Business	10	<u>15</u>	14	11	5	3	2	60
Technical, Clerical and Supervisory	10	35	<u>35</u>	63	30	53	14	240
Skilled Tradesmen & Low-grade Clerical	4	3	18	<u>23</u>	26	20	25	119
Semi-skilled Occupations	1	2	1	0	<u>3</u>	2	1	10
Unskilled Occupations	1	1	0	1	2	<u>0</u>	4	9
Totals	28	61	69	99	68	78	46	449
Per cent	6.2	13.6	15.4	22.1	15.1	17.4	10.2	100.0

* Underscored numbers indicate intelligence levels required to indicate probable success.

TABLE X

RELATION OF ABSTRACT INTELLIGENCE LEVELS INDICATIVE OF PROBABLE
SUCCESS TO OCCUPATIONAL CHOICES OF 449 STUDENTS

Occupational Groups	The Required Level			Totals	
	Above	At	Below		
High Professional and Executive	---- ----	2 18.2	9 81.8	11 100.	Number Per cent
Lower Professional and Large Business	10 16.7	15 25.0	35 58.3	60 100.	Number Per cent
Technical, Clerical and Supervisory	45 18.7	35 14.6	180 66.7	240 100.	Number Per cent
Skilled Tradesmen & Low-grade Clerical	25 21.0	23 19.3	71 59.7	119 100.	Number Per cent
Semi-skilled Occupations	4 40.0	3 30.0	3 30.0	10 100.	Number Per cent
Unskilled Occupations	5 55.6	---- ----	4 44.4	9 100.	Number Per cent
Totals	89 19.8	78 17.4	282 62.8	449 100.	Number Per cent

choices solely on the basis of scores on intelligence tests is defensible, and this study makes no attempt to do so. However, as pointed out by Paterson, Schneidler and Williamson in "Student Guidance Techniques," such an evaluation can serve as a "rough guide." They say:

One must keep in mind, however, the fact that abstract intelligence is only one of the factors involved in occupational adjustment; hence, occupational guidance solely on the basis of an I.Q. is indefensible. For this reason. . . must be considered as a rough guide, other things being equal. ¹¹

Taken as a "rough guide" Tables IX and X clearly indicate that the students of the school have, for the most part, chosen occupations for which their abstract intelligence levels do not indicate probable success. Of the 449 students included in the vocational questionnaire, 62.8 per cent have intelligence quotients below the indicated necessary level, while 19.8 per cent have intelligence sufficient to warrant a choice higher up the occupational scale. This leaves 17.4 per cent whose choices are at the level indicative of probable success.

According to Terman ¹² approximately 20 per cent of the students may be expected to have superior intelligence or better, 60 per cent to have average intelligence, and 20 per

¹¹ D. G. Paterson, Gwendolen Schneidler, and Edmund G. Williamson, Student Guidance Techniques, New York: McGraw-Hill Book Company, 1938, p. 59-60.

¹² L. M. Terman, The Measurement of Intelligence, Boston: Houghton Mifflin Company, 1916, p. 78.

cent to be below normal. Table IX shows the 449 students tested to group themselves as follows: superior or better, 19.8 per cent; average, 52.6 per cent; and below normal 27.2 per cent. Thus it is apparent that the group tends to be slightly below normal.

Recognizing the danger of basing final judgment on a single criterion, it still is safe to draw conclusions from the general picture presented. Two facts appear: (1) that more than 60 per cent of the students have chosen occupations above their intelligence levels, and nearly 20 per cent have chosen fields below their levels. These students, approximately 80 per cent of the total, would profit by re-consideration of their vocational choices, and re-counseling in that regard; and, (2) the curriculum of the school should be considered objectively with a view to increasing its offering of technical and skill subjects to meet the vocational preparatory needs of a large number of students.

Facts brought out in discussion of the effectiveness of the counseling service, and again in the preceding discussion of student vocational choices in relation to abstract intelligence, point clearly to the fact that many more students should be taking technical and vocational subjects. As was previously indicated, the counselors cannot be blamed for failure to direct these students into fields for which no training facilities are available, nor can the

students be blamed for failure to select such courses, except, in each instance, by the alternative of changing schools. This alternative does not answer the problem, since it is presumed that the high school serving a section of the city should meet the needs of the students in that section.

To determine to what extent students would take courses of an exploratory or preparatory nature, a questionnaire was given to 799 girls and 664 boys by Harold E. Brillhart in the Spring of 1941. Results of this questionnaire were considered preferable to those which would have been shown on the same question if given in 1942, due to the absence of "war influence" on the type of courses students would choose to take. It was considered sounder to base recommendations for a long-time permanent program on more nearly "normal" conditions than those prevailing in the Spring of 1942.

Implications which may be drawn from a study of the results of this questionnaire, shown on Table XI, are clearly in line with previous conclusions in regard to the curriculum at the High School of Commerce. Both boys and girls recognize the need for training in the vocations for which they are adapted and which they probably eventually will find themselves.

The fact that they have chosen future vocations not in keeping with the preferences expressed in Table XI undoubtedly indicates the influence of the restricted curriculum

as well as that of the counselors, on the choice expressed. Stated differently, if the curriculum were enriched by trade and vocational courses in keeping with the intelligence levels and expressed wishes of the students, affording them a choice in these fields, the occupational choices would, without question, tend to fall more in line with the potentialities of the students.

Table XII compares the vocational choices of the 449 students reached by the vocational questionnaire with the occupations of their fathers. The significant fact noted in this comparison is that the students tended constantly to choose fields of employment at levels higher than those of their fathers.

Thus, eleven students aspired to high professional pursuits, while only one father is employed in this field; 60 students chose the low professional and large business group, while but eight fathers are in that group; 240 students selected the technical, clerical group, while only 77 fathers are so employed; 119 students chose the skilled trades, whereas 114 fathers are employed therein; 10 students chose semi-skilled occupations, while 93 fathers work at such occupations; and nine students selected unskilled occupations compared with 110 fathers so employed.

