A STUDY OF SERVICE CLUB PANELS IN A GUIDANCE PROGRAM

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A RESEARCH PAPER

submitted to

OREGON STATE COLLEGE

in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

August 1949
ACKNOWLEDGEMENT

To Doctor Riley J. Clinton, the writer owes deep thanks for his able counsel and constructive criticism in making up this study and report.

Acknowledgement is made to the Kiwanis, Rotary and Lions Clubs of Fresno who have made this report possible and because of the fine work which they have accomplished with only service, not praise, in mind.

Due acknowledgement is made to Dean Zeran whose cooperation and understanding have made this work a much easier task.
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Society, during the past fifty years has become complex. With these complexities has come readjustment through preparation to meet social demands. Education has tried to keep pace with these demands from a former simple system of education to an expanded diversified program of studies.

In this change, and especially during the past twenty years, the guidance program in the secondary schools has been an impetus.

Contrasted with fifty years ago, when guidance, vocationally, was mainly the influence of the home where a boy was taught his father's trade and the school was confined to the teaching of basic fundamentals, there has come an arranged curriculum which attempts, in some degree, to prepare youth for the many requirements which modern society demands.

Dale writes,

Life in the simple village community of pre-industrial times was more organic than it is today. All processes and products of living were known and participated in by all. With the arrival of specialization, individuals came to know less about the organic quality of their community—who did what and why. Children grew up without having participated directly in making cloth, shoes, soap, preserving food, and so on. Now, we neither wish
nor are able to return to pre-industrial living. But we can recover this lost virtue of the organic life by making education more organic, by making the school a miniature society, by making community activities more intelligible, and by working cooperatively on school-community projects.¹

Transportation, communications, inventions, and economic factors all have their bearing on the proper training of students. Moving from rural to urban society alone, without some knowledge of the problems to be encountered, will create situations and problems which could not be answered within the family. Wars tend to disrupt family guidance as do changes in laws and economic demands. New inventions, such as the mechanical cotton picker, displace thousands of workers; yet, on the other hand, new inventions give more idle time for cultural and leisure time pursuits.

States Thorndike,

I prophesy that historical and anthropological research will increasingly reveal that the great majority of people have spent their free time for entertainment up or beyond thirty hours a week, if a supply was available. The desire for approval may counteract it widely as in waves of Puritanism or patriotism. . . . The human nervous system is very adaptable and can learn to operate with satisfaction in a humdrum world. But its lines of least resistance go toward cheerful sociability, free play, sensory stimulation, and emotional excitement.²

² Thorndike, E. L., How We Spend Our Time and What We Spend It For, Scientific Monthly, May, 1937.
To meet this constant change, schools have developed guidance programs on numerous patterns. As to what type of program should be planned, Vaughan states, "The wise employer finds out ahead of time what his employees want and works out his plans accordingly. The same care should be taken in planning our educational program. The schools should be constructed only after a careful study of youths' needs."

What are youths' needs? The weekly chart service of Road Maps of Industry, entitled Economic Experience of the American Population shows that over seventy-three million individuals have had no experience with mass unemployment; over seventy-seven million have had no experience with a world at peace; ninety-two million have had no adult experience under a Republican Administration; over ninety-nine million have had no experience with the 1929 crisis, and one hundred and nineteen million no experience with World War I.

Wilma Morrison, Staff Writer for the Oregonian, writes in the Sunday magazine section "Why do College Freshmen Flunk?" In this article she shows a definite

relationship of grades earned in high school with college entrance tests made in English, mathematics and other subjects. The main contention is that there is a lack of concentration on and the lack of knowledge of simple fundamentals.

Here then are some problems. If we understand that there is ample leisure time for the greater number of people, why must there be a large fatality in the college freshmen classes? Is our program better than that of our English cousins? In the English system of secondary schooling the academic is stressed, whereas under the American system the practical is stressed. Is this because the English are more traditional? Certainly it is not due to industrialization, for on that score England, by square mile ratio and by population per capita, are more industrialized than the United States. I. L. Kandel, writing in the Educational Forum states,

On the qualitative differences between the educational systems of the two countries it is difficult to make any categorical statements. English education tends to be more academic, the American more practical. The shift in emphasis from the subject to the child, the chief contribution of the Handbook of Suggestions issued by the Board of Education in 1937, has dominated American Education for a generation or more. The English pupil may know more than the American pupil after the same number of years of education; the American
claim, however, is that the American pupil can do more with what he has learned. . . .6

If we accept the fact that there is a high academic mortality among college freshmen and further accept the fact that the average American can do more with what he has learned than his English counterpart, can we claim to prove a thing of value? Is it better to express and elaborate the vocational at the expense of the academic? Many of the most reputable educators are today wondering whether man has not progressed too far in the natural sciences at the expense of the social sciences. Many ask the question, "has man invented things with which he cannot cope?"

