

PROVISION FOR OCCUPATIONAL GUIDANCE IN THE JUNIOR HIGH SCHOOL,
PARTICULARLY THROUGH A COURSE IN OCCUPATIONS

PROVISION FOR OCCUPATIONAL GUIDANCE IN THE JUNIOR HIGH SCHOOL
PARTICULARLY THROUGH A COURSE IN OCCUPATIONS

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E. H.

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CHAPTER I

Introduction

Definition of Vocational Guidance.— Guidance is a specialized factor of teaching and education, the objective of which is consideration for the total behavior of the individual.¹ To be able to guide the entire personality, counselors and teachers should consider as a part of their responsibility some of the economic factors which will face American youth as they withdraw from school.

Vocational guidance must be recognized as essential because of the increased specialization in economic life, changes in society, and finally because America's greatest asset is its youth.

John M. Brewer gives credit to Frederick J. Allen as being the pioneer in recognizing the need for vocational guidance and preparing vocational material for students, teachers, and administrators. In his book, "The Principles and Problems in Vocational Guidance," Mr. Allen defines vocational guidance as "The giving of information, experience, and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it."

Need for Vocational Guidance in the Junior High School.— Since the public schools operate for the masses of people, and since the masses are interested in the cultural aims secondarily, even though cultural training is one of the aims of education the more tangible aims—ability to earn money, ability to get a better job, or perhaps

1 H. Leigh Baker, Lecture, Oklahoma Agricultural and Mechanical College, 1939

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 just a job --are the ones in which the masses are primarily interested. Guidance in some form is functioning in every educational institution. The activity we term guidance may be the personal counsel or advice of the principal or teachers; however, many schools are directly providing for guidance in educational, personal, vocational, social, and other forms under the direct supervision of trained individuals who are vitally interested in their responsibility. The entire program is regarded as the school's finger on the pulse of the social and economic life of the community. Guidance should include homeroom counseling, use of cumulative records, occupational training, placement, and follow-up services. Cox and Duff say the term vocational guidance could be changed to vocational information, and in the junior high school levels giving of information is the beginning of vocational training.

Objectives for Vocational Guidance.--- "Subjects should exist just as long as the students need them."³ Replacements do not occur fast enough to take care of graduates seeking employment; therefore, youth must discover new knowledge and skills, study new occupations; for example, opportunities in public service, individual service, transportation and communication. Because of such swiftly changing opportunities, counselors should suggest a broad training rather than highly specialized training, because of all people gainfully employed only ten per cent belong to the professional class.⁴

2 Norton. "Education for Work," The Regents' Inquiry

3 Fretwell. Lecture, Oklahoma Agricultural and Mechanical College, 1939

4 Cox and Duff. Guidance by The Class Room Teacher, p. 149

The Commissioner of Education, John W. Studebaker, with the help of Edwin A. Lee, Director of the National Occupational Conference, has succeeded in providing three services for occupational guidance.

The services of the National Department of Education are;

1. Collation and dissemination of information about occupations.
2. Permanent cumulative inventory of individuals pursuing occupation.
3. To promote throughout the nation a consciousness of the need of guidance as an integral part of the school program.

Some term guidance the newest fad in education, but Dr. Fretwell in his lecture said, "Children should be taught better living, and knowledge should be used solely for that purpose." When the selection of a subject of specialization becomes equivalent to the designation⁵ of one's occupational plans, guidance becomes vocational. There is definite need for guidance resulting from these four conditions;

- (1) The character of the demands for modern education, (2) The changes in the social and economic order to which the individual must adjust himself, (3) The needs of the adolescent for counsel and guidance, and⁶
- (4) The necessity of avoiding waste in the process of education.