While no indication of maladjustment can be assumed from these comparisons, unsupported by other facts, they

TABLE XI

SUBJECTS STUDENTS WOULD TAKE IF OFFERED
AS SHOWN BY QUESTIONNAIRE GIVEN SPRING SEMESTER, 1941,
TO 799 GIRLS AND 644 BOYS

Subjects	First Choice	Second Choice	Totals
<u>Girls</u>			
Cosmotology	380	197	577
Practical Nursing	241	221	462
Infant Care	72	156	228
Cooking	60	148	208
Home Mechanics	<u>46</u>	<u>77</u>	<u>123</u>
Totals	799	799	1598
<u>Boys</u>			
Auto Shop	240	202	442
Machine Shop	216	178	394
Welding	41	89	130
Agriculture	68	50	118
Sheet Metal	20	77	97
Foundry	29	20	49
Pattern Making	<u>30</u>	<u>28</u>	<u>58</u>
Totals	644	644	1388

are another definite indication that the high aspirations of the students call for serious re-consideration of their plans, in keeping with their qualifications and capabilities. The implications for the counseling service and the vocational preparatory service are also clear.

Proposed improvements

The weight of facts revealed in this study are added to those already being brought to bear by the administration of the school for a broad extension of the curriculum to include needed vocational courses, both preparatory and exploratory.

It is realized that circumstances beyond the control of the San Francisco Board of Education prevent a building program or addition of equipment due to priorities on goods essential for war uses. However, evidences of the necessity for such courses are sufficient to warrant the conclusion that the needs of the students cannot otherwise be met, nor the guidance program as it relates to a vocational preparatory service otherwise be carried out. (See Recommendation 7 in Chapter V.)

A PLACEMENT SERVICE

Present vocational guidance activities

The placement office at the High School of Commerce has been established for a number of years, and has, within the

TABLE XII

COMPARISON OF VOCATIONAL CHOICES OF 449 STUDENTS
WITH FATHERS' OCCUPATIONS

Occupational Groups	Vocational Choices of Students		Fathers'	
			Occupations	
High Professional and Executive	11 2.4	1 .2		Number Per cent
Lower Professional and Large Business	60 13.4	8 1.8		Number Per cent
Technical, Clerical and Supervisory	240 53.5	77 17.1		Number Per cent
Skilled Tradesmen & Low-grade Clerical	119 26.5	114 25.4		Number Per cent
Semi-skilled Occupations	10 2.2	93 20.7		Number Per cent
Unskilled Occupations	9 2.0	110 24.5		Number Per cent
Unclassified	----	46 10.3		Number Per cent
TOTALS	449 100.0	449 100.0		Number Per cent

limits of restrictions placed upon it, served the needs of a limited number of students, particularly those trained for office and clerical positions. The office has also served as a clearing house for those part-time jobs for which requests have come to the school.

Meeting requests for part-time student help or full-time help of graduates traditionally has been considered a part of the function of the two vice-principals of San Francisco high schools, whose duties also include those of deans of girls and boys, respectively. Without official sanction of the Board of Education, and with no teaching time allowed for the duty, the position of placement counselor was created at the High School of Commerce a number of years ago to meet the gradually mounting demands upon the school for trained office and clerical workers, and a fairly constant demand for part-time after school and Saturday helpers.

For the past several years, the placement counselor has performed his duties while carrying a full teaching load, but with relief from a Registry group and a study hall assignment as compensation for his placement work.

The volume and nature of placements made during three semesters is summarized in Table XIII and shown in more complete detail in Tables XIV and XV. The number of placements each semester does not appear large when compared with

TABLE XIII

TOTAL PLACEMENTS MADE THROUGH HIGH SCHOOL OF COMMERCE
PLACEMENT OFFICE DURING THREE SEMESTERS,
FALL 1940, SPRING 1941, AND FALL 1941

	<u>Fall 1940</u>		<u>Spring 1941</u>		<u>Fall 1941</u>	
	Boys	Girls	Boys	Girls	Boys	Girls
Full-time	13	16	32	27	20	40
Part-time	45	76	33	11	41	61
Totals	58	92	65	38	61	101

TABLE XIV

FULL-TIME PLACEMENTS MADE THROUGH HIGH SCHOOL
OF COMMERCE PLACEMENT OFFICE DURING THREE SEMESTERS
FALL 1940, SPRING 1941, AND FALL 1941

Type of Work	<u>Fall 1940</u>		<u>Spring 1941</u>		<u>Fall 1941</u>	
	Boys	Girls	Boys	Girls	Boys	Girls
Office and clerical (Includes stenographers)	11	16	26	20	15	36
Bookkeeping	--	--	2	2	2	3
Selling	--	--	--	3	--	1
Stock clerks	--	--	2	2	--	--
Miscellaneous	2	--	2	--	3	--
Totals	45	76	33	11	41	61

TABLE XV

PART-TIME PLACEMENTS MADE THROUGH HIGH SCHOOL OF COMMERCE
 PLACEMENT OFFICE DURING THREE SEMESTERS
 FALL 1940, SPRING 1941, AND FALL 1941

Type of Work	Fall 1940		Spring 1941		Fall 1941	
	Boys	Girls	Boys	Girls	Boys	Girls
Sales, wrappers, and cashiers	--	60	--	1	--	40
Office and clerical	2	--	6	--	2	10
Messenger, errands, and stock work	39	--	3	--	27	--
Housework	--	16	--	8	--	9
News routes	--	--	22	--	5	--
Miscellaneous	4	--	2	2	7	2
Totals	45	76	33	11	41	61

an average enrollment of approximately 2000 during the semesters included. However, the volume of placement activity, involving registration of applicants, outside contacts, and placement interviews, is considerable when viewed in the light of an average time allowance of less than one hour each day.

As shown by Table XIII, total placements for the three semesters were as follows: during the Fall Semester, 1941, 60 full-time and 102 part-time placements; during the Spring Semester, 1941, 59 full-time and 44 part-time placements; and during the Fall Semester, 1940, 29 full-time and 121 part-time

placements. Part-time placements during the Fall Semesters include a considerable number of pre-Christmas workers in department stores and shops, and account for an apparent discrepancy of placements during the Spring Semester.

With the inauguration of the new counseling and guidance program during the Fall Semester, 1941, the placement counselor was named vocational counselor. In this capacity, he was relieved of one 45 minute teaching period, and given, in addition to placement activities, responsibility for coordinating the group vocational guidance program and other activities in keeping with the outline of duties of vocational counselor.