Obviously then, there is a need for some general overhauling of systems which expound the one, whichever it may be, at the expense of the other. In the January issue of The Educational Forum, Harold Alberty writes,

The current interest in general education as evidenced by reports of colleges and the movement to reconstruct the high school curriculum in terms of general education, common learnings, or core implies a realization that there must be a complete and thorough re-examination of our educational system, if we are to avoid another world war which will in all probability destroy Western civilization.7

The education of youth in "just the how" phase of instruction; that is to say, how to use power tools, etc., is not much beyond the type of instruction given in primitive societies where youth was taught how to use a bow and arrow, a spear, and simple garden tools. What is needed is the why, what, when, where, and who, and the effects on society. Certainly it is true that if the American consumers were fully educated to the wiles of a great number of advertising firms, these firms would be out of business.

In this regard, Vaughan states,⁸ "If all consumers should wake up literate tomorrow morning, the commercial fabric would be torn to pieces. It has been patiently reared on the assumption that we are natural-born damn fools."

Recently a leading magazine brought out the fact that due to indiscriminate use of our natural resources, without thought for future generations, man has exhausted about one-third of the valuable top-soil of the country. Further, that according to our minimum standard of living, 2.5 acres of land (fertile and productive) are needed for each inhabitant of the globe. Yet, at the present time only 1.7 acres is available and that amount is being gradually depleted. This subject could well be used by

students of agricultural economics but should not be confined to that group. Such vital information should be made available to all students and, for that matter, to the citizenry in general.

In another field not far removed from that of agricultural-economics, socio-psychology, Menninger writes,

Reliable estimates indicate that the complaints of about 50 per cent of the patients going to doctors have their roots in emotional problems. In World War II, 37 per cent of all men rejected by the armed services were turned down for some type of personality disorder. . . . More than half the hospital beds in the United States are devoted to mental cases.

From one-third to one-sixth of the operating budget of every state must be spent for the care of the mentally ill patients. And these budgets are now recognized as very inadequate for this purpose. Statistical estimates indicate that one out of every 22 persons who grow to adulthood will at some time require hospitalization because of personality troubles. Crime is on the increase. It broke all records when, in 1948, we had a total of 1,685,203 crimes during the year. . . . The divorce rate has increased rapidly in recent years that today there is one divorce for every three marriages. . . . Research has shown that about 60% of the people who fail in an industrial job do so because of personality traits and not because of lack of ability. . . . An estimated three million of the nation's children have emotional conflicts and behavior problems. While many will upset their parents or their classroom, between 250,000 and 400,000 each year have to be brought before our juvenile courts. . . . But even without these disturbing facts, we have justification enough for developing vigorous mental hygiene programs in our schools. The justification lies in the fact that everyone faces emotional stresses at one time or another. . . . Much of the responsibility for the mental health of young people rests with parents. But, as in the case of sex
education, this is often left to chance. In any case, the school can and should become an important source in sound mental hygiene education.9

A Brief Statement of the Problem

The problem of this study is to point out that guidance is needed in all the phases of youth life, that it is not confined to subject matter; to classroom; to the home, church and community separately and apart from each other. But that guidance is needed for "living", the living for the present and the future.

It is not for counselors alone, nor for parents, judges, ministers, teachers, and others to attempt, in themselves, the guidance of youth. Life and living have become too complex and the requirements too numerous for specialized persons to attempt all the answers to youth problems. What is needed is coordination and cooperation. This coordination and cooperation can only be realized through hard planning and much ground work in setting up a system which can best be used in youth service. Where conditions warrant, this is better done through the use of a panel system. A panel which is consisted of the best qualified personnel, interested in youth, working for the future in a concerted program of guidance.

