Survey of vocational and educational guidance in Montana high schools

H. C. Olson

The University of Montana
A SURVEY OF
VOCATIONAL AND EDUCATIONAL
GUIDANCE
IN MONTANA HIGH SCHOOLS

by

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Acknowledgements

I am indebted to the superintendents and principals of Montana, and to the many state superintendents and directors of educational activities for their fine cooperation and support in furnishing information; to Dr. W. R. Ames, of the State University of Montana, for help and inspiration, and to all others who have helped me in so many ways to make this survey possible. I have endeavored to give proper credit, at each phase of development of the thesis, for the contributions at that point.

The Problem

1. What is being done in the high schools of Montana to inform the students regarding educational and vocational opportunities?

2. What is being done to guide the boys and girls of the state into the best and happiest channels for their educational and vocational success?

3. What is being done to place and follow-up drop-outs and graduates of Montana High Schools?

Research Techniques Used

1. Questionnaire
(a) The greater part of the basic information for this thesis was obtained from the returns of a questionnaire sent to all high schools of the state in the spring of 1932, from the state department of public instruction, under the direction of Mr. M. P. Moe. Discussion of the materials from this questionnaire will be referred to as from the "first survey" in the body of this thesis. The committee members responsible for the questionnaire were:

Mr. W. R. Ames, Missoula, Chairman
Miss Dora Drowatsky, Butte
Mr. H. N. Kaufman, Kalispell
Mr. E. N. Tisdale, Great Falls
Miss Leora Hapner, Bozeman
Mr. M. P. Moe, Helena

The author sent out fifty-five copies of the same questionnaire to that many schools which had not replied to the first request. The final result was that ninety-nine per cent of the schools reported. The information received referred to the status for the school year 1930-31.

(b) In order to show the trends, and to bring the facts regarding courses in occupations up to date, a second questionnaire was sent to the high schools of the state in September 1934. Seventy-six per cent of the schools
reported. Materials from this questionnaire will be referred to being from the "second survey."

(c) A questionnaire was sent to all departments of education of the states and territories of the United States, to the District of Columbia, Canal Zone, the Department of the Interior, and the National Education Association, to learn what had been done, or was being done outside of Montana by the administrative heads in surveying the situation under their jurisdictions. In all, fifty-six requests for information were sent out and forty-four replies received. The results of this questionnaire will be referred to as the "national survey."

(d) Supplementary letters, courses of study and articles on guidance were received from many of the departments.

(e) Copies of all questionnaires used may be found in appendix I.

2. Interview

The interview technique was used, to some extent. Superintendents, principals, and teachers were interviewed at different times and places regarding prac-
tices and procedures in their own schools. In the sum-
mer of 1932, at the Administrators Educational Conference
at the State University, the matter of guidance was dis-
cussed with Dr. Coffman, President of the University of
Minnesota. Again at the Great Falls meeting of the
Montana Education Association on October 26th 1934, Dr.
Gregson N. Kefauver was interviewed by the writer, rela-
tive to the objectives of guidance in the high school.

3. Experimentation

Though not always truly scientific, considerable ex-
perimentation has been done by the author in attempting
to find a truly functional guidance program for small
Montana high schools. This has been carried over a
period of nine years. Seven of these years as super-
intendent of two third-class districts in Montana, com-
ing in direct contact with guidance problems, and in
teaching six different classes in occupations and voca-
tional civics during this period. Various methods have
been tried, with varying degrees of success, in attempt-
ing to meet the needs of the boys and girls.
INTRODUCTION

Historical

Guidance has been a part of education through all time. It has been informal, for the most part, and an incidental part of the other educational processes. Only relatively recently has it come to take a specific, formal aspect in our scheme of public education. With the great increase in attendance in secondary schools has come a growing increase in the problems of guidance. Along with this have grown increasingly diverse and complex vocational activities in and out of school. There has been an attempt to meet the needs and problems of the students. These attempts have crystalized themselves into more or less specific and definite guidance programs. There is still no doubt a great deal of confused thinking and actual practice in the field, but a scientific program of procedure is certainly evolving.

An attempt was made by the writer to learn what had been done by various educational agencies in the United States in determining the needs, and in formulating programs to aid schools in developing a well organized system of guidance.

In September 1934 a questionnaire was sent to all state departments, to the Territories, Phillipine Islands, to the
National Education Association, and to the Department of Interior, asking whether or not a survey of vocational and educational guidance had been sponsored by these respective departments (see appendix I). Fifty-six inquiries were sent out in this national survey and forty-four replies received. (No returns were had from Georgia, Hawaii, Louisiana, Ohio, Porto Rico, Tennessee, Washington, and Wyoming.) Only six of the forty-four replying reported having sponsored any such study, although several indicated that certain cities and individual schools within the state or jurisdiction had made some survey, and that a few had done some really outstanding pioneer research and achievement in the guidance fields. The states reporting that surveys had been made were: Connecticut, Iowa (by graduate student), Maryland (informal), Michigan (informal), New Hampshire and Virginia. Only eight reported a state course of study for vocational guidance, namely: Idaho, Maryland, Missouri, Nevada, New Hampshire, North Carolina, South Dakota, and Virginia. Only five reported a course of study for vocations, these being: Iowa, Maryland, New Hampshire, South Dakota, and Virginia; and only three; Idaho, Maryland, and New Hampshire reported any follow-up work through the state department. Eleven reported that a representative of the state department assisted the schools with problems of guidance, through conferences, etc. with superintendents, principals, teachers, and students. Others indicated that considerable guidance
service was rendered, incidental to the regular inspectorial functions of the department. Utah, for example, has a director of guidance with two full-time assistants, and is apparently doing more in a specialized way than the other states, to assist the schools directly in the field.

The survey indicates that not much has been done by state departments, except in isolated instances, in determining the present status of, and the need for, vocational and educational guidance in their charge, except as a part of their regular duties. However, some outstanding work has been done by individual cities, and comments and comparisons will be made of a few typical cases of work under the several divisions of this thesis.

The terms defined.

The following definition of terms, statement of needs, and scope of the field of vocational and educational guidance has been adopted by the writer as a pattern for agreement of terms, and the discussion in following chapters will refer to this common basis of usage. The material is taken from the report of the committee on terminology, presented at the National Vocational Guidance Association Meeting, Washington, D. C., 1932.¹

"Vocational guidance is the necessary assistance, given an individual to enable him to obtain experiences, information and counsel which will best aid him in choosing, preparing for, entering upon, and progressing in a recognized occupational livelihood."

Educational guidance is inseparably interwoven with vocational guidance, because preparation for the occupation necessitates making choices of subjects, schools, and colleges.

The need for guidance

Today the boy or girl does not follow in the occupation of his parents. There is a constant change in the emphasis on occupations, and there are new problems connected with the changing social order, all of which increases the already difficult problem of making a start in vocational life. Quoting again from the report of the committee on terminology:  

"The proper emphasis, then, is not upon choosing an occupation, but upon preparing for vocational life. A choice must be made, but for most of us, it becomes a choice of immediate training programs or general vocational objectives, in which we are concerned with ability level, economic demand, and the life pattern, which characterizes occupational groups rather than individual occupations,...a choice of a job to apply or aim for, the selection of another job, and even more jobs and more problems and more decisions, as long as we remain productive members of our order. Once within an occupational group, the boy or girl will change from job to job, or will advance from one to a higher one, largely not only because he has the aptitude or personality traits required, but because he has the ability to adjust himself to a changing situation. For most,

2. Cunliffe, op. cit., p. 165.
promotions will come from within the industry rather than through success in any one trade. It cannot be over-emphasized that, other things being equal, the success of one individual rather than another will come through the capacity for self-adjustment.

"So the specific vocational problem in most cases is one of adjusting personality to the job situation whether the job is that of junior clerk, the sweeper, the young engineer, the robot, the young teacher, or what not. Such adjustment means:

1. Adjustment to work
2. Adjustment to social conditions at work
3. Adjustment to working conditions other than social
4. Adjustment to the life-pattern characteristics of the occupation."

There is hardly any question but that our economic system is in constant change, at some periods much more so than at others. It would seem futile to very definitely prepare and shunt a student into some specific field, only to find that by the time the student was ready for the work that it no longer existed, or that there were no further opportunities for making a living in it. The author recently asked a superintendent, who was teaching a course in occupations, what he taught relative to the remunerations and economic opportunities of occupations which, during the depression, had practically gone out of the picture, economically. He replied, "I tell them that no matter what occupation they may prepare for today, it is almost impossible for them to find employment, or to receive anything for their services." Though the statement is far fetched, it brings out the point that, because of continual change in the economic world, the guidance
programs must be flexible enough to allow for changing conditions. This is also clearly stated in the committee report which is quoted again and points out that vocational guidance is fundamentally concerned with preparing and helping people to make wise decisions, to solve vocational problems intelligently, to meet vocational situations effectively...all involved in planning and living a life. Vocational guidance must stress the development of the self-reliant individual who can adjust himself to the changing vocational world, who understands not only the requirements of his immediate job, but the larger implications of vocational life. The danger to any individual lies not in being ill-fitted for any one occupation, but in being incapable of making the right adjustment necessary for success. Specifically, vocational guidance teaches, through the class in guidance, whatever it may be called or wherever it may be offered, the skills, techniques, understandings, and appreciations necessary for making intelligent decisions; through counseling, it helps boys and girls to make decisions; through placement, it assists them in making, and supervises early contacts with industry. Vocational guidance must, then, be chiefly concerned with helping the boy or girl acquire a versatility and resourcefulness, a technic and understanding which will enable him to solve his vocational problems satisfactorily.

Vocational and educational guidance are very closely interdependent, and the increasing complexity of the curriculum offering makes an organized guidance service almost imperative, to assist the boy or girl in making wise choices.

The Montana Survey

Since the size of the school and of the community makes considerable difference in the extent of the school offering and the opportunities for guidance, the analysis of the re-
The results of the state survey have been divided into three sections, to correspond with the classification of the schools into first, second, and third class districts.

Chapter 79, section 1020 of the revised school laws of Montana defines a district as the territory under the jurisdiction of a single board designated as a board of trustees.

Section 1021, of the same chapter, defines classes of districts and designates the number of trustees for each:

"All districts having a population of eight thousand or more, are, and hereafter shall be, districts of the first class. All districts having a population of one thousand or more, and less than eight thousand, are, and hereafter shall be, districts of the second class, and all districts having a population of less than one thousand are, and hereafter shall be, districts of the third class. In districts of the first class the number of trustees shall be seven; in districts of the second class the number of trustees shall be five; and in districts of the third class the number of trustees shall be three."

The organization of the thesis

The following presentation of the guidance situation in Montana, is divided into three parts; Part I; deals with methods used in Montana high schools for informing students regarding occupational opportunities; Part II; deals with the problems of guiding the boys and girls into the best

4. Superintendent of Public Instruction, School Laws of the State of Montana, (March 1931), Chapter 79, Section 1020 and 1021, pages 33 and 34.
choices, educationally and vocationally; Part III; deals with placement and follow-up. In each part the conditions are presented and discussed from the standpoint of the data received from the surveys. A comparison is made in each division of the Montana methods, as reported by the schools, with the ideal or standard conditions which are considered by authorities to be the best, or which are found to be general practice in different parts of the United States. This comparison is made with the purpose of pointing out the strong and weak points of the Montana guidance programs and if possible to indicate avenues for improvement.
PART I INFORMING THE STUDENT

Chapter I—By the Aid of the Course in Occupations

The need for systematic study

A course in occupations is perhaps the best and only adequate method of presenting a systematic treatment of fields of work. Other procedures in guidance along this line will be presented in the following chapters, but these, as will be pointed out, do not offer as definite and well organized treatment of vocations as is possible in the course on occupations.

Authorities in the field of guidance, among whom are Proctor, Brewer, Kefauver, Koos, Parsons and others are generally agreed on the importance of the course on occupations. There is, perhaps, no other force which has been developed in the vocational guidance field which has the effectiveness and the potentialities of the well organized guidance class.

Aims of the course

The aims of a course in occupations depend on the grade in which it is taught, the length of time devoted to it, and on whether or not boys and girls are taught separately.

The following general aims, taken from a course of
study for Junior High Schools... Department of Education, City of Baltimore, for 1929, is indicative of the ones most generally set up:

1. To stimulate and encourage interest in further education.
2. To acquaint children with the many ways in which people earn a living, placing constant emphasis on the workers, and on the dignity of labor.
3. To acquaint children with the methods of studying an occupation, so that they can make a more intelligent choice of a life work.
4. To prepare the children for a better understanding of occupational problems.
5. To stress the social point of view throughout the work, with emphasis on those qualities of character which, in general, constitute true success.

The content of the course

The matter of content of the course also depends on the factors of grade placement etc. similar to that of the aims. It would be impossible to attempt to cover all occupations in a course of this nature. Limiting conditions are: the length of time given to the course, the interest of the pupils, the interests of the community. A review of the contents of the most commonly used textbooks indicate that.

approximately the same fields are treated in each book, but that there is no agreement as to the emphasis placed on each field.

The following table, on page sixteen, shows the number of pages of equal size compared for the several types of information given. It will be noted that wide variation of emphasis exists; for example, for general information the treatment varies from 42.9 pages in Ziegler and Jaquette to 199 pages in Gowin, Wheatley, and Brewer. Variations under the subdivisions of this heading are equally great, which is also true under the heading of occupational information.

One of the criteria which should be used in selecting a textbook in occupations, should be the appropriateness of the materials for the community in which the course is given. This will be further considered, when an analysis of the textbooks used in Montana is made under the heading of Teaching the Course.

Since one cannot study all occupations in a one-semester course in high school, it is necessary to have some fairly definite criteria to be used in determining the materials to be stressed most, and what is to be omitted altogether. The following represents a fair composite of
TABLE I

Distribution of the content of general books on occupations to different types of information

<table>
<thead>
<tr>
<th>Types of information</th>
<th>Number of equated pages</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Davis</td>
</tr>
<tr>
<td>Gen. Information</td>
<td>65.3</td>
</tr>
<tr>
<td>Educational</td>
<td>24.5</td>
</tr>
<tr>
<td>Civic-Sos-Mor.</td>
<td>7.0</td>
</tr>
<tr>
<td>Economic</td>
<td>11.0</td>
</tr>
<tr>
<td>Choice of an Occupation</td>
<td>6.5</td>
</tr>
<tr>
<td>Choosing and advancing in Occ.</td>
<td>6.8</td>
</tr>
<tr>
<td>Avocational</td>
<td>4.5</td>
</tr>
<tr>
<td>Inspirational</td>
<td>5.0</td>
</tr>
<tr>
<td>Historical</td>
<td>6.7</td>
</tr>
<tr>
<td>Occupational information</td>
<td>229.8</td>
</tr>
<tr>
<td>Agriculture</td>
<td>26.0</td>
</tr>
<tr>
<td>Mining and Mfg.</td>
<td>8.7</td>
</tr>
<tr>
<td>Transportation</td>
<td>18.8</td>
</tr>
<tr>
<td>Building Trades</td>
<td>23.5</td>
</tr>
<tr>
<td>Machine and Rel. Trades</td>
<td>7.7</td>
</tr>
<tr>
<td>Home making and allied industry</td>
<td>27.4</td>
</tr>
<tr>
<td>Commercial</td>
<td>37.8</td>
</tr>
<tr>
<td>Professions</td>
<td>68.0</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>11.9</td>
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authoritative opinion:

1. That each type of occupation be studied, but not necessarily each kind of work. The value here is both social and vocational.

2. That an attempt be made, early in the course, to discover the interests and abilities of the students, and that each person make an intensive study of the occupation of his greatest interest.

3. That special stress be given to the occupations of the community in which the student lives. This is important, even though students do not always remain in their home communities.

4. That more importance be given to occupations found in the state in which the student lives, than to the national condition.

5. That a changing economic picture be held before the students, so that not much time be given to worn out jobs, and more time be devoted to the prospective new ones.

Summarizing; it is enough to say that a flexible course should be offered, one which most adequately meets the probable needs of the students.

Schools offering a course in occupations

There is no better way to systematically acquaint the
student regarding work and workers, and the opportunities offered in several fields, than through a course in occupations, and yet it is being offered in only a small number of schools. This will be discussed further in the following pages. That the course is not made use of to the extent of its value is clearly shown by Table II, indicating the per cent of Montana high schools offering the course.

**TABLE II**

Showing per cent of schools offering a course in occupations.

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Year 1930</th>
<th>Year 1934</th>
</tr>
</thead>
<tbody>
<tr>
<td>First class</td>
<td>66 2/3</td>
<td>50</td>
</tr>
<tr>
<td>Second class</td>
<td>73</td>
<td>74</td>
</tr>
<tr>
<td>Third class</td>
<td>74</td>
<td>72</td>
</tr>
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</table>

It is to be noted from the table that according to the reports from the first and second high school survey there has not been much change in the status of the number of schools offering the course. Recognized authority in the field of guidance, give to the course in occupations high value, and this points to the conclusion that more Montana high schools should offer the subject than is true at the present time.

**Pupil Outcomes**
It is probably impossible to measure exactly and completely the results of a course in occupations. In order to do this one would need, first, a very clearly defined set of objectives, and secondly, a suitable series of tests and measurements and other devices to measure the degree of attainment of the objectives, neither of which has, at the present time, been developed to a high degree of reliability in this field.

Because of the lack of uniformity in agreement on objectives, and because of the lack of complete and objective measures, authorities are not agreed as to the extent of pupil outcomes from the course on occupations. This variation of opinion regarding pupil outcomes is also present in the replies received from Montana principals and superintendents.

The writer has carried out an experiment to determine the effect of a one-semester course in occupations on the change of interest of students regarding their life work. Three consecutive classes in occupations were asked at the beginning of the course for their choices of occupations, and the same was done at the end of the course. The first class consisted of thirty 9th and 10th grade boys and girls. Twelve stated a choice with fair degree of certainty at the beginning and eighteen were without a choice; at the close, twenty stated a choice and ten had none. The second class
consisted of eleven members, all sophomores. At the begin­ning, eight reported a choice, and three were undecided; at the end, all reported a choice. The third class consisted of fourteen boys and girls, also sophomores. At the begin­ning, five reported a choice and nine were without; at the end, two had withdrawn, eight reported a choice, and three did not.

The degree of stability of the choices was not deter­mined. It may also be that other methods than the course in occupations could be used to arrive at better results, but then, making a choice of a field of work is not the sole objective for the course in occupations.

Reporting for the school year 1930-31, the principals of Montana replied as follows when asked whether or not the course was satisfactory: For the first class districts, fifty per cent reported "yes" and fifty per cent reported "no"; for the second class districts, thirty-two per cent reported in the affirmative and sixty-eight in the nega­tive; for the third class districts, fifteen per cent voted "yes" and eighty-five per cent voted "no". In 1934, one hundred per cent of the first class districts reported that the course was satisfactory; forty-nine per cent for the second class districts reported "yes" and fifty-one per cent "no". For the third class, sixty-seven per cent re-
ported "yes" and thirty-three "no". The larger per centage of answers being in the affirmative in 1934 was due, undoubt-
edly, to more general use of the better textbooks, supple-
mentary materials for instruction, and possibly better trained teachers. The following table shows the percentage of schools reporting the course satisfactory and unsatisfactory.

**TABLE III**

Showing per cent of schools reporting course in occupa-
tions as satisfactory or unsatisfactory in 1930 and 1934.