Maladjustment in school often results in maladjustment in vocational life. To develop attitudes in harmony with the present social demands the school is better equipped than homes and other agencies for imparting vocational information. The school's objectives for vocational guidance are;

1. To give a broad survey to widen the pupil's outlook on vocational life.

5 Koss and Kefauver. Guidance in The Secondary Schools, p. 7

6 U. S. Department of Interior. Programs of Guidance, Bulletin, 1932, No. 17

2. To aid the pupil in realizing his possibilities, enlarging his scope of interests, and developing his aptitudes and abilities.
3. To develop respect for all socially useful and honorable work.
4. To help the pupil make his educational plans in line with his vocational objectives.

CHAPTER II

Means and Agencies

A Regular Course in Occupations.--- To make possible the attainment of its objectives, the school is able to present the information through a group method of instruction by means of a regular course in occupations, use of the regular school subjects, classrooms, clubs, assemblies, libraries, radio, tryout courses, guided trips to business and industrial plants, and many other means available in particular localities.

The advantages of a separate class for the study of occupations should be recognized by administrators, teachers, patrons, and pupils.

(1) One of the advantages is the placing on an equally creditable basis with other regular courses the subject of occupations. This par rating proves the justification of time and labor spent with the course and arouses respect for the course. (2) Only a qualified interested person teaches the course; he can give his best efforts to the presentation of the subject material just as the English instructor stresses literature and grammar, etc. (3) Perhaps the third advantage is the most important since it is the offering of the study of curricula, graduation requirements, educational opportunities in high school and beyond and emphatic study of vocational problems. Every pupil has a right to know the opportunities his school's curriculum offers him for future planning, whether it be for college or employment. If he plans to attend college, he should study college catalogues for entrance requirements, financial needs, and social opportunities which broaden his scope as he prepares for

his vocation. If he cannot attend college, where else but in school can he have the opportunity for studying the vocations open to high school or junior high school graduates? The boy or girl who is forced to shorten his or her years in school should certainly not be permitted to go out of school failing to realize the opportunities offered to a person of his or her particular education, interests, and aptitudes. If the schools cannot assist a child in broadening his life, education is missing its aim.

For beginning a course in occupations, it is well to remember in selecting subject material that much guidance information is applicable in any community, whether it be of the mining, industrial, or farming type. The application of information to local industries will add a practical value to the course. A boy whose father is a physician is interested in that vocation, but the boy whose father is a farmer knows how difficult it is to persuade a city physician to make a country call; both of these boys need to know the problems met by both their fathers. Likewise, professional aspirers should learn to respect the manual laborers' activities and contributions. The fact that it takes varied kinds of workers to make a successful community offers splendid opportunity for subject material, so the studies selected should be those which fit the needs and interests for the particular class for which it is to be used. Brewer and Lincoln Educational and Vocational Information Lists are good to give at the beginning of the course to pre-survey the class for weaknesses and points to be stressed, to give new information possibilities, and to prevent giving back to the pupil what he already knows about the

opportunities. Professor Kitson of Columbia University gives a good classification of work as a starting point. He interprets a vocation as one's field of work, like medicine; an occupation as a particular work as an eye specialist; and a job as a task one is doing at a certain time, like removing a cinder from the eye. Occupations are listed according to the fineness of the specialization.

The following table listing the ten fields of occupations and the number employed in each was compiled by the Census Bureau of 1950. It shows the total number of workers in each field, the number of men and women workers in each group, and the proportional percentage of workers in each group.

CHART 1

The Different Fields of Occupations With The
Number and Percentage of Men and Women in Each¹

OCCUPATIONS	TOTAL	PER CENT	MALE	PER CENT	FEMALE	PER CENT
All Occupations	48,829,920	100.0	38,077,804	100.0	10,752,116	100.0
Agriculture	10,471,998	21.4	9,562,069	25.1	909,939	8.5
Forestry and Fishing	250,469	0.5	250,140	0.7	329	—
Extraction of minerals	984,323	2.0	983,564	2.6	759	—
Manufacturing and Mechanical Industries	14,110,652	28.9	12,224,345	32.1	1,886,307	17.5
Transportation Communication	3,843,147	7.9	3,561,042	9.4	281,204	2.6
Trade	6,081,467	12.5	5,118,787	13.4	962,680	9.0
Public Service	856,306	1.8	838,622	2.2	17,583	0.2
Professional Service	3,253,664	6.7	1,727,650	4.5	1,526,234	14.2
Domestic and Personal Service	4,953,451	10.1	1,772,200	4.7	3,180,251	29.6
Clerical Occupations	4,206,324	8.2	2,038,494	5.4	1,966,830	18.5

