THE PLACE OF THE CAREER DAY PROGRAM IN THE GUIDANCE SERVICES

by

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THE PLACE OF THE CAREER DAY PROGRAM
IN THE GUIDANCE SERVICES

CHAPTER I

INTRODUCTION

Career Day, or as it is sometimes called, Occupation Day, is a comparatively new and rather popular educational practice which is finding an ever-increasing and enthusiastic acceptance especially on the secondary level of education. Modern progressive high schools are finding that Career Day is one of the best devices that has yet been developed to help meet increasing student and community demands based upon rapidly changing economic and environmental conditions.

Wherever it has been tried, it has almost without exception been acclaimed by students, educators, community, and industry as a worthwhile addition to the services of the school. This has led to plans for its continuance and expansion by those schools using it. Each year finds more and more schools adopting the idea and practice of a Career Day.

It was tried first as an experimental procedure by schools wishing to provide a stimulating and up-to-date service for their students in the field of vocational
guidance and occupational information. Now the idea and practice is spreading rapidly and has been given increasingly widespread official approval and acceptance.

Career Day primarily provides the latest occupational information for the students by means of direct contact with leading representatives of industry and the professions. Career Day usage has however, revealed the possibilities of many other worth-while educational and guidance results to be easily obtained by proper planning and preparation. These possible secondary results as well as the direct ones have led to a full recommendation of the program by many leading educators.

Since its acceptance and use, Career Day has become a valuable addition to the guidance services of many high schools. Nevertheless the idea is so new that only a fraction of the schools offering a guidance service have adopted it. This is undoubtedly due not only to its newness and unfamiliarity, but also to a widespread ignorance of, and misunderstanding as to its actual place in the guidance services, and its relationship to the entire guidance program.

Statement of the Problem

The problem in this study is to show the inter-relationships that exist between Career Day and the major
phases of the guidance program. At present there is no study known to the writer which explains the intricate relationship which a well planned Career Day has with the rest of the guidance services. Career Day as now held is too likely to be an event wholly or almost entirely without meaningful connection to the other phases of guidance. Too often its sole connection with guidance, if acknowledged at all, is with but one phase of the program, that dealing with occupational information.

**Purpose of the Study**

The purpose of this study is to show how a Career Day is an integral part of the entire guidance program, and to link the various accepted purposes of Career Day to each of the main phases of the guidance program. It is hoped that this study will show that Career Day is not an independent event entirely unconnected to the guidance services, but rather that it is a tangible culmination of, and implementation to the usually accepted school guidance program.

It is also hoped that this thesis will add somewhat to the very limited number of writings which exist today concerning Career Day.
Value of the Study

The value of this study lies mainly in the realization of its purposes. If this study successfully establishes important relationships between Career Day and the whole guidance program, it will serve to broaden the present practices and concepts of guidance. Also if the assertions in this study are to be maintained, it will be possible for schools not having any organized guidance program, to institute one and use the agency of Career Day to justify the entire program to the community. The value of this claim, if established, is validated by the report of Jager (9, p.469)* in an article in Occupations Magazine, that only 4000 of 26000 secondary schools claim to have any kind of guidance provisions.

Methods of Procedure

The methods used in this study were as follows:
1. Active participation as a staff member in two Career Days held at Forest Grove Union High School, Forest Grove, Oregon.
2. Use of a questionnaire sent to the eight Oregon high schools known to be holding Career Days.
3. Study of authoritative literature on various phases of

*Numbers in parentheses refer to bibliography.
the subject at the Oregon State College library, and from other sources.


Sources of Data

Sources of data for this study were:

1. First-hand observation and experience.

2. Questionnaire data contributed by the eight Oregon high schools holding Career Day: Ashland, Corvallis, Sandy, Astoria, Tillamook, Forest Grove, Junction City, and Jefferson of Portland.

3. Pamphlets and articles by leading exponents of Career Day. (This source was very limited.)

4. Books and articles by national authorities in the field of guidance. (The literature in the field of guidance has become very extensive.)
CHAPTER II

GUIDANCE: ITS MEANING, CONCEPTS, TRENDS, AND MAJOR PROGRAM

Guidance in some form or another is probably as old as mankind itself. Among animals, and in primitive society, and even until fairly recently, guidance for the young was handled in main part by the parents. The term guidance however has only recently come into fairly popular usage in an educational sense.

Traxler in his Techniques of Guidance (17, p.1) states that, "Within the last twenty-five years guidance has become one of the most common words in the vocabulary of education. Its rapid development in the schools has been due mainly to new social conditions and needs, a new psychology which has emphasized individual differences, and new techniques for studying individuals.

"Psychologically a need for guidance is found wherever the environment is sufficiently complex to permit a variety of responses and wherever individuals are not equipped to react instinctively to the stimulus of the environment."