<table>
<thead>
<tr>
<th>Status</th>
<th>First Class</th>
<th></th>
<th></th>
<th>Second Class</th>
<th></th>
<th></th>
<th>Third Class</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1930</td>
<td>1934</td>
<td>1930</td>
<td>1934</td>
<td>1930</td>
<td>1934</td>
<td>1930</td>
<td>1934</td>
<td>1930</td>
</tr>
<tr>
<td>Yes</td>
<td>50</td>
<td>100</td>
<td>32</td>
<td>49</td>
<td>15</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>50</td>
<td>0</td>
<td>68</td>
<td>51</td>
<td>85</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

In this connection, it is interesting to know the reasons stated by principals and teachers why the course was not satisfactory, and some suggestions made as to how to make it more vital to the needs of the students. The follow-
ing are in descending order of occurrence as found from the first high school survey:

1. Lack of suitable textbooks in occupations
2. Lack of course of study for occupations
3. Lack of well qualified teacher of occupations
4. Lack of contact with industry
5. Lack of reference material
6. Lack of possibility of try-out courses
7. Lack of opportunity for field trips, interviews, and part-time employment
8. Lack of adequate means to discover individual capacities
9. Lack of teacher time for guidance
10. Lack of opportunity for cooperative try-outs with business

Suggestions for making vocations courses more vital were:

1. More actual experience—too much a book course
2. Course should be given in the senior year
3. Shop work and observation of industry necessary
4. Course should articulate more with life
5. Teachers with more wide experience and special work in guidance
6. More field trips, and movies of work and workers
7. One period a day should be devoted to guidance for entire school
8. More actual facts to present about future opportunities (It is probably impossible to provide this)
9. Use nation's business magazines for reports

The Organization of the Course
Grade placement

Both the first and second Montana high school surveys show that in the greatest number of cases the course is given in the 9th grade, followed by the 10th, 11th, and 12th grades respectively; although from the 1934 reports there was an increase in the percentage of third class schools offering the course in the 12th grade. This increase was from 2.5 per cent in 1930 to 19.1 per cent in 1934, and is perhaps large enough to be significant. In the first high school survey 100 per cent of the first class schools reporting, placed the course in the 9th grade and in response to the second survey the schools reporting showed 50 per cent in the 9th grade and 50 per cent in the 12th. One of the criticisms voiced of the course very frequently in the first survey was that it came too early in the high school life of the youngster to be truly valuable and functional. It may be that this apparent later trend toward the 12th grade is an indication of a feeling that it is better to offer the course nearer the time of graduation. Table IV shows the placement of the course in Montana schools.

It will be seen from this table that the greatest percentage of cases occur in the 9th grade, which is also common for the country as a whole. Another fact may be observed that there has been no appreciable change in grade placement between the time of the first and the second
Montana survey, except the slight variations which were pointed out in the preceding paragraph.

TABLE IV

Showing per cent of schools offering the course in occupations in each of the grades from the first and second Montana survey.

<table>
<thead>
<tr>
<th>Grade</th>
<th>First Class</th>
<th>Second Class</th>
<th>Third Class</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1930 1934</td>
<td>1930 1934</td>
<td>1930 1934</td>
<td>1930 1934</td>
</tr>
<tr>
<td>VII</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>100% 50</td>
<td>86 80</td>
<td>50 57</td>
<td>78.6 62.3</td>
</tr>
<tr>
<td>X</td>
<td>7 11</td>
<td>35 32</td>
<td>14 14.3</td>
<td></td>
</tr>
<tr>
<td>XI</td>
<td>7 6</td>
<td>7.5 6.7</td>
<td>4.8 4.2</td>
<td></td>
</tr>
<tr>
<td>XII</td>
<td>50 3</td>
<td>7.5 4.3</td>
<td>2.5 19.1</td>
<td></td>
</tr>
</tbody>
</table>

Authorities differ in their opinions as to the proper grade placement for the course, but most advocate an early course with emphasis along the way all through high school. The following are rather representative views:

Proctor believes..."occupational information should be given just as soon as a child begins to take an interest in what older persons about him are doing. Such an interest manifests itself so early that there is ample justification for beginning to give such information in the kindergarten."

He then goes on to describe how to bring about results at each grade level. Brewer believes that occupational information should be given as early as the fifth and sixth grades. 8 Myers thinks that the best place for the course is in the first year of the junior high school. 9 It is quite generally agreed that the basic course should not be offered any later than the ninth grade of school.

Koos and Kefauver found in their study of almost four hundred secondary schools, representing all parts of the country, that courses in occupations were offered in grades ranging from seven to twelve. Table V, on page 26, (copied by permission) shows the percentage of courses of occupations offered in each grade.

The course appears in all grades from the VII through the XII. The most general practice is shown to be grade IX with grade VIII in second position. For the sake of comparison the column representing the four year high school is the most interesting for our Montana survey. It is to be noted that only 1.6 per cent of the courses studied were found in the eighth grade; but 71.4 per cent were in the ninth grade, with 7.9 per cent equally divided for tenth and eleventh


grades and an increase to 11.1 per cent for the twelfth grade.

TABLE V

Showing percentage of courses on occupations in each of the grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Type of school</th>
<th>Junior</th>
<th>Senior</th>
<th>Four-year</th>
<th>Six-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td></td>
<td>17.1</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>VIII</td>
<td></td>
<td>31.4</td>
<td>1.6</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td></td>
<td>51.4</td>
<td>71.4</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>35.7</td>
<td>7.9</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>XI</td>
<td></td>
<td>35.7</td>
<td>7.9</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>XII</td>
<td></td>
<td>28.6</td>
<td>11.1</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

By permission—Macmillan Company

Required or elective and credit given

The status of the course in Montana, as shown by the first Montana survey, from the standpoint of being required, elective or extra-curricular, and the credit given is depicted in table VI, on page 27.

The table brings to light the fact that thirty-nine per cent of all schools reporting require the course of their students and 57 per cent offer it as an elective, with 4 per cent offering the course as an elective open to pupils in any of the four high school years.

Twenty per cent of all the schools reporting give one unit of credit, 79 per cent give one-half unit, with only 1 per cent giving no credit.

The greater percentage of the schools offering the course as an elective is not as it should be when considering the objectives of the course and the fact that the greater percentage of incidence for the course occurs in the ninth grade (see table IV). The returns from the schools also showed that when the course was offered as an elective a very small number of students were enrolled in the subject. For the purpose of informing the students early regarding the educational and vocational opportunities, the course should be made a basic one, unless there are other very adequate provisions made to inform the student, which generally is not the case.

### TABLE VI

Showing per cent of schools making the course in occupations required, elective or extra-curricular and the credit given

<table>
<thead>
<tr>
<th>Class of school</th>
<th>Status</th>
<th>Req.</th>
<th>Elect.</th>
<th>Ex.Cur.</th>
<th>1 unit</th>
<th>+ unit</th>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td>40</td>
<td>40</td>
<td>20</td>
<td>0</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Second</td>
<td></td>
<td>28</td>
<td>68</td>
<td>4</td>
<td>21</td>
<td>77</td>
<td>2</td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td>45</td>
<td>54</td>
<td>1</td>
<td>22</td>
<td>78</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>39</td>
<td>57</td>
<td>4</td>
<td>20</td>
<td>79</td>
<td>1</td>
</tr>
</tbody>
</table>

On basis of sex
The reports from first class districts indicated that 50 per cent of the schools had boys and girls in the same class and the other 50 per cent had them separate. The second class schools showed 93 per cent in the same class and 7 per cent separate; and the third class districts reported 100 per cent in the same class. This variation is due to the more restricted curriculum in the smaller schools and to the greater difficulty of providing division of labor among teachers.

These limiting factors are, in the author's opinion, a good thing because, when considering the fact that the course is educational and social in its aim, as pointed out in the introduction, it is perhaps more desirable to keep the boys and girls in the same class. Along this line of thinking it is interesting to note what Howard C. Hill, of the School of Education, the University of Chicago, has to say, 11 "Separate vocational courses for boys and girls are not needed,..., because the occupations of men and women are no longer differentiated as in the past, the more recent census report listing only thirty-five occupations out of a total of five hundred and thirty-one in which women as well as men are not engaged. Indeed, the development in both sexes of a sympathetic understanding of vocational and economic problems requires that such questions be considered and discussed in classes composed of both boys and girls."

Teaching the Course

The qualifications of the teacher

The general personal qualifications necessary for a suc-

11. Howard C. Hill, "Occupational Information and the Cur-
riculum" in The Vocational Guidance Magazine, XI (March 1933) No. 6, p. 260.
cessful teacher of any school subject, is of course, necessary for the teacher of occupations, but in addition to these she specializes in economic and occupational problems and is able to make the outside contacts which are necessary to closely approach the needs of the children. Teachers of occupations must have the type of personality and the kind of preparation that will help them to understand young people and their problems and also the training that will help them to understand the problems of the occupational world. There are not many persons adequately trained for the work because of the recency of the guidance movement, and the fact that the institutions of higher education have not offered proper training opportunities. This last deficiency is being overcome as the movement is gaining momentum. In schools where a well qualified counselor is employed, he should teach the course. A social science major student is not necessarily a good teacher of occupations, although the stress given to work and workers in such subjects as economics and sociology gives a good background for the teaching of occupations. A large and varied experience may be of great help. Table VII shows the per cent of cases having various degrees of training in Montana high schools.

The facts in this table show that for all the schools reporting in the first Montana high school survey 43 per cent of the teachers presenting the course had no special training;
18 per cent reported the teachers of the subject having had a course in guidance; 20 per cent of the teachers had post graduate work, which may or may not have aided in teaching the course, 30 per cent of the schools reported the teacher having a varied experience in the many different fields of work which is certainly an asset in the teaching of this subject. The second Montana survey's status for 1934 shows a significant increase in the per cent of schools reporting the teacher having had a course in guidance.

**TABLE VII**

Showing per cent of cases in Montana having different types of training for the teaching of the course on occupations.

<table>
<thead>
<tr>
<th>Class of School</th>
<th>No spec.</th>
<th>Course in post guidance</th>
<th>Post graduate</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>30</td>
<td>34</td>
<td>33</td>
<td>75</td>
</tr>
<tr>
<td>Second</td>
<td>51</td>
<td>60</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Third</td>
<td>51</td>
<td>60</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>Average</td>
<td>43</td>
<td>52</td>
<td>17</td>
<td>11</td>
</tr>
</tbody>
</table>

In reporting post graduate work, many did not indicate in what manner this work made the person better qualified to teach occupations. Post graduate work does not necessarily mean a better teacher of the subject unless that training is directly in the field of guidance or related subjects. A lack of properly prepared teachers for the subject was voiced by many principals. With the guidance service being
more highly developed in institutions of higher education, the need for specialized training should be filled.

Certain standards have been set up by schools in different parts of the country for teachers of occupations. The ideal toward which the schools are working is illustrated in the Baltimore plan, which has been adopted from that sponsored by the National Vocational Guidance Association in the Principles and Practices of Vocational Guidance, 1930:12

1. Since the service of vocational guidance is of such growing importance and of such a specialized nature, it is evident that it should be given only by persons having the necessary personal qualities and special experience and training. Definite minimum standard should be established.

2. The personal qualities of the educational and vocational counselor should include interest in people and an understanding of their problems; tact, patience, the spirit of service, together with a respect for scientific accuracy and appreciation of research methods.

3. The counselor should have a good general education, including the study of economics, sociology, psychology, education, and statistics.

4. As specialized training, the counselor should have formal courses in vocational guidance at a college or university, preferably as graduate study. These courses should include field work; namely, supervised participation in such activities as counseling, placement, occupational studies, visiting teaching or other forms of social case work, psychological testing and so forth.

5. The counselor should have had some experience in public school teaching, plus social case work, personnel administration or other activities in industrial and commercial establishments, and work in a psychological clinic or in a child guidance clinic."

12. Program of Guidance and Placement...bulletin published by Department of Education (Baltimore 1933) p. 9.
"Candidates for the position of educational and vocational counselor in Baltimore must have completed a two-year normal training course or its equivalent, or a standard four-year college course. In addition, candidates must have completed courses in the following:

a. Principles and Practice of educational and vocational guidance.

b. Tests and Measurements

c. Counseling and Administration of Educational and Vocational Guidance

d. Occupational information, research, and surveys

(Six weeks of approved summer work in commercial, industrial, or social work may be substituted for d).

In addition to the above, candidates must have had three years of approved teaching experience or two years approved teaching experience and one year or three summers experience in business or social work."

Wherever a school employs a counselor, he should teach the course in occupations.

The textbook

There has been a dearth of good books on occupations. Early pioneers in the idea of giving organized information for guidance purposes to pupils, found no such source. The later emphasis and the present demand for information—well organized and suitable to grade levels—have brought out some very good books on occupations.

A class in Vocational and Educational Guidance under
Dr. Ames at the State University of Montana, in which the writer was a student during the summer of 1932, undertook to evaluate twelve books on occupations, using the score card found in appendix II. This evaluation was a continuation of a study made by R. C. Woellner and R. L. Lyman, reported in School Review for March 1930, pages 191 to 199 and the score card used by the class members was a copy of the revised card used by the above men in their work. The composite rankings made by the Montana students, most of whom were graduate students, are shown on page 34. This estimate was arrived at by keeping in mind that the book was to be used by the average 9th grade reader. It might also have been desirable, in addition to the points given on the chart to have considered the needs of the community. This, however, could not be done in a class representing vast geographical differences, but should nevertheless be a big item to consider when selecting textbooks. The facts brought out in Table I, which showed the relative amount of emphasis placed on the several fields of work, might be used to good advantage at this point of consideration.
TABLE VIII

Showing the composite summary of scorings on twelve representative books on occupations by the members of a class in Educational and Vocational Guidance at the State University of Montana, summer 1932

<table>
<thead>
<tr>
<th>Rank</th>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Davis and Davis</td>
<td>Guidance for Youth</td>
<td>Ginn and Co.</td>
<td>1929</td>
<td>930.5</td>
</tr>
<tr>
<td>2</td>
<td>Proctor, W. M.</td>
<td>Vocations</td>
<td>Houghton Mifflin Co.</td>
<td>1930</td>
<td>920.3</td>
</tr>
<tr>
<td>3</td>
<td>Smith and Rough</td>
<td>Planning a Career</td>
<td>American Book Co.</td>
<td>1929</td>
<td>901.2</td>
</tr>
<tr>
<td>4</td>
<td>Edmonson and Pondineau</td>
<td>Occupations Through Problems</td>
<td>Macmillan Co.</td>
<td>1931</td>
<td>890.1</td>
</tr>
<tr>
<td>5</td>
<td>Cooley, Rodgers and Belman</td>
<td>Representative Industries</td>
<td>McGraw Hill Co.</td>
<td>1930</td>
<td>875.6</td>
</tr>
<tr>
<td>6</td>
<td>&quot;</td>
<td>Office and Store Occupations</td>
<td>&quot;</td>
<td>1930</td>
<td>870.9</td>
</tr>
<tr>
<td>7</td>
<td>&quot;</td>
<td>Building and Metal Trades</td>
<td>&quot;</td>
<td>1930</td>
<td>869.4</td>
</tr>
<tr>
<td>8</td>
<td>Holbrook and MacGregor</td>
<td>Our World of Work</td>
<td>Allyn and Bacon</td>
<td>1929</td>
<td>866.5</td>
</tr>
<tr>
<td>9</td>
<td>Cooley, Rodgers and Belman</td>
<td>Printing and Service Trades</td>
<td>McGraw Hill Co.</td>
<td>1930</td>
<td>853.6</td>
</tr>
<tr>
<td>10</td>
<td>Weaver, E. W.</td>
<td>Building a Career</td>
<td>Ass. Press</td>
<td>1922</td>
<td>851.2</td>
</tr>
<tr>
<td>11</td>
<td>Cades, Hazel W.</td>
<td>Jobs for Girls</td>
<td>Harcourt Brace Co.</td>
<td>1930</td>
<td>856.6</td>
</tr>
<tr>
<td>12</td>
<td>Lyons and Butler</td>
<td>Vocational Readings</td>
<td>Macmillan Co.</td>
<td>1927</td>
<td>797.2</td>
</tr>
</tbody>
</table>

The following table lists the textbooks used in the schools of Montana for the years 1930 and 1934. It will be seen that Gowin, Wheatly and Brewer persists in the leading of the list for both years in spite of the fact that there are now better books for the course. Though the book was listed in a large number of cases as being unsatisfactory, yet apparently no change has been made. This may, perhaps, be accounted for largely because of the retrenchments dur-
ing the past few depression years.

TABLE IX

Showing the textbooks used in all Montana high schools according to the frequency of each as reported for 1930 and 1934

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cowin, Wheatly and Brewer</td>
<td>Occupations</td>
<td>Ginn and Co.</td>
<td>93 39</td>
</tr>
<tr>
<td>Lyons</td>
<td>Making a Living</td>
<td>Macmillan Co.</td>
<td>9 5</td>
</tr>
<tr>
<td>Proctor</td>
<td>Vocations</td>
<td>Houghton Miflin Co.</td>
<td>10 6</td>
</tr>
<tr>
<td>Hill</td>
<td>Making a Living</td>
<td>Ginn and Co.</td>
<td>6 2</td>
</tr>
<tr>
<td>Hill</td>
<td>Vocational Civics</td>
<td>Ginn and Co.</td>
<td>7 0</td>
</tr>
<tr>
<td>Rugg</td>
<td>Social Science Series</td>
<td>Ginn and Co.</td>
<td>6 3</td>
</tr>
<tr>
<td>Smith and Plough</td>
<td>Planning a Career</td>
<td>American Bk.</td>
<td>4 2</td>
</tr>
<tr>
<td>Holbrook and McGregor</td>
<td>Our World of Work</td>
<td>Allyn and Bacon</td>
<td>3 2</td>
</tr>
<tr>
<td>Davis &amp; Davis</td>
<td>Guid. for Youth</td>
<td>Ginn &amp; Co.</td>
<td>0 .3</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td>138 62</td>
</tr>
</tbody>
</table>

Some schools reported using a series of texts and did not list any one in particular. Where books were not reported more than once these were not listed in the above list.

Davis and Davis, Guidance for Youth, together with several good references, has been found to work out very well. Davis and Davis is perhaps too elementary in its treatment for any grade above the Ninth.
The Library

The library is being made use of more and more in high school education. It is not necessary that there be a large number of volumes, but rather that the books be well chosen and properly made use of. It is common, even in a small library in a third class district, that good books are not made use of to the extent desirable. The importance of the library in guidance should not be overshadowed by any other subject or activity. Much supplementary material should be available and made use of by the class in occupations. The writer has followed the practice, for the past few years, of having a shelf in the study room with a number of books, magazines, and other materials on occupations. Specific references and assignments are made on this material for reports, discussions and writeups. They are also used for the compilation of term papers. These materials are, for the most part, not general in nature, but deal with special or small related groups of occupations quite intensively. Some inspirational books, biographical in nature, also appeal to the students and are used.

The following books and references have been used by the writer with a reasonable degree of success:

3. Lyon and Butler, Vocational Readings, The Macmillan
4. Platt--The Book of Opportunities, G. P. Putnam and Sons, 1928
5. Leuck--Fields of Work for Women, D. Appleton and Co., 1929
8. Hill--Community and Vocational Civics, Ginn and Co., 1931
10. Fleischman--An Outline of Careers for Women, Doubleday Doran, 1934
11. Bernays--An Outline of Careers, Doubleday Doran, 1934
12. Williams-Ellis--Men Who Found Out, Junior Lit. Guild, 1930
14. Comptons Pictured Encyclopedia, for biographies
15. Magazines--Scholastic, Popular Science, and Literary Digest
16. Much use was made of a series of Guidance Leaflets published by the United States Department of Interior, Office of Education, Washington, D. C., 1932, which are for sale by the Superintendent of Documents at five
cents each. These bulletins have a great deal of pertinent facts dealing with the special occupations treated. The following subjects are treated in the series:

- Law
- Medicine
- Dentistry
- Journalism
- Librarianship
- Architecture
- Music
- Chemistry
- Art
- Civil Engineering
- Electrical Engineering
- Mechanical Engineering
- Pharmacy
- Nursing
- Forestry
- Veterinary Medicine
- Chemical Engineering

17. Booklets—Careers—published by the Institute for Research; good and up-to-date treatment of many occupations.

That the schools of the state are making use of library materials to supplement the textbook in occupations is shown in the following table, on page 39, which shows the average number of each type of material being used.

As is to be expected, the larger schools of the first class districts have the most material available, and also have many other advantages in having industrial and commercial establishments for the students to visit, gaining
first hand information about work and workers. However, the smaller schools also may have adequate materials, if they are well selected.

**TABLE X**

Showing the average number of each type of material used to supplement the text in occupations from the first Montana survey

<table>
<thead>
<tr>
<th>Material Class of School</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books dealing with</td>
<td>52</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Occupations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td>21</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Bulletins</td>
<td>35</td>
<td>70</td>
<td>22</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>105</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>Other materials, radio</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>talks, work books</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary of Evaluations of the Course by those Reporting**

The strength and weakness of a course on occupations may be as follows:

**Desirable**

1. It offers a systematic, organized method of giving students information about work, workers, and occupational opportunities.
2. It gives importance and formal recognition in the curriculum to the guidance problem.
3. It offers a survey of educational opportunities.
4. It encourages students to think very
definitely about their own futures and suggests the desirability of making choices.
5. It helps students to learn to know themselves better and to compare their own abilities with those required for certain occupations.
6. It helps students to know what industry expects of them educationally and vocationally.
7. It offers information about typical vocations, so that students may be better able to choose intelligently.