The problems of youth present the problem of mobilizing the community in coordination and cooperation with the schools, agencies, and other activities which either directly or indirectly are concerned with community living for today and tomorrow.
CHAPTER II

A BRIEF STUDY OF THE MEANING OF GUIDANCE

General Definition: Learning to live, as the only genuine curriculum is stated by Brewer in his opening chapter in a book entitled "Education as Guidance." He goes on to state the following as the Criteria of Guidance:

1. The person being guided is solving a problem, performing a task, or moving toward some objective. 2. The person being guided usually takes the initiative and asks for guidance. 3. The guide has sympathy, friendliness, and understanding. 4. The guide is guide because of superior experience, knowledge, and wisdom. 5. The method of guidance is the way of offering opportunities for new experiences and enlightenment. 6. The person guided progressively consents to receive guidance, reserves the right to refuse the guidance offered, and makes his own decisions. 7. The guidance offered makes him better able to guide himself.10

The generalization given by Brewer above, is partly true, but it is felt that much guidance, and valuable guidance at that, is done indirectly without the person being guided realizing the situation. One of the examples of guidance to illustrate the point might be that of a person undertaking a trip to another state or place some distance away. He might get into his car and proceed

at once for his destination without checking road maps; asking information on the way and find, later, on reaching his destination that the travelling on wrong roads, detours, the unavailability of fuel for car, over-night sleeping accommodations and the waste of time involved, plus the failure to enjoy scenic countryside has resulted in a worthless, expensive, and tiresome trip which becomes an unpleasant experience.

This can be compared to another person making the same trip who has checked the road maps; the distance between towns for fuel replenishment and over-night sleeping accommodations; the historical and scenic countryside over which the travel is made. In the latter we have guidance which has resulted in a pleasant worthwhile trip.

Kawin states,

The approach to any problem inevitably governs its solution. So it is in the field of guidance. The concept of guidance and its function in the school problem will condition classroom procedures, plans of organization, and personnel employed. Guidance is an integral and essential aspect of the school program. Factors to be considered: The guidance program, organization of a guidance program for the secondary school; the role of the classroom teacher and the role of the community.

Guidance is synonymous with education i.e., all guidance is education and all education is guidance. Dilution of the term "guidance" destroys its meaning. To do so makes it appear as a specialized aspect of education to be carried on only by highly trained experts and/or specialists. Education can be good only when it is permeated with a guidance viewpoint.

The Curriculum in Guidance:

Jones and Hand state, "Modern curriculum consists of those planned opportunities and guidance experiences of pupils over which the school exercises control. The curriculum is primarily based on the needs, interests, and abilities which a group of children have in common."

An examination of the above would reveal that to determine interests, abilities as well as needs would involve the counseling, (interview-gathering of data) testing, (determining the interest fields and the native ability to perform in such field or fields and, what is not mentioned, the placement which is the follow-up or actionable phase.

The various roles in the guidance program involve the cooperation of the school, home and community, administrators, supervisors, teachers and guidance specialists.

and parents. In relating the steps to achieve a guidance program, Jones and Hand state,

The first step should be by the administrator. It consists in educating the community, the board of education, and the school staff to understand and want guidance. An in-service training program for teachers, either for the whole staff or selected teachers who are interested in and qualified for guidance responsibilities. For these purposes the services of the specialist are usually helpful. No school can build a program beyond community readiness to support that program.13

Every good teacher guides children; every good school has guidance going on within it, whether so called or not. Each school should build upon what it already has--integrating, extending, and enriching its guidance functions as rapidly as teachers and parents are prepared to carry the program.

With regard to the counselor, if one is to be so employed, Jager states,

...Include in all counselor training a core of courses which counselors in all situations should have. Add to these for individual job requirements other courses as indicated. The criterion in each case, what duties are to be performed? The counselor should be distinguished from other specialized technicians in personnel work ... 14

Seymour Beardsley, writing in the "Vocational Guidance Journal," May, 1948, gives a comprehensive list of

13 Ibid.
qualities required of the vocational counselor. He entitles this article, "The Ideal Vocational Counselor."

To follow the list of requirements, in most cases, would be to expect a super-human person trained with about seven years of college, yet expected to have had about twenty years of varied experience in actual vocational pursuits ranging from about five to twenty different ones. Certainly, at the end of the required academic training and the practical vocational period of time, the person would be ready to be retired, or in a sense, might be too old to cope with modern youth and problems.

Actually, the counselor should perform the interviewing; gather the data and so record it; conduct necessary tests; determine the situation and its requirements and then seek, if he is not expertly qualified, the advice of those who are in the community for the answers to problems presented. Many situations, while appearing to be vocational in nature, sometimes involve health, social, economic and other factors which require specialists in the particular field or the utilization of community agencies and/or organizations.