Guidance however remains as one of the most difficult of all educational subjects to define because there has been, and continues to be, confusion and uncertainty regarding its exact nature and functions.
The writer prefers to think of guidance in the school as those educational services, other than the bare subject matter and purely administrative details, which serve to help the individual adjust his everchanging organism to an everchanging environment. However, it is well to quote extensively from recognized authorities upon their interpretation of the exact nature of guidance.

Erickson and Happ in the text, Guidance Practices at Work (5, p.1), state that, "A wide variety of definitions of guidance has appeared during the past few years. In many of the approaches there is wide and violent disagreement. These varied points of view serve to illustrate the newness of the guidance movement and the lack of concise thinking on the exact kinds of activities that take place within the framework of the thing called 'guidance.'

"Guidance is not easily defined nor can it be clearly set apart from many of the other activities of the school. It is becoming increasingly clear that the guidance program serves two important functions:

"1. It provides a program of supplemental services beyond those now being carried on by the school.

"2. It helps the members of the school staff do their jobs in more effective ways. The guidance program makes it possible for teachers to learn more about pupils, to learn how to use tests and records more effectively, and
in many other ways attempts to be of service to teachers."

Again, Traxler (17, p.2-3) states, "Some authorities feel that guidance is as broad as all education and that the whole program of the school should be set up for guidance purposes, whereas others would restrict it to some relatively narrow aspect such as moral guidance or vocational guidance. Some guidance programs consist chiefly of courses in occupational information. The main emphasis in other guidance programs is on the placement of pupils in courses designed to eliminate or reduce failure. Still others stress therapy and the treatment of maladjustment as the central purpose through a counseling relationship. Not infrequently character building is thought to be the main purpose and function of guidance. Too often, one fears, the guidance program of schools consist of little more than lip service to a nebulous concept which is useful in the publicity relations of the school but which has almost no influence on the lives of the individual pupils.

"Not only is there lack of agreement concerning guidance in its totality but there is also misapprehension with regard to the main divisions of the guidance field. Notwithstanding the critical attitude adhered to for years by various authorities on guidance, there continues to flourish a popular misconception that there is a logical cleavage between educational guidance and vocational
guidance. It should be clearly understood that the two are inextricably interwoven and that while there may be differences in emphasis on one or another of these aspects at various grade levels, no realist will try to separate them.

"In the practice of guidance, the whole process is unitary, as unitary as the lives of the individuals with which it deals. No school can successfully conduct a few selected functions of guidance, for the reason that the personalities of individuals cannot be divided into compartments. Hence no school should attempt a guidance program unless it is willing ultimately to undertake all phases of it.

"Ideally conceived, guidance enables each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order."

It appears then that guidance is vitally related to every aspect of the school, and of the individual. Guidance would seem to be a movement clearly designed to return the attention of the schools to the ultimate welfare of the individual student and away from a purely curricular-centered point of view.

There is probably little value in reproducing all the
different interpretations of guidance. The writer feels that the discussion so far will suffice to give a general understanding of the meaning of guidance as a whole. It is unitary in nature, but consists of many different aspects.

Zeran and Jones (19, p.6) in the pamphlet, "The National Picture of Guidance and Pupil Personnel Service," make the following observation:

"That guidance and personnel work has come of age is indicated by facts such as revealed through:

"1. Offerings at colleges and universities in the field of guidance and personnel work.


"3. Certification of counselors.

"4. Association, state, and institutions of higher learning studies of guidance services in local schools.

"5. A survey of counselors and guidance workers in the public secondary schools of the United States."

It can be safely concluded that guidance and personnel work has become a permanent and worthwhile part of education.

Concepts

Miller (12, p.145, 147-148), in the Bulletin of the
National Association of Secondary School Principals, writes, "Up to the close of World War II much of the emphasis in guidance services centered around the tools and techniques used in counseling procedures such as tests, use of records, occupational information and interview techniques.

"The early emphasis in guidance centered on a narrow concept of specialized services rendered by a few specialists for the so-called problem children. The results were measured by the number and frequency of tests administered, the number of vocational counselors, the use made of occupational and educational information, and the existence of a cumulative record of some type. Now a much more comprehensive program is envisioned.

"The following basic concepts constitute minimum standards for an effective guidance and pupil personnel program:

"1. That individual counseling services must be provided for all pupils.

"2. That all professional staff members must participate in the program.

"3. That the services of many specialists are needed.

"4. That in order to utilize best the services of specialists their duties must be co-ordinated under a well defined pupil personnel program."
"5. That pupils need assistance in all life adjustment areas, health, social, economic, leisure, civic, home and family, educational, vocational.

"6. That cumulative records must not only be available for each student but that there must also be a well-defined plan to utilize the information in the records.

"7. That the school administrator must have a vital interest in and knowledge of what constitutes adequate pupil personnel services.

