

T H E S I S

C O U N S E L I N G

I N T H E M A N I T O U, C O L O R A D O,
J U N I O R A N D S E N I O R H I G H S C H O O L

Submitted by

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In partial fulfillment of the requirements

for the Degree of Master of Science

Colorado Agricultural College

Fort Collins, Colorado

May 26, 1932

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May 26, 1932

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER
MY SUPERVISION BY Ernest E. Trego
ENTITLED Counseling In The Manitou, Colorado,
Junior And Senior High School
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS
FOR THE DEGREE OF Master of Science, majoring in
Rural Education

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INTRODUCTION

President Hoover has stated the relation of the school to the guidance needs of a nation in the following words: "As a race we produce a considerable percentage of persons in each generation who have the intellectual and moral qualities for the moral and intellectual inspiration of others, for the organization and administration of our gigantic economic and intellectual machinery and for invention and creation. I believe that we lose a large portion of those who could join these ranks because we fail to find them, to train them rightly, to create character in them, and to inspire them to effort. Our teachers are necessarily the army of inspectors in our nation who must find these individuals and who must stimulate them forward." (1)

Vice President Curtis is quoted as saying: "I believe half the important business positions in this country are held by men who are there thru force of circumstances rather than because of any other reason." (2)

Any public or private school is organized for the sole purpose of benefiting the individual student and its continuance is justified upon its accomplishing this objective. From this viewpoint, the merits of any coun-

(1) Herbert Hoover, Ideals in American Education, Journal National Educational Association (March, 1923) 12:79.

(2) Vice President Charles Curtis in a recent interview.

seling service developed in the school are to be judged entirely by the effect of such service on the future of the child. This service to be successful should guide him into that life which will be best suited to his abilities and future welfare.

Counseling in the public schools has come to mean a cooperative, sympathetic and constructive leadership to aid boys and girls in making right choices in matters relating to health, vocational, moral, community and educational problems. In this study the writer deals chiefly with vocational and educational guidance, with the understanding that health, character and social guidance are included in a lesser degree.

The author interprets the aim of the counseling program in educational guidance to be the study of the interests, abilities and aptitudes of the child and the adjustment of the curricular and extra-curricular activities to meet the needs of the individual pupil. This program should also stimulate interests and develop and increase abilities. In short, it is the advisement by a counselor of the curricular subjects in which the student should matriculate as the result of research on the part of the counselor and student. It is very closely allied with health, vocational, social and character guidance, the other factors with which this thesis deals. The author feels that educational guidance should follow the choosing of a vocation and should include information

upon courses of study to be pursued which will train the student in his occupational choice.

Vocational guidance is defined as the giving of information and advice to assist the individual in the life work for which it is felt that he is best equipped and from which he will get the greatest amount of happiness. It is not the application of pseudo-science, nor of phrenology, but is based upon a definite procedure of study and observation by the individual during his school year under supervision.

Health guidance deals with the physical and mental well-being of the child and as such is an important factor in the counseling program.

Social guidance is construed by the author as referring to the inculcating of ambitions effecting better understanding between teacher and pupil and promoting social intercourse.

Character guidance, tho intangible and frequently neglected, aims at the promotion of honesty, self-control, cooperation and industry.

Counseling as interpreted in this thesis is not to be construed to mean the dictation of the kind of an occupation the child should enter nor the arbitrary designation of the specific activities in which he should engage while in school. On the contrary, it is an attempt to aid the student to help himself.

Early forms of vocational guidance had their origin in agencies working outside of the schools and confined themselves almost entirely to the industrial placement of the pupil upon leaving school. This movement originated in Germany, England and the United States at about the same time and under the same conditions. It soon became evident that cooperation with the schools was very necessary and this cooperation met with such success that those concerned became cognizant of the fact that the guidance program was a proper function of the public schools. This program first gained headway in our large schools located in industrial centers where justification for its inception was very tangible. The movement has gained headway in our less pretentious schools and doubtless will eventually find fertile territory in our smaller schools of the village type.

Early forms of counseling may be found as far back as we have history. However, the practice of it in an organized way and as a function of the public schools, particularly the high schools, is comparatively recent, and while many larger schools have had such a program for some time, it has been a rarity in village schools.

There are several type programs of counseling being carried out by our public schools thruout the nation and it seems that the greater number of them are rendering a distinct service. The demand for counseling and guidance is increasing in our junior and senior high schools, not

because it is merely a popular notion, but because educators have been impressed with a definite need for it especially in relation to the increasing complexity of industrial life, and because communities are demanding that our public schools humanize the curriculum. The complexity of our present industrial life is shown in part by Table I.

TABLE I. NUMBER OF WAGE EARNERS ENGAGED IN VARIOUS OCCUPATIONS IN THE UNITED STATES *

Agriculture, Forestry, and Animal Husbandry -----	10,953,158
Extraction of Minerals -----	1,090,223
Manual and Mechanical Industries -----	12,818,524
Transportation -----	3,063,582
Trade -----	4,242,979
Public Service -----	770,460
Professional Service -----	2,143,889
Domestic and Personal -----	3,404,892
Clerical -----	3,126,541
Gainfully occupied -----	41,614,248

*United States Census 1920

From Table I we learn that half our population of 82,739,315 persons above the age of 10 are gainfully occupied and that virtually half of these are in agricultural and industrial occupations. It is evident that an organized attempt should be made to properly place the new millions who will soon be entering this great army of wage earners.

Ferris (1) found very little guidance attempted in the smaller schools of the country, according to his

(1) Emory N. Ferris. Rural School Survey of N.Y. State. 1919 and 1920.

survey both of 609 small high schools in New York State and also of 196 rural high schools in 47 states. This was also found to be true in the study by Collins (1) of 460 community high schools in the State of Illinois four years later. In these three studies a total of 1,256 schools are considered, representing approximately 18,000 students. Of these schools, only 5 were found to have some program of guidance in operation. This is 1 in each 251 or four-tenths of 1 percent.

Colorado has 193 high schools. (2). Of these, 137 or 71 percent are of the village type with 200 pupils or less. The need for a program of guidance is perhaps more pressing in this state because of its location and lack of industries.

In a recent survey by Huston and Wilson (3) of 132 high schools scattered thruout the United States, having an attendance varying from 500 to over 1000 students, data were collected to show how the problem of aiding and directing students in their choice of subjects was being met. This study deals chiefly with the subject of mathematics upon the assumption that it has been generally

- (1) An unpublished thesis by E.A.Collins on Supervision of Township and County High Schools. Peabody Teachers College (1924).
- (2) The Rural High School. Bul. U.S.Bureau of Education, 10 (1925-26) pp. 1-74.
- (3) Percival W. Huston and Malcolm G. Wilson. Practices in Curricular Guidance. Sch.Review, 38 (Dec., 1930) pp. 750-759.

dropped from the required curricular courses and need for counseling in it is evidenced by the high rate of failures.

Summarizing the results from this study, Huston and Wilson found that in the larger schools the home-room teacher is the one most frequently in charge of counseling. In the smaller school it was evidently a part of the duties of the principal. "Curricular guidance is a function performed primarily by principals and teachers rather than by counseling specialists. The larger the school, the more generally is this responsibility found to be distributed among the whole teaching staff." (1)

Mrs. Inez Johnson Lewis, State Superintendent of Public Instruction, has sent a questionnaire (December 10, 1931) to all schools in Colorado to determine how much guidance is being done in the State. In the county of El Paso, where there are 165 rural and village teachers, a rather comprehensive program has been worked out by a guidance committee. This program has been approved by the county superintendent and is in the hands of all teachers in the county. A representative publishing house reveals that 498 high schools in the United States are using one or more of their guidance books. (2) It is evident that there is a rapidly increasing tendency for schools to assume the responsibility of counseling.

(1) Percival W. Huston and Malcolm G. Wilson. Practices in Curricular Guidance. School Review, 38 (December, 1930) pp. 750-759.

(2) Guideposts for Junior High Schools, Booklet. Allyn and Bacon, Chicago. (Jan., 1932).

To further point out the recent recognition and use of guidance, the writer refers to a law passed in April, 1929, in the State of New York (1) authorizing school authorities in each district to employ one or more qualified persons for the purpose of providing vocational and educational guidance for minors. In the larger communities a guidance bureau may be established to provide information and counsel for pupils regarding educational and vocational opportunities, to assemble and maintain accumulative records of pupils, to provide employment and follow-up service for minors, to conduct research studies of pupils and of the local educational and occupational opportunities.

To return to the need for a guidance program, it is to be recognized that the student, instead of finding life simple and orderly, finds it decidedly confusing and complex and he is at a loss to know where to turn for advice on his educational and, ultimately, on his vocational career. The tremendous increase in gainful occupations with our growing industries, the enormous increase in educational subjects now offered in our public schools, and the increasing complexity of our modern economic and social life not only warrant a guidance program in every public school but demand it.

(1) Guidance Counselors and Bureaus in New York State.
School & Society. (May 18, 1929).

Schools, and the persons directly connected with them, can better offer guidance than outside agencies because of the long personal contact of the school with the student thru which his abilities, emotional difficulties, scholarship and interests are known. There need be very little new machinery set up in adopting a program. The schools are in an excellent position to offer richer experience and opportunities by virtue of their equipment in libraries, prevocational courses, laboratories, and minor changes in the regular curriculum. If by such guidance the student can be kept in school, the cost of failure is often spared.

"Guidance will satisfy the demands of the state that our schools prepare the youth to serve the state, to advance its social interests, and to participate in its productivity. It will be democratic to the extent that it offers opportunity to all. We may argue by analogy that, since the value of vocational guidance has been unquestionably approved, the time is ripe for the schools to assume that too." (1)

The average student is not endowed with the ability to guide himself, and if he were, it is doubtful if he would take the time and trouble to do so. He feels that he is attending school "to get an education", whatever his

(1) Lester W. Bartlet. Voc. Guidance a Distinct Function of the Public Schools. Addresses and Proceedings, N.E.A. (1917) pp. 432-436.

conception of the term may be, and that his traveling thru the course of study will automatically prepare him for a vocation.

"We are more interested today, or at least we should be more interested today, in helping children to analyze and solve life's problems, using informational facts as tools and materials with which to work, than we are in creating walking, talking encyclopedias--why not make a desperate effort in every schoolroom to assist the children in analyzing themselves in relation to the serious work of the world from which all must eventually derive a livelihood?" (1)

In a survey recently completed (1930) by the United States Department of the Interior (2), in which 37,342 graduates of Land Grant colleges contributed, we have some interesting results which are included here for the purpose of showing how college students, tho older than high school pupils, are so uncertain of their own qualifications and abilities that they frequently change their vocations while matriculating in or after graduating from college.

Of 9,264 students reporting, 3,728 were in fields other than those they had chosen before or upon leaving high school. This constitutes 40 percent. Of those who

(1) C.E.Hagie. Why Not More Guidance. Sch.& Soc. (Dec.28, 1929) pp. 888-889.

(2) Survey of Land Grant Colleges and Universities. Bul. U.S.Dept. of Int., 9:Vol.I,V (1930) pp.364-372.

chose a vocation while in college, only 26 percent changed Arts and Science students, now teaching, who decided upon their life's work before entering college changed to the extent of 31 percent. Of those deciding while in college, only 12 percent made a change. It must be remembered, too, that Land Grant colleges are technical institutions and most students enter them with an avowed purpose in mind.

The above figures taken with such a large group are certainly representative and the results are a challenge for a guidance program in junior and senior high schools.

Many of our larger schools are providing guidance specialists who organize and direct the work of vocational information and selection. It is obvious that our smaller schools cannot do this in the same manner, but this situation makes it no less urgent that something be done, regardless of the size of the school, to make it possible that every student should have some adult to whom he might go for advice and counsel, whether that advice be in reference to an occupational choice or a question regarding health.