With regard to the testing program, the size of the school should not, in itself, determine whether there should be a testing program or not. This is ably brought
out by Tiega, who states,

The size of the school or school system should have no particular influence on the testing program. The same information is needed in all communities, and the accidental birthplace of a student should not determine the quality of his education.15

What is important also, is the qualified personnel to give, interpret, and follow up on the tests given.

Too much stress could be placed on the educational process through the testing devices used unless in the hands of experienced and/or trained teachers and counselors. Tests implement not supplant the normal educational process. Zachary and Taylor write,

... By contrast, the process suggested here does not segregate vocational guidance from the identification and development of all student's other capacities and potentialities for creative participation in a democratic society; it sees the worker as well as the citizen implicit in the student and his on-going activities... Tests are not relied upon as a sole resource, because the student's vocational inclinations and desires as well as his capacities and skills are revealed in the course of his individually guided activities and relationship in school...16

The Role of the Teacher:
The role of the classroom teacher in guidance is ably explained by Cason who says,

What is the place of the classroom teacher in a guidance program? Teacher is in most strategic position to influence the children. Although she understands children, the teacher does not thereby become a qualified psychiatrist, social worker, psychologist, or specialists in vocations. When special cases or problems do arise, and when specialists are available, she should be on the alert and call for help.17

Vaughan amplifies the role of the teacher by stating,18 "The wise teacher does not impose her assignments upon the child, but "eggs" him on by discovering his interests, appealing to them, and tying them up with other lines of activity that may seem to the child to be unrelated."

Of the strategic position of the teacher to the student Menninger writes,19 "On the contrary, the teacher especially is in an excellent position to help the young person. He is constantly in close contact with the student. And more important, because the personality of the elementary and high school student is still in the process of formation, he is in an excellent spot to help students in the development of "robust personalities."

It is natural to believe that the classroom teacher may have the greater opportunity to uncover things about

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the student which either affect him adversely or benef-

cially. This is borne out by the fact that the teacher
sees the student each and every day over a longer period
of time and, what is more important, sees them in re-
lation to each other. Cox and Duff in this regard say,

The teacher may have a share in many,
perhaps most, of each child's school learn-
ing situations. If time is allowed, if
initiative is permitted and encouraged in
the teacher, he has only to seize upon the
opportunities made available through his
intimate contacts with pupils to use purpose-
fully the tools that may be furnished by
curriculum and the institutional life of the
school.20

The Role of the Community:

It has been said that the schools cannot be ahead
of the community which they serve. It is also a like
axiom that they should not be behind. Today's youths
are tomorrow's citizens and while we may feel the fu-
tility of trying to make the world right all at once,
we do have the opportunity to correct our ailments
through the youth of tomorrow. No guidance program
should leave out the community. Erickson and Smith write,

The guidance program is not the property
or the function of the school alone; it is a
community undertaking. Many specialized
services that counselors will need to call
upon in meeting the physical, mental, social
economic, and educational requirements of

20 Cox, Philip W. L. and John Carr Duff, Guidance by
the Classroom Teacher, Prentice-Hall, Inc., New York,
1938, p. 80.
pupils are found outside the school. In many instances the counselor emerges from the role of counselor in its strictest sense and becomes a referral agent. Unless community resources are readily available to the counselor, the guidance program will fall short of its maximum potentialities. Suggestions have already been made for surveying and enlisting the services of community agencies and organizations in the school guidance program.\(^{21}\)

Among the most pertinent requirements of the guidance program Olsen states the following,

A school-community program should be developed when its need is shown, not merely because other areas are "doing it". The cooperation of the school staff and community leaders should be enlisted after a complete, unbiased presentation of the situation has been made to the people whose aid is sought. Help from all available community and outside sources should be solicited and utilized.\(^{22}\)

The Service Clubs:

The best community aid in a guidance program can come through proper cooperation and coordination in the guidance program from the service clubs. These clubs, by nature of their organization, their stated objectives and the type of citizenry that comprise their membership, without doubt, give to the guidance program the representation and means of carrying through specific problems that rarely could be found through any other source.

A typical description of one of these service clubs, "Kiwanis," found on Page 30 of Look Magazine, July 5, 1949, follows:

...But Kiwanis, which means "to make oneself known," has spread its interests. Its programs now range from aiding underprivileged children to backing the United Nations. It fights communism and works to conserve our natural resources. It provides vocational guidance for youth and promotes regular church attendance of all faiths.

