Date Due

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TEACHER-COUNSELOR MANUAL

for

A High-School Guidance Program

Sponsored by

STUDENT PERSONNEL DIVISION
Colorado State College
Fort Collins
TEACHER-COUNSELOR MANUAL

for

A HIGH-SCHOOL GUIDANCE PROGRAM

Sponsored by the

STUDENT PERSONNEL DIVISION

of the

COLORADO STATE COLLEGE

Fort Collins

(Prepared by James A. McCain, Dean of Student Personnel, and Arthur H. Brayfield, Assistant Dean, Colorado State College.)
"...In the first place, no two persons are born exactly alike, but each differs from each in natural endowments, one being suited for one occupation and another for another...Now is it not of the greatest moment that the work of war should be done well? Will it not also require natural endowments suited to this particular occupation?

"Then, apparently, it will belong to us to choose out, if we can, that special order of natural endowments which qualifies its possessors for the guardianship of the state."

Plato's Republic, Book II

"...it is certainly of fundamental importance to distinguish the peculiar gifts of individual pupils.

"In the task of training these no one will dissuade us from arranging a definite choice of studies. One pupil will be better fitted for the study of history, another will have a gift for poetry, another will find the study of law profitable, some perhaps should be sent to work in the fields. The teacher of rhetoric will separate these gifts just as the trainer we have spoken of will turn out a runner or a boxer or a wrestler or some other type of athlete for the sacred games."

Quintilian's Institutes of Oratory, Book II
Table of Contents

I. The problem of Inadequate Guidance
   A. Evidence of Lack of Guidance
   B. Results of Lack of or Ineffectual Guidance
   C. Eleven Blind Spots
   D. Importance of Personality Qualities

II. Elements of a Guidance Program
   A. Objectives of Vocational and Educational Guidance
   B. Individual Inventory
   C. A Knowledge of Available Educational and Training Opportunities
   D. Counseling

III. Tools and Techniques of the Guidance Program
   A. Routine High School Records
   B. Teacher's Observations
   C. The Vocational Inventory Blank
   D. High-School Grades
   E. Tests
      1. Otis Self-Administering Test of Mental Ability
      2. Iowa High School Content Examinations
      3. Interest Tests
      4. General Considerations in Using Test Scores
   F. The Interview

IV. Bibliography

V. Appendix: The Vocational Inventory Blank

(8611-41)
I. THE PROBLEM OF INADEQUATE GUIDANCE

A. Evidence of Lack of Guidance

1. Of the youth surveyed in Maryland, 77.3 per cent had received no guidance; 87.3 per cent of the farm youth and 83.6 per cent of the village youth had received no guidance. Of the seventh grade youth one out of ten received guidance; ninth grade youth, two out of ten; twelfth grade youth, three out of ten; and of youth four or more years out of high school, four out of ten.

2. Moe and Brockmann from a survey of 7912 boys and girls in 143 large and small communities conclude: "Although accepted as one of the most urgent needs of the present educational system, organized guidance services are actually offering perceptible benefits to less than 20 per cent of the total secondary school and college population investigated in 29 states." (Grayson N. Kefauver, editor. Guidance in Educational Institutions, p. 242.)

3. In January 1938, Fortune magazine conducted a survey in which a representative sample of people were asked the following question: If you could go back to age 18 and start over, would you start a different career or occupation? The results:

<table>
<thead>
<tr>
<th></th>
<th>% Yes</th>
<th>% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total group</td>
<td>41.0</td>
<td>39.2</td>
</tr>
<tr>
<td>Men</td>
<td>44.8</td>
<td>34.9</td>
</tr>
<tr>
<td>Women</td>
<td>37.0</td>
<td>43.5</td>
</tr>
</tbody>
</table>

B. Results of Lack of or Ineffectual Guidance.

1. The difficulty which public employment service analysts in St. Louis had in classifying youths occupationally on the basis of either vocational preparation or actual work experience indicates need for vocational counseling. These analysts assume justifiably that those youth who could not be classified occupationally were in need of vocational counseling. The following table graphically illustrates this need for guidance. It is a percentage distribution, by age, of 4,000 youth, 16 to 25, who needed job counseling services when they registered at the placement offices in 1938.

<table>
<thead>
<tr>
<th>Age</th>
<th>Percent</th>
<th>Age</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>99</td>
<td>21</td>
<td>49</td>
</tr>
<tr>
<td>17</td>
<td>94</td>
<td>22</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>87</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>19</td>
<td>76</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>20</td>
<td>61</td>
<td>25</td>
<td>28</td>
</tr>
</tbody>
</table>

(From Bell. Matching Youth and Jobs, p. 3.)

2. Of the youth in the Maryland survey those who had received guidance in school placed a higher economic value on their school-
ing than those who did not. Of those who said that their schooling had been a great help economically, 25.9 per cent had received no guidance and 45.3 per cent had received guidance. (Bell. *Youth Tell Their Story.* p. 78.)

3. Many studies demonstrate the wide discrepancy between the occupations to which youth aspire and the occupational opportunities open to youth. Bell listed the ten occupations most frequently preferred and the ten occupations most frequently followed by the male youth in Maryland. The following table indicates that not a single occupation in the first list is to be found in the second.

<table>
<thead>
<tr>
<th>Occupations preferred</th>
<th>Occupations followed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineer</td>
<td>Farm laborer</td>
</tr>
<tr>
<td>Mechanic</td>
<td>Industrial laborer</td>
</tr>
<tr>
<td>Farm owner</td>
<td>Inside salesperson</td>
</tr>
<tr>
<td>Aviator</td>
<td>Unpaid family worker</td>
</tr>
<tr>
<td>Physician</td>
<td>Textile operative</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Clerk</td>
</tr>
<tr>
<td>Electrician</td>
<td>Truck driver</td>
</tr>
<tr>
<td>Teacher</td>
<td>WPA</td>
</tr>
<tr>
<td>Musician</td>
<td>Helper</td>
</tr>
<tr>
<td>Machinist</td>
<td>CCC</td>
</tr>
</tbody>
</table>

(Bell. *Youth Tell Their Story.* p. 134.)