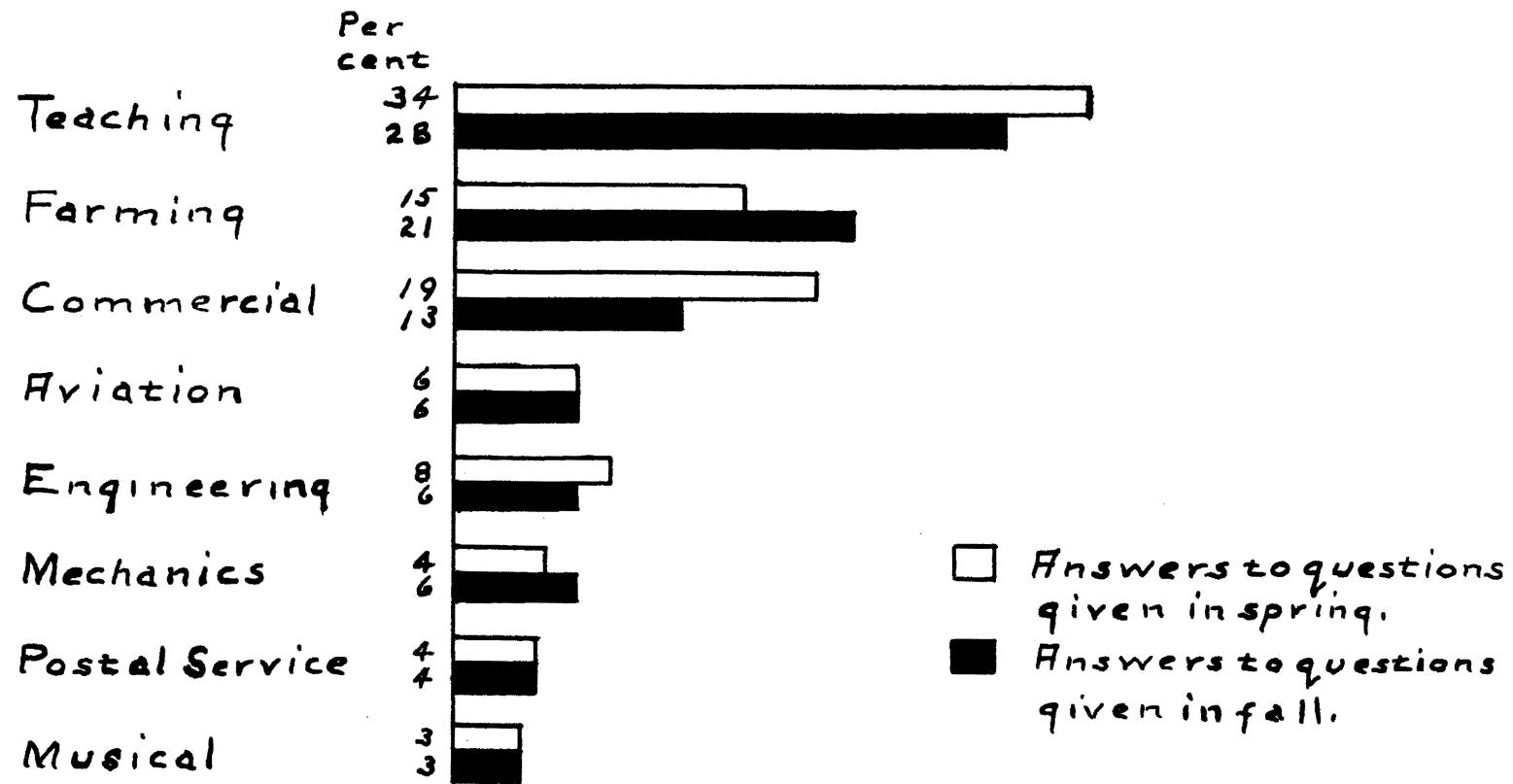
From observation and information gathered from parents, teachers and students regarding vocational choices, character, and conduct, in and out of school, it has become increasingly evident to the author that some program of counseling should be worked out and placed in every school, no matter how small.

MATERIAL AND METHODS

This thesis covers the results of five years' observation on the part of the writer in two village public schools in the State of Colorado. It deals with counseling in a broad sense in the junior and senior high schools and has as its purpose an attempt to ascertain in a limited degree the need for, and the actual results of, a program of educational and vocational guidance and counseling in village high schools.

In the Gill, Colorado, Consolidated School, during the school year 1927-28, the writer became interested in the possible desires which junior and senior high school students might have regarding their gainful occupations in life and decided to see what relation there might be between the students' choice upon entering in the fall and their choice at the close of school in the spring of the same year.

Accordingly, all students in grades 7, 8, 9, 10, 11 and 12 were asked at the time of entering school to state their choice of a life's vocation. An explanation was made as to what was meant by "life's vocation", but no attempt was made to influence in any way their decisions. These same students were asked the identical questions again in the spring several days before the close of school. The questions were answered in both cases in the classroom under the teacher's supervision. While the students were



GRAPH I.— A comparison of occupational group choices made by students of school A, in the fall and in the following spring.

not entirely kept from whispering during this time, they were orderly and conversing was kept at a minimum.

Approximately 100 students were questioned and the following occupations were listed according to the frequency of occurrence in the answers given in the fall:

Teacher (including all departments and grades)

Farmer

Commercial work (bookkeeper, stenographer, etc.)

Engineer (civil, mechanical, electrical)

Mechanic

Aviator

Mail carrier (rural and city routes)

Musician

Clerk (store)

Actor .

Physician

Dairyman

Artist

Speculator

County Agent

Railroad Agent

The results of these data seemed to bear a close resemblance to the student's knowledge of occupations in his immediate vicinity. The community was a typical irrigated farming section located ten miles from a town of 15,000 population in which there is a teachers college. A railroad diagonals the community, but its usefulness is

being rapidly displaced by the automobile. The average daily attendance in the junior and senior high school was approximately 100 students, drawn from the town and outlying farms. The village contained some 150 people. This school will be referred to later as School A.

In the spring of 1928 the writer was appointed superintendent of public schools in Manitou, Colorado, and, with his conviction of the universal need for a program of vocational and educational guidance definitely in mind, an organization program was worked out in this school system and has been gradually developing for the past three years.

There is unquestionably a marked difference between the general interests of this school and that of School A. In the former community we find a resort town with no industries and no farming. The proximity to a college town (six miles distant) no doubt has caused a college-mindedness to exist in some high school students, more so than in School A. Financially, socially, and intellectually the community is perhaps above the average. By inference the intelligence of the community is high (1), but by evidence, students as shown in Table II are average.

(1) This inference is based upon the high standard of living in the community and upon the "high type" of tourists who visit this resort annually.

TABLE II. CLASSIFICATION OF STUDENTS IN SCHOOL B ACCORDING TO INTELLIGENCE, IN COMPARISON WITH SIMILAR STUDENTS ELSEWHERE

(Results are given in percents of the total group)

905 unselected school children as reported by Terman*	Intelligence Quotient	School children of School B. Grades 7 to 12, inclusive. **
Percent		Percent
.55	136-145	.00
2.3	126-135	1.5
9.0	116-125	1.7
23.1	106-115	16.8
33.9	96-105	64.7
20.9	86-95	9.2
8.6	76-85	4.6
2.32	66-75	1.5
.33	56-65	.00
100.00		100.00

*L.M.Terman, Measurement of Intelligence. Houghton Mifflin Co., Boston (1916) p. 66.

**These are classified as unselected. They are selected, however, to the extent that they have the native mental capacity to be doing junior and senior high school work.

There is no possible way of comparing results while the guidance program has been in effect with conditions existing before the author entered the school. School records which might reveal this are lacking.

In the early stages the guidance program was decidedly crude and it still has much ground for

improvement. As the guidance program was new to all concerned, it was evident that progress would doubtless be slow in development. The idea was briefly explained to the teachers, and those who possessed an excellent understanding of children and showed promise were appointed as class sponsors and counselors.

The assigning of the sponsorships was but a beginning of the problem. In fact the author considers the greatest problems in counseling, as in administering a school, to be, first, in the selection of qualified teachers, and second, in training them. Our problem after the selection of the counselors was to train them adequately.

We approached this training from several angles. Counselors were asked to check carefully the index and table of contents in each of the fifteen or twenty books on occupations and careers which had been placed in the school library for student use. In addition, school enrollment was effected with the Institute for Research (1) and data secured from a comprehensive survey by this organization on the following professions and vocations:

Civil Engineering	Law
Biological Work	Librarianship
Accountancy	Publishing
Interior Decoration	Dentistry
Physical Education	

(1) 537 South Dearborn St., Chicago, Ill.
Editorial Board: John A. Lapp, George F. Zook, Paul H. Douglass, Robert L. Cooley, Charles A. Prosser, Edwin A. Lee.

Music	Manufacturing
Architecture	Salesmanship
Landscape Design and Architecture	Hotel Management
Commercial and Industrial Art	Industrial Personnel Work
Geology	Mechanical Engineering
Chemistry and Chemical Engineering	Electrical Engineering
Advertising	Acoustical Engineering
The Diplomatic Service	Aviation
Journalism	Insurance
General Agriculture	Dietetics
Horticulture	Criminology
Animal Husbandry	Social Work
Forestry	Pharmacy
Home Economics	Statistical Work
Nursing	Clay Working
Medicine	Photography
Optometry	Merchandising
Osteopathy	Dramatic Art
Hospital Management	Recreation Leadership
Investment Banking	Consular and Foreign Trade Services
Banking	Teaching

Harry D. Kitson, in his introductory monograph to the bulletin on careers of the Institute for Research, states that the method which is used in the bulletins and suggested for guidance of the students is, first, "To acquaint one's self with the fields of work which exist; to select a few for intensive study; in studying a vocation to find out all one can about the conditions under which one works in the occupation, the qualifications required, and the rewards to be expected; to examine one's self in the light of the facts he has discovered about the occupation; then, on taking into consideration all the factors that bear on the situation, to make one's selection".

Teacher counselors were assigned several of these career topics to study and report upon at the regular monthly teachers' meetings. The reports assured the principal that the bulletin was carefully studied.

As a further incentive to teachers for strengthening their abilities, an extension class was offered which met in the school, for which undergraduate credit was allowed by the State Teachers College. This class was called Educational and Vocational Guidance and aimed to acquaint the teacher with the various agencies and methods for guiding pupils in their school work and for choosing and preparing for a vocation. The course dealt with the proper educational guidance of the pupils for a long period preceding their choice of an occupation, and their proper vocational direction toward the end of their period in the school. This included a study of individual capacities and personal factors; the exploration of special interests and abilities; the organization of a guidance program in studies, health and character building; civic training; and the imparting of vocational information. This was done thru life career classes or thru the various academic departments. Even tho this extension class was elective, most teachers enrolled in it.

To acquaint parents and pupils with what we were attempting, a questionnaire was sent home for approval along with the student's enrollment card. The questionnaire was signed by the parents and returned to the class

sponsor. (A copy of the questionnaire is given in the appendix.)

This questionnaire was used by the sponsor in future interviews with the student. Much material from it was transferred to the student's personal guidance card, which is on file in the principal's office. This guidance card is cumulative for the student over his junior and senior high school years. A statement of the data recorded on the card is given at a later point in this thesis.

A second questionnaire similar to the one used in School A, of which an explanation is made on page 16, was given to the students to see how closely their answers corresponded to the findings in the previous school. Data from these were filed and a full comparison of these data will be given in a later section. Three years later, after the counseling program had gradually evolved, the same questions were again given and it was found that a wider range of vocations was listed.

