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## A Proposed Vocational Guidance Program For The Phillis Wheatley High School Houston, Texas

J. Chilton Lee

*Prairie View State Normal and Industrial College*

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A PROPOSED VOCATIONAL GUIDANCE PROGRAM  
FOR THE PHILLIS WHEATLEY  
HIGH SCHOOL  
Houston, Texas

By

J. Chilton Lee

A THESIS IN INDUSTRIAL EDUCATION SUB-  
MITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE  
OF  
BACHEIOR OF SCIENCE  
IN THE  
DIVISION OF MECHANIC ARTS OF  
THE  
PRAIRIE VIEW STATE NORMAL AND INDUS-  
TRIAL COLLEGE  
Prairie View, Texas

MAY, 1936

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ACKNOWLEDGMENT

The writer wishes to express his gratitude and thanks to Professor E. S. Smith, Principal of Phillis Wheatley High School, Mr. and Mrs. J. W. Bryant, Instructor in Social Studies and Science Department respectively in Phillis Wheatley High School, and the members of the English Department in Phillis Wheatley High School,

DEDICATED

TO

MY MOTHER DEAR

AND

MEMBERS OF MY IMMEDIATE FAMILY

FOR ENCOURAGING INSPIRATION.

in the correction and compiling of the material.

## A C K N O W L E D G M E N T

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The writer wishes to express his gratitude and thanks to Professor E. O. Smith, Principal of Phillis Wheatley High School, Mr. and Mrs. I. B. Bryant, instructors in the Social Studies and Science Department respectively in Phillis Wheatley High School, and Miss Rachael H. Pendleton of the English Department in Phillis Wheatley High School.

The writer also wishes to thank Mrs. A. P. Wilson and Director J. J. Abernethy for their help in the correction and compiling of the material.

J. C. L.

" It should be the aim of every youth to get the best general education he possibly can, keeping in mind the fact that he is endowed with faculties which, if trained and disciplined by education, will enable him to rise to positions of honor, that otherwise he can never hope to reach. Besides, before, leaving school, every youth should seek some Vocational Guidance that will enable him to make a right selection of the career for which he is best adapted and in which he can achieve most for himself and society."

J. C. L.

Prairie View State College  
May, 1936

# C O N T E N T S

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<u>CHAPTER</u>	<u>PAGE</u>
I. Introduction.....	1
A. Aim	
II. Brief History of School.....	6
A. Student Enrollment Each Year.....	7
B. Number of Teachers Each Year.....	7
III. Curriculum Offerings.....	8
A. English	
B. Science	
C. Mathematic	
D. Vocational Work For Boys	
E. Vocational Work For Girls	
F. Social Science	
G. Latin	
H. History	
I. Physical Education	
J. Music	
K. Commercial Typing	
IV. Proposed Plan.....	10
A. Suggested Course for School.....	10
B. Present Information on Occupations	10
C. List of Occupations.....	11
D. Keeping Records of Students in Occupations.....	12
E. Elements Related to Occupational Work.....	16
F. Guidance.....	22
1. Handbook on Guidance.....	22
2. Informing Students of Cur- riculum.....	22
3. Keeping Records of Students in School work.....	23
4. Securing Information con- cerning students.....	23
5. Vocational Counselors.....	24
6. Duties of Vocational Coun- selors.....	25
7. Guidance Through Placement.	29
8. Guidance Through Continu- ation Schools.....	31
9. Flexibility of Program.....	33
G. Selected Guidance Program.....	36

## INTRODUCTION

<u>CHAPTER</u>	<u>PAGE</u>
H. Guidance from Stand Point of Extra-Curricular Activities....	38
I. Methods of Presenting Voca- tional Information to High School Students.....	40
J. Occupational Material Needed by Teachers and Use Made of It....	42
V. Summary .....	43
VI. Bibliography	

the man plays the game consistently. In the same way vocational guidance is but little more than a game to the director of guidance whose only reliance is upon intuition and "hunches". On the other hand, it is not too much to hope that some day we shall develop the calculus of predicting chances of occupational success to such a stage that we shall be just as sure that humanity at large will profit as we now are sure that a life insurance firm will be able to show profits on its account books at the end of the year.

Vocational guidance will need to be undertaken early if humanity is to profit from it. It must be begun as early as the sixth grade if we would have a maximal percentage of the total popula-

## CHAPTER I.

### INTRODUCTION

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Vocational guidance knows nothing of absolute failure and absolute success, but neither is it a game of chance. A game of dice is a game of chance to the man who plays it in the back street; yet the actuary could predict his winnings or losses almost to the cent, if he can assume that the man plays the game consistently. In the same way vocational guidance is but little more than chance to the director of guidance whose only reliance is upon intuition and "hunches". On the other hand, it is not too much to hope that some day we shall develop the calculus of predicting chances of occupational success to such a stage that we shall be just as sure that humanity at large will profit as we now are sure that a life insurance firm will be able to show profits on its account books at the end of the year.

Vocational guidance will need to be undertaken early if humanity is to profit from it. It must be begun as early as the sixth grade if we would have a maximal percentage of the total popula-



tion profit from it before they leave the school by way of school elimination. Educational guidance must be given to the group which decides to remain in school, vocational guidance to the group which leaves. Preliminary vocational guidance can be given to those who enter high school by advising them in regards of the type of high school, whether academic, commercial or vocational, to enter.

The present day demand for trust worthy vocational guidance, call for an adequately organized service to help children; 1. to diagnose their interest and capacities for various kinds of work and 2. to make their vocational and educational choices.

The confusion due both to the many complexities in social and economical life and to the corresponding expansion in educational offerings make some forms of vocational and educational advisement both desirable and necessary. At the present there are hundreds of distinctive divisions of wage-earning occupations in which the kinds of work, the possibilities for advancement, the programs of training, and requirements for entrance bear little or no resemblance to one another.

The earlier possibilities for learning through home occupations and apprenticeship systems are not only denied most young persons today, but our modern tendencies towards specialization have caused many occupations to become practically unknown to those who enter them. These fundamental economic changes demand that vocational counseling service not only assist boys and girls to discover their aptitudes and to develop their abilities, but also bring them in first hand contact with occupational conditions, reliable reading matter, and unbiased specialities. These same changes which demand reliable services in placement and adjustment of children in their chosen occupations, reach far beyond the immediate task of finding jobs or employment for them.

