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THE DEVELOPMENT OF GUIDANCE IN SECONDARY SCHOOLS

Purpose of the thesis
Definition of terms

by
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INTRODUCTION

The problem which this thesis attempts to investigate is a study of the history and development of guidance, and the position of guidance counselor in the secondary schools. This will involve a study of conditions before the rise of vocational guidance in the first decade of the twentieth century: of the facts about the early days of guidance, of the development of the reorganization movement in secondary education, of the reconstruction of curricula, of the organization of the junior high school, of the growth of tests and measurements, of the formulation of objectives in education, of the position of the guidance counselor, and of the present day organization of guidance.

The problem has been limited to public secondary schools in this country as they give vocational, educational, health, moral and ethical, civic and leadership, and leisure-time guidance.

Certain definitions may be helpful in understanding the problem:

Guidance in this paper means, help given to an individual to enable him to make an intelligent choice at the time of crises in his life.

Vocational guidance refers to that type of guidance which helps the student to plan, prepare for,

enter and be successful in gainful occupation.

Educational guidance involves the help given in selection of school subjects, the selection of schools and colleges to be attended, and any decisions vital to school progress.

Health guidance refers to the assistance given in attaining good health habits, attitudes, and information.

Moral and ethical guidance implies that help which is given in developing moral character.

Civic and leadership guidance means the aid which is given in developing good citizens and leaders, and the ability to choose good leaders.

Leisure-time guidance means that help which is given to the student in assisting him to invest his leisure time wisely.

"In fact the assistance given in choosing activities that lead to the attainment of any educational or life objective may be given the name appropriate to that objective." (1)

(1) Arthur J. Jones, Principles of Guidance, p. 30
New York: Mc-Graw Hill Co., 1930

Chapter I

BACKGROUND OF THE PROBLEM

The Teacher the guide

There have been guides as long as there have been teachers. Teaching in its very meaning implies guidance. But the term "guidance" as we know it today had its genesis in the early twentieth century. Guidance is an evolving term, and the teacher as a guide has evolving responsibilities.

Before the last decade of the nineteenth century the teacher acted as an unrecognized guide. Truly she had no definite system to go by, but with the true teacher's interest in her students as individuals she used common sense and tried to help her pupils to find what they were seeking. As late as 1900 there was a vague yet growing consciousness of the problems of guidance: "In this influencing of boys and girls, I am greatly impressed with the power we have over them----I do not know how many hundreds of young men and women I have had come to me to talk about their future and their career, and how thoroughly I have tried to have those people measured in character and attribute in my own mind----. If we are going to guide people, we ought to know a great deal----we ought to climb the mountain and take in the entire land-scape." (1)

With the development of guidance in the early twentieth century, the teacher took on new importance. Those functions which she had fulfilled before were to be

(1) Jones, The Teacher's Opportunity, School Review, VIII
(December, 1900) p. 581

reorganized and broadened. From a neglected function, guidance was to grow to one of the chief elements in education. With the growth of the movement the teacher's place in its scheme was to develop, until she was to become one of the chief agencies in its organization.

Educational guidance had been haphazard, consisting chiefly in encouraging the bright students to go to college and to take classical courses; and in putting the dull students in the manual arts classes. If a student showed special interest in the teacher's favorite subject, he was apt to be urged to follow the teacher's career.

Vocational guidance was as yet unorganized, although the last decade of the nineteenth century marked the philosophy in education of "We must prepare the child for life." Just how to accomplish such a purpose was only beginning to be studied by experts. The teacher still had to blindly grope. A few industrial courses and the good sense of the teacher were the only available tools.

The principal as the guide

The principal had been, until a decade or so ago, only a teacher among teachers, distinguished by the few extra burdens saddled upon him, and by the slightly larger salary. He fulfilled almost the same guidance functions as the teacher. With the development of guidance in the schools as a specific function, the principal was to assume new importance. Once a casual adviser, he later became in the

small school system the executive in guidance. In the large city school system he became a cooperative executive. The development of guidance bureaus was to lead to the increasing importance of the principal. Only through his cooperation could the program be carried out in the most efficient way.

Conditions leading to the establishment of guidance

In 1888 President Eliot of Harvard spoke to the Department of Superintendents of National Education on the subject "Can School Programs Be Shortened?" (1) This speech was a plea for economy of time in education. It was really the starting point in the movement of reorganization which later swept the country. Its direct results were the appointment in 1892 of a committee of ten persons to arrange conferences between college and high school teachers in all the major subject matter fields. These conferences led to other things beside subject matter, and they revealed a great many defects in the education of the time. Most important to guidance was the crystallized realization that high schools should not merely prepare for college, but that high schools should prepare students to do well whatever they had to do. To quote from the committee's report:

"The secondary schools of the United States, taken as a whole, do not exist for the purpose of preparing boys and girls for colleges. Only an insignificant

(1) F. F. Bunker, Reorganization of the Public School System pp. 40-59 Bureau of Education Bulletin No. 8, 1916
Washington: Bureau of Education

percentage of the graduates of these schools go to colleges or scientific schools.

"Their main function is to prepare for the duties of life that small proportion of all the children in the country--a proportion small in number, but very important to the welfare of the nation--who show themselves able to profit by an education prolonged to the eighteenth year and whose parents are able to support them while they remain so long at school,-----A secondary school program intended for national use must therefore be made for those children whose education is not to be pursued beyond the secondary school." (1)

This reorganization movement led to other studies of importance. The creation of the junior high school resulted from research which made it apparent that the elementary school should be shortened and the secondary school lengthened, in the interests of thorough preparation and of economy of time.

This whole research program had profound effects on the guidance movement. It had as its motive that education which would prepare students to be citizens. It served to school the educational and social world for the gradual evolution of guidance as we know it today.

Development of economic resources

The rapidly developing economic resources of America in the closing years of the nineteenth century led to new demands for a more practical education. President Eliot's plea for a shortened period of preparation was a

(1) Report of the Committee of the National Council of Education on Economy of Time in Education, pp. 9-19. Bureau of Education Bulletin, No. 38, 1913. Washington Bureau of Education.

recognition of an economic need. Men must live, and they must be able to support themselves at an earlier age than was then possible. All over the country a new urgency for the practical in education became crystallized. "Our young people should be able to earn a living when they are through school," said parents. "These schools are not turning out trained workers," said industry. "Our money is being wasted," said society.

This need of the practical had been felt before 1888 when President Eliot's address caught the popular fancy. Men in industry had put their finger on the lack of the practical in the schools much earlier, and had tried to meet it by establishing schools for art in industry. Earlier efforts had been made. In 1647 Sir William Petty established an industrial school.(1) In the next century Kinderman and Pestalozzi each established schools designed to train the hands. Pestalozzi believed that through training the senses the mind would be developed. In 1837, Froebel experimented in training the child in creative and productive activity. In 1868 Cornell had established a technical training department. By 1880 manual training was accepted generally in the United States, and by 1885 household arts had been established for girls.(2) All these efforts indicated the striving for something broader in education. They were not based on settled educational

(1) Samuel C. Williams, The History of Modern Education, pp. 417-423. Syracuse: C. W. Bardeen, 1903

(2) Ellwood P. Cubberley, A Brief History of Education, Boston: Houghton Mifflin Co. 1922. pp. xvi-462-vi

theory and hence did not fully accomplish what their promoters hoped for, but they did have an effect on later educational developments.

In 1909 Terman said: "The tendency, now plainly evident, to replace in part the formal education of the past with courses of a more industrial and technical nature-----betokens a profound awakening along the lines of educational theory." (1)

Early in the twentieth century colleges and secondary schools showed the tendency to establish industrial courses. In 1905 Massachusetts had a commission on industrial education. Wisconsin adopted laws in 1907 for industrial education. Agricultural education had been advancing since the turn of the century. (2)

Nor was the urge for the practical entirely brought about by industry. The test of citizenship was being applied rigorously.

"For several decades past in Europe, and in recent times in our own country, a new interpretation of education for citizenship is being given. It is that education is to make the individual an economic, productive, social unit, and hence a valuable citizen." (3) "The time has come to meet needs for efficiency in life in education." (4)

(1) L. Terman, Commercialism; the Educator's Bugbear School Review xvii (March, 1909) pp. 193-196.

(2) Report of Committee on Vocational Education, Vocational Secondary Education, Bureau of Educational Bulletin No. 21, 1916, Washington: Bureau of Education, pp. 163. ff, P.8

(3) Michael V. O'Shea, Social Development and Education. Boston, New York: Houghton, Mifflin Co., 1909, pp. 243

(4) L. Harvey, "The Need, Scope and Character of Industrial Education in the Public School System." National Educational Association. (1909) pp. 49-70.

Chapter II

THE EARLY DAYS OF GUIDANCE

"Of course for centuries most schools have formed something in the nature of a vocational bureau; almost every teacher worthy of the name has interested himself in the life work of his students." (1)

"Vocational guidance" as we know the term today was used for the first time in 1908, according to Allen, (2) when Frank Parsons of the Vocation Bureau of Boston employed it. Interestingly enough, the early attempts at guidance were not in the schools. The economic and social conditions were causing great unrest among thousands of people. The centers of our country had shifted from country to city. The vocations of our people had changed from rural to industrial. The constant shifting of dissatisfied people from job to job, the waste of young people spending several years finding their niches in life had been shown in one of the earliest books on vocational guidance, "Vocophy" by Lysander S. Richards. The Civic Service house of Boston was organized by Meyer Bloomfield in 1901. It was a philanthropic enterprise. Professor Frank Parsons was associated with him and was doing some counseling. Bloomfield (3)

(1) Meyer Bloomfield, Readings in Vocational Guidance, p. 15, Boston, New York: Ginn and Co., 1915

(2) Frederick Allen, Principles and Problems in Vocational Guidance, p. 14, New York: McGraw-Hill Inc., 1927

(3) Meyer Bloomfield, The Vocational Guidance of Youth, Boston, New York: Houghton Mifflin Co., 1911, pp. xii-123

recounts the events leading to the establishment of the vocational guidance bureau in 1908. Sixty high school boys had been invited shortly before graduation to come to a reception on the roof garden and discuss their plans for the future. The discussion was revealing. Most of the boys were very vague about their future vocations. Their uncertainty showed such a lack of guidance and such a need of guidance that the Boston Civic Service House opened in 1908 a vocation office with Professor Parsons as director. Mrs. Quincy A. Shaw was the founder and financier. Parsons was deluged with letters and by calls of people asking for counsel. Unfortunately, he died in the first year of his directorship. His work was taken over by Mr. Meyer Bloomfield and an assistant, Mr. Frederick J. Allen.

