



1933

A Study of Current Practice in Vocational Guidance For Girls in Catholic Four-Year High Schools

Ignata Biehn
Loyola University Chicago

Recommended Citation

Biehn, Ignata, "A Study of Current Practice in Vocational Guidance For Girls in Catholic Four-Year High Schools" (1933). *Master's Theses*. Paper 52.
http://ecommons.luc.edu/luc_theses/52

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](https://creativecommons.org/licenses/by-nc-nd/3.0/).
Copyright © 1933 Ignata Biehn

A STUDY OF CURRENT PRACTICE IN VOCATIONAL GUIDANCE
FOR GIRLS IN CATHOLIC FOUR-YEAR
HIGH SCHOOLS

BY
SISTER IGNATA BIEHN, S.C.C.

A Thesis Submitted in Partial Fulfilment
of the Requirements for the Degree of
Master of Arts
in
Loyola University
1933

VITA

SISTER IGNATA BIEHN, S. C. C.

Born in Alsace, Germany, October 21, 1887.

Entered the Congregation of the Sisters of
Christian Charity, Mallinckrodt Convent, Wilkes-
Barre, Pennsylvania, December 3, 1908.

Instructor, Josephinum Academy, Chicago,
Illinois, January, 1913-1923. Principal,
Josephinum High School, September, 1923-

Ph. B. Loyola University, Chicago, June, 1922

M. A. Loyola University, Chicago, August, 1933.

CONTENTS

LIST OF TABLES	v
CHAPTER I	INTRODUCTION	1
	A. Need for Guidance	2
	B. Guidance Defined	5
	1. Kinds of Guidance	9
	2. Functions of Guidance.	10
	3. Aims of Guidance.	12
	4. Scope	15
	5. Personnel	16
	C. Growth of the Guidance Movement	17
	1. Beginnings	19
	2. History of Catholic Guidance Movement.	20
	3. Guidance Practice in Public School Systems	24
	D. Reasons and Need for the Present Study	26
	E. Statement of the Problem.	27
CHAPTER II	SURVEY OF PERTINENT LITERATURE	28
	A. White House Conference Subcommittee Study	28
	B. Edgerton and Herr Study	31
	C. Analogous Studies in Public Systems	33
	D. Studies in Catholic Systems	35

CHAPTER III	THE METHOD OF PROCEDURE.	.	.	.	37
	A. Geographical Scope	.	.	.	37
	B. Procedure.	.	.	.	41
	a) Collection of Data	.	.	.	41
	1) The Questionnaire	.	.	.	41
	2) Interviews	.	.	.	45
	b) Handling of the Data	.	.	.	49
CHAPTER IV	FINDINGS.	.	.	.	51
	A. Review of Research	.	.	.	51
	B. The Questionnaire	.	.	.	51
	1) Answers to Questionnaire	.	.	.	57
	2) Explanation of Tables.	.	.	.	64
	C. Interviews	.	.	.	73
CHAPTER V	SUMMARY AND CONCLUSION	.	.	.	75
	A. Summary	.	.	.	75
	B. Conclusion	.	.	.	77
	C. Recommendations	.	.	.	79
	D. Problems for Further Research.	.	.	.	81
APPENDIX A	QUESTIONNAIRE.	.	.	.	82
APPENDIX B	SCHOOLS REPLYING TO QUESTIONNAIRE.	.	.	.	86
BIBLIOGRAPHY	90
	Books	.	.	.	90
	Periodicals and Pamphlets	.	.	.	92

LIST OF TABLES

TABLE		PAGE
I	Distribution by Size of Enrollment and Church Province of the High Schools Represented	39
II	Distribution by Size and Diocese of the High Schools Represented	40
III	Distribution by Size of Enrollment and Type of Secondary School Represented.	43
IV	Relationship Between Size of High School and Guidance Activities in These Schools.	65
V	Provisions for Guidance Activities in 84 Senior High Schools	68
VI	Provisions for Guidance Activities in 84 Senior High Schools	70
VII	Provisions for Guidance Activities in 84 Senior High Schools	72

CHAPTER I

INTRODUCTION

The last two decades have witnessed great changes in the organization of our educational system. This organization has become highly scientific, and as a result, a long list of special workers has found a place in the school personnel. For example, attendance officers, school nurses, school physicians, psychiatrists, social workers, and deans, have become prominent in the school world. Along with these has the vocational counselor come into the school system.

From time immemorial parents have had strong influence in the matter of deciding a vocation for their children but in our educational practice today the school plays an important part in making this choice. The school of today has had to assume a weighty burden in addition to its natural responsibility of bringing knowledge to the learner. For various obvious reasons, it must also "guide" him, and the school counselor is, in a large measure, responsible for the guiding of pupils. Two decades ago this task was called "vocational guidance." Today, due to the expansion of the original work and also, in order to clear up misunderstandings of the term, this task is called simply "guidance."

Guidance is not a new fad, however. In the Catholic school children have always had guidance of some type, but usually solicitude was exercised over two extremes of child life; namely, those who were exceptionally bright and

those who were exceptionally dull. The normal child--of whom there was a vast army--was left to go from grade to grade and to follow a regular school routine. We were satisfied with the false assumption that because the child would do normal work in school he was well adjusted. Today scientific guidance aims to correct these weaknesses and it also aims to insure the same advantages to all children.

It is the province of this thesis to report a study of the practices of guidance which prevail in Catholic high schools. Before submitting the material which the study reveals, the several phases of guidance will be discussed.

A. Need for Guidance

A comparison of our schools of today with those of twenty-five years ago shows that there has been a broad expansion of the school program. Numerous subjects have been added to the former simple educational practice, curricula have been made, so that in the words of the Reverend George Johnson (60:20) "there is scarcely an interest, scarcely an aptitude or skill required in adult living for which provision is not made somewhere in the school program." Schooling has been made compulsory, not only in the elementary school, but throughout the secondary school. These twenty-five years have seen a most rapid development of all forms of higher education. Francis M. Crowley (39:3) tells us that the survey of Catholic secondary schools made by the National Catholic Educational Association in 1915, shows 1,276 schools in oper-

ation at that time. By 1926 the number had increased to 2,242, a gain of 966 schools, approximately 76 percent, in the course of eleven years. Twenty-five years ago it was a privilege to attend high school; today, it has become the typical manner of spending these years of life. Koos and Kefauver (17:1,2) say that the percentages of enrollments in public high schools of the population of high-school age (14 to 17 years, inclusive) have mounted from 3.8 in 1890 to 24.0 in 1926. To secure true equality of opportunity to this great number of high school pupils an education must be provided for each in accordance with the interests, needs, abilities, and prospects of each pupil. The guidance program in the school will provide this service, it is thought. This vast school population, too, is most heterogeneous, and consequently, to avoid failures and elimination from school guidance is absolutely necessary. The large number of occupations, together with the frequent occupational maladjustments met with in daily life, demand guidance. The fact of individual indifferences has given rise to a variety of courses, but how shall the pupil choose courses from our enriched program? He needs guidance. Wherever there is departmental teaching there is special need for a service which will study the individual, not as an English student nor as a science pupil, but as a whole person. The pupil in the adolescent age probably needs guidance more than at any other time in his school life.

Furthermore, the time will come for every pupil to make a decision as to what place in life he or she will take. This is a momentous question, no one will deny, and naturally those who are best equipped to judge wisely will make a better choice. The Reverend K. Hennrich, O.M.Cap., says: "If our schools fail to supply the information required as the basis for sound judgment, they are neglecting an important duty." (51:222).

Speaking on secondary education of the next decade, Frank L. Eversull remarks:

The next problem that confronts the administrator is a program of guidance which will be adequate to take care of the mental, moral, social, and physical needs of the adolescent (44:521).

Particularly under present economic conditions is guidance essential to our schools. A. J. Stoddard voices the truth in this regard:

Waste and extravagance are patent when applied to material things and processes that produce them. But probably the greatest economic loss suffered both by the individual and by society comes from misguided or unguided human energy (83:104).

These needs for counsel and guidance are not intended to be complete. Sufficient needs have been presented, however, to show the importance of developing a scientific technique of counseling and guidance as a means of reducing waste and of rendering an efficient type of service to the individual.

Is the need for vocational guidance any the less urgent in the Catholic high school? Not in the least. H. D. Kitson (64:765) answers this question in the affirmative thus:

I should remark also that this work has a vital place in the program of private and parochial schools, as is indicated by the following statement in an editorial in a leading Catholic paper:

"Many loyal and patient parents look forward to the day when some local Catholic educational institutions or some lay society will set up agencies for giving vocational advice to our parochial, high, and college students, and young people beginning in the world."

Successful living is the result largely of finding the right work in life and the discovery of talents and aptitudes is a project of the Catholic school as well as of the secular school. In fact, in the words of the Reverend John M. Wolfe, vocational counsel and many of its extensions are a part of the religious calling, "because through them and the right adjustments that they effect, God's children may be led to their final adjustments to their Creator, which is their ultimate purpose and supreme vocation." (86:392).