¹ Hughes, R.O., Building Citizenship, p. 371

To stimulate interest, variations in class procedure are successfully utilized. (1) Informal discussion resulting from research and findings of both the teacher and pupils inspires even the most timid. (2) Invited speakers representing various occupations who lecture according to an outline prepared by the class as a result of a study of topics about which the pupils wish to know can be used, but not too often. (3) All students need directed study methods of finding information, in the use of the library, and in the use of indexes and tables of contents. This variation can be developed in the survey of one occupation. (4) Debates are always interesting, inspirational, and enlightening. (5) Students enjoy interviewing actual workers, or students from vocational classes, and bringing to the class their first-hand information. (6) Anything visible is far more tenacious than the abstract, so visual material in the course of occupations is one of the best means of motivation. Charts can show how valuable in actual money is education, how many workers are employed in the various occupations, and statistics which are convincing. Seeing the factory foreman at work through the means of films is more impressive than reading about his duties and responsibilities. Pictures showing the development of airplanes arouse and incite investigation of that phase of work, likewise the other means of visual education are extremely interesting to all. (7) The dramatization of applying for a position shows vividly the processes the pupils have read about. The dramatization of the operations of a beauty shop are far more enlightening than merely reading the printed page. (8) Everyone should know how to enjoy play; competition in occupational games adds zest to the study. For example, a speed contest in naming the occupations

open to home economics majors. (9) For very definite material and individual activity the contract plan is exceptionally good because it gives the pupil an opportunity to make his plans and accept the responsibility for their completion and contribution. (10) The last suggestion for varied procedure is the use of note-books, work-books, and scrap-books. What could be more invigorating than preparing a booklet, "My Career"? A suggested outline or plan for the booklet would include reasons for the choice of that vocation; opportunities offered by the vocation; requirements for the vocation, including education, ability, experience, etc; recreational possibilities in connection with the vocation; expectant financial remuneration at the beginning and for the future; reports of conferences with people who to a certain measure have been successful in the vocation; summary of biographies of famous people in the profession; bibliography of books, encyclopedias, pamphlets, and other printed material about the subject. Work-books are especially desirable when no one adopted text is used.

To present this information to the class the following lesson plan topics are suggested;

1. Workers Who Help Each Other
2. Grouping Like Kinds of Workers
3. Directed Study Lesson
4. Rotating or Committee Plan for Study of Occupations
5. Need for Making Educational and Vocational Plans
6. Changing Pattern of Occupational Life
7. Agriculture
8. Professional Forestry

9. Manufacture and Mechanical Industry
10. Department Store Workers
11. Professional Occupations
12. Homemaking
13. Panel Discussion on Contributions of Science
14. Case Studies
15. Opportunities offered by a College Preparatory Course
16. Opportunities in Senior High School
17. Opportunities for Specific Types of Education and Training
18. Educational Information
19. Case Problems Relative to Occupational Choices
20. Pupil's Plan for Orientating Pupils²

The advisability for having a special course in occupations will depend upon the individual school. For various reasons it is sometimes impossible or unjustifiable to offer such a course; however, there is a wide scope for vocational guidance through the regular school subjects.

Use of the Regular School Subjects.— Vocational guidance should begin in the elementary grades. In the first three grades the children may talk about the work of the fireman, the doctor, the postman. Playing store is vocational guidance. In the fourth, fifth, and sixth grades a study can be made of the workers who help to provide food, shelter, and clothing. Civics and geography offer splendid opportunities for personal service studies, transportation and communication.