This work, begun on a philanthropic basis was the pioneer work in the guidance field. So widespread was its appeal, and so obvious were the needs which it attempted to meet, that in just a year the public schools of Boston came asking for advice in starting a similar service. The following suggestions were submitted to the Boston School committee:(1)

- (1) The bureau was willing to employ a vocational director to give almost his entire time to graduates of the Boston schools, counselling them on vocations.
- (2) The bureau asked cooperation and would give cooperation to the schools.
- (3) A council of teachers should be organized to study counselling that they might act as counselor in the various schools.

(1) Meyer Bloomfield, The Vocational Guidance of Youth, pp. 25-72, Boston, New York: Houghton Mifflin Co., 1911

- (4) A course of lectures should be arranged on various vocations.
- (5) Teachers should be trained for counseling.
- (6) Careful records should be kept.

The above recommendations were accepted by the committee in June, 1909. A cooperating committee of six was appointed by the Boston School Committee.

By 1910 the committee was able to report that:

- (1) Interest had been aroused among the teachers.
- (2) There was a vocational counselor, or a counseling committee in every high school.
- (3) A record had been made of the vocational interests of every child in the elementary schools who was graduating. This vocational card was sent to the high schools.
- (4) Vocational lectures had been given to graduating students in all elementary schools.
- (5) Experiments had been launched in employment, follow-up and counseling.
- (6) Reviews of vocationally helpful books had been made.

In this year training of vocational counselors was started by the bureau. There were 117 teachers taking the course. It was the first one ever given in America. It included: Lectures on the nature and importance of vocational guidance, the work of counselor, the training of counselors, the study of occupations, etc. In 1913 the Boston School Committee took over the entire work, and inaugurated the proposed plan.

During the period of 1910-1915 numerous cities began in earnest the work of vocational guidance. Chief among these were New York, Grand Rapids, Hartford, Pittsburg, Cincinnati, Chicago, Seattle, Washington, and

Somerville, Massachusetts. New York began this work in 1910. A vocational adviser was appointed for children leaving school at fourteen. This work was done by Dr. Paul Abelson with immigrant youths. An interesting piece of work was done by Mr. E. M. Weaver, of Brooklyn Boys' High School. Mr. Weaver(1) supervised the printing of vocational pamphlets. As early as 1909 special committees were in every day and evening school in New York City. According to the report of Mr. Weaver, these were to aid deserving students to secure employment and to advise vocationally those leaving school. Mr. Weaver asked in his report that: one school period be allowed from the regular routine for special work; that provision of record keeping facilities be made, and that opportunities be given for conferences with students and employers. By 1923 the work had spread throughout the state of New York, and a law was passed empowering towns and cities to employ vocational teachers.

Grand Rapids, Michigan, through the effort of Jesse B. Davis, had one of the most unique guidance plans. The plan was to give guidance through the English courses. Although little noticed at first, the scheme evidently had "remarkable influence".

(1) F. F. Bunker, Reorganization of the Public School System. Bureau of Education Bulletin No. 8, pp. 40-59
Washington: Bureau of Education

The bulletin on Reorganization of

English says:

"It seems to be generally agreed that pupils in the junior and senior high schools should obtain such an outlook on the various vocations as will give motive to their school work and at the same time save them from drifting unintelligently into some occupation concerning which they happen to have knowledge. This outlook is to be obtained, however, not by pursuing a school study known as vocational guidance, but by giving due attention to vocations in the appropriate subjects now in the curriculum. Because of the fact that English composition employs of necessity a large body of interesting and valuable content, this subject lends itself particularly to the study of occupations." (1)

Davis says of the plan:

"The greatest value to be obtained from this entire plan is serious thought upon the part of the pupil regarding himself and his future mission in the world. Just enough, then, must be done to make him desire more, and never should he become tired of the subject. Under the inspiration of the wise teacher the day or period set apart for vocational themes will be looked forward to as the bright spot in the work." (2)

Brewer thus describes the plan at

Somerville, Massachusetts:

"Twenty teachers made preliminary investigations for the establishment of a plan for vocational guidance. It has been found that even those students who are pursuing relatively narrow vocational courses in the high school, such as the commercial courses, are not at all sure of their choice in careers, and it is suspected that only a small number of graduates are following the work for which they were ostensibly prepared in school. The committee has investigated dropping out, had utilized the school's plan whereby each pupil in high school selects a teacher as an adviser, and has proposed a plan for system-

(1) James Hosis, Reorganization of English in the Public Schools, p. 143. Bureau of Education Bulletin, No. 2, 1917
Washington: Bureau of Education

(2) Jesse Davis, Vocational and Moral Guidance, p. 21
Boston: Ginn and Co., 1914

atic vocational guidance. In 1912 a committee of the Chicago City Club on vocational training reported the need of vocational guidance. As early as 1910 some work in guidance had been begun by the Chicago School of Civics and Philanthropy which had interested local school people. In 1913 the Board of Education gave office space to the work, and all children applying for employment certificates were directed to consult this bureau. Thus the effort has been from the first to aid those coming up for placement or for certificates to begin work. At the same time, however, a great deal of good has been done by returning children to school. Industries in Chicago are investigated, bulletins published, placement is put on a high plane, and children are followed in their occupations." (1)

Between the years of 1911 and 1913 there were a great many studies made of juvenile employment. Massachusetts, Cincinnati, Chicago, New York, St. Louis, Des Moines, etc. Vocational guidance programs followed in every case where such studies were made. By April 1914 about 100 high schools had a vocational guidance program.(2)

Many national associations, interested in guidance, had been organized in the first fifteen years of the twentieth century. The National society for the promotion of Industrial Education was organized in 1907. The National Vocational Guidance Association was organized at the Grand Rapids Conference in 1913, and published its first bulletin in 1915. (This association organ has now become a very helpful magazine of importance). The National Educational Association became interested in the guidance

(1) John Brewer Vocational Guidance Movement, Its Problems and Possibilities, p. 21, New York: The Macmillan Co., 1921

(2) W. C. Ryan, Jr. Vocational Guidance in the Public Schools. Ch. 3, Bureau of Education Bulletin, 24, 1918. Washington: Bureau of Education

problem and put special committees to work upon it.

The Committee of the National Council on Education gave its report on "Economy of Time in Education" in 1913. The vocational problem was presented, and gives a rather clear idea of the status of vocations in education in that year:

"It is understood that boys who, through the home, have gained some kind of manual skill, such as may be had by working in shops or on the farm, have a great advantage in substantial character, and in a wise attitude toward life. Motor training is a recognized part of general education. Vocational education is now making large claims on the public schools. Conservative educators would connect all work looking toward a vocation with the present schools, allowing for it about one fourth of the time, making it elective, making it preparatory to various industries, limiting the kind and numbers of industries selected by the condition of each locality." (1)

The committee gave as certain definite conclusions that there must be guidance, which should take into account:

1. The physical and mental characteristics of the child.
2. The economic capacity of the family to provide vocational education and apprenticeship.
3. Vocational opportunities, which are open to men and women should be determined by a community survey, and should be the basis for study.

At the same time that the various cities were organizing vocational guidance, the Universities were beginning to give courses on the subject.(2) The Boston Counselor training course, which was given in Harvard

(1) Committee of the National Council of Education. Economy of Time in Education, p. 12. Bureau of Education Bull. No. 38, 1913. Washington: Bureau of Education

(2) Committee on Vocational Education. Vocational Secondary Educational Bureau of Education Bulletin, No. 12, 1916. Washington: Bureau of Education, pp. 163

University summer school in 1911, 1912, and 1913, was given, also, at the University of California and Colorado State Teacher's College in 1914 and 1915. In 1916 it was given at Boston University, and The Teacher's College at Columbia University.

This was probably the pioneer in teacher's courses in guidance in the universities. For that reason it is interesting to include the outline of the courses, as it was given at Boston University.

Outline of Counselor's Course at Boston University

- I. Need of Guidance
- II. Methods of investigation
- III. Scope of Vocational guidance
- IV. The start in life
- V. Occupational Study
- VI. Classification of occupations
- VII. Material for vocational investigations
- VIII. Social legislation
- IX. Educational survey and guidance
- X. Factors in vocational choice
- XI. The vocational guidance movement
- XII. Phases of the vocational guidance movement
- XIII. Vocational guidance abroad
- XIV. Methods of follow-up and after care
- XV. Relation to employers
- XVI. Relation to vocational education and other

movements

XVII. Review of investigations by members of the class

Conflict between cultural and vocational education

An interesting public reaction had been growing up with the guidance movement. During these early days, certain conservatives of the old school were getting very nervous at the gradual introduction of the more practical in education. Vocational training and guidance conflicted with all their preconceived ideas of culture. They had grown accustomed to thinking of the schools as mere stepping-stones to college, and their idea of an educated man was a creature, with polish and refinement, who could place a quotation from Shakespeare instantly. As late as 1914 an article appeared in the Education magazine combatting the "tendency of the age to want schools to prepare for earning."(1) The author pled for culture and for liberal studies. She decried the tendency of the age to commercialize education.