One of the widely recognized objectives of the junior high school is to assist the pupil to find himself thru exploratory courses and study of occupations. (1) The Manitou Junior High School has revised its curriculum to meet this objective by means of occupational exploratory courses in grades 7, 8 and 9. All students are required to register in these exploratory classes, in

(1) Exploratory Courses in Junior High Schools, Bulletin of the Department of Superintendents, National Educational Association, 6 (1928).

which the following short unit subjects are taught:

Girls

A. Clothing and Textiles

I. Their manufacture and use

a. Grade 7

Textile working and hat making

b. Grade 8

Tailoring and laundering

B. Foods

I. Their manufacture, preservation and preparation

a. Grade 9

Baking, canning, cooking, budgeting and buying

Boys

A. The industries

I. Grade 7

Mechanical drawing, history of tools, woodworking

II. Grade 8

Plumbing, sheet metal and electricity

III. Grade 9

General repair work and woodworking

A record is kept of the student's general attitude and ability while pursuing these courses and is entered upon his personal guidance card in the principal's office. Any unusual ability is immediately encouraged and is reported in person by the instructor to the student's sponsor.

Details of the guidance program, as that program is in use at the present time, will now be given. In the junior and senior high, school is in session 5 hours and 45 minutes of the day, from 9 a. m. until 4 p. m. Periods are of hour length except for the last one in the day which extends from 3:15 until 4:00. This is known as an activity period and is set aside for what has been classed as extra-curricular. All students are requested to report to their class sponsor in their home-room at the beginning of this period and from there they are released for activities. A student does not commonly engage in more than two activities and is limited to three. There are no activity classes on Fridays. It is readily seen that students will meet their sponsors for general counseling once as a class, and individually from one to three times each week. It is during these home-room periods that the sponsor contacts the student quietly and individually, while others are consulting guidance books or magazines in the library. Should questions arise for which an answer cannot readily be found, the student is referred to someone more familiar with the subject.

To further aid the student in making a proper vocational selection, field trips to industrial plants, bakeries, studios, etc. are made. Many educational movies are shown and speakers are procured for the regular weekly assembly program.

For social guidance, parties, entertainments, school dances and receptions are given. The group sponsor must attend these functions and also supervise all preparation and actual participation.

For health, physical education is required of all students from the fourth grade thru the ninth grade, and tho it is elective for senior high school students they are encouraged to enroll. As a prelude to counseling in health, a general school clinic is held in the fall by physicians who are specialists in their particular fields. Findings, either normal or abnormal, with recommendations from the examining physician are entered on the office guidance card and a duplicate sent to the parents. Four times during the school year a nurse is called in to re-weigh and compute percentages of over- and under-weight and to observe the results of treatment carried out as outlined by the examining specialist during the clinic. The nurse supervises a general follow-up program during the school year from the findings in the fall.

During the past year a group of 37 students who were found to be more than 7 percent underweight were placed on a rest schedule varying from 2 to 6 hours a week. These students were required to completely relax upon cots provided for that purpose. Records which were kept on these cases showed a decided gain in weight.

The distribution of milk to underweight children has been carried on for several years. During the year just

past over 4,700 bottles of milk were consumed in this school. Fortunately, money is subscribed by the Community Chest for those who are unable to meet the financial burden. As a result of the rest program and the drinking of milk, the percentage of underweight children has been reduced from 50 to 32 during the year.

To mold the student's character, a series of books known as Studies in Conduct (1) has been introduced and is used from time to time in the classes during the school year. These books provide for training in recognition of right and wrong conduct, development of the desire to do right and inculcating hatred for wrong-doing, and actual habit formation in and out of school whereby the boy or girl will respond in a desirable way to situations that present a choice between a right and wrong course of action. Very little preaching is used. On the contrary, the student is encouraged to do his own thinking and, under supervision, to arrive at his own conclusions. Our belief is that the more closely the program of guidance in morals is associated with actual experiences of youth, the more effectively proper standards are inculcated and carried over into life's complexities. The case conference method is used and from observation is psychologically sound.

(1) Hague-Chalmers-Kelley. Studies in Conduct, I, II, III, 1928. University Publishing Co., Lincoln, Nebraska.

Moral guidance is further aided by outside speakers during assembly periods and by means of student groups functioning thruout the school year. These organizations of students within the school are powerful influences toward ethical guidance. Of these, the Boy Scouts, Girl Scouts, Booster Girls and Pep Club Boys are the most important. The former two need no explanation. The latter two were organized for the purpose of bettering the attitude of students in and out of school and have done admirable work in carrying out these objectives. The Pep Club was the pioneer in this movement and is composed of boys in the senior high school meeting a moral and scholastic standing imposed by the club.

The guidance requirements or activities of the school counselors are shown below. These resemble somewhat those used in several other systems, particularly in larger schools.

- I. Interviews with parents and others interested, for the purpose of
 - a. Assisting in the selection of courses of study
 - b. Assisting in choice of vocations
 - c. Retaining students in school as long as possible
 - d. Assisting students in the change of programs
 - e. Determining cause and remedy of failures, if any
 - f. Providing talks and field trips
- II. Acquainting the community with school activities, thru
 - a. Teachers and Parent-Teacher Association

- b. Newspapers, school and local
- c. Service clubs
- d. School bulletins, questionnaires to parents, etc.

III. Contributions to curriculum changes and adjustments, by

- a. Group conferences with class sponsors
- b. Individual conferences with supervisor

IV. Recording results on personnel card of

- a. Preschool data
 - 1. Number of years required to pass first six grades
 - 2. Diseases contracted
 - 3. Operations and accidents
 - 4. Average mark of eighth grade work
 - 5. Favorite subjects in the grades
 - 6. Subjects disliked
 - 7. Occupations preferred for life's work
 - 8. Extra-curricular work most interested in
 - 9. I. Q. or teacher's rating
 - 10. Citizenship in and out of school
 - 11. Effort in school
- b. Physical
 - 1. Diseases, vision, hearing, defects
 - 2. Weight, percent under or over
- c. Skill and interest
 - 1. Special skill
 - 2. Significant avocational or vocational interest
 - 3. Jobs held during the summer, likes and dislikes

- d. Disciplinary troubles
 - 1. Date, trouble, how treated, results
 - e. Interviews with parents and pupils
 - 1. Date, purpose, result
 - f. Mental hygiene
 - 1. Emotional difficulties, complexes, characteristic disposition
 - g. Scholarship and personality traits
 - 1. Average grade in subjects
 - 2. Teachers' reasons for low grades or failures
 - 3. Personality, reliability, intelligence, initiative, forcefulness, cooperativeness
 - h. Extra-curricular activities
 - 1. Dramatic, musical, athletic, etc.
 - i. After leaving school
 - 1. Vocation selected; why? What was done in preparation for his life work?
 - 2. If left before graduation, what reason did teacher give? What reasons did his friends give? Wherein did the school fall down?
- V. Collecting and presenting occupational guidance thru
- a. Motion pictures
 - b. Posters and charts
 - c. Occupational books in library
 - d. Excursions
 - e. Class and individual reports
 - f. Occupational literature

- g. Speakers
- h. Radios
- i. Any other sources not listed

After the counselor has carefully checked all available data and has familiarized himself with the student to the extent that he is prepared to advise wisely, it then becomes his duty to approach the student somewhat as follows:

"If you enter this particular vocation you will be hampered in this or that respect, and you will have this or that in your favor. If you have sufficient determination you can probably rise above the handicap and attain some degree of success in the calling. Science cannot place a tag on you that will guarantee a safe journey over the road of least resistance to a goal of gratified ambition and unalloyed success." (1)

Such a recommendation is not as dramatic as some counselors might desire, neither does it assure the student of success. However, it is the only scientific method of approach. The counselor is urged to remember that he assumes a tremendous responsibility when he influences a student to select a vocation which will be followed.

(1) James H. S. Bossard, Educational Guidance and the Orientation Course, School and Society (August 17, 1929) pp. 216-223.

thruout life and which is presumed to be that work for which he is best fitted. For this reason the counseling teacher cannot be too careful in the thoroness exercised in selecting the proper material to be placed in the hands of the student.

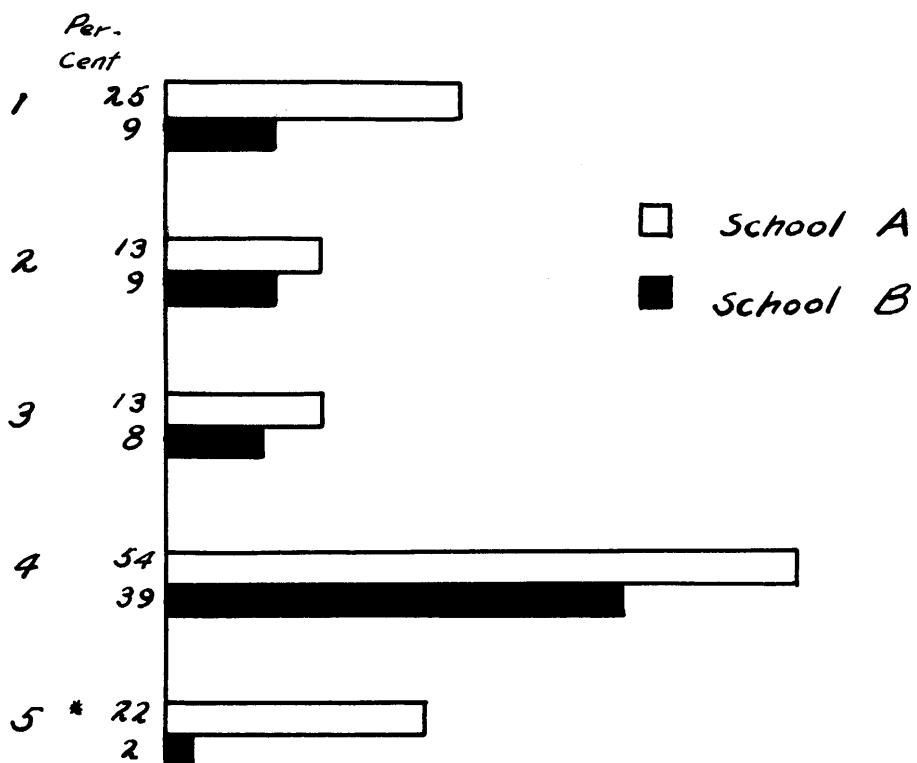
RESULTS

Vocational and Educational

Before evaluating results the author wishes to state that this thesis is more experiential than experimental, hence the lack of proof to substantiate many assertions. He is aware, too, that the number of cases used in compiling tables and graphs is hardly sufficient (at no time being more than 200 and many times less than 100) to place a great deal of reliability upon the data. It is felt, however, that much of the data gathered show a close correlation to comparable data gathered in studies made elsewhere and with much larger groups.

No attempt is made to reveal by tables and graphs data bearing on social, ethical and health guidance. While these are among the most important forms of counseling in the Manitou School and certainly are given much attention by the counselors, no attempt has been made to measure them.

