JUNIOR COLLEGE GUIDANCE THROUGH CLASS IN OCCUPATIONS

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This study concerns guidance through occupational studies in the junior college. The general information is confined to the state of California and the study specifically to the city of Fresno in that state.

The problems presented were, on the whole, of the type with which educational and vocational counselors of all grade level are concerned. Yet, on the other hand, these problems were probably amplified and complicated due to the fact that the junior college where the study was made was being re-established, and adequate preparation for adequate guidance and other school programs could not be made due to the time element involved.

In order to attempt a program for the meeting of the problem within the limitations of space, time, and personnel, a class in "Occupations" was scheduled, and through this class an effort was made to combine all of the techniques, such as visual-aid, community resources, teachers, department heads, service club panels and others for an effective program.

The limitation of this study lies in the fact that follow-up for evaluation of the program has not yet been made.

The value of this study lies in the coordination of the community through its representative occupations and
professions in the service clubs with the school guidance program.

A. B.
CHAPTER I
INTRODUCTION AND GENERAL CONSIDERATIONS

The Junior College, Historical Considerations:

The first junior college was established by act of the California State Legislature in 1907. In August 1910 the Fresno Junior College was established as the first school under that entitlement with the following stated values:

1. The great increase of students desiring and deserving education beyond high school.
2. Overcrowding of many colleges.
3. Need for better instruction in early college grades.
4. Expense and distance factors which were detrimental to students in attempting to attend colleges and universities.
5. Changing conceptions of the functions of secondary and collegiate education.

The following were the stated purposes:

1. To give first two years curricula in letters, arts and sciences.
2. To provide terminal general education for those who cannot or should not go on to the higher levels of learning.
3. To develop lines of semi-professional training.
4. To preserve home influences during immaturity.
5. To afford more attention to the individual student.
6. To foster the inevitable reorganization of secondary and higher education.
7. To provide technical training required by modern economics consistent with a two-year level and for which professional requirements are not demanded as in the four-year collegiate program.
General Considerations:

There have been statements made, and those within the junior college field have heard it repeatedly, that the institution of the junior college was but a "glorified high school." In a state where a movement is under consideration to start the junior college system, a person high in educational councils was heard to express the hope that the outcome would be "some real colleges and not just a bunch of glorified high schools." Of rather similar vein is the fear now often expressed in traditional college circles that the community college advocated by the president's Commission on Higher Education will mean a "debased currency."

Possibly the explanation lies in the fact that the model for the community college in the mind of the critic is the typical liberal arts college with its socio-economically and intellectually selected student body and its restricted liberal arts and pre-professional curriculum, while the concepts of the community college depart widely from this traditional institution. In terms of students served, the community college enrolls not merely the preparatory groups who plan continuance through senior college and university, but several other groups not contemplating continuance. As recommended by the
Educational Policies Commission, National Education Association, besides the preparatory group, the developing community college should serve persons who wish to prepare for various technical and semi-professional occupations; persons who can profit from further training in the occupations for which high schools provide basic preparation; persons who desire to "round out their general education before entering employment or becoming homemakers;" "and adults and older youths mostly employed, who no longer wish to attend school full time, but wish to continue their education during free hours."

The better junior colleges are increasingly expanding and reorganizing their offerings to meet the needs of these additional groups at the same time that they continue to serve the preparatory group so well that their "transfers" are known to do about as well in the higher institutions as do the "native" students (those who enter the senior colleges and universities as freshmen). Through the new institution the college base is being greatly broadened.

Because of the widening service of the community college, as indicated by the diverse groups in the population represented in its student body and the spread of its program to meet their needs, it seems quite fitting
to refer to it as "glorified," but in a sincere sense and hardly with the cynical implication intended by persons unfriendly because of lack of understanding of the movement which it represents.

There are many problems which confront, not only junior colleges, but educational institutions in general. There are the continued debates over academic versus vocational; ivy-clad tradition versus progressive education and many other terms which mean just so many words without attempting to approach the problems in a way that would satisfy the one and yet accomplish the other.