On the other hand, numerous authors were rising to the defense of the new movement:

"Unmeasured harm has been done by commencement day orators who have encouraged young men to get an education first, then find a vocation--eliminate thoughts of vocation from student life and you emasculate."(2)

(1) K.E. Puncheon, The Place of Vocational and Liberal Studies in 1914, Education, xxxv (February, 1915), pp. 341-349

(2) F.H. Hall, Ethical Value of Vocational Instruction in Secondary Schools, p. 493. National Education Association, 1909

Terman said that the tendency, now plainly evident, to replace in part the formal education of the past with courses of a more industrial and technical nature betokened a profound awakening along the lines of educational theory:(1)

"We must move forward until every individual activity essential to the life of the nation shall be treated in the spirit and according method of modern science and until it shall be as worthy and ennobling to study agriculture as to study literature." (2)

Perhaps the most sane presentation was given by the National Council in their 1913 report:

"The idea of culture must be modernized, reinterpreted in terms of present-day need, in terms of the value of the individual in the industrial and social scheme. Every man has his own definition of culture, and for a particular discussion it means nothing if not defined. The majority of our correspondents give culture a wide meaning and include whatever prepares for the demands of life--personal efficiency, civic fitness, rational enjoyment. Culture is the sense of power of appreciation is not a "study" but is due to timely suggestion, inspiring influences, and guidance. There is much waste in the sixteen years of general education, and "culture" has been made the chief excuse for it.-----Representative opinion holds that our schools are not giving results proportionate to the time, in efficiency, culture, or character, which is the prime element of culture. There is a growing belief that in the name of culture much time is wasted, without securing real culture or substantial character, which is the prime element of culture. As an economic ideal, the vocational movement looks toward preparation for skilled employment for the pupils who otherwise would leave school and become unskilled laborers.-----The vocational movement in the end will not detract from the cultural ideal, but will give it a clearer interpretation." (3)

(1) L. Terman, Commercialism; the Educator's Bugbear School Review, xvii (March 1909), 193-196

(2) Michael O'Shea, Social Development and Education, p.243, Boston, New York: Houghton, Mifflin Co., 1909, pp. xlv-56

(3) Committee of the National Council of Education, Economy of Time in Education, pp. 12-13. Washington: Bureau of Education

John Dewey wrote: "By a peculiar superstition, education which has to do chiefly with preparation for the pursuit of conspicuous idleness, for teaching, and for literary callings, and for leadership, has been regarded as non-vocational and even as being cultural." (1)

The disagreement between the vocational educationists and the culturists seems to have been based primarily on a misunderstanding of terms and of the real objectives of education. The increasing clearness of formulation of educational aims has tended to ameliorate the situation. However, culture is a very difficult word to define. Everyone has a vague idea of what he means by culture, and that culture is to be desired. If the idea of culture is not clear, and if it is placed as the highest objective of education, there is bound to be obscurity and consequent trouble. The growing idea of preparing the child for life seems to find a harmonious reception with authorities in education, and if this continues to develop, there will probably be no further argument between the cultural and the practical in education.

In 1918 the commission on the reorganization of secondary education reported on vocational guidance in secondary education.(2) The report is interesting because

(1) John Dewey, Democracy and Education, p. 365
New York: The Macmillan Co., 1926

(2) Report of Commission on Reorganization of the Secondary Schools, Vocational Guidance in Secondary Education. Bureau of Education Bulletin, No. 19, 1918. Washington: Bureau of Education, pp. 28

it states the practices of that time, and gives us a good idea of vocational guidance at the close of the war period. That portion will be considered rather than the recommendatory portions, because in the post-war period, guidance began to take on less of a vocation and began to broaden in scope. Employment supervision was being carried on at the time of the report. One city had appointed a school officer with that title. Continuation classes were maintained in a great many cities. Vocational information was listed as one of the most important phases of guidance. This was carried on by such varied means as giving credit courses in occupations; emphasizing the vocational element in English Composition and themes and giving a broader outlook on other school subjects by means of information about industries. Many plans for contact with business men and women of the community were used, such as the formation of junior associations of commerce and of vocational clubs; lectures on vocations; systematic placement in temporary employments. Placement was carried on in some cases by the Young Women's and Young Men's Christian Associations. Several cities had established placement bureaus.

"Guidance with reference to the choice of curriculum is now recognized as of great importance for all pupils in the secondary school, whether or not they are going to a higher educational institution." (1)

(1) Report of Commission on Reorganization of the Secondary Schools, Vocational Guidance in Secondary Education, p. 15. Bureau of Educational Bulletin, No. 19, 1918. Washington: Bureau of Education

The report stated that up to the present, few persons were trained specifically for counseling, and that the classroom teacher would always be an important factor in the movement.

Emphasis in Guidance

From the early history of the guidance movement it may be seen that emphasis was placed on the vocational. Up until 1918 there was little thought for anything but the vocational motive. In looking through bibliographies and in scanning the Reader's Guide for materials, one must look under vocational guidance to find anything about any phase of the guidance movement.

Despite this early emphasis on the vocational, a new emphasis, that of educational guidance, was creeping in and in some centers was quite strong. In the 1918 bulletin on vocational guidance in the secondary schools, studies of typical cities with guidance centers are included.(1) In every case the vocational element is given by far the strongest emphasis, but also, in almost every case, educational guidance has been given some thought. In Fall River, Massachusetts, both educational and vocational guidance was being given. Grand Rapids, Michigan gave such help in the eleventh grade when studies of schools and colleges were made. In the Cincinnati schools a great deal of educational

(1) W.C. Ryan, Vocational Guidance in the Public Schools, pp. 83-91. Bureau of Education Bulletin, No. 24, 1918
Washington: Bureau of Education

guidance was given. Boston schools reported that a considerable amount of educational guidance was being given on the theory that vocational guidance in the elementary schools becomes largely that of aiding the child in the selection of a high school course. Pomona, California, said that a great effort was being made to prevent the leakage from the schools, that the problem was not so much to find jobs for those who dropped out as to hold pupils in school until better prepared for participation in vocational life.

Another emphasis was being given in guidance. It was not widespread, but was an indication of new developments to come. Character guidance was being recognized by some wise souls as a necessary accompaniment to efficient vocational guidance. Davis had in 1914 devised guidance into vocational and moral. The rather broad interpretation was unusual in that period and showed a decidedly forward look on the part of the author who says:

"Guidance has a broad significance. From the vocational point of view it means the gradual unfolding of the pupil's better understanding of himself; it means the opening of his eyes to the broad field of opportunity in the world----from the moral standpoint it means a better understanding of his own character!"(1)

In 1917 the director of the guidance work in Seattle expressed the belief that character education

(1) Jesse B. Davis, Vocational and Moral Guidance, p.12
Boston: Ginn and Co., 1914

was the greatest single responsibility of the vocational department.(1)

In glancing over the entire period which we have been discussing in this chapter, we see that guidance really began as a social service project. It filled a need instantly and began to spread through the country. Vocational in its original conception, it gradually took on new meaning. The idea of preparing the child to be happy in his vocation led to the idea of preparing the child to be happy in life. Economic and social conditions intensified the need for guidance and made the public aware of that need. Reorganization movements in education caused a revaluation of the secondary schools and a reinterpretation of subject matter in the light of the needs of the child. The junior high schools grew out of the search for economy of time and evolved into schools based on the psychological and physiological needs of the adolescent. The war increased the realization that young people must be prepared to live efficiently. In studying the period up to and including the great war, it seems that all the big movements in education, and the economic and social conditions of the time had a great influence on this movement. Preparation for life work, whenever considered, led back to the child as the unit. Where-ever

(1) E.R.Hunt, Vocational Guidance in the State of Washington, p.3. Vocational Guidance Magazine, vlll(April, 1930)

there was thought of training the child for life, guidance came into the picture.

Perhaps as in no other period in the history of the movement, we can see the fundamental quality of guidance. It had always existed but was unrecognized. We were now beginning to realize that education itself was guidance.

Chapter III
RELATED FACTORS IN EDUCATION CONTRIBUTING
TO THE GUIDANCE MOVEMENT

Few developments in education have been limited to a single field in their effects. The guidance movement has widespread effects on other branches of education and society. So, other educational developments affected guidance. The junior high school organization grew up at about the same time as guidance and had definite effects on it. The perfection and increased use of psychological tests and measurements enabled guidance to become a more scientific movement. The formulation of educational objectives increased the breadth of the guidance movement. The efforts made at curriculum readjustment and the reorganization of the major courses of study were a necessary accompaniment to all the new developments. These factors were all influential in shaping the guidance function of the schools, from a mere vocational one to a broad and comprehensive force entering into all phases of education and working toward all the aims of education. The recognition of guidance for all of life's activities is due in a large measure to the development of these related factors which entered into it.

The Junior High School

No story of the early days of guidance would be complete without some account of the beginnings and organization of the Junior High School. It grew up at almost the same time as the guidance movement, and the roots of both movements are in the same sources. Just as guidance had its first organized impetus from the reorganization of secondary education, so had the Junior High School Movement.

In 1902, the University of Chicago and affiliating high schools and academies took up the reorganization of the elementary and high schools. President Harper directed discussions. The following parts of the report are applicable to our study: (1)

1. Among the purposes was to connect the work of the eighth grade of the elementary school with that of the secondary school. A commission of twenty-one was appointed to make further study of the problems and in 1904 a report was made. Questions for investigation which were to have further bearing on the Junior High School were, in part:

(1) Should an effort be made toward greater unification of the elementary and secondary schools?

(2) Should the elementary school correspond to the period of childhood, and therefore provide for six years of elementary work from ages of six to twelve years?

(3) Should the secondary school correspond to the period of youth from ages of thirteen to eighteen, instead

(1) F. F. Bunker, Reorganization of the Public School System, pp.40-59 United States Bureau of Education Bulletin, No. 8, 1916. Washington: Bureau of Education

of four years as at present?

(4) What revision of the curricula of the elementary and secondary schools, and what changes in methods of teaching can be made that will contribute to economy of time and efficiency of work?

Probably the next definite impetus to the organization of the Junior High School was given by the movement towards economy of time in education. The first suggestion of a realization of this had been given by President Eliot in 1888 in his famous speech on "Can the School Programs be Shortened and Enriched?" At that time it was estimated that a man was twenty-seven years old before prepared to support himself. The conservation movement all over the country drew public attention toward economy of time in education. Conservation of human resources was a natural accompaniment to any discussion of the problem of conservation.

The report of the committee of the National Council of Education on Economy of Time in Education gives most significant statements about our problem.(1) The committee recommended two divisions of secondary education, one of four years and the other of two years, and recommended that the elementary education be from ages of six to twelve and secondary be from twelve to eighteen.