Kiwanis is able to do something constructive about its ideals because of the nature and number of its members. Membership is limited within each community to two outstanding men from any business. Even so, there are now 200,000 members in 3,004 communities throughout the nation. Seventy-six per cent of Kiwanians own their own homes, with values well above community averages. Sixty-eight per cent give their children college education. Twenty-three per cent have more than one car. One out of every nine current members of Congress is a Kiwanian.23

It is the reference made in the above article about the two outstanding men in particular businesses in each community which give the rounded representation to the guidance program of youth. What was not stated was, that in addition to the businesses mentioned, two each from the separate professions are also included.

The Rotary and Lions Clubs are similar to that of Kiwanis. All three have national offices located in Chicago. All three disseminate information to their local

clubs; all have programs for community clubs to follow and, what is more important, the best trained specialists in the country in their various fields, instruct or write books of instructions, pamphlets and monographs for the aiding of their local clubs.

Summary of Chapter II:

We may summarize, from this chapter, that "guidance" educationally and vocationally, is not the sole responsibility of administrators, counselors, technicians, teachers, and community. It is a joint responsibility of all those mentioned working in coordination and cooperation under a well-organized plan to meet the needs of the individual students and within the capabilities of personnel in the school and community.

Also each problem requires a distinct technique for its proper solution and that many of these problems will be of the type which the school, itself, cannot cope with; Furthermore, the community should be kept abreast of school conditions and problems and the school kept abreast of the communities' conditions, problems, and facilities.

In those communities where service clubs are established, such service clubs should be brought into the guidance program. From these service clubs may be had the best professional and vocational advice and aid in the solving of the student's problems.
CHAPTER III

SERVICE CLUB PANELS IN A COMMUNITY GUIDANCE PROGRAM

Considerations and Factors:

This study covers a period of from September 1945 until June, 1948. It is confined to the metropolitan area of Fresno which covers about one hundred and sixty square miles with a population of some one hundred and eighty-four thousand.

The veteran population of Fresno was estimated at about twenty thousand in 1945. This figure was based on the information of local draft boards and other government sources. In 1948 the veteran population had more than doubled with figures showing some forty-two thousand and former servicemen.

Fresno city is located, geographically, almost in the center of the state of California. It is mid-way between Los Angeles and San Francisco on main highway number ninety-nine. This highway is the main route through the San Joaquin Valley. The importance of this geographical position has an effect which results in many transient problems for the city and surrounding area in that many agricultural and migratory workers enter the community during the harvest season and, in the case of
many of these, stay during the fall and winter months which presents many social problems for the community. Also, due further to the geographical position, many individuals and families stop in Fresno as a mid-way point between Los Angeles and San Francisco.

Business and Educational Facilities:

The industry of Fresno is mainly that of agriculture. Raisins, figs, cotton, truck farming are the predominate crops. There are many wineries located in the immediate surrounding areas. In the city itself are found quite a number of small manufacturing plants and businesses. These, it is estimated, absorb some five hundred high school graduates annually.

There are four high schools, one junior college, and one state college in the city of Fresno. The high schools have a population of close to seven thousand; the junior college eight hundred and the state college twenty-five hundred.

The Situation on Demobilization of Armed Forces, World War II:

In September, 1945, the City of Fresno planned a program of centralized and coordinated service for returning servicemen following the spirit and the letter of Public Law, 458, 78th Congress which stated:

It shall be the function of the Retraining and Re-employment Administration..to have
general supervision and direction of the activities of all existing executive agencies (except Veterans Administration and the Administrator of Veterans’ Affairs) authorized by law relating to retraining, re-employment, vocational education, and vocational rehabilitation for the purpose of coordinating such activities and eliminating overlapping functions of such agencies. ... to confer with existing state and local agencies and officials in charge of existing programs relating to retraining, re-employment, vocational education, and vocational rehabilitation for the purpose of coordinating the activities of existing federal agencies with the activities of such state and local agencies.

To implement this program a Community Service Center was established in the center of the City of Fresno. The idea was to bring together, in one central place, complete and accurate information, obtain the services of agencies and experts, and give individual assistance in solving personal problems for the benefit of veterans and others who need assistance in rebuilding their lives in the community.