B. Guidance Defined

Guidance is the art of leading or directing through counsel or advice. The original concept of vocational guidance was that of activity in aiding the individual to choose a vocation; it was soon extended to include aid in the choice of educational opportunities; but more recently the terms "health guidance," "civic guidance," "moral guidance," "personal guidance," and "recreational guidance" have been freely used. Truly one may ask, "What is guidance?" with this array of terms before him. The National Vocational Guidance Association, in convention assembled, in 1924, adopted this definition:

Vocational guidance is the giving of information, experience, and advice in regard to choosing an occupation, preparing for it, and progressing in it (8:46).

In the earlier days of the guidance movement the vocational aim was stressed, together with the work of the placement bureaus, but a broader conception of guidance is now current in the minds of persons interested in this phase of educational activity. According to the definition framed by the White House Conference on Child Health and Protection, through the Subcommittee on Guidance, vocational guidance "is the process of assisting the individual to choose an occupation, to prepare for it, enter upon and progress in it." (29:4). Brewer gives the following working definition of guidance:

Vocational guidance is a systematic effort, based on knowledge of the occupations and on acquaintance with and study of the individual, to inform, advise, or cooperate with him in choosing, preparing for, entering upon, or making progress in his occupation (5:228).

Arthur J. Jones ably defines guidance as any help that is given to an individual that will enable him to make an intelligent choice at the time of a crisis in his life. The help, to be guidance, must be more or less in the nature of conscious personal assistance (15:28).

One additional comprehensive definition might be cited, Davis (9:18).

From the vocational point of view, guidance means the gradual unfolding of the pupil's better understanding of himself; the opening of his eyes to a broad field of opportunity in the world; a selection of and preparation for his own best

field of service as a social being. From the moral standpoint, guidance means the pupil's better understanding of his own character; an awakening of the moral consciousness that will lead him to emulate the character of the good and great who have gone before; a conception of himself as a social being in some future occupation, and from this viewpoint, "the appreciation of his duty and obligation toward his business associates, toward his neighbors, and toward the law."

Preparation for an occupation involves decisions in the choice of studies, choice of curricula, and even a choice of schools, and it therefore becomes evident that vocational guidance cannot be separated from educational guidance. Ellwood P. Cubberley, (40:vii) in the editor's introduction to W. M. Proctor's "Educational and Vocational Guidance," says:

We have come to a clear consciousness that the proper guidance of the young is a far larger undertaking than merely directing them into suitable occupations at the close of their school career; instead, it involves their proper educational guidance for a long period preceding their entry into vocation.... As the new work has developed, the educational guidance aspect has been seen to be of far more importance than that of vocational placement.

Vocational guidance and vocational education are linked together in many minds, and consequently, a distinction must be made. Vocational education is the giving of training to persons who desire to work in a specific occupation. Vocational guidance offers information and assistance which leads to the choice of an occupation and the training which precedes it. It does not give such training. The preparation for many occupations must be made in the

secondary school, and therefore, vocational guidance is concerned with pupils in the academic courses in high school as well as with pupils in the trade or commercial courses, which latter have been known as vocational training in the past.

The best guidance is usually given long before the time for a choice arrives. Under it the pupil gradually accumulates facts and experiences which will enable him to decide wisely when the time for a choice comes. Seen in this light, guidance is really a fundamental and essential phase of education, and all education carries guidance within it.

Very early in life does the guidance function lay hold on the pupil. As soon as the child crosses the threshold of the classroom, the school should become vitally concerned in him as an individual. Should the child not conform to school regulations, the teacher will study the case to find the cause of delinquency. In this manner an intelligent adjustment is brought about, by placing the proper means at his disposal. This is guidance. Guidance is an essential and fundamental aspect of education, not the whole of the educational process; it is not vocational, educational, moral, health, and social adjustments; it is, in the words of the Reverend K. Hennrich, O.M.Cap., "the adjustment of the individual to these relationships." (51:296). These various relationships, and the adjustment to them, lead to the differentiation in the types of guidance, but a sharp line of demarcation cannot always be drawn between the types.

There are as many forms of guidance as there are types of life situations, says the same writer. Our Catholic high schools possess the opportunity of offering a type of guidance to their pupils that is far superior to that offered in any other system of education. The highest ideals, motives, and means are at the disposal of the teachers in Catholic high schools for bringing about a pupil adjustment that is as nearly perfect as human perfection can be attained.

1. Kinds of Guidance

C. W. Hall, describing the guidance program of a six-year high school says:

At the present time our guidance activities follow four main lines,--health, moral and social, vocational, and educational. This differentiation is made for administrative convenience, but in practice the overlapping is considerable (50:354).

Jones, in "Principles of Guidance," lists six types of guidance: Vocational guidance; Course, Curriculum, and School guidance; Leisure time, Avocational, or Cultural guidance; and Leadership guidance (15:29,30). Of these six forms, Vocational guidance and Course, Curriculum, and School guidance, are most commonly met with in our schools.

The Unit Curricula Committee of the North Central Association has proposed the following objectives for secondary school curricula: Health; Leisure; Vocations; Social Activities. Although these objectives differ in number from the seven cardinal objectives of the United States Department of Education they are very similar in character. Both in-

clude health; both recognize the desirability of teaching the student to make worthy use of his leisure time; both recognize the need of vocational training. These objectives in education give rise to the several types of guidance.

In his Encyclical on "The Christian Education of Youth," our present Supreme Pontiff shows the importance of caring for all the needs of the child. He states: "Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, domestic and social," and into these types guidance may be resolved. The Leadership guidance mentioned by Jones, (15:29) is also implied in these words of the Supreme Pontiff: "You must train auxiliary soldiers of the Church," and his words are insistent: "It is your chief duty to seek diligently, to select prudently, and to train fittingly." (79:21).

2. Functions of Guidance

Four underlying principles govern all vocational guidance activities--the recognition of individual differences; an appreciation of the complexity of modern occupational life; the acknowledgment of the right of the individual to make his own choices; and the realization that the adjustment of an individual to his occupation is an ever-changing situation. The practice of Vocational Guidance resolves itself into seven specialized activities:

- 1) Study of the Individual
- 2) Study of the Occupation
- 3) Counseling

- 4) Placement
- 5) Employment certification
- 6) Follow-up
- 7) Research (81:227).

The following outline of guidance functions groups the activities about three important heads and illustrates the task undertaken by the guidance bureau of some large public school systems:

- I. Personnel research. (The adjustment of the worker in his work)
 - 1. Continuous records of attendance, health, achievement, interests, personal data.
 - 2. Records of periodic surveys of intelligence, educational tests, aptitudes, prospects.
 - 3. Studies of pupil adjustment in classification, and choices of electives.
 - 4. Studies in articulation and pupil turnover.
 - 5. Basic data for construction of the school program.
 - 6. Studies for a re-definition of school and curricular objectives.
 - 7. Psychological and psychiatric examination (Provided the services of a trained worker are available).
 - 8. Records, pamphlets, and catalogues of schools for further education.

- II. Counseling. Such work includes interviews about--
 - 1. Leaving school to enter employment (interview with pupil and parent--employment service and issue of work certificate).
 - 2. Checking unwise choices of electives.
 - 3. Special problems of health, absence, failure, transfer, social adjustment.
 - 4. Home visits and conferences with parent.
 - 5. Educational and vocational plans.
 - 6. Periodic check-up on educational progress.
 - 7. Possible changes in the school curriculum and program which concern teachers, department heads, and the principal.
 - 8. Follow-up reports of graduates and of employed pupils in evening or continuation schools.

III. Orientation. Such work should include teaching--

1. How to study, how to budget one's time, how to succeed in school, how to take examinations.
2. How to use the guidance library.
3. How to choose electives, colleges, other educational opportunities, vocational education.
4. Vocational opportunities, the study of occupations, local employments, apprenticeship, evening schools.
5. How to meet problems of personal and social relations, student legislature or forum, case-conferences, student council, school civic problems, etc. (82:54).

3. Aims of Guidance

The Vocational Guidance Bulletin, for use in the Pittsburgh Public School System, and published by the Board of Education of that city in 1922, gives a precise statement of the aims and functions of guidance in public education. These same aims have been made those of the Catholic high school for girls in Sacred Heart parish, Pittsburgh, in its guidance program, to the extent that even the forms and blanks used by the public system are used. The aims of the Pittsburgh Public School System are given verbatim, at least in the five fundamental functions:

- I. Exploration of abilities--this is discovery of interests, aptitudes, and capacities of school children.
A knowledge of the use and interpretation of the results of the various types of tests is involved in this first aim.
- II. Adjustment of school tasks to the needs and abilities of children.
This involves a knowledge of curriculum-making; of the principles of ability-grouping; and of a wide range of educational opportunities.
- III. Cultural guidance or the direction of school activities and courses with a view to promoting symmetrical growth and development.

This aim involves the cultivation of social-civic habits; of adequate physical development and correct health habits; a stimulation of aesthetic and recreational interests and pursuits; and the utilization of all available agencies for character-building.