In stating the problem of Bridging the Gap Between General and Vocational Education, Alberty writes,

Perhaps no problem is of greater significance in American Education today than the relationship between general and vocational education. Unless we are able to devise workable plans for providing a program which takes into account the basic fact that in our industrial civilization, technical skills are far more effectively developed than social skills, and that the future of our society depends upon our ability to unify these two basic aspects of living, the future looks dark for the realization of the American Dream.

The place of the junior college in the state of California with its prospects for the future is explained

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by Roy E. Simpson, the Superintendent of Public Instruction for the State of California in a preamble to an address before the junior college association:

The substantial growth and the present status of the public junior colleges in California are conclusive evidence that these institutions have become an established and integral part of the State's system of public education. For an ever-increasing number of young people, the junior college marks a culmination of formal education, the last opportunity to prepare for the responsibility of living and of making a living. Thus the obligation of the junior colleges to develop effective and extensive programs of vocational education is clearly evident. . . .

That the junior college system has been firmly implanted into the public school system of the state of California is certain; but that the junior colleges have accomplished all of the aims and objectives sought by their founders and supporters is not accepted by the colleges themselves nor by the state administrators. For instance, in a manual entitled "Vocational Education in the Junior College" issued by the State Department of Education, Julian McPhee, Chairman of the Vocational Education Division of the junior colleges has this to say,

For more than a quarter of a century, the philosophy has been widely accepted that

2 Address before the California State Junior College Association, November 1946.
one of the primary responsibilities of junior colleges is to prepare individuals for vocational competence. In California, many of these institutions have made substantial progress during this period in establishing effective training programs in various occupational fields. Yet in view of their marked growth both in number and in the size of their student bodies, there is a growing recognition that the junior colleges have failed to meet their obligations in this important area of education, and that, if the needs of their students and their communities are to be adequately served, these institutions must increase and strengthen their vocational education programs.

It appears that the junior colleges, therefore, should by nature of their aims and objectives, amplify the vocational program, and it is certain that this could be done with a balance of the general subjects needed for better citizenship and as Brewer ably puts it, "living."

To accomplish the objectives sought is not restricted to administrators, counselors, teachers, specialists, technicians, the community and others, alone. On the contrary it requires the planning, organizing and cooperative functioning of all. In this regard, Thayer, Zachry and Kotinsky say,

Most vocational guidance conducted by a department in itself, has matched the person (as revealed in the test situation) on the one hand with job specifications on the other. It has stood aside from the adolescents' daily

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preoccupation as a student, offered its services in testing and measuring his abilities and capacities, and dispensed information as to the availability of jobs in the field in which the test revealed capacities seemed to lie. ... 4

CHAPTER II
GUIDANCE: A BRIEF SUMMARY

Without any attempt at trying to show the intricate systems that may be employed in an effective guidance program, a general summarization will be made with emphasis on the part of the classroom teacher. Tiegs in speaking of the necessity for diagnosing states,

The more we investigate the problem of grouping, the most convinced we become of the necessity for constant systematic diagnosis of the interests, successes and needs of every student. No matter how homogeneous a group may appear, differences which still exist are much more significant for learning than the extent of homogeniety attained. Because of these differences, grouping must always be tentative, it must be based on the best evidences available, and should be revised as soon as the evidence demands. Discovery of individual difficulties and needs does not mean individual diagnosis. In fact, most individual needs may be discovered through group techniques. When our objectives and purposes are of the adjustment type, or when they are somewhat vague or uncertain, systematic individual observation is necessary. Yet most observation may proceed without disturbing the regular class activities. What is necessary is adequate diagnostic record sheets for recording observations to use as a basis for future activities.5

While there is no disagreement with what Tiegs has stated, there is a void to be filled, i.e., proper personnel to diagnose the information. Along this line it

might be stated that, referring to a recent statement in regard to the proper qualifications of teachers and the amount spent on elaborate school buildings, it would be far better from an educational viewpoint to have a log with the children sitting on one end with a Mark Hopkins on the other than to have a multi-million dollar educational plant with mediocre teachers. This is not apart from the counseling and guidance program. It is an integral part. Values are only consistent with the ends which are produced.