4. Bingham surveyed the occupational choices of 1,000 boys and compared these choices with the actual number of men employed in the occupations listed, with the following tabular results:

<table>
<thead>
<tr>
<th>Choices per 1,000</th>
<th>Men Workers per 1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician........</td>
<td>105</td>
</tr>
<tr>
<td>Lawyer...........</td>
<td>64</td>
</tr>
<tr>
<td>Auto mechanic....</td>
<td>51</td>
</tr>
<tr>
<td>Truck-driver and chauffeur..</td>
<td>2</td>
</tr>
<tr>
<td>Electrician.......</td>
<td>33</td>
</tr>
<tr>
<td>Stenographer......</td>
<td>13</td>
</tr>
<tr>
<td>Clerk...............</td>
<td>4</td>
</tr>
<tr>
<td>Salesman...........</td>
<td>6</td>
</tr>
<tr>
<td>Retail dealer......</td>
<td>5</td>
</tr>
<tr>
<td>Barber...............</td>
<td>5</td>
</tr>
</tbody>
</table>

(Bingham. *Attitude and Aptitude Testing.* p. 108.)

5. A survey made of students enrolled in the high schools of a large eastern city in 1938-39 revealed that 57 per cent of them were preparing for careers which normally absorb less than one-sixth (14.9 per cent) of the city's workers. (Bell. *Matching* *Youth and Jobs.* p. 139.)
6. Many studies demonstrate that high school students have a tendency to choose occupations of a higher level than their abilities warrant. For example, a survey of 2,060 St. Paul Central High School students revealed that 50 per cent of them chose an occupation in the higher categories of abstract intelligence although less than 30 per cent will be able to find employment in these categories.

7. A survey of students in the same institution reveals the following: "Of the boys in the group between I.Q.'s of 100-109, 56% chose occupations above expectation. Of the boys in I.Q. group 90-99, 38% chose occupations at the professional level. Fifty per cent of the boys with I.Q.'s above 120 chose occupations below their intelligence level." This indicates that some high school students need "up-grading" and some need "down-grading." (Hahn. The Development of a Clinical Student Personnel Program at the Senior High School Level. p. 28.)

8. The famous Carnegie study of high school and college students of Pennsylvania offers striking evidence that whereas many high school graduates now enrolling in colleges lack the ability to profit from college education, numbers of high school graduates not now going to college should be encouraged to do so. The following is worth quoting in its entirety:

"The facts indicate that Pennsylvania colleges are making many investments in human education when other material is far more promising. Pennsylvania arts colleges alone took nearly 4,000 of the high-school group tested in 1928. They accepted nearly 1,000 with test scores below the average of all who did not go to a college of any sort, and they overlooked 3,000 pupils with better scores than the average of the 4,000 whom they did take. Furthermore, these 3,000 pupils had not merely higher scores than the lower half of the college group; they kept pace with the better college students to the very top of nearly every distribution. In other words, if we may believe the tests, the colleges may not now be enrolling too many persons, but to the extent of at least one-third of their enrolment, they are certainly dealing with the less capable."

(Learned and Wood. The Student and His Knowledge. p. 61.)

9. Student mortality figures reflect the waste of both human and vocational education resources resulting from inadequate guidance. The U. S. Office of Education study of school mortality showed that three-fourths of the nation's children left school by the end of the eighth grade and one-half of the students who entered high school left it before graduation. An Office of Education study of college student mortality reveals that of 15,535 students enrolled in twenty-five higher institutions in 1932 only 31.6 per cent received degrees during or at the end of the four years at the institution at which they first enrolled. Approximately one out of three dropped out by the end of the first year and one-half by the end of the second year. (McNeely. College Student Mortality. 1937. No. 11.)
C. Eleven Blind Spots

The above summaries indicate the extent to which youth are haphazard in the selection of a vocation. The following eleven blind spots are responsible for much of youth's faulty thinking about occupations. Counselors should be on the lookout for the influence of one or more of these fallacies upon the occupational choice of youths they are advising:

1. **The Outdoors Fallacy:** Many youths select such fields as forestry, archaeology, and civil engineering because they believe these to be out-of-door jobs, and are sure they would be unhappy working indoors. Counselors should remember that interests change with age, and that even in such occupations as the above, most of the field work is done by beginners only.

2. **Occupations in the News:** Many youths are attracted to occupations being currently featured in newspaper articles. Present examples are defense jobs such as aircraft manufacturing, and explosives chemistry.

3. **The Appeal of Glamour and Adventure:** Many youths aspire to become G-Men, Secret Agents, interpreters, airline hostesses, fashion experts, and columnists because of the glamour and excitement associated with such jobs. They should be told that most such positions are the reward of achievement in less romantic work. Fashion experts are often graduates of college home economics courses; columnists usually began as newspaper reporters; many F.B.I. agents are law graduates.

4. **The White Collar Prejudice:** Too many youths assume that only white-collar jobs are dignified and respectable. In hours, wages earned, and service rendered, some skilled and semi-skilled jobs offer greater satisfaction than many white-collar jobs. Youths adapted to the former would often fail in the latter.

5. **Occupations of the Future:** "Gyp training schools" that perennially capitalize on youths' interest in jobs of the future are currently "plugging" television, air-conditioning, and diesel engineering. Youth should know that engineering jobs in these fields call for basic engineering training for which there is no effective short-cut. Furthermore, experienced men in related occupations are usually available for many jobs developing in "new" fields.

6. **Mistaken Aptitudes:** Youths outstanding in high school homemaking and agriculture classes are often advised to major in these fields in college. Skill in industrial arts is often interpreted as indicative of engineering ability. These youth should be told that 4-year college home economics and agriculture courses are more scientific than practical; engineering requires mathematical ability.

7. **One-Track Ambition:** Youths should be guided towards occupational fields rather than a specific vocation. One student might be equally successful in each of the following related vocations: medicine, dentistry, pharmacy, veterinary medicine, and chemistry. Instead of
selecting such a specialized branch of engineering as radio or automotive, the student should be directed towards electrical or mechanical engineering. Broadening the student's knowledge of the scope and variety of occupations will often correct this tendency.