- IV. Vocational guidance, or the giving of counsel and advice relative to the selection of, training for, and entering upon a life career.
This aim involves the imparting of vocational information; the securing of necessary training through a proper sequence of subjects, curricula, and schools; giving assistance in securing suitable employment when training is completed; and the following-up of individuals trained and placed.
- V. Organization of agencies necessary to carry out an adequate guidance program.
This is in reality an administrative function and it involves the appointment and training of counselors; the securing of interest on the part of classroom teachers in the technique of guidance; and the development of a department of research and guidance (75:34-57).

The City of Chicago has not published so concise a set of aims but it has a Vocational and Educational Guidance Bureau, functioning under a Director of Vocational Guidance (89:1-6). The activities of this Bureau include: Counseling; collection and dissemination of occupational and educational information; placement; and certification of 14 to 16 year-old children. There are advisers assigned to the fourteen Junior High Schools, and they are charged with giving educational guidance, imparting occupational information, the adjustment of individual problems, and the prevention of early elimination.

Advisers have also been assigned to twelve of the twenty-four Senior High Schools. Their first important duty

is meeting the freshmen in groups and individually. A record card is begun for each freshman interviewed, giving his future plans, his interests, vocational tendencies, and something of his home background. This will be a basis for future counseling. The advisers see all pupils who leave school and use every measure to keep the pupil in school, if that seems the best thing for the individual.

Those pupils who are failing in several subjects are referred to the advisers for diagnosis and special treatment. They see the pupils who seem to be in the wrong course and make special adjustments, if necessary; they talk to the graduates in groups and individually, regarding further educational plans, college entrance requirements, opportunities ahead and the possibilities of placement. The advisers work with the Occupations, Social Studies and English teachers in disseminating occupational information; They plan vocational conferences and assemblies, inviting outside speakers to present opportunities in industry, business and the professions; they sponsor clubs which have vocational interest; they work with all the teachers and departments in the schools, and with agencies outside the schools in the effort to make the best possible adjustment for the pupil in school and in the field of occupations.

Since 1922 the Vocational Guidance Bureau has been carrying on a definite campaign to impress the children about to graduate from the eighth grade with the need of

planning their education and selecting a high school course with some aim in view.

A special adviser for the handicapped works for the adjustment in school or at work of children who are physically or mentally handicapped.

4. Scope

It is presumed that guidance functions for all the pupils of a school, not merely for those who are problems of discipline or failure. The Reverend E. Lawrence O'Connell says, "It is just as important to deal with the child of ten talents as it is to spend time with the child of one talent." (73:342). Such individual attention, however, requires at least one individual interview each term with a skilled counselor. Charles W. Boardman, (33:508) stresses guidance for all pupils, saying:

There should be no choices of subjects in the curriculum without a) Adequate preparation through group guidance in order that each individual may understand the values that he may or may not expect to receive from such a study.... and b) An individual check-up in each choice by a trained counselor in an individual interview in order to make sure of the wisdom of the investment in time and money.

Franklin Bobbitt believes the school should deal with every normal child and youth on the theory that, when adulthood is reached, he must earn his living (4:63). Anne S. Davis, Director of the Vocational Guidance Bureau, Chicago, describing the White House Conference, makes the scope of vocational guidance country-wide. She says:

This entire nation needs to be so awakened to the importance of Vocational Guidance to the individual, to industry, to Society, that it cannot fail to see that every child in every school in the country is assisted toward the best possible adjustment in school and at work (41:323).

5. Personnel

To carry out the guidance program effectively, every member of the faculty must have a definite responsibility. Each teacher must be a guidance teacher. Each teacher must believe that education, after all, is guidance. The young people of today are sure to discuss the real problems of life with some one, and there is no other group with which such discussions can be as safely entrusted as with our high school teachers. The subject teacher must arouse interests related to the subject; stress the occupational implications of the subject; arrange try-out projects; and meet individual difficulties and needs. The home-room teacher must take a friendly interest in each pupil and make the school a home rather than a factory. W. C. Reavis, in "Guidance Programs in Secondary Schools," (76:500) makes the teacher an indispensable guidance officer.

He (the teacher) should sense the symptoms of maladjustment...in the incipient stages...contribute to the diagnosis of the causes of maladjustment, and assist in the application of the corrective or remedial measures advised.

The classroom teacher will also give specific guidance in the pursuit of intellectual interests, in the development of proper habits of study, and in the development of the proper conception of the processes of education, as well as the

opportunities for education provided through the school, but the homeroom teacher is the key to the entire situation, as "effective guidance of any sort depends upon the sympathy, the interest, the intelligence, and the training of the homeroom teachers." (50:354).

Frank N. Freeman also voices the sentiment for cooperation among the faculty. He says:

He (the child) should see the process of education both as general preparation for taking his share in the general undertakings of citizens and in performing his part by becoming a worker in one of the specialized vocations of the world (46:512).

However, neither the subject teacher nor the homeroom teacher has continuous contacts with the same pupils for several years. Here is clearly the place of the counselor. The school counselor is also charged with the task of organizing the educational and vocational guidance of the school.

C. Growth of the Guidance Movement

The essence of guidance is not new. In the religious sense, counseling or guidance, is as old as the Church herself, for from the very beginning the Church has always advised, guided, and directed her children in their religious and moral lives, and, likewise, has helped to guide them into ennobling life careers. Many a one was guided to the right educational opportunities, while many a one was warned against entering an overcrowded profession or a vanishing occupation. However, in the older schools, helping a pupil

to choose a vocation was not a separate course. True teaching is, in reality, guidance, even in these days of specialization. W. T. Melchior aptly says: (69:173)

Teachers in service during these days of stress and strife can, by an enriched and improved method, make of their classroom at least one place in which there is happiness, composure, and lack of nervous tension. In this atmosphere, vocational choices unconsciously will be developed.

Furthermore, the same writer concludes, rather startlingly, that every boy and girl who has been given a foursquare education, physical, mental, social, and spiritual, has been helped to choose a vocation (69:171).

Susan J. Ginn, speaking on "Vocational Guidance in the High Schools of Tomorrow," says: "Guidance--yes, vocational guidance--is as old as the schools themselves."

(49:483). Helen M. Ganey also tells us that "Vocational Guidance is a heritage coming down the ages through the channels of the Catholic Church." (48:315). As a final statement to testify to the age of vocational training and guidance, we may go back to the period of the Renaissance, a great period of productivity in educational literature. There we find the eminent Cardinal Silvio Antoniani, whose works have proved a source of inspiration to our present Pontiff in his scholarly Encyclical on the Christian education of youth, distinguishing in the matter of education for boys and girls. The eminent Cardinal holds that girls should be taught reading and writing, as well as the elements of arithmetic, but they should not be instructed in

letters to the same extent as boys. For these latter, he favors, "vocational training, for in his wide range of subjects he discusses preparing the boy for the mechanical arts, for business, for military life, for law, medicine, and the clerical state." (68:333).

1. Beginnings

Guidance with a scientific background, that is, systematized guidance administered by counselors who have the necessary qualifications, dates back to 1908. The first work in vocational guidance was done by Dr. Frank Parsons. It was not connected with the school system as Dr. Parsons was in charge of the Vocational Bureau of the Civic Service Home in Boston. School systems were slow to adopt the function which was cast upon them by the inability of the home to render the aid which was needed. However, the school has more complete and reliable information on the qualities and characteristics of the youth of the community than any other agency. It is also in a better position to obtain the needed information; for example, scholarship and health records, intelligence ratings, social and moral qualities possessed by pupils. The school also has the organization required to gather the necessary information about occupations. It is as truly educational service to help the youth to gather reliable information upon which to base his choice of an occupation, as is teaching him history or mathematics. Besides, more and more responsibility for the welfare of children has

been placed on the school by the public; health inspection, for example; physical education; and still more recently, vocational education.

Gradually has guidance taken firm hold in the city school systems, so that there is today scarcely a school system in our fast-growing cities that has not inaugurated at least some form of guidance program. The January, 1916, bulletin of the National Vocational Guidance Association printed a list of more than one hundred fifty high schools which claim to have made beginnings, but so far as is known there is no system where an ideal program of guidance in all its phases is being carried out.

2. History of Catholic Guidance Movement

In studying the growth of the Vocational Guidance movement in Catholic educational circles, the Proceedings of the National Catholic Educational Association served as a basis. As early as 1905 papers were read before this Association and discussions were held on the topic. Needless to say, the term "vocation" was first limited to the priesthood. Some members of the Association soon became sympathetic to the idea "of giving children in school training for special occupations in life along with the general preparation required for successful living." (78:412). Commercial education was most probably the first form of occupational training. Later, there were warnings against certain forms of vocational training, the earliest form of "vocational"

guidance. As early as 1913, a questionnaire was sent to some Catholic educators, dealing with the advisability of introducing vocational guidance into the parish schools. The answers produced were favorable to such a plan (78:414). Industrial training was generally understood by the term "vocational guidance" and there was a strong sentiment against this work for the school. In 1919, the Reverend Doctor O'Grady, of the Catholic University, stressed several aspects of vocational guidance, the health aspect and the cultural possibilities of the various vocations. Doctor O'Grady advocated that Catholic dioceses inaugurate a bureau of Vocational Advisement. In 1924, vocational guidance in the grade school was sharply criticized by the Reverend Brother Joseph Matthew, F.S.C. He said:

The aim of vocational guidance is not to choose a vocation for the child or to place him in a walk of life, but to study what he is best fitted for by inclination and possibility, and to open a way for him to reach his highest efficiency. Two things minister directly to this end, that of occupational information and mental measurements. It is obvious that a knowledge of the occupations of the community is the natural starting point for effective counsel (78:415).