Vocational education was considered an important phase of the problem. It was recognized that the

(1) National Committee, Economy of Time in Education, pp.20-35 Bureau of Education Bulletin, No.38, 1913 Washington: Bureau of Education

majority of students never complete high school. By a division of junior and senior high schools, better vocational preparation could be given. While the real problem in the committee's minds was the shortening of the program so that men might be self supporting earlier, inevitable, the problem of the student who must support himself at a very early age came into the discussion. The focusing of interest on the drop-out child led to thoughts of his needs and interests in school and the realization that the junior high and elementary division of education might mean not only economy but an increased interest on the part of the student. The physical and psychological differences of the child and the adolescent were considered, and a change in subject matter was recognized as a need. The committee suggested that an advanced grade of vocational school for pupils between fifteen and eighteen might be provided for the drop-out student. Subject matter should be a means and not an end.

The junior high school movement was rapid and widespread. By 1917 Briggs reported 791 junior high schools.(1) The most common form of organization was the seventh, eighth, and ninth grades. There was a vast difference in the schools organized. Aims were not definite and a majority of schools seemed to have been es-

(1) T. H. Briggs, The Junior High School, p. 61
Boston: Houghton, Mifflin Co., 1920

tablished to "keep up with the times", or to economize on space or to make use of an old building.

Proctor has given clear cut definitions of the function of the junior high school: (1)

1. Adjustive. This involves making use of the information gained through mental testing, subject-matter testing, etc. in adjusting the content and methods of teaching to the abilities of the children.

2. Exploratory-Not only will the results of various tests be utilized to aid in adjustment of pupil and program, but experiences will be provided for the actual trying-out of the abilities discovered. Such try-outs will be afforded both in the fundamental processes and underlying the various occupational fields, and in recreational and avocational activities.

3. Preparatory. Adjustment and exploration imply preparation for the work immediately ahead. In the case of those who will complete their in-school education with the junior high school, forms of training, basic to the occupational field indicated by the try-out experiences, will be provided. In the case of those who will continue their formal education in the senior high school training along lines which may be followed with a higher degree of specialization in the next educational unit will be provided.

4. Integrating. In carrying out this function the junior high school will provide for a continuance of training in those common fields of experience which are necessary to the preservation and ethical character.

Briggs in his statements of purposes of the junior high school suggests another function, that of revealing the possibilities in the major fields of learning, and starting each pupil on the curriculum that will be of most profit to him and to society.

It is apparent from the discussion so far that guidance and the junior high school are closely

(1) T. H. Briggs, The Junior High School, p. 137
Boston: Houghton, Mifflin Co., 1920

connected. It is an interesting diversion to study history and to see how explorations in one direction sometimes lead to greater discoveries in another direction. Educators were in search of time savers in education. Their primary object was not reorganizing the schools to better serve the student; they did not realize the potentialities of the junior high school; they did not start out to develop a guidance program. The whole movement is fascinating and evolving. Starting out to economize on time, they began to scrutinize subject matter. This led to evaluation of the worth whileness of subject matter. Later, the idea of regrouping of years came into consideration. It was then the really excellent reasons for regrouping became apparent. As a result, the junior high school has developed into a school based on sound psychological and physiological principles. The fact that records all over the country showed that the dropping-out time came within those years led to the idea of the necessity for the training of young workers for their duties in life. The whole movement has grown gradually and is still growing today. Experiences and experiments in certain schools have been very influential in developing guidance methods. Between 1910 and 1915 these schools emphasized the vocational. Later they were to develop a broader conception of guidance.

"The first step in the reformation of the public schools is illustrated by the experiments already being tried in Los Angeles, Chicago, Grand Rapids,

Cleveland, Cincinnati, Philadelphia, New York and Boston. This step is to offer prevocational courses in the seventh and eighth grades. In order to carry out this scheme most effectively, specially organized schools have been developed under the name of prevocational courses.---These may be along the line of the academic curriculum for those looking toward college and the professions--Those whose tastes and desire lean toward a business career may take as their election elementary bookkeeping and other commercial practice. Those who think they would like to enter an industrial line are given a practical kind of manual training, affording sufficient opportunity for them to discover their ability in this kind of work." (1)

Objectives formulated

In 1918 the various objectives of education were formulated and written down as the Cardinal objectives in education. The reported stated:

"Education---should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape himself and society toward nobler ends." (2)

The seven phases of life which education should help the child to prepare for were listed as: health, vocation, worthy home membership, command of fundamental processes, ethical character, citizenship and worthy use of leisure time.

"Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationships to his fellow workers and society and as far as possible to find in that vocation his best development. This ideal demands that the pupil explore his own capacities and aptitudes and make a survey of the world's work to the end that he may select his vocation wisely. Hence an effective program of vocational guidance in the secondary school is essential." (3)

(1) Jesse B. Davis, Vocational and Moral Guidance, p.159
Boston: Ginn & Co., 1914

(2) Report of the National Committee, Cardinal Objectives in Education, p.9, Bureau of Education Bulletin, No.35, 1918

(3) Ibid., p.13

The report further explained that if schools were to meet the test of democracy, and each child was to develop his own resources, specialization was necessary. It demanded a wide range of subjects from which to choose, the exploration and guidance of abilities, especially in the junior high school, and help through a system of educational supervision or guidance to determine the individual's education and vocation.

In the bulletin on Vocational Guidance in Secondary Education, the committee states the meaning and purpose of vocational guidance as:

"Vocational guidance should be a continuous process designed to help the individual to choose, to plan his preparation for, to enter upon, and to make progress in an occupation." (1)

In 1925, Proctor stated the function of guidance:

"Everyone should think in terms of the preparation of youth for its place in the social order."

The aims and functions of guidance according to him are:

- I. Exploration of abilities
 - a. Knowledge and interpretation of tests
 - b. Knowledge of interviews, questionnaires, rating scales
- II. Adjusting school tasks to the needs and abilities of children
- III. Cultural guidance, or the direction of school activities and courses with a view to promoting symmetrical growth and development
- IV. Vocational guidance or the giving of counsel and advice relative to the selection of, training for, and entering upon a life career

(1) Report of Commission, Vocational Guidance in

V. Educational Guidance

a. In the junior high school

1. Exploration of abilities
2. Engaging in activities best calculated to give training to the abilities discovered
3. To receive such reliable information regarding the "road ahead" that he will be able to read the signals and reach his selected designation safely..

b. In the senior high school

1. Pre-guidance
2. Improved instruction
3. Improved study habits
4. Wiser selection of subjects and curricula
5. Enrichment of the program of studies

VI. Social Civic guidance

VII. Guidance in health and physical activities

VIII. Guidance in leisure time

IX. Guidance in character building

Jones states the objectives of guidance

as:

General: "The general objectives of all guidance is to assist the individual to make his choices intelligently. To accomplish this many other things are necessary(1) We must reorganize and re-vitalize our schools; certain social, economic and industrial changes must be made, and many new experts developed."

Guidance is divided by Jones in much the same method as Proctor.

Vocational:(The general aim is much the same as given by the other authors.). Specific objectives formulated by Jones are:

1. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupations within which his choice will

Secondary Schools, p.9. Bureau of Education Bulletin, No. 19, 1918. Washington: Bureau of Education

(1) Arthur J. Jones, Principles of Guidance, p. 53ff. New York: McGraw-Hill, 1930

probably lie as he may need for intelligent choice.

2. To enable the student to find what general and specific abilities, skills, etc. are required for the group of occupations, and what are the qualifications of age, preparation, sex, etc. for entering them.

3. To give opportunity for experiences in school (try-out courses) that will give certain facts about conditions of work, and that will assist the individual to discover his own abilities and help in the development of wider interests.

4. To develop the point of view that all honest labor is worthy and desirable.

5. To teach a method of analysis of occupational information, and to develop the habit of analysis before making a choice.

6. To assist the individual to secure such information about himself, his abilities, general and specific----- that he may see need for wise choice.

7. To assist economically handicapped children who are above the compulsory attendance age.

8. To assist the student to secure knowledge of the training facilities of various educational institutions.

9. To help the worker to adjust himself to the occupation in which he is engaged.

10. To provide the individual with reliable sources of information.

11. To enable the student to secure reliable information about dangers of short cuts, unscientific methods of guidance.

Educational Guidance

"The general objective of this form of guidance is to assist individuals to choose, prepare for, enter upon, adjust themselves to, and make progress in a course, curriculum or school."

Specific objectives

Secondary school period

1. To help the student to secure information concerning further schooling

2. To enable him to find what is the purpose and function of each type of school which he might attend

3. To enable the student to find what

the requirements are for entrance into these schools and what abilities are necessary for success in them.

4. To assist the student to secure such information about his own ability to do the work of the schools ahead.

5. To help the student to secure definite information about the offerings of the high school and the purpose of each course and curriculum.

6. To give the student an opportunity (junior high) to try out various studies so that he may gain some insight into the school life and work that is ahead in order that an intelligent choice may be made of school, of course, or clubs and other activities.

7. To help the student to adjust himself to the curriculum and the teachers in the schools.

Leisure-time or Cultural guidance

1. To help the individual to secure a clear idea of the necessity for choosing leisure time activities wisely and of the responsibility for proper use of leisure time.

2. To give the pupil through organization activities an opportunity to participate in the administration of these activities to the end that he may learn to form right judgments and to follow these judgments by right action.

3. To assist the student to adjust him-

self to the organized life of the school and to develop such habits and skills as will enable him to perform successfully his duties and responsibilities as a member of society.

4. To enable the pupil by actual practice to find what the forms of correct social usage are and to develop a reasonable skill in these forms.

5. To develop an appreciation of the value of helpful cooperation in social enterprises in the school.

Leadership guidance

1. To assist the individual to secure facts about the qualities of leadership necessary in the field of activity in which he is likely to participate.

2. To help the student to develop the habit of careful consideration of all the factors involved before making a choice of any kind of leader.

3. To assist the student to analyze himself in order to find whether or not he had qualities of leadership in any line.

4. To give the student opportunities to try himself out in various school activities to determine what leadership ability he may have and to aid in its development.

5. To help the student to see the danger of unwise and selfish leadership, and to realize his own responsibility for securing such education and training as

will enable him to become an intelligent leader.