8. **The Immediate Chance**: Youths should be cautioned against choosing an occupational field because it is one currently offering the most job opportunities. Usually, thousands of other youths with the same information do likewise, and the occupation becomes one of the most crowded in less time than it would take to acquire the necessary training. A youth consistently has his best chance for employment in the vocation for which he is best equipped by abilities, aptitudes, and interests.

9. **Crystal Gazing**: Some youths need to be cautioned against seeking guidance from phrenologists, palm readers, and fortune tellers. Likewise, youths and their parents should place no confidence in so-called vocational counselors engaged in this work primarily for private profit.

10. **Parental False Hopes**: Impediments to effective guidance are the many parents who set for their children goals beyond their reach or incompatible with their aptitudes and interests. They forget that the occupational field for which he is best adapted is that in which a youth's chances for service and satisfaction are greatest.

11. **The Alger Tradition**: The Horatio Alger philosophy that any youth could succeed in any occupation if he possessed sufficient energy, enterprise and ambition is a misapplication of the American belief that all men are created equal. Occupational research has proved that different occupational fields require different qualifications. Vocational guidance is effective only if directed towards matching a youth's individual pattern of abilities, aptitudes, and interests with the requirements of an occupational field.

D. **Importance of Personality Qualities**

Vocational guidance and vocational training alone are insufficient guarantee of occupational adjustment. This is demonstrated by the survey recently made of causes of the discharge and deficiencies preventing promotion of the employees of 76 large eastern corporations. This revealed that 10.1 per cent of the dismissals were caused by lack of specific skill; 39.9 per cent were due to personality and character deficiencies. Lack of specific skills prevented promotion of 23.5 per cent of the employees; personality and character deficiency prevented promotions for 76.5 per cent. Following are the twelve character deficiencies responsible for most of the dismissals: (1.) careless, (2.) non-cooperation, (3.) laziness, (4.) absence for cause other than illness, (5.) dishonest, (6.) attention to outside things, (7.) lack of initiative, (8.) lack of ambition, (9.) tardiness, (10.) lack of courtesy, (11.) lack of loyalty, (12.) insufficient care of and improper clothes.

(Excerpt from the R-2 Bulletin, Rocky Mountain Region, United States Forest Service, January., 1936.)
II. ELEMENTS OF A GUIDANCE PROGRAM

A. Objectives of Vocational and Educational Guidance

1. The objectives of educational and vocational guidance: "to find for the student that educational or occupational group in which his chances of growth, satisfaction, and successful competition are greatest; to discover, alleviate, prevent, or cure the extra-educational and educational problems that tend to depress his achievement within the educational or occupational group." (Staff of the General College, University of Minnesota. Report on Problems and Progress of the General College. p. 9.)

2. The ideal plan for the vocational guidance of youth has been well expressed in the following: "The theory of vocational guidance that has taken form in recent years presupposes that each boy (or girl) as he progresses through school, will be carefully watched and analyzed by trained counselors with respect to his interests, aptitudes, and personal qualities, and that these counselors, having a thorough understanding of the requirements and opportunities of the labor market, will eventually advise him concerning the kind of service or labor for which he is best fitted and will assist him in preparing for it." (Davidson and Anderson. Occupational Mobility in an American Community. p. 169.)

3. The three basic elements of a guidance program are indicated by the above. The first is an analysis of the individual student (or the Individual Inventory). The second is a knowledge of training and occupational opportunities to which a student has access. The third is the counseling of the student. Too many guidance programs in the past have been directed largely towards furnishing students with information about colleges and about jobs. Such programs have given little consideration to determining the qualifications of individual students. To be effective, a guidance program must begin with an analysis of the individual student's abilities, aptitudes, and interests and must be directed toward matching these characteristics of the student with the occupational field for which they best adapt him; These three elements of a guidance program are outlined below.

B. Individual Inventory

1. The information about the student thought to be of value for guidance purposes and which the student's personal inventory should contain is the following: "(1.) family and cultural background, (2.) physical and medical history, (3.) marks in school subjects, (4.) extra curricular activities, (5.) mental test scores, including the diagnosis of strengths and weaknesses in different traits, (6.) achievement test scores, (7.) interests, (8.) special talents as evidenced by actual accomplishments." (Ruch and Segel. Minimum Essentials of the Individual Inventory in Guidance. p. 11.)

2. The opportunity which the teacher-counselor, especially in the smaller high school, has for observing the student and becoming familiar with his background is an invaluable supplement to individual inventories.
"Records are an aid to, but not a substitute for, a personal knowledge and understanding of a child by the counselor." (Ruch and Segel, Minimum Essentials of the Individual Inventory in Guidance, p. 10.)

C. Knowledge of Available Educational and Training Opportunities

1. "The counselor maintains a complete file of information relative to educational institutions and training facilities at all levels. The file includes such material as (1.) school and college catalogs, (2.) educational directories and handbooks of private schools, and (3.) information concerning technical and trade schools. Locating school and college scholarships is a part of the guidance service." (Chapman, Guidance Programs for Rural High Schools, p. 10.)

Use should be made of those field representatives of the colleges in the area whose objective is the counseling of high school seniors rather than increasing enrolments. Conferences with these field men can be of definite value to high school seniors who show promise of success in college and appear adapted to the type of training offered by the college represented. A senior day or guidance conference program is an effective medium for bringing together students and representatives of colleges and other training institutions for which these students are adapted.

2. The work of the guidance program so far as it relates to occupational information has three functions as follows: "(1.) Securing facts about local employment opportunities; (2.) collecting and cataloging information about occupations; and (3.) presenting the information to the pupils." Three valuable aids to the guidance program in providing occupational information are: (1.) a local occupations survey to determine employment opportunities in the immediate area; (2.) access to Occupations magazine, Vocational Trends, or other periodicals reporting on job trends, and utilization of the services of Science Research Associates, 1700 Prairie Avenue, Chicago, (a national clearing house for occupational information) and guidance leaflets and bulletins prepared by the U. S. Office of Education; (3.) close cooperation with public employment offices in the area.