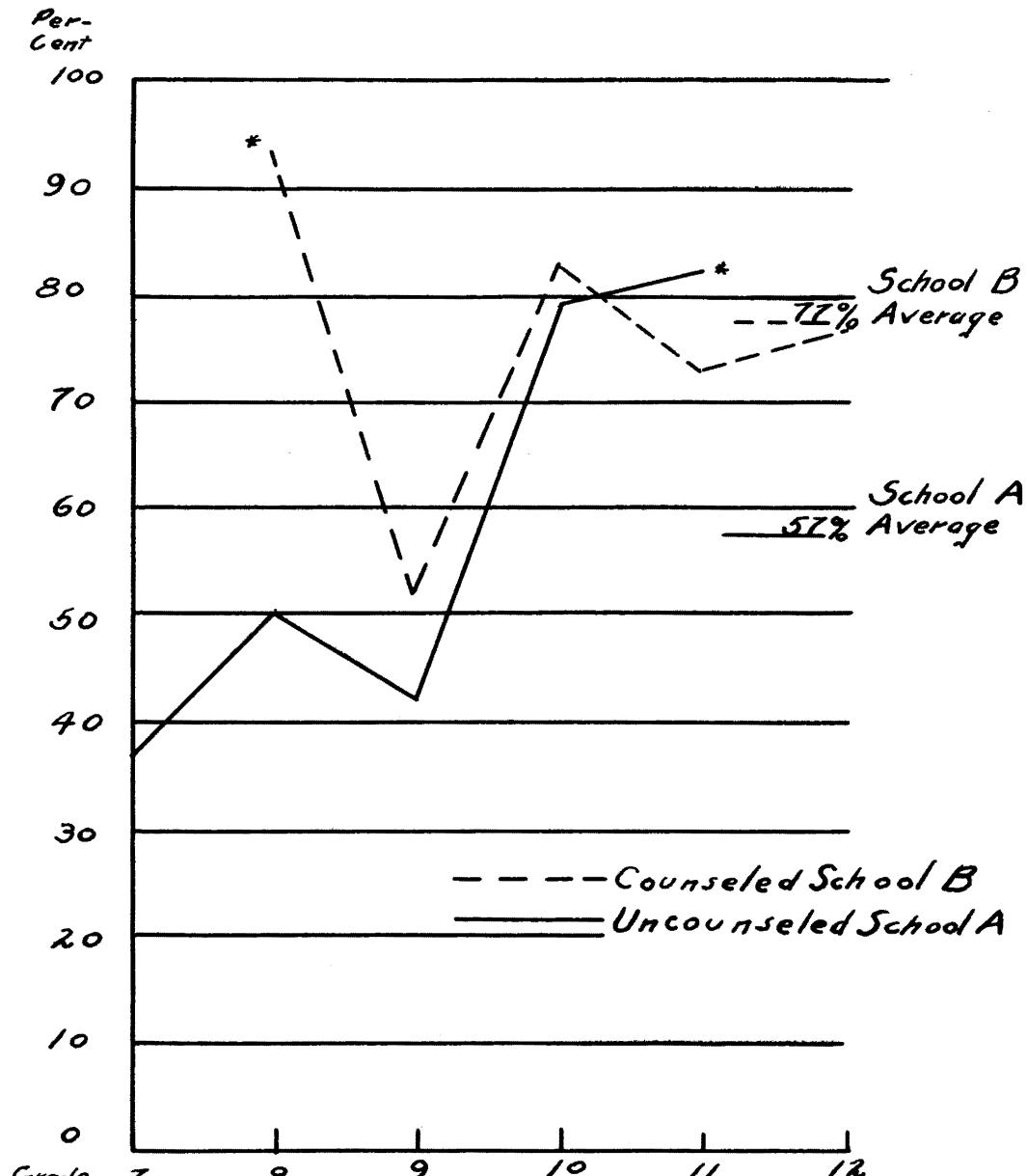
In Graph II a comparison of Schools A and B is presented which shows how students rank in making and in keeping their decisions. (School A was uncounseled; School B was beginning a counseling program.) It will be noted in this graph that each of the groups represented point to the guidance program. The 22 percent of drop-outs during the school year, as indicated for School A, is inexcusable because not a single student received school training for the work he dropped out to pursue. No



- 1 Those who completely changed their decisions during year.
- 2 Those who made vocational decision during the school year.
- 3 Those who are still undecided.
- 4 Those who kept vocational decisions during the school year.
- 5 Those who dropped school but remained in the district.

* This is not a comparison of occupational desires.
It is inserted at this time to compare drop-outs in
the two respective schools.

GRAPH II. Comparison of occupational desires between schools A and B, grades 7 to 12 inclusive.



* Data insufficient

GRAPH III. Grade progression of students making and keeping decisions in schools A and B

training in agriculture had been given to them, yet these drop-outs left school to take up farming or allied fields in the community.

Graph III is a grade progression of students in the making and keeping of decisions and is self-explanatory. There is a marked decline in the progression of decisions for the ninth grade in both schools. This is in keeping with the results of studies made elsewhere (1). The explanation is that it is the "mortality year" for adolescents.

From the graphs of both schools it is seen that there is a tendency for students to become more stable as they advance educationally and chronologically. This is substantiated by Witty and Lehman in recent studies (2).

In Table III the two high schools studied in this thesis are compared with 44 high schools in other states, containing approximately 100 students each. This table presents an idea of how Schools A and B rank with others in the country at large.

From this table and from a study of occupations (3) we conclude that professional choices are too high in both guided and unguided schools. School B, tho in a non-

-
- (1) Curricular Problems of the Small High School, Department of Superintendents, National Educational Association. Bulletin 6 (1928) pp. 83-121.
 - (2) H. C. Lehman and Paul A. Witty, A Study of Vocational Attitudes in Relation to Pubescence. American Journal of Psychology. Vol. 48 (1931) pp. 93-101.
 - (3) Occupational Exploratory Courses. Bulletin, University of Southern California (1929).

industrial community, reveals four percent more industrial choices than the average throughout the country. This may be due to exploratory courses offered in junior high school.

TABLE III. RANKING OF SCHOOLS A AND B IN OCCUPATIONAL CHOICES WITH SCHOOLS ELSEWHERE

Type of Work	Percentage of High School Graduates and Non-Graduates				
	Present Jobs of 4,400 Students *			Present Choices of Schools A and B 150 Students. (Grades 7 to 12, inclusive)	
	Graduates	Non-Grad.	Avg.	A	B
Professional	29	3**	16	31	27
Commercial	24	12	18	16	17
Industrial	8	14	16	18	20
Agricultural	7	14	10	18	2
Miscellaneous	32	57	40	17	34
Total	100	100	100	100	100

*Curricular Problems of Small High Schools. Bulletin 6, Department of Superintendents, National Educational Association (1928) pp. 83-121.

**A non-graduate who had quit school would hardly be expected to place in this group.

The noticeably small percentage of agricultural choices in School B (above) is no doubt due to a non-farming community in which the interests for that vocation are lacking.

There are literally thousands of occupations in which one might become gainfully employed; and these thousands might further be subdivided into a larger classification. For the sake of convenience the list is reduced to thirty-two and grouped under eight major occupations. All additional data pertaining to choices in earning a living will be presented with this grouping in mind.

TABLE IV. OCCUPATIONS OF PERSONS, TEN YEARS OLD AND OVER,
GAINFULLY EMPLOYED IN MAJOR OCCUPATIONS IN THE
UNITED STATES*.

Percent	Rank	Occupational Families **
36	1	Industrial-----Building Construction Metal Trades Wood and Cabinet Chemical and Mining Electrical Clothing and Textiles Transportation
23	2	Agricultural---Plant Agriculture Food and Shelter Animal Husbandry
11	3	Clerical-----Finance Accounting
10	4	Professional----Teaching Health and Healing Platform and Pulpit Law
10	5	Selling-----Merchandising
6	6	Entertainment---Acting and Dramatics Artistry Music
2	7	Public Service--Social Protection
2	8	Journalism-----Printing Publishing Literary

*Based on United States Census of 20,800,000 professional
managerial and skilled occupations. 1920.

**Occupational families condensed from Occupational
Exploratory Courses for the Junior and Senior High
School, Seminar Study No. 1, Society for Occupational
Research, University of Southern California, 1929.

It is of interest to know that under the item "entertainment" in Table IV we include interior decorating and art of all kinds, and in agriculture we find the forester, the fur farmer, and the horticulturist.

We have data on 34 graduates in Manitou (Table V) who definitely chose a vocation while in high school. From it we learn that 24 are at present following the occupational selection made in school (1). Of the remaining 10, the majority are out of employment at the present, due to the depression. During normal times most of these, no doubt, would be employed or in college, and several at least would be following their vocational desires.

TABLE V. COMPARISON OF VOCATIONAL CHOICES MADE BY GRADUATES WITH THEIR PRESENT OCCUPATION* (1932)

	Indus-	Agri-	Pro-	Cler-	Sell-	Enter-	Pub-	Jour-	To-
	trial	cult-	fess-	ical	ting	tain-	lic	nal-	tal
Present:									
job was:									
school choice	7	0	10	1	0	5	0	1	24
Present:									
job was:	5	0	0	0	2	1	1	1	10
not									
school choice									

*Some of these students have been out of school for three years, some two and others one.

Table V is to be interpreted as follows: of twelve graduates who in the past three years had selected an

(1) Also includes those in college apparently training for their vocational objective.

industrial vocation after a rather careful study of occupations in which they had been advised by sponsors, seven had kept their original decisions.

TABLE VI. A COMPARISON OF ACCOMPLISHMENTS OF NINTH GRADE STUDENTS IN STANFORD
ACHIEVEMENT TESTS WITH THEIR OCCUPATIONAL DESIRES. (SCHOOL B)

Test Score	No. of pupils	Indus-trial	Agricul-tural	Profes-sional	Clerical	Sell-ing	Enter-tain-ment	Public Ser-vice	Journal-ism	Unde-cided
115-111	2	1								
110-106	2	1								
105-101	6	1		2	1		1			
100-96	2	1			1		2			
95-91	2								1	1
90-86	3	1		2						
85-81	1									1
Mean Score 103	18	5	0	4	2	0	3	1	1	2

Perhaps the greatest limitation in the Stanford Achievement Test is the fact that it measures the formal side of education and not the character, personality, leadership, and appreciation which are so vital for the success of any individual in our complex society. It has a guidance value, however, for it is an accurate measure, even tho limited, of subject mastery and can be used to diagnose weaknesses as well as to judge abilities. The mean score in Table VI is above the average which might cause one to believe that a superior job of teaching is being done. If this is true, it may be due in part to the guidance program.

The data shown in Table VI are perhaps too limited for an attempt to analyze it except superficially. We might remark that, with one exception, the five industrial choices were engineering, a vocation which certainly demands considerable "achievement". Professional choices were not found in the extremely high group and the two students who were undecided were practically failing.

TABLE VII. COMPARISON OF VOCATIONAL CHOICES WITH
OCCUPATION OF PARENT, FOR 60 STUDENTS IN GRADE
TWELVE (SCHOOL B)

Occupations	No. of students choosing same occu- pation as parent	Occupations of Parents
Industrial	1	18
Agricultural	2	9
Professional	0	5
Clerical	0	3
Selling	1	17
Entertainment	0	2
Public Service	0	3
Journalism	1	3
Total	5	60

Table VII indicates that eight percent of 60 seniors chose vocations in the same field or allied fields as that of the parent.

Do students aspire to "inherit" the gainful employment of their parents? It seems they do not. At least those in Manitou have few aspirations for such if the results as shown in Table VII may be considered typical. The same result seems to be shown in Table VIII, where 21 students or 13.2 percent, from 159 parents elect to follow in vocational fields allied to that of the parent. Altho in the same general classification many of the allied fields are rather far removed from the parent's

pursuit, as is the case with a painter's son who wants to become a mechanical engineer. Another boy, whose father is a railroad yardmaster, is ambitious to become a mechanical draftsman. In only four cases did we find students selecting an identical vocation.