With regard to the present curriculum of studies in guidance, Brewer takes a rather morbid approach by saying,

> It is said that the present forms of education have given us many excellent people. True, but these plans have not kept us from having a general population who cannot be said to be truly educated, or to point to the many college graduates whose liberal education is not liberating them from even the most obvious and silly excesses.⁶

Again we might state that values are only consistent with the ends that are produced, and as long as we evaluate in terms of the scoreboard, alone, and pay tribute to successful careers that just "win" without weighing the effect of that victory on society, we have not educated nor have we guided.

Before turning to the teacher and the community in the guidance program, we might cite Brewer, in relation to the three avenues of guidance, who states,

There are three ways in which guidance may be approached. In the first place, there may be a direct attack, with a curriculum of activities and guidance, designed to give students the opportunity to learn living in the laboratory of life. Second, there may be set up alongside the present entrenched "studies of the curriculum," and in no way interfering with these studies, a system of counselors, homeroom teachers, class advisers, student deans, or other agencies to be used for the purpose of guidance. Third, with or without a system of counselors, the present studies of the curriculum may be gradually modified in content and method so that they will bear upon life activities, and presumably aid the pupils in the improvement of their living.7

Erickson and Smith elaborate the above by stating,

Pupils cannot plan intelligently unless their plans are based on a background of information and experience. The guidance program should interest itself in the development of this background. Much of the needed information and many of the necessary experiences will and should be provided by teachers through their regular classes. . . .This activity is carried through the process of individual counseling, through special group meetings, career days, and other activities. . . .8

That the proper guidance shall be realized through teacher efficiency is not being questioned. Tiegs, on this line states,

7 Ibid. p. 3.
Teaching efficiency should be defined as to the extent to which teachers aid learners to attain the objectives of the curriculum.9

In elaborating the above, the superintendents of the New York state schools in their annual 1938 report had this to say about teachers,

As teachers of subjects, the men and women in a school of any size meet too many different boys and girls within too short a time to be able to take a continuous interest in or responsibility for all of them. This is also true of the one or two or even half a dozen counselors who may be assigned to the task. Moreover, if there are several counselors, it is desirable that each person specialize in some one phase of guidance. Nevertheless, it is essential to the success of the guidance program, in fact, of any educational program, that each pupil be the continued responsibility of someone. This is accomplished by having each teacher act in the capacity of advisor in loco parentis. ...10

On the responsibilities of the classroom teacher,

Erickson and Smith say,

The classroom teacher occupies the strategic position in the guidance program through daily contacts with the pupils. He can contribute more than any other staff member to the appreciation of pupils for the services of the guidance program. By emphasizing these services in his daily classes and by arousing in pupils the desire to avail themselves of the counseling services, he can make an inestimable contribution to the certain success of the guidance program. Class activities

9 Op. Cit. p. 325
Offer an excellent medium for assisting pupils to discover their assets and limitations and to recognize their significance in terms of educational and vocational planning. The classroom teacher is the sponsor of many co-curricular activities that offer training and exploratory opportunities for pupils. Coupled with a knowledge of the occupational and educational implications of school subjects, these activities can provide training and tryout experiences for many pupils. . ..11

Cox and Duff caution against certain phases of the teaching of "occupations" by saying,

Often pupils are put through a half-year course in "occupations" in which the activities, advantages and disadvantages of various vocations are discussed. This is likely to be a valuable social science experience, especially if the pupils, themselves, seek the information through visits, interviews and readings. But the outcome is not likely to be a wise choice, unless pupils are accustomed to making choices in the light of continuously shifting facts, matched against new desires, balanced by increasing responsibilities.12