"8. That a continuous in-service training program for staff members responsible for pupil personnel services is essential.

"9. That guidance tools such as tests and source materials in occupational and educational information must be improved.

"10. That constant evaluation is necessary to determine the effectiveness of and need for improvement of pupil personnel services and their relationship to improved instructional services.

"11. That the professional school counselor needs professional training and supervised practice in broad areas of life adjustment.

"12. That the functional relationships and responsibilities of teachers and specialists must be mutually understood. Close liaison relationship between all staff
members must be maintained in order to assure maximum pupil adjustment.

"13. That, in order to have an effective pupil personnel program, it must be administered by a person with experience and professional training in school administration, the use of community services, and guidance techniques."

Concepts such as these are the foundations of the guidance movement, and while quite beyond the scope of the average school, they still remain as a master plan to guide the lesser programs which it is hoped all schools regardless of size will soon inaugurate.

Seven major problems are revealed in a study by Hartley (8, p.515-518). They are as follows:

"1. The first of these problems has to do with the dimensions of guidance service: the length and breadth of the program. Stated more concretely, (a) how early should guidance begin with the pupil and how far should it extend after the pupil has left school, and (b) is guidance aggressively concerned with educational and vocational pupil problems only, or should it also locate and work with personal and emotional problems?

"2. The second problem is that of the relationship of guidance service to the other services both within and without the school."
3. Another of the problems is that of the relationship of guidance to the curriculum.

4. The influence which personnel has on guidance is perhaps one of the most important problems identified.

5. The fifth problem identified by the study was that of the methods and techniques employed by the guidance services in carrying out their objectives.

6. Contrary to current guidance literature which emphasizes the role of the teacher in the guidance program, the guidance services in New York State are organized around specialized guidance personnel.

7. The last problem, that of the relationship of guidance to the total philosophy of the school, is one which is difficult to document.

This study conducted by Hartley is a recent investigation of the problems in the field of guidance encountered in thirty-two representative school districts in the state of New York. The discussion accompanying each problem is not reproduced here, but the problems themselves show that schools have a difficult time putting into practice the concepts of a total guidance program.

Hartley (8, p.518) brings forth an interesting summary to his study. "The differences which exist among the several counselors of a single district or even within a single school are an indication of a lack of agreement that
is reflected directly in administration and teacher understanding of guidance service. These differences are also reflected in the home and community and eventually come back to the school in terms of public support or lack of it."

What more interesting commentary do we need to realize that schools are experiencing difficulty in putting into practice the theoretical concepts which are basic to guidance?

Trends

Any young and growing movement such as guidance cannot remain static but must be in a constant fluid of change. Current trends in modern guidance are listed by Mennes (11, p.159-161).

"1. All trends show need for guidance services.

"2. Guidance and counseling programs are now regarded as including all services or activities.

"3. Teachers play an important role in guidance services.

"4. All members of the staff should participate in the guidance program.

"5. Counseling is becoming the 'heart' of the guidance program.

"6. There is a growing importance of research as a
function of a guidance program.

"7. There is a growing importance of the part the community plays in guidance services.

"8. Placement and follow-up services are becoming important services of guidance programs.

"9. Pertinent pupil data must be available for all students.

"10. Guidance services should affect the administration of the school."

Zeman and Jones (19, p.20-21), under the sub-heading, "Looking Into The Future," have this to say:

"Should we be so prophet-like or bold as to hazard a look into the future, we believe we would see:

"1. A redefinition as well as a redirection of our thinking as to what a counselor should do.

"2. Staff members will be selected and employed on the basis of ability to meet the needs, skills, and knowledges demanded for a total functioning pupil personnel program.

"3. An adoption of terminology understandable to all, yet void of unnecessary verbiage and confusion of terms.

"4. Certification of guidance workers who will bear the title of 'counselor' or some other agreed-upon title.

"5. Inservice training among the teachers as they work from day to day on their jobs.
"6. A semblance of what is to be embraced in the training of guidance or pupil personnel workers."

**Major Program**

At this point it becomes necessary to make a clearer distinction between the terms "guidance," "guidance services," and a "guidance program." These terms all too frequently are used interchangeably with a definite confusion of their more exact meanings. The State Division of Vocational Education of Oregon (15, p.11) in a guidance handbook make the following observation.

"It is well here to emphasize the distinction between guidance and a guidance program.

"There are many definitions on record for the former; this comparatively short one, however, is usually acceptable: 'Guidance is the process of helping the individual discover and use his natural endowment, in addition to special training obtained from any source, so that he may make his living, and live, to the best advantage to himself and society.'

"It is important to recognize that a guidance program differs from guidance in that it is a set of services which provides opportunities for the attainment of the guidance objectives."