A careful study of how and why the most successful wage-earners enter their respective vocations revealed that the workers who had experienced the least difficulty in making choices of and adjustments had included organized knowledge and experience pertaining to the opportunities and conditions in a number of possible occupations.

It is only during the past few years that

American secondary school counselors should be charged with the responsibility of aiding individual pupils in choosing educational and vocational advantages and of imparting reliable knowledge of occupational opportunities and employment requirement. This traditional attitude which conceived guidance (vocational and educational) as an incidental function rather than as integral part of the whole school organization gaining adequate basis for purposeful election of courses, suitable choice of occupations, and later adjustments in employment.

The increasing need for having pupils deal wisely with the problems of an efficient choice, suggests that educational and vocational decisions might well be based upon the better understanding of each individual's resources and limitation, and also upon some knowledge of the economic facts, a suitable life occupation and preparing properly for it. Whenever these studies and related experiences can be based upon reliable information and receive proper attention, they should not only vitalize the respective courses of study, but likewise contribute materially to an intelligent understanding of the different aspects of

CHAPTER II.

occupational work.

The motorest on a long journey, is guided by road maps and directing signs at turning points on the highways; otherwise, he would make slow progress and might go far out of his way. To offer somewhat similar guidance along the road to success is the chief purpose in presenting this plan which will bring success in most any business.

The aim of the writer is to so map out a plan to assist the students in the discovery and development of his natural talents, in the selection of the career for which he is best adapted, in the proper training for that career, and finally in the achievement of success through well directed application and manly and womanly character.

Phillis Wheatley opened January 31, 1927, with 19 teachers and 430 students on Igona Avenue and Gregg Street. Wheatley at this time taught classes from the High Sixth through the High Tenth.

In 1929 a new building was constructed on the Gregg Street side and it was then the High Tenth

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<sup>1</sup>The Building Program of the Board of Education, School District of Chicago, 1924-25, p. 25.

CHAPTER II.

H I S T O R Y

Three Negro Junior-Senior High Schools be established for the Colored pupils, to be located in three sections of greatest Negro population, one in the northeastern section centering in the Lyons Avenue District; one in the southwestern section centering in the San Felipe District, one in the Leland Avenue District.<sup>1</sup> The new buildings were called respectively, Phillis Wheatley, Booker T. Washington, and Jack Yates.

Wheatley had been formerly known as the McGowan School for the Whites, but as the White population became deflected and the Negro population increased this school was established for Negroes. Thus, the origin of Phillis Wheatley Colored High School began.

Phillis Wheatley opened January 31, 1927, with 19 teachers and 490 students on Lyons Avenue and Gregg Street. Wheatley at this time taught classes from the High Sixth through the High Tenth.

In 1929 a new building was constructed on the Gregg Street side and it was then the High Eleventh

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<sup>1</sup>The Building Program of the Houston Independent School District.

grade was added to the school. From that time until the present Wheatley has constantly grown and at the present date Wheatley has an "A" rating with the Southern Association.

From 1927 with 490 students and 19 teachers Wheatley has 2567 students and 55 teachers making an average of 253 students and 4 teachers added to the school per year.

Night school was formerly conducted by Professor E. O. Smith and many day-school teachers which assured efficient work, but was discontinued due to the depression.

There has been no Summer School at Wheatley, but a centralized Summer school at Jack Yates with a faculty from all three high schools.

CHAPTER III.  
C U R R I C U L U M

---

Wheatley's curriculum consist of the following departments:

- |   |  |  |
|---|--|--|
| <p>A. English</p> <ol style="list-style-type: none"> <li>1. Grammar</li> <li>2. Literature</li> <li>3. Journalism</li> </ol>                            | <p>B. Science</p> <ol style="list-style-type: none"> <li>1. Biology</li> <li>2. Chemistry</li> <li>3. Physics</li> </ol>   | <p>C. Mathematics</p> <ol style="list-style-type: none"> <li>1. Algebra</li> <li>2. Geometry<br/>Plain<br/>Solid</li> <li>3. Trigonometry</li> </ol> |
| <p>D. Voc. Work Shop</p> <ol style="list-style-type: none"> <li>1. Mechanical Drawing</li> <li>2. Manual Training</li> <li>3. Auto Mechanics</li> </ol> | <p>D. Voc. Work</p> <ol style="list-style-type: none"> <li>1. Sewing</li> <li>2. Cooking</li> <li>3. Laundering</li> </ol> |  |
| <p>E. Social Science</p>  | <p>F. Latin</p>  | <p>G. History</p>  |
| <p>H. Physical Education</p>  | <p>I. Music</p>  | <p>J. Commercial<br/>Typing</p>  |

Although there are some things lacking in this curriculum it is very flexible, in that it only requires the three major subjects: English, Mathematics, and Science, the others are by way of electives. This curriculum is one by which many students decide more or less what they shall follow in life and what courses they plan to follow in college.

No definite guidance program has been worked out for the school, but at the present a committee appointed by the principal is working out one under the supervision and guidance of Dean Lenier of Houston University.

CHAPTER IV.

PROPOSED PLAN

No follow-up work has been done so far, and what little placing is done, is done through the principal.

Since there is no definite guidance program for the school the writer suggests the following program in the next chapter covering the high sixth through the high eleventh grades.

private secretarial work, social welfare, waitress, boarding housekeeping, lodging housekeeping, lunchroom assisting etc., for girls. Brick laying, forman, paper hanging, painting, roofing, blacksmithing, porter (railway and domestic) truck and taxi driving, printing, tailoring, shoe-making, landscaping etc., for boys.

In the tenth through the eleventh grades there should be special courses in the above named vocations for girls, because it is at this age in life many girls drop out of school to help care for the family and it is usually this type of work that they do when hired out from home.

In the above named courses for boys the same thing applies to them and many of them take to this type of work in the various lines, but now days these fields are calling for the more skilled type of person.



CHAPTER IV.