As to the role of the community in guidance programs, Croad has stated,

Before turning to experiences we must consider the community life upon which the learning experience is based. It is rapidly becoming common practice to survey community resources for this purpose. . ..13

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11 Erickson, Clifford E. and Glen E. Smith, op. cit., p. 58.
12 Cox, Philip W., L. and John Carr Duff, Guidance by the Classroom Teacher, Prentice-Hall Company, New York, p. 80, 1938.
Olsen makes the illustration as to the role of the community and the schools, by describing the dawning of the three stages, by stating,

At first the school saw its objective narrowly, as handing down the factual heritage; the second stage sees the wider meaning of education as adjustment, and bravely the school seeks to meet all the problems of mal-adjustment of individuals and communities; the dawning third stage carries back to the community the responsibility for education and leaves with the school the responsibility for leadership and service.14

Colaborating Olsen in the above, Erickson and Smith, speaking of coordinating home, school, and community influences, state,

The importance of this function cannot be over-emphasized. The guidance program has a strategic opportunity to act as the leadership agency in the coordinating process. It already has the contacts with employers and community agencies. It already serves part of the adult population through follow-up and adult counseling activities. It has already learned much about co-ordinating activities through its research and study projects, and it is intensely interested in those aspects of home and other community organizations which have an impact upon the problems and needs of pupils. The guidance program may well serve as the agent of the entire faculty in learning about the coordinating of home, school and community forces.15

A representative community gathering will be found in the service clubs such as Kiwanis, Rotary, Lions,

Business and Professional Clubs for Women and other groups.

A wise program to embark upon in amplifying the guidance program of the school in any community is a survey of the federal, state, and local agencies. This should also include private agencies such as Community Chest, American Red Cross and others. This survey should be compiled in a handbook listing the scope and objectives of these agencies. A study of these can then result in a chart which will show the type of service available at a glance.

From this survey there should be a classification of the special type situations which are not answerable in the school guidance program nor available through the agencies. Contact with the service clubs may result in specialized guidance panels composed of the top professional men in the community. Certainly in any community the scope and type of work in the guidance program by the service clubs should not be overlooked.

The effects of inadequate counseling services should not be discounted. There are many cases requiring psychiatric and domestic remedies that are traceable to improper counseling. This is brought out by Bordin who, writing on Vocational Maladjustment states,
... a second factor was the influence of the counselor's acceptance of unrealistic alternatives with the realistic ones. ..

In contrast to the acceptance of unrealistic approaches by which the counselee was persuaded, we have what Snyder calls, "non-directive technique." In this method he observes,

In an experimental investigation the writer has demonstrated that the non-directive technique is a predictable, orderly process, following certain definite steps. The client states emotional problems, expresses negative attitudes, begins to express positive attitudes, obtains insight into his behavior, proposes definite steps for improving his adjustment, takes action in this direction, and expresses self-confidence regarding his problem and his ability to face new ones...

That the individual should have the right of choice is undisputable. Certainly it is, that should a wrong choice have been made, the fault is not with the educational institution or the counselor of that institution but following the democratic process, falls on the counselee.

Bennett and Older have stated this in their work on Occupational Orientation by saying,


Some persons are fortunate enough to determine at an early age just what they would like to do as a life work. Unfortunately, many individuals cannot make this early decision. They complete high school still undecided. It is fundamental that the individual must make his own choice of a vocation. No one can properly make the decision for him. In order to make an intelligent decision, knowledge of the proposed vocations is a vital necessity.

Information about vocations is a beginning and certainly one of the later prerequisites will be that of adjustment. On this score, Anderson says,

One of the important adjustments made by any person begins with his selection of a vocation and continuance with its management of it. A wise choice may bring him much personal happiness and good relations with others; an unwise choice may thwart him and make him ineffective both inside and outside his family. Many persons in modern society are blocked and unhappy because of their inability to find a vocation in which they can achieve personal satisfaction.