Undesirable
1. It is too bookish...not close enough to life.
2. It requires a specially trained teacher and one with a deep understanding of young people for worthwhile results.
3. It cannot be made to cover a long enough time in the school life of the student.
4. It doesn't function in the life of the student "Just another course."
5. Students are "exposed to it" but do not "take it."
6. The material covered is not adequate.

The course in occupations is one of several sources for informing the student about vocational and educational opportunities. It should be one of the best and most adequate methods for giving this information. There are many contro-
vertical problems to be worked out...best perhaps by experience...such as content, grade placement, length, etc. In regard to the content, the agreement has been reached that it is impossible to include everything about occupations in the course. If a little time is given to the subject, it will be necessary to select small amount of content and that which supplements information given in other ways. There is little need, in small schools, for example, to give much consideration to the program of studies because it is so limited and the range of choice is so small. In the matter of grade-placement there is a skewing of opinion to the side that the course be given as early as possible to bring in the drop-outs, and to set the students thinking about their future work early enough so that they can make necessary adjustments. The time given to the course varies from a few hours to a full course meeting five periods a week for a year, to a series of units extending over several years. There seems to be no agreement at present as to what may be the best practice.

The greater emphasis on the importance of guidance, and the better opportunities for teachers to receive adequate training in vocational and educational guidance at out colleges and universities should supply better qualified teachers for the subject. With more and better textbooks and reference materials, the course should become more highly functional
and really vital in the education and life of the boys and girls whom it seeks to help.
Figure 1

Graphical summary of facts pertaining to courses in occupations from the first Montana survey. (Almost identical conditions are true for the second survey.)

<table>
<thead>
<tr>
<th>DATA</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
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</thead>
<tbody>
<tr>
<td>Schools offering a course in occupations</td>
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<td></td>
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<td>67</td>
<td>73</td>
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<tr>
<td>Grade Placement:</td>
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<td></td>
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<td></td>
<td>74</td>
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<tr>
<td>9th grade</td>
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<td></td>
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<td></td>
<td></td>
<td>86</td>
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<td>Status of Course:</td>
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<tr>
<td>Required</td>
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<td>28</td>
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<td>25</td>
</tr>
</tbody>
</table>

Black—first class districts
Key to bar colors: Purple—second class districts
Red—third class districts
### Figure 1 - cont'd.

<table>
<thead>
<tr>
<th>DATA</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
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<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
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<td></td>
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<td></td>
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<td>40</td>
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<tr>
<td>Extra-Curricular</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>68</td>
</tr>
<tr>
<td>Credit toward graduation:</td>
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<td></td>
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<td></td>
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<td>54</td>
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<td>One unit</td>
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<td>20</td>
</tr>
<tr>
<td>One-half unit</td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>No credit</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

*Black—first class districts*

*Key to bar colors: Purple—second class districts*

*Red—third class districts*
Chapter II  By Other Sources of Information

From the Montana survey, it was found that 34 per cent of the first class schools used the interview method, with 41 per cent of the second, and 30 per cent of the third class districts using this method. This is slightly different from the findings of Koos and Kefauver who found schools in small communities making little use of this practice—only 8.1 per cent using it, and about 39.8 per cent of schools with 1000 or more students were using the method and finding it desirable.

Harry Kitson reports a rather unique system of interview

"...one school principal arranges a number of evenings throughout the year which he calls vocational evenings. As many as fifty men or women in the community, representing as many occupations, come to the gymnasium, where each one sits at a table and interviews pupils who wish help in thinking through a vocational problem. Naturally the service which such persons can render is chiefly that of supplementing the information which the pupils have obtained through reading. They can hardly advise a pupil intimately since they do not know his capacities or his social and economic background."

 Talks

Talks by representatives of occupations may very often be used to good advantage to inform the students, particularly about local conditions. These can be used more easily in

some communities than in others because of the number of qualified men and women available to make the discussions. In some communities there just isn't anyone, and to import outside talent is usually too expensive.

In the smaller schools it is quite common to have the speakers appear before the whole group, but in the larger schools the student body is divided into sections of like interests.

Some factors to consider regarding the validity of the talks are (1) prejudices of the speaker, (2) provincialism of the viewpoint presented, (3) accuracy of the information. Even though the person speaking may be outstandingly successful in his field, he may be prejudiced, have a narrow view of the subject, or may be slipshod about the statements made. It is advisable to have someone present from the faculty to help check on questions in doubt. The students should not consider the talks as the final word on the subject. Study should be made before, and discussions and study take place after the talk. It should be a means of stimulation of interest, as well as a source of information for the student.

In order that the students get the most from the discussions, an outline should be used in the pre-study and the speaker should be asked to follow the same outline when giv-
ing the talk. At the time when the talks are being arranged, a form may be given the prospective speakers, explaining that all have been asked to follow this outline for the sake of uniformity, and to follow the order which the pupils know. After the talk students may be asked to make either a written or oral report in the class in occupations.

The Baltimore schools use the following outline of topics to be used by a speaker in presenting an occupation and is suggestive of a desirable type for this purpose:¹⁵

1. Importance to society
2. The actual work done
3. Advantages
4. Disadvantages and problems
5. Preparation necessary or desirable to enter the occupation
6. Other qualifications or requirements for success
7. Initial income and chance for advancement
8. Effect of the occupation on the life of the worker.

The first Montana high school survey shows that 33 per cent of Montana's first class school districts use talks to aid in informing the students, and 42 per cent of the second class, with 26 per cent of the third class districts

using this means. The lower percentage for third class dis-
tricts may be accounted for because of the lack of opportunity
to get qualified speakers.

The occupations represented in the talks, and the num-
ber of times each was used is shown in the table on page 49.

**Interviews with business and professional people**

The interview can be made a satisfactory means of inform-
ing the student about occupational possibilities, if it is
properly planned and organized beforehand. The student
should collect information by reading, and formulate a series
of good questions before going to his interview. It is
necessary for the student to do some studying in advance in
order to know what to ask and what information he wants.

Where it is impossible to make a personal interview, the
same results may be had by letter in many cases. In fact,
it is the writer's experience that more specific and author-
itative answers are received to good questions when given
in reply to a letter than when given orally.

The interview should not be limited to one person of a
particular occupation, but should be carried on with several
in order to get more viewpoints and to avoid certain pre-
judices.
TABLE XI

Showing the occupations represented in talks to Montana high school students, relative occurrence shown in the different class districts from the first Montana survey.

<table>
<thead>
<tr>
<th>First Class Dist.</th>
<th>Second Class Dist.</th>
<th>Third Class Dist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>banker</td>
<td>lawyer</td>
<td>banker</td>
</tr>
<tr>
<td>lawyer</td>
<td>doctor</td>
<td>lawyer</td>
</tr>
<tr>
<td>nurse</td>
<td>banker</td>
<td>doctor</td>
</tr>
<tr>
<td>engineer</td>
<td>salesman</td>
<td>merchant</td>
</tr>
<tr>
<td>forester</td>
<td>printer</td>
<td>depot agent</td>
</tr>
<tr>
<td>aviator</td>
<td>mechanic</td>
<td>farmer</td>
</tr>
<tr>
<td>social worker</td>
<td>dentist</td>
<td>teacher</td>
</tr>
<tr>
<td>journalist</td>
<td>teacher</td>
<td>insurance</td>
</tr>
<tr>
<td>merchant</td>
<td>contractor</td>
<td></td>
</tr>
<tr>
<td>civil eng.</td>
<td>salesmen</td>
<td></td>
</tr>
<tr>
<td>nurse</td>
<td></td>
<td>minister</td>
</tr>
<tr>
<td>electric eng.</td>
<td>mining eng.</td>
<td></td>
</tr>
<tr>
<td>forester</td>
<td>dentist</td>
<td></td>
</tr>
<tr>
<td>farmer</td>
<td>nurse</td>
<td></td>
</tr>
<tr>
<td>librarian</td>
<td>county off.</td>
<td></td>
</tr>
<tr>
<td>min. eng.</td>
<td>aviator</td>
<td></td>
</tr>
<tr>
<td>ism. agent</td>
<td>postmaster</td>
<td></td>
</tr>
<tr>
<td>architect</td>
<td>printer</td>
<td></td>
</tr>
<tr>
<td>minister</td>
<td>civil serv.</td>
<td></td>
</tr>
<tr>
<td>aviator</td>
<td>miller</td>
<td></td>
</tr>
<tr>
<td>telegrapher</td>
<td>surveyor</td>
<td></td>
</tr>
<tr>
<td>postmaster</td>
<td>dairyman</td>
<td></td>
</tr>
<tr>
<td>accountant</td>
<td>druggist</td>
<td></td>
</tr>
<tr>
<td>gov. office</td>
<td>forester</td>
<td></td>
</tr>
<tr>
<td>pharmacist</td>
<td>customs</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>8</strong></td>
<td><strong>68</strong></td>
</tr>
</tbody>
</table>

Though a large number of occupations are represented, the professions predominate, perhaps because these people are more able and willing to give talks and probably should stress the professions because many high school students are being gradually selected for their educative capacity toward the professional group.
Slides and Movies

There were no replies in the Montana survey to the question as to whether or not slides and movies were used in informing the students about occupations. This method is really a wonderful field of opportunity, especially to the smaller, more isolated schools where the students have little or no chance to see industry in action. With the growing number of educational films which may be obtained at small cost or only for the cost of transportation, more and more use ought to be made of this agency.

The biggest problem for the small school, at least, is that of providing a suitable projector. If the district is unable to purchase one, the students may do so through proceeds from plays or other entertainments. Outside agencies like Women's Club and Farmer's Union may help also. Machines may be rented, and have been used by the writer, but the expense mounts up in the long run, and there is nothing permanent left with the school to be used as occasion demands.

Slides and movies supplementing book work, discussion, and writing gives a much more vivid impression of the actual life and activity in the vocation. It leaves a more lasting picture, and perhaps unfolds unthought-of fields of opportunity for the student.
Field Trips

Field trips, to accomplish results, must be organized and planned with close cooperation between the school and the industry to be visited. Information gained should supplement that already acquired through class discussion, reports, and talks, and on the trip each student should have a copy of a list of questions to be asked, or things to be looked for, with special emphasis placed on the vocational, rather than the mechanical aspects of the place to be visited. Small high schools possess an advantage in the small number of pupils in an occupations class, making it possible for all to visit the same place of business at one time. It may be advisable, however, to separate the class into smaller units, according to varying vocational interests, and visit several business institutions. A large group of students is unable to listen to the explanations and directions of the guide. Moreover, an entire group may not be interested in one particular type of work. Definite instructions concerning conduct during the trip of inspection will be necessary, as well as a previous understanding with the guide as to what the trip intends to accomplish, so that he may give what information is needed to supplement school work. One or two students may be appointed to take notes on what is seen and heard, such notes to be later written up in report form and presented to the occupations class. These reports, together with any pictures, charts, or advertising material, may be made into permanent
book form to be kept as part of the class room reference library.

Reports from Montana schools showed that 17 per cent of the first class districts, 21 per cent of the second class districts, and 16 per cent of the third class districts made use of field trips to factories and other industries.

In the fall of 1933, fourteen sophomore students in the occupations course were taken to Great Falls. Expenses of the trip were kept at a minimum by students furnishing cars, with the gas and oil being paid for by the school. A lunch was brought along, so that the group enjoyed a picnic lunch at the Black Eagle Power Plant of the Montana Power Company at noon.

The methods used in this field trip study were: First, some four weeks prior to the trip, a list of occupations to be visited on the proposed trip was made by the students and the instructor. After some consideration, it was found that the list had to be very much limited because of the lack of time at the group's disposal. Allowing what seemed a reasonable time for each, the following were selected: 1. Power Plants of the Montana Power Company, 2. Smelters, Wire Plant and Reduction Works of the A. C. M. Company, 3. Flour mills, 4. Ayreshire Dairy, 5. Radio Station, 6. Machine Shops, 7. Dry Cleaning Establishment, 8. Beauty Culture School, 9. Hos-
pital, 10. Printing Company. Letters were then sent to these establishments asking permission to visit them on a certain day and hour. A period of study and discussion of the occupations to be visited covered a little more than four weeks, and the students were asked to make a list of questions on the field of his greatest interest, and to be on the alert to make proper inquiries along the way.

When the trip was made and visits actually begun, it was soon discovered that not enough time had been allowed for each activity, so the flour mills and printing concerns had to be eliminated. The group was divided for boys and girls toward the end of the day, with the boys visiting the machine shops, while the girls visited the Beauty Culture School and hospital, under the direction of the chaperon who accompanied the group.

During the following week further study was made of the occupations visited, through readings, reports, and a paper from each of the students on his reactions from the trip. These were read in class and thus a composite picture of several student's findings was made.

A similar trip was taken in the fall of 1934 to the Independent Observer Printing Shops in Conrad with practically identical methods used as before. Because of the nearness
to Conrad, this trip was taken on a week day in the afternoon, while the former trip was conducted on a Saturday and for a whole day. It might be mentioned, in this connection, that Brady, from which these trips took place, is located sixty miles from Great Falls and eleven miles from Conrad.

There is a great deal of planning and arranging necessary for the visits. For the small school in the rural small town, it is necessary to go to the larger centers, and, because of distance, this quite often involves considerable expense. Many students consider it a lark. Time does not permit many visits. The trips are valuable in fields covered, but there may be other methods equally valuable, or more so, and less costly and cumbersome.

Exploratory and Try-out Course

Exploratory and try-out courses may really be considered in the light of guiding the student as much as that of informing him and will be discussed under both divisions to some extent. The viewpoint, at this point, is that there are certain phases of these courses which are very definitely informative for the student in that he learns some of the actual work connected with field under consideration.

The purposes of try-out or exploratory courses, now being offered in many junior and senior high schools, as a part of
the vocational guidance program are outlined by Proctor in his book "Educational and Vocational Guidance" as:

1. To contribute to general experience and vocational intelligence by imparting information concerning various vocations.

2. To render assistance in occupational selection, and to provide opportunity for participation in basic operations without encouraging leaving school early to enter the vocation.

3. To provide for means of discovering special interests and aptitudes.

4. To give preliminary training to those who must leave school early to enter industry.

Summing it up, it appears that the general purpose of exploratory courses is to offer instruction in selected units of typical industrial and commercial pursuits, with a view to giving the student some understanding and appreciation of the opportunities, conditions, and requirements of several occupations. Exploratory courses are most often offered in mechanical, industrial, and agricultural pursuits. They do not aim to teach vocational skills that will be sufficient to make the student ready for employment in industry, but to result in a better understanding of the industries in which try-

The most common form of exploratory course offered in the practical arts for boys is the type known as the General Shop, in which several units of different types of work, such as simple electric wiring, wood work, sheet metal work, and printing are offered in turn. Brewer, in his article "Vocational Guidance: What It Is" describes such a shop in operation. 17

"There are two ways in which people can learn about their abilities and about the occupational world: first, by trying some of its actual work; and second, by reading and studying its characteristics, opportunities, and problems.

"How to boys and girls try some of the sample tasks of vocational life? The answer is: by bringing into the school a number of these diversified exercises. The general shop of the junior high school is an excellent plan by which boys are given sample tasks in the industrial occupations. If you visit such a shop, you may see one group of four or five boys installing electric lights or repairing a vacuum cleaner. In one corner of the room a group are cobbling shoes, in another some are busy with an automobile. At a bench in the middle of the room, a few are at work in sheet metal, and in a glassed-in corner four or five boys are learning how to set type. There are similar groups for woodwork, painting, and cement work. An adjoining room may have a class in drafting and another in tailoring. These boys are not learning trades; that comes later. They are exploring their interests and abilities—trying themselves out, and getting acquainted with some of the things that adult workers do. By rotating the different groups, each

boy, as a part of his regular general education, can have at least a few hours of interesting work in a task or two drawn from each of a dozen different occupations. Girls, too, may have some of these exercises, especially if these are connected with home repair and maintenance.

"The teacher of such a shop is a versatile man who joins the boys in the joy of achievement. He guides them in self-discovery of interests and aptitudes, and since the tasks are all relatively elementary and simple, he need not be an expert in trade processes, though he must be an expert in boys."

Probably all courses may be considered as exploratory in some way or other, but this discussion is limited to the shop courses. The writer has conducted an experiment with a class in art fibre furniture weaving for boys and girls in the junior and senior classes of high school for the past four years. There is some book work connected with the course, but, for the most part, it is actually doing. The boys and girls have learned much regarding the work of the furniture makers and have discovered to a large measure their interests and abilities along these lines of endeavor. It has offered a practical way of informing the boys and girls which book work could not have done. Some have found that this sort of work is not in their line.

Home economics courses for girls offer opportunity to discover particular interests and abilities in household crafts. In nearly all schools it is the only exploratory subject offered to girls, and then it is confined to cookery and
sewing. A general survey course in home economics as in the practical arts course for boys could well be given in the junior high school, to precede the specialized home economics course.

Courses in junior business training answer the needs for exploratory courses in commercial work. More students enroll annually in commercial subjects than in any other vocational field. Junior business courses aim to give some idea of opportunities in business, and to offer information on non-vocational subjects such as elementary business law, banking, and investments. Such courses should give some understanding of the business world—its variety of occupations, and the field of specialized commercial courses. In larger high schools typewriting and a semester of bookkeeping is offered.

Courses in agriculture, covering the whole broad field of agriculture, disclose occupational opportunities involved. Possibility of guidance enters in study of different types of farming, such as, dairying, ranching, truck farming, etc. With the idea of informing the student about vocational opportunities in these fields, the author has worked out an outline for his Farm Management class by which the students work by weekly units, gathering notes from readings, and writing up the findings each week and then combining the whole at the end of the semester and reading these to the class, thus get-
ting the reactions of several to their particular field of interest in agriculture. Seven types of agriculture are being studied in this way during the present semester (1935) with the aim being largely that of informing students about opportunities in this great field of human endeavor.

About half of the Montana schools reported making use of the exploratory and try-out courses mentioned in informing and guiding the student. Some have considerably more elaborate set-ups than others. The cooperative part time plan is being used to some extent, by which students are placed in shops or business establishments down town. This phase will be discussed more under the division of Guiding the Student.

The value of exploratory courses in predicting success in different pursuits is in question. A study was made by Walton. Walton compared the ratings in exploratory courses with scores on the MacQuarrie Test of Mechanical Ability and found the highest correlation to be .33 plus or minus .09. Three of the coefficients were lower than .15. Comparison of ratings received in five exploratory courses, wood shop, mechanical drawing, sheet metal, automobile shop and electrical shop, showed that one of 50 students received three different

ratings on a four point scale. It seems that the significance of results in exploratory courses is not at all final. The causes of error were: (1) Students of low ability working with those of high ability, (2) Students rate their ability in relation to that of other class members and consider themselves lacking because they are unable to compete with superior classmates. The more capable students will not enter that occupation, so that competition may not be so high. Students of less ability may not take specialized courses because of relatively small achievement in exploratory course. Standards of occupations should be maintained as much as possible in the try-out experiences.

The exploratory course differs from the course in occupations in that it gives first hand information in occupations or subjects. The two courses supplement each other. The exploratory courses should offer informative content as well. Information needs to be given about aspects of occupations which cannot be represented in its work. If the teacher is a specialist in the field, he is fitted to interpret it in occupational relationships and to supplement concrete exploratory experiences. The occupations course and exploratory course should have intimate articulation, with the course of study in each planned to supplement the other.
Figure 2
Graphical summary of data from the first Montana survey relating to other sources of information being used in Montana high schools in addition to the course in occupations.

<table>
<thead>
<tr>
<th>DATA</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Talks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>41</td>
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<tr>
<td>Trips</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Exploratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>

Black—first class districts
Key to bar colors: Purple—second class districts
Red—third class districts
Aims

What are the goals that vocational guidance hopes to attain? The answer to this question is presented by Dr. Harry D. Kitson in paraphrasing the objectives officially set forth by the National Vocational Guidance Association. 19

1. "To study the individual differences among pupils and to provide each pupil with the peculiar information and opportunities which he needs.

2. To inform pupils regarding the opportunities existing in the occupational world and the conditions which they will face when they leave school.