The General Problem:

In the first phases of the operation of the center, it was necessary to survey the types of services that would be needed, then, after compiling those data, examine the facilities, locally, to meet those problems, and to coordinate those services in one point in a spirit of harmony and cooperation.
For the first sixty days, meetings were held by the director of the Center with federal, state and local agencies and it was decided that having representatives in the center from those agencies would facilitate the program and would save veterans needless time and energy. This was accomplished by having (1) Veterans Administration; (2) State Department of Employment; (3) County Veterans Service Officer; (4) American Red Cross Representatives in the center proper. This was later implemented by the addition of two representatives from Women's organizations who established a housing aid service.

On the completion of the organizing of the Federal, State, County, and City agencies, studies had been gathered as to the type and trend of problems being encountered in the center. It was noted that about February, 1946, or approximately five months after the opening of the Center, there had been a shift in the major type problems. Whereas, in the beginning of the Center's operation, information and aid in Federal and State aid under existing laws was sought there came a shift toward problems of a personalized nature.

Many of these, such as legal, social and economic problems could not be answered within the agencies scope
and limitations. It was decided then, to organize the social welfare agencies along with veterans organizations and, like the federal and state agencies, have such representation within the Center and, beyond that, to have scheduled meetings at least twice a month for a general discussion of the problems and recommendations for such corrective measures as would be deemed necessary by the various representatives.

By February 15, 1946, the Center had on its immediate staff, a director in charge who administered the Center and its staff and also served as coordinator between the other agencies as they pertained to veterans affairs. A counselor, an interviewer, receptionist, secretary, and typist-bookkeeper rounded out the immediate staff of the Center. In addition, there were, as aforementioned, representatives from state, federal, county and city as well as social agencies and women's clubs.

This staff, because of the personalized problems presented plus the great number of applications and the magnitude of the remedial action required in most cases, could not cope with the situation. Consequently, in March, 1946, after many meetings with representatives of service clubs in the city and, detailed studies of the nature of the problems and possible methods of handling
those problems were made, it was decided a professional
service organization would be required and that community
organization was necessary for prompt action. From these
meeting with service club representatives from the
Kiwanis, Lions and Rotary Clubs with a membership of
some six hundred collectively, came the idea of the panel
system for veterans guidance.
Specific Problems:

The trend toward personalized problems in the Center
at Fresno was comparable to the general trend in the
nation at that time. Much dislocation of families had
occurred as the result of the war and its demands. These
problems came back to the communities under such headings
as: Housing; Education; Employment; Occupational Coun-
seling; Vocational Testing and Rehabilitation; Help in
starting a business; Relief and Transit Aid; Help with
personal and/or Family Problems, and many others.

To meet this situation it was decided to reorganize
the Center under a panel system of guidance comprised of
representatives of the service clubs (Kiwanis, Rotary,
Lions, and the Elk’s Club). The panels would consist of
(1) a general committee representing, as well as the
service clubs, persons from business, industry, and
agriculture, federal, state and local agencies, labor,
education, religion and professional groups. (2) An Executive Committee which would be selected by the general committee and would formulate the policies and steer the center's activities. This group would keep the general committee apprised of developments and trends. (3) Operating Committees. This activity was delegated to the service clubs for the formation of panels for each type of general problem for which the service clubs had the type of personnel available as counselors.

Organization of the Panels:

In the service clubs there were two each representatives from various businesses and professions. The general representation had fifty-five categories. Of this number, however, only twenty-one different categories were needed and used. In the formation of these twenty-one panels, it was decided to activate two in each category; that is, there would be two members each on a panel with two alternates in case of sickness or other emergency. The alternates were rotated and, during their absence from actual panel participation, would act, on referral from the center, as individual counselors and advisers. For clarification, it might be said that, for example: Panel on Finance—consisting of two members divided into two groups with one alternate for
each group, might be scheduled to meet Tuesdays at 2 p.m.
until 4 p.m. in the conference rooms at the Center.
Panel No. 1 would meet on Tuesday with Panel No. 2 taking
over the following Tuesday at the scheduled hour. This
allowed for full participation of the members and divided
the case load between them, also, as these members were
very busy with their own professions and/or businesses,
these meetings every two weeks were welcomed.

These panels, ranging alphabetically from agriculture
to real estate were designated "Fixed Panels."