Tiffin has said,

Everyone realizes that an individual's interest direct his activities. The student who is interested in engineering will study long hours, apply himself with diligence, and achieve a master of engineering subjects that is limited only by his capacity to master those subjects.

18 Bennett, G. Vernon and Frank E. Older. Occupational Orientation, Society for Occupational Research, Los Angeles, California, Preface, 1931.
One of the avenues used by counselors and those engaged in vocational guidance is the testing device. This may take the form of psychological, aptitude, interest and general knowledge or, the I. Q. Contrary to the opinions expressed by their severest critics, the tests do not, in themselves, work the miracle wanted. This is borne out by Thomason who states,

No psychologist of repute has claimed more for any series of tests than that they may be the means of securing additional evidence of a man's fitness for specific lines of employment.21

Interest alone, is not a deciding factor. There must be other fundamental prerequisites that in part may be uncovered by tests. One of these tests is generally referred to as the psychological adjustment type. Of the use of this particular type test, Bellows in qualifying the need states,

It would be convenient, if it were possible to describe people in terms of a special type, size or an index number. Conceivably a production manager could then requisition for a new man for work as he would order a new tire for his car. Unfortunately, however, people cannot be typed and measured as objectively and accurately as tires or other material products. People differ in so many ways. While any number of men may be the same height, they differ from each other in hair coloring, in

weight, in length of foot, and several not easily observed psychological characteristics such as measured intelligence, mechanical ability, and social facility.22

Aside from interest, native abilities, and other vocational considerations in the counseling and guidance of youth, and yet not apart in the strict sense, is the social considerations. Regarding the value of social prestige of positions in the community, Vaughan, quoting from G. S. Counts in the Social Status of Occupations says,

It has often been remarked by those interested in the problems of vocational guidance that an extraordinarily large proportion of the children in the high schools are looking toward the professions. This has been taken as evidence of defective knowledge on the part of the high school pupil of the world in which he lives. . . . They look forward to the professional occupations because they are sensitive to the social judgment and because they recognize the prestige which is attached to these callings. The problem of guidance is greatly complicated by these differences in social status. If all occupations were of equal standing in the community the counselor could be somewhat arbitrary in advising individuals to enter or to avoid certain occupations. He could think chiefly in terms of the abilities of pupils and vigorously encourage each to enter the occupation for which he is best fitted. . . . We must either follow the policy of pointing out to our pupils the great differences in the social status of occupations or make some definite effort through the schools and other educational

agencies so to alter the prevailing social attitudes that every occupation which is necessary to the life of society will be accorded social recognition.23

While it is a very worthwhile program to bring into the guidance of youth the services of experts in the occupational fields; care should be taken to see that the strict concept of teaching, in itself, is not the sole order. Experts they may be in their respective fields, but this does not guarantee that such an expert is especially qualified as a teacher. Bollinger and Weaver state this emphatically in their book, Occupational Instruction, by saying,

Unfortunately many trade and technical workers have assumed that their success as teachers was assured because they are skilled and outstanding in their particular trade. This is erroneous; one may know how to do a thing but is unable to teach others how to do it efficiently. It is a common procedure in connection with life's problems to make an analysis of a situation, determine what factors are involved, then proceed with recommendations to execute any particular plan. This same idea is applicable to the procedure of teaching vocational subjects. Although general education has found it advisable to put less emphasis on subject matter and more on full growth and development of the individual, vocational education's job still remains primarily the development of specific knowledges and skill required of an occupation. It must seek to make the individual adaptable to the work rather than adapt the work to the individual.24

Summarization of Chapter II:

It is concluded from the foregoing that the junior college has a three-point program, each of which requires particular emphasis in a particular field. It has the general field of education by which it will help prepare those students for the senior colleges; it has the vocational field by which it will help prepare those who, upon completing a two-year course will be enabled through their college training to take up a successful occupational career, and it has the adult student who wishes to return to the school to either re-educate himself along lines not fully explored by previous schooling and for which there is an interest and desire, and those seeking advancement in occupations through further school training.