More recently, in 1930, the Reverend Doctor Carroll, of Pittsburgh, in a lengthy paper, described the successful program of guidance in the high school at Sacred Heart parish in his city. During the following year, a Catholic Vocational Counsel Conference was formed, and this Conference was affiliated with the Secondary-School Department of the National Catholic Educational Association. This Conference

is not concerned with vocational guidance as such, but only with the general question of guidance or counsel both educational and vocational. The formation of the National Catholic Guidance Conference has helped greatly to focus the attention of Catholic educators on the problem of guidance.

In the summer of 1931, the Catholic Vocational-Counsel Conference had its own sectional meetings, at which numerous papers were presented and pertinent discussions were held. A lengthy bibliography of books in the field of vocational guidance and vocational tests was submitted. Another step forward was the establishing of a Vocational-Counsel Section in the office of the Archdiocesan Superintendent of Schools at Milwaukee. As yet, the counselors in the Milwaukee system have not received special training, but one or two teachers from each school will receive an opportunity for special work along these lines.

It is evident, of course, that vocational guidance and counseling in the Catholic sense is a far different thing from that pursued in non-Catholic school systems. Ellamay Horan, in a discussion before the Vocational-Counsel Conference in June, 1931, gives this opinion:

There is a definite economic question present when one advocates a full program of vocational guidance for Catholic schools. However, there are phases of vocational-guidance work that may be incorporated into the Catholic-school system without additional expense. These phases of the work represent an obligation that ought to be assumed immediately if the Catholic schools of the country, elementary, high school, and college recognize

individual responsibility to prepare pupils and students for life and to send them forth that they may assume a position in the world, capable of earning a livelihood and living out the Catholic ideal (78:425).

At the summer meeting of the Catholic Vocational-Counsel Conference in 1932, topics such as, The Place of Vocational Guidance in the Guidance Program; The Scope of the Guidance Program in High School; Testing Material on the Elementary and High School Levels; and The Training of Counselors, were discussed at some length. A strong sentiment for vocational guidance was manifest. The National Catholic Educational Association Bulletin of May, 1933, which announced the preliminary program of the annual meeting of the Association, scheduled for June 26-29, 1933, names some of the Vocational Guidance subjects to be treated; namely, The Training of Catholic Teachers in Vocational Guidance; Guidance and Placement Bureaus; Guidance and the Gifted Child. In the informal Round-Table discussions leading topics will be, Guidance in the Archdiocese of Milwaukee and in the Diocese of Pittsburgh. Both these school systems are at work earnestly applying the principles of guidance in their well-attended secondary schools for girls. Chapter II of this thesis mentions the efforts and success of Catholic schools in the guidance field, in the findings of the White House Conference on Child Health.

Such is the status of the guidance movement in Catholic educational circles today. In so far as separate

schools are concerned, individual guidance is stressed and many schools practice one or more distinct phases of guidance activity but there are no schools having an organized, systematic program.

3. Guidance Practice in Public School Systems

As has been said previously, there is no public school system having a guidance program complete in all phases, but there are five types of programs in practice, according to W. C. Reavis (76:500):

1) Programs carried on through regular administrative officers in individual schools; 2) Programs carried on in individual schools by homeroom advisers; 3) Programs carried on by special counselors in individual groups; 4) Programs carried on by bureaus or departments of guidance; and 5) Composite programs, which combine the features of the previous programs into a unified guidance program.

William J. Cooper, former U. S. Commissioner of Education, writing in the New York Times of June 19, 1932, lists practically the same five types.

A special phase of the National Survey of Secondary Education, conducted by the Office of Education of the Department of the Interior, deals with guidance. The examination of various guidance programs revealed four outstanding types:

1) Centralized bureaus of guidance for secondary schools in city systems, represented in the study by Boston, Chicago, and Cincinnati;

2) City school systems with a central guidance organization but with the individual secondary school considered the unit in the program, represented by Providence and Milwaukee;

3) Centralized bureaus or departments in the individual secondary schools, represented by the Milwaukee Vocational School and the Township High

School and Junior College, LaSalle, Illinois;

4) Central guidance organizations in individual secondary schools which utilize regular officers and teachers as guidance functionaries, represented by the Joliet Township High School and Junior College, the Thornton Township High School, and the New Trier Township High School, all located in Illinois (72:34).

The work in vocational guidance in Boston is well organized, in fact, as well as in any of our American cities, as the survey of schools for the Finance Committee of Boston in 1916 shows. The vocational office aims to be an aid to the appointed counselors in each school, who really do the actual advising. Three main kinds of work are done in the central office; the investigating of occupations; the giving of counsel to such students and working children as call at the office; and aiding in the placement of high school students and graduates.

The Grand Rapids plan, like that of Boston, seems still to be in process of growth. It becomes more and more evident that vocational guidance can become a satisfactory system of procedure in a city only after it has been developed out of the knowledge, experiences, and interests of the individual teachers. Up to the present time no large city has succeeded in spreading the interest widely enough and in securing adequate funds to bring about what could be called a complete, city-wide plan of vocational guidance. Boston and Grand Rapids have gone further than any other cities. In New York City, investigations, conferences with graduating pupils, pamphlets, and provision for placement have been the

chief kinds of work. So far, New York City has no central bureau and most of the work has been carried on by voluntary committees, at the individual schools (72:34).

D. Reasons and Need for the Present Study

The earlier routine of dispatching all pupils who did not intend to enter college into a commercial school, or the preparing of pupils for entrance into Normal schools to swell the numbers of those in the teaching profession, already overcrowded, proves most unsatisfactory in these days of compulsory education. This practice has been eliminated somewhat by the addition of one or more vocational subjects to our curriculum. The expansion of the educational program, therefore, has wisely provided an outlet for much youthful energy and talent, but sufficient vocational subjects cannot be added to satisfy the inclinations of all pupils. Consequently, some vocations must be studied about.

A desire to learn what is being done in this field by other schools, so as to conform to these standards in the school in which the writer is at work, was the impetus to the task undertaken in the present study. In order to obtain detailed information on a question of this type, it would be necessary to have a personal acquaintance with every school, its faculty, and its functionings. This clearly impossible task is by no means attempted in this study, but the answer is sought by means far different and far less effective than personal contact. The interview supplemented

the questionnaire, and in many instances, the telephone was the medium used. Judging from the small number of returns, the greater proportion of school officials prefer telling rather than writing what is being done in their respective schools. Withal the returns have proved enlightening and the data are presented in the hope that they may be useful to others, and that, perhaps, some definite, more or less uniform mode of procedure in the field of vocational guidance for our Catholic high schools for girls may be evolved. It is the purpose of this thesis, then, to describe the extent and character of guidance activities carried on today in four-year Catholic high schools for girls.

E. Statement of the Problem

The main problem is the study of current practice in Vocational Guidance for girls in Catholic four-year high schools and more specifically it is the purpose of this investigation to study the following: 1) Does Vocational Guidance really function in the Catholic High School? 2) What are the practices today in the field of guidance? 3) Are any courses in guidance given? 4) Is credit allowed for such courses? 5) Have any schools worked out definite guidance programs? 6) Are trained counselors at work? 7) What use is made of tests? 8) What is done for students who drop out? 9) Are pupils placed in part-time employment?

These questions and numerous similar ones arise in the minds of those in charge of Catholic Secondary schools.

Where to secure definite information on them is not known, however, as published material concerning our Catholic institutions is extremely scarce, if not wholly unobtainable.

CHAPTER II

SURVEY OF PERTINENT LITERATURE

A. White House Conference Subcommittee Study

A number of studies made within the last eight years are briefly mentioned in this Chapter. This list is by no means comprehensive, as neither time nor space would permit of an exhaustive list of the research done in this field. The study by the White House Conference on Child Welfare and that of Edgerton and Herr are nation-wide and basic information from both studies has been of valuable assistance to the writer in the present study.

Probably the most recent study in vocational guidance is that made in 1932 by the Subcommittee on Vocational Guidance, of the White House Conference on Child Health and Protection, M. Edith Campbell, Chairman. Questionnaires were sent to four groups: 1) superintendents of public and parochial schools; 2) social agencies; 3) employment agencies; and 4) state departments of labor. Two hundred eighty-eight school superintendents were reached by the questionnaire, in as many cities, representing every State in the union and the District of Columbia. The cities selected had a population of from twenty-five thousand to one hundred thousand and more, except six cities, which had less than twenty-five thousand inhabitants. These were included for the reason that they were the largest cities in their respective States. One hundred sixty-nine replies were received.