3. To help each pupil plan his present and future education and training in the light of his capacities and opportunities.

4. To assist pupils, fifty per cent of whom leave school at the end of the eighth or ninth grade, to take the first steps on the occupational ladder (placement), and to follow them afterward and assist them in making adjustments."

If these objectives were to be fully realized, Kitson states, it would be necessary for a school system to have a definitely organized department of vocational guidance in charge of a staff of experts, some to gather and assemble information about occupations, others to impart this information, and still others to diagnose pupils; some to counsel.

with pupils through individual conferences, and placement officers to find jobs for pupils, systematically follow them at work and assist them in making needed readjustments.

Most schools cannot afford to have such a large staff of experts as the above requirement. No Montana schools have such a department of experts. This fact does not mean that guidance cannot function...it can, although perhaps not to the fullest possible extent.

The following, as brought out by the first Montana survey, shows the proportions and organization of the guidance program in Montana. In answer to the question "Does your school program include any effort toward vocational guidance?" 83 per cent of the first class districts answered "yes" with 17 per cent "no"; and 52 per cent of the second "yes" with 27 per cent "no", and 21 per cent not reporting. 71 per cent of the third class districts answered "yes", and 18 per cent "no" and 11 per cent did not report. This indicates that a fairly high percentage of the Montana schools make an effort in providing for guidance in their school program. Table XII—showing the types of organization and the percentage of each class school using these types, is found on page 64.
TABLE XII

Showing types of Guidance Organization used in different class of schools from the first Montana survey

<table>
<thead>
<tr>
<th>Types</th>
<th>Class of School</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
<td>Second</td>
<td>Third</td>
<td>Av.</td>
</tr>
<tr>
<td>Formal organization</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Special teacher or full time counsellor</td>
<td>33</td>
<td>4</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Guidance Committee</td>
<td>33</td>
<td>5</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Teachers keep guidance in mind in presenting other subjects</td>
<td>66</td>
<td>50</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>Informal guidance by the principal</td>
<td>50</td>
<td>54</td>
<td>65</td>
<td>56</td>
</tr>
<tr>
<td>Guidance upon request of the pupil</td>
<td>33</td>
<td>51</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>No formal effort toward guidance</td>
<td>33</td>
<td>6</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Other plans</td>
<td>*</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Faculty advisor
* Dean of Girls, Individual conferences, Weekly talks to seniors
1 Group guidance service

Since the schools reporting each used several of the above types, the percentages given indicate the extent to which the particular type was used among the schools of that class.

Only 7 per cent of all Montana schools reporting had any formal organization for guidance and in these cases the type of organization was not elaborate and not staffed by a group of experts. This does not imply that the organization was not adequate but rather explanatory of the fact that formal organizations for guidance in Montana is not nearly as exten-
sive or elaborate as is the case for this educational function in the larger eastern high schools. No third class schools reported any formal guidance program and only 2 per cent of the second class schools reported formal organization.

Approximately 12 to 16 per cent of all schools reporting were using a special teacher, full-time counsellor, guidance committee, and about the same percentage were using or making no formal effort toward guidance.

The most common methods used were in asking teachers to keep guidance in mind in presenting other subjects, (57 per cent of all schools reporting this method) and informal guidance by the principal (56 per cent reporting this usage), and guidance given upon request of the pupil for help along these lines (48 per cent reporting this method of meeting the need).

Considering the importance of the guidance question in the lives of the students, it is to be questioned whether or not the per cent of schools making any effort along this line and the type of organization used to meet the situation is adequate.

**Person in charge of guidance**

The first Montana survey shows the principal is in charge
of guidance work in 60 per cent of the third class schools; 63 per cent of the second class schools and 50 per cent of the first class schools. A teacher is in charge in 22 per cent of the third; 23 per cent of the second; and 66 per cent of the first—and 2 per cent of the third, 5 per cent of the second, and 50 per cent of the first class have a part-time counsellor in charge. Only one first class school (Great Falls) reported a full-time counsellor. The principal is probably in partial charge of guidance even when a counsellor is employed in the system. By "being in charge" is meant taking actual hand in the guidance activities, not as the administrative head, which the principal and superintendent should be, and is, in all schools having guidance. The set-up does necessarily include the head of the school who must work out the details of putting the program to work.

The special training of the person in charge of guidance were shown from the survey to be as follows:

(For first class districts--showing times reported)
Courses in guidance--------------------------2
Graduate work in guidance-------------------1
Dean of girls-------------------------------1
Summer session with work in guidance------1

(For second class districts--in order of frequency)
Business experience-- ----------------------5
No special training------------------------5
Vocational guidance courses - 5
Graduate work - 4
Special courses - 4
Experience in industry - 3

(Third class districts—in order of frequency)
No special training - 20
Wide and varied experience - 14
Courses in education and vocational guidance - 12
Courses in psychology and social work - 2

The above facts show that the most specialized training is had by persons in charge of guidance in the first class schools, and that this specialized training becomes more scattered in the third class districts. Most Montana schools do not have adequately trained people for counselling, and these, in most cases, do not have enough time to do justice to the work. The principal is in charge in a large number of cases, and usually his time is taken up with administration, supervisory and teaching duties to the extent that he cannot devote sufficient time to counselling. There is a need for more expertly trained counsellors in Montana high schools with more time allowed for counselling.

Through subjects

The various ways in which the course in occupations is
used in the guidance of the individual has been presented rather extensively in the early chapter of this thesis. We shall not repeat these here, except to say that it is one of the best possible devices for organized guidance, but that it is possible and desirable, in addition, to use the subjects of the curriculum in imparting information. Kitson reports a county in Virginia which is applying this idea in its high schools in a highly satisfactory manner. Committees of teachers representing all the subject-matter fields are outlining their courses in such a way that through the courses in Latin, algebra, history, and literature, pupils are led to think about their vocational problems, find information about various lines of work and formulate intelligent plans for the future.

The bulletin on the program of guidance for the Baltimore schools outlines the ways in which English may be made to correlate with the guidance program.

"The field of literature is filled with real life problems, everyday activities, and attitudes, which could be stressed by the teachers of English. When, among others, we look at the "Sir Roger de Coverly Papers", "Silas Marner", "The House of the Seven Gables", "A Tale of Two Cities", "The Life of Johnson", and "The Idylls of the King", from this point of view, we shall find valuable topics for discussion."

The outline then considers the facts to be stressed from 20. Kitson, op. cit., page 46

these classics. Further consideration is later given to the possibilities for correlation of vocational guidance with English composition. This field, it appears, offers wonderful opportunities.

The extent to which the Montana schools are using subjects in guidance is shown in table XIII from the first Montana survey.

**TABLE XIII**

Showing per cent of schools making an effort to guide through the use of subjects, and the subjects used

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Occupations</td>
<td>50</td>
</tr>
<tr>
<td>Junior Business Training</td>
<td>33</td>
</tr>
<tr>
<td>Commercial Subjects</td>
<td>67</td>
</tr>
<tr>
<td>Vocational</td>
<td>33</td>
</tr>
<tr>
<td>Social Science Subjects</td>
<td>17</td>
</tr>
<tr>
<td>English Courses</td>
<td>17</td>
</tr>
<tr>
<td>Science</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17</td>
</tr>
</tbody>
</table>

Through School Records

Proper and sufficient school records are almost indispensable in a good guidance program. There is no measure yet devised which may be obtained to predict with complete ac-
accuracy the future successes and activities of the individual. There are so many influences which measuring devices cannot measure, but which do come into the picture to upset the otherwise predicted outcomes. Ironing out maladjustments and counselling the individual can best be done when there is a complete record of his life—in school and out—and these taken with the other usable measures provide a rather complete guidance method. In many of the smaller schools much is known by the person in charge of counseling through personal acquaintance with the student, his parents, and his environment; but even in such cases records are necessary, and surely are essential for the successor who may not know the conditions.

Although it is not possible to use one single means with any high degree of reliability in the prediction of success, a combination of measures will bring a fair degree of accuracy. It is also necessary to carry on a cumulative record over a period of years. The records must be easily available when needed.

All schools’ records in general are valuable in guidance and these may be listed under: 1. Personal data, 2. School marks, 3. Intelligence and aptitude test records, and 4. Other activities.

**Personal Data**
Koos and Kefauver\textsuperscript{22} report the following percentages of 336 high schools obtaining different kinds of information about pupils:

<table>
<thead>
<tr>
<th>Kinds of information asked for</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational plans</td>
<td>86.6</td>
</tr>
<tr>
<td>2. Choice of curriculum</td>
<td>72.9</td>
</tr>
<tr>
<td>3. Intention to finish high school</td>
<td>53.9</td>
</tr>
<tr>
<td>4. Intention to attend higher inst.</td>
<td>69.9</td>
</tr>
<tr>
<td>5. Choice of occupation</td>
<td>50</td>
</tr>
<tr>
<td>6. Char. disclosed through self analysis</td>
<td>19.6</td>
</tr>
<tr>
<td>7. Subject likes and dislikes</td>
<td>22.3</td>
</tr>
<tr>
<td>8. Home conditions</td>
<td>14.9</td>
</tr>
</tbody>
</table>

A counsellor must know the educational plans of the student if he is to be able to direct him in choice of subjects, etc. The student's plans may not be final or any too definitely formulated, but nevertheless, they are better than no plans at all. Does the student intend to finish high school? Will he go to college? Does he want to go, but do finances or other matters hinder him from going ahead with his plans? These are some questions which may be answered by a record of the student's own ideas, of his educational plans, which again affects his choice of curriculum, his subject likes, etc.

\textsuperscript{22} Koos and Kefauver, \textit{op. cit.}, page 192.
The occupational plans of the student are also very important in his guidance. The occupation chosen may not be the one which the student can or will follow. It quite often is the occupation being held in highest esteem at that particular time by society in general or by the student's family or friends. It will perhaps be necessary for the student to change his plans when he has attained more information for developing a better judgment—but the important thing is that he has interests, and regardless of the lack of permanence as usually considered, of high school pupils choices, these interests are gradually developing into a plan. Douglas Fryer states this development after an analysis of many investigations in the same field: 23

"There is a genetic development of interests. But this development is not of a kind that will allow for the prediction of future interests for the practical purposes of vocational guidance. Interest development appears almost kaleidoscopic in form; it is ever changing its focus. Specific vocational interests are likely to change in a year's time. Vocational interests trends go through a gradual process of change and are likely to be quite different in later adolescence from what they were in early childhood. When all this has been said, however, there is permanence or stability of interests, as indicated in every study, to a surprising degree. It is made clear that what have been one's vocational interests in the past are the foundation of one's present interests.

The fluctuations in the developments of interests have been emphasized throughout...to counteract prevalent conceptions in vocational guidance of the prediction of future interests. It is seen from the quantitative facts that the prediction of future interests has had unwarrantable emphasis. These ideas of interest prediction have been borrowed from the field of ability measurement. Based upon the newer point of view, guid-

Savage conceives of interest development as a whole. Specific interests are important as they hold a place in the total development of vocational interests. Guidance would emphasize a broadening development of interests as well as noting the leading trends. Abilities would be a factor in deciding upon the stimulation that would bring about this richer development. But an adequate interest development should be held most important in order that the individual might have a selective basis for the time when he will make definite vocational choices in the field of occupations."

The choices of high school students represent present status of the ideas of the student. Guidance must help to determine whether or not the choice is the right one. Although only 14.9 per cent of the schools reported were asking for information regarding home conditions, this factor is important. Factors to consider under this head are: Has the pupil a step-father or mother? Is there a guardian? What is the place of birth of the parent? How long has the parent been in the United States? How long has the parent been naturalized? What are the occupations of the brothers and sisters? How many brothers and sisters are there? How many older brothers and sisters are there? How many younger brothers or sisters are there? What occupation has the parent chosen for the student?

The following table shows the extent to which Montana high schools are making use of personal data records in guidance from the first Montana survey.
TABLE XIV

Showing the per cent of schools using personal data records in guidance

<table>
<thead>
<tr>
<th>Type of Information</th>
<th>Class of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Health</td>
<td>67</td>
</tr>
<tr>
<td>Nationality</td>
<td>17</td>
</tr>
<tr>
<td>Honesty, reliability</td>
<td>33</td>
</tr>
<tr>
<td>Character</td>
<td>50</td>
</tr>
<tr>
<td>Employment experience</td>
<td>33</td>
</tr>
<tr>
<td>Personal data about parents</td>
<td>67</td>
</tr>
</tbody>
</table>

Though the information received from the above is not altogether for the purpose of guidance, yet it can find its greatest usefulness in this field.

School Marks

Investigations have shown a great variation in the meaning of school marks. The newer type objective tests have helped to give a more standard meaning to marks. Granted that they are lacking in many ways, they do represent perhaps the best single device for predicting future achievement and success. The elementary school marks show a high correlation with success in high school. Miles obtained a correlation of plus .71 between all the marks received in the elementary
school and the four years high school\textsuperscript{24}.

Similarly the achievement of students in high school is one of the most accurate bases for predicting success in college. Symonds has brought together the most complete list of studies of the relationship between high school and college marks.\textsuperscript{25} The distribution of the 32 coefficients reported for different institutions ranged from .15 to .74 and has a median of .50. Six of the coefficients are above .60 and seven below .30.

The relationship between achievement in school and success in occupations is not so great as that between units of school. This may be because of the difference in the fields of activity. Clem and Bennet studied the success of 232 boys who went out from the schools of Rochester, New York.\textsuperscript{26}

Records of school work constitute one of the most important types of data valuable in guidance. In spite of the unreliability of marks, they are nevertheless the most satisfactory indication of the probable future achievement of stu-


\textsuperscript{25} Persival Symonds, Measurement in Secondary Education (New York 1927), p. 413.

dents now in school. Additional information should be kept regarding the interests and special aptitudes of students in these courses, and in extra curricular work, because these factors are sure to influence the student's estimate of his own potentialities, and will affect his educational and vocational plans.

Reports from Montana schools according to the first Montana survey show that 67 per cent of first class, 48 per cent of second class, and 58 per cent of third class schools use elementary school records in their programs of guidance, and 83 per cent of the first class, 58 per cent of the second, and 66 per cent of the third class schools use marks received in high school subjects as factors affecting the guidance suggestions outlined for the student. Considering the value of the school marks in guidance, more Montana schools might make use of them in this type of work, with probable worth-while results.

**Intelligence tests**

There are no perfect measures of intelligence, and there are so many factors aside from native ability which determine the student's probable success that these measures in themselves cannot be used as definite guideposts. However, mental tests, when supplementing other means, are very valuable in helping to properly guide the individual. According to Koos
and Kefauver 27 75.6 per cent of the schools reporting use
group intelligence tests; 61.9 per cent use achievement tests;
and 35.1 per cent use individual tests of intelligence.

Educational test scores are of more importance in formu-
ulating educational plans than for choosing vocations; never-
theless, they offer great possibilities and their true values
have not as yet been thoroughly investigated.

A survey conducted by Dr. E.L. Thorndike of the Insti-
tute of Educational Research at Teacher's College, Columbia
University, investigated the possibilities of guidance of child-
ren of about the age of 14 on the basis of items in the
children's records and psychological tests. 28 In 1922
complete school records were secured for 2225 children to whom
were administered tests of intelligence, clerical capacity,
and mechanical ability. From that date to 1934 the education-
al and vocational life histories of these children have been
closely followed. Their life histories afford answers to
such questions as the following with respect to each person:

1. How long did he continue his education?

2. How much progress did he make?

3. How well did he do as far as he went?

27. Koos and Kefauver, op. cit., p. 282
28. E. L. Thorndike, "Predicting Vocational Success" in
4. When he became a productive worker, what did he do?

5. How well did he like his work?

6. How much was he paid in wages?

7. How much chance had he to obtain useful training and promotion?

A summary of the results of the investigation is briefly given below.

"Grade reached at age 14, 15, 16, taken together with age to which family expects to keep child in school will predict grade which individual will reach at any age. (a correlation of .90 or higher was shown for this item)

This educational prediction is of vocational significance as well, for if a given occupational opportunity is open only to graduates of higher institutions of learning, it may be predicted that certain pupils will never enter it.

A counsellor may predict that a pupil whose expected grade status at age 22/5 is below that of college sophomore, or second year in professional school, can never graduate from college, law school, medical school, theological seminary, or engineering school. This holds true for grade 13 at 21.5 or grade 12 at age 20.

If the individual has had a typical educational opportunity, so that success at age 14, 15, 16 is not truest measure of ability to succeed later, then use the intelligence test score instead.

The value of the items of school record and test scores in predicting success in school after 14 is fairly good, but the value of same in predicting success in vocations is in question. The predictive value varies with the type of work such as clerical, office work, mechanical or manual work.

The correlations for persons who work 9/10 of the time at clerical work from 18 to 20, range from .00 to .26. Test score in clerical intelligence has a correlation of .26 with earnings at age 20 to 22; .19 with earnings at age 18 to 20; .10 with liking for the job at 20 to 22; and

.05 with liking for job at 18 to 20. A difference of one standard deviation or 1/6 of range in test score in clerical intelligence test means a probable difference of $180 per year for boys, and $110 for girls. The test scores in clerical activities have a range of correlations—.22, .14, .08, and .04 as compared with clerical intelligence correlations. School progress, general intelligence, scholarship and mechanical adroitness produce less high correlations (with earnings at 20 and 22) of .30 for boys and .40 for girls. Correlations for earnings at 18 to 20 will be lower. The reason for the correlation of school progress, grade reached, and scholarship is due to the fact that intelligence is a factor in clerical work.

Persons who work 9/10 of the time from age 18 to 22 at mechanical or manual work, the items of school record or test scores showed correlations from .00 to .14—all are then nearly valueless, alone or in combination in forecasting success at mechanical work. Mechanical adroitness and general intelligence are the best indicators of success. Even if there were free competition among workers, school conduct and school attendance would still be of no value in predicting success. The higher a pupil's scores are in tests of clerical intelligence, clerical activities, general intelligence, school progress, and scholarship, the more his success at clerical work will surpass his success at mechanical work. Conversely the lower his scores are in these items, the more advisable it is for him to choose mechanical work, but the difference is not great.

Other factors found were:

Infrequency of change of employer cannot be trusted as evidence of vocational success.

Parental status had little influence on vocational success. The children of clergy, lawyers, physicians and the like are more successful in school and in the tests and stay longer in school than children of unskilled laborers, but earn no more at age 18 to 22. They have positions of a little higher level and like their jobs a little better."

There have, of course, been a large number of studies made dealing with the value of intelligence tests in pre-
dicting school and vocational success. Symonds says that

"School success may be predicted by a general intelligence test as may be administered in an ordinary school period to the degree represented by a coefficient of correlation of .48."

The author found a correlation of .58 between the scores made on the Otis Self Administering tests of Mental Ability and the success of students as shown by the average school marks and the teacher's opinions.

The mental test has been found to be equal to, or superior to, other measures in predicting success in colleges. Dr. Wood obtained a correlation with success during the first year in Columbia College of .59 for Thorndike Intelligence scores; .57 for Regent's Examinations; .43 for College Entrance Examination Board Examination; and .33 for secondary school marks...giving the mental tests a higher rating than school marks, although other investigations found the school marks higher. At any rate the correlations are significant.

Data are not available to describe accurately the intelligence of persons employed in different occupations. Dr. Coffman, President of the University of Minnesota, described to the author an energetic attempt at that University to do

work along these lines through a guidance clinic. Intelligence and other data were tabulated for persons employed in and about Minneapolis, a diagnosis was made by experts and suggestions made for the proper fields of work for the individual. Probably the most comprehensive group data, however, were obtained from the tests given in the army during the World War. These facts have been organized and compared for different types of occupations.

A group mental test should prove adequate except in special cases where an individual test may be found desirable. Test data should always be used in connection with school marks, teachers' ratings, and other indications of capacity and each should support the other. If there appear too large discrepancies, a second group or individual test may be given to those whose ratings are not in harmony with other available ratings. There should also be an adequate record kept of all mental tests given.

Measures of other factors

Another measurement method of significance for guidance is that of special aptitudes. There are a number of these tests available for different subjects and these, as a rule, give higher measures of relationship with success in the subject than can be obtained by the general intelligence test. There is a need however, for a greater appraisal of the tests
now available, and better ones are needed in some fields.