PROPOSED PLAN

Along with the present subjects that are offered in Phillis Wheatley the writer is suggesting the following courses to be added to the curriculum:

Special courses in cooking, dressmaking, hairdressing, manicuring, nurse (untrained), typist, stenography, private secretarial work, social welfare, waitress, boarding housekeeping, lodging housekeeping, lunchroom assisting etc., for girls. Brick laying, forman, paper hanging, painting, roofing, blacksmithing, porter (railway and domestic) truck and taxi driving, printing, tailoring, shoe-making, landscaping etc., for boys.

In the tenth through the eleventh grades there should be special courses in the above named vocations for girls, because it is at this age in life many girls drop out of school to help care for the family and it is usually this type of work that they do when hired out from home.

In the above named courses for boys the same thing applies to them and many of them take to this type of work in the various forms, but now days these fields are calling for the more skilled type of person.

Seemingly there are very few efficient printers of our group and it is believed that printing is one of the courses that much time should be given. It is true we lack the arts and principles involved in printing. In our printing shops there are too few who know anything about linotyping which is one of the most valuable and essential parts of printing. From a very careful observation it has been shown that two thirds of our printers send their work to White printers either because they are lacking of the principles or do not have the necessary equipments.

Every day machines are taking the place of common old labor, therefore, these courses would prove profitable if taught to those students who are more or less apt to drop out of school because they are financially, physically or mentally unable to continue their education.

Before and when it is discovered that students are dropping out of school they should be informed of the leading occupation that they might enter with the education they have. Below is a list of such occupations :

List of leading occupations for boys: who do not continue their education after finishing high

school: Brick layer, carpenter, forman, paper hanger, painter, roofer, blacksmith, taxi-driver, truck drivers, mechanics, woodworking shops, restaurants, delivery men, barber, laundry operator, chauffeur, bell-boy, waiter, porter (railroad and domestic).  
For Girls: Hair-dresser, dressmaking, manicurist, governess, nurse(untrained), typist, stenographer, boarding-housekeeping, lodging housekeeper, private secretary, lunch room assistant or waitress and social worker.<sup>1</sup>

Keeping A Record of the Student: It would be very profitable if the guidance department kept a case record of the student. (This would be an instance wherein printing in the curriculum would be of service. Let the students in the printing department do the printing of these records.) The classroom teacher, the home room teacher, and the director of guidance should keep a record of the student, and each student should keep a record of himself also of his progress in these courses and in the event that he get a job in either of these vocations each above named person should keep a record of this student as well as his employer in that he was train-

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<sup>1</sup>Vocational Guidance and Success

E. J. Sallagher, Bruce Publishing Co., New York

ed in this course in this school.

Below is the form of case record that should be kept:

A CASE RECORD

PHILLIS WHEATLEY HIGH SCHOOL  
Houston, Texas

VOCATIONAL COUNSELING RECORD

- Name.....School.....
- 1. Sex ..... 2. Classification .....
- 3. Date..... 4. Elementary school attended .....
- .....
- 5. Birth date.....6. Entered High School.....
- 7. Parent's Name.....
- 8. Address.....
- 9. Parent's Occupation.....
- 10. Parent's Plans for Students.....
- 11. Student's Plans.....
- 12. To Graduate from High School.....
- 13. Which.....14. Going to College.....
- 15. Where.....
- 16. Student's Physique.....17. Health.....
- 18. Appearance.....19. Morality.....
- 19. General Reputation.....
- 20. Personality.....

- 21. I. Q. ....22. Best Subject.....
- 23. Weak in.....24. Subjects failed.....
- .....
- 25. Special Talent.....26. Dislikes most.....
- 27. Wishes to enter trade, business, or profession..
- .....28. Job Objective.....
- 29. Location.....30. Time estimated for
- training.....31. Cost.....
- 32. Any Working Experience.....
- 33. Financial Plan.....
- 34. Advisement.....
- 35. Special Course.....
- 36. Particular Subject.....
- 37. Remarks.....
- 38. Changes.....
- 39. Final Disposition.....

DATE.....

Counselor.....

Term, 19.....

English.....

Counselor.....

Date.....

Term, 19.....

English.....

Counselor.....

Date.....

PHILLIS WHEATLEY HIGH SCHOOL  
Houston, Texas

HOME ROOM COUNSELING RECORD

Pupil.....School.....

Entered From.....School on....., 19....

Expects to graduate from high school....., 19....

Expects to attend college.....

What College?.....

Entrance Requirements of College Selected:

English .....Mathematics.....Language.....

Electives.....History.....Science.....

Total.....

Vocation pupil expect to enter.....

High School Majors:

English units;.....; units;.....units;.....

High School Minors:

Minors:.....

PROGRAM DATA

Term, 19.....:Term, 19.....; Term, 19.....

English :English : English :

Counselor.....:Counselor.....: Counselor.....

Date.....:Date.....: Date.....

Term, 19.....: : :

English : : :

Counselor.....: : :

Date.....: : :

Total Credits

English.....Music  
 Social Studies.....Art  
 Mathematics.....Home Economics  
 Science.....Foreign Language  
 Commercial.....Shop  
 Physical Education

Specific Data

Health

Date of successful vaccination.....  
 Vaccination certificate on file.....  
 Physical defects.....  
 Economic status: Works after school.....  
 Native ability: I. Q.....Counselor's estimate  
 Scholarship record: On honor roll.....  
 Special scholarships received.....  
 School position held:  
 Other school activities:  
 General characteristics:

Trustworthiness.....  
 Application.....  
 Initiative.....  
 Politeness.....  
 Cooperation.....  
 Leadership.....  
 School citizenship.....  
 Conferences.....

DATE.....NATURE.....  
 REMARKS.....

Elements Related to Occupational Work: Good health is discussed here briefly in order to point out its vital importance as being essential to success in every field of labor. Indeed, good health is the main foundation on which individual success must be built. It is important, therefore, that every youth starting out in life should realize the necessity of safe guarding his health through self-discipline and hygienic living.

Some youths think they are safe in violating the laws of health so long as they suffer no present ill effects. At the same time, they are laying the foundation of future ills, perhaps of the most serious kind. In such cases, the penalty of youthful recklessness may be visited upon old age, as nature keeps a strict account, and though she may delay, she always makes transgressors pay the due penalty of their offenses.