"Other methods of presenting occupational information are used. For example, (1.) interviews are arranged for pupils; (2.) speakers are invited to the school to make talks on the occupations in which they are engaged; and (3.) trips in school busses are made to nearby industrial centers." (Passages in quotations are from Chapman, Guidance Programs for Rural High School, pp. 6-7.)

D. Counseling

1. "Counseling is a personal and dynamic relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger, or less mature, or more troubled of the two is aided to a self-determined resolution of his problem." (Grayson N. Kefauver, editor, Guidance in Educational Institutions, p. 181.)
2. More specifically in the guidance program herein outlined counseling "is the task of making it possible for each pupil, in formulating a plan of personal adjustment, to utilize all the facts that the school has been able to secure concerning (1.) the individual himself and (2.) the world in which he lives." (Chapman. Guidance Programs for Rural High Schools. p. 9.)

3. In terms of what the student should do following high school graduation, the counselor should attempt to identify him on the basis of his abilities, aptitudes, and interests with one of three broad groups, and further, to classify him within one of these groups as indicated by the following outline.

a. Immediate employment
   (1) Utilizing high school vocational training, i.e., agriculture, commerce, or diversified occupations training.
   (2) Acquiring vocational proficiency as a beginner or apprentice.
   (3) Securing a job in which competence has been acquired through part-time or summer employment.

b. Non-college training.
   (1) High school post graduate.
   (2) Technical or trade.
   (3) Nurses.
   (4) Commercial and business.
   (5) Cosmotology.
   (6) Fine arts.
   (7) Extension or correspondence courses.

c. College and university training
   (1) Two-year terminal courses in junior and four-year colleges.
   (2) Liberal arts courses.
   (3) Technical and scientific courses.
   (4) Professional courses.
   (5) Teacher-training courses.
   (6) Fine arts courses.
III. TOOLS AND TECHNIQUES OF THE GUIDANCE PROGRAM

Introduction: This section analyzes the guidance tools and techniques already available to the high school counselor and those to be placed at his disposal through this guidance program. Included are suggestions for using and interpreting these instruments. The following six sources of information about the student, useful in counseling him, are:

- Routine high school records
- Teacher's observations
- The vocational inventory blank
- High school grades
- Tests
  - General Ability
  - Achievement and Aptitude
  - Vocational Interest
- The Interview

A. Routine High School Records: Generally, such records contain information about the student's family and cultural background and physical and medical history, items often having vocational significance and furnishing a setting for interpretation of other data concerning the student.

B. Teacher's Observations: Whether these observations are recorded systematically or not, the teacher has a rare opportunity for insight into the student's personality. Of significance are such characteristics as the promptness with which the student attends to his work, his willingness to enter into group activities, his leadership ability, and his emotional control.

C. The Vocational Inventory Blank: Under four headings this blank assembles data pertinent to the student's vocational and educational planning. Even if it served no other purpose, this blank would impress students with the importance of scientific vocational choice and stimulate them to serious consideration of their own plans. Following are suggestions regarding the significance of these sections.

1. Leisure-time Activities: The items checked by the student may reveal a vocationally significant pattern. The table below suggests relationships between the student's activity record and specific occupations.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Vocations utilizing experience gained in the activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>Professional athletics, physical education positions, including coaching and camp work</td>
</tr>
<tr>
<td>Dramatics</td>
<td>Teaching dramatics, work on stage and screen</td>
</tr>
<tr>
<td>School paper and annual</td>
<td>Journalism, editor of house organs, etc.</td>
</tr>
<tr>
<td>School band and orchestra</td>
<td>Various positions in the field of music</td>
</tr>
<tr>
<td>School politics</td>
<td>Political careers</td>
</tr>
<tr>
<td>Debating</td>
<td>Public speaking aspects on a large number of positions.</td>
</tr>
<tr>
<td>&quot;Y&quot; work and religious activities in the school</td>
<td>Positions in church work, boys' work, girls' work.</td>
</tr>
<tr>
<td>Foreign language clubs</td>
<td>Teaching foreign languages, and positions requiring knowledge of foreign languages.</td>
</tr>
<tr>
<td>Other subject-matter clubs</td>
<td>Positions utilizing given types of subject-matter competence</td>
</tr>
<tr>
<td>Social activities</td>
<td>Positions requiring finesses in dealing with people, sales, politics, executive, etc.</td>
</tr>
<tr>
<td>Hobby clubs</td>
<td>Positions utilizing skills and knowledge acquired in a given type of hobby.</td>
</tr>
<tr>
<td>Secretarial work, financial management and advertising work in connection with student organization.</td>
<td>Business positions</td>
</tr>
</tbody>
</table>
2. Vocational Interests: In this section the student gives his own conception of his interest patterns. The counselor should be on guard against evidence of such faulty thinking as has been listed under the eleven "Blind Spots." Following are suggested uses of this section.

a. Broad interest patterns are emphasized rather than a specific job. For example, the counselor can interpret a student's preference for occupations involving mechanical and manual activities to include any skilled or semi-skilled jobs in the automotive industry rather than one specific occupation such as pattern-making.

b. The counselor will sometimes find a conflict between the student's expressed vocational choice and his expressed major field of interest. For example, the student may make a vocational choice of mechanical engineering. However, he may say his interest preference is for jobs involving social service activities. This may mean that he has chosen engineering because of the job opportunities rather than because of a genuine interest.

c. The counselor may attach some vocational significance to the student's likes and dislikes of certain school subjects. The student's job history also is suggestive.