The Subcommittee names the following activities for a guidance program:

- 1) Study of the individual; particularly by means of the cumulative school record.
- 2) Study of the occupation.
- 3) Counseling: group and individual.
- 4) Placement: employment certification.
- 5) Follow-up.
- 6) Research.

In its Report, the Subcommittee makes recommendation for each phase of guidance activity, stressing particularly counselors, their duties, training, experience, and personal qualifications. A national clearing house for occupational information is also recommended. The report contains a comprehensive bibliography for all phases of guidance activities, together with a bibliography of occupational pamphlets.

In the findings, the following resume of Catholic parochial school guidance activities will prove enlightening:

Parochial high schools under Catholic auspices are beginning to provide vocational guidance for their pupils. Fifteen of the replies from letters sent to seventy-two superintendents of parochial school districts indicated that the schools were carrying on one or more vocational guidance activities. Three localities reported discussion of occupations in regular classes; four said they published studies of occupations for use in the schools; twelve reported group conferences to discuss occupations or occupational choices; eleven recorded organized plans whereby pupils have individual conferences with a vocational counselor; two have an organized employment service, and nine have organized plans for giving scholarships to pupils. The Callahan High School of Philadelphia states: "Our program parallels closely in objectives and organization that of the Pennsylvania State Advisory Committee. This school cooperates with the Junior Employment Department of the city's Compulsory Attendance Bureau." (29:281,82).

The Findings further report that the Milwaukee Catholic High School Survey says on vocational guidance: "Every high school should have at least one member of the faculty specially prepared for the work who will act as a vocational adviser to the students. Such an adviser must be well-informed regarding the opportunities which the city offers in the respective occupations and must know the qualifications required of those who plan to take up these vocations." (29:281,82).

B. Edgerton and Herr Study

Another study of importance, made some years earlier, (1924), by A. H. Edgerton and L. A. Herr, includes one hundred forty-three cities. Six hundred thirty-five secondary schools, of which two hundred fifty-six were high schools and three hundred seventy-nine junior high schools, were surveyed. All the cities reported various attempts to provide organized educational and vocational guidance programs in their respective school systems.

The following guidance activities were given:

- 1) Collecting occupational information and making it available to pupils.
- 2) Interviewing pupils, parents, and others concerned.
- 3) Contributing to curriculum-building and adjusting pupils to meet occupational needs and interests.
- 4) Recording results of school performance and measurements.
- 5) Acquainting the pupil with educational problems.

The investigation stressed the fact that school counselors for each instructional level should be made sufficiently free from classroom teaching, routine tasks, and disciplinary problems to assume direct responsibility for assisting pupils by means of these important guidance func-

- 32 -

tions. As might be expected, the size of the city was usually an important factor in determining the adequacy of provisions for vocational advisement and organized occupational service, especially in those communities which are 15,000 or less in population. In the most progressive of the secondary schools investigated, either full-time or part-time counselors have been definitely charged with the two-fold responsibility, (a) of aiding individual pupils in choosing educational and vocational advantages, and (b) of imparting worthwhile knowledge of occupational opportunities and employment requirements.

A. H. Edgerton concludes as follows:

All the success of the guidance program has depended not only upon the qualifications and the experience of those directly responsible for educational and vocational counseling, but also upon the adequacy of the provisions for collecting, interpreting, and using needed occupational data, relating to industrial, commercial, agricultural, household, or professional callings (20:4).

The Twenty-Third Yearbook of the National Society for the Study of Education, Part II, gives a lengthy description of this investigation and presents, in addition, the guidance activities of six large cities of the United States: Boston, Atlanta, Chicago, Detroit, New York, and Pittsburgh, together with current practice in guidance in four smaller cities, Gary, Indiana; Jackson, Michigan; Lincoln, Nebraska; and St. Cloud, Minnesota.

C. Analagous Studies in Public Systems

The field of education offers numerous opportunities for research and the presentation of statistics, particularly in the realm of educational and vocational guidance, owing, perhaps, to its comparatively short history and the newness of its practices. Numerous studies have been made in the last decade, largely the work of graduate students in the universities throughout the country. They show much thought and earnest labor. As would be expected, the studies are regional, and as far as has been ascertained, with few exceptions, they are based on the schools in the public systems.

In 1930, Edgar H. Coberly, Ohio University, made a study of educational and vocational guidance in the Senior High Schools of West Virginia. The questionnaire method was used.

In the same year, Harriet Wood and Ann Pruitt, Richmond University, completed a study entitled, "Guidance at Work in the Schools at Craven County, N. C." Miss Pruitt began and directed an intensive program, as a demonstration in the seventh-grade elementary school and the four-year high school located at Vanceboro, N. C. Miss Wood, acting as county counselor, worked directly from the county superintendent's office and traveled about with him, interpreting the guidance movement further to principals and teachers, promoting the installation of suitable records and the study of them, inquiring into the occupational possibilities offered

by the county, helping to select the prospective school counselors to take over guidance programs later in each school--as far as possible, counseling individual girls and boys presented by their teachers, and in general assisting in laying safe foundations.

An interesting feature of the situation is that, beginning with that year, 1930, the contracts with teachers and principals carry a clause making necessary the acceptance of guidance and cooperation in the guidance program. But it is more interesting still that the clause is hardly needed at all, except for new recruits to the school service there.

In 1930 also, James G. Akright, Stanford University, wrote on the administration of educational and vocational guidance in the Everett High School. In 1928-29, J. Warren Smith, in a study, "Current Practices in Educational and Vocational Guidance in North Carolina," shows the scope and nature of educational and vocational guidance in the AA-1 and A-1 high schools of North Carolina. The scope of each of these studies is small, comparatively, ranging from the territory of one State down to a single school.

Mrs. Fern Miller, of Colorado State Teachers' College, in 1931, wrote on "Vocational Guidance in Public High Schools." This study covers a much greater area and it was undertaken in an effort to determine the present status of vocational guidance in representative schools in order to form a judgment on desirable types of organization.

D. Studies in Catholic Systems

In a master's thesis for the Catholic University of America, 1929, entitled, "The Child and the Job," Catherine C. Mangan made a study of the vocational histories of fifty grammar school graduates during ten years following graduation, to determine the relation of school training to their industrial adjustments.

Another study in guidance in Catholic schools is that of Dr. Maurice S. Sheehy, "Problems of Student Guidance," made in 1929, as a doctor's thesis for the Catholic University of America. It presents a study of the methods of thirty Catholic colleges in treating problems of student guidance, and also embodies an attempt to construct an ideal program. It is a comprehensive study of what is being done in Catholic colleges, not only in educational and vocational guidance but in other forms of guidance as well. Some of the chapter titles reveal the scope of the book: The Problem of a Plan of Life, Guidance of Students through Students, Health Service in Catholic Colleges. There is a bibliography at the end of each chapter and while it has the Catholic viewpoint, it contains much material useful for all colleges.

In a master's thesis for Loyola University, Chicago, 1933, Sister Mary Agatha presents a study, the aim of which is "to present in a concise manner a report.... of the outstanding features of the nurture and education provided for the inmates of the Catholic Institutions for dependent

children in the Archdiocese of Chicago with special emphasis upon the facilities for vocational training."

There are eight such institutions in the Archdiocese and until the present time no general information as to the nature and content of vocational training in them has been available. The author gives a brief history of each institution, a concise description of it, and reports on the finances, administration, and the educational program of each.

As the author of this thesis says, no one has realized the value, both monetary and educationally of these institutions. The facts reported show that a vast amount is saved the State by having these Catholic institutions carry on the work they are doing and a still greater proportion of good is accomplished by means of the thoroughly religious training which is given.

The findings of all these studies show a greater or smaller number of guidance activities, but in all schools, more stress is laid on individual counseling than to any other activity in the guidance program.

CHAPTER III

THE METHOD OF PROCEDURE

A. Geographical Scope

In order to obtain the data in this study the questionnaire method, supplemented by the interview, was used. The region covered is that of the North Central group of States, including Minnesota, Wisconsin, Michigan, Ohio, Indiana, Illinois, Iowa, Missouri, and Kentucky. This group of States was chosen for their geographical similarity and, consequently, their likeness in occupational and professional life. This, it seems, would require similar educational preparation and training.

Since this study pertains to Catholic High Schools, the territory included will be described in terms of Catholicity. Six church provinces are covered, as follows;

- 1) The province of Illinois, which includes the state of Illinois, divided into the archdiocese of Chicago, and the dioceses of Belleville, Peoria, Rockford, and Springfield.
- 2) The province of Cincinnati, which includes the states of Ohio, Indiana, Kentucky, and Lower Michigan, divided into the archdiocese of Cincinnati, and the dioceses of Cleveland, Toledo, Columbus, Fort Wayne, Indianapolis, Covington, Louisville, Detroit, and Grand Rapids.
- 3) The province of Dubuque, which includes the state of Iowa, divided into the archdiocese of Dubuque, and the dioceses of Davenport, Sioux City, and Des Moines.
- 4) The province of Milwaukee, which includes the state of Wisconsin and Northern Michigan, divided into the archdiocese of Milwaukee, and the dioceses of Green Bay, La Crosse, Superior, Marquette, and Sault Ste. Marie.