Effectiveness of present program

When measured in terms of results obtained for the time allotted, the placement office may well be considered an effective service. But when considered from the point-of-view of total needs of the students and graduates, and in the light of a complete program of placement and follow-up as outlined by Myers, it falls far short of its optimum possibilities.

Need for increased full-time employment service. Results of questions concerning probable placement requirements, as obtained in the vocational questionnaire, indicate the need for wide-spread expansion of the placement service. Table XVI indicates the extent of the anticipated need for

assistance in finding full-time employment on the part of members of the classes which will be graduated in the Fall of 1942, the Spring of 1943, and the Fall of 1943. It will be noted that the average number who will require help in finding suitable employment is 49 per cent of the total who responded.

Assuming this sampling of the student body to be adequate for prediction of the demands of the entire group, Table XVII shows the total number who may be expected to call on the placement office for assistance during each of the next three semesters. These figures are based on estimated graduating classes of 180 for the Fall of 1942, 325 for the Spring of 1943, and 200 for the Fall of 1943. Table XVII also makes a comparison of the estimated demands with the placements made during three preceding comparable semesters, revealing an average demand approximately 200 per cent above the number of placements in the three previous semesters.

Further consideration of Table XIV shows that full-time placements in the past have been confined almost exclusively to various types of office positions. This is true largely because the business department has been the only technical department training workers for immediate placement, and because the name, reputation, and down-town location of the school have resulted in many organizations turning to the school for trained clerical, stenographic

TABLE XVI

NEED FOR ASSISTANCE IN FINDING FULL-TIME EMPLOYMENT
AS INDICATED BY RESULTS OF QUESTIONNAIRE

	Fall 1942	Class of Spring 1943	Fall 1943	
Have place of employ- ment in mind	24 30.0	27 26.5	13 17.3	Number Per cent
Do not have place of employment in mind	56 70.0	75 73.5	62 82.7	Number Per cent
Want help in getting employment	43 54.0	46 45.1	36 48.0	Number Per cent
Average per cent of those who will want help		49.0		

TABLE XVII

COMPARISON OF ANTICIPATED DEMAND ON PLACEMENT OFFICE
FOR NEXT THREE SEMESTERS WITH THREE PREVIOUS SEMESTERS

	Fall 1942	Class of Spring 1943	Fall 1943	
Anticipated demand for help in getting full-time jobs	88 *49	159 49	98 49	Number Per cent
	Fall 1940	Spring 1941	Fall 1941	
Full-time placements made past three semesters	29 12.0	59 17.0	60 27.0	Number Per cent

* The per cent used for the anticipated demand is based on the assumption that the per cent of the entire class desiring assistance will approximate that of the sampling as shown in Table XIV.

and sales help.

However, only a small number of the total enrollment plan to enter this type of employment, as is indicated by the occupational choice of the students tabulated in Table IX. The need is apparent for expansion of the contacts of the placement office into fields other than those now established; for closer contact with the industrial section of the Federal Employment Service; for a working relationship with the trade unions of the city looking toward placement of graduates in apprenticeships; and for wider opportunities for vocational training within the school in fields such as are indicated in Table XI.

Need for increased part-time employment service. Table XVIII shows that of the 449 students who answered the vocational questionnaire, 114, or 25.4 per cent, now have part-time jobs. A total of 222, or 49.4 per cent want part-time employment and would like assistance from the placement office, making 336, or 74.8 per cent, who would have after school employment if it were available.

Estimating an enrollment of 1800 students for the Fall Semester, 1942, Table XIX shows the probable number of students who would work at part-time jobs if the opportunity were afforded, and compares this total with the part-time placements made during the Fall Semester, 1941. It shows a wide variation between actual and potential placements, and

TABLE XVIII

PART-TIME EMPLOYMENT NEEDS AS INDICATED
BY RESULTS OF QUESTIONNAIRE

Item	Number		Per cent	
	Yes	No	Yes	No
Have part-time jobs	114	335	25.4	74.6
Want to get help in obtaining job	222	227	49.4	50.6
Have or would like part-time jobs	336	113	74.8	25.2

TABLE XIX

ANTICIPATED DEMAND FOR PART-TIME JOBS, FALL, 1942,
COMPARED WITH PLACEMENTS MADE
DURING FALL SEMESTER, 1941

	Actual Fall, 1941	Estimated Fall, 1942
Enrollment	1900	1800
Per cent of placements	5.4	49.4
Number of placements	102	889

The per cent used for the estimated demand is based on the assumption that the percent of the entire student body desiring assistance will approximate that of the sampling as shown in Table XVIII.

indicates a further field for effective development of the placement service.

The types of part-time jobs desired by both boys and girls is shown by Table XX. It will be noted that most of

the requests are for work with business or merchandising firms, and that practically none is for industrial work of a skilled or semi-skilled type such as is required in defense industries. This may be taken to reflect the student's knowledge of the scope of employment opportunities usually afforded through the placement office, absence from the curriculum of other types of vocational training, and the inflexibility in the school program to allow for part-day attendance and part-day work.

The part-time placement activities of the school, when considered on the basis of facts here presented, and in view of their potential capacity for meeting all the student needs, may be considered relatively ineffective. No emphasis has here-to-fore been placed on the values of part-time employment as vocational training or exploratory vocational education, except in-so-far as this has been done in connection with pre-Christmas department store work which is sanctioned by the Board of Education and carried on co-operatively with merchants of the city through the office of director of salesmanship. Neither has the importance of part-time work as a contribution to the broad educational process through work experience, been taken into consideration.