² Mildred Lincoln, Teaching about Vocational Life. p. 115

etc. In the seventh, eighth, and ninth grades survey courses in occupations, or a complete unit in connection with the social studies classes may be offered. If the junior high school finds it impractical to offer a special course in occupations, the regular school subjects offer a splendid opportunity for vocational information. The following courses and possibilities are offered:

Themes about vocations, book reviews having occupational settings, debates, and dramatizations are some of the projects splendidly presented in the English classes.

The mathematics instructor can show the relation of his course to vocational fields, such as engineering, machine work, the building trades, and many others by giving them problems suggestive of the type those professions require.

Perhaps the social studies teachers have the greatest scope for giving vocational information. Their regular assignments regard the bankers, ambassadors, governmental employees and representatives, public utilities, railroads, organized labor, cooperative organizations, and many others.

The general science course offers knowledge of the requirements for nursing, medicine, chemistry, X-ray, and numerous other fields requiring scientific training.

The art classes contribute much information about the economical and practical side of photography, sculpturing, and all phases of art.

The music classes which are gaining in popularity owe much of that popularity to the demand for vocational musicians, such as actors and radio entertainers.

The home economics courses which are vocational in nature stress the opportunities available in the work of the dietitian, hostess, commercial demonstrators, stylists, and other commercialized opportunities.

The home economics courses and the shop courses are vocational courses open to any school which will provide ways and means for their development. Many boys and some girls who find it necessary to leave school at the end of their ninth grade have had enough training in woodwork, metal work, electricity, or home economics to obtain work in those particular fields, perhaps beginning as helpers, but with possibilities of advancement and increased learning. The making of wooden toys was one girl's reward for having had mechanical drawing and woodwork with an elementary learning of art.

The commercial courses are occupational preparatory courses. The ability to use short-hand, typing, and book-keeping are almost fundamental in the success of any individual, and through these three courses avenues of their relative vocations are opened. Many girls have made excellent stenographers as a result of one year's work in commercial subjects. The work of the accountant, file clerk, office machine operator follow the lead of such courses. A great per cent of the A. and M. students who are self-financing are able to meet their expenses by means of student office employment.

CHAPTER III

The Vocational Guidance Program of The Ponca City

Junior High School

An Introduction to the Ponca City Junior High School.— The Ponca City Junior High School has an enrollment of more than twelve hundred boys and girls who represent a varied population in a city of sixteen thousands of people who are a cosmopolitan group of many nationalities and industries. The regular school day is divided into six regular class periods and one activity period. The activity period is divided between clubs and homerooms from which evolve the assembly programs. The activity period occurs at one o'clock each day; the homerooms meet on Monday, Wednesday, and Thursday; the clubs meet on Tuesday, and assembly convenes on Friday. Incidentally, these three activities definitely are sources of all phases of guidance, each will be stressed later in its relation to vocational guidance.

In their enrollment for the seventh, eighth, and ninth grade, the pupils have the following elective courses: home economics, consisting of classes in foods, clothing, and home craft; shop courses, including woodwork, metal work, electricity, and mechanical drawing; agriculture, including animal husbandry and plant husbandry; music, consisting of band, orchestra, and choral classes; Latin; practical mathematics; and general science. Every pupil is required to enroll in English, mathematics, and social studies.

The Unit in Vocations.— The only direct provision for occupational guidance is in the ninth grade class of social studies in which the last nine weeks period is given to the provision of occupa-

tional information. In the last nine weeks period for the unit on occupations a study is made from the standpoint of training levels; that is, classifying the occupations according to the degree of skill required; unskilled, little skilled, skilled, highly skilled, and expert workers. A survey is made of the vocational fields including agriculture, forestry and fishing, extraction of minerals, manufacturing and mechanical industries, transportation and communication, trades, public service, professional service, domestic and personal service, and clerical occupations.

In making analyses of the occupations four points are stressed. They are: (1) the duties of the position, (2) what the occupation offers the worker, (3) what the occupation requires from the worker, and (4) a summary of the service rendered and personal application of the occupational study to the pupil. Even this short unit has proved extremely helpful, especially in paving the way for further survey in the senior high school.