It is interesting to notice the more and more specific formulations of objectives of guidance. In the 1918 formulations the general principles, stated by Jones in 1930 were present but were not specifically organized and thought out. Proctor, in 1925, showed the influence of the cardinal objectives on his formulation of guidance aims. Brewer, in that same year, suggested that guidance should be a part of all the objectives of education and that the Cardinal Objectives should be a part of all guidance.(1) The idea of the seven objectives of education, as applied to guidance, has been growing ever since the war, and although Jones gives the most definite and comprehensive analysis of their application to our field, the principles were being applied by many writers before that time.

Guidance which began as vocational grew to be recognized as a part of every phase of education in the post-war period. A great deal of the credit goes to the reorganization movement in secondary education. The re-valuation of various courses of study, the formulation of objectives, led naturally to a new comprehension of guidance possibilities.

(1) J.M.Brewer, Organizing the School for Guidance, School and Society, xxi (May 1925) pp.609-614

Curriculum Reconstruction

The reorganization movement in secondary education had widespread effects on the guidance movement as we have already seen. It not only led to the establishment of the junior high school but to a new evaluation of the curriculum. Special studies were made of the major subject matter fields with a view to their reorganization. The whole educational field underwent close study and research. The formulation of objectives in education increased the interest in their practical application in the curriculum.

The new view of the school course and of the aims and ideals of the teacher is merely one of the corollaries of our democratic theory and hence is bound to work itself out to some decisive conclusion. The high school is rapidly becoming a common school. That is what it was first planned to be, and that is what the people seem now determined to make it." (1)

The effect of curriculum reorganization on guidance is obvious. The method of reorganization was to determine objectives through an analysis of the fields of activity in which the child would be called upon to engage. The foremost constructionists in the field, such as Charters, Bobbit, Chapman, Counts and Bonser, analyzed the needs of the child through activities. The courses of study built on such

(1) J.F.Hosic, Reorganization of English in Secondary Schools, p.9. Bureau of Education Bulletin, No. 2, 1917
Washington: Bureau of Education

analyses were certain to prepare for life situations. That is guidance in its purest form.

Proctor expresses very well this fundamental relation:

"The process of building-up or changing a curriculum through the medium of activity analysis in the various fields of human interest and endeavor makes possible the organization of the entire program of studies in a school system for purposes of guidance. The processes available for the exploration of pupil interests and abilities, described in preceding chapters, are of little value unless adjustments and adaptations can be accomplished through suitable changes in courses of study and curricula. The two movements, that for measurements, and that for adjustments, must go forward in unison." (1)

Tests and Measurements

In 1894 the first measurements in education were made.(2) Rice devised spelling "tests" and later arithmetic and language "tests". These were not standardized but were attempts at scientific measurement. In that same year Alfred Binet of France was at work on his tests which resulted in the Binet scale of 1905. These pioneer efforts in the field of measurement in education are significant. It is said that up to 1910 almost no measurements except of time and money were made in education. The guidance movement really started about 1908, the same approximate time, then, that tests were beginning to develop. Since it is now recognized that wise council must be based

(1) W.M. Proctor, Educational and Vocational Guidance, p. 89. Boston: Houghton Mifflin Co., 1925

(2) Giles M. Ruch & George D. Stoddard, Tests and Measurements in High School Subjects, p.2. Chicago: World Book Co., 1927

on knowledge of the child, it is apparent that the development of tests and measurements was most important to guidance.

In 1912 the Stanford Revision of the Binet Scale was made. When Terman's book was published, it stimulated training of Binet examiners all over the country. Why this is important to guidance may be understood when one realizes that the general intelligence test enables one to classify a person according to his intelligence in relation to others. It has been found that if a great many cases are tested, the results will follow the "normal curve."

The possibilities for work of certain levels of intelligence have also been classified. Myers says that this has bearing on guidance. A pupil's intelligence will have a great deal to do with his ability to continue his education, since it has been shown that a person with just average intelligence will find a college course or higher technical course beyond him.

"It was found in a recent unpublished study of occupational choices that 51.5 percent of junior high boys who aspired to the professions have intelligence ratings of C plus or lower by the Detroit Alpha tests."(1)

Fryer's classification of occupational levels according to five intelligence levels is interesting:(2)

I. Professional level	Superior intelligence required
II. Technical occupation	High " "

(1) George E. Myers, The Problem of Vocational Guidance, p.220. New York: The Macmillan Co., 1927

(2) D.Fryer, Occupational Intelligence Standards, p. 276, School and Society xxi (May 1925)

III. Skilled occupation	Average intelligence required
IV. Semi-skilled "	Low " "
V. Unskilled "	Inferior " "

Otis had been working on group tests of general intelligence.(1) When the war came he turned all of his materials over to the government. The Army Alpha tests were the result in a large measure of Otis' work and these were in much use in the army and gave such a marvelous opportunity for the testing of their usefulness that the intelligence testing idea was popularized. A great many tests came on the market at the close of the war, among them those of Terman, Thorndike, Otis, and Dearborn.

Since 1915 nearly 500 tests and scales of various kinds have come on the market.(2) Authors in the field classify these according to their purpose. A few of the best known tests which might be useful to the guidance worker will be mentioned.

Vocational tests:

1. Stenquist mechanical aptitude tests
2. Thurstone vocational guidance tests

Arithmetic, algebra, geometry, physics, technical information, psychological examination.

Trade tests:

(These test efficiency already developed, not

(1) Giles M. Ruch and George D. Stoddard, Tests and Measurements in High School Subjects, p.3. Chicago: World Book Co., 1927

(2) Ibid., p.4

potential ability.)

1. Commercial tests

Thurstone clerical examination

Thurstone proficiency tests for typists

2. Army trade tests

(These were used in the army to classify men according to degree of efficiency in their given trade.

Novices, apprentices, journeymen, experts, were the four grades.)

3. Blackstone typewriting tests

Tests of special aptitudes:

1. Music

Seashore tests of talent. These include tests of pitch, intensity, time, consonance, memory, rhythm.

Kwalwasser-Ruch test of musical accomplishment.

2. Downey will temperament tests.

Personality tests:

This is the most difficult type of test to develop and no one as yet claims accuracy. A few interesting tests are on the market.

1. Downey will temperament.

2. Voelker--trustworthiness, testing truthfulness, honesty, reliability, persistence.

3. Snow tests of recklessness.

4. Hughes rating scale.

Achievement tests:

Perhaps among the most valuable are those tests which

enable one to classify the achievement of a child or a class in relation to another child, or class, or city. The best known of these tests are the Stanford achievement tests for reading, arithmetic, nature study and science, history and literature, and language usage.

General intelligence tests

These were mentioned at the beginning and need not be repeated.

This brief listing of the tests is not meant to serve as an evaluation in any sense of the word. It would take long study to present the problem satisfactorily. This listing is for the purpose of giving the reader an idea of the variety and scope of tests on the market. Their exact value for guidance has not as yet been determined. Trade tests, vocational tests, aptitude and personality tests, are as yet not fully efficient and scientific. They are interesting but not completely reliable. The general intelligence tests and the achievement tests are of most value in education today and are more reliable. The important thing to remember for our purpose is that tests should be used negatively rather than positively. That is, they may indicate what one cannot do. As yet they cannot be a perfect guide to what one should do.

Chapter IV

THE GUIDANCE COUNSELOR

One of the most rapidly developing phases of the guidance movement has been that of the position of guidance counselor. The following reports are an attempt to show how the position has developed, training increased and duties become specialized. No attempt has been made to show the ideal counselor. The facts included indicate present practices.

Growth in numbers of counselors

As was mentioned previously, the 1918 report of the commission on reorganization of secondary education stated: Up to the present time few people were trained specifically for counseling. The class-room teacher for counseling is always important. This tendency to use the class-room teacher for counseling was started by the Boston work when, due to hurry in starting the program, and also due to necessary economy, it was found expedient to give the regular teacher a little special training. The use of the classroom teachers in guidance is still prevalent. Of course it is necessary to any well developed plan of guidance and should be one of the most important links in the scheme of things. However, experience has shown that a trained guidance worker is necessary if the work is to

be carried on efficiently. Briggs reported in 1920 (23) that out of 232 junior high schools investigated one-fifth used some one, not a teacher for guidance work. Edgerton and Herr in 1923 studied the guidance situation (23rd year book) and reported that out of 143 public schools system studied they found that 123 schools had full time counselors and 211, part time. (1)

The Biennial survey of education for 1926-28 reports:

"Fewer still (cities) have a program covering all phases of guidance under the direction of one person employed with reference to his special qualifications for the work." (2)

The federal reports do not seem to be very optimistic about the number of trained counselors on the job. However, it is evident from the reports of Briggs and Edgerton that growth is being made in the numbers of counselors employed.

Training of counselors

The earliest training for counselors that is widely known was the Boston Counselor Training course which was first given at Harvard University. The outline of this course is given in the first part of this paper. By

(1) A.H. Edgerton, Vocational Guidance and Vocational Education for the Industries, p.7. National Society for the Study of Education Yearbook, No.23, 1924, Pt.2.

(2) Biennial Survey of Education, p.200. Bureau of Education Bulletin, No.16, 1930. Washington: Bureau of Education.

1923 the National Society for the Study of Education reports that in Pennsylvania a general course in guidance was being given in several of the colleges and normal schools and every effort was being made to place the course in every college and normal school in the state. The report also cites training being given in four Universities. (1)

Columbia University stated that the demand for vocational counselors, alone, was not as yet great enough to warrant a "major" in that field, but demand for advisers was increasing rapidly. Courses which applied to the work were: Problems and methods of vocational guidance; analyses of occupations to provide both vocational information and training in methods to secure information; field studies and research in special phases of vocational guidance; making and applying mental and vocational measurements and tests and the treatment of results; the sociological and psychological foundations of vocational education and guidance; the theory and principles of vocational guidance; principles of practical arts education; the education of women; problems of advisers of girls and women.

"At present the position of counselor is without standards, either in exact definition or function."(2)

(1) A.H. Edgerton, Vocational Guidance and Vocational Education for the Industries, Ch. VI. National Society for the Study of Education Yearbook, No. 23, 1924, Pt. 2, Bloomington, Ill.

(2) Ibid., p. 178.

The University of Michigan also reported that the demand for full-time counselors was not large, though it was increasing. The work was divided into five parts: An introductory course or survey; a study of special problems; a combination of class work and field work in which information concerning occupations is gathered and prepared for use in counseling; seminar courses in which each student makes an investigation of some aspect of vocational guidance; related courses in economics, sociology, psychology, and education. To this list it is planned to add practice work in counseling under supervision, and also the requirement that the student shall have an industrial or business experience.