3. Special Abilities: This section has a variety of uses:

a. It encourages the student to choose an occupational field in terms of his special abilities or aptitudes. For example, many students who possess mechanical and manual ability think themselves qualified for engineering. However, by pointing out that high mathematical ability is a more essential qualification for engineering, the counselor may save the student from an unwise choice.

b. Emphasis is upon the analysis of the individual rather than upon the study of occupations. The student is encouraged first to study himself to see what his strong points are and then to look for the occupations which require his particular pattern of abilities and interests.

c. This section is a taking-off place for the counselor in bringing together information about the student. If a student rates himself highly in science and mathematical ability, the counselor will examine the more objective test data to determine whether the student actually possesses such ability. Again, if a student rates himself highly in constructive and mechanical ability and in manual skills, his shop work and mechanical drawing record should be inspected. Another example is the student who rates himself highly in verbal and linguistic ability. Reference to his general ability scores, his English achievement test scores, and his grades in English and foreign languages will check this. Pointing out to the student discrepancies between self-ratings and the objective evidence may convince him that he should look for alternatives. As with the use of all such rating devices, precautions should be taken in interpreting these self-ratings. These should be thought of as leads for gathering further information rather than as definite statements of fact.
4. Vocational Plans: This information saves much time prior to interviewing the student by enabling the counselor to investigate the suitability of a student's plans following graduation.

a. In the light of all the information which he has about the student, the counselor will investigate the wisdom of his vocational choice. This means considering the student's reasons for his choice, its certainty, and the source of the student's information about the vocation. At this point the counselor will keep in mind the eleven "Blind Spots."

b. The counselor will check how closely the student's plans for further training are in line with his ability to master such training.

c. The student is given an opportunity to indicate what information and advice he needs. This sometimes is a starting point for the interview.

D. High School Grades. High school grades have two important guidance uses, a general and a specific.

1. The student's rank in his high school graduating class is probably the best single indicator of what he will do scholastically in the future. This relationship is shown in the following table compiled from Colorado State College freshman records:

<table>
<thead>
<tr>
<th>High School Quartile</th>
<th>% making C average or better 1st semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>86</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

This indicates that the student who ranks in the bottom fourth of his class has only one chance in ten of making a "C" average in college. Students ranking in the lower half of their high school graduating class are likely to have difficulty with college work. On the other hand, students in the upper quarter of their graduating class should definitely be encouraged to take college training. However, where senior classes are small, objective test data should be the deciding factor for guidance.

2. Grades in specific subjects furnish a profile of the student's strengths and weaknesses. A student may have low grades in a foreign language, but high grades in science. If he has a high level of general ability and is interested in studying forestry, this language weakness will probably not be too serious a handicap. Similarly, the student who is extremely weak in his academic subjects, but is a straight "A" student in vocational courses, may be encouraged to seek further vocational or trade training. Thus, the girl who is outstanding in commercial subjects but average in academic work might be good material for a business school course. The girl who does well in art courses but who has only average or lower grades in her other work may possibly be encouraged to get training in cosmetology or an art school.
E. Tests. Tests are in reality judgment-making devices. They are short samples of behavior which enable the counselor to predict subsequent performance. For example, standing on a clerical aptitude test is indicative of the probability of success in mastering commercial subjects.

How Tests Work

The following table shows the predictive value of a general clerical test. It gives the scores of 99 Frederick High School pupils on a general clerical test battery, by average school grades in commercial subjects (April 1939):

<table>
<thead>
<tr>
<th>Average Grade in Commercial Subjects</th>
<th>STANDING ON GENERAL CLERICAL TEST BATTERY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>A</td>
<td>100</td>
</tr>
<tr>
<td>B</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>100</td>
</tr>
<tr>
<td>D</td>
<td>100</td>
</tr>
</tbody>
</table>

(Bell, Howard H. Matching Youth and Jobs. 1940. p. 221)

It can be seen that of those students receiving "A" grades in commercial subjects, 78% scored in the upper third on the test, while 22% scored in the middle third. No students in the lower third received "A's". On the other hand, of those students receiving "D's", 59% stood in the lower third on the test, 33% stood in the middle third, and only 8% were from the upper third. This table graphically shows why test scores are helpful in predicting success later on in school or college work.

While one test score alone is insufficient information for final judgments, knowledge of such a score should partially reduce errors in advising students. Test data merely supplements the other information gathered by the counselor as a basis for student guidance.

Tests Used in This Program

Three types of tests have been assembled for use in this guidance program. One, the Otis Self-Administering Test of Mental Ability provides a measure of the student's general ability. This information is important because different occupational fields require different levels of ability, ranging from the professions at the top to unskilled labor at the bottom. Second are the Iowa High School Content Examinations. These measure the student's achievement and capacities for learning in four subject matter fields: English, mathematics, science, and social science. Even the student with the highest level of ability is seldom equally capable in all subject-matter areas. A student, therefore, should be directed towards occupations in terms of his measured aptitudes in broad subject-matter fields. The third type of tests are those measuring a student's interests. It has been found that a student's chance of success in a course of study or occupation is related to the extent of the similarity of his interests to the interests of those who have succeeded in that course or occupation. Following is more detailed information about the significance and interpretation of these tests:
The Otis Self-Administering Test of Mental Ability, Higher Examination, for grades nine to twelve, is a measure of "general academic ability," expressed in terms of the I.Q. The time limit for the total test is thirty minutes. In administering this test, the manual of instructions should be followed carefully.

This test has been very useful in predicting a student's success in high school and college. Its use in making predictions in high school is illustrated by the following table:

**GENERALIZATIONS BASED UPON INTELLIGENCE QUOTIENTS IN THE GUIDANCE CLINIC OF CENTRAL HIGH SCHOOL, ST. PAUL, IN REGARD TO ACADEMIC SUCCESS IN THAT SCHOOL.**

1. A tenth grade student with an I.Q. above 107 has twice as good a chance of becoming a senior as one who falls below this level.

2. A tenth grade student with an I.Q. below 100 has 1 chance in 3 of becoming a senior.

3. A tenth grade student with an I.Q. above 100 has 4 chances in 5 of becoming a senior.

Hahn, Hilton E. *The Development of a Clinical Student Personnel Program at the Senior High School Level.* p. 55.

Additional evidence of the test's meaningfulness may be seen in the figures which the test's author, Dr. Arthur S. Otis, presents in the table of norms. The average I.Q. for the general population is 100. The average I.Q. for high school seniors is 106. The average I.Q. for an unselected group of students in twenty-one colleges is 112. These figures demonstrate the test's usefulness for educational guidance purposes. The relationship of scores on this test to school performance is indicated by the following table.