After the pupils have completed the survey in occupations each one makes an intensive study of the type of profession he expects to follow. Each pupil makes a booklet including the information and other informative data regarding his particular choice according to the following suggested outline; (1) reasons for choosing this vocation; (2) personal qualities the vocation requires; (3) physical qualities the vocation requires; (4) skill and education required by the vocation; (5) recreational or avocational opportunities offered by the vocation; (6) summary of personal interviews with people employed in the position; (7) summary of bibliographies of famous or outstanding individuals in

the profession; (8) bibliography of pamphlets, encyclopedia, fiction, and other sources of printed information regarding the subject which the individual has used in making his decision.

The teachers of this unit in occupations supervise the enrollment for senior high school and act as counselors to the individuals in studying their particular needs for high school enrollment. After the course in occupations, the perusal of requirements for high school graduation and continuation after high school, the personal contact of the various counselors, the approval of the parents or guardians, the approval of both the junior high school principal and senior high school principal, there is little reason for a student's error in his senior high school plans.

Extra-Curricular Activities; Homerooms, Clubs, Radio, Library, etc.

The two outstanding means of informing the pupil about vocations are the special course in occupations and the regular school subjects. The opportunity for utilizing the regular school subjects was discussed earlier in the paper. Other means are the homerooms, clubs, assemblies, the library, the radio, films, and many others. Since the homeroom offers direct contact between the teacher and pupil and since its objective is to guide and counsel, vocational guidance can well be one of its objectives, if the teacher is alert to local economic situations and is interested in that particular phase of guidance. The homeroom schedule is planned that one day takes care of the school's routine administration, one day for a social program, the third day for some informative project, and this can well be directed toward vocational information through dramatization, or discussion, or any of the means

suggested for the other agencies.

School clubs are vitally important in the study of vocations; since they are usually elective they are self-motivating. They provide for a wide range of activities and are closely related to try-out courses in the opportunity for exploration and participation. Clubs and hobbies not only provide amusement and relief from nervous strain, but also pave the way for a second vocation. The camera club is one of the new ones which offers commercial information; likewise the radio club, the airplane club, the music clubs, and each of the others. The Ponca City Junior High School offers more than thirty separate and distinct clubs, each of which is directed by a faculty member who is particularly interested in that activity. The Oklahoma Symphony is an example of commercializing a hobby.

The assembly which is especially well organized under the supervision of a faculty committee affords excellent opportunity for pupil participation, and usually the assembly program is a reproduction or activity which has been presented in the club or homeroom. It is a period of group activity, and the guidance is oftentimes vocational; for instance, the stamp club chose to use slides showing different stamps, and through the services of different members of the club information regarding the stamps was given; vocational guidance was evident in the information presented regarding the various governmental agencies responsible for the production of stamps.

The library has proved to be an unusually adaptable place for imparting vocational information through the display of projects, bulletin boards, posters, reading lists, and the personal counsel of

the librarian and her helpers. It is the central point from which all collateral work is done.

The radio equipment has been vital in arousing interest in its own sphere as well as inciting curiosity regarding various programs which have been heard regarding occupation. Ponca City's station sponsors a program known as "I Want a Job". Individuals who want employment make appointments and personally tell the kind of job they want, their qualifications, desired wages, age, and any other information an employer may want. The person's name is not announced, but he is identified by a number. The students have enjoyed that particular program because it is a local project and because they know the information is real. The National and Columbia chains provide pamphlets of programs so their programs can be utilized in the class room, homeroom, or club.

CHAPTER IV

Evaluation of The Vocational Guidance Program of The

Ponce City Junior High School

A Comparative Study of the Kinds of Diplomas Received by Graduates of the Senior High School.— In evaluating the vocational program of the junior high school, I have made a study of the senior enrollment for a period of the past seven years, beginning with the class graduated in the spring of 1936 and each succeeding class including those who plan to graduate in 1941 and 1942, in so far as it is possible to determine according to the records now available. In the classes graduating in 1941 and 1942 there will be some fluctuation because of withdrawals and enrollment of new students. I have also made a comparative study of the enrollment of sophomores going into senior high school in comparison with the seniors going out of senior high school in the past three years, showing to what small degree students have changed their choice of department after entering senior high school.