Not only is it necessary to learn the art of self preservation or of keeping well, but one must learn also to build up a strong and healthy body. This is the only guarantee of being able to sustain an active part in the world's work, where only those who are strong and well can withstand the daily demands



upon their mental and bodily energies. For this purpose it is imperative for every youth to adhere strictly to the laws of hygienic and temperate living. This calls for constant care in avoiding dangerous extremes as of heat or cold, and generally in following the middle way, the path of safety between too little and too much.

Free exercise in the open air every day, is a vital necessity. People engaged in manual labor outdoors have ample exercise; but those who suffer for lack of exercise are the mental workers who bend over a desk for eight or nine hours a day, and sometimes take their work home to ponder over it several hours at night. That mode of living, if long continued, is very likely to injure the health and bring on some serious disease. Those who follow sedentary pursuits should not fail to spend a couple of hours a day in open air exercises. Otherwise they can't escape the penalties of such defenses of the plainest laws of health.

Seldom will hard work injure the health if done under right conditions; but it is the overstrain of the body or mind that, if often repeated, results in a general breakdown. Besides, if people work or

live in poorly ventilated quarters, or where the air contains poisonous gases, they cannot expect to escape the consequences.

Regular habits of eating, working and sleeping are essential to good health. The body must be properly nourished by a well balanced variety of foods. Some youths eat the wrong kind of food, and bolt it down in a hurry, leaving the stomach to do much of the work which nature assigns the teeth. Such habits will soon bring on disorders of the digestive system and injure the health.

Every youth should have at least eight hours or restful sleep daily. This cannot be had, however, if a heavy meal is eaten before going to bed, thus making the stomach and heart work hard during the time set apart for relaxation of all the organs. Nobody need expect to go to sleep directly after a period of intense excitement or of hard study. A walk in the open air before retiring will help to induce sleep.

It is necessary also to avoid waste of nervous energy through excitement, worry or the fretsome moods that affect the digestion and bring on various other ills. Headaches and nervous troubles are often

caused by eyestrain which may result from lack of glasses when they are needed, from ill fitting glasses, or the use of the eyes on class work in poor light.

Finally, it should be understood that serenity of mind has a beneficial effect upon the health, and for this purpose it is well to keep a clear conscience and remember the aged advice: "If you would be healthy be good" - "Be just and fear not."

Moral Training: If it was decreed that a youth must make a voyage over a vast ocean, stressing his frail back towards a part beyond, how anxious he would be to learn as much as possible of the mariner's act, so that he might be able to hold to his charted course, and at the same time, safely battle the storms and other perils of the deep. Surely no youth could undertake such a perilous voyage without great dread and anxiety.

But though writers in all ages have compared human life to such a voyage, yet it is very difficult to induce the average youth to give any serious thought to this aspect of life, the dangers to be encountered, and how these dangers maybe overcome or avoided.

The voyage of life is made up of a number of elements and among them is moral character. High moral character maybe defined as the admirable qualities or strongly marked moral traits by which a person is distinguished or by which his action is influenced. That unseen censor of moral conduct known as conscience must be trained to a keen discernment of the things which are to be commended as right and those to be condemned as wrong, so that it shall never approve any compromise with injustice or evil.

**Demands of Moral Responsibility:** It is important to have a keen sense of moral responsibility for the faithful performance of every duty; and equally for the consequences of neglecting the discharge of any obligation assumed. Moral responsibility would apply the law of righteousness to all the relations of life, and would hold persons accountable in many cases of wrong doing in which they would not be so rigid as to the laws of the state. If the superintendent of any business fails to perform his duty to the best of his ability, and if as a result the business is forced to the wall, then he is morally responsible for its failure. If through your example, suggestion, or counsel, a person is led into temptation that wrecks his life,

then you are morally responsible for his downfall. Thus the application of moral responsibility, which the law of conscience, would be a great power for the promotion of righteousness between man and man throughout the world.

**Leading Elements Of Character:** Devotion to God and the rights of his manity, obedience, truthfulness, honesty, morality, moral courage, fortitude, self-control, moderation, good will, unselfishness, faithfulness, good citizenship, self-respect, cheerfulness, optimism, courtesy and reverence are moral traits and go to assist in any form of life, especially the business side.

**Emotional Control:** One of the most important factors in the life of every young person is emotional control. If we fail to get what we want or what we expect, it will not help matters to go into hysterics or a fit of ill temper. When we look about us among men and women in business, we find that they do not seem to be upset when things go wrong. Accidents will happen and disappointments will come; but that does not mean the end of the world. We often see the property of business men wiped out in a night; but although

they lose the savings of a lifetime, they do not give way to emotions or despair.

Let it be remembered, that the employee who will lose his presence of mind under a little excitement, is not fit for any position of responsibility. To be qualified for a highly responsible position, a youth must acquire emotional control and cultivate evenness of temper, fortitude and courage until these qualities become a fixed habit of mind. Emotional control is also developed by vocational training and social contacts are incidents to business.

A Handbook on Guidance For Counselors: A handbook on guidance in the form of an outline of the course for the counselors, home-room teacher, and classroom teacher should be given out. An outline of the courses should be handed to the students and should be so explained that the student will know what the school is offering and what is required. In the handbook a special section should be set aside describing the subjects required for graduation and for those who plan only to finish high school.

Informing Students Of Curriculum: Students can be informed of the curriculum through program studies, elaborate booklets on school opportunities, student

hand books reading list on occupations, circulars on college entrance, description of opportunities for vocational training, and guidance number of school paper.

#### Securing Information Concerning The Student:

The guidance director can secure information concerning the student so as to help guide him in whatever he undertakes by directly asking the student, but in most cases the adolescent student may hold back very valuable information. The best information that can be secured from the student is as follows: What his intentions are concerning his educational plans, choice of curriculum, intention of finishing high school etc.

Although this is not the most important information it contributes something to an understanding of the student.

#### Keeping Records Of Student In Scholastic Work:

The director of guidance should keep a case record of the students' scholarship in their extra curricula activities and aptitudes shown in courses given trying to fit him in those subjects for which he is best fitted. (Exploratory courses) Exploratory courses are those courses in which a student is allowed to enter

for at least three weeks to see which he is best fitted for and likes best. Exploratory courses should be offered more or less in the vocational department.