Health is an important objective of secondary education and proper provisions should be made to stimulate activities which will bring the desired results. Careful examination is essential for the planning of programs of activities to promote good health. Such examinations may disclose physical weaknesses that are very valuable in deciding on the educational and vocational program of the individual. Permanent record cards or other records for guidance should contain records of the health status of the individual.

The following table indicates the extent to which Montana high schools are making use of intelligence records to assist in guidance.

**TABLE XV**

Showing the per cent of Montana schools using various intelligence measures to assist in guidance from the first Montana survey.

<table>
<thead>
<tr>
<th>Type of test</th>
<th>Class of School</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence test</td>
<td>First</td>
<td>Second</td>
<td>Third</td>
<td></td>
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<tr>
<td></td>
<td>83</td>
<td>40</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Aptitude</td>
<td>50</td>
<td>16</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>67</td>
<td>32</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Intel. Quot.</td>
<td>67</td>
<td>35</td>
<td>21</td>
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</tbody>
</table>
Intelligence tests are the most widely used and incidentally are most valuable considering the limited staff available for the average Montana school. It is to be noted that considerably more testing along these lines is done by first class districts than is done by second or third class schools. Reports also indicated that health records were much more common for the larger schools and very uncommon for the smaller ones.

**Through Service Clubs**

Clubs like the Kiwanis, Rotary, W. C. T. U., Parent Teachers and Commercial organizations can be of great assistance in the guidance of the pupil in his choice of vocation, either through talks by representatives of these groups or as a part of the educational programs sponsored by these groups. The small high school of course, again finds it more difficult in this respect, because these clubs are not functioning in the small communities or are not actively sponsoring any program. In answer to the question, "Are there civic or service clubs in your community which take an active interest in the work of vocational guidance in your school?", six first class schools answered "yes" and none "no"; fourteen second class answered "yes" and thirty-one "no"; while for the third class districts, only thirteen answered "yes" and eighty-eight answered "no". The extent to which these clubs were used was also about in the same proportion. A greater variety of or-
ganizations was reported for the second and third class dis-
tricts, but less use was made of them. In table XVI the organ-
izations are arranged in the order of the frequency of their
being used in the schools for guidance purposes.

TABLE XVI
Showing the civic organizations which take active interest
in vocational guidance shown in order of the frequency
of times reported for each type of school from the first
Montana survey.

<table>
<thead>
<tr>
<th>First Class</th>
<th>Second Class</th>
<th>Third Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiwanis 6</td>
<td>Kiwanis 6</td>
<td>Woman's Club 5</td>
</tr>
<tr>
<td>Rotary 4</td>
<td>Woman's Club 5</td>
<td>4-H Club 3</td>
</tr>
<tr>
<td>Rotary 4</td>
<td>Kiwanis 2</td>
<td>Farmers Union 2</td>
</tr>
<tr>
<td>Lions 3</td>
<td>Commercial Club 2</td>
<td>Parent Teacher</td>
</tr>
<tr>
<td>Child Welfare Organization 1</td>
<td>W. C. T. U.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masonic Lodge</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Class</th>
<th>Second Class</th>
<th>Third Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lions</td>
</tr>
</tbody>
</table>

There is a tendency, too, as the groups become smaller,
that their membership is less cosmopolitan and more provincial,
which fact may give the guidance viewpoints presented some-
what a local color. The value of these organizations from the
guidance standpoint decreases directly with the size of the
community. This, together with the fact that there are so few
organizations in the small community, makes this a very lim-
ited field of usefulness for the small schools, but nevertheless, it is a factor to be used whenever it is possible to do so.

Through those in charge of guidance work

The need for more adequately trained counsellors with more time for their work was pointed out in the early discussions of this chapter. In the actual guidance of the student in the choice of vocation and education, the personal contacts must come through the counsellor. For this reason an adequately trained and expert, sympathetic guide is most urgently needed. Reference has also been given earlier in this thesis to the qualifications of a counsellor. It is valuable, at this point, to consider the extent to which the student may be guided by the person in charge of the guidance work and how far this is true for the Montana high schools included in the survey.

It is possible that more harm than good may come from the advice of counsellors who are not properly trained or who are not aware of the real significance of guidance. Further provision must be made for the training of counsellors in our higher institutions. More research work is necessary in determining the effect and value of counselling and scientific vocational guidance. Birmingham, England is doing research
work along these lines. The work which has previously been done is being enlarged in scope. While one trained group of teachers is proceeding with the investigations, a second group is to undergo a special training course to further the scientific guidance effort. Arranged by the education authority, the course is the first of its kind in Great Britain. Eventually a sufficiently large number of schools and children will have experienced new methods of guidance to enable the education commission to form a relative estimate of the value of the system. Investigations have already been undertaken to ascertain the practical value of tests for selecting boys with aptitude and ability for engineering work. Other investigations were instituted to find out whether psychological methods, including tests, could be put to practical use in advising young people as to the choice of their careers. It will indeed be interesting and valuable to learn the outcome of these experiments.

There is a great deal of controversy regarding the real value of counselling and guidance work, as it is now being carried on by most schools. There is considerable confusion among people in general as to the true meaning of these functions. There is no agreement among experts in the field as to the outcomes and the significance of the counsellors work.

Perhaps as good a synopsis of the conflicting ideas of men recognized as authorities in the field of guidance as can be made, is to be found in the Literary Digest for June 2, 1934 from which the following quotations are taken:

"Vocational guidance as practiced today in high schools and colleges throughout the country can lead only to shattered hopes and bitter disappointments for hundreds of thousands of students now receiving the so called vocational guidance and counselling," asserted Dr. Irving Lorge, research assistant in the Institute of Educational Research at Teacher's College, Columbia University, basing his remarks on twelve years survey of 2,500 boys and girls in the New York City elementary schools. "Vocational guidance is in danger of making a virtue of charlatanism and is today no better than guessing, and considerably less honest," he stated.

In reply Dr. Kitson challenges the statements and says that guidance is anything but clairvoyance. The well trained vocational counsellor will refuse to predict a vocation for an advisee, deeming it morally wrong to make people's decisions for them. The proper function of the counsellor is to help the individual become interested in worthy occupations, to find information about them, and to examine the conditions, opportunities, and rewards obtained in them. He also assists the individual in making an inventory of his present assets, physical, psychological, social, and economic.

"The enlightened services of the vocational guidance movement are not trying to make of vocational guidance a science. Even at its highest development it will only be an art, like the practice of healing, teaching, and nursing."

In the same article Dr. Harold F. Clarke of Columbia, asserts: "There are approximately 6,000 positions for aviators in the country and yet 500,000 boys of high school age have expressed their plan, in vocational guidance conferences, of becoming aviators. Obviously only a small fraction of this number can be absorbed in the field. In many high schools it is not unusual for 30 to 50 per cent of boys to choose the professions of engineering, medicine, and law for their future career, and yet, in these three occupations there are

33. Literary Digest, (June 2, 1934) p. 33
less than 2 per cent of the population. Dr. Clarke urges revision of the guidance methods and says, "there should be a master occupational plan for the entire country, based on the assumption that the 125,000,000 persons in the country must be distributed throughout the work to be done. The primary assumption should be that all the people will be used in work and that the available work should be divided and new work created. Occupational planning is necessary today in any type of economic order. As long as every man is largely self sufficient, occupational planning is superfluous. When the industrial world begins to specialize and Detroit makes automobiles, Pittsburg makes steel, and Lowell produces textiles, then it becomes vitally important to know something of the number of people needed to produce textiles or any other item. One of the few things about which we can be quite positive is that there is more work to be done in the United States than there are people at present who could possibly do it. We need more things and services than we can possibly provide for ourselves. Many people have feared the rapid introduction of machines would displace so many men that it would not be possible to find work at all for everyone. It cannot be too emphatically stated that even if new and completely automatic machinery were to be introduced in every factory in the land, unemployment would still be unnecessary. Dr. Clarke proposes an occupational plan which would involve the setting up of a central statistical agency in Washington D. C. which, on the basis of all the estimates prepared by local community bodies, would prepare a master plan estimating the number of people that will be needed in each occupation in future periods."

The counselling idea is undoubtedly on the right track, but the final set-up and organization of the service is far from complete. Further research in the value of guidance and methods of attaining objectives will bring out more defined results. Guidance movements are a distinct boon to education, but there is much yet to be done to reach the maximum effectiveness and to meet the needs of the largest possible number of students. Montana high schools need the help
of more and better trained counsellors, but the large number of small high schools having small staffs of teachers, this is perhaps not possible or at least not practical. Much could be done in making scientific progress by a central council or councils of guidance in the larger cities of the state, staffed with experts who might go to the smaller schools and assist teachers, administrators and students in guidance problems of the field should be covered frequently enough to keep in proper touch with the schools and students. The organization could be somewhat on the order of the Boy Scout executive idea.

Through Vocational Congress

The vocational congress held at Bozeman for a number of years is an attempt along these lines, but it is too cumbersome and unwieldy to bring enough students to the source of the guiding influence—it is impossible to bring all of them to any one central part, and any method of selecting candidates is certain to leave out a large number of worthy ones who need the guidance service which is received at the congress. Another factor against it is that so few schools make use of the service that the total number of students aided is really very small. The returns from the 191 Montana high schools reporting in the first Montana survey showed that 4 first class districts, 28 second class districts, and 41 third class schools sent representatives to the congress. It is
valuable only to the extent of the number reached and its reaction on these participants. Only 73 schools, or about 40 per cent of the schools reporting took any part in the work of the congress. The number reached is not large enough to make this method of great value for guidance purposes.

**Through Guidance Clinics**

The guidance clinic is another solution to the problem of providing expert guidance service to our Montana high schools. This method has already been referred to as having been used at the University of Minnesota, and the following description of a vocational guidance system being developed in Russia as recounted by Mariam Ziony writing for the New York Times\(^{34}\) may be another practical method of providing expert guidance service. In the Russian system sixth and seventh graders do actual factory work at no pay. The factory carries part of the expense of the school and the government the balance. After seven years of elementary training, the student enters the factory school for a 2½ year's course in theory and practice in various industries. Half of the time is spent at work, the other half at academic studies.

There is a vocational guidance clinic attached to each factory or group of factories. A psychologist is provided for each 450 pupils. The requirement for the psychologist is that 34. Mariam Ziony, *Guidance Civics in Russia*, (School and Society) XXXIX, (April 7, 1934) p. 430–431.
be a graduate of a psychological institute, and have three years of teaching experience.

Records are kept for the pupils and these include:

1. Health
2. Scores from tests and measurements from the kindergarten up.
3. Family background
4. Book preferences
5. Clubs attended
6. Interest and knowledge of different professions

Individual vocational tests are used to indicate traits of self reliance and initiative. Previous school records and teachers' opinions are important. Contact is maintained with the child's elementary school and teachers. Objective tests are not considered as important as in the United States.

Contacts are maintained between the counsellor and home to give the parents an insight into the work of the clinic, and in order to aid in proper adjustment.

The function of the clinic is to make adjustments in attitudes and practices of the child at home, and in school, in making the necessary studies of the child's interests and capacities. If the child is unhappy or unsuited to work at
the factory school, he is redirected through the clinic to another school. After two months the child is required to write his impressions of the factory school. Analyses of these compositions may lead to changes in methods of teaching and in factory equipment. The ultimate success or value of this system is not yet established, and modifications are constantly being brought about.

Through try-outs and cooperative employment

Several schools in Montana, among which are Kalispell, Glasgow, and others, are using the system of cooperative part time employment with garages, industries, and business houses. This is similar to the Russian system except that the guidance clinic of experts is missing. However, there is a vocational coordinator who usually takes the place of the psychologist. If the school is large enough, and can have well trained guidance experts to supplement the experience, then the results ought to be good. The greatest drawback in most Montana schools is that the town is so small and the jobs available of the usual type which the student knows something of already, and thus he has not the opportunity of finding new interests or fields for which he may be admirably fitted. Again this field is limited too, in its usefulness because it involves only a small percentage of the student body; but largely neglects the needs of the large remainder. It is good so far as it goes, and it has been reported in many cases where, in order
to solve the problem of the maladjusted student who often has become the problem case of the school, it is used.

It is impossible to discuss the guidance of the individual in the choice of vocations without also bringing in the educational guidance. These two are so closely related that discussing one must of necessity involve the other. However, the attempt in this chapter has been to emphasize the vocational end, and the following chapter will consider the educational guidance needs and provisions for those needs.
CHAPTER II
GUIDANCE IN CHOICE OF SCHOOLS AND CURRICULA

Montana high schools are endeavoring to give educational guidance in a large number of cases. The survey shows that 100 per cent of the first class schools; 60 per cent of the second; and 52 per cent of the third class schools reporting, are giving specific attention to educational guidance. Table XVII shows the methods being used and the per cent of cases using each in the different type of schools. It will be seen from this table also that the most popular method in all schools is that of the faculty adviser, and that next in order of popularity is that of assembly programs. The extent to which the faculty adviser may be of service depends largely upon the information he has available concerning each individual student.

TABLE XVII
Showing the methods employed in educational guidance and the per cent of each in the various class schools.

<table>
<thead>
<tr>
<th>Method</th>
<th>Class of School</th>
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<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Faculty advisers</td>
<td>83</td>
</tr>
<tr>
<td>Assembly programs</td>
<td>67</td>
</tr>
<tr>
<td>Talks by representative of higher institutions</td>
<td>50</td>
</tr>
<tr>
<td>Home room teacher</td>
<td>67</td>
</tr>
</tbody>
</table>

Other methods: Freshman Week, Informal Discussions, Conference with the principal, Class Discussions, Talks to Graduates, advice by the Principal.
Through faculty advisers

The faculty adviser must know as much as possible concerning the intelligence, health, ambition, interest, etc. of each individual student if he is to be able to advise and guide him most effectively. As was pointed out in the chapter on guiding the student in choice of vocations, the intelligence test is only one of several methods for assisting in directing the student into right channels. This is also true in educational guidance—in fact all the factors discussed in the preceding chapter are true in this chapter also. The two—vocational and educational phases—cannot be divorced, but it is the purpose here merely to elaborate a little more fully on those factors which most directly affect the educational guidance phase of the discussion.

The use of intelligence tests has developed in educators the habit of thinking in terms of different degrees of intelligence, so that the retarded child is not looked upon as a distinct species of humanity, but as being different only in degree. This understanding of him has now modified his treatment and guidance. In like manner the use of intelligence tests has given us a much better understanding of the nature and needs of the superior child. We are much better able to guide and direct his activities if we know his degree of brightness. The result is that the curriculum has become sufficiently diversified to more nearly approach the needs of all
The intelligence of a child is only one item to be considered in giving educational guidance. Because a child has a certain I.Q. there is no reason to believe that he will follow a certain type of training. Interest, desire, will to succeed, home background, social conditions, physical well being, emotional stability, and many other factors enter into the guidance at the high school level. Although we cannot say that a child with a certain I.Q. will be successful because of the other variables, we can say that if his I.Q. is below certain limits the chances are that he will not be successful. One can say to a boy with an I.Q. below 85 that the chances are less than one in a hundred of his completing his high school course successfully.

One of the best experiments in the use of psychological tests in the educational guidance of high school pupils has been made by Proctor③5. On the basis of an examination and follow-up study of about 1,600 high school students--1,300 of whom were examined by group tests and 300 by the individual Stanford-Binet--he says that there are good grounds for the prediction that 75 per cent of those who test below average mentally will fail in more than one-half of their studies dur-

ing the first year of high school, that 50 per cent of them will leave school to go to work during the first two years, and that none of them will remain to graduate. The average I. Q. of the 955 freshmen examined by Proctor was 103.3. It is probable that the average intelligence of high school freshmen is between 100 and 105. In Proctor's group the seniors had an average I. Q. of 111. Only four of the cases who graduated had I. Q.'s below 100. He says, "This indicates that only those of average ability or better will probably complete four years of high school." For guidance purposes this means that it is unwise, in 90 per cent of the cases, to recommend a four-year high school course to students whose intelligence rating is below 100. If a child has a high average, industry, and ambition, and if he is comparatively free from social and mental conflicts, a counsellor is fairly safe in recommending a four-year academic course.

It is even more difficult to state the minimum level of intelligence required for successful college work than it is for high school, because of the wide differences that exist among the various departments as well as among the colleges themselves. Proctor found that the median I. Q. of those from his study who went to college was 116. He finds that in order to do average or better work in college, it is necessary to have better than average intelligence; i.e., an I. Q. of 110 or above. He concludes that from 60 to 80 per cent of those hav-
ing I. Q. below 110 will be eliminated during the college course. The critical score in the Army Alpha test for college success is about 130. The chances of students being successful will depend upon the college he is to attend, but these minimum intelligence scores should be of great value to the faculty adviser.

With a record of the student's I. Q.'s and knowing the results of the investigations mentioned, a faculty adviser or counsellor has something fairly tangible to use in guiding the student in the choice of subjects and schools. He will, of course, need a number of other factors, but the minimum intelligence quotient will be most valuable in knowing what the child had better not attempt because of a lack of ability. The faculty adviser should attempt to know the individual student as intimately as possible and be able to take him by the hand and lead him into the educational pathways which will bring the highest degree of success and happiness to the individual.

The scope of activity usually performed by faculty advisers is about the same as that of home room advisers in the larger schools. The counsellor is generally considered an expert, with more or less of a staff of assistants working under him. In the smaller schools the adviser has a number of phases of school life with which he must deal, such as disci-
pline, oversight of social conduct, etc., but among these and of almost equal importance in his list of duties is that of curriculum guidance.

Assembly programs

The assembly program offers a supplementary opportunity of giving information and guiding the student in choice of curriculum and perhaps college. Dramatizations, demonstrations, and other methods may be employed. There is a danger that vocational programs will be so specialized that relatively few students will be interested in them. Teachers in charge of various subjects in school are the most logical ones to assume responsibility for the programs based on their particular fields. In addition there are in most any community several successful and respected representatives of various vocations whose interest and training may be capitalized. It has been found valuable to the faculty members at several assembly programs by having them discuss their own colleges with the idea of pointing out advantages and opportunities of a college education and with particular emphasis on their own departments or fields. For those students who plan to go to college these discussions are valuable and the whole student body may find considerable interest in them.

Talks by Representatives of Higher Institutions

Whenever it is possible, talks to the student body by
members of higher institutions are highly desirable. A personal visit and discussion afterwards with the speaker and the seniors may be of value in stimulating some to go on with their education and become interested in some particular college or department. There is a danger here of having a forceful, persuasive speaker swaying the students into a choice which they are not fitted for or are not interested in, but generally this is not true.

The Home Room Teacher

In addition to performing many of the routine activities necessary to the administration of a school, such as taking attendance, making announcements, and other routine, the home room teacher has the opportunity to appraise the child in relation to his school program in contrast to knowing him as one of a group, as in subject teaching, the relationship becomes intimate.

George E. Hutcherson says36 "Perhaps the surest way to remove class teaching from the personal and individual interest of the child is to require of the teacher no other work than that of class instruction." Perhaps for this reason alone all teachers should have home room or other similar responsibilities.

Through the contact which the pupils make in the home

room with a sympathetic teacher an atmosphere of confidence is
developed which will lead to the discovery of individual prob-
lems. Some schools consider the contacts made in the home
room so valuable that, as groups are promoted from term to term,
and from year to year within limits, the same teacher is as-
signed to the group. Such a plan retained much of the intim-
acy between pupils and teacher which was a feature of the old-
time schoolroom. This plan also permits the teacher to follow
closely the development of the pupil over an extended period
of time. In Montana there are so many small high schools that
the home room is not used extensively and in no case is the
teacher-pupil relationship as impersonal as it is in the very
large high schools.

Guidance Experts

The following replies were received to the question:
"Have you used the service of guidance experts who come to
your schools and put on intensive guidance programs for a day
or two?"

First class schools: 2 yes, 4 no-—0 no reply, total 6
Second class schools: 4 yes, 37 no=22 no reply, total 63
Third class schools: 2 yes, 72 no=49 no reply, total 123

This indicates that the extent to which these experts are
made use of is so small as to be a minor factor in guidance in
Montana high schools. No data showing the efficiency of this
A wholly adequate guidance program requires a staff of experts. Not many Montana high schools are going to be able to have such a staff. They have great potential possibilities without such a staff and as previously pointed out a clinical procedure may be developed which may provide the experts, although not in the individual school system.
Though the number of schools having full time counsellors of guidance in Montana is limited to one, according to survey, the functions of the counsellor has had to be absorbed, with limitations because of lack of training and the press of other duties, by the teachers, supervisors, principals, and superintendents.