It is further concluded that in order to meet the three-point program, the junior college must make a balance between general and vocational education, and this balance can be achieved through guidance, especially by that guidance given in the classroom.

In this balance between general and vocational education there should be (1) qualified persons in the administration, (2) counselors, and (3) classroom teachers. These persons should, through community surveys,
determine the needs of the community and, for that matter
the surrounding area adjacent to the immediate location
that the junior college serves. This survey should then
be reconciled to the college's program in meeting the
problems presented.

The survey made in the community should not be con-
fined to "just jobs available," but should go further to
find the all-over needs of the community, socially, if
need be, politically, and economically. This survey
should be taken with the thought in mind that "living"
is the criteria for student education and that these
students will, tomorrow, shape the over-all life of that
community.

Agencies in the area should be surveyed and cata-
logued as to the type of service being performed and,
moreover, the problems with which they are confronted.
Areas needed, and not being served, should be a part of
the educational program in the social sciences for junior
college students.

It is further believed that the service clubs,
Rotary, Kiwanis, Lions, and others be contacted by school
counselors, teachers, and others engaged in guidance of
junior college youth. By nature of their membership
categories it will be found that some fifty, more or less,
areas of professional, businesses and occupations are represented in these service clubs, and that properly organized and coordinated they can render services which will enhance to the fullest degree any school-community program. Caution should be exercised in approaching anyone in community life without a definite purpose in mind. This should be remembered when approaching the service clubs—determine in advance the part the clubs will have in any proposed program. For the inexperienced counselor it would be unwise to use prominent persons for self-aggrandizement. Credit should go where credit is due, and in as much as time given to schools will be at the expense of business and professions engaged in, newspaper and radio publicity in appreciation for service received should be given these fine clubs.
CHAPTER III
GUIDANCE THROUGH A CLASS IN OCCUPATIONS

The Specific Problem:

In June 1948, the California State Department of Education advised the re-establishment of the Fresno Junior College. At this time a summer would intervene before the formal opening which was to take place in September.

Records and other pertinent data on the former Fresno Junior College were not available. That institution had some years before become the Fresno State College. The only data available on the needs of students was a quick survey of the high school seniors in June 1948. This information, as can be seen, was rather vague and indefinite. The problems were, consequently, held in abeyance pending registration of students in the fall semester in September.

Location and Miscellaneous Data:

The City of Fresno is located in the heart of the San Joaquin Valley midway between Los Angeles and San Francisco. Highway 99 passes through the heart of the city.

The predominate industry of Fresno is agriculture. Cotton, raisins and figs are the major crops. In the
surrounding areas some twenty miles away are found cattle, truck farming, and large ranches of olives, peaches and other types of fruit.

There is some small manufacturing in Fresno proper. The wine industry leads in the manufacturing field. Many small businesses abound here due to the geographical location in serving the surrounding areas. These small businesses might be described as either independent or branches of large businesses located in San Francisco or Los Angeles.

These facts are pertinent due, mainly, to the effect they have on community living. For instance, geographically being located in the middle of the state between two main cities and on the main highway accounts for many transient individuals. The type crops raised brings in, during the crop harvest season, many additional thousands of individuals and families from other areas. This tends to keep unstable the local employment picture.

Educational Facilities:

Fresno City, proper, is served by four high schools, one junior and one state college. The average number of graduating seniors each year (for the past three years) has been over one thousand. Of this number it is estimated that about twelve per cent go to colleges and the
universities and seventy-eight per cent enter either full or part time vocations, either locally or in nearby communities. Of the remainder, (eight per cent) it is estimated that they either move to some other locality or are married upon graduation from high school.