Vocational Counselors: Under the direction of the principal there should be one or more vocational counselors who are prepared to give occupational information, to assist in coming pupils in choosing vocations for which they have ability and liking, and to help them in a very practical way to get the right start. The counseling, however, should not end at this point. When each pupil's natural inclinations and abilities have been discovered, he should be assisted by qualified persons to receive more specific information regarding his chosen work.

In addition, whenever future adjustments become necessary the counselors should under both educational and vocational assistance. As the pupil's horizon broadens, he may change his plans. This will necessitate a change in his program, and the counselors should advise him how to make the change with the minimum loss and the maximum benefits. Counseling, therefore, is continuous; and its effects are far reaching. It lessens the number of failures by causing



the pupil to take a more serious attitude towards his school work, which he now sees as a means of happy entry into his chosen occupation.

Perhaps one of the most noticeable tendencies in the work of counseling is that different duties are being performed by counselors in junior high schools, senior high schools and part-time schools. This should suggest to counselor training agencies, school administrations, and vocational counselors, as well as to prospective counselors, that while there are several duties in common between counselors in junior high school, counselors in senior high schools, and counselors in continuation or part-time schools precaution should be taken in order to avoid the unwise assumption that the work of counseling is identical for the various levels of school work.

The Duties of Vocational Counselors: The following duties are suggested as essential for the school counselors in any comprehensive vocational guidance department:

1. Interview and confer with students
  - a. To assist pupils in making proper vocational choices.
  - b. To assist pupils in making future plans in accordance with future vocational and educational possibilities.
  - c. To acquaint pupils with provisions

governing school attendance, working permits, and the like.

2. Provide vocational information
  - a. Through personal interviews with pupils.
  - b. Through occupational studies
  - c. Through vocational talk with pupils
  - d. Through handbook containing vocational information.
  - e. Through reference books and magazines
  - f. Through cooperation with libraries
  - g. By arranging for outside speakers to talk with groups of pupils on certain occupations.
  - h. By arranging interviews between pupils and persons in different vocations
3. Make recommendations for needed adjustments
  - a. Recommend curricular adjustment to make school work more profitable for pupils.
  - b. Recommend to coordinator, adjustments of employment to serve needs and interests of pupils.
  - c. Recommend to coordinator applicants for positions.
4. Supervise and direct certain forms of research work.
  - a. Analyze school data relative to scholarships, mental aptitude tests, size of classes, etc.,
  - b. Make recommendation for classroom changes and procedures on basis of such analysis.
5. Cooperate with inside agencies
  - a. Cooperate with the attendance department in issuing work permits.
  - b. Cooperate with placement office in placing pupils in desirable employment.

6. Cooperate with outside agencies
  - a. Cooperate with any social or other organization which interview pupils or parents relative to change from one school to another, or change from school to employment.
  - b. Cooperate with parents, and others interested in helping pupils to make proper adjustments in school and in employment.
7. Perform certain routine and clerical duties
  - a. Fill in necessary forms for those who drop out of school.
  - b. Make records of those who withdraw
  - c. Make reports regularly to the supervisor and principal
  - d. Make reports to the placement officer
  - e. Secure and keep on file occupational information.
  - f. Have regular office hours for conferences with pupils, parents, and teachers.

Vocational counseling, which when reduced to its lowest terms is the scientific attempt to fit the individual differences of pupils to the known differences in vocations, has gradually won an important place in the present organization of junior high school senior high schools, and part time schools. Combined with educational counseling, it is being given under the direction of the principals in these respective school systems by men and women who are more or less prepared to aid in properly diagnosing the aptitudes and capacities of the pupils and to provide accurate knowledge of the nature and needs of the occupations.

The urgent need for specially trained men and women to base their diagnoses and recommendations for the problems of individual pupils upon accurate knowledge demands man suitable training courses for counselors in prospect and in service. The best results are had when the training includes experiences in investigation of occupational conditions as well as in the problems of school counseling.

In considering this or any similar cooperative training program for counselors it should be borne in mind that the special needs of the pupils to be counseled and the peculiar conditions under which the counseling is to be done should properly determine both the nature and extent of the desired preparation. As has been pointed out, the importance of a full understanding of the philosophy, organization, curricula, and administration of the junior high school, senior high school, or continuation school in which the counseling is to be done must not be overlooked.

It is quite obvious that while much valuable basic and supplementary counselor training maybe conducted in the teacher-training institutions alone, the most satisfactory results can be had only by

establishing cooperative relationships with the public schools where experimental work and practical counseling maybe studied first hand.

#### Guidance Through Placement: Its Advantages:

The placement office (as mentioned in placing students in vocations) has undesirable advantages for exercising guidance; the applicant is receptive to advice, the officers are in close touch with the needs of occupations; placement saves the young people from the dangers involved in wandering about in the streets and offices looking for work; the placement officers are in a position to do good "follow up" work; the reaction on the school can be made effective for better school work.

Its Disadvantages: On the other hand, there are, certain dangers involved in guidance through placement. In the first place, the name placement itself suggests inactivity on the part of the applicant. That he is a pawn to be moved into his space. "Pegs " are to be fitted into "holes." If we could see certain economic and social conditions improved, it might be far better for young people to find their own places. Second, placement is never finished, it

is a process which must be so often repeated that the machinery for adequate placement in a city would be so unwieldy as to be very likely to fall by its own weight. Thirdly, placement does not begin the guidance soon enough. The placement bureau cannot be said to give effective guidance if it has no conferences with the boy or girl before he or she comes to find work. It should be come an axiom of vocational guidance, that effective direction demands long continued personal acquaintance, advice, and occupational preparation before the time for work, and supervision and counsel during at least the start in the occupation. Fourth, placement offices are tempted to take the viewpoint of the employers and this tends to have an unfavorable reaction on the school. The goo-will and cooperation of the employer is desirable and important. But his needs should not be set up as a role measure of school efficiency. An employment agency of any kind, even if it be a public institution, is likely to harbor the idea that the school is or ought to be training the children exclusively for efficient employment. True, this is a desirable by-product, but even if all children were destined for permanent positions in subordinate employment, it does not follow that they should be

trained with this in mind as a goal.