From a comparison of Table VI, in which 8 percent of high school seniors, and Table VII, in which 13 percent of junior and senior high school students, wish to follow in their parents' vocation, it might seem that those in the lower grades of high school cling more to their parents as ideals. We might, however, also interpret these tables to mean that the younger students (grades 7, 8 and 9) who are going thru the early stages of this guidance program are still unfamiliar with their abilities and handicaps and are not aware of the tremendous number of occupations from which they might choose. Yet, in a general way, if we are to assign any degree of reliability to these findings, it becomes very evident that students do not wish to follow in the vocational footsteps of their parents.

TABLE VIII. PARENTS' OCCUPATIONS CONTRASTED WITH THE VOCATIONAL DESIRES OF THEIR CHILDREN, FOR 159 PUPILS OF GRADES 7 TO 12 INCLUSIVE (SCHOOL B)

Occupation of Parent	Frequency of Student Choice	Number of Parents Following Vocation
Industrial	11	55
Agricultural	4	22
Professional	2	12
Clerical	0	5
Selling	2	42
Entertainment	0	4
Public Service	0	15
Journalism	2	4
Total	21	159

TABLE IX. RESULTS OF THE AMERICAN COUNCIL PSYCHOLOGICAL EXAMINATION AS GIVEN TO MANITOU HIGH SCHOOL SENIORS, DECEMBER 2, 1931, AS ASSOCIATED WITH COLLEGE INTENTIONS OF STUDENTS

Student Rank	Gross Score	Percentile Rank	College Inten-tion	College Selected	Course Preferred	I.Q.*
1	257	97	Yes	Okla. U	Journalism	130
2	193	81	No fi-nances		Journalism (Printing)	120
3	175	72	Yes	Colorado College	Law	115
4	175	72	Yes	Undecided	Undecided	115
5	170	69	Yes	Undecided	Undecided	112
6	130	44	Yes	Undecided	Electrical Engineer	100
7	127	42	Yes	Undecided	Liberal Arts	98
8	120	38	Yes	Undecided	Fine Arts	96
9	120	38	Yes	Kansas City	Art	96
10	111	32	Yes	Colorado College	Liberal Arts	92
11	105	28	Yes	Colorado Ag. College	Horticul-ture	90
12	102	27	Yes	Port Arthur	Radio En-gineering	90
13	94	22	Yes	Undecided	Art	87
14	84	17	No		Nursing	83
15	62	7	Yes	Colo. Ag. College	Forestry	77
16	62	7	Yes	Colo. Ag. College	Forestry	77
17	48	3	No			75

*A rough conversion of the gross score to intelligence quotient. Merely relative.

The median percentile rank for college freshmen is 50 on the above test. The median of the 17 seniors is 39. The median I. Q. for this group is also low (96). This would indicate that the intelligence ranking of this group of students is considerably below the average. This being the case, it seems folly that 14 of the 17 are planning, six months before graduation, to attend a college or university. There seems to be a tendency for those in the lower ranking to choose the specialized school and the so-called easier courses, while those in the higher intelligence ranking select the professional schools and universities. The liberal arts course is chosen by those in the central group.

There are several significant things not revealed in Table X, page 51, but which are worthy of comment. Choices for careers as indicated by the various occupational groups are approximately the same in the lower and upper grade groups, but there is a marked difference in the specific type of industrial pursuit selected. Thus, the junior high school boy selecting an industrial vocation prefers mechanics, mechanical drawing, and vocations of lesser skill and training; while the boy in senior high school has higher ambitions and chooses some branch of engineering: radio, civil, mechanical or electrical. In the senior high, clerical ambitions are to become a certified public accountant or to hold a secretarial office; professional ambitions run to law, medicine, and

teaching, as contrasted with nursing for the lower grade group.

Perhaps the most peculiar fact revealed is that not one of the 98 students included in grades 7 to 12 expressed an aspiration to vie with Tom Mix or any other similar popular celebrity. It might have been in the minds of several, but certainly was not expressed.

TABLE X. FREQUENCY OF VOCATIONAL DESIRES OF GRADES 7, 8 AND 9 COMPARED WITH GRADES
10, 11 AND 12. (1932)
(SCHOOL B)

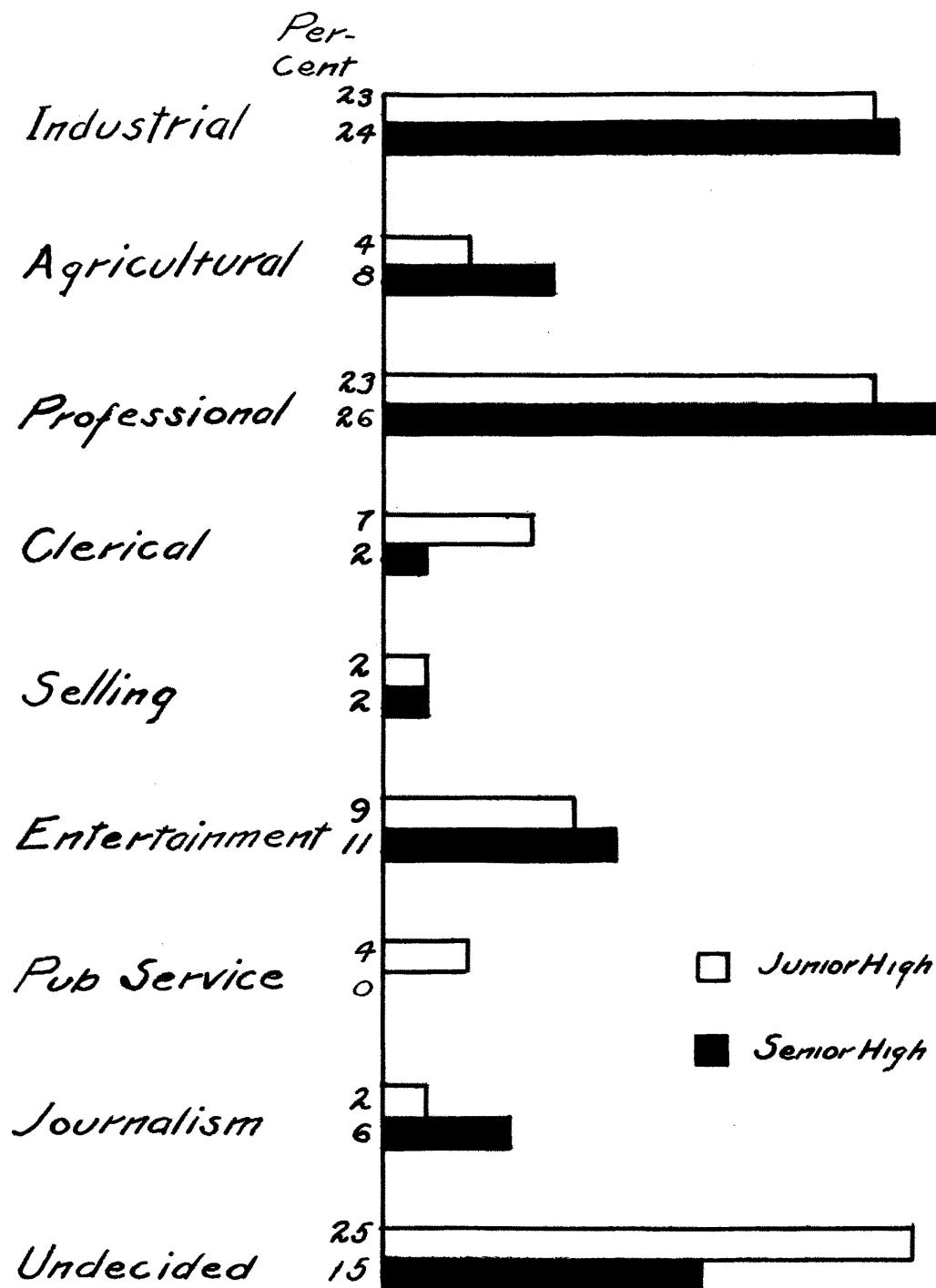
Grade	Indus-trial	Agricul-tural	Profes-sional	Cler-ical	Sell-ing	Enter-tain-ment	Public Ser-vice	Jour-nal-ism	Undecid-ed	Grade Total
7	2	1	4	1	0	1	0	0	8	17
8	6	1	2	1	1	1	0	0	3	15
9	4	0	6	2	0	3	2	1	2	20
Total Junior High	12	2	12	4	1	5	2	1	13	52
10	5	0	3	1	1	0	0	0	4	14
11	4	1	6	0	0	2	0	1	3	17
12	2	3	3	0	0	4	0	2	1	15
Total Senior High	11	4	12	1	1	6	0	3	8	46
Grand Total	23	6	24	5	2	11	2	4	21	98

TABLE XI. RELATION OF VOCATIONAL CHOICES TO STUDENTS' I. Q., IN GRADES 7 TO 12 INCLUSIVE. (SCHOOL B)
 (FOR 63 STUDENTS)

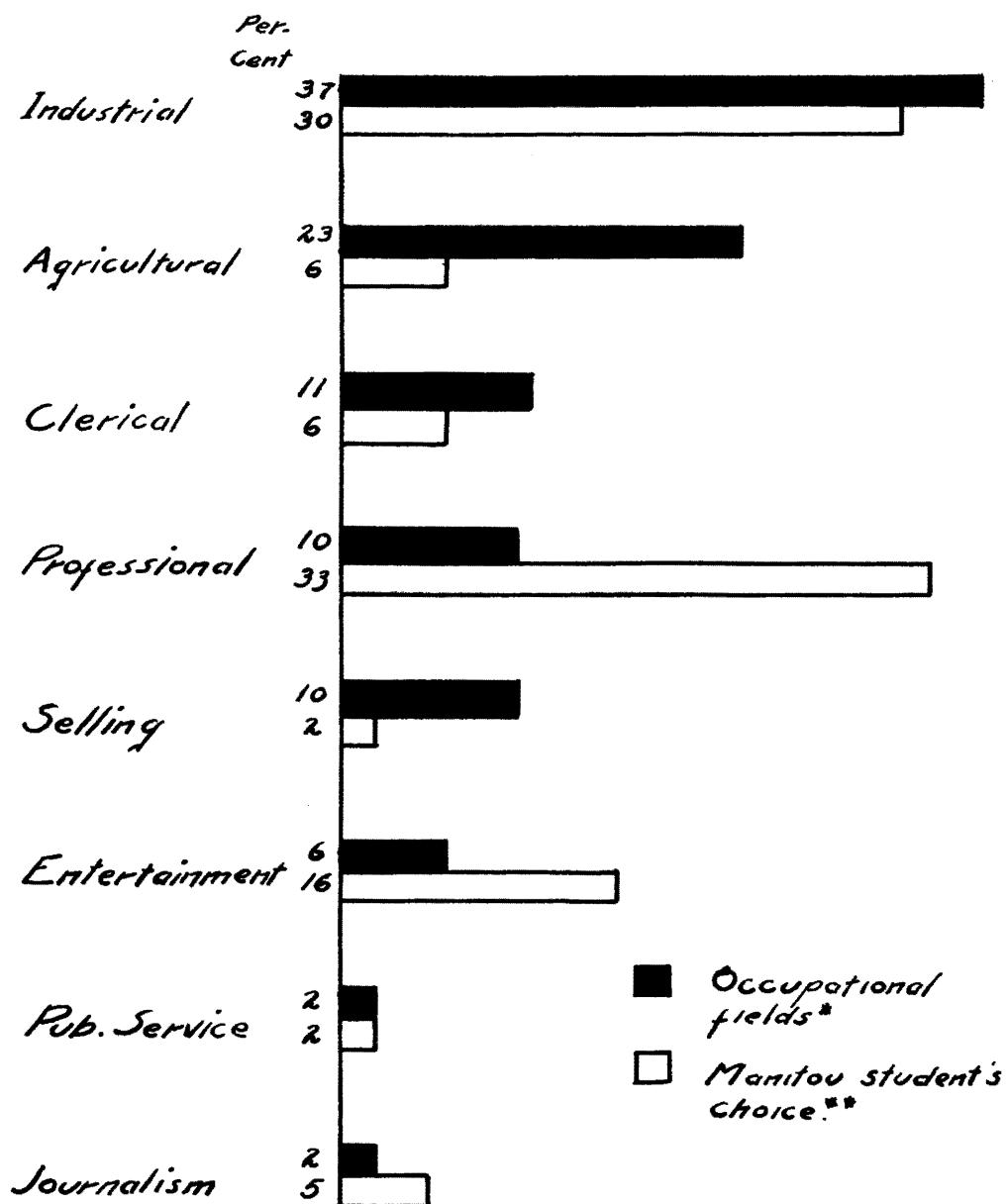
I. Q. Score	<u>Industrial</u> Other Than Engin- eering*	Engin- eering*	Agricul- ture	Profes- sional	Cler- ical	Sell- ing	Enter- tain- ment	Public Ser- vice	Journal- ism	Undecid- ed
120-129	0	0	0	0	0	0	0	0	2	0
110-119	0	2	0	2	0	0	0	0	0	0
100-109	0	7	0	12	3	1	5	2	1	8
90-99	2	0	2	2	1	0	3	0	0	1
80-89	0	0	0	1	0	0	1	0	0	0
70-79	0	0	2	0	0	0	0	0	0	0

*Engineering: radio, civil, mechanical, etc.