In "Youth and the Future," Reeves emphasizes this need when he declares that paid production work during adolescence

TABLE XX

TYPES OF PART-TIME WORK REQUESTED BY STUDENTS
ON QUESTIONNAIRE

Type of Work	Frequency of Mention
<u>Girls</u>	
Selling	32
Typist or filing	16
General office	10
Housework	8
Care of children	7
Stock work or wrapping	6
Ushering	6
Stenography	4
Bookkeeping	2
Cashier	2
Messenger	2
Receptionist	2
Miscellaneous	<u>5</u>
Total	102
<u>Boys</u>	
Customer services	19
Stock work or errands	17
Office and clerical	11
News routes	7
Drafting - mechanics	6
Driving car or truck	5
Printing	5
Miscellaneous	<u>8</u>
Total	78

is "necessary vocational preparation" and also that it is an integral part of "the broad educational process of preparation for life." The following statements quoted from the book elaborate on the point:

For many youth, only work and wages can provide the experiences most urgent for their personal development after they have finished the tenth grade. For all youth, it would be an improvement over the present condition of affairs if the principle were widely accepted that formal education should not be continued beyond the twelfth or thirteenth grade without several months of experience in some realistic form of gainful employment. ¹³

In an ideal situation, however, it is certainly true that the school program would be on a much sounder basis if limited amounts of worth while wage employment were a part of the standard curriculum for all pupils in the upper secondary school grades. . . This does not mean that all pupils should be required to devote the same amount of time to gainful employment or that all employment should be under the school. ¹⁴

Proposed improvements

Part-time work opportunities. The importance of part-time work in meeting the economic needs of the students, and in fore-stalling departure from school for easily obtained jobs, especially during abnormal war-time conditions, can only be surmised. However, the constant and increasing rate of drop-outs during recent months indicates a restlessness on the part of students to begin working for wages.

¹³ Floyd W. Reeves, Youth and the future, Washington, D. C., American Youth Commission of the American Council on Education, 1942, p. 25.

¹⁴ Ibid., pp. 123-124.

Under existing regulations, which require full daily attendance of all students in regular day high schools, students are given no opportunity to take part-time work other than short hour after school and Saturday jobs. More elastic attendance regulations, at least for the duration of the war emergency, permitting partial attendance in school and allowing time for employment, would tend to alleviate the present tendency to drop out of school before graduation, would contribute to the national defense effort, and would provide many students with educationally valuable work experiences.

Thoughtful consideration should likewise be given to the development of a permanent program in which paid work experiences would be provided in keeping with the vocational objectives of the individual, and to necessary revisions in the curriculum to meet the needs of such students. (See Recommendation 8 in Chapter V.)

Cooperation with other agencies. As was pointed out by Myers, the best results are obtained if the placement of students is carried out by the school. He said:

Better results for youth, for the schools, and for society seem assured if placement of youth to twenty-one years of age, perhaps to twenty-five, is recognized as a function of the school system with financial and other assistance from the federal-state employment service. Cordial cooperation between these two agencies is

necessary, however the job is done. ¹⁵

This interpretation demands that the school develop a wholesome cooperative relationship with other agencies concerned with the placement and successful progress of youth.

Study of vocational choices of High School of Commerce students as shown on Tables IX and XI indicate that many plan to enter technical, skilled and semi-skilled vocations. Entree to most such positions in the trades and industries of San Francisco is through the trade unions. There is, therefore, need for a close association between the schools and the trade unions with a view to coordinating activities concerned with apprentice training and job entrance.

Any program of cooperative apprentice training or provision for admission of trainees from the high schools as apprentices in local trades and industries should be developed on a city-wide basis, rather than as an individual enterprise of the separate high schools and should, therefore, be undertaken as a city-wide program, probably under the director of counseling and guidance. (See Recommendation 9 in Chapter V.)

Canvas of part-time job opportunities. A city-wide effort involving considerable personnel and financial outlay would be necessary to canvas part-time job opportunities to

¹⁵ George E. Myers, Principles and Techniques of Vocational Guidance, New York: McGraw-Hill Book Company, Inc., 1941, p. 309.

fill the demands of all the high schools in the system, if apparent requirements at the High School of Commerce are typical. Any effort on the part of individual schools to conduct such a canvas would result in duplication of effort and needless confusion. A continuous canvas would be necessary with the results constantly being made available to the various high schools on a basis of proportionate needs. (See Recommendation 10 in Chapter V.)

Increased time for vocational counselor. The proposed increase in responsibilities and duties of the vocational counselor, especially those relating to placement, would make an increase in allotment of time for the office a prerequisite to the effective expansion of the program. His present program includes three classes and one study hall with one 45 minute period for activities related to vocational guidance and counseling, and one for placement duties. This leaves him one "preparation" or "free" period each day, the uniform allowance, but which has existed in theory if not in practice.

In setting up the guidance and counseling program, following acceptance of the Eurich Report, the Board of Education made it permissive to assign each of the assistant counselors, including vocational counselor, a minimum of two teaching periods per day. Advantage of this allowance has not been taken at the High School of Commerce. The full

advantage of the ruling should be taken at once, reducing the teaching load of the vocational counselor to the permitted minimum, and opening the way for immediate expansion of the services of his office.

When the duties of the vocational counselor, as proposed in this chapter, including those relating to counseling, placement, follow-up, and research, are analyzed, it is evident that they are sufficient to warrant a full time assignment. This change could be effected only through special action of the Board of Education but would appear to be necessary to insure success of the vocational guidance program.

It is apparent that many activities not included under the definition of "counseling" are included in the duties of this office, and that the title, "vocational counselor," does not indicate the scope of duties performed. Another title, more in keeping with these duties, would better describe the position. "Director of Vocational Guidance and Placement" would be a possible suggestion. (See Recommendation 11 in Chapter V.)

A FOLLOW-UP OR ADJUSTMENT SERVICE

Present vocational guidance activities

The purpose of a follow-up service is that of aiding the graduate to make necessary vocational adjustments after leaving the school. Such a service involves the feasibility

of re-location for those who are maladjusted and need to find more suitable employment, cooperative assistance for those who are making unsatisfactory progress, and sympathetic aid to those not yet employed.

Activities of the placement office bring the vocational counselor in constant contact with graduates, both those who are successfully employed and those unemployed or in unsuitable positions. Such contacts are usually incidental to other problems related to placement, and thus might be termed "incidental" follow-up. The constant contacts made by administrators, counselors, and teachers, through return visits by alumni and from personal visits to stores, shops, industries and business concerns, provide further "incidental" follow-up activities.

Effectiveness of present activities

In none of the above instances can it be said that the essentials of a follow-up service are being met. The need for follow-up and adjustment services has been recognized in the past, but, as has been brought out at numerous points in this chapter, no time allotments have been made for such duties and the service may justly be termed ineffective.