A final objection to a placement bureau in connection with guidance is that it behaves as did the Arabs camel. Vocational guidance should be the master; placement should serve the vocation. But the act of getting a boy a job seems such an important achievement (justly so, in many cases) that the deeper problems are relegated to a subordinate place.

We know that the need for adequate vocational guidance is a pressing one and that it can be depended successfully to any school committeeman who will consider the whole problem broadly.

**Continuation or Part-Time Schools:** Sometimes vocational education will have to be obtained while the boy or girl is working at a blind-alley job, and here the continuation or part-time school is important. School systems apparently will have to require continuation school opportunities for beyond the age of sixteen, for it has been found that the sixteen year old child is frequently not ready to decide on his vocation. Day schooling, whenever, possible should be allowed the worker; and night vocational training should be offered to those who cannot attend the day

classes. The continuation hours maybe extended until they are sufficient to make the work correspond to what we now call part-time schooling, with approximately half of each school day spent in school. If the worker is in a blind-alley job, our effort must be made to make his present work efficient and to prepare him to leave it for something better; if he is promising work, we may make the schooling supplement the occupational experience and prepare the worker for advancement.

Not only may the continuation school direct the attention of the young worker to occupations, but the regular school as well, in the lower grades, may warn the pupils that those expecting to go to work early should choose an occupation beyond the "errand-boy stage", and should consciously and presistently work towards that occupation. Indeed, the plan, to have every pupil study several possible occupations would aid the young worker to get into a better place. Moreover, merchants who use children under sixteen years of age must be taught the duty of providing for the future of their charges, either by offering oppor-

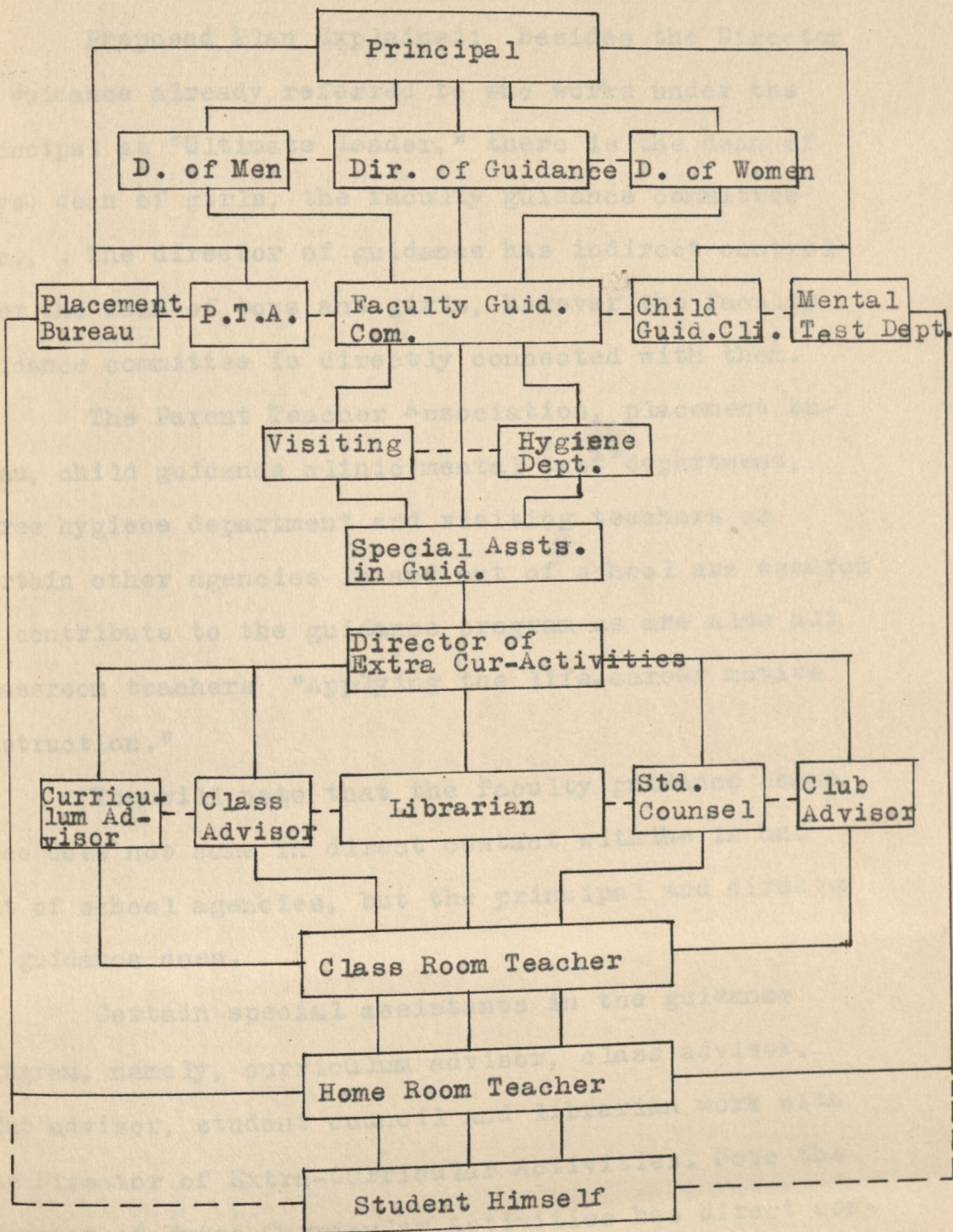


tunity for adequate promotion to the higher places within their establishments, or by their willingness to allow the child to leave their employer whenever he can better himself. The job should be recognized as temporary, a mere stepping stone to a better employment.

**Flexibility of Program:** All high school programs must be flexible enough to introduce the student to the courses and afford him a better basis on which to come to a better understanding of his abilities and interests and may lead to better decisions on lines of subjects specialization and occupational emphasis in courses subsequently taken. By implication also it may be expected to bring about a more discriminating choice of vocation than can be made on the basis of programs more rigidly organized and administered.

To Wheatley's present curriculum I have added subjects so as to make the courses so flexible that students might specialize in most any vocation expected of a modern high school student, and on the next page I have drawn up a plan by which the students may be guided through their high school education whether they plan to attend college or not.