How does a student's intelligence influence his choice for earning a living? This is answered in a limited degree by Table XI, page 52. The number of cases is too few to place much reliability upon results, but as they stand it is interesting to note all journalistic choices are made by students with a high intelligence quotient; those choosing public service, entertainment, clerical, selling, professional and industrial vocations are in a majority of cases students of average intelligence; those selecting agriculture are in the lower intelligence group.



GRAPH IV. Percentage distribution of Junior and Senior high school occupational choices
1932 School B



* Based upon United States Census 1920.

** Based upon graduates for three years plus present Junior and Senior High school.

GRAPH IV. Percentage of Vocational choices in school B compared with the actual workers in these vocations

TABLE XIII. PERCENTAGE OF TOTAL ENROLLMENT IN FOUR UPPER GRADES OF SCHOOLS A AND B AS COMPARED WITH SIMILAR ENROLLMENT ELSEWHERE

Grade	Percent of Total Enrollment in Each Grade			
	200 small H. S. *	All H. S. in U. S. **	School A (1928)	School B (1931)
9	34	38	35	29
10	27	27	30	23
11	21	19	27	21
12	18	16	8	27
Total	100	100	100	100
Percent of those in grades 9 to 12	52.9	43.6	22.9	93.1

*Curricular Problems of Small High Schools. Bulletin 6, Department of Superintendents, National Educational Association, (1928) pp. 83-121.

**High School Graduates Entering Higher Institutions. Bulletin 39, U. S. Bureau of Education (1927).

The number of seniors shown for School B is high due to several attending from outside districts. Those in School A were few, a condition existing in this class thru their four years of high school. Granting these abnormalities, there is an enlightening difference which the author believes can be explained in part as a result of the guidance program.

In Table XIII are presented data showing the percentage of high school graduates going on to college. It is

believed that the increase in the percentage of those going to college from School B over the period of four years shows the carry-over of an educational guidance program as it has trained and stimulated students to seek further education.

TABLE XIII. PERCENTAGE OF GRADUATES GOING ON TO COLLEGES AND UNIVERSITIES FOR SCHOOL A (1928) AND SCHOOL B (1929-1932) AS COMPARED WITH THE COUNTRY AT LARGE

Year	181 Small High Schools*	School A	School B
1925	42		
1926	42		
1927	43		
1928		20	
1929			50
1930			80
1931			80
1932			83
Average	42		73

*High School Graduates Entering Higher Institutions.
Bulletin 39: U. S. Bureau of Education (1927).

Of the 181 small schools, 5 offered vocational guidance.

Other results which should be considered and for which data are available, but not presented in this paper, are the high scholastic average of School B over the four-year period in the National Kansas Every Pupil Scholarship Tests and the fact that for the past three years only one graduate from this school has failed to pass his required hours in college.

Physical

Results of a health advisement program are difficult to evaluate. If we use competitive athletics as a criterion, which is questionable, the school has done well. If we are to consider the follow-up program of findings as recommended by the school clinic, parents have cooperated splendidly. If we are to accept only what our data herein reveal, then we must rely upon the fact that underweights have been reduced 18 percent.

Moral

The results of a character guidance program are less measurable than those of health and the comments made here are results of observation only.

The school has had no "problem" students. The absence of immoral and unmoral cases in gratifying and is less than in any school in which the writer has been employed. It is really surprising that there is not a carry-over from the laxity of morals evidenced by the influx of tourists during the vacation months.

Social

The inability to measure such an intangible thing as social guidance is evident. All that can be presented is again from observation.

The students seek companionship not only among their respective groups but with the teachers. They enjoy their parties and class meetings and do not evince that bored, sophisticated attitude commonly seen in high school students today.

Data presented do not reveal the wholesome attitude of a school with students working toward a tangible goal. It is nevertheless there and is far from being negligible.

CONCLUSIONS AND DISCUSSION

The results from this study, in so far as we can measure them, are not so pronounced as might be expected. The fact that no data are available upon these cases prior to the introduction of counseling in the schools causes one to discount somewhat the findings. There are, however, many facts to which we might point and which might be of value to those interested in counseling in a village school.

Certain conclusions were drawn as each table and graph was presented. They are here presented in combined form. Points of discussion which are pertinent and were not taken up at that time will also be considered in this chapter.

It is evident that students who have no guidance change their vocational selection readily. We find in a single year fewer students in a counseled school changing decisions, fewer remaining undecided, more keeping decisions already made, and fewer dropping out of school than in the uncounseled school. The number of students in School B (counseled school) that keep their decisions runs as high as 77 percent, while this is the case for only 57 percent in School A. (Graphs I, II and III) Student choices in both schools conform rather closely to results found in a survey of 4,000 high school students in other parts of the country, but do not agree so well

with the actual vocations of wage earners from the United States census of 1920. (Table III. Graph V.)

In Graph IV an attempt is made to compare choices of the pubescent mind with those more mature. The differences in results do not seem to be very pronounced outside of the fact that twice as many mature students choose agriculture and three times as many choose journalism. The term "journalism" is hardly known to the boy or girl 13 to 15 years of age. The variance in agriculture, which includes horticulture, fur farming and forestry, and in public service, which includes police and fire protection, is the result of the more mature judgment that would be expected of senior high school students. The younger students are appealed to by such work as clerking, book-keeping and typing to a greater degree than the senior high students.

Graph V shows how the gainfully employed of the United States rank in comparison with the choices in School B. The tremendous negative difference in agriculture and positive difference in the professions is no doubt due in a large degree to community and home environment. It may be pointed out that this table was compiled from the decisions of graduates as well as of those now in school. A check of the records of former students shows that if the graduates of three years ago, whose professional selection was approximately 50 percent of all other choices, were not considered, professional choices

shown in the graph would be decreased from 33 percent to 24 percent.

It is shown in Table VIII that these pupils do not care to follow in the vocational footsteps of their parents. This is advanced as an explanation for so few selecting selling. Manitou is decidedly a town of selling.

Professional choices are much too prevalent in both counseled and uncounseled groups. Teaching as a vocation dominates these professional choices and perhaps is caused by a desire to emulate, which is to be classified in this respect as an ambition, not a vocational decision.
(Table III)

It seems that seniors who have definitely decided upon a vocation before graduation have, to a large degree, followed that decision either by continuing in the preparation for such a career in college or entering the vocation directly after graduation. (Table V)

To throw light upon whether achievement in the so-called school subjects influences vocational decision, we have results from Stanford Achievement Tests in grade nine and find engineering choices were made by students who ranked high in these tests. Professional choices were found in the average scores and those who were undecided made low scores. The mean achievement score was considerably above the average for the country, which perhaps indicated a superior job of teaching was being done in School B. This may be due to the guidance program.

(Table VI)

For reasons not clearly understood, it seems students of the groups studied do not care to follow in the vocation of their parents. This has been very definitely determined from the gainful employment of 159 parents. Only four children of these parents chose to take up the trade or profession of their fathers; these were in the junior high school. (Table VIII)

How does the intelligence of seniors influence their choice of a life's work? From the data secured from the small group studied it seems that those with high I. Q.'s choose the professions; the average choose the liberal and fine arts, and those with a low score choose the specialized subjects such as forestry, agriculture and nursing. Entirely too many, seemingly, express a desire to continue their training in college. (Table IX) This, no doubt, is stimulated somewhat by college literature received by these students during their junior and senior years.

In comparing the junior high students with those in the tenth, eleventh and twelfth grades we find the former choosing vocations of lesser skills and training than do the latter. (Table X) This change of emphasis seems to come from the increasing maturity rather than from any other factor.

A student's intelligence seems to influence his vocational choice. In a previous paragraph we pointed

out that the I. Q. of seniors caused considerable difference in their vocational decisions. In considering 63 students from grades seven thru twelve we find a majority of those of average intelligence choosing professional, public service, entertainment, clerical, selling and industrial vocations; while only those with the lower scores chose agriculture. (Table XI)

A question commonly asked is how do vocational choices of the pubescent boy or girl compare with the choices of those more mature. We find this partially answered for the group studied in Graph IV, by noting that the junior high choices outranked the senior high three to one in clerical, and ten to one in public service vocations. However, the senior high choices outrank the junior high two to one in agriculture and journalism; and also two to one among those who are undecided on a vocation.

Comparing all occupational fields in the United States with vocational choices of junior and senior high school students in this study, we find the unusual fact that each of the following fields--entertainment, journalism, and the professions--is the choice of three Manitou students to one worker who is actually in that occupation. This is also true of agriculture but in the reverse order. It is the author's conviction that this is explained, at least in part, by the community in which the student lives. In the case of selling, which is done exclusively in Manitou, one student chooses this vocation to five workers

at large, indicating that students do not care to follow in the occupational footsteps of their parents. This is also true of clerical choices. (Graph V)

The "holding power" of the counseled school is excellent. There are twice as many students going to college as there are from the average high school. If we are to understand that it is advisable to encourage so many to go on to college, then this speaks well for a counseling program.

Incidentally it has been brought out that the quality of academic work in School B (the counseled school) is superior as is shown by intelligence and achievement tests, by state scholarship contests and by the excellent scores made by graduates in college.

By drinking of milk and periodic rests underweights have been reduced and from observation it seems that good results have been obtained in character guidance because of the absence of "problem" and "moral" cases in the school.

Socially, students are much above the average, which is traceable partially to the community in which they live and partially to the program of counseling.

How much of the credit for the success of School B can be attributed to the program of counseling is difficult to determine, yet the parents, pupils, teachers, and school officials have expressed satisfaction with the results obtained.

The guidance program as presented has some points that could be enlarged upon to advantage. The program should include the placement of students either in complete or in part time work. It should also embody plans for more intensive occupational research into the community and state vocational needs and also of local educational opportunities. Aptitude tests and grouping of students according to ability is apparently highly desirable, as is the distribution of occupational literature, the contacting of outside agencies such as the Y. W. C. A., Y. M. C. A., Rotary Club, Kiwanis Club, and Chamber of Commerce. A careers class should, seemingly, be made compulsory for all students sometime during their high school course. Closer supervision of counselors and closer contact with parents would perhaps be justified.