5) The province of St. Louis, which includes the states of Missouri and Kansas, and is divided into the archdiocese of St. Louis and the dioceses of Kansas City, Missouri, and St. Joseph.

6) The province of St. Paul, which includes the state of Minnesota and is divided into the archdiocese of St. Paul, and the dioceses of Duluth, Crookston, St. Cloud, and Winona.

The provinces of Cincinnati, Dubuque, St. Louis, and St. Paul, cover a larger territory and comprise a greater number of dioceses than are named here, but the area of the present study lies within the dioceses mentioned.

Table I shows the distribution of high schools replying by size of enrollment in the several provinces. For example, in the province of Chicago, two schools reported, having a registration of less than one hundred; eleven with a registration between 100 and 299; three with a registration between 300 and 499; four with a registration between 500 and 899; and two schools with a registration of more than 900, making a total of twenty-two schools reporting in the province of Chicago. The province of St. Louis had fewest questionnaire returns.

Table II shows the distribution of high schools replying by size of enrollment in the respective archdioceses and dioceses. This distribution is more definite since the areas covered are smaller. It is of interest to note that the greater number of our Catholic high schools for girls have a registration from 100 to 299. Of the total number of

TABLE I

DISTRIBUTION BY SIZE OF ENROLLMENT
AND
CHURCH PROVINCE OF THE HIGH SCHOOLS REPRESENTED

Church Province	ENROLLMENT						Totals
	1 - 99	100 - 299	300 - 499	500 - 899	900 - 1100	Not Given	
Chicago	2	11	3	4	2	0	22
Cincinnati	4	18	2	3	1	6	34
Dubuque	3	4	0	0	0	1	8
Milwaukee	2	3	2	0	0	1	8
St. Louis	0	5	0	0	0	0	5
St. Paul	1	5	1	0	0	0	7
Totals	12	46	8	7	3	8	84

- 40 -
TABLE II

DISTRIBUTION BY SIZE AND DIOCESE
OF THE
HIGH SCHOOLS REPRESENTED

Location	ENROLLMENT						Total
	1 - 99	100 - 299	300 - 499	500 - 899	900 - 1100	Not Given	
Archdiocese:							
Chicago	2	7	3	4	2		18
Cincinnati	1		1	1			3
Dubuque		3					3
Milwaukee		2	2				4
St. Louis		3					3
St. Paul		3					3
Diocese:							
Belleville		1					1
Cleveland	2	2		1			5
Covington		3					3
Crookston	1						1
Davenport	1	1					2
Detroit		4				3	7
Duluth		1					1
Ft. Wayne		3	1				4
Grand Rapids	1			1		3	5
Green Bay	1						1
Indianapolis		3					3
Kansas City		2					2
La Crosse	1	1					2
Louisville		2					2
Marquette						1	1
Rockford		1					1
St. Cloud			1				1
Sioux City	2					1	3
Springfield		2					2
Toledo		1			1		2
Winona		1					1
Totals	12	46	8	7	3	8	84

schools whose return questionnaires could be used for data, approximately 53.5 per cent, or forty-six, are in this group.

B. Procedure

As has been said elsewhere in this thesis, the most efficient manner of ascertaining guidance activities in the various schools would be through personal contact, as is proved in the description of the interviews. This is impossible, however, in the area selected, and therefore, the soliciting of data was done by means of the questionnaire.

a) Collection of Data

1) The Questionnaire

A little more than a year ago a trial questionnaire was sent to four schools in the Chicago area. This initial step to ascertain the status of guidance activities in Catholic High Schools for girls brought evidence that some guidance practices are being carried out. Three of the four questionnaires were returned. The original questionnaire blank was revised, and after a review of the literature on the subject, during the summer and autumn of 1932, in December, a questionnaire blank was sent to the religious superiors of 227 four-year Catholic high schools for girls in the territory shown in Table I. The questionnaire is given as Appendix A of this thesis.

The schools were of three types, the private academy, the centralized high school, and the parish high school. They are listed in Table III. The schools were taken from the

Official Catholic Directory, 1932, and many more questionnaires might have been sent had all schools of very small registration been added to the list. In some instances it was impossible to distinguish the high school registration as the population given included the elementary school and the high school population.

Another interesting fact shown by Table III is that the greater number of high schools for girls in the area selected are of the academy type, owned and controlled by the religious community which forms its faculty. The number of centralized high schools, that is, the high school which is centrally located and which draws its pupils from a given area, is growing and it is gradually advancing over the parish high school in the larger cities. The parochial high school, however, is still and must remain prominent in the small cities and towns. Table III shows that one-fourth of the schools having a registration of less than 100, and one-fifth of the schools having a registration from 100 to 299 are parochial high schools.

After four weeks, a follow-up letter was sent to twenty-four representative schools from which no reply had been received. As a result, four more answers were returned. After a period of three weeks, six schools in Chicago, all high schools of the centralized type, were again solicited by means of the telephone, and a second questionnaire was mailed. A third and fourth solicitation finally brought the wished-for

TABLE III

DISTRIBUTION BY SIZE OF ENROLLMENT
AND
TYPE OF SECONDARY SCHOOL REPRESENTED

Type of School	ENROLLMENT						
	1-99	100-299	300-499	500-899	900-1100	Not Given	Totals
Academy (Private)	9	27	1	0	0	0	37
Centralized High School	0	9	6	7	3	0	25
Parochial High School	3	9	1	0	0	9	22
Totals	12	45	8	7	3	9	84

replies, making a total of ninety.

It was necessary to reject six replies. Three of these brought the information that the respective high school has been discontinued, owing to lack of funds or space; one, the Cathedral High School of Crookston, Minnesota, is a school for boys only; one reported being only a two-year high school, and, as such it was beyond the province of the study; and the sixth reported that the high school section had been transferred to another city, the remaining section being a junior college.

Many of the returns were accompanied by letters stating that individual counseling is stressed in the respective school, but as no scientific procedure is followed, only a small number of items on the questionnaire could be answered. A number of the replies evidenced a keen interest in vocational guidance and particularly in the data which this study might reveal. Only one school stated that it is not yet "vocational-guidance-minded."

On tabulating returns it was found that thirty-one schools replied with merely a statement to the effect that no course in "vocational information" is given in the respective school. No other data were reported. It is evident that these schools did not do themselves justice, since the type of school giving this reply includes academies, parochial high schools, as well as centralized high schools of great and small population. Most probably these schools offer

"vocational" subjects and surely they daily advise their pupils as to courses and subjects to prepare them to enter the world of work when they leave school.

Commercial education has long been considered "vocational" in our high schools and a sharp distinction has always been made between academic and commercial high schools. The "vocational" subjects which many high schools have been offering for perhaps twenty-five years, are stenography, typewriting, and bookkeeping. In recent years the commercial curriculum has been the subject of much change, and as a result numerous subjects have been added. The newer commercial courses in our high schools, consequently, include filing, advertising, and salesmanship.

In recent years, too, domestic art has been added to our "vocational" curriculum, which includes the study of cooking and sewing.

2) Interviews

Two high schools were interviewed. These particular schools were selected for the reason that in the tryout questionnaire of a year ago both schools were solicited. Therefore, the technique was varied in order to secure the desired data without a tiresome repetition of blanks.

The first school interviewed is situated in the northwest residential section of Chicago. It draws pupils from a large area and had a registration of 625 girls for the year 1932-33. The school is comparatively new, being

in existence approximately eight years. The building is thoroughly modern, has well-equipped science laboratories, a domestic arts department, a spacious gymnasium, and an auditorium with a seating capacity of approximately fifteen hundred. In addition to a domestic arts course, commercial training is offered in stenography, bookkeeping, typewriting, dictaphone. Art courses are also given and a music conservatory is connected with the school, being conducted in a separate building from that of the high school. Very efficient work is done in all departments, a fact which is attested by the numerous scholarships to higher institutions which pupils of this high school have won. Individual counseling is an important factor in the Freshman year, when courses are selected, as well as in the Junior and Senior years, when electives are permitted as preparation for a field of work on leaving school.

It is evident that much more information was gained from the interview than could have been obtained through the questionnaire blank only. Koos and Kefauver give the purpose of the interview as a threefold one: to learn something from a person; to tell him something; or to influence his feelings or behavior (17:407). Each of these purposes was accomplished in this interview: much was learned; many things pertaining to guidance were told; and, the writer believes, even the third purpose was touched. The statement that "Our Catholic schools could not go into the Vocational Guidance

Movement on account of the expense involved", made by a Catholic educator at the Milwaukee conference of Catholic educators some three years ago, was repeated by the principal of the school in question. The distinction was at once made between vocational education, as the Milwaukee Vocational School plans, and vocational or educational guidance, as all schools should carry it out. Guidance implies advice, and a course in vocational information goes no farther than is implied by its title. The matter resolves itself into the old error of misunderstanding the terms involved in the Guidance Movement.