The Graduate School of Education at Harvard University gave courses in counseling and the organization of guidance, a seminar in Vocational guidance; an individual research course, and a course in education as guidance. In addition, special lectures were given on guidance. In the summer such courses as: "Psychological Methods in Vocational Guidance", "Occupational Information, Research and Surveys", were offered.

"In the files of the Bureau of Vocational Guidance at Harvard University it appears that some thirty individuals and as many institutions have offered courses in vocational guidance." (1)

The University of Chicago reported work

(1) A.H. Edgerton, Vocational Guidance Vocational Education for the Industries, p. 186. National Society for the Study of Education Yearbook, No. 23, 1924, Bloomington, Ill. Public School Publishing Co., pt. 2.

offered in guidance and personnel training as: a course in occupational information, guidance, and placement. The former course was also given by correspondence and courses were offered in extension work.

In 1924 Edgerton found from a survey of the training which 335 counselors had, that special courses included psychology, sociology, economics, industry, educational theory, vocation guidance, occupational surveys and research, vocational information, and advanced or special guidance problems. (1)

In 1924 the national vocational guidance association recommended that a vocational counselor have special training in college with such courses as: The principle of vocational guidance; vocational counseling; organization for vocational guidance; occupational information; research and the survey; the conduct of life career classes; psychology applied to vocational guidance; and special problems in vocational guidance.

In 1925 Proctor stated:

"Great impetus to the demand for courses in educational and vocational guidance in the State of New York has been given by the New York law which creates the position of vocational-guidance teacher, and makes provision for reimbursement to school districts, elementary and secondary, for a part of the salaries paid to such workers. The State Board of Education of California issues a credential in "Educational Research and Guidance" which calls for thirty-one semester hours of graduate work, distributed over edu-

(1) A.H. Edgerton, Vocational Guidance and Counseling, p.183, New York: The Macmillan Co., 1926.

ational, abnormal and industrial psychology, educational statistics, and educational counseling. The Federal Board for Vocational Education has also created a demand for trained guidance-workers through its encouragement of the position of Coordinator in the Smith-Hughes vocational work." (1)

A glance through the college catalogs between 1926 and 1931 reveals interesting facts as to training courses for counselors. Catalogs studied were those of Harvard University, Iowa State University, and Iowa State College, Indiana University, Minnesota University, the University of California, Chicago University, Michigan University, Stanford University. The courses most commonly given were: principles of vocational guidance, vocational education (which usually meant occupations courses), and administration of vocational education. The University of California offered courses in social and moral education as well as graduate courses in vocational education. Chicago University (1930) offered a course in educational and vocational guidance. Stanford (1929), Columbia (1931) offered a course in educational guidance, problems of advisement, and special problems in educational and social guidance. It gives a diploma "Vocational Counselor", also one "Adviser of Women and Girls".

The training of counselors appears to be yet in its infancy. It would seem from a study of the facts that while such courses are being given are mostly in the

(1) William Proctor, Educational and Vocational Guidance, p. 325, Boston: Houghton Mifflin Co., 1925.

vocational field, yet it is hopeful to notice the gradual introduction of courses in educational as well as vocational guidance. Both the University of California and Columbia University are offering courses with a broader guidance value. It is always true that theory keeps ahead of practice, hence it is not surprising that in our study we find the actual training offered to counselors is not adequate to the broad program which the foremost guidance authorities recommend.

Pennsylvania and New York have set up special training requirements for their guidance workers. Pennsylvania provides certification for her counselors (not mandatory, however). Certification requirements are: (1)

For teaching guidance:

1. A teaching certificate
2. Special preparation (18 semester hours in the field of guidance)
 - a. occupations
 - b. introduction to guidance
 - c. labor and personnel
 - d. problems in business
 - e. courses in related subjects (social sciences, commercial education, vocational education)

For guidance counseling:

1. Certificate of standard grade and 18 hours in an approved field of preparation selected from:
 - a. general introduction to guidance
 - b. special technique in guidance
 - c. field studies and application
 - d. organization and administration

Duties of counselors and guidance activities

The change in the guidance emphasis, the

(1) Robert Haprock, A National Program of Guidance, Vocational Guidance Magazine, VI, 9 (April, 1931), 147-149.

increasing importance of the guidance counselor or director, is shown very vividly by a survey of guidance activities and counselor duties from the first work in Boston to the present day. The activities given are not direct quotations, but have in most cases been selected by implication. A study of the whole program suggested by some authors had to be made in order to infer what were considered as the guidance activities and the duties of the counselor.

In the 1910 report of the Boston school committee we infer that the guidance activities of the counselor were:

1. Making records of the vocational interests of the child.
2. Employment supervision and follow-up.
3. Individual interviews.
4. Giving occupational information through book reviews and lectures.

The duties of the Chicago counselor in 1912 according to Allen were: (1)

1. To advise pupils with regard to further training.
2. To place them in a position if return to school could not be effected.
3. Follow-up.
4. To study industrial conditions as they affected youthful careers, and to collect occupational information.

This report showed a slight increase

(1) Frederick J. Allen, Principles and Problems in Vocational Guidance, p. 12. New York: McGraw Hill Inc., 1927.

in the educational emphasis, with much the same vocational activities as were listed for Boston.

The 1918 bulletin on vocational guidance suggests a new activity, that of studying and testing the abilities of pupils.(1) This is significant, showing as it does the influence of the development of tests and measurements and also bringing into the foreground a principle that is now recognized as fundamental in any guidance program: the principle of basing all advice on facts and definite knowledge of the child and his abilities. Other activities mentioned in the report were almost the same as those mentioned before, viz., guidance in relation to occupations, placement, follow-up and employment supervision.

Edgerton made a survey of the guidance activities of 379 junior high schools and 256 senior high schools in 1923. He lists the following: (2)

1. Assisting all pupils in selecting educational opportunities.
2. Offering vocational training programs.
3. Offering vocational placement for part-time and full-time employment.
4. Assisting individuals in choosing vocational possibilities.
5. Surveying local occupational opportunities.
6. Providing some form of employment supervision and follow-up.
7. Studying results of these data and other reports of investigations.
8. Testing pupils' abilities and interests in various ways.

(1) Report of National Commission, Vocational Guidance in the Secondary Schools, p.24. Bureau of Education Bulletin, No. 19, 1918. Washington: Bureau of Education.

(2) A.H.Edgerton, Vocational Guidance and Counseling, p. 39. New York: The Macmillan Co., 1926.

In 1925 Proctor lists the duties of "those who perform the guidance function in the high school" as: (1)

1. The discovery of abilities of children.
2. The adjustment of school tasks to the needs and abilities of children.
3. The co-ordination of school activities with the aims of guidance.
4. The giving of counsel relating to the selection and preparation for a life career motive.
5. The keeping of a usable system of records.
6. The organization and carrying out of an adequate guidance program.

Two points are significant in Proctor's list; the adjustment of school tasks to the needs and abilities of children and the co-ordination of school activities with the aims of guidance. Almost every recognized book on guidance considers the problem of individual differences as an important phase of guidance.

Brewer in the same year suggested that the cardinal objectives should be carried out in all phases of guidance. (2)

From that time on this idea is brought out in most of the well recognized books on guidance.

In 1929 Dr. E. A. Lee, head of the guidance department at the University of California, and his students in the department, sent 900 check lists on the duties of counselors to California principals. 298 were

(1) W.M.Proctor, Educational and Vocational Guidance, p. 318. Boston: Houghton Mifflin Co., 1925.

(2) J.M.Brewer, "Organizing the School for Guidance"., School and Society, XXI (May, 1925), 609-614.

returned and the resulting list with duties, ranked according to importance, is as follows: (1)

1. Interviews
 - a. scholastic
 - b. health
 - c. vocational
 - d. social
 - e. economic
 - f. ethical-moral problems
2. Provision for vocational information
3. Cooperation with agencies of school
 - a. teaching staff
 - b. administrators
 - c. attendance officers
 - d. extra-curricular program
4. Cooperation with agencies outside the school
 - a. the home
 - b. social and professional organizations
 - c. industrial, commercial and professional organizations
5. Research
6. Routine clerical duties
7. Provision for professional growth

(1) "Status of Counseling in the High Schools of California", California Quarterly, iv (June, 1929) 296-306.

Chapter V

PRESENT DAY ORGANIZATION

From a study of present organizations of guidance and of authors in the field, it is discovered that the organization of guidance falls into certain specific functions. There is a variation, but in general all authorities agree as to the essential elements.

The Vocational Guidance Magazine in 1930 stated that successful guidance should be based on personnel, research, counseling, placement and follow-up work, and orientation. (1)

The Biennial Survey of Education for 1926-28 (Bulletin 1930 No. 16) states that a complete guidance program includes studies in occupations, try-out and exploratory experiences, counseling, placement and follow-up work. (2)

The Junior-Senior-High School Clearing House records three phases of guidance work which should be in every school: Personnel records and research, individual counseling and adjustment, and orientation of the

(1) "Guidance in the Senior High School", Vocational Guidance Magazine, IX (November 1930) 51-57.

(2) Biennial Survey of Education, pp.19-24. Bureau of Education Bulletin, No. 16, 1930. Washington: Bureau of Education.

group. (1)

The following report of present day guidance organizations will attempt to record the carrying out of these various phases of guidance in actual practice:

Guidance Bureaus and Personnel

From the Twenty-third Yearbook of the National Society for the Study of Education, we get an account of many organizations: (2)

Atlanta is organized in a department of vocational guidance and research with a director of vocational guidance and research at the head. Vocational counselors and committees in the high school, and teachers and committees in the elementary schools assist.

Boston has a department of vocational guidance with the Boston School Committee at the head; a director of vocational guidance, counselors, and vocational instructors. Guidance, placement and follow-up are the functions carried out.

Pittsburg had a department of Vocational Guidance with a director at the head. Counseling, research, placement follow-up are taken care of.

Proctor, in 1925, mentions the establishment of the following research and guidance bureaus: (3)

(1) Conference Report, Junior-Senior High School Clearing House.V (September, 1930), 30-35.