As Fresno is predominately agricultural, industrially speaking, it was only natural that Fresno State College should undertake specialization of instruction in that field. This, plus a further factor, that of the State Department of Education granting the right of State Colleges to award the Masters Degree and the general secondary credential overcrowded the facilities of this State College as well as other state colleges throughout the state.

In order to meet the immediate requirements of the community in the commercial fields as well as trade and industrial occupations, it was felt that the junior college should be re-established immediately.

Problems Leading Toward Establishment of a Class in Occupations:

During the first week in September 1948, a pre-registration program was placed into effect in order to ascertain the needs and requirements of the students and, in consequence of those needs, establish a tentative try-out curriculum.
Some two hundred students were pre-registered and their applications were studied with regard to stated ultimate and/or immediate objectives. This study revealed information that very few of those pre-registered were definite as to what goals to pursue. In fact, the great majority roughly stated that they would like to learn a trade or "go on to a bachelors degree in a four year collegiate institution."

Pursuant to the above, a meeting was held between the department chairmen and the dean of curriculum. At this meeting the problems encountered by pre-registration were discussed and a plan of corrective action suggested. All were agreed that some central plan be devised under which they could coordinate their particular departments in a guidance for objective goal.

From these data it was decided to establish a survey course in "occupations."
The Occupational Course Plan:

The course in occupations was established for two units of credit. The class was to meet twice weekly at 8:00 a.m. Tuesdays and Thursdays.

On the first day it was found that, upon assembling the class, some sixty-eight students had signed for the course. This number seemed too large for one instructor
to properly devote individual as well as group guidance in order to achieve any degree of success. Consequently, it was decided to accept thirty-five of this number in the class and refer the remainder of the group to the department chairman. The reservation was made that should progress be made, needy students would be admitted.

First Week:

The first day of the first week was devoted to group assembly with lecture and discussion of the content and nature of the course. Sources of information on occupations were given to the class at this time. This discussion lasted forty minutes. The remainder of the period was devoted to the helping of those individual students who had specific problems on the courses contained in the curriculum or for students to pursue their particular interests by reading in the library.

The second day of the first week was devoted to the administering of the Kuder Vocational Preference Blanks. This preference blank was to gather data as to the occupational interest groups that were represented in the class.

Second Week:

On the first class day of the second week, the Strong Vocational Interest Blank was administered for
the purpose of obtaining information that would aid in
the vocational counseling process.

The second day of the second week was devoted to an
explanation of the profile readings of the tests given
and the need for establishing the class into Interest
Occupational Family groups. This was suggested and
carried out for the purpose of utilizing either other
departments of the school and/or for utilizing service
club panels, and for advice from the American Federation
of Labor Central Council with regard to training for
entry into, and possibilities within the trades represent-
ed in the community.

Third Week:

The first day of the third week was devoted to obtain-
ing the relative I. Q. of the individuals within the
class. To obtain this data both the Otis Gamma (C) and
the Army General Classification tests were administered.
The Otis Gamma was administered on the first day and the
Army General was given on the second day of the third
week.

Fourth Week:

From the information and data obtained from the
series of tests given, it was decided to refer the groups
by occupational family interest to their various depart-
ments. Thus, mechanical aptitude groups were referred
to the industrial education department; accounting, sales and merchandising group were referred to the commerce department. These departments administered dexterity, manipulative and achievement tests.

Fifth Week:

On the first day of the fifth week the group was assembled and instructed by the English Department on how to prepare data, record it and transcribe the data into an organized report. It was suggested that instead of submitting the data gathered as a "term report" that it be compiled as a diary for information by which the student might refer to in his courses of study.

The second day of the fifth week was devoted to the preparation of survey material. The material was prepared uniformly so that the student could record such facts as: Job Title, Type of Work, Starting Salary, Education Required, Specific Training Involved, number of industries or occupations in the community, number in adjacent areas, full-time or seasonal, physical requirements, retirement benefits, if any, and such other data as would be provided by specialists to be interviewed by the students in their respective occupations and professions.
Sixth Week:

The first day of the sixth week was spent in a study of the classifications of occupations as contained in the State Department of Employment files. This was accomplished with the aid of counselors from that agency and was grouped according to "occupational families."