Failure of mailed questionnaires to meet the need for a follow-up service is illustrated by such a study made by Louis F. Batmale, head counselor, in the Spring of 1941. He prepared the questionnaire on return postal cards and

mailed copies to a sampling of 90 students from each of the five most recent classes, excluding the Fall class of 1940 because of its recency at the time the survey was made, a total of 450 students in all. While a number of interesting and helpful responses were received, the most significant fact, as it relates to the present problem, is the relatively light response. As is shown by Table XXI, 73 of the 450 students to whom the cards were mailed, or slightly more than 16 per cent, replied. This limited response was a source of discouragement, and is indicative of the inadequacy of follow-up by mail.

TABLE XXI

RESPONSE TO FOLLOW-UP CARDS MAILED TO 450 GRADUATES
HIGH SCHOOL OF COMMERCE, SPRING 1941

Class	Cards Sent	Replies	Per cent Response
Spring 1938	90	13	14.0
Fall 1938	90	10	9.0
Spring 1939	90	16	18.0
Fall 1939	90	14	16.0
Spring 1940	90	20	22.0
Totals	450	73	16.2

Proposed improvements

Certain aspects of a follow-up service might satisfactorily be carried out by correspondence, particularly

that of periodic check-ups on employed graduates. However, it is a question if this could be considered a satisfactory substitute for personal calls on the worker or his employer.

With a sufficient time allotment, the vocational counselor could so arrange his duties as regularly to permit definite periods of time for follow-up and adjustment services. The need for such additional time is fundamental to any proposals relative to this service, and is a consideration in Recommendation 11 of Chapter V.

A RESEARCH SERVICE

Present vocational guidance activities

"Occupational adjustment programs effectively can serve their communities only when they are built upon the solid foundation of facts--particularly those facts which relate to the nature and extent of the local labor supply and demand," states Bell in "Matching Youth and Jobs." 16

The most recent definite results of occupational research by the schools of San Francisco was a series of eighteen "Occupational Study Pamphlets" prepared in 1933 under the sponsorship of the Bureau of Attendance and Guidance. No city-wide occupational survey has since been made.

Neither has any activity of such scope been undertaken at

16 Howard M. Bell, Matching Youth and Jobs, Washington, D. C., American Youth Commission, American Council on Education, 1940, p. 91.

the High School of Commerce.

Effectiveness of present activities

Questionnaires referred to in this chapter, those made by Mr. Brillhart and Mr. Batmale, as well as the vocational questionnaire used by the writer, constitute the bulk of the research activities bearing on vocational guidance made at the school in the past several years. These must be considered incidental, since none was instituted by the service or primarily for its benefit, although all served to help evaluate certain phases of the vocational guidance activities. Occasional studies made in the evaluation of the counseling and guidance service, and which have had incidental bearing on vocational guidance, may be said to be the extent of research services previously performed.

Proposed improvements

While it is recognized that an occupational survey is but one of the activities in a research service, it is, none-the-less, considered an essential and foremost problem in relation to the entire vocational guidance program. Such a survey would of necessity need by city-wide and continuous in nature, and would be beyond the ability of any single high school to carry out.

The facts obtained through a survey of the extent and changing nature of local occupational opportunities are fundamental to an effective program of vocational guidance,

particularly those services which are concerned with vocational information, counseling, vocational preparation, and placement. Such a survey should be a broad and continuous function of the office of director of counseling and guidance, or some other appropriate department or bureau. Adequate personnel and funds would need to be allocated by the Board of Education for this service. (See Recommendation 12 in Chapter V.)

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this study has been to propose recommendations for a vocational guidance program at the High School of Commerce, San Francisco. To provide a sound basis for proposals for such a program it was necessary to analyze the present vocational guidance activities of the school, especially as they might reveal inadequacies in the program. The means of analysis were three-fold; (1) on the basis of recommendations in the Eurich Report; (2) on the basis of the eight services of a vocational guidance program developed by Myers; and, (3) on the basis of questionnaires given to a broad sampling of students, and other means here-to-fore explained.

The purpose of the study and the uses it was hoped might be made were first presented, followed by definitions of several of the terms which were used throughout the study, some of which are subject to varying interpretations, and for which common definitions were necessary. Of particular significance were definitions given to the terms: guidance, vocational guidance, counseling, counselor, vocational counseling, and vocational counselor.

Next was described the procedure to be followed in the balance of the study. Briefly stated this procedure was as follows:

1. A review of the Eurich Report and its implications for vocational guidance at the High School of Commerce.

2. A comparative analysis of the vocational guidance recommendations contained in the Eurich Report; in the recommendations of the Deputy Superintendent in charge of guidance and counseling, and based on the Eurich Report and its accepted modifications; and in the interpretations placed on these recommendations by the counseling staff at the High School of Commerce.

3. Analysis of the present vocational guidance activities of the school in the light of the comparisons just mentioned and based on the eight point vocational guidance program outlined by Myers, with proposals for various improvements; and, finally, specific recommendations for steps necessary to make the program effective.

The review of the Eurich Report was considered essential as a starting point for consideration of the present vocational guidance activities of the school and as a basis for delimiting the scope of the proposed vocational guidance program in the school, since the report presented in considerable detail the complete guidance program to be followed throughout the San Francisco school system. As a matter of practical necessity, it was obvious that the program to be proposed should be neither more inclusive nor exclusive than

was possible within the scope of vocational guidance as defined and proposed.

The review was made on the basis of the following outline: (1) the background leading to appointment of the Eurich Committee; (2) procedure employed by the committee; (3) outstanding guidance practices found; (4) aspects found to need development; (5) basic principles and recommendations.

The foregoing review was followed by description of the actions of the San Francisco Board of Education in which the report was accepted with modifications, some of which were found to be significant to this study. Next, attention was given to the recommendations of the deputy superintendent in his "tentative outline" for the counseling and guidance program, especially those relating to vocational guidance; and the interpretations of these recommendations made by the counseling staff at the High School of Commerce.

The eight services of a vocational guidance program as suggested by Myers included: (1) a vocational information service; (2) a self-inventory service; (3) a personal data collecting service; (4) a counseling service; (5) a vocational preparatory service; (6) a placement or employment service; (7) a follow-up or adjustment service; and, (8) a research service. These eight services provided

the basis for a comparative analysis of the vocational guidance program recommended by the Eurich Report and the Deputy Superintendent.