Many of the problems presented were not confined to
the responsibility of one panel, alone, but on the con-
trary, required the services of from two to five panels.
To meet this exigency, "mixed panels" were scheduled,
comprised of one member from each business category or
profession. This was accomplished by taking the two
alternates and assigning one of them to a mixed panel.
Functions of the Panels:

The panels functioned in two phases i.e., (1) In-
dividual guidance whereby the individual (counselee) was
interviewed by the counselor in the Center; his needs
recorded and diagnosed and referral then made to the
appropriate member of the panel. This service was usually
performed in the office or business of the panel member.
(2) Group guidance. This consisted of the assembling of data of like nature of a group of counselees and then scheduling informal meetings in conference rooms with the fixed panel in their particular field.

The utilization of a mixed panel might be brought out by the following example: Counselee seeks advice about buying or leasing certain property with the express purpose in mind of entering the hardware business for himself. The problem of the counselor now becomes:

1. Survey of the abilities of the counselee;
2. Proper location;
3. Zoning and power restrictions;
4. Legal technicalities such as franchises;
5. Availability of merchandise for resale, and other problems such as population in area necessary to support such a business and other competitors and their particular competitive standing in the area.

To meet these problems a panel member from each category would be present in a scheduled "mixed panel" meeting. This particular problem would be presented by the counselor of the Center and the counselee then introduced to the group. Discussions were then conducted informally and kept confidential. Any panel member having a direct interest in the particular case was disqualified from sitting on that particular panel and was prohibited
from discussing the case either with another panel member or with anyone else. This kept the rule of strict confidence for the veteran and others who came into the Center for aid.

The Testing Panel:

The Kiwanis Club, to amplify the program, furnished the services of three specialists in testing. These tests ranged from psychiatric, vocational and aptitude to more comprehensive type battery tests. All materials, as well as the services of the individual specialists were provided by the Kiwanis Club.

By far the greater test service rendered was that of the vocational preference tests, (Strong and Kuder). During the period of from 1946-1948, over eight hundred tests had been administered and, what is more important, the Kiwanis Club through the panels of the different service clubs, made the followup for whatever was required from the test result. This, just to cite one example, resulted in the placement of over six hundred veterans in positions which required particular interests and native abilities. Not only from the point of view of the veteran, but from the point of view of the employer, was the service of great value.
The Placement Panel:

This panel was set in motion as a special project of two other service clubs in the community, the 20-30 Club and the Junior Chamber of Commerce. These particular clubs had a great number of veterans in their organizations. Their project consisted of two phases: 1. To determine the needs of employers in the community, and 2. To examine the qualifications of registered veterans and to attempt to bring veteran and employer together. This was conducted as a special ninety day drive. It resulted in placing three hundred and two veterans as well as re-classifying some forty-seven of them and recommending either a change in occupational preference or further education or training in order to qualify under present employer requirements. As an example, A is registered as an accountant-bookkeeper. He might not have had the proper practical or academic experience to warrant being hired as an accountant and beyond that, the employer might require some specialty in bookkeeping such as familiarity with tax procedure, inventory, operation of office machines, etc. . . . This information, coupled with a further fact that A’s previous academic record and employment showed other occupations not related to accounting or bookkeeping, would bring a
recommendation from the committee for some other line more suited to his abilities and experience or further training.

Other Panels:

Other panels were formed for the purpose of acquainting the public with problems of the community. The publicity panel was charged with: 1. To interpret the needs of the returning veterans to the community. 2. To acquaint the veterans with the services which were available at the center. 3. To direct attention of local organizations to the part the Center plays in coordinating the efforts of the many community groups. 4. To emphasize the need for coordination of the efforts of all local and national agencies which function in behalf of veterans.

The methods used by this panel were: All available newspaper and publication media; radio facilities; outdoor and display advertising media, including car cards, posters and billboards. Personal contacts with business and church groups; associations and veterans organizations in the city; government and social agencies and with other agencies and individuals.

Special Drive Panels:

These panels were organized and functioned for the purpose of performing specialized services. These
ranged from emergency housing to "hire the handicapped."