PROPOSED PLAN FOR PHILLIS WHEATLEY  
HIGH  
Houston, Texas



Heavy Lines Denote Direct Authority

Dotted Lines Denote Indirect Authority

**Proposed Plan Explained:** Besides the Director of Guidance already referred to who works under the principal as "Ultimate Leader," there is the dean of boys, dean of girls, the faculty guidance committee etc., . The director of guidance has indirect control over the dean of boys and girls, however the faculty guidance committee is directly connected with them.

The Parent Teacher Association, placement bureau, child guidance clinic mental test department, nurse hygiene department and visiting teachers as certain other agencies in and out of school are assured to contribute to the guidance program as are also all classroom teachers "Applying the life-career motive instruction."

You will note that the faculty guidance committee does not come in direct contact with the in and out of school agencies, but the principal and director of guidance does.

Certain special assistants in the guidance program, namely, curriculum advisor, class advisor, club advisor, student council and librarian work with the Director of Extra-Curricular Activities. Note the Director of Extra-Curricular Activities has direct contact with these special assistants in guidance.

Finally come the home room teachers, who are characterized as the "foundation of all guidance within the school."

The writer may here set forth in summary form the requirements in an adequate program of Vocational Guidance somewhat as follows as given by Brewer in his Vocational Guidance Movement.<sup>1</sup>

1. A school organization and program broad, varied and flexible enough to be fairly representative of all the activities of life, and intensive enough to test the powers of the pupil and discover to himself and to others his special inclinations and abilities.

2. A course of study, in every subject, which relates itself whenever possible to the vocational needs of the pupils.

3. A life-career class in every school grade, studying the opportunity furnished by education the requirements and opportunities of the occupations, and the economic and social problems of employment.

4. Individual counsel for every child, as often as may seem appropriate. Record cards and conferences with parents and others would make the work

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<sup>1</sup>Vocational Guidance Movement  
Brewer, MacMillan Co., New York, 1924, p. 283

of counseling more efficient.

5. The organization, under one officer is responsible directly to the superintendent of schools, of all vocational guidance activities of the schools.

6. Cooperation of school and other agencies local, state and national for the collection and dissemination of occupational information.

7. The supervision, by school authorities, and under the direction of the vocational guidance department, of the employment of all workers under twenty-one years of age, with liberal opportunity for part-time work.

8. Adequate vocational training, both for pupils in school and for persons at work.

9. A systematic attempt, through reading circles, talks, lectures, discussions, and extension courses, to interest the teachers in developing the vocational values in the school studies, and in counseling individuals about their vocational opportunities.

10. The further development of the many present plans and practices for vocational education.

11. The appointment and training of selected teachers for special work in investigation and counseling, and the assignment to them in time to do the work.

12. An investigation of the causes of leaving school and of the working experiences of those who have recently left.

13. An attempt, in normal school and college courses, either in general education classes or in vocational guidance classes, to show to all prospective teachers the vocational possibilities in the school program, and to offer training for vocational guidance.

14. The study on the part of teachers, of problems and conditions of employment.

Vocational Guidance From The Standpoint of Extra-Curricula Activities: One of the most valuable agencies for the discovery of pupil inclination is found in extra-curricula activities. The program varies somewhat in different schools, depending upon the needs of the local community. However, in the matter of counseling, the activities offer a fertile field for the discovery of pupil inclination. It is in this type of school work that pupils go naturally to the particular thing which interests them most, whether this be of a vocational or of a non-vocational nature. The life career clubs open to pupils in the Seventh grade which centers the attention of pupils at an early age on vocational opportunities. The following typical clubs

offer a splendid opportunity for the discovery of natural ability: Clay modeling, civic, crafts, arts, garment renovation, art-needlework, leaders, music, dramatic, journalism, shop and science clubs. Some supervision, however; is required by the chairman of the activity committee to see that the activity selected is not based on a whim, or on the popularity of the sponsor.

The various club activities are supplemented by trips to industrial plants. The tendency to make these trips pleasurable and nothing more is overcome by preliminary classroom work and a minimum requirement of written work based upon them.

The civic clubs of high schools and other kindred organizations offer abundant opportunity for pupils to assume responsibilities which parallel those to be assumed in adult life. The members of the patrol squad, of the student council, who are responsible for conduct of students in the halls and general assembly, secure through daily exercise of the cardinal virtues a foundation which will prepare them for citizenship in a democracy where the "governed" are "governors!"