Many of the duties regularly falling to the counsellor are recognized as long accepted responsibilities of the school, others are not so common and are those which are associated with the more recent organization and conduct of schools. Throughout, these duties call for intimate and personal contact with the pupils to help them choose for themselves; which, in turn, implies a need for more time to devote to counselling by those who must assume the duties of a full-time, special-trained counsellor.

Practice indicates that for each 500 pupils the services of one full time counsellor are needed. Wherever possible, a man should be appointed to counsel with the boys and a woman for the girls. A counsellor may frequently be a vice principal, if his administrative duties do not interfere too much with his duties as counsellor.

There is a need for more expert counselling service in Montana high schools, and the larger schools should make a
serious attempt to make provision for this need by employing full-time counsellors and building up an adequate guidance organization within the school. In spite of a lack of expert guidance staffs, time, and equipment, some Montana schools are vigorously attempting to meet the guidance needs of the boys and girls. The following summaries of work being done in three Montana high schools (located in the eastern, central, and the western parts of the State) is illustrative of functional guidance programs without elaborate organization and within the scope of nearly all high schools in Montana.

ORGANIZATION OF GROUP GUIDANCE SERVICES

Sidney High School, Sidney, Montana

I. Need For Group Guidance Services Arose From Following

A. Impossibility of establishing an adequate system of individual counselling with faculty and facilities available.

B. Need for a set-up where common group problems of a controversial nature could be discussed and group thinking and group habits influenced in wholesome fashion.

C. Need for a system of conferences and discussions that would cut down the need for so many individual conferences.

D. Increased complexity of society and inability of individuals of high school age to orient themselves in that society so as to be assets to the social group.

E. The need for discussion groups where many of the apparently unrelated courses and activities of the high school could be woven into a complete and meaningful pattern of awareness and experience.

37. Raymond Gerber, Superintendent, Sidney Public Schools, "Outlines of Sidney High School Group Guidance Services."
II. Establishing "Guidance Conscious" Faculty and Student-body.

A. Faculty

a. Two years previous to setting up present system for group guidance, the faculty was asked to analyze all subjects and activities of the school for contribution to life ideals. This tended to focus attention on the more intangible results of classroom and school procedure.

b. More intensive and thorough study of individuals in their particular groups with objective set at maximum development of the capacities for growth indicated as being the heritage of these individuals.

c. More careful checking of attitudes and attitude tendencies in individual students and in student groups. A trait rating sheet was used in connection with this check. Ratings were in composite from at least four instructors who had had the student under observation for at least a semester.

d. Recognition of the problem through study of contemporary social organization and the problems as indicated in our own school and community with purpose in mind of aiding in more constructive manner in purposefully integrating individuals along certain developmental patterns.

B. Student-body

a. Presentation of plan to entire student-body by principal.

b. Presentation of advantages of plan and benefits to be obtained through active participation in the plan.

c. Having students list and suggest problems that were particularly trying to them at one time or another during their high school careers.

III. Period Set-up

A. Wednesday morning from 10:40 to 11:10 of a regular 30 minute period was set aside and designated as the "Advisory Period."

B. Group guidance was carried to entire classes in this period in that Monday was a "free" period for class meetings. This period was also used for committee meetings, student-council meetings, assembly program committee meetings, etc.
C. Tuesday was designated as "Restorative and Makeup" in which instructors contacted students for this type of work. Thursday: Activity Groups. Friday: General Assembly for all school.

IV. Mechanics of Group Set-up With Administrative Relationships—All Members of Faculty Participating.

A. Class groups were segregated by sex because this facilitates freedom of expression of opinion on many topics. For discussion of certain types of common problems, it was possible to bring the sexes together with some advantage.

B. A man was assigned to each group of boys and a woman to each group of girls. Two women were assigned to the junior girls (reason: inexperience of one member).

C. The above mechanical set-up was presented to the high school faculty in the fall as a variation from the usual type of class sponsorship and as an opportunity for each member to participate in activities of a nation wide "Guidance Movement", and to learn and grow in service through an experiment. The system was not presented as setting up any new objectives for secondary education, but rather as a supplementary service with a definite time assignment to enable faculty to do better the things that they had been trying to do in past years.

D. Faculty members are to become specialists in problems of high school boys and girls on certain levels instead of following a class from freshmen through senior year. The word "Guidance" is not used. "Advisory" is used.

E. Several faculty meetings were devoted to consideration of the plan, literature on guidance was checked, the Inor Guidance Series was studied, the needs of the particular system in Sidney were considered and objectives for each year in high school were set up.

V. Broad Objectives Set Up For Each Year In High School
A. General statement of objectives follow:

9th year
Orientation into school community, securing and maintaining
worthy attitudes toward the school.

10th year
Further orientation and check on attitudes with emphasis on
discovery of vocational interests and recognition of voca-
tional aptitudes.

11th year
Discovery, guidance, and development of social interests
and aptitudes and personal qualities.

12th year
Selection of life career, if possible, that fits the inter-
est, aptitudes, and abilities of the student. This in-
volves the building onto and expanding of the activities of
the second year, checking interests developing there, ad-
justing or verifying them, with more detailed study of oc-
cupations and the study of selecting a career. Checks with
occupations courses in freshman year.

For detailed statement of objectives, see following pages.
Check School Executives Magazine for June 1934, pages 294-295
"Guidance for High School Pupils" by Prof. Thomas R. Cole,
University of Washington, as good source of specific object-
ives of general application.

GUIDANCE

9th year--Orientation

1. Aims of high school education
2. School traditions--school rules--procedures
3. The building
4. The departments and their offerings
5. Individual subjects
6. Requirements (why required, etc.)
7. Electives (how to choose, etc.)
8. Program making or changing
9. Activities--purpose, relation to school life, and
   eligibility
10. How to study—general methods, methods for particular subjects; Study hall and home procedures
11. Library using
12. How to succeed in school
13. How to budget one's time
14. Health habits—recreation
15. Personality
16. Character
17. Mental hygiene
18. Physical health
19. Study habits
20. Balanced program of work and play
21. Parliamentary procedure

   a. Standards for orientation from subjects—class procedure, and activity
   b. Study halls and library—halls and roll rooms
   c. Class group and boy and girl groups
   d. Individual conferences
   e. Activities

Where does student get most of standards for conduct?---Orientation?
What are the moves of this group? How achieve? All desirable? How change? Why change? Should they be changed?

10th year—Vocational Interests

1. Application of previous courses
2. Reports on vocations by members of the group
3. Special work on vocations by composition classes
4. Vocational conferences—talks by members from various occupations.
5. Visits to plants and reports
6. Guided reading by students
7. Individual conferences
8. Occupational interest tests and self-analysis charts
9. Posters and exhibits
10. Program of studies for Junior and Senior year selected
11. Mental hygiene
12. Personality and jobs
13. Character and jobs
14. Physical health
15. Parliamentary procedure
16. Study habits
17. Balanced program of work and play
18. Further orientation and check on attitudes
11th year—Social Interests

1. Provision of social and recreational activities
2. Introduction of larger measures of self-government
3. Study of social customs and manners—special classes and clubs.
4. Avocational possibilities developed
5. Social functions of large and small groups; adjustment of socially backward students through specially planned activities
6. Abundant practice of social activities of many kinds
7. Discussion of practical conduct problems
8. Character—What is good character, etc.
9. Personality
10. Mental hygiene
11. Social problems
12. Physical health
13. Parliamentary procedure
14. Study habits
15. Balanced program of work and play

12th year—Selecting of Life Career

1. Group conferences with talks by representatives from different occupations and professions
2. Individual conferences—information as to college entrance requirements
3. Occupational study
4. Regular meetings of clubs and groups with talks by successful persons of various occupations aiming to give interesting, useful, and accurate information as to the nature, aims, requirements, conditions, pay, possibilities of advancement in their line of work
5. How to apply for a position, where to apply, preparation for conference or personal application
6. Conference with parents
7. What is a "well-rounded" individual?
8. Self analysis
9. Job analysis
10. Specimen analysis
11. Occupational plan sheet
12. Personality
13. Character—good?
14. Social problems
15. Mental hygiene
16. Physical health
17. Study and work habits
18. Balanced program
19. Parliamentary procedure—conduct a meeting.
VI. Survey of Subject Material as Presented in Sidney High School for Year 1934-1935

A. Inspection of the following materials by sex and year in school will show discussion of many all-school problems, as well as problems peculiar to a particular group. It will be evident that not all objectives as set up were possible of 100 per cent achievement.

B. The individual interview remains an indispensible part of the guidance program. Group conferences aid in locating problems and particular cases that should be (and can only be) taken up individually.

For materials by year in school and sex, see following:

9th Year (Freshman) Boys Guidance

<table>
<thead>
<tr>
<th>Week</th>
<th>Problem No.</th>
<th>Title of Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>(First Week of School)</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Music Survey</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>School Rules</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>What Makes a Successful Party?</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>The Monitor System?</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>The Monitor System?</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>The Monitor System?</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>The Monitor System?</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>The Study Habit Test</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>The Study Habit Test Check</td>
</tr>
<tr>
<td>11.</td>
<td>One</td>
<td>Trait Rating</td>
</tr>
<tr>
<td>12.</td>
<td>One</td>
<td>Trait Rating</td>
</tr>
<tr>
<td>13.</td>
<td>One</td>
<td>Trait Rating</td>
</tr>
<tr>
<td>14.</td>
<td>One</td>
<td>School Dance Survey</td>
</tr>
<tr>
<td>15.</td>
<td>Two</td>
<td>High School Program</td>
</tr>
<tr>
<td>16.</td>
<td>Two</td>
<td>High School Program</td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td>School Dance and Annual</td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td>Your High School and You</td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td>Plain Talk on Avoided Subjects</td>
</tr>
<tr>
<td>20.</td>
<td>Three</td>
<td>Development of Self-Reliance</td>
</tr>
<tr>
<td>21.</td>
<td>Four</td>
<td>Unreasonable Rules</td>
</tr>
<tr>
<td>22.</td>
<td>Five</td>
<td>Alfred Excels in Things He Likes to do</td>
</tr>
<tr>
<td>23.</td>
<td>Six</td>
<td>Separate the Chaff from the Wheat</td>
</tr>
<tr>
<td>24.</td>
<td>Seven</td>
<td>Separate the Chaff from the Wheat</td>
</tr>
<tr>
<td>25.</td>
<td>Seven</td>
<td>Somebody is Getting It; Why Not I?</td>
</tr>
<tr>
<td>26.</td>
<td>Eight</td>
<td>Nominations for A. S. B. Officers</td>
</tr>
<tr>
<td>27.</td>
<td>Nine</td>
<td>Should She Work</td>
</tr>
<tr>
<td>28.</td>
<td>Ten</td>
<td>Jane is so Sensitive</td>
</tr>
</tbody>
</table>
### 9th Year (Freshman) Girls Guidance

<table>
<thead>
<tr>
<th>Week</th>
<th>Problem No.</th>
<th>Title of Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(First Week of School)</td>
<td>(First Week of School)</td>
</tr>
<tr>
<td>2.</td>
<td>Music Appreciation Survey</td>
<td>Music Appreciation Survey</td>
</tr>
<tr>
<td>6.</td>
<td>Do We Want a Monitor System?</td>
<td>Do We Want a Monitor System?</td>
</tr>
<tr>
<td>7.</td>
<td>How Do I Benefit from Specific A. S. Subjects?</td>
<td>How Do I Benefit from Specific A. S. Subjects?</td>
</tr>
<tr>
<td>8.</td>
<td>One Study Habits</td>
<td>One Study Habits</td>
</tr>
<tr>
<td>9.</td>
<td>One Study Habits</td>
<td>One Study Habits</td>
</tr>
<tr>
<td>10.</td>
<td>One Study Habits</td>
<td>One Study Habits</td>
</tr>
<tr>
<td>11.</td>
<td>Two Reasons for Advisory Period</td>
<td>Two Reasons for Advisory Period</td>
</tr>
<tr>
<td>12.</td>
<td>Two How to Get the Most out of Special Subjects (None)</td>
<td>Two How to Get the Most out of Special Subjects (None)</td>
</tr>
<tr>
<td>13.</td>
<td>Four What Kind of Movies Should We See?</td>
<td>Four What Kind of Movies Should We See?</td>
</tr>
<tr>
<td>15.</td>
<td>No. 14 continued</td>
<td>No. 14 continued</td>
</tr>
<tr>
<td>16.</td>
<td>Four</td>
<td>Four</td>
</tr>
<tr>
<td>17.</td>
<td>Five Making the Most of Myself</td>
<td>Five Making the Most of Myself</td>
</tr>
<tr>
<td>18.</td>
<td>Five Making the Most of Myself</td>
<td>Five Making the Most of Myself</td>
</tr>
<tr>
<td>19.</td>
<td>Five Making the Most of Myself</td>
<td>Five Making the Most of Myself</td>
</tr>
<tr>
<td>20.</td>
<td>Five Classroom Etiquette</td>
<td>Five Classroom Etiquette</td>
</tr>
<tr>
<td>21.</td>
<td>Six Classroom Etiquette</td>
<td>Six Classroom Etiquette</td>
</tr>
<tr>
<td>22.</td>
<td>Six To Cheat or Not to Cheat</td>
<td>Six To Cheat or Not to Cheat</td>
</tr>
<tr>
<td>23.</td>
<td>Seven School is a Party</td>
<td>Seven School is a Party</td>
</tr>
<tr>
<td>24.</td>
<td>Seven School is a Party</td>
<td>Seven School is a Party</td>
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</table>

### 10th Year (Sophomore) Boys Guidance

<table>
<thead>
<tr>
<th>Week</th>
<th>Problem No.</th>
<th>Title of Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(First Week of School:)</td>
<td>(First Week of School:)</td>
</tr>
<tr>
<td>2.</td>
<td>Music Survey</td>
<td>Music Survey</td>
</tr>
<tr>
<td>4.</td>
<td>School Rules</td>
<td>School Rules</td>
</tr>
<tr>
<td>5.</td>
<td>Clubs</td>
<td>Clubs</td>
</tr>
<tr>
<td>6.</td>
<td>Monitor System</td>
<td>Monitor System</td>
</tr>
<tr>
<td>7.</td>
<td>Monitor System</td>
<td>Monitor System</td>
</tr>
<tr>
<td>8.</td>
<td>One Why is a Party?</td>
<td>One Why is a Party?</td>
</tr>
<tr>
<td>9.</td>
<td>Study Habits</td>
<td>Study Habits</td>
</tr>
<tr>
<td>10.</td>
<td>Study Habits</td>
<td>Study Habits</td>
</tr>
<tr>
<td>11.</td>
<td>Two What is the Best Way to Conduct This Group?</td>
<td>Two What is the Best Way to Conduct This Group?</td>
</tr>
<tr>
<td>12.</td>
<td>Three Discovery of Discussion Problems</td>
<td>Three Discovery of Discussion Problems</td>
</tr>
<tr>
<td>Week</td>
<td>Problem No.</td>
<td>Title of Problem</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>13.</td>
<td>Four</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>Teacher and Pupil Responsibility for Getting a Subject</td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td>School Dance Survey</td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td>Continue No. 4</td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td>Registration (Semester)</td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td>Registration (Semester)</td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td>Problem No. 4 concluded</td>
</tr>
<tr>
<td>20.</td>
<td>Five</td>
<td>Values and Uses of the Different High School Subjects</td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td>Values and Uses of the Different High School Subjects</td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td>Values and Uses of the Different High School Subjects</td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td>Values and Uses of the Different High School Subjects</td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td>Values and Uses of the Different High School Subjects</td>
</tr>
<tr>
<td>25.</td>
<td>Six</td>
<td>Wise Use of Time</td>
</tr>
<tr>
<td>26.</td>
<td></td>
<td>Wise Use of Time</td>
</tr>
<tr>
<td>27.</td>
<td></td>
<td>Importance of Health</td>
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<tr>
<td>28.</td>
<td></td>
<td>Importance of Health</td>
</tr>
<tr>
<td>29.</td>
<td></td>
<td>Student Body Nominations</td>
</tr>
<tr>
<td>30.</td>
<td></td>
<td>Group Planning</td>
</tr>
</tbody>
</table>

11th Year (Junior) Boys Guidance

1. (First Week of School)
2. Music Survey
3. School Rules
4. Survey of Probable Problems For Discussion
5. What Club Should I Join?
6. The Monitor System?
7. Class Responsibility of the Individual Members
8. Problems of Studying
9. Study Habit Test
10. Conclusion of Study Test
11. Classroom Etiquette for Boys
12. Student Cooperation in the N. W. Assembly Programs
13. (None)
14. Habits and Attitudes that Interfere With Success--Smoking
15. School Dances Survey
16. Continue No. 9
<table>
<thead>
<tr>
<th>Week</th>
<th>Problem No.</th>
<th>Title of Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Registration for Second Semester</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Registration for Second Semester</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Ten Habits and Attitudes that Interfere With Success--Drinking</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Eleven How to Finance Junior-Senior Banquet</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Continue with Problem No. 10</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Twelve Lotteries and Games of Chance</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Lotteries and Games of Chance</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Thirteen Public Etiquette (Street)</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Thirteen Public Etiquette (Buildings)</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Fourteen The Junior-Senior Banquet</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Fourteen The Junior-Senior Banquet</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Fourteen The Junior-Senior Banquet</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Associated Student Body Nominations</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Fifteen Traits Essential for Success</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Fifteen Traits Essential for Success</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Sixteen Sex Relationships</td>
<td></td>
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<tr>
<td>33.</td>
<td>Registration for 1935-1936</td>
<td></td>
</tr>
</tbody>
</table>

11th Grade (Junior) Girls Guidance

1. First Week of School
2. Music Survey
3. School Rules
4. Introduction to "Mary" and her Problems (Adjustment)
5. Club Interests--Relation to School Life
6. Monitor System--Do We Want It?
7. Listing of Social Problems of High School Students
8. One Problems of Study
9. One Take Study Habit Test
10. One Check and Study Habit Test
11. One Conclusions of Study Habit Test
12. Two Social Conduct (General Introduction)
13. (None)
14. Two Social Conduct
15. Three School Dances
16. Four Social Conduct
17. Registration (For Second Semester)
18. Registration (For Second Semester)
19. Five Social Conduct
20. Five Social Conduct
21. Six Table Etiquette--The Luncheon & (Menus and Linen)
22. Six Table Etiquette--(Silver)
<table>
<thead>
<tr>
<th>Week</th>
<th>Problem No.</th>
<th>Title of Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Seven</td>
<td>Correct Dress</td>
</tr>
<tr>
<td>24.</td>
<td>Seven</td>
<td>Correct Dress</td>
</tr>
<tr>
<td>25.</td>
<td>Seven</td>
<td>Correct Dress</td>
</tr>
<tr>
<td>26.</td>
<td>Eight</td>
<td>Suggestions for Junior-Senior Banquet</td>
</tr>
<tr>
<td>27.</td>
<td>Eight</td>
<td>Suggestions for Junior-Senior Banquet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Continued)</td>
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<tr>
<td>28.</td>
<td>Nine</td>
<td>The Dinner</td>
</tr>
<tr>
<td>29.</td>
<td>Nine</td>
<td>Nominations for Associated Student Body Officers</td>
</tr>
<tr>
<td>30.</td>
<td>Nine</td>
<td>The Dinner (Continued)</td>
</tr>
</tbody>
</table>

12th Year (Senior) Boys Guidance

1. (First Week of School)
2. Music Survey
3. School Rules and Regulations
4. 
5. Introduction of Case Conference
6. One
   Monitor System in Halls
7. Two
   Study Habits (General)
8. Two
   Study Habits (Check Above Tests)
9. Two
   Study Habits (Conclusion)
10. Two
    Try to Arrive at some Study Conclusion
11. Three
    Problem of School Dances
12. Four
    Student Responsibility
13. (None)
14. Four
    Student Responsibility
15. School Dances (Senior Committee)
16. Five
    Movies?
17. Movies?
18. Six
    Cheating in Schools
19. Six
    Cheating in Schools
20. Seven
    Colleges (Introduction)
21. Seven
    College Requirements
22. Seven
    College Costs and Working
23. Seven
    College Costs and Working
24. Seven
    College Social Fraternities
25. Seven
    College Social Life
26. Seven
    College Sports
27. Seven
    College Sports and Class Meeting
28. Eight
    Vocations (Business)
29. Eight
    Vocations (Business--Civil Service)
<table>
<thead>
<tr>
<th>Week</th>
<th>Problem No.</th>
<th>Title of Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One</td>
<td>(First Week of School)</td>
</tr>
<tr>
<td>2.</td>
<td>One</td>
<td>Music Survey</td>
</tr>
<tr>
<td>3.</td>
<td>Two</td>
<td>School Rules</td>
</tr>
<tr>
<td>4.</td>
<td>Three</td>
<td>Study Habits</td>
</tr>
<tr>
<td>5.</td>
<td>&quot;</td>
<td>&quot;</td>
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<tr>
<td>6.</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>7.</td>
<td>&quot;</td>
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</tr>
<tr>
<td>8.</td>
<td>Four</td>
<td>Problems of Sensitive Students</td>
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<td>9.</td>
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<tr>
<td>10.</td>
<td>&quot;</td>
<td>Complexes or Shyness</td>
</tr>
<tr>
<td>11.</td>
<td>Five</td>
<td>School Dances</td>
</tr>
<tr>
<td>12.</td>
<td>Five</td>
<td>School Dances</td>
</tr>
<tr>
<td>13.</td>
<td>Six</td>
<td>Thanksgiving Program</td>
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<td>14.</td>
<td>&quot;</td>
<td>Grading System</td>
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<tr>
<td>15.</td>
<td>&quot;</td>
<td>School Dance Survey</td>
</tr>
<tr>
<td>16.</td>
<td>Seven</td>
<td>Movies</td>
</tr>
<tr>
<td>17.</td>
<td>Eight</td>
<td>Registration (Semester)</td>
</tr>
<tr>
<td>18.</td>
<td>&quot;</td>
<td>Registration (Semester)</td>
</tr>
<tr>
<td>19.</td>
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<td>20.</td>
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<td>Manners</td>
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<tr>
<td>22.</td>
<td>Ten</td>
<td>Introduction to Study of Colleges</td>
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<tr>
<td>23.</td>
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<td>Colleges</td>
</tr>
<tr>
<td>24.</td>
<td>&quot;</td>
<td>College Costs and Working</td>
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<td>25.</td>
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<td>College Costs and Working</td>
</tr>
<tr>
<td>26.</td>
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<td>College Social Life</td>
</tr>
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<td>27.</td>
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<td>College Social Life</td>
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<tr>
<td>28.</td>
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<td>College Sports</td>
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<td>29.</td>
<td>&quot;</td>
<td>College Sports</td>
</tr>
<tr>
<td>30.</td>
<td>&quot;</td>
<td>Vocations</td>
</tr>
</tbody>
</table>

GUIDANCE PROGRAM, LEWISTOWN

Purpose: To assist the individual to guide and adjust himself to the ever changing social and economic situations.