This analysis revealed the fact that, while many services were not specifically mentioned in the recommendations, they still provide the framework within which all the services consistently could be set up--that in none of them was there anything antagonistic to a program based on the eight services.

The eight services also were used in this chapter as criteria for determining the effectiveness of the present limited vocational guidance activities of the High School of Commerce, and for proposals for expansion of the program. Several means were used to obtain information by which to analyze the effectiveness of present activities. A vocational questionnaire was given to an unselected group of approximately 500 students, and the results of other studies bearing on the vocational guidance problems were also employed. The vocational questionnaire brought out the inadequacy of vocational information among students, particularly noticeable being the lack of understanding of qualifications necessary for success in their chosen occupations and their reasons for believing they could succeed in them. Also indicated by the questionnaire was the lack of vocational courses to meet the indicated needs of students. Of particular significance to counseling was the portion of the

questionnaire which showed that more than 60 per cent of the students had selected vocations which call for an abstract intelligence above that which they possess, while nearly 20 per cent chose below the level which would indicate probable success. The need for an extensive increase in the services of the placement office was shown by questions dealing with that aspect of the guidance program.

The present group guidance program was analyzed to determine the degree to which it was meeting the needs in providing vocational information; the curriculum was considered in terms of its contribution to vocational education and vocational preparation; the counseling service was reviewed to determine the extent to which it was meeting the needs in vocational counseling; and the activities in the placement office were analyzed to evaluate their effectiveness and potentialities.

It was concluded that the students showed a definite inadequacy of vocational information, and that the self-inventory service and personal data collecting service, in-so-far as they pertained to vocational guidance, were negligible. The counseling service, it was concluded, conformed to the general pattern found throughout the city by the Burich Committee survey, it being confined primarily to problems of programming and class adjustment, and thus was not meeting the needs of a vocational counseling service. It was in the field of vocational preparation that the

greatest need was found, every indication pointing to the inadequacy of the present curriculum to meet the needs of the great majority of students.

While the placement service was meeting some of the needs of the students, within a restricted area, it was found to be far short of its optimum possibilities. Very slight evidences of a follow-up service or a research service were noted.

As each service was reviewed and its effectiveness measured, proposals were made for improvements in the program. These proposals formed the basis for the twelve recommendations which follow, and which conclude the study.

Recommendations

1. That a course in Occupations be offered at the High School of Commerce, preferably to students during the first semester of their sophomore year.
2. That library materials dealing with vocational guidance be assembled in or adjacent to the classroom or classrooms used for the Occupations course.
3. That the counseling staff at once take steps to provide a more adequate vocational testing and self-inventory service.
4. That the vocational counselor take the initiative in the development of cumulative record forms for vocational information.

5. That the office of vocational counselor be moved to a location more convenient to the balance of the counseling and administrative offices of the school, this to facilitate necessary inter-communication and mutual exchange of accumulated material.

6. That the head counselor continue his efforts to reduce the detail work of all counselors, and that the administrative staff of the school use its influence in urging the Board of Education to authorize return to the previously approved ratio of 100 students per counselor period.

7. That the full weight of evidence in this study indicating a need for vocational courses be added to that already amassed by the administration of the school to influence broad changes in the curriculum to meet these student needs.

8. That more elastic attendance requirements, which will permit students to hold part-time jobs and attend classes on a shortened day basis, be made, particularly for the duration of the national emergency; and steps be taken by the proper administrative authorities looking toward adjustments to provide for the inclusion of part-time work experiences as a permanent feature of the curriculum.

9. That a wholesome spirit of cooperation with other agencies concerned with placement of students and graduates be fostered, and that a city-wide program of cooperation with the labor unions, looking to training and admission

into industry of high school trainees be encouraged.

10. That a city-wide canvas of part-time job opportunities be undertaken and continued through the office of the director of guidance and counseling or some other appropriate sub-division.

11. That, in view of the many proposed increases in his duties, the vocational counselor be given full time for the office, and that his title be changed more in keeping with the diverse nature of his duties. That, until such time as authorization may be obtained from the Board of Education, his teaching program be reduced to the minimum sanctioned by the Board.

12. That the board of Education be urged to sponsor a city-wide, continuous occupational survey, through the office of the director of guidance and counseling or some other appropriate sub-division, that adequate funds and personnel be provided for such a survey, and that results be made continuously available to all high schools.

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APPENDIX

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TENTATIVE OUTLINE FOR COUNSELING AND GUIDANCE PROGRAM
IN THE JUNIOR AND SENIOR HIGH SCHOOLS
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

I. Director of Counseling and Guidance

1. Will spend greater part of his time in the field:
 - (a) Conferring with the principals, counselors and teachers of the school.
 - (b) Assisting by suggesting aids, techniques and methods on how the duties below can be carried out for best results.
 - (c) Holding group meetings of (1) all Head Counselors and assistants (2) Grade Counselors.
 - (d) Arranging counselor's visits to different San Francisco schools and outside of city.
 - (e) Keeping the entire staff posted on new materials.
 - (f) Attending faculty meetings, P.T.A. and Community Organizations to keep them informed on the progress of the counseling system.
 - (g) Holding himself available for appointed conferences.

II. The Principal of the School

The principal of the school will assume responsibility for directing the entire guidance program of his particular school. He will be informed of all guidance movements, meetings, and activities in the school system and will supervise the personnel he has selected to carry the responsibility of his program.

III. The Vice Principals

The vice principals will continue to handle the same activities as in the past and will make a contribution to the guidance program in the field of student activities, organizations, and student government. He will continue to handle attendance and discipline cases, except those which show signs of becoming serious cases of maladjustment.

IV. The Head Counselor

The Head Counselor will work with the principals in outlining the guidance program of the school. Under

the direction of the principal, he will supervise the guidance activities of the school and will recommend programs to the principal. He will be particularly active in advising teachers and assistant counselors concerning the conduct of their work. He will arrange for frequent meetings with his assistants to discuss the various phases of counseling. Through his principal, he will recommend problem cases to be referred to the Child Guidance Clinics. He will encourage a close home relationship with the school.