A Recapitulation of the Work of the Panels:

The report of the director of the Center, in co-
ordination with the service clubs, reveals that during
the period of one year the following services had been
rendered by the panels:

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>No. of persons aided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>1470</td>
</tr>
<tr>
<td>Own Business</td>
<td>305</td>
</tr>
<tr>
<td>Business Counseling</td>
<td>438</td>
</tr>
<tr>
<td>Vocational Testing and Counseling</td>
<td>372</td>
</tr>
<tr>
<td>Psychiatric</td>
<td>10</td>
</tr>
<tr>
<td>Legal counsel and Aid</td>
<td>308</td>
</tr>
<tr>
<td>Medical</td>
<td>399</td>
</tr>
<tr>
<td>Emergency Aid</td>
<td>865</td>
</tr>
<tr>
<td>Housing problems—rents, purchase, etc.</td>
<td>5382</td>
</tr>
<tr>
<td>Educational Counseling</td>
<td>372</td>
</tr>
<tr>
<td>Immigration &amp; Naturalization (War brides, etc.)</td>
<td>26</td>
</tr>
<tr>
<td>Agricultural—general inform.,</td>
<td>122</td>
</tr>
<tr>
<td>Agricultural—farm purchases</td>
<td>204</td>
</tr>
<tr>
<td>Employment opportunities given direct by service club Panel members (included in Employment above)</td>
<td>1093</td>
</tr>
</tbody>
</table>

The above, with the addition of many more services not recorded were accomplished through the panels of the service clubs. This is remarkable when the space of time for accomplishment is less than one year.

The Counseling Method and Techniques in the Center:

On the counselee's entry into the center, he was first met by the receptionist and his needs determined.
If his needs could be met through one of the agencies represented in the Center, he was directly referred to that department. If his needs were of a nature, not the responsibility of other agencies, his name, address, service data and needs were recorded on a card and referral made to the Center's counselor.

The counselor then recorded the interview data and scheduled the counselee with the appropriate panel member or, if the case so warranted, scheduled the case for either the fixed or mixed panel meeting.

Follow-up was accomplished by either the secretary or the bookkeeper-typist one week from the panel referral.

General Summary and Conclusions:

The services of the panel members from the service clubs cannot be measured solely by statistics or by monetary savings to the community. On the statistical side, over twenty thousand persons were served through the Center and over fifteen thousand of these were directly helped by panel members in one year (1946). On the monetary side, conservative values placed by the State Veterans Commission stated that the veteran and the community had received services through the panels which would have cost well over twenty thousand dollars.

More than figures is the fact that the job was done efficiently and on time. That, with a very minimum
number of criticisms, this program attracted not only the attention of the local citizens and veterans but, on the other hand, was cited by the state of California and the United States Retraining and Re-employment Administration for outstanding achievement. This achievement was due solely and mainly to the work of the service club members working individually and collectively for community betterment.

The fact that not one single problem, with the possible exception of housing, was left unanswered and administered to the satisfaction of all concerned is a tribute to these outstanding members of the Kiwanis, Lions, and Rotary Clubs of Fresno.

The Possible Future of the Panel System in Fresno:

With the decline of the community problem in the readjustment of ex-servicemen has come the impetus for the guidance of high school and college graduates. These young people, because of their age and possible physical handicaps, should not be deprived of community benefits. Fortunately, one of the main objectives of the service clubs is the "Guidance of Youth." The Fresno clubs have decided on a career day to be conducted for the benefit of the senior classes of the high schools in and around the community.
To put this plan into action, the Auditorium has been reserved for the purpose of a general meeting in the morning at nine o’clock at which time principal speakers will address these seniors. Leaders in community affairs, labor, education, etc., will implement the program during the morning session.

Seventeen churches, adjacent to the auditorium, have been reserved for occupational seminars in what is called "occupational families" such as building trades would comprise carpenters, bricklayers, electricians (except commercial) plasterers, etc. Accountant would comprise bookkeepers and financial statisticians, cost accountants, etc.

These groups will meet in those respective churches with the panels from the service clubs in general and informal session.

From these meetings, the groups will be divided into sections with each panel member taking a section for individual guidance and counseling. Such guidance will consist of general information relative to the particular profession and/or business; visits to office or business and such other services as might aid in the guidance of these youth.

As in the case of veterans, this program will be publicized by the publicity panels of the service clubs.
and round table interviews; press interviews will be publicized to the public via the radio, newspaper and other periodicals.

Other Services by Panel Members:

Scholarships have been set up for individuals who can qualify for various trades and professions by service club members. Twelve of these have already been awarded to the Fresno Junior College students in the business fields; general scholarships have been awarded to Fresno State College by the service clubs.

Rehabilitation of the handicapped is a special project of the local Kiwanis Club. This is worked in cooperation with the State Department of Education and the local Salvation Army.
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