**I.Q. RATINGS OF 100 FAILING STUDENTS IN FIVE SMALL TOWN SCHOOLS IN CONNECTICUT**

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>115 or above</td>
<td>0</td>
</tr>
<tr>
<td>105-114</td>
<td>3</td>
</tr>
<tr>
<td>100-104</td>
<td>9</td>
</tr>
<tr>
<td>85-99</td>
<td>35</td>
</tr>
<tr>
<td>Below 85</td>
<td></td>
</tr>
</tbody>
</table>

This test is most useful when local school results are available. It is probable that those students in the bottom quarter of their senior class on this test should not be encouraged to go to college. In fact, those students in the bottom half of their senior class on this test will probably experience difficulty with college work. However, students in the upper quarter of their senior class should definitely be encouraged to attempt college work, if other factors are favorable.

2. **Iowa High School Content Examinations.** These are subject matter achievement tests covering the major high school fields of instruction. The four sections sample the educational background and general achievement of high school seniors in (1) English Composition and Literature, (2) Mathematics, (3) Science, and (4) History and Social Science. These yield part-scores and a grand-total score. The time limit for the total test is eighty minutes. These objective measures of subject matter achievement supplement the information obtained from teachers' grades. They may be used as follows:

a. The total score should be considered in advising a student to go to college. Interpretation should be made on the same basis as for grades and Otis scores. Students in the bottom half of their comparison group will very likely experience difficulty with college work.

b. The part results picture strengths and weaknesses. This makes it possible for the counselor to emphasize the student's strong points and to guide him away from fields where his achievement is weak. The counselor would not advise engineering for a student who had had two years of mathematics, but whose achievement as measured by the mathematics section of these tests placed him in the lower quarter of his class. On the other hand, it is sometimes possible to discover unsuspected strong points. A student may have outstanding measured achievement in history and social sciences, a field in which he had hitherto shown little interest. On this basis, plus other information, it might be possible to start that student on a career in which accomplishment in this field would be requisite to success.

c. It sometimes happens that a student for one reason or another has done only mediocre work in a subject so far as his classroom grades indicate. However, the tests may show that the student actually possesses in that field a large fund of information which was not revealed in class. This sometimes happens with those cases of shy and retiring students who are unable to distinguish themselves in class.

d. It is assumed that these achievement tests are indicators of special aptitudes and abilities. Thus, if students have been exposed to the same amount of training in a given subject, those who have the highest measured achievement will probably be those with the greater special aptitude for that field. On this assumption, we have some basis for inferring a student's special aptitudes

e. This battery finds its most useful application in discovering the type of college training which a student is best suited for. For example, good achievement in mathematics is essential to success in engineering; science, ability is necessary in medicine, technical agriculture, mining, home economics, forestry, chemical engineering, etc; good achievement in history and the social sciences is essential to success in law, social work, business, etc.; ability in English is obviously necessary in journalism, speech work, etc. Such tests are very useful for indicating the subject matter fields in which prospective teachers should prepare themselves.

f. The vocational significance of these tests is more limited. However, such occupations as the skilled trades often require at least average ability in mathematics. Sales people would be better qualified if they were proficient in English. This also applies to clerical workers. Barbering, nursing, and farming are three unlike occupations which require at least a minimum of science.
3. **Interest Tests:** These tests will measure the interests of the student, suggest the pattern of these interests, and indicate with which of the major curricula of the high school this pattern is most closely identified. Thus, the test provides a basis for advising the student about future training and choice of an occupation in terms of an important aspect of his personality. For boys, the test provided is the Carretson and Symonds Interest Questionnaire; for girls, the Minnesota Interest Test for Girls.

a. **Interest Questionnaire for High School Boys.** This questionnaire measures the inclination of high school students toward the academic, commercial, and technical curricula through a sampling of their preference over a wide range of items. Too often, interests are not apparent either to the counselor or even to the student himself, or they are expressed with difficulty. Yet interests have an important bearing upon the student's chances for vocational adjustment.

This questionnaire provides for the expression of attitudes toward a total of 234 items covering occupations, activities, school subjects, jobs, prominent main interests, and magazines. This questionnaire is scored for each student with three different keys which measure academic interest, commercial interest, and technical interest, respectively. For the purpose of guidance, one should study the three scores made by the student on the basis of his interests and advise him about occupational fields.

Interest alone is not sufficient basis for guidance. For example, a student might show his greatest preference for work of a technical nature. However, without knowing his general level of ability, it would be impossible to advise him whether to prepare for a technical college course or whether to enter a trade or vocational school. For a student expressing interest in commercial fields, consideration should also be given to his grades in commercial subjects, to scores on the English achievement test, to his ability in arithmetic, and if available, to his score on such a test as the Minnesota Clerical Aptitude. This is simply reiterating the point that all the available information should be brought together in helping students to make vocational and educational choices.

The actual interpretation of scores on the questionnaire is as follows: Neutral interest for any curriculum is denoted by a score of 234. Scores higher than this indicate positive interest in the work of a given curriculum. Scores lower than 234 indicate negative interest in or dislike for work of any curriculum. In general, the relative interest that a student shows in the work of the three curricula can be determined by comparing the scores. The highest of the three scores may be taken as an indication of his strongest interest.

b. **Minnesota Interest Test for Girls.** This test measures the similarity of a student's interests and aversions to those of typical well-adjusted high school seniors in the two curricula most often entered by girls: the college preparatory and the commercial. If a girl does not show a predominant interest in one of the other, she should probably be directed towards a non-academic, non-commercial field. Many persons taking a general course fall in this category. The items in this test cover occupations, activities, school subjects, and magazines.