The second day of the sixth week was devoted to the compiling and grouping of data sheets for students' diary with relation to interviews to be held with employers and professional men in the community. Arrangements were made with the Kiwanis, Rotary, and Lion club panels on business and professions for this type of guidance.

Seventh and Eighth Week:

The first and second days of the seventh week were utilized in the visitation to the offices and businesses of the representatives from the service clubs. For example, a student interested in the legal profession would visit the offices of a lawyer who was representing that category in one of the service clubs. He would discuss this field with the lawyer, see the operations of the practice within the office and later would visit the court room where trials were being held. He would be advised on all of the prerequisites for entrance into this field. This was true in other occupational families.
whereby a student might be interested in its particular profession. A student interested in engineering would visit one of the engineering firms and talk over the prospects with the firm executive who would be a member of one of the service clubs. Not only would the profession of construction engineering be discussed, but what is important, secondary occupations as well.

The eighth week was utilized for completion of the visits.

Ninth Week:

On the first day of the ninth week the class was assembled and all data assembled. Programs were checked with students to be sure that the courses taken were in accordance with the objectives sought.

In arranging the program it was again emphasized that both an ultimate goal and an immediate goal be established. This was done for several reasons: To give a choice of change within the interest field if desired; to provide an immediate skill or set of skills in order to earn a livelihood in the event that the ultimate goal could not be achieved due to sickness, finances, or otherwise; and to create some avocational interest in other fields wherever possible.
Tenth through Twelfth Week:

This time was allotted for the purpose of hearing the data gathered on the diary record of the individual students.

Students were arranged in occupational families with the individuals reporting from their respective family groups. Thus, the building trades' group would comprise a carpenter, plumber, electrician, and plasterer. The professional group would comprise the lawyer, accountant, Doctor of Medicine, etc.

Students were graded on the amount of information received and recorded in the diary, and further by the method of presenting such data received. Final examination of the course was given in each respective field rather than on a general course in occupations.

Summary and Conclusions:

The values of this type of course and method of individual and group guidance are many. The student finds his interests, native abilities and his potentialities before proceeding with his studies of the subject. His choices are his own and, moreover, all of the work done in the course is for his own benefit. This departs from a course in occupations that is of interest only when the topic being discussed is in the student's interest.
range. Certainly most of the occupations are not of concern or interest to the majority of students.

Another consideration is the help of the Service Clubs in bringing practical problems and guidance into the students' sphere of interest. The Service Clubs present local possibilities, handicaps to the trade, and/or profession and beyond this the establishing of personal relations between the student and the community on a friendly, cooperative basis.

For those students planning a four year college course, an objective is established with program arrangement made to meet that objective. At the same time, an immediate objective is established in case the four year course cannot be realized.

The coordination between department chairman, the counselor and the teacher is established by this method. The teacher is placed in the role of the coordinator.

After the fourth week of this type of program, it is possible to give individual attention to incoming students who have been referred by teachers, counselors or department chairmen. These, when tested, are assigned to the occupational family.

Limitations of this method of teaching:

The limitation of this method of teaching is that of the time involved in arranging, administering and
tabulating the testing program. Yet, on the other hand, it is felt that this time is recompensed by the information revealed which enables the planning of group and individual programs.

Possibly this type of course should be administered either by a teacher with little, if any, extra-curricular activities, or by a teacher with adequate clerical help.

Much planning, letter writing, conferences and telephone calling will be encountered in arranging visitations and appointments with businessmen and others who are to aid in the program.

As the program was established for the first time this past year (1948), data is not available as to the progress being made by those students registered in "occupations." It would be of interest to take a sample of this group as compared to others who were limited from taking the course and from those others who had "attitudes and desires" of their own and did not seek such information and instruction.
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