Erickson (4, p.3) under the heading, "What are
guidance services?" makes the comments:

"The guidance services include many activities designed to help pupils with their life-adjustment problems and needs. These needs include the health (physical and mental), social and recreational, educational, moral, and vocational areas. Well adjusted pupils are aided in addition to those whose adjustments are less apt. There are guidance services to be performed by every staff member, but all staff members are not qualified to carry on every guidance service.

"The guidance program, therefore, is the process of helping each person, individually and as a member of groups, to make wiser choices and better adjustments."

Miller (12, p.150) defines guidance services as: "The following duties are generally construed as functions of guidance service: conferences with pupils on curricular, extra-curricular and personal problems, school policies, and related problems; conferences with parents, teachers, specialists, and community agencies on the educational, health, social, and vocational problems of pupils; preparation and maintenance of pupils' cumulative records; maintenance of current and reliable information about higher education, special training, and occupational opportunities; assisting pupils with employment problems; and advising the superintendent of schools, principal, and
other staff members with regard to all members relating to educational and vocational guidance service."

Briefly, then, the services are those activities designed to carry out the major parts of a guidance program.

What are the major parts of a guidance program? Erickson (4, p.4-5) lists the following seven.

"1. A careful study of the individual. An effective guidance program centers its first attention on learning about the individual. It attempts to increase the amount and accuracy of information available about pupils. It attempts to help the pupil learn more about himself.

"2. Providing competent counseling. An effort is made to provide every pupil with adequate counseling on an individual basis.

"3. Providing informational services. The guidance program encourages the development of more adequate and more effective means for helping all pupils learn more about educational and training opportunities, about jobs and job trends, and about the personal and social skills needed for success.

"4. Providing placement and follow-up services. A guidance program provides or encourages the provision of placement facilities, follow-up studies, and follow-up counseling services. Orientation services are organized so that pupils are more easily and effectively placed.
"5. Providing services to the staff. The guidance program has an obligation and an opportunity to serve the entire staff. It provides information about pupils and about the educational and vocational world. It helps teachers solve their pupil-relationship problems. It provides assistance to teachers interested in the improvement of their teaching activities.

"6. Providing for study and research activities. The guidance program carries on a continuous program of research and study to locate the needs, problems, and characteristics of pupils and the services necessary to serve the local school population.

"7. Coordinating school, home, and community influences. The guidance program attempts to stimulate, to coordinate, to discover those helpful resources available to pupils."

There are other outlines of the major parts of a guidance program, but the above is the one that will be discussed in this study. Some favor dividing the guidance program into five major parts under the following headings: (1) Analysis of the individual, (2) Occupational and educational information, (3) Counseling, (4) Placement, and (5) Follow-up.

It is seen that there is little basic difference in the two outlines, and there is a great deal of general
agreement about the major parts of the guidance program.
CHAPTER III

CAREER DAY: ITS MEANING, PURPOSES, ORGANIZATION

Career Day commonly, is a school day set aside especially as a joint school-community enterprise, with the chief purpose of acquainting the students with the latest occupational information in the vocations in which they are most interested. The information is customarily furnished by leading and successful members of the community.

Trillingham (18, Foreword), in his Suggestions for Career Day, states, "This day, set aside for group discussions of vocational problems and opportunities with community leaders, has helped high school students to formulate their educational and vocational plans more realistically."

Trillingham (18, p.2-3) continues, "Business and industrial conditions change so rapidly that both teachers and students need frequent contact with employers as a means of keeping up with occupational trends. Not only do employment conditions change periodically, but many types of employment are becoming increasingly complex. Administrators, teachers, counselors, and students need closer association with the professions, business, and industry as a means of keeping school offerings and guidance procedures up-to-date. First-hand information will
help students make wiser choices and help them improve their educational preparation for occupations.

"The Career Day should be a joint enterprise supported by faculty, students, patrons, and community sponsors. Students need first-hand contact with both the world of work and with leaders in the world of work. Some schools have limited participation in Career Days to seniors, or juniors and seniors; while others include all high school students upon the grounds that early job information may stimulate more serious thinking concerning a life work. The Career Day gives the school an excellent opportunity to demonstrate to patrons the fact that schools are interested in co-operating with employers and community leaders. Career Day gives opportunity for community service by such organizations as Chamber of Commerce, Lions, Rotary, Kiwanis, Optimists, P.T.A., and others.

"In conclusion, the Career Day is apt to be successful and have many by-products result when many people and many organizations participate in its planning and administration."

Purposes

As is so often true of any educational practice, the purposes of Career Day are open to controversy and disagreement. Although there are no two lists quite the same,
on the whole there is general agreement as to the principal purposes for holding Career Day.

The Oregon State Board of Education (14, p.1) through its Department of Vocational Education offers the following list of purposes for a Career Day.