V. Assistant Head Counselors

1. Counselor for Personality Problems

The specialist in personality problems will deal with difficult emotional problems in need of adjustment. He will advise with teachers on the handling of adjustment cases and confer with parents and arrange for treatment. This counselor will also help to stimulate the program of personality development in the school and make suggestions to the principal for a mental hygiene program. He will also arrange with the proper authorities for eye, hearing, and personality tests.

2. Vocational Counselor

The vocational counselor will assemble all materials for use in the field of vocational counseling. He will keep in close contact with the junior division of the state employment service. He will supervise placement activities, particularly in the local community. He will cooperate closely with the N.Y.A. program of the school. He will try to develop opportunities in the local neighborhood for part time work. He will interview graduating seniors in senior high schools. He will collect data on advanced training and vocational schools and be able to provide information for apprentice training, trade union requirements, and professional information. He will arrange for vocational group speakers and provide for excursions to industries and business.

3. Counselor for Educational Guidance

The educational counselor will direct the teacher counselors in their work of advising students in their in-school program. He will investigate causes of school failures through study of records, surveys, and by conferences. He will assist students to plan their after graduation

education program. This counselor must be familiar with graduation requirements and entrance requirements of all institutions of higher learning. Group meetings of students interested in particular colleges should be held. Information concerning free scholarship possibilities should be on file. In junior high schools the graduation requirements of all senior high school should be available. The orientation between the junior high schools and senior high schools and senior high schools and higher institutions should be a particular function of this office. Learn to study programs should be promoted. The remedial reading program should have the advice of this counselor.

4. Counselor for Community Relationships

This counselor should be an expert on community agencies, particularly those in the neighborhood of the school and should be able to recommend to the principal, other counselors, and teachers the agencies which will fulfill the needs of particular students. With the counselor for personal problems, this office should assist the Juvenile probation officer in supervising probationers. A close contact with the Juvenile Court should be kept. Meetings of the district coordinating council should be attended. P.T.A. child welfare programs should receive the support and assistance of this office. Neighborhood recreational programs should be of particular importance along with the encouragement of hobbies and the proper use of leisure time. The school should be kept posted on all community affairs. Contacts with Boy Scouts, Girl Scouts, Y.M.C.A., Y.W.C.A., and other similar organizations should be made.

VI. Home Room or Registry Teachers of Each School

Partial duties in respect to counseling:

1. They are the most important cog in the machinery due to the fact that they see the same group of students daily for fifteen minutes or more. Much unrecorded guidance is done here.
2. Individual Guidance Work. When an individual problem arises that demands more time, more data, more investigation and more follow-up work, then the

case should be passed on to a special counselor, either the grade or an assistant head counselor.

3. **Group Guidance Work.** The Principal, Head Counselor, Assistant Counselor, and grade counselor (plus some classroom teachers on the committee) should devise a term's (or year's) program for registry groups to discuss. Although a definite day of the week or time might be arranged, the registrar should take up discussion of the subject during spare moments of the registry time. The Home Room period should not be a study period. A weekly group guidance program is most valuable.
4. They should communicate frequently with the home concerning students in the Home Room and encourage visits of parents for consultation with classroom teachers, with grade counselors and administrators concerning children in their group.
5. These Home Room teachers should have the very definite responsibility in consulting with students and parents on the program of each student, in their own groups, so that he will meet graduation requirements and will receive the training best suited to him.
6. They should check over the scholarship record (permanent record card).
7. They will watch the attendance of the Home Room, demand notes from home (keep on file), and refer cases to attendance clerk and attendance officer. If case begins to develop toward a serious one the head counselor should be informed.
8. They may wish to keep a counseling log or diary of the individual student on guidance conferences.

VII. Grade Counselors (Teacher-Counselor)

(It might be better to call the Teacher-Counselor the grade counselor because all class room teachers are teacher-counselors).

In general the grade counselor will:

1. Interview the failing students or who are not

- living up to their possibilities.
2. Encourage better scholarship within the grade and the individuals.
 3. Supervise the keeping of scholarship and counseling records by registry teachers within the grade group.
 4. Keep up the program of group guidance within the grade. Assist the Home Teachers.
 5. Interview students who are not making satisfying adjustments.
 6. Refer to an appropriate assistant head counselor or the head counselor a student who is having continuous difficulty which has not been cleared up through consultation with home teacher, grade counselor, and home contacts.
 7. Assist or arrange a survey of students' talents within grade group. Make proper application of this survey.
 8. Keep the home posted by letter, or by conference of progress of pre-problem cases in any field.
 9. It is advisable that each grade counselor keep the individuals in his group as long as they are in school, regardless of grade classification.

VIII. Child Guidance Clinics

A complete outline of the function, method, and activities of the Child Guidance Clinics will be sent to you as soon as possible.

A. D. Graves
Deputy Superintendent

O. I. Schmaelzle
Director of Counseling and
Guidance

VOCATIONAL QUESTIONNAIRE

High School of Commerce

Name: _____ Birthplace: _____

Grade: _____ Age: Years _____ Months _____

1. My choice of a life vocation is: _____
2. I have had this preference since: (State how long) _____
3. My father is employed: Yes ___ No ___
4. His occupation is: _____
5. My mother is employed: Yes ___ No ___
6. Her occupation is: _____
7. The chief qualifications necessary for success in my chosen vocation are, in my opinion: _____

8. I believe I can succeed because: _____

9. I (have--do not have) a definite place of employment already in mind: _____
10. I will expect to make use of Commerce Placement service to get employment: Yes ___ No ___
11. I (am--am not) working part time: _____
12. I would like to obtain part-time work: (check which)
Before school _____; after school _____;
Saturday _____; None _____
13. I would prefer to do the following kind of part-time work: 1. _____ 2. _____ 3. _____
14. My qualifications for this type of work are as follows: _____

15. I plan to finish high school: Yes ___ No ___ (If you plan to leave state: When _____ Why _____)

16. I will go to work as soon as I graduate from high school: Yes _____ No _____
17. I expect to prepare for a certain kind of work while in high school: Yes _____ No _____
18. Of the courses I have taken or plan to take in high school I consider the following necessary or valuable in preparation for my chosen vocation: _____
-
-