I. Grades 1-6
A. Tests (Administered by Principals)

Purpose: Measure achievement and intelligence of pupils to help in pupil evaluation

Some Tests Administered:
- a. Pinter-Non-Language Mental Tests
- b. Stanford Achievement Test
- c. Detroit Alpha Intelligence Test

38. L. O. Brockman, Director Vocational Guidance, Coordinator, Vocational Education.
B. Character Traits
Purpose: Acquisition of worthy character traits. Emphasize character traits and not textbook facts alone. The end—a dependable citizen who has initiative and self-reliance.

a. Clear thinking
b. Cooperation
c. Courtesy and consideration
d. Health
e. Good workmanship
f. Industry and effort
g. Kindness
h. Obedience
i. Reliability
j. Self-control
k. Self-reliance
l. Thrift

C. Blank for Record of Interviews and Home room and Teachers' data. This blank records such data as information about home and teachers' evaluation of pupil.

II. Grades 7 and 8

A. Tests (Administered by principal)
Purpose: Same as I
Some tests
a. White Latin Test—7th
b. Stanford Achievement Test—7th
c. Terman Group Test—8th

B. Character Traits (12) continued

C.C. Blank—Home Room, Teachers' data—continued

D. Blank—confidential for counsellors, helps home room teachers to secure information about pupil.

III. Grades 9 to 12, inclusive

A. Tests
a. Terman Group for those entering other than Junior High School
b. Standardized Tests in school Subjects

B. Counselling—Helps in problems that arise in:
a. Selecting high school course
b. Selecting college
c. Securing occupational information
d. Selecting vocation
e. Any life problem other than above
C. Record of Interviews—Data Blank

D. Course in Vocations

E. Occupational information in library
   a. Careers
   b. U. S. Office of Education Pamphlets
   c. New Orleans Series
   d. Chicago Series
   e. Books

(Note: Bibliography is kept in library and counsellors office to help students find material.)

F. Cooperative Part-time Training
Purpose: To give a boy or girl an opportunity to discover the kind of work for which he or she is best suited; and to give specific vocational training in a vocation.
   a. Students work three hours per day, five days a week
   b. They receive 2 credits for a semester or 4 credits a year
   c. Students enroll in a course in Social Economy, meeting once each day.
   d. Students take related subjects in school or on job to broaden their working experience. Example, Salesmanship, Shop, Stenography, etc.
   e. Vocations represented:
      Office work          Clinical work
      Salesmanship        Mechanics
      Teaching            Library
      Photography         Electrical shop work
      Creamery and poultry work

G. Series of Posters for calling the attention of students to value of education, and to the literature available in vocations.

VOCATIONAL GUIDANCE ACTIVITIES

Flathead County High School

(The Responsibility of the Principal and H. N. Kauffman)

1. General supervision of the work in the vocational classes.

39. Payne Templeton, Principal of Flathead County High School.
2. Arranging conferences and speakers for vocational classes.

3. Conferences with teachers of English, home economics, manual training, commerce, mechanical drawing regarding the vocational possibilities in those courses.

4. At least one teachers meeting devoted to vocational guidance possibilities in the regular classes, and in the extra curricular activities.

5. General supervision of all of those courses which are supposed to be exploratory, such as: Junior Business Practice, General Mathematics, Freshman Woodwork, and General Science.

6. Giving assistance to Home Room teachers whenever vocational guidance topics are to be discussed in the Home Rooms.

7. Giving assistance to sponsors of those clubs which are supposed to do some vocational guidance work, especially the Commercial Club and the Home Economics Club.

8. Personal conferences with those boys who are failing in school with the view of adjusting school schedules, and possibly putting the boys on a job downtown.

9. An employment bureau for boys for both part-time and regular jobs.

10. Special work with the seniors during the second semester and conferences regarding college and employment.

11. Special work with the boys who are already taking Cooperative Industrial Training.

12. Giving tests, especially tests of mechanical ability; the occasional testing of intelligence.

13. Preparing of material, of at least one or two local industries; this material to be mimeographed and placed in the library for future reference.

14. A general invitation to all students to come in for conferences regarding college or employment.

15. Preparing of material on college entrance for senior home rooms. The use of, "Should I go to College?".

16. Career books in senior social science. As supplementary projects these seniors are encouraged to work up their vocational choices.
Figure 3
Graphical summary of data from the first Montana survey dealing with the guidance of students in Montana high schools.

<table>
<thead>
<tr>
<th>DATA</th>
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<td>Special teacher</td>
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<td>Guidance committee</td>
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<td>Methods for vocational guidance:</td>
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</table>

Black—first class districts
Key to bar colors: Purple—second class districts
Red—third class districts
### Figure 3 cont'd

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<td>Cooperative employment</td>
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<td>Methods for educational guidance:</td>
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<td>Faculty advisers</td>
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<tr>
<td>Home Room teacher</td>
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<tr>
<td>Talks by representatives of higher institutions.</td>
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<td>29</td>
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</tbody>
</table>

Methods for educational guidance:
- Faculty advisers: 51%
- Home Room teacher: 15%
- Talks by representatives of higher institutions: 29%
PART III   PLACING THE STUDENT AND KEEPING IN TOUCH
WITH HIS PROGRESS

INTRODUCTION

The act of Congress approved June 6, 1933, establishing a national system of employment offices, may become a significant factor in the program of guidance and placement carried on in the public schools, since it includes provisions for placement service for juniors.40

The Federal law creates a bureau in the Department of Labor, the United States Employment service, which supplants the previous employment service. At the head of the Bureau is a director appointed by the President. The Bureau is "to promote and develop a national system of employment offices for men, women and juniors who are legally qualified to engage in gainful occupations, to maintain a veteran's service to be devoted to securing employment for veterans, to maintain a farm placement service," etc.

The act authorizes the appropriation of $1,500,000 for the fiscal year ending June 30, 1934; $4,000,000 yearly thereafter until June 30, 1938, after which date, "sums annually, as the Congress may deem necessary." In order to obtain appropri-

ations, a state, through its legislature, is required to accept the provisions of the act and to authorize the creation of a state agency, empowered to cooperate with the United States Employment Service.

Provisions are made for a Federal Advisory Council, established by the director and "composed of men and women representing employers and employees, and the public, in equal numbers, for the purpose of formulating policies and discussing problems relating to employment... The director shall also require the organization of similar state advisory councils."

There has been created a Committee on Junior placement of the Federal Advisory Council of the United States Employment Service. Dr. Zook, United States Commissioner of Education, has been named as chairman of the committee.

The whole problem of junior placement is closely related to public-school work and it is to be expected that the committee will be an important factor in establishing as a basic principle, the assumption that the employment service for juniors will be carried on in close articulation with the public schools. Any program of public education which assumes the responsibility for vocational guidance and vocational training, has as its goal the placement of its pupils in gainful employment. Junior placement, therefore, should be closely articu-
lated and definitely integrated with public schools providing opportunities for guidance service and vocational training. The problem of school leaving in many places is already regulated and supervised by the department of school attendance and closely coordinated with the issuance of work permits in accordance with State laws. Many schools also maintain some placement service for school drop-outs and for students completing prescribed courses. This is especially true for systems maintaining vocational schools. Moreover, records containing educational and personal data of the pupil are on file in the school and the school frequently has occupational information available for placement service. More will be said of this in the next chapter.

The committee has ahead of it the opportunity and responsibility for developing a national system of employment for juniors which has not heretofore existed and for which no good precedents are to be found.
Chapter I Methods Used in Placement

The Placement Bureau

A typical illustration of the work and organization of a school placement bureau is that of the Baltimore, Maryland schools, which provides that boys and girls of the ages 14 to 21 years, who are pupils in, or who have very recently graduated or withdrawn from the junior and senior high schools, and who are seeking permanent, full-time, temporary, and summer positions are not registered, but are cared for by the educational and vocational counsellors in the schools.

In almost every instance, the boy or girl comes to the Bureau's office at a time arranged by the school counsellor. Prior to the interview, the placement counsellors receive from the school counsellor a series of records. Adequate records are as essential here as in any phase of the guidance work. These records should give information of a type invaluable in placing the pupil—records including information concerning social and economic background, health, special abilities, character qualities, participation in school activities, vocational preferences, results of intelligence tests, and scholarship averages in detail.

The information from the school records is fundamental.

Frequently the position must be filled by a boy or girl with a certain type of training, perhaps a girl with stenographic training, or a boy who is a graduate of a technical high school course. Often the employer sets up qualifications as to age, size, or nationality. Certain of this information and other data concerning the pupil's appearance, dress, and personal qualifications are noted at the time of the interview and checked on the registration card. The employer is interested in personal appearance and general impressions as well as in scholarship attainments and types of training. He is concerned, too, with the question of vocational preferences.

The Bureau performs functions other than that of actual placement, one of these being talks in school, and another being research. Usually a few months previous to graduation, talks are given classes about to graduate from the senior high school, to inform them of the existence of the Bureau and to encourage them to use its services if they so desire. As an aid to self-placement, suggestions of companies and persons to be applied to for the particular vocations in which they are interested are made to the pupils during their personal interviews. Individuals who have lost interest and want to drop out are shown the importance of an education from a practical standpoint, emphasis being laid on the present tendency of business to require higher and higher educational qualifications for positions.
Studies made from the information gathered through the follow-up of persons placed not only furnish occupational information, but yield data which can be used in curriculum revision. Another function of the Placement Bureau is the collecting of information concerning occupational opportunities for young people in and around the city in which the school is located, through personal contacts with employers and through talks and articles by persons acquainted with employment opportunities. There is great need for additional information; in fact, the giving of accurate and complete information of this type to boys and girls before they enter employment is one of the most important functions of the Placement Bureau.

The Placement office should be held responsible not only for finding an initial job for the young worker, but also for following him through a sufficiently long period to be sure that he has made adequate adjustments. He will find more difficulty during the first few months in making adjustments than later, and it is then that particularly close attention needs to be given.

Cooperative Part-Time Employment

Half-time or part-time cooperative education has elements which are similar or identical to the continuation school and phases of apprenticeship training. However, it starts from a
different basic idea. Through spending part time in school and part time in industry, the transition is made more gradually, and if there is proper coordination, the school can help the worker to solve many of his initial problems. Whereas most of the workers leaving school for full-time jobs tend to be employed in unskilled occupations and occupations which may be characterized as blind alley jobs, the boy or girl who takes up a cooperative course is immediately thrown into work which demands an increasing amount of skill.

Incidental Agencies

The methods mentioned, i.e., placement bureau and cooperative part-time employment, cannot obviously be developed except in large, or at least medium-sized school communities. There are few schools of such size in Montana. This does not mean that there is no hope or no responsibility for after-school guidance in small communities. However, it is inevitable that this responsibility will develop upon the administrative head or upon some teacher who is especially qualified to do this type of work in connection with her teaching. This is done frequently with much success. Much of the work is done in an informal manner and in different places. The greatest need is that of vision—to see the needs, and then to use all available means to meet the needs.

The fact that there are so many small schools in Montana
would lead one to believe, off hand, that there are few communities having employment or placement bureaus. This is true, as is shown in table XVIII. One might even overestimate the fewness of the numbers.

**TABLE XVIII**

Showing the per cent of schools having different types of placement service from the first Montana survey.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Bureau</td>
<td>17</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Schools not reporting</td>
<td>0</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>Part-time employment</td>
<td>33</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Not reporting</td>
<td>0</td>
<td>34</td>
<td>24</td>
</tr>
<tr>
<td>Industrial training in or out of school</td>
<td>17</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>Not reporting</td>
<td>50</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>Gen. school assistance</td>
<td>100</td>
<td>35</td>
<td>33</td>
</tr>
<tr>
<td>No report</td>
<td>0</td>
<td>49</td>
<td>36</td>
</tr>
</tbody>
</table>

Other methods reported for first class districts were: through vocational classes; through the dean's and principal's office; and through individual case study. The second class high schools reported using newspapers for advertising student help; advising students of openings; filling calls at the office; personal recommendation directly to employer by teacher or principal; office records available for the employers; and asking employers to use the school's students whenever possible. The third class districts used the following methods: advising and suggesting to students how and where to find work; interviewing employers; personal help; notifying students about
jobs; collecting information concerning all available jobs; and giving information to students and employers through the school.

The total number of students placed in part-time and full-time work during the year prior to the survey were as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>First class</th>
<th>Second class</th>
<th>Third class</th>
</tr>
</thead>
<tbody>
<tr>
<td>part time</td>
<td>70</td>
<td>220</td>
<td>109</td>
</tr>
<tr>
<td>full time</td>
<td>90</td>
<td>50</td>
<td>33</td>
</tr>
</tbody>
</table>

In the smaller communities the students are better able to find employment for themselves because they are very intimately acquainted with the prospective employers, and also, in so many cases the students are needed at home on the farms and there is little demand for outside employment. The problem of placement is not generally as difficult in the smaller communities as it is in the larger ones, except when there is an advisability of change from the existing type of work to something else in order to bring about the best adjustment of the student, in which case the problem may become exceedingly difficult.

It is a general tendency, in far too many cases, for the school to feel its responsibility ended when the student drops out or is graduated. If the guidance program of the school is to be functional, its real test will come in how well it has
been able to bring the student into his most useful and happy vocation. It is therefore necessary that the school should do all it can, with its knowledge and experience of the personality, interests, aptitudes, and abilities of the individual, in helping him find a suitable position, and then in helping him to make proper advancements and adjustments for further success. The Montana survey shows that there is a great need for more work on the part of the high schools in assisting students in placement.
Chapter II Follow-Up

Proctor says that placement and follow-up are two functions which belong together, although placement is most apt to be emphasized at the neglect of follow-up. Placement as mere "job getting" is not an educational function—it must go further than that in helping the person on the job. 42

The high school has a responsibility for guiding boys and girls who go to work without going to college. The drop-outs from school have always been numerous and will probably continue to be so. Schools vary in this respect due to community customs and activities and to numerous other factors; but, nevertheless, the problem is present in nearly every instance, and for those who graduate but do not go on to college there is also a guidance problem.

The guidance problem which is met with the child at work is not essentially different from the guidance situation of the child in school. In both situations the value of character qualities in getting and keeping a job, and in making advancements and adjustments, is the same. In both instances the use of cumulative records is necessary. In both situations a certain amount of analytical testing is helpful, and much the same type of individual is necessary for doing suc,

42. William M. Proctor, op. cit., p. 258.
cessful work with the adolescent in school as with the adolescent at work.

There are, however, differences. These arise largely from the kinds of information which are to be gathered. While the principles are the same, the actual work will differ. The problem is that of opening up to the child possibilities in the field in which he is working or possibilities in other fields in which he may better fitted for, or which may offer greater opportunities.

Warren W. Coxe, director of educational research division New York State Educational Department, writing in the Vocational Guidance Magazine for April 1933 says:

"Various studies have indicated that the amount of training needed by the junior worker in a job is very slight; that usually he does not lose his job because it is too difficult for him, but rather because he does not have some of the personal traits which the job requires. This phase of after-school guidance cannot be over-stressed. The individual is frequently unable to get a correct appraisal of his problem alone. He needs a friend who will make him see the ramifications without prejudice of any kind."

The cumulative records for in-school guidance have been discussed previously. There are a few records which are peculiar to the after-school guidance functions. These are

reports from the employers, records from social agencies, personal evening conferences and records of questionnaires which have been sent out to the worker.

The testing for after-school guidance needs to be more specific and concrete than the in-school guidance tests which usually are more of a survey type. The information sought will be more as to whether a child should or should not enter a particular line of work, rather than what lines of work he should enter.

The counsellor needs a good acquaintance with industry, and must make contacts with employers, and must know how to appraise working conditions. He must know how to keep the confidence of the employer and at the same time not exploit it.

According to A. H. Edgerton, Director of Vocational Guidance, University of Wisconsin, Madison, Wisconsin, the best counsel to give students about to begin work is:

"1. Determine best way to apply for a position
2. Ascertain where this type of work is available
3. Unless necessary, do not enter different work from that for which you are prepared.

And for those already on the job:

"1. Study the various ways you can advance in this work, considering health, cooperation, courtesy, tolerance, sincerity, honesty, alertness, and attitudes.

2. Plan and get ready for work just ahead by finding out what additional education and training you will need for promotion.
3. Adopt an outside study program to prepare for advancement."

It has been only during recent years that follow-up work has assisted individuals leaving school to avoid tendencies toward exploitation by helping them to change from work that has proved unsatisfactory. This type of follow-up work makes it possible for the school to avoid unfortunate failures that might otherwise result because of no fault of the employer.

Methods employed in follow-up

Follow-up programs are meager in most schools. Miss DeSchweinitz obtained information on the programs of twenty placement offices in this country and in England. She learned that

"the most usual way of keeping in touch with those who have used the placement office is through the establishment of an evening office hour and the issuance of letters or postal cards inviting those who are at work to call to see the employment counsellor on a specific evening. Nine offices reported no follow-up work of this sort and eleven indicated in their responses a more or less systematic effort at follow-up interviews through the letter and postal-card invitation. This is repeated at intervals of six months or a year for the first year or two of work. Some bureaus drop the matter after one follow-up after the first months of work. Two bureaus keep in touch with former pupils for five years. Six offices enclose questionnaires to be returned in case the person cannot call at the office."

The experience of workers in the field will indicate that follow-up letters cost between 25 and 30 cents per interview.46

The response to the questionnaire approach varies, but the majority of the offices canvassed by Miss DeSchweinitz can expect a return of 30 or 40 per cent. Personal visits to place of work are made in some cases. Reports of visits to place of work one month, three months, and six months after placement, were made by the Boston Placement Bureau, the British Juvenile Labor Exchange, and the Vocational Service for Judaism of New York City. A letter to the employers is also used to keep informed on the progress of the worker.