"1. Focuses attention of pupils, faculty and the community upon the important function of the high school in helping pupils to choose and to prepare for a field of work.

"2. Stimulates pupils to give more thought to their individual interests, abilities and limitations in relation to job opportunities and job requirements.

"3. Provides occupational information to pupils directly from those persons currently engaged in the occupation.

"4. Encourages better educational and vocational planning.

"5. Tends to make school subjects more meaningful, since speakers frequently point out the value of high school subjects to different occupations.

"In addition, administrators whose schools have conducted a Career Day say it is one of the best public relations projects there is."

To be most helpful, Career Day, according to Trillingham (18, p.1) should achieve the following purposes:
1. Encourage student thinking about an occupational choice.

2. Provide first-hand occupational information for students.

3. Improve student achievement by better course scheduling in harmony with vocational plans.

4. Bring about closer cooperation between teachers and representatives from industry, business, and agriculture.

5. Improve school-community relations through a joint enterprise.

"Career Day is good public relations. In addition to keeping school people up-to-date with reference to employment trends, Career Day helps to inform community patrons concerning the program of the school. Community leaders who participate in Career Day are impressed by the enthusiasm of teachers and students alike in their quest for closer cooperation with community leaders. The Career Day is a means of securing publicity through letters to parents, newspaper articles, speeches before clubs, and wholesome interchange of ideas in school and community committees. Briefly, the Career Day becomes the vehicle for bringing school and community into closer understanding and cooperation."

Perhaps the most recent article about Career Day and
its purposes with an evaluation of the objectives of Career Day is by Raymond N. Hatch (7, p.12). Under the sub-heading, "Why Career Day?," he gives the following:

"Various purposes have been given for the holding of this event. Although there is not complete agreement, the following seem to be mentioned most frequently:

"1. It stimulates thinking about occupational choice.
"2. It offers direct information about the requirements of an occupation.
"3. It is an excellent public relations device.
"4. It improves student achievement.
"5. It is an excellent means of referral in counseling.

"No educator can conscientiously say that these aims are not significant to the school program. When one reviews the purposes, it is seen that they involve factors which may require years to complete to a respectable degree, if at all. Apparently too much has been expected of a one-day meeting. If Career Day could then be planned with not more than one major purpose in mind, it should have a better chance of being a success."

Hatch then proceeds to nominate the purpose, "It is an excellent means of referral in counseling," as the major purpose for Career Day, and gives arguments for its support.
However, this claim is not in agreement with the findings of the writer as will be discussed in the next chapter.

Organization

Career Day may take many forms. Some are held in a half day, others take a full day, and some take several days. The latter usually consists of days separated by periods of time such as a week or month.

The usual type of Career Day however, is a one day affair. Sometimes it is held in the evening. It usually includes a general assembly followed by section meetings. Some schools have field trips and industrial tours added to their program. Other forms may consist of having a roster of community representatives available for student vocational interviews. A series of vocational conferences is sometimes substituted for a single Career Day.

Trillingham (18, p.3) states: "As a means of making the Career Day a cooperative enterprise, a Career Day Committee should be comprised of representatives from the administration, the teaching staff, student body, business or labor leaders, and community sponsoring clubs.

This committee should be in charge of general planning for Career Day and should set up other committees to carry out specific functions. The Career Day Committee
should be a planning body and should depend upon smaller
groups and individuals to carry out the actual details of
the program."

In order to be successful Career Day necessitates
adequate preparation for the event by the faculty, students,
community, and patrons. In regard to this Trillingham
(18, p.5-6) makes the following observations.

"One of the first moves toward a successful Career
Day must be the preparation of the faculty. Teachers must
support Career Day plans if the day is to be in any
measure successful. This faculty preparation should be
definitely planned by the Career Day Committee and carried
out either by an administrator, a counselor, or a teacher
who is enthusiastic about bringing better occupational in-
formation to boys and girls.

"Preparation of the faculty should have for one of
its purposes the stimulation of faculty enthusiasm. Since
all high school subjects help in some way to train stu-
dents for vocations, each teacher should consider himself
to be an important part of the Career Day program.

"In the preparation of students, Career Day should in
most cases be a culminating activity. Students should
study a vocational unit as a part of their preparation for
the final Career Day. This unit may be given in any class
and should include such elements as inventory of interest,
tests of aptitude, self-appraisal by preparation of one’s own profile, acquaintance with occupational information in general, specific study of a selected occupation, consultation with counselors and teachers upon the validity of an occupational choice, and preparation for the chosen occupation.

"Further preparation for the Career Day should include such activities as special assemblies, vocational films, talks by occupational representatives, field trips to local industries, community occupational surveys, and work experience in the community.

"Since students should be sympathetic with the purposes of Career Day in order to benefit from it, they should be called upon to help plan the activities of the day. They should also participate as much as possible in the activities necessary in organization.