Yet, in its major features, the plan as presented seems, on the basis of experience, to offer a successful method of interesting a village community in vocational, educational, health and social guidance.

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APPENDIX

Contained herein are several papers from eighth grade students upon the selection of their vocations. Immediately following these papers is one of the questionnaires used to gather data for the study of this problem. This questionnaire is used here by special permission of the Webster Publishing Company, St. Louis, Missouri.

"My Vocation

"If possible I should like to become a director of motion pictures. To me this seems very interesting and offers many brilliant opportunities.

"I have several reasons for wanting to follow this vocation and shall try to enumerate some of them as follows:

"1. One gets a chance to broaden his knowledge concerning the likes and dislikes of the public.

"2. There is a chance for making money--if one succeeds in his work.

"There are several requirements for this vocation and I should like to take every opportunity that comes to me to learn about the subject. I must make as much of my education as possible, as producers demand only well educated people who know about everyday life and how to successfully direct a large picture.

"Efficiency, skill, accuracy, interest, courtesy and perseverance are necessary in this field of work."

"I am interested in nursing because I hear so much about this work.

"A nurse does one of the greatest things to benefit the world. She saves lives and makes the sick better. Then, too, after one is a graduate nurse she can make a good living wage.

"For the steps of advancement a high school education is necessary. It is best that one have a college education, and some hospitals are demanding it. One then goes into a training school for nurses. This is in a hospital where one can learn and also earn while learning. Board, laundry and room are furnished.

"The qualifications necessary to be a nurse are to be patient, clean, educated, courteous, willing to work and make an effort and to have endurance.

"Some patients are cross and one must be very patient to please them.

"One must be willing to help another nurse and willing to obey orders and be quiet and not disturb the patient. One should always boost the hospital and make people think of it in a kindly way.

"I have gathered these things mostly from hearing people talk.

"I hope I can keep up my interest and work toward this goal."

"The vocation that I would choose is to be a teacher in a grade or high school.

"There are two special reasons why I choose this vocation:

"First: It would give me an opportunity to increase my knowledge that I may impart it to others.

"Second: I would have the pleasure of knowing that I

was helping to teach some of the children of the United States that they may become good citizens.

"For this I would have to attend college and major in the work in which I wish to become efficient. Practice teaching is also necessary that I may have experience.

"To qualify for this vocation I must be very much interested in doing my work well, being accurate, neat, courteous, thorough and punctual."

"I should like to be a merchant and own my own business.

"No individual succeeds without a good education as a background so I need to study hard and do my work well and accurately. I must know mathematics very well and also English. I hope to be able to take a business course

"To succeed I must practice being punctual, cultivate good manners and personality, know how to meet the public courteously, and be interested in my work by knowing how to do it well.

"I should like to be a sailor for it is very interesting with an opportunity for advancement and for seeing foreign countries.

"The steps in advancement are cabin boy to sailor, sailor to boatswain, boatswain to second lieutenant, second lieutenant to captain, captain to post captain, post captain to rear admiral, rear admiral to admiral.

To become more than a common sailor I must have a good standing in high school, then go to a United States naval school where I must obey orders and rules and have a good standing there in my subjects."

"My greatest ambition is to be a teacher of expression. I choose this because I believe I enjoy this work and am interested in it. It appeals to me. I like to give class reports and to give readings. If I do take up this work my liking for it will help me to succeed.

"One of the first steps in this work is to put one's self into it. I must have a good education to be successful. I do try, and will continue to do things of that type, to make me feel more at ease on the platform and before my audiences.

"A great deal of reading will help me in speaking. I must strive to use correct English, to cultivate a pleasing voice, to make a good appearance, and to cultivate a personality, that I may be successful in this work."

NUMBER.....

HIGH SCHOOL VOCATIONAL QUESTIONNAIRE

NAME OF STUDENT.....

CLASSIFICATION.....
_____**FOREWORD**

It is the purpose of our high school to be of service to the community. We want to ascertain, as far as is possible, the interests and wishes of the people in this community and meet them as far as is practicable. We want to make a careful study of the business and industrial enterprises of the community and adapt the high school course of study to meet their requirements.

It is further the desire of our school to ascertain and classify the ideas, tastes, and special interests of the boys and girls enrolled in order that we may make their high school life more agreeable and fruitful in the present and more productive for the future. It is with the latter purpose in mind that this pamphlet has been prepared.

In order that the above purposes of this school may be realized, certain information must be secured. No one is better prepared to furnish this information than the parents of the students and the students themselves. It is, therefore, only natural that we should look to them for this assistance.

This pamphlet is divided into three parts. The first two parts are questionnaires. One of them is to be filled in by the parents or guardians and the other one by the student. This is to be a confidential report and, therefore, parents and students need not hesitate to answer the questions freely. The third part is to be filled in by the teachers or the student's adviser, from year to year, as the student passes through high school. It is believed that this cumulative record will be of great value in assisting the student in selecting proper courses and in advising him concerning his future career.

Principal or Superintendent

PART ONE**TO PARENTS OR GUARDIANS:**

Please fill in the following blank spaces, sign your name at the bottom, and return this copy to the school. As your co-operation will be a great help to the school we request that you give this your prompt and careful attention.

Please use ink in filling in these blanks.

1. Is it your plan to have.....complete the entire four-year high school
Name of Student
course?..... If not, how long do you expect to send him or her?.....
 2. Have you in mind any trade, profession, or business that you plan to have your son or daughter enter?
(answer fully)
-
-

3. If you do not, then what trade, profession, or business does your son or daughter seem to be most interested in?

4. Do you plan to send him or her to college or university after the high school course is completed?.....
If so, where?.....

5. Are you satisfied with the progress your son or daughter has made in school thus far?.....

6. Have you any suggestions to offer which will enable the high school to be of greater service to the community?

7. Have you any suggestions to offer that will enable the high school to be of greater service to your children?

Signed.....
Parent or Guardian

PART TWO

TO THE STUDENT:

You are asked to answer the following questions in a most careful manner. The time has come when you must know yourself. These questions will help you to know yourself better. Study each question carefully before you attempt to answer it. When you get to a question that you can not answer immediately, defer answering it until a later time. Consult your parents and teachers. They will be glad to assist you.

If you have not already made a choice of the trade, profession, or business, that you expect to follow in later life then you should do so as soon as you possibly can. It is during their high school life that most students make their choice. If you can make your choice during your first year in high school then you can select your courses for the remaining years accordingly.

Please answer all questions in ink.

GROUP I (HOME LIFE)

1. Do you live at home?..... If not, where do you live?.....

2. Who are the members of your family?.....

3. Have you a quiet place for home study?.....
4. What is the average amount of time spent in home study?.....
5. Is there a library in your home?.....
6. What is your favorite magazine?.....
7. How do you usually spend your leisure time? (Answer fully).....
.....
.....
.....

8. Do you have any duties outside of your school work?.....
- Name them
-
.....
.....
9. Have you any part-time employment for pay?.....
10. Name some things that make your home attractive.....
.....
.....
.....

GROUP II (PHYSICAL RECORD)

1. What is the date of your birth? Yr..... Mo..... Day.....
2. What is your height? Weight?
3. Have you defective hearing? Vision? Teeth?
4. Have you any other physical defects? What?
-
5. What is the condition of your general health?
6. Have you regular hours for sleep? Exercise?
7. What kind of exercise do you take?

GROUP III (SOCIAL LIFE)

1. Do you enjoy being with people?
2. Do you naturally seek companions?
3. Do you have few or many companions?

4. How many evenings out do you average per week?.....
5. What kind of parties do you most enjoy?.....
6. Do you get most of your social life within or without the school circle?.....
With school people?
7. What interest do you have in church work?.....

GROUP IV (SCHOOL LIFE)

1. Do you enjoy school?..... If not, why?.....
2. Name the study or studies you like most.....
.....
Why?
3. Which do you dislike most?.....
Why?
4. Is there any school subject that you formerly disliked in which you now take pleasure?.....
If so, what is it and how did the change come about?.....
5. Are you generally a leader or follower in games and clubs?.....
6. What school offices have you held?.....
7. On what committees have you served?.....
8. In what other way have you represented your school?.....
9. In what athletic activities do you engage?.....
10. Of what clubs are you a member?.....

GROUP V (VOCATION)

1. Have you made a choice of a trade, profession, or business which you intend to follow in later life?.....
2. What is the choice you have made?.....
3. What are you doing to prepare yourself for it?.....
4. What studies in the high school course are particularly helpful?.....
5. Are you selecting your school studies with a view of preparing yourself for your vocation?.....
6. Do you receive any encouragement at home along this line?.....
7. Name any one person who has given you any special encouragement.....

8. Answer this list of questions later.

Have you changed your plans since the first year?

If so, what are they now?

Have you changed your plans since the second year?

If so, what are they now?

Have you changed your plans since the third year?

If so, what are they now?

The following questions are to be answered by students who have not already made their choice.

9. Have you discussed with your parents the question of your life work?

10. Have you talked to your teachers, adviser, principal or some person in your community about it?

Who?

11. Study the list below and underline twice the trade, profession, or business you are most interested in and underline once five others in which you have an interest.

Architecture	Dressmaking	Masonry	Real Estate
Bakery	Engineering	Merchandising	Sign Painting
Barber	Farming	Millinery	Salesmanship
Banking	Farm Management	Mining	Sculpture
Bookkeeping	Forestry	Medicine	Stenography
Butcher	Gardening	Nursing	Surgery
Cabinet Making	Hotel Management	Painting	Tailoring
Carpentry	Insurance	Piano Tuning	Telegraphy
Clerical Work	Interior Decorating	Pharmacy	Teaching
County Agent	Jewelry	Photography	Theology
Cartooning	Journalism	Plumbing	Waiter
Dairying	Law	Printing	
Dentistry	Library Work	Poultry Raising	
Detective Work	Mail Ordering	Railroading	

12. The above list is not complete. If you do not find listed the thing you are interested in then write it in the space below.

.....

.....

.....

13. The following are means by which you can gather information concerning the trade, profession or business in which you are interested:

Reading,
Lectures,
Reports,

Debates,
Personal investigation,
Consultation with members of the trade, profession, or business.