The use of this test is similar to the use of the boys' test. Here again, it should be remembered that interest is only one part, although an important part, of the total picture. The interpretation of scores on the
interest test for girls is as follows: If an individual has an "A" score in either group, it can be concluded with considerable certainty that she has the interests characteristic of that group. If she has a "B" score, it is doubtful whether her interest pattern resembles that of the group in question. If it is a "C", it is practically certain that she does not have the interest of that group. The numerical value of the score within any letter range has no significance. The interpretation of a score is made entirely on the basis of the letter rating. If a girl obtains "A" scores on both keys, her interest pattern will probably enable her to make a good adjustment in either field, or a combination of the two. Her general and specific ability should be deciding factors. If a girl obtains no "A" scores, her interests are probably general.

4. General Considerations in Using Test Scores:

a. Rank in class and the general ability test (Otis) will indicate the general level at which the student will be successful. The following rough classification in which occupations are divided into six groups on the basis of general ability illustrates this:

(1) High professional and executive occupations which demand training equivalent to graduation from a college or university. Jobs in this group demand the ability to do "creative and directive" work of a high order.

(2) Lower professional and large business occupations which demand training which is equivalent to two or three years of college work. Jobs classified in this category demand much the same abilities as the first but a less complex and difficult performance.

(3) Technical, clerical, and supervisory occupations which require the equivalent of high school graduation. Jobs in this sub-group are far apart from one another in the special abilities and aptitudes needed for success in them. For example, it is difficult to discover any relationships between labels such as retail dealer, photographer, and stenographers and yet each of these is included in this group.

(4) Skilled trades and routine clerical workers with some training beyond elementary school graduation.

(5) Semi-skilled jobs which in most cases require at least elementary school or junior high school education. These occupations require also manual dexterity of a fairly high order and examples are delivery men, package wrappers, and the most routine of clerical work.

(6) Unskilled jobs which require little or nothing of school training or academic ability. Persons doing this type of work are "hewers of wood and drawers of water" with the chief consideration being the kind of wood they hew, and water they pump for whom they hew and pump.

(Taken from the Minnesota Occupational Rating Scales, 1936, revision by D. G. Paterson, Gwendolyn Schneider, and J. Spencer Carlson.)
b. The interest test scores plus data from the vocational inventory blank, school records, and observations will help locate the student in the broad field to which he is best adapted.

c. School grades in different subjects and achievement test scores will indicate how well the student will succeed in different fields.

d. All the information should be considered. Prediction from one item alone is not justifiable. Successful guidance is based on all available data, carefully interpreted by an understanding adviser.

F. The Interview. The whole guidance process culminates in the interviews between the counselor and the student. In them, the student is helped to reach a decision based upon the counselor's knowledge of his aptitudes and interests and of training and occupational opportunities. Following are suggestions for making the interviews purposeful instead of casual:

1. The counselor should prepare in advance for his interviews. This requires a careful study of all available data on the student. On a basis of this data, the counselor should have in mind possible courses of action for the student.

2. The counselor should establish the best possible rapport with the student. The interview should be conducted in private, in the most attractive and comfortable room or office possible, with a minimum of outside disturbances. The counselor should avoid giving the impression of being rushed and hurried; instead he should indicate perfect willingness to discuss the student's situation in leisurely fashion. It is often wise, before taking up the student's immediate problem, to begin the conversation with a topic of common interest, such as athletics, hobbies, current news, and the like. The teacher-counselor should have a reputation for fair-dealing with students and for maintaining the confidence of students.

3. The counselor should remember that the interview is a two-way process; he should encourage the student to talk freely. By all means, the counselor should avoid doing all the talking. If at all possible, the student should be led to making his own decision. If not, the student should have the feeling that he and the counselor jointly arrived at any decision reached. A decision dictated by the counselor is seldom effective.

4. One interview with a student is almost never adequate for reaching an important decision. The counselor should, therefore, schedule subsequent interviews as necessary. In between interviews, the student can be referred to books and other sources of information; the counselor can collect additional data about the student. The counselor will find it helpful to make notes about each interview, and read them prior to the next one in order to refresh his knowledge. Taking notes in front of the student during the interview is to be avoided if possible. If this seems to be necessary, be frank with the student and tell him what is being done.

5. Leave the student with a clear idea of the course or courses of action for him decided by his and the counselor's joint thinking and planning during the interview. It is often helpful for these decisions to be put in writing, one copy to be kept by the student and the other in the student's file.

6. The student should not be told what his test scores are. Rather, the counselor should indicate that certain characteristics of the student were revealed by several sources of information, including grades, test scores, etc. It should be pointed out that all students are not equally competent in all fields, and that the individual's pattern of strong and weak points should determine his vocational plans. General or abstract intelligence should be understood as only one of many qualities essential for success. Mechanical aptitude and social intelligence should be held up as other qualities just as important.
SELECTED BIBLIOGRAPHY


(8611-41)
HIGH SCHOOL VOCATIONAL INVENTORY BLANK

(Prepared by the Student Personnel Division of Colorado State College of Agriculture and Mechanic Arts)

This blank is designed to bring together essential information about you to enable your school advisors to help you with your vocational and educational plans.

Name __________ Last ________ First ________ Middle ________ Date ________

Age ________ Place of birth __________________________ Nationality ________

High school now attending __________________________ Grade ________

Home address ______________________________________

Name of parents ____________________________________

LEISURE-TIME ACTIVITIES

You will find listed below several kinds of leisure-time activities. Draw a circle around each of the activities in which you engage frequently. Add any activities in each group that do not appear on the list.

1. Individual Activities—either organized or unorganized.

   A. Tennis, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, skating, bicycling, bowling, etc.

   B. Movies, billiards, pool, listening to radio, reading, stamp collecting, auto riding, woodworking, cooking, other hobbies, (specify) ________________

2. Group Activities—either organized or unorganized.

   A. (All team sports, such as): Football, baseball, basketball, volleyball, hockey __________

   B. Dancing, "dates", cards, picnics __________

   C. Dramatics, musical groups, home economics club, discussion groups, debating, literary clubs, school newspaper, annual, etc. __________

   D. (Were you, or are you, an active member of any of these organizations): 4-H Club, F.F.A., Y.M.C.A. or Y.W.C.A., Boy Scouts, Girl Scouts, or Campfire Girls, DeMolay, Knights of Columbus or Pythias, H.S. secret society, sorority or fraternity, etc. __________

   E. President, vice-president, secretary, or treasurer of __________

   F. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc. __________

What magazines do you read most frequently: __________________________

What books have you read recently: __________________________

(8567-40)
VOCATIONAL INTERESTS

It is possible to make a rough classification of occupations in terms of your general interests. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit from the standpoint of interest.