The Montana survey shows very little work being done in follow-up. One hundred per cent of the first class schools, 57 per cent of the second, and 55 per cent of the third class schools answered the question regarding whether or not any work was being done for follow-up. Out of this group of reporting schools, 17 per cent of the first class schools did follow-up, with 15 per cent of the second class, and only 9 per cent of the third class. The methods employed were given as personal conferences with employers; informal help in adjusting the student to the position; aid through alumni associations and through letters to employers concerning the

pupils who were placed with them.

The extensive program of follow-up described by Allen for Providence\(^47\) is, in the author's opinion, a model in this field of work and is given herewith:

"In Providence information is obtained about former students one, three, and five years after they leave school. These follow-up studies of students are not made by the staff of the central office, but by the counsellor who served as their adviser during their three-year stay in the senior high school. Each class adviser has one class-group to canvass each year. Since the class adviser serves a group throughout its stay in school, he has a class leaving school each third year. This fact makes it possible for each adviser to make the three follow-up studies of each group without canvassing more than one group during any one year."

In Providence the percentage of students furnishing information is very high for follow-up studies. The following description of procedures will show how these returns are obtained and the general program of handling the work:

1. In the orientation course of the eleventh and twelfth grades, the pupils study the follow-up reports that have been made of previous classes. This fact tends to arouse their interest and to prepare them for the follow-up studies of their own class. The class adviser and the supervisor of placement, in their talks to the class, stress the importance of such studies, the need of promptness and accuracy, and the confidential nature of the facts given. Thus they do all in their power to insure a favorable, cooperative attitude on the part of the pupils.

2. When the time for beginning the study approaches, the adviser usually invites the class officers to his home some evening to discuss plans for a class reunion. Some-

times they address the envelopes at this meeting, and usually enclose a preliminary notice of the class reunion together with the follow-up questionnaire. An envelope addressed to the class adviser is also enclosed with a letter urging a prompt answer and full cooperation in the study. Usually from 30 per cent to 60 per cent of the pupils will answer immediately.

3. After about two weeks, a second letter is sent to those who have not responded. It contains another copy of the questionnaire and a very urgent plea for cooperation. Usually this brings replies from 20 to 30 per cent more of the pupils.

4. The adviser calls the remaining pupils on the telephone, sometimes with the assistance of class officers. This brings replies from most of the delinquents.

5. The last 5 per cent of the pupils are the most difficult to reach. Some have moved away, some are discouraged and sensitive, and some are simply indifferent. Visits to the home by the adviser or by one of the home visitors are usually necessary in a very few cases.

6. Impossible as it may seem, many one-year studies show 100 per cent returns, and the record is seldom below 97 per cent. Many three-year studies show 95 per cent of replies. The number is seldom less than 92 or 93 per cent. Five-year studies usually range between 85 and 90 per cent.

7. When the questionnaires are all accounted for, the adviser treats them statistically, using previous studies as models. The assistance of the supervisor or placement is always available and welcome, especially to new advisers.

8. Each study is then mimeographed by the central office and sent to all advisers, principals, and staff officers. Later, the studies of all the advisers of the grade in the different schools are combined to make available a picture of the city as a whole."

The above setup, of course, is too elaborate for the largest number of Montana schools and may even be so for the larger schools, but for all Montana schools there are several points which can be used, especially by the large schools.
Figure 4
Graphical summary of data from the first Montana survey dealing with placement and follow-up of Montana high school students.

<table>
<thead>
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<th>DATA</th>
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<th>80</th>
<th>90</th>
<th>100</th>
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<td></td>
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<td></td>
<td></td>
<td>100</td>
<td>17</td>
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<tr>
<td>Assistance given but not formally organized</td>
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</tr>
<tr>
<td>Organized follow-up</td>
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<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>13</td>
</tr>
</tbody>
</table>

Black---first class districts
Key to bar colors: Purple---second class districts
Red----third class districts
PART IV SUMMARY OF FINDINGS

Summary

Very little has been done by the states through the state departments, in a formal way, in surveying the present status of, and the need for guidance in the high schools within the departments' jurisdiction. Some work has been done by individuals and organizations independently. Individual school systems have done work along this line and have energetically attempted to meet the needs. Baltimore, Maryland and Providence, Rhode Island are examples.

The present survey herein described and discussed indicates Montana's present status in the guidance field, its strength and weaknesses and points to the future needs.

Guidance is a most important and valuable part of education. In fact in striving for the cardinal objectives of education, guidance must function effectively if the individual is to approach most nearly his greatest happiness and usefulness in life.

Guidance has been a part of education through all time, but it is only recently that it has come to the front and that formal emphasis and administrative set-ups, with this function as its primary objective have been begun.

School communities of different sizes present varying
problems and opportunities for guidance. For this reason the returns for both the first and second Montana survey were segregated into facts dealing with first, second, and third class districts. This method of division was considered best, although it has its shortcomings, in that in several instances there is a large school population in a third class district. This intensifies the procedures in the methods of solving the problem because the limited opportunity in the community for such activities as part-time employment, assistance of service clubs, etc.—all of which was brought out by the survey to be valuable and used in the more thickly settled districts.

The problems of guidance may be divided into three groups, namely, informing the student, guiding the student, and placement and follow-up.

The methods used in informing the student regarding vocational and educational problems and possibilities are numerous but the ones most commonly employed in Montana are:

1. The course in occupations. There is no better way recognized at present in systematically informing the student regarding the world of work than through the formally organized course in vocations. Its main shortcomings, according to the survey, is a lack of properly trained teachers and poor
text books. Both of these deficiencies are being overcome. Better trained teachers are becoming available as the institutions of higher learning place more and more emphasis on this field. As the objectives of the course are becoming more clearly defined and the teachers and administrators insist, more and better textbooks are available.

2. The library functions effectively although not nearly up to its possible usefulness.

3. Field trips. This method is not used extensively, but is desirable in giving the students first hand impressions of work and workers. It does not offer a varied program of study because generally the community has a specialized occupational activity in which all phases of work are similar or very closely related.

4. Talks by representatives of occupations. This method is used to some extent in Montana. With a well organized plan for study and with an outline for the speaker to follow, this is a good means of getting information. Prejudices must be guarded against and only facts considered.

5. Interviews with business and professional people. Effective and desirable, if the interview is planned to get most possible from the time of both parties concerned. This method is not used to any great extent in Montana.

In guiding the student the methods most commonly employed are:
A. In Vocational Guidance

1. Through subjects. The teachers are asked to keep guidance in mind and subjects such as English, mathematics, and history are used as vehicles for guidance.

2. School records as used to a large extent in Montana schools in assisting the person in charge of guidance to know the student better. In this connection facts dealing with personal data, school marks, intelligence, and citizenship are involved.

3. Service clubs. These are used mostly in the first class districts and practically not at all in the third class districts.

4. Part-time employment. The trend in Montana is toward more part-time employment by which the student gets first hand information regarding different types of jobs. The work is part of the student's regular schooling and a coordinator assists the pupil in arranging his schedule and interweaving the work with the school. It is a functional method in vocational guidance, without doubt, but the small school lacks the necessary variety or community opportunity for the use of this method of guidance.

B. Educational Guidance: Vocational and educational guidance are almost inseparably interwoven but it is possible to segregate some items even though these may not be purely educational. The Montana survey shows that guidance is being done in
this field through talks with the seniors, through intelligence tests, faculty advisers, assembly programs, talks by representatives of higher institutions, by guidance experts, and counsellors.

Placement and Follow-Up

Only a very few schools in Montana have an organized placement bureau. Nearly all schools report assisting pupils in finding work either through the principal, a committee or individual teacher. Very little is done in following the progress made by the student. There is need for a great deal of effort and attention along these lines in Montana high schools.

Summary of Schools Reporting

There were 6 first class schools, 62 second, and 123 third, making a total of 191 schools of all classes reporting for the first Montana survey. There were 4 first class, 60 second, and 100 third, making a total of 164 schools of all classes reporting for the second Montana survey.

The percentages for each factor used in this thesis are based on the total number of cases reported for that factor in each class of school. A large number of the questionnaires were only partially answered because of the wide range of activities covered.
APPENDIX I

Questionnaires used in the study

A. For the first Montana survey.

This questionnaire was compiled by the original committee and sent to the high schools of the state through the state departments in 1932. In 1933 the writer sent fifty-five copies of the same questionnaire to that many high schools which had not replied to the first request.

B. For the second Montana survey.

In addition to the first questionnaire, a second one was sent in September 1934 to all high schools of the state in order to bring the facts dealing with courses in occupations up to date.

C. For the national survey.

This questionnaire was sent to all state and territorial departments of education in September 1934 to learn if possible, what had been done by these departments to formally survey the guidance conditions under their jurisdictions.
QUESTIONNAIRE USED FOR THE
FIRST
MONTANA SURVEY
Dear High School Principal or Superintendent:

A complete survey is being made of the vocational guidance work done in the state as well as the present status of the courses in occupations, vocations or other courses giving occupational information leading toward choice of life work. This information is necessary at this time, as a course of study for occupations and vocational work is contemplated for the future and to be most helpful must be based upon the present teaching conditions in the state. This material will also be used in connection with the work sponsored by the state committee which is continuing the work started by the "White House Conference". Accordingly, we wish your fullest cooperation in furnishing facts not for supervisory purposes, but in order that the truest picture of present conditions may be drawn.

All the schools of the state are to be represented in this survey and it is planned to make the report for the state as a whole and not for individual schools. The significant facts will be made available to all interested.

While this questionnaire is rather exhaustive most of it may be filled out by checking items. Where numbers are asked for, the best approximations possible should be given. All numbers refer to last year, 1930-31.

IT IS DESIRED THAT THIS REPORT BE FILLED OUT AT ONCE AND RETURNED TO MR. M. P. MOE, THE STATE HIGH SCHOOL SUPERVISOR.

QUESTIONNAIRE

I. Occupations Courses

1. Name of person giving information ________________________________

2. Name of School ________________________________

3. Number of pupils in 9th grade Boys Girls Total
   10th grade
   11th grade
   12th grade

4. Do you offer a course in occupations or vocations? Yes ___ No ___

5. Required ___ Elective ___ Extra Curricular ___

6. Year course is given, 9th ___ 10th ___ 11th ___ 12th ___

7. Credit toward graduation, One unit ___ One-half unit ___ No credit ___

8. Are boys and girls in same class? ___ Different classes? ___

9. Number of pupils in occupations courses, Boys ___ Girls ___

10. Textbooks
    a. Name of textbook used last year ________________________________
       Publisher ________________________________
    b. Is this text satisfactory? Yes ___ No ___
    c. Was textbook changed this year? Yes ___ No ___
    d. Name of textbook used now if changed ________________________________
       Publisher ________________________________

11. Approximate number of reference books in your library dealing with occupations or professions ______

12. Other materials available:
    Number of magazines ______
    Number bulletins ______
    Number pamphlets ______
    Other materials ______
13. Names and special training of persons teaching the course in occupations:

Name ___________________________ Special training ___________________________

Name ___________________________ Special training ___________________________

Name ___________________________ Special training ___________________________

Name ___________________________ Special training ___________________________

14. Outside sources used in connection with the course in occupations

1. Give approximate number used last year

   a. Interviews with business men ______

   b. Talks by representatives of occupations or professions ______

      (1) List occupations or professions represented in talks:

         ____________________________________________________________

         ____________________________________________________________

         ____________________________________________________________

   c. Motion pictures ______

   d. Slides ______

   e. Trips to factories ______ To stores ______ To other industries ______

15. Is your present course satisfactory? Yes ______ No ______

16. In what respects would you desire a change if it is not satisfactory?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

17. List suggestions for making vocations courses more vital to our schools:

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

II. Guidance and Placement

1. Does your school program include any effort toward vocational guidance?

   Yes ______ No ______ If answer is no, further answers in this section are

   unnecessary.

2. Indicate the character of your guidance organization by checking the items

   which apply.

   _____ Formally organized guidance department

   _____ Special teacher or full-time counsellor

   _____ Guidance committee

   _____ Teachers asked to keep guidance in mind with other work

   _____ Guidance done by principal in an informal manner

   _____ Guidance advice given by teachers or principal when students asks for

   it

   _____ No formal effort made towards guidance

   _____ Other plans
3. Do you make conscious effort toward guidance in connection with particular subjects? Please check

- Course in occupations
- Junior Business Training
- Commercial subjects
- Vocational
- Other subjects

Check subjects:

- Social science subjects
- English courses
- Science
- Mathematics

4. Check types of data which may be found in your records for pupils which may help the counselor in vocational guidance of the student.

- Subject grades
- Achievement tests
- Intelligence tests
- Aptitude tests
- Personal data as to parents
- Employment experience
- Character
- Other subject grades
- I. Q. or intelligence quotients
- Elementary school records
- Health records
- Nationality
- Home, residence

5. Are there civic or service clubs in your community which take an active interest in the work of vocational guidance in your school? Yes ____ No ____

Give names if any ______

6. Do you have any organized employment or placement bureau in school to whom those who desire to employ students may apply? Yes ____ No ____

If not, do you assist in placing students? Yes ____ No ____ How? ______

7. Who is in charge of your guidance work? Principal Teacher

Part-time Counselor Full-time Counselor

8. Give special training or preparation for this work ______

9. Approximately how many pupils were placed in part-time work last year? ______

10. Approximately how many pupils were placed in full-time employment? ______

11. Does your vocational guidance program include any follow-up work with graduates or students placed in employment? Yes ____ No ____

If any, in what way? ______

12. Have you used the services of guidance experts who come to your school and put on intensive guidance programs for a day or two? Yes ____ No ____

13. Do you use self-analysis blanks in your guidance? Yes ____ No ____ If so, please enclose a copy of your blank.

14. Do you send representatives to the Vocational Congress at the State College? Yes ____ No ____

15. Do you attempt work in educational guidance? Yes ____ No ____

If so, what methods are employed?

- Faculty advisers
- Talks by representatives of higher educational institutions
- Assembly programs
- Home room teacher
16. Does your course of study include definite tryout courses, as shop, carpentry, etc., which are planned to enable the students to discover likes and aptitudes? Yes ___  No ___

If so, what courses are offered? __________________________________________

17. Do you have part-time cooperative employment and training for definite occupations? Yes ___  No ___

If any, how many pupils took such training last year? ___  If any, which occupations? __________________________________________

18. Do you have any other industrial training in or out of school for definite occupations? Yes ___  No ___  If so, how many pupils took such training last year? ___

For which occupations? __________________________________________

19. Give suggestions for bettering the school conditions in regard to occupation and guidance work.

Committee:

W. R. Ames, Missoula, Chairman
Dora Browatsky, Butte
H. N. Kuffman, Kalispell
E. N. Tisdale, Great Falls
Lorna M. Hopkins, Bozeman
M. P. Nee, Helena
QUESTIONNAIRE USED FOR THE
SECOND
MONTANA SURVEY
Dear Principal or Superintendent:

I am completing a study which was begun by the State Department of Education in surveying the guidance situation in Montana high schools. Your co-operation in answering the following questions regarding the course in occupations will be very highly appreciated.

Sincerely,

H. C. Olson

1. Do you offer a course in occupations? yes____no____
2. What year is the course given? 9th.____10th.____
   11th.____12th.____
3. What is the name of your textbook?
   ___________________________________________
   Publisher____________________________________
4. What special training does the teacher of the course have?
   ___________________________________________
5. Do you feel that the course is satisfactory? yes____no____

Submitted by______________
Place____________________
QUESTIONNAIRE USED FOR THE NATIONAL SURVEY
Dear Sir or Madam:

I am completing a survey of the guidance situation in Montana high schools and in this connection, I wish very much to know what has been or is being done by the various state departments in surveying and assisting with the guidance problems in the high schools under their jurisdictions. Your answers to the following questions will be appreciated very much.

Sincerely,

H. C. Olson

1. Has your department sponsored a state wide survey of the vocational and educational guidance work being done by the high schools of your state? yes____ no____

2. Do you have a state course of study for vocational guidance? yes____ no____ For occupations courses? yes____ no____ For follow-up work? yes____ no____

3. Do you have a representative of your department who assists the schools in problems of guidance? yes____ no____ If so, does he work directly with: Superintendent____ Teachers____ Students____ Others__________________________

Submitted by__________________________

City__________________________

State__________________________
APPENDIX II

SCORE CARD USED IN THE RATING OF

BOOKS ON OCCUPATIONS
SCORE CARD FOR ESTIMATING THE VALUE OF A VOCATIONAL BOOK USED FOR INDIVIDUAL READING

<table>
<thead>
<tr>
<th>Name of author</th>
<th>Title of book</th>
</tr>
</thead>
</table>

Scorer's name_____________________

Directions. Examine the book, keeping in mind an average ninth-grade reader. Then examine the entire score card and begin by making your estimate of the three major numerical items—1, 2, 3. Write your estimates for the book you are appraising immediately below the numbers in the left-hand column of the card; finally adjust the sub-items in the right-hand columns as you think appropriate for the book in hand. Be sure to keep 1,000 points as a total, and accurate adjustments of all subtotals.

I. Content: Does the book adequately inform, interest, and inspire the reader?......................... 800
   a) Occupational information: Is the book adequate in the following respects?........... 400
      (1) Is the description of the work reliable; that is, is it up to date, representative, and accurate?........... 150
      (2) Does it present both the advantages and the disadvantages or the difficulties to be overcome?................... 75
      (3) Does it explain the preparation necessary for success?........................ 50
      (4) Does it set forth the personal qualities necessary for success as well as the personal traits that might handicap?...... 75
      (5) Does it cover probable financial return, chances for advancement, and social standing of the worker?........ 50
   b) Reader's interest: Does the book arouse and sustain the reader's interest?............... 150
      (1) Is it rich in incidents, examples, concrete situations?............................ 50
      (2) Does it show the romance, adventure, and contest of the occupation?............ 25
      (3) Is the content reasonably within the capacity of a reader of average intelligence? 50
      (4) Does it stimulate to first-hand investigation of the subject?.................... 25
   c) Appreciations and ideals: Does the book tend to create desirable attitudes?........... 250
      (1) Does it present in a dignified and reserved manner the values of the work to society?... 50
      (2) Does it broaden the reader's sympathy for, and understanding of, the workers, showing the dignity of labor?............. 50
      (3) Does it help to develop in the reader's mind genuine standards for estimating success in one's life-work?............. 50
      (4) Does it stimulate the reader to a personal forward-looking program, helping establish self-appraisal and life-career motives?..... 100
SCORE CARD - Continued

2. Mechanical makeup: Is the book convenient and attractive? ................................. 100
   a) Size and appearance.............................. 50
      (1) Is the size suitable for easy handling?... 25
      (2) Is the volume light and flexible, consider­
ing its size?.................................. 15
      (3) Is the color pleasing?....................... 10
   b) Printing and page arrangement.................. 50
      (1) Is the paper of good quality?.............. 25
      (2) Are the length of line and the margins con­
cducive to easy reading?....................... 10
      (3) Is the type legible and the inking dis­
tinct?.................................... 15

3. Composition and rhetoric: Is the book written simply, clearly, attractively? .............. 100
   a) Vocabulary: What is the degree of technical­
ity and difficulty?......................... 50
      (1) What is the range of vocabulary? (The
number of different words in 1,000 should
be about 500.).............................. 25
      (2) What is the number of uncommon words?
(The number of uncommon words should not
exceed 30-40 per 1,000, not found in
Thorndike's list of commonest words.)...... 25
   b) Sentences: Are they appropriate in structure
and length?.................................... 25
      (1) What is the proportion of simple senten­
ces? (Should be about one-third of the
total number of sentences.).............. 15
      (2) What is the average length of sentences?
(Sentence length should be about 25 words
as estimated by 25 sentences selected at
random on 25 different pages.)............ 10
   c) Paragraphs: Are they of reasonable length and
well connected?.......................... 25
      (1) What is the average number of paragraphs
per page? (Should average approximately
3-5 per page of ordinary size.)............ 15
      (2) Is the coherence between paragraphs ade­
quate? (The thought should be clearly
sequential and progressive.).............. 10

General estimate as to grade placement: Check your judgment as to the level of readers for whom the book is best suited:  Junior
high school ( ), Senior high school ( ), Adults ( )

General estimate as to the value of the book as a whole for the
readers indicated above: Excellent ( ), Good ( ), Fair ( ),
Poor ( ).


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