The Ponce City Senior High School offers four types of diplomas: college preparatory, general curriculum, commercial, and vocational. One of the purposes of offering the unit in occupations in the junior high school is to acquaint the pupil with the various vocations, their requirements, possibilities, etc.; so when the time arrives for him to make his enrollment for the tenth grade he will have some idea regarding the types of diploma he should strive to obtain. It has been evident that too many students who for various reasons were not college material have in the past been urged to make every effort to

attend college. Often times the result has been a group of young people who either failed or left college discouraged and bitter toward the existing situations.

According to my study, I find that in 1936 out of 187 graduating seniors, 86 were recipients of college preparatory diplomas, 81 general curriculum, and 20 vocational diplomas. In the spring of 1937, when a diploma in commerce was offered for the first time, there 117 college preparatory, 93 general curriculum, 3 commercial, and 18 vocational diplomas issued to 230 seniors.

In the years of 1938 and 1939 there was a definite decrease in the number of students enrolled for college preparatory diplomas and a definite increase in the number of students enrolled for commercial and vocational diplomas. In 1938, from a total of 221 seniors, 95 received college preparatory diplomas, 79 general curriculum, 34 commercial, and 23 vocational diplomas. Likewise in 1939, from a total of 226 seniors, 88 received college preparatory, 98 general curriculum, 21 commercial, and 19 vocational diplomas.

In the years 1940, 1941, and 1942, I found a steady increase in the number receiving college preparatory diplomas, commercial, and vocational diplomas, but a definite decrease in the number receiving general curriculum diplomas. This fact indicates that more students had set their vocational goal, and that definiteness of vocational determination evidently resulted from the information given in the junior high school unit in occupations, which had been introduced in the junior high school in the spring of 1937.

In the spring of 1940, there were 103 students who received

college preparatory diplomas in comparison with 76 general curriculum, 44 commercial, and 18 vocational diplomas.

According to the records at the present time, in the senior class of 1941, there will be 112 enrolled for college preparatory, 47 for general curriculum, 48 for commercial, and 37 for vocational diplomas.

These students who go to senior high school in the fall of 1940 have indicated by their temporary enrollment that of the total number 289, there will be 132 college preparatory, 60 general curriculum, 70 commercial, and 27 vocational students.

An interesting study was that of the comparison of the enrollment of students as sophomores with their enrollment as seniors. Data were available for the sophomores of the years of 1939, 1940, and 1941. The sophomores of 1939 will be the seniors of 1942, and according to their enrollment for the tenth grade, 110 planned to enroll for college preparatory, 53 for general curriculum 48 for commercial, and 40 for vocational diplomas. Since their one year in senior high school, their plans for graduation are; 113 college preparatory, 47 general curriculum, 48 commercial, and 37 vocational. In other words, as sophomores 110 out of a total of 251 thought they would attend college, and at the end of their sophomore year 111 enrolled for college preparatory diplomas; those enrolled for general curriculum decreased in number from 53 to 47; however, those enrolled for commercial diplomas numbered 48 and at the end of the year the number remained the same; and the number in vocational decreased from 40 to 34.