_____ Occupations involving business contacts with people, such as various fields of selling, promotional work, politics, etc.

_____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.

_____ Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel work, social case worker, teacher, welfare worker, county agent, etc.

_____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.

_____ Occupations involving technical or scientific work, such as engineer, chemist, veterinarian, surgeon, architect, research worker, inventor, physicist, toolmaker, agronomist, dietitian, etc.

_____ Occupations involving verbal or linguistic work, such as lawyer, newspaperman, author, advertising man, professor, librarian, etc.

_____ Occupations involving executive responsibilities, such as director, office manager, foreman, school administrator, business administration, etc.

_____ Occupations involving mechanical and manual activities, such as farmer, mechanic, printer, surveyor, carpenter, policeman, etc.

List the two school subjects you like best: 1______________ 2______________

List the two school subjects you like least: 1______________ 2______________

Are you very deeply interested in one or more things either in connection with your school work or outside of school?

If so, what?

How long have you had this interest?

How much time per week do you give to it?

List the jobs which you have held:

__________________________________________

(8567-40)
Along which of the following lines do your talents seem to lie? Different occupations require different patterns of abilities. After each kind of ability below, circle "G" if you rate yourself good, "F" if fair, "P" if poor. At the right are samples of occupations for which the special ability is probably an asset.

<table>
<thead>
<tr>
<th>Special Abilities</th>
<th>Rating</th>
<th>Related Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verbal and Linguistic</td>
<td>G F P</td>
<td>Author, lawyer, minister, editor, journalist, advertising copy writer, salesman, librarian, auctioneer, etc.</td>
</tr>
<tr>
<td>(Facility in use of own language and learning others) History-Literature-Languages-Composition-Grammar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Scientific</td>
<td>G F P</td>
<td>Research worker, dietitian, forester, physician, physicist, chemist, veterinarian, psychologist, nurse, pharmacist, science teacher, home economics teacher, agricultural scientist, etc.</td>
</tr>
<tr>
<td>(Facility in defining, classifying, grasping principles, problem solving, perceiving relation of rule to example). Science-Arithmetic-Physics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mathematical</td>
<td>G F P</td>
<td>Engineer, accountant, actuary, statistician, comptroller, banker, architect.</td>
</tr>
<tr>
<td>(Manipulation of abstract symbols) Mathematics-Algebra-Geometry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Clerical and Commercial</td>
<td>G F P</td>
<td>Bookkeeper, stenographer, credit man, purchasing agent, cashier, clerk, (e.g. cost, bill, file order, shipping, receiving stock, etc.), commercial teacher</td>
</tr>
<tr>
<td>(Accuracy and speed in handling numbers, names, details, filing, etc.) Spelling-Reading-Arithmetic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Constructive and Mechanical</td>
<td>G F P</td>
<td>Inventor, tool maker, printer, airplane mechanic, draftsman, printer, etc. Work in such fields as building, manufacturing, mining, transportation and communication.</td>
</tr>
<tr>
<td>(Dexterity in use of tools, skill with hands and fingers, quickness and precision in coordinating movements, etc.) Manual Training-Industrial Arts-Sewing, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Artistic</td>
<td>G F P</td>
<td>Artist, sculptor, beauty operator, architect, etc., cartoonist, window dresser, designer, interior decorator, dealer in art objects, art teacher, etc. Composer, singer, player, music teacher Actor, Dancer, dramatics teacher.</td>
</tr>
<tr>
<td>(Appreciation of form and color, and ability in drawing, painting, modeling, decorating, etc.)</td>
<td>g f p</td>
<td>Director, manager, foreman, inspector, buyer, salesman, school superintendent.</td>
</tr>
<tr>
<td>b. Musical (vocal, instrumental)</td>
<td>g f p</td>
<td>Politician, teacher, personnel and social welfare worker, county agent, salesman, secretary, home demonstration agent.</td>
</tr>
<tr>
<td>c. Dramatic (acting, dancing, etc.)</td>
<td>g f p</td>
<td>Air pilot, nurse, army officer, policeman, farmer, fireman, housekeeper (3567-40)</td>
</tr>
</tbody>
</table>
VOCATIONAL PLANS

Even though you may be uncertain about your plans, fill out the following to the best of your ability.

What do you plan to do when you finish high school? _____ Undecided _____ Go to work _____ Take post-graduate work _____ Go to college _____ Go to a technical or vocational school. Please specify school or work.

Name one or more vocations that you are considering for your life work giving your first, second, and third choice in order. 1. _____ 2. _____ 3. _____

Why did you make this first choice?

- Family suggestion or tradition
- Advice of teacher
- The vocation of someone you admire or respect
- Suggested by study in school
- Suggested by vocational counselor
- A long personal interest in the work
- It is the most profitable financially
- It is best suited to my abilities
- Chosen as being most interesting
- Intellectually
- Choice made on my own responsibility
- Any other. (Specify) _____

How certain are you that the first vocation you have specified is the one you really want to prepare for?

- Very certain
- Uncertain
- Very satisfied
- Questionable

How much information have you about the requirements of the vocation you are choosing?

- None
- Some
- Extensive

Where did you get this information (specify books, talks with men in that work, lectures, etc.)

How do you plan to secure training for the vocation listed as your first choice?

- High school training sufficient
- Attend private vocational school
  (Mechanical, business, cosmetology, etc.)
- Apprenticeship
- Take high school post-graduate work
- Experience while working
- Take correspondence courses
- Do independent study
- Attend college or university.
- Where?
- Other sources of training such as

I should appreciate suggestions or advice about:

- Choosing a vocation
- Where and how to look for a job
- Private vocational, trade or commercial schools
- Opportunities in the Army or Navy
- Courses offered in the various colleges and universities
- How to finance further education
- Specify any other help a school advisor or counselor might supply

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