DO YOU KNOW YOURSELF

 Reg. _____
 Grade _____

1. Name: _____ Birthplace: _____
 Age: years _____ months _____
 Father: _____ Years in school _____
 Birthplace: _____
 Mother: _____ Years in school _____
 Birthplace: _____
2. Do you live with both parents? Yes _____. No _____. If you do not live with both parents, check the one you live with (check stepparents, if any.) Father: _____. Mother: _____. Step-father: _____. Step-mother: _____. If not parents (explain) _____
3. Are you supported by your parents? Yes _____. No _____. By others? (explain) _____. Do you earn your own living? Yes _____. No _____. Part of it? Yes _____. No _____.
4. How many brothers have you? _____. Their ages _____. How many sisters? _____. Their ages _____. How many brothers and sisters in school? _____. How many working? _____. How many living at home? _____.
5. Do you live in a house? _____. Flat? _____. Apartment? _____. Housekeeping Rooms? _____. How long have you lived there? _____. Does the family own the dwelling? Yes _____. No _____. How many rooms are there? _____.
6. Do you have your own room alone? Yes _____. No _____. If with others, how many? _____. Do you have a quiet place and a good light for study? Yes _____. No _____. Does your family encourage and help you to do homework? Yes _____. No _____. What language is spoken in your home? _____.
7. Is your health: Excellent? _____. Good? _____. Fair? _____. Poor? _____. What are your hours of sleep? _____. Do you smoke? Yes _____. No _____. Drink coffee? Yes _____. No _____. Do you have trouble with your eyes? Yes _____. No _____. Wear glasses? Yes _____. No _____. If so, how long have you worn them? _____. How often do you

have them checked? _____. Did you ever have a serious illness or accident? Yes _____. No _____. If yes, explain briefly: _____. Have you had trouble with your ears? Yes _____. No _____.

8. Have you a special talent? _____. Music? _____. Writing? _____. Acting? _____. Drawing? _____. Others? _____.
- Name two favorite books: _____.
- Two radio programs: _____.
- Two magazines: _____.
- Two moving pictures: _____.
- What historical character do you admire, and why? _____.
- _____ . What fellow student do you admire most? _____. What are this person's outstanding characteristics? _____.
- If you were in difficulty what teacher would you like to have help you? _____.
- Name your closest friends in school _____.
- Name your closest friends out-of-school _____.
- What do you consider the strongest point of your character? _____.
- _____ . Your weakest? _____.
- What points are you endeavoring to cultivate? _____.
- _____.

II

1. Do you plan to finish high school? _____. If not, why do you plan to leave? _____.
2. Will you go to work when you graduate from high school? Yes _____. No _____. Do you expect to prepare for a certain kind of work while you are in high school? Yes _____. No _____. What kind? _____.
3. Do you plan to attend junior college? University? _____. Which one? _____. For what life work will you prepare? _____.
4. Name any other type of school which you plan to enter after leaving high school _____.
5. What subject have you liked best in any school? _____.
6. What subject have you disliked most? _____.
7. In what subject have you received your highest grades? _____.
- _____ . Lowest? _____.
8. Underline the academic courses that you like: English, Mathematics, Foreign Language, History, Science.

9. What courses, not offered at Commerce, would you like to take? _____.
10. What subject is most difficult for you this term? _____
_____. Why? _____.
11. What subject do you like best this term? _____
Why? _____.

III

1. My father is employed: Yes _____. No _____.
His occupation is _____.
My mother is employed: Yes _____. No _____.
Her occupation is or was _____.
2. My first choice of a vocation is: _____.
My second choice is: _____.
I have had this preference since: (State how long) _____.
My parents (agree--do not agree) with my choice: _____.
They disapprove of my choice because: _____.
Have any of your experiences influenced you in your
choice of a vocation? Yes _____. No _____. Relate briefly
_____.
3. My hobbies or special interests are: _____.
4. Of the courses I have taken or plan to take in high
school I consider the following necessary or valuable in
preparation for my chosen vocation: _____.
The chief qualifications necessary for success in my
chosen vocation are, in my opinion _____.
I believe I can succeed because: _____.
5. I (have, do not have) a definite place of employment in
mind: _____.
I will expect to make use of the Commerce Placement Ser-
vice to get employment. Yes _____. No _____.
My work experiences to date include: _____.

Of the jobs I have held, the work I liked best was: _____
_____. I am--am not--working part
time _____. If working, state type of work: _____.
Amount of time spent each week: _____. Earnings: _____.
6. I would like to obtain part-time work: (check which) Be-
fore school _____; after school _____; Saturday _____;
None _____. I would prefer to do the following kind of
part time work: 1. _____ 2. _____ 3. _____.

My qualifications for this type of work are as follows:

IV

1. Do you belong to a school organization: Yes _____. No _____.
Community organization: Yes _____.
No _____. Name organization _____.
2. Have you taken part in school plays, club programs, etc?
Yes _____. No _____.
3. Are you a member of school athletic team? Yes _____.
No _____. Community athletic teams? Yes _____. No _____. Name
teams: _____.
4. Have you ever won a school contest (athletic, chess,
radio, speaking etc.)? Yes _____. No _____. Have you ever won
a community contest? Yes _____. No _____. Name contest: _____.
5. Have you taken part in school drives (tinfoil, paper, Red
Cross, toys, etc.)? Yes _____. No _____. Name: _____.
Community drives? Yes _____. No _____. Name: _____.
6. Do you attend school athletic contests? Yes _____. No _____.
Community athletic contests? Yes _____. No _____. Name
contests: _____.
7. Have you ever held school or community offices? Yes _____.
No _____. Name offices: _____.
8. How many times a week do you attend movies? Once _____
Twice _____ Three times _____ Four times _____.
9. Do you attend school dances? Yes _____. No _____. Community
dances? Yes _____. No _____. Once a month _____, twice a month
_____, three times _____, four times _____.
10. Do you read newspapers? Daily _____, occasionally _____,
never _____.
11. What sections of the newspaper do you read? Editorials
_____, national news _____, local news _____, foreign news
_____, comics _____, sports _____.
12. Do you discuss what's going on in the world? At school:
Often _____, seldom _____, never _____. At home: Often _____,
seldom _____, never _____.
13. Where do you play out of school? Playground _____, home _____,
club _____, don't play _____.

14. Have you a student body card? Yes____. No____.
15. Do you attend church? Regularly____, occasionally____,
never____.
16. Have you attended a summer camp? Yes____. No____.