"The preparation of patrons for a Career Day should include the contacting of parents, friends in the community, and persons connected with occupations. This preparation affords an excellent opportunity to make more friends for the school. The Career Day again becomes a means of impressing the community with the fact that education is the concern of every citizen and is being directed for the welfare of not only the students, themselves, but of all persons in the community. Needless to
say, a community supports a school to that extent to which it is interested in the school's program. The Career Day offers a tangible way for faculty, patrons, and parents to serve the interests of youth."

The many and varied details of the organization of a Career Day such as scheduling of students, selection and instruction of speakers, invitations to parents, etc. will not be gone into here. However it is probably best to reproduce a list of some of the varied activities connected with it in the form of a calendar of events that one Career Day Committee devised.

CAREER DAY CALENDAR

1. Meeting of Career Day Committee
2. Faculty meeting to discuss Career Day
3. Student Body Council to discuss Career Day
4. A six-weeks unit on occupations
5. Publicity concerning Career Day
6. Letter to parents
7. Selection and invitation to section speakers
8. Instructions for speakers
9. School assembly on Careers
10. School enrollment in sections
11. Printed schedules
12. Career Day

13. Follow-up counseling

14. Follow-up and evaluation

15. Thank-you letters

There is no attempt here to put in dates for these activities as that will be at different times for different schools, also the delegation of responsibility will vary according to each school.
CHAPTER IV

THE INTER-RELATIONSHIP OF CAREER DAY AND THE
MAJOR PARTS OF THE GUIDANCE PROGRAM

Career Day is an essential part of guidance according to the data obtained by questionnaire method from the eight Oregon high schools who have held the event. Seven of the eight indicated that this was their belief, while one stated that it was valuable but not essential.

These schools reported that their Career Day had been heartily approved by students, faculty, and community, and they all planned to continue and expand their Career Day programs. All reported that their teachers made special efforts to make the event successful and meaningful by connecting the regular subject matter with it in some way. Most of the schools had an active guidance committee which served to integrate the Career Day with the rest of the guidance program.

Contrary to Hatch's (7, p.12) claim that "referral in counseling," should be the main purpose of Career Day, these schools rated the purposes of the event from the point of practical experience in the following order:

1. It stimulates thinking about occupational choice.
2. It offers direct information about the requirements of an occupation.
3. It is an excellent public relations device.

The following two purposes were rated last and equally:

- It improves student achievement.
- It is an excellent means of referral in counseling.

The writer will not attempt to choose one purpose as the main one, nor will he attempt to assign values to the others, but he does think it is important to point out the difference in viewpoint between Hatch, a counseling specialist, and the practicing schools.

In order to show the relationship of Career Day to the seven major parts of a guidance program as previously listed by Erickson, it is necessary to consider each one in turn.

What is the relationship of Career Day to the first major part, "a careful study of the individual?" Part of the procedure of holding a Career Day consists of having each student express a choice of interest in approximately three different fields or sections. This then constitutes an important item or clue to the analysis of the individual cumulative record, and there constitutes additional valuable information for those making use of the records. Career Day thus serves as an agency for adding additional significant and pertinent information about each individual to his permanent record. This particular information may be of value to the counselor, administrator, or
teachers, in locating the interests of the individual. By recording and studying this information it will be possible to determine whether his interests correlate with his interest inventory profile, his abilities and possibilities, his past experience, and other recorded data. Unless the Career Day choices of the individual are recorded as a part of his permanent record, valuable information will be lost. If the individual has the experience of several Career Days, each choice of interest becomes a revealing trend of development.

What is the relationship of Career Day to the second major part of the guidance program, "providing competent counseling?" Career Day offers the counselor an invaluable tool in aiding the individual to settle his choices concerning a life vocation, and to make the necessary adjustments between his interests and his other qualifications. The counselor can make maximum use of Career Day as suggested by Hatch, by using it as a referral source of information for the individual. Career Day offers the latest information concerning occupations which is seldom available to the counselor and therefore is a valuable and necessary adjunct to his services.

The counselor and the individual will want to examine the nature of the choices of interest with the accumulated information about the individual. If the choices or
expressed interests are not consistent with the individual's abilities, aptitudes, personality, or possibilities, then the counselor will need to help the individual come to the necessary realizations, and make the necessary adjustments.

That the problem of adjusting interests and desires to personal capacities is vitally important cannot be denied. Dresden (3, p.104) in an article on the vocational choices of secondary pupils, states that: "At present I read that the average child has vocational ambitions far beyond his ability to fulfill them or to meet the needs of society. That may be—I have never learned to quarrel with a statistician, especially a statistician armed with a questionnaire. Also I must confess, on similar questionnaires I, too, have obtained similar results. That is: in a class whose I.Q.'s on a group test run from 73 to 110, with the average around 90, I find 70-80 per cent choosing the professions for their careers.