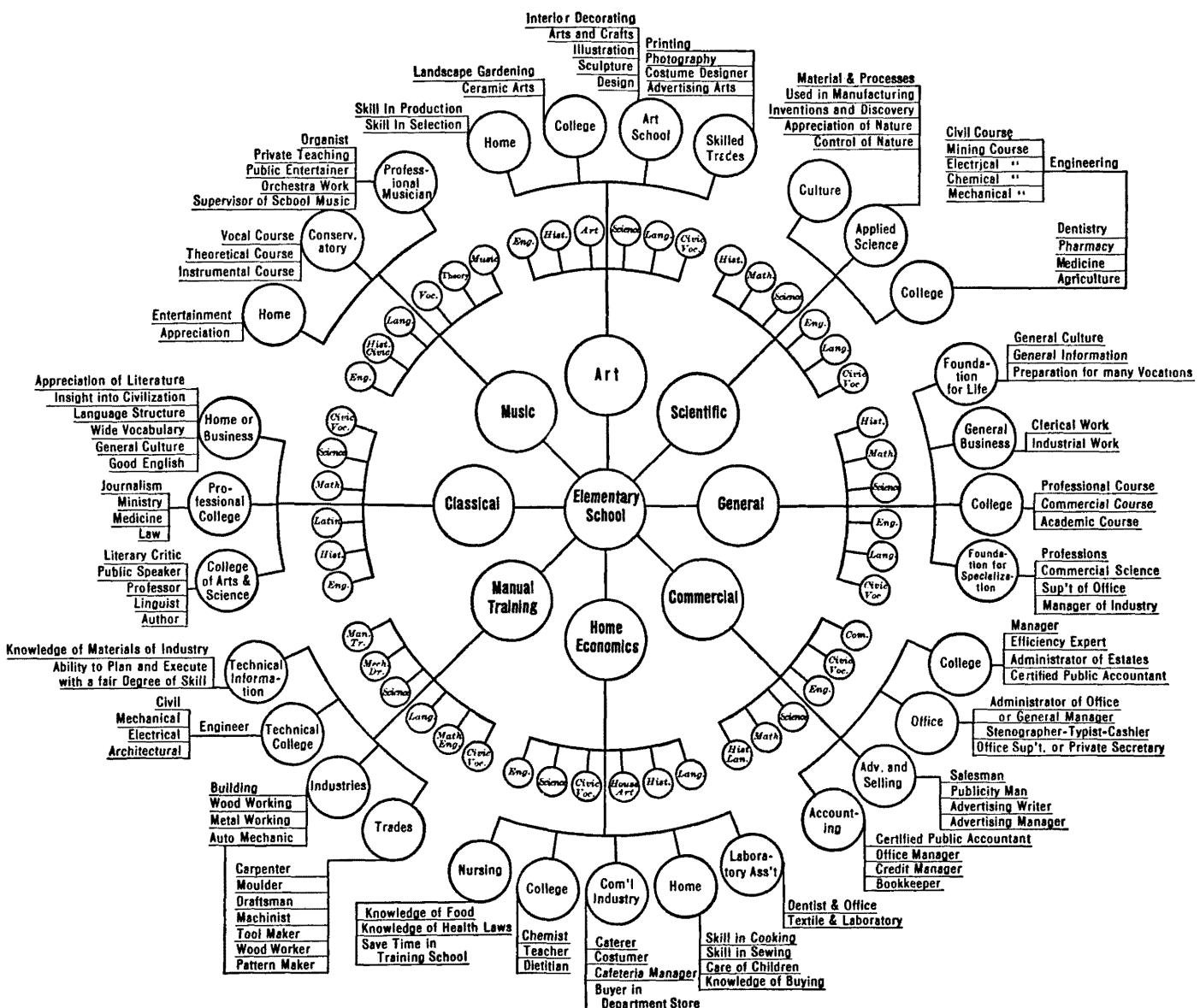
14. Use this space for anything else you wish to tell us that you did not mention above.

						Trade, Profession or Business
						Cost of Preparation
						If Business, Capital Required
						Educational Requirements
						Physical Requirements
						Mental, Physical and Moral Adaptability
						Best methods for Preparation, Schools, etc.
						Income derived from it
						Permanency
						Opportunity for Advancement
						Service it offers to Fellow Man
						Social Standing offered by it
						Physical and Mental Environment of Trade, Business or Profession

EDUCATIONAL GUIDANCE

Parents should counsel with Principals in the selection of courses for pupils with a view to discovering the pupil's field of interest and his capacity for growth. The vocational chart shown below will assist teachers and parents in the educational guidance of pupils in their preparation for life work.

VOCATIONAL CHART FOR HIGH SCHOOL COURSES



By permission of
EVERETT A. HIDEY, Director of Vocational Counseling
St. Louis Public Schools

PART THREE

TO THE TEACHERS OR ADVISER:— Record on this page any data that you may collect from time to time that may be of help to you in advising the student concerning his future career. It will also be of use in enrolling the student from year to year. (Please use ink.)

Psychological Test _____ I. Q. _____ A. Q. _____

Student's choice of a trade, profession or business _____

FIRST YEAR		SECOND YEAR	
SUBJECTS	RANK FOR THE YEAR	SUBJECTS	RANK FOR THE YEAR
DEPARTMENT		DEPARTMENT	
DAYS ABSENT		DAYS ABSENT	
TIMES TARDY		TIMES TARDY	
EXTRA CURRICULA ACTIVELY PARTICIPATED IN		EXTRA CURRICULA ACTIVELY PARTICIPATED IN	
SCHOOL OFFICES HELD		SCHOOL OFFICES HELD	
COMMITTEES SERVED ON		COMMITTEES SERVED ON	
HOW WAS LAST VACATION SPENT?		HOW WAS LAST VACATION SPENT?	
TRAITS WELL DEVELOPED		TRAITS WELL DEVELOPED	
TRAITS THAT NEED DEVELOPING		TRAITS THAT NEED DEVELOPING	
THIRD YEAR		FOURTH YEAR	
SUBJECTS	RANK FOR THE YEAR	SUBJECTS	RANK FOR THE YEAR
DEPARTMENT		DEPARTMENT	
DAYS ABSENT		DAYS ABSENT	
TIMES TARDY		TIMES TARDY	
EXTRA CURRICULA ACTIVELY PARTICIPATED IN		EXTRA CURRICULA ACTIVELY PARTICIPATED IN	
SCHOOL OFFICES HELD		SCHOOL OFFICES HELD	
COMMITTEES SERVED ON		COMMITTEES SERVED ON	
HOW WAS LAST VACATION SPENT?		HOW WAS LAST VACATION SPENT?	
TRAITS WELL DEVELOPED		TRAITS WELL DEVELOPED	
TRAITS THAT NEED DEVELOPING		TRAITS THAT NEED DEVELOPING	

ABSTRACT OF THESIS

COUNSELING IN THE MANITOU, COLORADO,
JUNIOR AND SENIOR HIGH SCHOOL.

By Ernest E. Trego

The problem with which the author was constantly confronted as a teacher and principal and later as superintendent of small schools was the helplessness or inadequateness of the school in advising students what they should do to earn a living after leaving school, and the further problem of how the school could train them in the channel of their selected vocation. It had been felt in the past by students and parents alike, and the author experienced this feeling during his high school days, that the exposure to the high school curriculum would in some automatic and miraculous way equip all students with the necessary tools for earning a living.

As a result of the author's experience and observation and the subsequent conviction that counseling should be given to all students, at least in the formative years of the secondary school, a program of guidance was started in the Manitou Junior and Senior High School and developed over a period of four years. The thesis herein presented is a summary on the needs for, development of, and results from this program of curricular revision and counseling.

The counseling undertaken has resolved itself along several lines: vocationally, the assisting of the individual in choosing the life work for which he is the best qualified; educationally, the advisement in the choice of curricular subjects to meet a vocational objective; morally, to inculcate in the student a desire to do right

and a knowledge of what is wrong; socially, to promote a better understanding of fellow students, teachers and community; and physically, to build strong, healthy bodies.

The author has built his program around the belief that counseling should be a broad, sympathetic leadership for the purpose of helping students to help themselves.

The counseling technique was first worked out by the author and considerable time was spent in "selling" it to the community, teachers and students.

After a study of the teaching personnel was made, teacher sponsors were appointed to take charge of all classes. The junior high school curriculum was revised to include short unit occupational exploratory courses for boys and girls in grades seven, eight and nine. These courses were made compulsory.

The school day was arranged to provide for a 45-minute activity period at the close of the afternoon session. Students were limited to three activities and those not in activities were to report to the home room sponsor for counseling. During this time with the sponsor guidance books were to be consulted and occupations studied and personal interviews made.

Much of the statistical material gathered in a study of the need for and the program of counseling as developed are presented by the author in the form of various tables and graphs.

In the treatment of this problem the author has used

five graphs showing how unstable are the vocational choices in an uncounseled school over a nine months period; how two small schools, one counseled and the other uncounseled, vary in student choices; how vocational selection becomes more stable as the pupil grows older; how junior high school choices compare with senior high school; and how the Manitou School compares in its choices with the vast number of workers gainfully employed.

A classification of all occupations for gainful employment has been worked out and vocations reduced to eight heads. This major classification is used thruout the thesis in referring to occupations.

School B is compared in intelligence to 905 other schools as reported by Terman and shown to conform with the average. In occupational choices, Schools A and B are not consistent with Terman's findings because of the preponderance in professional and lack of agricultural choices. However, if we are to go further in comparing the findings of Terman with those gainfully employed (U. S. Census of 1920) it becomes evident that professional choices are too high and that industrial and agricultural decisions are far too low. From this evidence, it seems many vocational decisions even in counseled schools are ambitions.

High school graduates over a period of one, two and three years follow very closely in keeping the vocational

choices they made while in high school. This should speak well for counseling.

As a result of a rather extensive testing program in School B we are aware that in achievement, students are above the average and that the pupil who makes a high score is the one who chooses a vocation requiring a high degree of training. The above statement is true too, in general, from intelligence test results.

Vocational choices of graduates combined with those from grades 7 to 12 reveal students do not care to follow in the gainful employment of the parent; that most aspire to a "higher type" of employment.

Comparing occupational selections of the junior high student with those of the senior high school we find some difference in clerical, agricultural, and public service selections. In these three choices there is a greater frequency of selection from the junior high pupil. In these adolescent grades, we also find fewer pupils have made a vocational decision.

Further data are presented in Tables XII and XIII which cause one to believe that the counseled school holds more students in attendance and sends more graduates to college. No doubt the former is very desirable--the latter might also be desirable if kept within the limits of those who are mentally capable of successfully pursuing college work.

In order to approach health guidance from a scientific viewpoint, a school clinic composed of specialists was held and the findings followed up by periodic reweighing and visitation by a community nurse. During the past year a group of 37 students, because of being extremely underweight were put on a rest schedule in the school. These and other underweights were also given milk to drink.

The forming of student groups with school betterment as an objective was instigated for the purpose of training character.

Certain requirements have been listed for the activities of a counselor. They are as follows:

- Interviews with parents and others interested.
- Acquainting the community with school activities.
- Contributions to curricular changes.
- Recording results of interviews, etc., on personnel cards.
- Collecting and presenting occupational and guidance data.

The counselor, after studying the student and going over available data, attempts to advise the student in what he should and should not take up as a means of future livelihood.

SUMMARY

Studies of the pupils in the Junior High School and Senior High School of Manitou, Colorado, give evidence of the following trends in these groups:

1. Vocational occupations of graduates have changed very little after getting out of school from their selection while in school, even during a period of economic

depression. Students have become more conscious that sooner or later they must begin earning a living and the sooner a decision is made as to what that living shall be the better for the student.

2. It seems students receiving counseling in school are more apt to make a vocational choice and keep it than will the unguided pupil.

3. In both counseled and uncounseled schools too many students choose teaching as a means of future livelihood. In this respect the author feels it is an ambition--not a vocational decision.

4. Seniors who have had the benefits of counseling seem to follow rather closely their vocational selections after they have graduated.

5. Scores made by students in achievement tests are closely related to the extent of training required in the pursuit of their vocational choice.

6. From this report it seems pupils do not care to follow in the vocational footsteps of their parents.

7. The student's intelligence seems to influence the type of life work he chooses. Those of high intelligence choose the professions and more scholarly industries; those in the lower rating, agriculture and manual industries.

8. The student whose mental capacities are not fully developed selects more manual vocations; the more mature student those vocations generally classed as mental.

9. Comparing School B with the country at large, we learn that there is a 200 percent increase in vocational decisions in the professions, entertainment, and journalism over the percentage of workers in these fields. There is a 200 percent decrease in agriculture and 400 percent decrease in selling which causes the author to believe environmental influences are at work in the community. There is no agriculture in Manitou.

10. counseled schools are able to keep more students in school for a longer time which makes for a better quality of academic work.

11. By causing underweights to drink milk, the underweight percentage has been reduced. Socially, students are much above the average, due perhaps partially to the guidance program.

12. Vocational decisions made by students in several instances vary tremendously from the gainful occupations of workers in the United States. While this is somewhat disconcerting to the author, it fails to modify his belief that counseling in every school is essential.