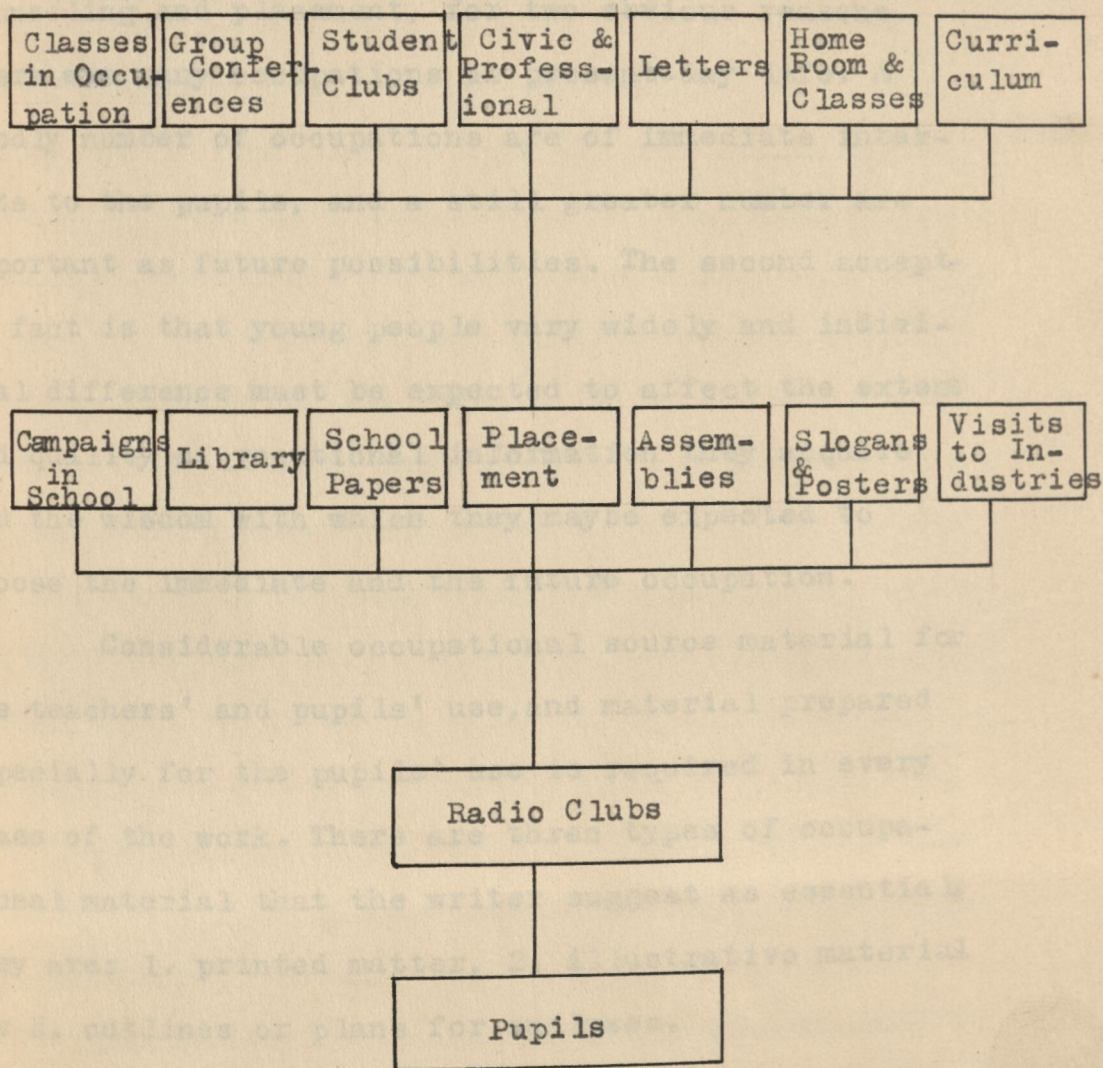
In this type of activity are revealed emotional characteristics which often spell success or failure in a given vocation.

Cooperation Between Home And School: What the vocational guidance department is doing to establish contact between the home and the secondary school can be suggested in a letter which issued as an invitation to the parents to attend a conference between the counselor of the high school and the pupils about to leave elementary school. A card bearing a legend similar to the following should be mailed with the letter. "What will your child be prepared to do when he leaves high school?"

Methods of Presenting Vocational Information To High School Pupils: Classes in occupations, occupational group conferences, student clubs and activities, civic, professional and other outside organizations, letters, home room and classes, curriculum, organized campaigns in school, library, school publications, placement assemblies; slogans and posters, visits to industries and radio programs.



METHODS OF PRESENTING VOCATIONAL INFORMATION  
TO HIGH SCHOOL STUDENTS  
THROUGH



Occupational Material Needed By The Teachers  
And Use To Be Made Of It: A variety of occupational material is needed for effective work in guidance, counseling and placement, for two obvious reasons. There are many occupations in present-day life. A goodly number of occupations are of immediate interests to the pupils, and a still greater number are important as future possibilities. The second accepted fact is that young people vary widely and individual difference must be expected to affect the extent and quality of vocational information they acquire and the wisdom with which they maybe expected to choose the immediate and the future occupation.

Considerable occupational source material for the teachers' and pupils' use, and material prepared especially for the pupils' use is required in every phase of the work. There are three types of occupational material that the writer suggest as essential. They are: 1. printed matter, 2. illustrative material and 3. outlines or plans for analyses.

S U M M A R Y

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The engineer who plans the construction of a railroad from Omaha to Los Angeles, let us say, begins his work by taking a general over-view of all the region which lies between. He examines in a general way the lay of the land, the hills, mountains, plains, rivers, vallies, plateaus, passes, sloves, canyons, cities, populated and vacant regions and the like. On the basis of this preliminary observation, he plans the general route of the line. Laid out on a map of ordinary scale it will show in about the position where the road will ultimately be. Yet to this point he has not once taken up his surveying instruments for laying out the exact position of the line, its distances, its grades, and its curves. This latter labor is indispensable, but it is a subsequent step. The first step is the broad survey of all of the factor; and the preliminary laying out of the general line of the route.

To plan the route that a growing man must travel from infancy to the goals of his growth, his culture and his special abilities, is an immeasurably more complicated task than the simple one of planning a thin steel line across the continent. Within man in the social world at large there are spiritual mountains

morasses, plains, storm-regions, vallies, deserts, quick sands and a host of other similar things through the midst of which man's developmental growth route must lie. And to complicate the matter, the route is not a single line leading to a single goal, but an endlessly complex network of lines leading to a multiple city of goals.

The first step of the educational engineer is to take a broad over-view of the netire field of man's life by way of seeing the major factors in perspective and in relation. On the basis of this preliminary overview, he will plan the general educational route to be followed. This general route must be laid out before he is ready to undertake the accurate surveys of the details. It is a far more difficult task than that of the railway engineer because of the intangible, uncertain, and fluctuating character of so many of the factors. The best maps and charts of man's nature and of human affairs that are available are admittedly inaccurate and incomplete. One will, however, use the best that are available, and he will himself have lived the life of man, participated in sound affairs and observed widely, so as to know the various matters at first hand with all of these helps, in the present state

of human and social science, he will move much of the time with a sense of great uncertainty.

And yet the educational engineer cannot evade this first indispensable step of laying out the general route. However keenly aware of his uncertainties, he must still do the best that is possible, trusting that as the work proceeds he may be able to correct any errors made.

Although guidance activity and advice will focus in a small number of counselors, every possible means must be used to make the guidance concept persuasive of the spirit of the entire staff. Guidance should not be, as it now too often is, conceived of as something to be attached to the school. It should, instead, be woven into the fabric of secondary education. The attitude of guidance should operate as subconsciously among all those responsible for direction and instruction in the secondary school of the future, as did the attitudes of selection and rejection of pupils in the high school near the close of the last century.

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