The second school interviewed is situated in the suburbs of Chicago, on the so-called "North Shore". This is a purely residential section. The school has a registration of 165 pupils for the year 1932-33. It has been operating for approximately ten years. Its building is thoroughly fire-proof, and very spacious. The grounds adjoining it are also extensive and afford ample space for outdoor sports both in summer and winter months. Music and drawing courses are offered, plain sewing is taught on school days as well as in Saturday afternoon classes, and commercial training is offered in the usual subjects. Some stress is laid on preparation for teaching, as a number of the graduates of this school have entered higher institutions for teacher training in the kindergarten or special fields. The school newspaper affords practice in writing for staff officers and preference is given to students who show an inclination to journalism. Physical

education receives great stress presumably on account of the advantages for sport offered by the environment.

No special course in guidance is offered in either of the schools interviewed but it was readily understood that much advice is given throughout the four years of high school, pertaining to courses to be taken as well as in preparation for a probable field of work in later life.

In the school in which the writer is at work much stress was formerly laid on Normal Entrance subjects, as a large number of the graduates in the years gone by have entered the teaching profession and are still active as teachers in the Chicago system. Since 1903 a very thorough business course has been offered and hundreds of young women have been graduated to take their places in the business offices of the city. Great stress was laid on cooking and needlework, both of which were taught by teachers of long experience, and actual practice in the kitchen and sewing rooms supplemented the theoretical knowledge given. Since the accrediting of the high school, eleven years ago, cooking was dropped and needlework was changed into a course in plain sewing. The Department of Music has opened the way to a number of promising young pupils for a career in that field. Individual counseling has been done for more than forty years, as that is the age of this high school, and the persons responsible for it have been the head of the school and the homeroom teachers. Freshmen are advised in the selection of their

courses; Sophomores are called for interview if required; while Juniors and Seniors are counseled in the selection of electives and in the choice of special subjects. Of late years, other guidance activities have been added; for example, the visiting of business firms, manufacturing plants, banks, and other institutions; the showing of films and slides pertaining to occupations; the discussion of vocations in assemblies and meetings; addresses and talks by professional persons; and the keeping of cumulative records.

In each of these schools, extra-curricular activities are extensively used for stressing vocational life. Work for the blind is explained to pupils in Braille clubs, bringing to them the valuable lesson of doing good to persons who are handicapped. The Sodality functions most actively, and teachers of Catechism classes for public school children and of vacation classes are developed unconsciously in most willing applicants.

b) Handling of the Data

As the questionnaires were returned they were checked on the original mailing list. On examining the blanks, it was found that thirty-one schools reported merely, "We have no course in Vocational Guidance." These blanks were again thoroughly examined and then put aside. The writer concluded that these schools must be performing some guidance activities, and above all, they are certainly advising their pupils.

The remaining questionnaires were then examined, each

activity being listed as it was read from the blank. The results of the interviews were transferred to a blank soon after the visits. A questionnaire blank was also filled out for the writer's school and the data from these three blanks were listed with those of the returned blanks. Table IV was now compiled. As the data were numerous, three tables, V, VI, and VII, were made to show the activities having even the smallest frequency.

Twenty-four activities were reported. Some of these were combined under one heading in the tables; as, "Use Sodality" and "Use Religion classes"; "Guidance Club" and "Literary Club" are classed under "Associate with Extra-Curricular Activities."

A list of the schools replying was also compiled, and added to the thesis as Appendix B.

It is doubtful whether any one phase of research is more interesting than the one just described, the handling of the data, namely. In the present study numerous questionnaire blanks were returned without having been filled in completely, but in spite of this fact there was sufficient material to warrant listing, although the frequency of each item may have been small.

CHAPTER IV

FINDINGS

A. Review of Research

The White House Conference reports as its findings for Catholic High Schools that while no schools have a complete guidance program, many schools have important phases of guidance activity. In some instances the program of the public school system in the city is closely adhered to.

In the Edgerton and Herr study practically the same guidance functions are reported as in the White House Conference study. The findings of the former study dwell at length on the status of the counselor in the cities of greater or smaller population. Both full-time and part-time counselors were found by them in the more progressive secondary schools throughout the country.

The remaining studies described in Chapter II show the status of guidance in distinct regions. Everywhere attempts are made to promote guidance activities, in some cities more successfully than in others, but nowhere is there a perfectly organized guidance program at work.

B. The Questionnaire

Many schools did not fill out the questions in the blanks but reported activities in a letter or in space on the questionnaire. Tables V, VI, and VII show the activities reported, while the excerpts, which are given in this Chapter give the additional information. Ninety schools are represen-

ted in the questionnaire returns and of these nine reported "Counseling only."

The principal of a school in Dayton, Ohio, with a population of 733, writes:

The homeroom teachers work intimately with the girls of their classes but guidance as a course in school is not given.

The principal of the school in Crookston, Minnesota, which has a registration of 67 girls, writes:

So far, we have not found it possible to do anything along this line except verbal advice.

From Akron, Ohio, comes the following statement:

Both educational and vocational information is given freely as seen fit. We would be glad to fill out the questionnaire if we were doing as extensive work along this line as your questionnaire indicates.

A Chicago high school, having a population of 512, reports through its principal:

We have no formal vocational training. The matter rests entirely with the classroom teachers and occasional conferences with the principal. I hope such research as you are doing is part of a movement that will eventually bring us all to better equipment for the much-needed work.

The Reverend principal of the Catholic Girls' High School, Racine, Wisconsin, writes as follows:

We have no course in guidance but are working out a guidance program through counselors. Each teacher has a group of students who are under her direction during their high school years.

Another Akron, Ohio, principal, in a school with a registration of 50 girls, says:

We have adopted no definite or organized procedure; counseling is carried on incidentally by the principal and homeroom teachers.

Forty-four schools reported activities in addition to counseling. The following excerpts from their replies will be found convincing:

Vocational guidance we give, but informally. The number of pupils admitted is always restricted so that we may give the children the individual attention and guidance they need. We are glad to contribute a small share to your investigations.

The school from which the following excellent description of its guidance activities comes, is situated in the city of Chicago, and it has a registration of 650 girls. As is stated by the registrar, vocational guidance is of paramount importance. The following excerpt is of particular interest:

Vocational guidance is given as an integral part of practically every subject. The slogan for the school since its beginning has been that every girl be prepared to earn her living. Up to a few years ago, it was comparatively a simple matter to accomplish that end, since by far the great majority entered Normal, and became teachers. At the beginning of the second year the requirements for teaching were explained, since the Normal entrance examinations were taken at the end of the second, third, and fourth years. Due to a great extent to the influence of parents and older sisters, practically every student began to prepare for Normals. By the time the student reached fourth, (at present, it is third year), she knew whether or not she wished to enter Normal, and if she did not, the Commercial Course was open to her.

Vocational guidance is associated especially with the work in the following departments in this school: the library; the press room; the gymnasium; the home economics

department; the music department; the art department; the commercial department; the public speaking and dramatic department; and the biology department.

In all the above-mentioned departments, VOCATIONAL GUIDANCE was given by a SPECIALIST in the field, by one who had herself gone through the definite training for that field of work, and had experienced to some extent at least, the advantages and disadvantages.

In this school Vocation Week and Girls' Week afford special opportunity for giving information on occupations open to girls and naturally the annual retreat stresses "the importance of self-study, and of thought and prayer necessary to the choice of one's vocation in life."

The principal of another Chicago school, registration 850, says:

Our curriculum contains no formal course in VOCATIONAL GUIDANCE. However, great consideration has always been given to this subject by the teachers of the various vocational branches and the homeroom teacher.... Especial attention is given those desiring to prepare for Teachers' College.... The vocational subjects offered are: Commercial; home economics; journalism; public speaking; music; art.

Another school situated in Chicago, having a registration of 265 girls, gives a course called VOCATIONAL EDUCATION, described by Miss Ellamay Horan, in the National Catholic Educational Bulletin, November, 1931 (52:424). This is one of the few Catholic high schools following the Vocational Guidance Movement.

A school in Marquette, Michigan, "gives a week each semester to the study of different professions and lectures

for boys and girls."

A Milwaukee school, having a registration of 420 girls, adds this post-script to the questionnaire: "We have just introduced vocational work in our school this year. Therefore, the disconnected report."

A Dubuque school of 155 girls offers a course in Vocational Information, given for the first time this year. In a note on the questionnaire, the principal says:

I surely hope your study will give us something directive. The problem for next semester is, "Shall we put in an occupational or vocational guidance course for sophomores?" No one seems willing to give advice but something definite in this line is surely needed.

The principal of a Fort Wayne academy writes:

We have no course in vocational guidance, as yet, and we deplore the lack. The Sisters endeavor to supply by group and personal conferences, and by giving what information they can in the religion classes, and elsewhere, in Civics and History, when an opportunity presents itself.

The Reverend principal of a Hammond, Indiana, high school writes:

Should your discoveries lead to worthwhile conclusions, I would appreciate hearing from you.

Notre Dame Academy, Toledo, Ohio, reports through its principal:

We regret that we have done very little relative to educational or vocational guidance. Outside of inviting speakers to talk on various professions, and giving specific guidance to our Sophomores as to what curriculum of studies will best fit their intentions for life, we have utterly neglected this phase of information.