"Only 10-15 per cent choose clerical careers and none choose manual or domestic labor. Not once, but many times, and on hundreds of pupils, have I tried this test. My figures are not always the same but they are heavily weighted with the upper socio-economic occupations and woefully lacking in semi- and unskilled occupations. I found that according to I.Q., school grades, and the
socio-economic level of the home, these percentages should be reversed.

It is evident that the average student needs the aid of an experienced counselor in his study of possible vocations. Work experience does not seem to be of much value as a determiner of what vocations are best for an individual. Bateman (1, p.456) makes this conclusion after a study on work experience: "Students who do not work tend to select occupations which are more consistent with their interests than do students who are working."

Edward K. Strong (16, p.519) writing in Occupations magazine makes this interesting and significant comment: "The extent to which interests change is most important for counseling."

Thus, the counselor should use the cumulative record of the individual to study any revealing shifts of interest as recorded by his successive Career Day interest choices. The significance of any pronounced change or lack of change would be of aid to the individual.

What is the relationship of Career Day to the third major part of the guidance program, "providing informational services?" Career Day was first devised as a means of providing the latest occupational information for students, and in many ways that is its primary purpose and chief value. Although some occupational information is often
obtained from other school sources, such as occupations classes, socio-economic classes, shop classes, counseling interviews and files, and through library research, it is still likely to be unorganized to a great extent, fragmentary, and nearly always outmoded. Also it is seldom that all the students receive the information to the same degree or in an acceptable manner.

Career Day is offered to all students in most cases and serves all equally well. Community leaders give a friendly, personal viewpoint of the latest news and developments in their trades or professions.

These leaders are briefed before-hand by the school as to the vital points to be covered, and the facts that the students wish to know regarding the requirements and rewards in the fields in which they are participating. Part of the time is devoted to questions by the students so that individual and personal points of inquiry can be satisfied, as well as the general needs of the group.

Career Day, may at the same time include College Day, or the latter may be held at a different time. The purpose of College Day is to acquaint the students with the opportunities offered by institutions of higher learning such as colleges or universities. This information is furnished by representatives of the institutions. Specialized, or trade schools may also be represented.
The Oregon State Division of Vocational Education (15, p.7) in a guidance handbook for Oregon High Schools make this interesting quotation from the Harvard report.

"The high school has ceased to be a preparatory school in the old sense of the word, it is now preparing not for college, but for life. The problem is--how can the interests of the terminal students be reconciled with the equally just interests of the one-fourth who go on to further education? And more important still, how can these two groups despite their different interests achieve from their education some common and binding understanding of the society they will possess in common."

Career Day, then, is the latest and perhaps the best way of spreading the latest occupational and educational information from the community to the school. Its value however is generally directly proportional to the amount of preparation the schools have their students make for the event, both before it transpires, and the follow-up afterwards. Such educational activities as a community occupational survey, work days, field trips, and personal inventories are almost a necessity if Career Day is to have its maximum educational value.

What is the relationship of Career Day to the fourth major part of the guidance program, "providing placement and follow-up services?" Career Day aids in student
placement because it helps to crystallize vocational interest and stimulates students to think about future employment and job placement. It serves to dramatically remind the students that after schooling comes the world of work. Students may also be motivated to seek the aid of the placement service in securing part-time school, or full-time summer employment in the field of their interest.

Career Day also provides an excellent opportunity for closer acquaintanceship between students and community employers.

The close working relationship between community leaders and the school, occasioned by Career Day, will also undoubtedly serve to increase the community use of the school placement service.

Leon L. Lerner (10, p.322) in his article, "Placement by Public Schools," makes this statement: "The American Association of School Administrators recognize that the school for many reasons is in the most strategic position to effect the transition between schooling and full-time employment for youth."

Follow-up service by the school would seek to determine the degree of satisfaction offered by the worker to the employer, and also the adjustment made by the worker to his job.

George E. Myers (13, p.100), writing in Occupations
magazine has the following to say about follow-up. "Follow-up studies must not be confused with, nor substituted for the follow-up service. The former is a mass undertaking and the latter is an individualized effort. The former is soon finished and gives a still picture of conditions at the time the study was made. The latter continues over a considerable period of time and gives a moving picture of conditions and needs at the same time that it serves these needs.

"The follow-up service is for the purpose of assisting the particular individual to progress in his chosen vocation."

Career Day and its accompanying activities greatly aids the individual in making an early choice of a vocation. Thus it provides for earlier benefits from follow-up services.