Senior Class of 1940— In making a check of the enrollment of the senior class of 1940, I found that little change had occurred in the plans for the students after their original enrollment for the tenth grade. Of the 105 students who received college preparatory diplomas, all but two had begun as college preparatory students in the sophomore year, and those two had begun as commercial students. Of the 76 who received general curriculum diplomas, all but one had begun in that department; that one had failed enough courses to prove that he was not college material, evidently he had not taken advantage of the counselling he was given in junior high school by his instructor who was familiar with him and his abilities. Of the 44 who finished as commercial students, four had begun as college preparatory, four had begun in general curriculum, and the remaining thirty-six had begun as commercial majors. Of the 76 who finished in general curriculum, all had begun in general curriculum except one who had begun as a vocational student. Of the 18 who finished the work for a vocational diploma, all had begun as sophomores in the vocational courses. Those students who had begun as college preparatory continued except in the case of five students, four of whom changed to commercial and one who changed to general curriculum. Four of the students who had begun in general curriculum transferred to commercial. Two of the students who had begun as commercial majors completed the requirements for college preparatory diplomas. Only one of the boys who had begun as a vocational major changed during the three year period, and he went into general curriculum.

This study indicates to me that the unit in vocations offered in the junior high school is highly contributive in so far as it aids the individual in realizing his aptitudes, abilities, and interests to the extent that he has an idea as to the type of course offered in senior high school which will most nearly fit his particular needs. When he goes to senior high school he has a basis for furthering his vocational interests, and since there are very few pupils in Ponca City who do not go on to senior high school, the unit offered in junior high school has proved itself to be worth while.

CHART 2

Comparison of The Graduates of Ponca City Senior High School

SENIORS	COLLEGE PREP.	GENERAL CURR.	COMMERCIAL	VOCATIONAL	TOTAL
1935-36	86	81	none	20	187
1936-37	117	92	3	18	230
1937-38	95	79	24	23	221
1938-39	88	98	21	19	226
1939-40	103	76	44	18	241
1940-41	112	47	48	37	244
1941-42	<u>132</u> <u>733</u>	<u>60</u> <u>533</u>	<u>70</u> <u>210</u>	<u>87</u> <u>162</u>	<u>289</u> <u>1638</u>
1938-39 Sophomores	110	53	48	40	251
Seniors	<u>88</u> <u>-22</u>	<u>98</u> <u>45</u>	<u>21</u> <u>-27</u>	<u>19</u> <u>-21</u>	<u>226</u> <u>-35</u>
1939-40 Sophomores	130	49	77	36	292
Seniors	<u>103</u> <u>-27</u>	<u>76</u> <u>27</u>	<u>44</u> <u>-33</u>	<u>18</u> <u>-18</u>	<u>241</u> <u>-51</u>
1940-41 Sophomores	111	66	83	34	294
Seniors	<u>112</u> <u>1</u>	<u>47</u> <u>-19</u>	<u>48</u> <u>-35</u>	<u>37</u> <u>3</u>	<u>244</u> <u>-50</u>

CHAPTER V

Conclusion

To be successful, a guidance program must fit the needs of the particular student-body, but every school can in some way provide vocational information for its students. I think it is the obligation of the school to provide guidance, and vocational guidance should not be thwarted or ignored. Many schools prove the value of their vocational program by repeating pre-survey tests to show the students' achievement of knowledge and information, and the successful follow-up of that information. Outcomes of guidance may also be evaluated by self-appraisal questionnaires, questionnaires for parents, and surveys of guidance activities.

The placement of students in occupations is not one of the more necessary duties of the junior high school, and usually there are placement bureaus, public and private, who can handle that phase, however, many schools do have placement services which afford the counselor a splendid opportunity for following up and keeping in contact with the employee for a reasonable length of time, assisting the student employee make the necessary adjustments after he has gained employment. Many times the counselor is afforded an opportunity to add to the school's curriculum further information regarding the needs of the employees.

Tests and experiments have been made by various workers attempting to establish the results of stressing guidance programs. So far the data collected have not shown a marked improvement in the follow-up of guidance programs, but some of the outstanding leaders in this

phase of research are Miss Mildred Lincoln, Grayson W. Kefauver, and Harold C. Hand.

The future of guidance programs in the schools will depend upon the development of experts in the field, the interest and ambition of class room and home room teachers, counselors, and administrators. The program must be flexible so that the constant changes in social and economic procedures can be met by well-informed and well-adjusted youth, upon whose shoulders rests the future of our democracy.

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