(2) A.H.Edgerton, Vocational Guidance and Vocational Education from the Industries, Ch.3, U.S.S.E. Yearbook, No.23, 1924.

(3) William M. Proctor, Educational and Vocational Guidance, p. 328, Boston: Houghton Mifflin Co., 1925.

Oakland used the regular class room teachers in her organization. Principles set up were: Testing, statistics and records, special classes, counseling.

Pasadena had a guidance director at the head of her bureau, with research committees made up of class-room teachers and administrative officers. Teachers have guidance responsibilities.

In 1929 New York passed a law permitting the establishment of guidance bureaus.

"The school authorities may establish, conduct, and maintain as a part of the school system a guidance bureau." (1)

The law provided that the bureau should provide information and counsel, records and research, follow-up and employment.

Providence(2) is mentioned as being in the "front rank in the guidance program", having special guidance advisers in both the junior and senior high schools; four psychological advisers. The work is in charge of an assistant superintendent. Testing, placement, follow-up and counsel are well taken care of.

The LaSalle-Peru-Ogelsby schools of Illinois(3) established a bureau of educational counseling

(1) School Laws of New York, No. 957, 1930, Article 21A., section 610, p. 202.

(2) "Providence Leadership in Guidance", Journal of Education, CXIII (February, 1931) p. 136.

(3) "Pupil Personnel Program", School Review, XXXV (June, 1927), 404-406.

in 1923; including educational, vocational, health, social and ethical guidance. This is under a bureau with a director in charge.

Springfield(1) has a director of guidance, a director of psychology and special counselors in both the junior and the senior high schools.

Four states have departments of vocational guidance according to a 1931 report.(2) These are New York, Pennsylvania, Virginia and Ohio.

From the brief mention of the various guidance bureaus and departments, it may be seen that the personnel of guidance includes many individuals: Directors, counselors, psychologists, teachers, are listed in the various schemes. A recent editorial in the Junior-Senior High School Clearing House said: (3)

"Gradually guidance has added to its program. Vocational guidance has expanded into education guidance; health guidance, social guidance and moral guidance. A new term "Personnel" has been introduced to apply to these functions and to the officers charged with the responsibility for them. Personnel administration involves the services of medical inspectors and nurses, of psychiatrists, visiting teachers, placement officers and coordinators of deans, counselors, and homeroom teachers, and even some phases of the curriculum itself."

It is impossible to consider all of the personnel of the guidance program in so brief a paper

(1) H.P.Thomas, "Springfield's Guidance Program," Journal of Education, CXII (December, 1930).

(2) R.Happock, "A National Program of Guidance," Vocational Guidance Magazine, VIX (April, 1931), 147-149.

(3) Editorial, Junior-Senior High School Clearing House, September, 1930, p.3.

but certain officials are common to almost every program of guidance and should be mentioned.

The functions of guidance, counseling, research, placement and follow-up remain the same in the small and in the large school systems. It is in this large system that we have most frequently, the director of guidance.

The guidance director has an executive position. He usually heads the bureau and has under him specialists in the various phases of guidance. The guidance counselors are under the director and carry out the program in their various schools. In the small school the guidance counselor is often also the director. In very small systems the principal becomes the director and a regular teacher, such as the physical education teacher or the home-economics teacher becomes the counselor.

From a study of existing school systems, one realizes that although the titles of the officials vary, and the numbers at work on the various phases of guidance expand according to the size of the cities, the activities and duties incident to guidance should remain the same. In almost every case, the most effective guidance programs recommended are carried on by a department or a committee with a trained leader. In this committee are found chairmen responsible for the various phases of the work. Usually these are testing, records research, placement and fol-

low-up, with the head as adviser or counselor. A report of a conference on guidance at Harvard summer school is so significant as to merit quotation here. Among the members of the conference were some of the best known authorities in the field, Dr. John Brewer, Dr. Jesse B. Davis, and Dr. Richard D. Allen. This report recommended:

"The teacher should do all that she can in guidance, but a trained adviser is also necessary. The adviser is the special assistant to the principal of the school and as completely under his authority as any other teacher." (1)

A department rather than an individual was recommended to head the organization. Advisers should have one period a day for the individual counsel in the junior high school, and two periods a day in the senior high school. Group guidance should be allowed for in two periods a week in the junior high school and one a week in the senior high school. A staff officer responsible to the superintendent should be charged with the administration of guidance.

The most important factor in any guidance program, no matter how simple, is the counselor. As a profession this field is rapidly developing. A study of the counselor has been made previously so no further discussion of duties will be dwelt upon.

The classroom teacher is vital to any

(1) A Conference Report, Junior-Senior High School Clearing House, V (September, 1930), 30-35.

program of guidance. In many systems she is the counselor. In the system where a trained counselor is employed the teacher fulfills her function as a part of the guidance program if she: teaches exploratory courses in academic subjects so as to give the pupil a fair and interesting view into the complete field; introduces the vocation view point in a casual way as it is brought into her courses; keeps in mind social, moral and leadership guidance as she establishes habits of study and conduct, and as she interprets the class work; cooperates with the entire staff in aiding the work of guidance.

The home-room teacher is in some systems the backbone of the scheme. This teacher should have the same children throughout their stay in the school. It is through her that orientation work can be carried on. She can advise on many problems that cannot go to the counselor.

The visiting teacher can be of great benefit to the guidance program. Through her coöperation with the home, problem cases may more easily be solved. The counselor can get from her a knowledge of the children's background which will be of vast help.

This brief summary is of little value unless one can see the actual working out of organized guidance in practice. The following plans of guidance give an idea of the variety of forms of organizations now being successfully used: In 1921 Mr. Harold Holbrook,

chairman of the Committee on Guidance, Superintendent Public Instruction, Harrisburg, Pennsylvania, outlined a plan of guidance with the request that a committee be appointed to develop a program. Five fields were chosen for experimentation. Fundamental concepts agreed upon were: (1)

1. Guidance should have all the objectives of education in view.

2. The participation and cooperation of teachers should be secured.

3. The program should be within reach of the average community.

The Pennsylvania program included formulation of main principles and objectives in the field of guidance, trial of these principles in their adaptations to the various types of communities, development of guidance material, for use of teachers and administrators, based on these trials, and a teacher training program.

The most feasible program for an average school was considered to be:

1. Guidance organization on a committee basis (without special counselors.)

2. In addition the benefit of an experienced teacher's cooperation and advice.

(1) A.H. Edgerton, Vocational Guidance and Vocational Education for the Industries, p. 29ff. National Society for the Study of Education Yearbook, No. 23, 1924. Bloomington, Illinois, Public School Publishing Co.

The committee organization might consist of: a steering committee of supervisors and administrator, or their representatives, if the system is large; a guidance committee with either a director of guidance, or the superintendent of schools as chairman; project committees for the development of materials.

The try-outs were conducted in five Pennsylvania cities. Namely,

Harrisburg:

The general council was divided into sub committees for reports on: (1) Curriculum guidance; (2) Personal analysis, (3) avocational, moral and social guidance; (4) Occupations and vocational information; (5) Community cooperation, school bureau organization, records and reports.

Projects were assigned for the purpose of getting material on the various phases of the problem as it applied to Harrisburg, such as: Vocational opportunities in the Harrisburg district, and the placement problem in Harrisburg.

Hazleton:

The work in Hazleton was carried on under sub committees such as in Harrisburg. A very simple program was organized in the schools under the leadership of guidance committees. Certain teachers were given special assignments for counseling.

Franklin, Mount Union, and Franklin County all reported simple plans of guidance in operation. In every case projects had been carried out and organization was well underway.

Holmes Junior High School

An outstanding experiment in guidance was that of the Holmes Junior High School.(1) In this school an extra period was added to the day as an activity period. One hundred expressional activities were provided from which the students could choose. Four phases of guidance were provided:

1. Personal

One a week the activity period is devoted to the home room. Here the teacher becomes personally acquainted with her children. She familiarizes herself with their records and promotes the morale of her home room. The classroom teacher saves one Wednesday a month for a personal conference with children who need special counsel about their class work.

2. Remedial guidance

The best teachers in the school are in charge of this work, while one teacher gives her entire time to it. It consists in helping those students who have failed by means of "restoratory groups", helping those who

(1) R.L. Lyman, "The Guidance Program of the Holmes Junior High School", School Review, XXXII (February, 1924), 93-104.

are in danger of failing by means of "preventative groups", and giving those who have special interests a chance to develop them in "opportunity groups".

3. Civic guidance

The entire school is organized into a civic union. Every child is given a chance to cooperate in a self-governing union.

4. Cultural guidance

There are over fifty cultural clubs, wherein the student may find expression for his particular interests such as music, dramatics, photography, and other arts.

Cleveland, Ohio

In Cleveland, Ohio, a complete program of pupil counseling had been worked out for vocational guidance as follows:(1)

1. In the junior high school instruction is given in occupations, and an opportunity is given for choice of high schools.
2. The vocational counselor advises with the pupil on his choice of courses.
3. The child is assigned to a home room when he enters high school.
4. The counselor confers with the high school home room

(1) Ferguson, "A Program of Pupil Counseling," School Review, XXXVI (January, 1928), 7-10.

teacher on specific abilities of each child.

5. Orientation helps are given:

- a. A handbook of the school
- b. An auditorium period where he meets the school officers

6. Extra-curricular activities are provided.

7. In the third week he has an informal conference with the counselor.

8. In the middle of the semester the counselor meets groups of pupils to discuss vocational implications of the work.

9. If the student is absent three times the visiting teacher makes a call.

Fresno, California High School (1)

Fresno high school has quite a unique plan of guidance which has proved effective: The school is divided into eight divisions, each with a director. These are: Athletics and physical education; English and library; fine arts; homemaking; foreign language; pre-engineering (mathematics, physics); pre-medic and chemistry. The pupils enroll in the division which they feel is nearest their vocational interest. The director of each division interviews the pupils in her division and guides them.

A study of these various types leads one to the observation that certain technique of guidance applies to the junior high school, certain other technique applies to

(1) S.M.Rabown, "Personal Advisory System in Fresno High School," School Review, XXXIV (December, 1926), 772-776.

the senior high school and certain methods are applicable to both schools.