What is the relationship of Career Day to the fifth major part of the guidance program, "providing services to the staff?" Career Day aids the staff by providing a better understanding of the individual student. It helps teachers know more about individual students and their interests. With a knowledge of a student's active vocational interests and ambitions, teachers will be better able to direct his learning and motivate his educational progress. Career Day also aids each member of the staff
by providing an event around which an almost unlimited number of student activities may take place to further the educational learning process. The Journalism class can write news stories and articles, the English classes can write letters and evaluate by theme, the music department may go on display, the Art class can make posters, the Public Speaking class can criticize and evaluate the speakers, the student government can function in many ways, and students can act as ushers, welcomers, chairmen, and in other social ways. The number of accompanying student activities can be as large as the imagination of the staff will allow.

What relationship does Career Day have to the sixth major part of the guidance program, "providing for study and research activities?" Career Day provides an excellent opportunity for considerable research and study to improve the services of the school. Constant contact should be maintained with community leaders and school graduates to determine in what ways Career Day served their needs, in what way it could be improved, expanded, or altered to care for possible future needs of students and the community, and what related activities might be conducted in connection with it to best provide adequate occupational information and inspiration to the students.

There should also be a program of correlating Career
Day choices and interests with test results such as interest inventory profiles, aptitude scores, and general intelligence ratings. Scholastic grades in various related subjects should also be correlated with a student's Career Day interests. This statistical and related data would constitute an invaluable aid to the counselor and the student in the vital problems of making early, lasting vocational decisions, and better life adjustments.

Myers (13, p.100) states: "Such studies (follow-up) may furnish valuable data regarding the effectiveness of the guidance program, show up curriculum strengths and weaknesses, and supply material for use in gaining popular support for the program."

Career Day provides a good jumping-off place for a follow-up study of school graduates and non-graduates who are in the field of work. By means of the follow-up, administrators can be advised of possible beneficial changes in their total school program.

What relationship does Career Day have with the last major part of the guidance program, "coordinating school, home, and community influences?" Career Day serves this goal admirably. No other school function permits such a joint and wide participation by students, parents, and community leaders.

Career Day is ideal for the accomplishment of the
following goals of Boie (2, p.4-5) in School Life maga-
zine.

"If the boys and girls in a school share the planning and discussion of their needs, wants, and work, the co-
operative use of materials, the teachers' attention and help, they are developing attitudes and emotional patterns and learning habits of work which spell living democracy.

"Directly and effectively, vocational education shares with the citizens of the community knowledge of its goals, programs, and work. By including community busi-
nesses and industries in its planning of vocational in-
struction, it shares its work with the community; by training young people and adults for useful and needed work in the community, it serves the community; by helping de-
velop the abilities of individuals, it contributes to the citizens' welfare."

Career Day allows direct participation of the com-
munity in the work of the school and therefore heightens community interest in, and support of the school. The amount of community support for a school is generally directly proportional to the amount of community interest in the school.

Career Day also serves to arouse every parent's in-
terest in the work of the school. It serves to help dispel frequent parental criticism of the school as being too
impractical and not interested enough in life's realities. It permits every parent to participate in an activity of the school jointly with the child. It also serves as an aid to the counselor in helping to solve frequent conflict between the child's interests and parental desires and ambitions for the child.

Lawrence Frank (6, p.36) in his article "Careers for Young People," makes this statement: "Parents often decide their children's careers not only by their advice and attempted guidance, but by the way they treat the child and make him feel about himself."
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Career Day is a very essential part of any guidance program. Its importance is directly proportionate to the degree to which it is integrated with the rest of the entire program. By itself, and with little or no connection with the rest of the guidance program, its value greatly diminishes.

Career Day accomplishes many worthwhile educational purposes that could be accomplished in no other comparable way. It is the one part of guidance in which all students, parents, and community can have a meaningful and satisfactory joint participation.

Career Day can serve as a good means of establishing a beginning guidance program for the many schools which do not have such a program, because it arouses student and community interest in school activities which serve to help the individual student with his problems. It helps to educate the community to the idea that the school is not just interested in subject matter, but also seeks to provide many other helpful services for the students.

Career Day is a visible, tangible, and culminating event, which serves to highlight, popularize, and give more meaning to, the other services of guidance. Correctly
and fully used, it should be correlated with as much of the curriculum as possible and with all major parts of the guidance program.

In final conclusion it can be stated that Career Day is one of the leading guidance services because it accomplishes its purposes which are also guidance purposes, and it is closely and purposefully related to each of the major parts of the guidance program.

Recommendations

In view of the fore-going conclusions it is therefore recommended that:

1. Every school having the semblance of a guidance program, also have a Career Day.

2. Those schools having a Career Day make the fullest possible use of it.

3. Career Day be used as the starting point in the development of an organized guidance program wherever such a program is lacking.

4. Career Day be directly and purposefully related to each major part of the guidance program.

5. Parents, as well as the community, be made active participants in Career Day.

6. The staff make full use of opportunities afforded by Career Day to motivate numerous related school
activities.

7. Career Day be held each year for all high school students.
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