Junior High School

"Guidance that is sound and beneficial is possible only when junior high schools satisfactorily perform their functions of exploration of each youth's interest, aptitudes and capacities, and reveal to him the possibilities in, and the requirements of, various fields of all the most important kinds." (1)

This quotation states the outstanding method used in guidance in the junior high school. Exploration and try-out courses are fundamental to the modern junior high and are the chief means of guidance.

"This guidance emphasis is favored by 301 of the 379 intermediate and junior high schools which have recently reported from 21 states on the different activities now being offered to their seventh, eighth and ninth grade pupils.

"The majority of these schools report that they are making no special attempt to emphasize proficiency in specific occupations as low as the seventh and eighth grades. This is mainly because of their increasing conviction that occupations offer little to boys and girls under sixteen years of age. During this period the chief emphasis is rather to help all pupils to develop a reasonable amount of perspective and reasoning power in connection with life situations, as a basis for purposeful election of courses, proper choices of occupations, and later adjustments in employment." (2)

In considering the junior high guidance program it is well to remind ourselves of the situations arising in such a school wherein guidance is necessary.

(1) R.H. Briggs, The Great Investment, p.101, Cambridge: Harvard University Press, 1930.

(2) A.H. Edgerton, Vocational Guidance and Vocational Education for the Industries, p.15. National Society for the Study of Education Yearbook, No. 23, 1924. Bloomington, Illinois, Public School Publishing Co.

First, there will be a period of adjustment and orientation, due to the change to the new school. Because of the adolescent period, there will be new emotional and physical strain. A greater variety of courses will be offered and choice of subject matter is allowed for the first time. Some of the students will be dropping out at the end of the junior high years and will need vocational preparation. Many will be deciding on their future schools or future professions. At the end of the junior high period, those who go into high school will be faced with the selection of a new course of studies which may determine whether or not they go on to college or into what work they may enter. One plan which is used in taking care of these situations is the Boston School plan. This illustrates the general principles very well. (1)

Boston Plan for group counseling in Intermediate Schools

Grade VII

The seventh-grade course in guidance is intended to acquaint children with those opportunities which the intermediate school offers them for getting an education and preparing for a place in the world's work.

Unit I. An intensive study of the pupil's intermediate school.

Unit II. What the school gives to pupils.

(1) A.J. Jones, Principles of Guidance, p. 258
New York: McGraw-Hill Co., 1930.

Unit III. An intensive study of the relation of attendance to school success.

Unit IV. Educational information. A study of the courses of the intermediate school.

Unit V. Occupational information (optional).

Unit VI. A study of the value of an education.

Unit VII. A study of the ways of earning money to help secure an education.

Grade VIII

The eighth grade course in guidance is intended to keep before pupils the fact that at the end of this year an important decision must be made. It purposes to give them some basis for this choice. Two factors affect this: adequate educational and vocational information and the recognition of interest and ability.

Unit I. Another view of the pupil's intermediate school.

Unit II. An intensive study of the relation of attendance to school success.

Unit III. Educational information. The study of the Boston School system.

Unit IV. Occupational information. A study of the occupational field.

Unit V. Opportunities in the ninth grade.

Unit VI. Educational information. The value of an education.

Grade IX

Unit I. A study of the pupil's intermediate school.

Unit II. The relation of school work to life.

Unit III. Occupational information. A survey of the field of occupations in Boston.

Unit IV. Educational information.

Part I. The growth of education.

Part II. The detailed study of the Boston High and Trade schools.

Unit V. The relation of school work to life.

This plan shows a method of guiding through definite courses. The oft-mentioned exploratory and try-out courses may apply also to all subject matter. Some schools give brief general courses in all class room subjects, so that the pupil may determine what he wishes to take.

Student activities are used in the junior high school for exploration of abilities. In Tacoma, Washington, a plan is used whereby students keep track of each other's special abilities. Records are kept by a Student Activities Record Corp. This method not only serves to discover abilities in students but develops the habit of looking for good qualities in others, which in itself is invaluable.

Individual counseling is, of course, vital to guidance in the junior high school. It takes place, usually, at crises times such as were mentioned earlier.

Senior High School

While group guidance is emphasized in the junior high school, in the senior high individual guidance has first place.

"Personnel records and research and orientation are still important in the senior high school, but individual counseling is of greater importance because of the difference in educational plans, the complexity of the curriculum, etc." (1)

Although the exploration and try-out activities continue, specialization begins in the high school. It is because of the need of specialization that individual guidance becomes so important.

The vocational emphasis is increased in the senior high school and more specific vocational information is provided.

Present day methods of guidance

Today, exploratory and try-out activities and the use of tests and records are recognized as fundamental to all guidance. Types of guidance emphasized are: "Vocational-educational, health, leisure-time, ethical and leadership." The emphasis in the junior high school is different from that in the senior high school. The brief summaries which follow are intended to show current practices in these various branches of guidance.

(1) Junior-Senior High School Clearing House editorial.

Exploratory and try-out courses

One of the most important developments in education in this century has been that of exploratory and try-out courses. Although they are used most frequently in the junior high school, they are used in all schools to some degree. They are fundamental to guidance. All courses have some explanatory and try-out value. If all subjects were taught with this value in mind, new abilities and interests of the child would be discovered. Jones says:

"These activities perform three chief functions: Securing facts about the individual; (2) securing facts about courses and schools and about occupations; (3) guiding the individual. These functions are, however, not distinct; they are parts of the same process. This may be shown by taking any activity that is classified as exploratory. The pre-modern language course listed among those used in Okmulgee shows these three functions very clearly: (1) It reveals to the teacher and to the individual the presence or absence of the capacities, aptitudes and interests, required in the activities comprised under the study. (2) It enables the student to know by actual experience something about what he would have to do if he went on to a study of French, German or Spanish, and also some of the things he would have to do if he wanted to go out to college or university. (3) By the very process of exploration and try-out, it furnishes the best basis for intelligent choice by the individual himself and this becomes a part of the guidance process." (1)

The plan referred to consists of a service of short-unit finding courses in all sorts of phases of school work. In some places short-unit courses are being given in all curricular subjects. The Committee on Guidance of the National Association of Secondary-school principles says of

(1) A.J. Jones, Principles of Guidance, pp. 109-110
New York: McGraw-Hill, 1930.

them:

"Short-unit courses of half a semester or a whole semester are another type of exploratory activity frequently employed to test the aptitudes of pupils for the elective courses in the junior and senior high school programs of studies. The short-unit courses provide from four to eight exploratory experiences for pupils in the seventh and eighth years. They are short exposure courses and usually elective. Their specific purpose is exploratory experiences for pupils. They are not usually component parts of the core curriculum. The very nature of the courses does not guarantee their continuity. They become a minor part of the whole experience of junior-high school pupils. The elective principles involved will assure all pupils some exploratory experiences, but it cannot assure all pupils of a continuous and progressive core curriculum of constants." (1)

Use of tests and records

Fundamental to all methods of guidance is the use of facts about the individual as a basis for guidance. A complete record of school success, a record of attendance, a health record, results of intelligence tests, aptitude and interest tests, reports of teachers as to leadership and personality, a record of extra-curricular activities are used now as a basis for advice.

Specific methods used for the various types of Guidance

I. Vocational

- a. The exploration and try-out courses with particular emphasis on vocational application.
- b. Vocational information through:

(1) Report of the Committee on Guidance in Secondary Schools, p. 36. National Association of Secondary School Principals Bulletin, No. 19, 1928. Berwyn, Illinois,; National Association of Secondary-School Principals.

1. Life-career classes
2. The occupational survey
3. Books and magazine articles
4. Vocational clubs
5. Visits to factories and shops
6. Use of motion pictures
7. Talks by business men
- c. Vocational training by means of:
 1. Try-out courses
 2. Extension courses
- d. Counseling
- e. Placement and follow-up

II. Educational

- a. Exploration courses
- b. Courses in school opportunities
 1. Opportunities in the present school
 2. Opportunities in higher institutions
- c. Counseling
 1. Choice of course of study
 2. Choice of next school
 3. Adjustment to present schedule
- d. Stay-in-School Campaigns

III. Health

- a. Courses in
 1. Physical hygiene
 2. Mental hygiene

3. Sex hygiene

- b. Medical inspection and record keeping
- c. Teacher observation and use of health rules in the comfort of her room and in activity and posture of students
- d. Physical training

IV. Leisure

This type of guidance is falling mostly on the physical education teacher and the home room teacher at present. Although the methods have not been completely worked out, current plans are:

- a. Extra-curricular activities
 - 1. Cultural, avocational and social
- b. Courses in social usage
- c. Physical education
 - 1. Developing avocational interests
 - 2. Teaching "after-school" recreation (such sports as may be used for individual as well as group recreation.)
- d. Exploration of regular subjects. (The teacher should aim to help her students to discover the leisure time value of certain subjects, e.g. the selection of good current literature.)
- e. Appreciation talks
- f. Assembly program for featuring:
 - 1. Interesting facts being taught in various courses

2. Outside speakers who have succeeded in avocation-
al lines

3. Hobby talks by students or speakers

V. Moral and ethical

a. Student government and student activities

b. Direct instruction

1. through regular subject matter

2. special assembly programs

3. classes in ethics (not considered to be very
effective.)

c. Individual counseling

VI. Civic and leadership

a. Extra-curricular activities

b. Emphasizing development of leadership and civic
consciousness

c. Organization of school into a civic union

CONCLUSION

The growth of the guidance movement has been traced from its earliest development to the present day. It has been discovered that, before the organized movement, guidance took place in the schools under the teacher and principal, although it was unrecognized as such. The need for more practical education was felt as early as the seventeenth century and was recognized in our own country. Industrial courses were offered in our secondary schools in the latter part of the nineteenth century to fill this need. In 1908, the real vocational guidance movement had its birth with Frank Parsons as the instigator. Vocational guidance led to the realization that one cannot prepare a child for life work without preparing him for life. The reorganization movement in education brought reorganization to the curriculum; the establishment of the junior high schools, analyses of the whole educational system and resulting formulations of aims and objectives. All these contributed to the vocational guidance movement, which was slowly broadening. Research, new developments, social conditions, all led inevitably to the new idea of guidance in every phase of school life.

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