A Cincinnati school of 68 girls does not have a regular course but uses personal interview for Junior and Senior years. "The general objectives are personality guidance in studies and future intellectual work."

A high school in New Ulm, Minnesota, having a registration of less than 100 girls, says:

Very few students take up work of any kind after graduation without consulting one of the Fathers or Sister ..., whose years of experience in guidance work certainly qualify her as a counselor. No definite time is set apart for consultations but students have free access to the office and they are at liberty to consult Sister at any time.

Our own local business organizations are visited by the classes but as a whole this does not mean so much as it does in large cities, since the students are usually well acquainted with these organizations and in class visits only minor technical points are pointed out to them. Vocational announcements find a place on the bulletin board and in our school paper. Educational and vocational films are also presented to the student body. The business men of our city are willing to give instructive talks to the students at any time.

The principal of a Saginaw high school reports "No Course" as follows:

We have no definite course in vocational guidance. In connection with Civics (12th Grade), a series of pupil talks on different professions are given. These talks are based on material obtained from vocational guidance leaflets obtained from Washington, D.C. For general assembly periods we have talks given by prominent men and women of our city.

In private conferences the principal attempts to give educational guidance and to a lesser extent vocational guidance.

The directress of an academy in Carroll, Iowa, which has a registration of 92 girls, says: "Much counsel is given the girls in sociology class and individually as it is sought by them and opportunity offers."

These excerpts indicate that school authorities realize the importance of guidance activities and, what is equally as important, that they be carried out methodically. The eagerness of some principals to learn what is being done by other schools and the willingness of authorities to put into practice activities which others have found helpful is also evident from their letters. Therefore, the sooner some efficient guidance program for Catholic high schools is worked out and tried out, the better the results for our schools will be. Guidance is not a fad, although some educators still hold this opinion, and doing nothing about it does not solve the problem of "Vocational Guidance."

1) Answers to Questionnaire

The following data were received on the return questionnaire blanks. They are given in this form to reproduce the exact findings, while Tables V, VI, and VII, p. 68, 70, and 72, summarize and group the activities reported.

1. Do you have a course giving vocational guidance?
Educational guidance? Vocational information?

Four schools answered "Yes."

2. Who teaches the course?

In two schools: The Homeroom Teachers. By two other schools the name of the teacher was given.

3. In which Year is it taught? In the 9th Year in four schools.

4. What is the title of the course?

GUIDANCE; VOCATIONAL EDUCATION; OCCUPATIONS THROUGH PROBLEMS; one school neglected to give the name of the course.

5. What are the objectives of the course?

School 1:

General objectives: To acquaint the pupil with various vocations and their advantages and disadvantages so that they may more easily select their life's work and choose courses which will aid these careers.

Specific objectives: To help children to develop character which will be an aid to success in any vocation which they may choose.

School 2:

General objective: We give work on Careers and use the Occupations texts available.

School 3:

General objective: 1) To acquaint the pupils with educational and vocational opportunities. 2) To assist them in the choice of a career.

School 4:

General objective: To complete a unit in Social Science required by Minneapolis Junior High Schools.

Specific objective: To give vocational guidance to our girls early enough in High School for them to consider a future career.

6. How long is the course?

School 1: One semester; School 2: One year; School 3: Three years, beginning with seventh grade, continuing through eighth grade, and finishing in ninth grade.

School 4: Neglected to give the length of the course.

7. How much class time per week is devoted to the course?

One principal replied, 35 minutes; another, 45 minutes; a third 50 minutes; and the fourth did not state the time.

8. What credit is allowed for the course towards graduation?

In one school, "Not any." In another, "No credit." The third principal replied, "One Semester Cr."

9. What text is used?

9. In one school no special text is used; another school uses "Occupations through Problems," Edmonson; the third principal reports, "No particular text; teachers prepare notes."

10. What Guidance Work Book is used?

One school does not use any work book; in another school, the students make their own note book. In the third school "A Work Book to accompany the text, Occupations through Problems, is used."

11. Are Project Books used?

Three schools use a Project Book.

12. What method is used in class?

Three schools use Recitation, Lecture, Project, and Case Study. One school uses the Problem method. One school uses the Laboratory method. One school uses reports of interviews, visits to institutions, biographies, and articles pertaining to vocations, made by pupils.

13. Check the devices used in teaching your guidance course.

Twelve schools use Lectures; twelve, Excursions; ten, Posters; eight, Motion Pictures; seven, Interviews; seven, Biography; six, Supplementary Fiction; eight, Diagrams, Graphs, and Charts; three, Slides; three, Radio Broadcasts; and two schools use Exhibits.

14. Is Vocational Guidance associated with any of the following subjects?

Fourteen schools associate Guidance with English; ten, with Science; eight, with Civics; six, with Home Economics; seven, with History; five, with Mathematics; four, with Drawing; four, with Social Sciences; one, with Languages; and nineteen schools associate Guidance with Extra-Curricular Activities, including a Literary Club and a Guidance Club.

15. Does the principal participate in Guidance work?

Twenty-two schools have a principal who participates in Guidance; two schools do not require this activity from their principal.

16. Do you have a student counselor?

16. One school has a full-time counselor; and seven schools have part-time counselors.

17. What are her duties?

The duties of the counselor in one school are "keeping on file records, special 'Guidance Cards' provided by diocese--showing home record, ability, talents, scholastic record, etc. Giving advice, providing college catalogue, etc." In another school the counselor's duties are "to discuss various vocations with pupils, and ways of preparing for them."

The duties of the principal as counselor are chiefly, "Interviewing," "Planning curriculum, Outlining work, and Securing lecturers."

18. How many semester hours of credit (training) in guidance work has your counselor?

One counselor has ten hours of credit; another, "Majored in University"; another has had "small general training in connection with Education courses."

19. How many years of experience in guidance work has your counselor?

In one school "about ten years" is reported; in another, "from five to forty years"; again, "from one to forty years;" and in another, "five years."

20. Does the counselor meet the pupil in individual conference regularly?

"Whenever necessary"; "as circumstances require;" "once a semester;" "as needed," are reported.

21. Is the pupil's home visited?

Two schools have a provision for visiting pupils' homes; "when necessary," or "when it seems advisable," and "as occasions present need or opportunity."

22. Have you found parents willing to accept suggestions?

Ten schools report "Yes"; one school has found parents both willing and unwilling.

23. Does the counselor survey local opportunities and requirements?

One counselor makes surveys of local opportunities, while two do not survey local requirements.

24. Does the counselor make occupational studies?

Three schools have this service while five schools do not make occupational studies. In one, "Recommendations" are made.

25. What assistance do you give pupils who drop out of school?

In two schools, "free tuition is offered, when necessary," and "homeroom teacher keeps track and endeavors to assist in finding occupation." In a second school, "Directive help in attending school part-time at Vocational School in Milwaukee" is given.

26. Do you follow up and assist graduates?

Twenty schools give assistance to graduates. One school, "Not generally," "in special cases," in another. Five schools do not assist graduates.

27. Do you place pupils for part-time employment?

Eight principals answered in the affirmative; fourteen, "No."

28. Do you keep a cumulative record for each pupil?

Fifteen schools keep such a record; four principals report that they do not. The remaining schools evidently do not keep such a record; otherwise, it would have been checked in the affirmative.

29. Do you use psychological tests? Aptitude? Prognostic?

Sixteen schools use tests. These tests include: Miller Mental Ability Tests; Terman; Nelson and Otis Tests; Stanford; Army Alpha; Ohio State University Psychological Tests; and American Psychological Tests. Eleven schools report Aptitude Tests; three Prognostic; two, Intelligence Tests; and four, Achievement Tests.

30. What use is made of the test results?

Five schools use the test results for a classification of pupils; one, "for diagnosis and correction"; another, "for placement and individual guidance"; and one, for "classification and advisement of students."

31. How many times a month does the pupil interview representatives of professions and occupations?

31. Only four schools permit students to interview professional persons and one of these, "whenever the student wishes."

32. How often do you have addresses or talks by professional persons?

Twenty-two schools have addresses or talks. The answers varied from "once a week," or "once a month," to "three times a year" or "four per year."

33. What type of business and professional men make these talks?

Thirteen schools replied, some of the answers being: "Priests in the guidance field," superintendents, lawyers, doctors, professional men recommended by a Special Vocational Guidance Department of the Archdiocese under direction of the Reverend Superintendent of Schools. "The best chosen from members of our Parent-Teachers Association." Lecturers, mothers, nurses, religious, business women.

34. List the business organizations and manufacturing plants visited during the year.

Eighteen schools make visits. The following industries are represented: pottery making, wholesale drug, varnish works, newspaper organization, paper mill, dairy, chemical works, telephone, shoe factory, bindery, electrical power plant; weather bureau, water works, experiment station, and agricultural bureau.

35. How do you make vocational announcements?

Bulletin Board, twenty schools;
School Publication, fifteen schools;
Verbal Announcements, thirteen schools;
Assemblies, twelve schools;
Auditorium Programs, one school.

36. To what current educational magazines do you subscribe for assistance in the guidance course?

The principals in eight schools reported as follows:

America	Current Science
Atlantic Monthly	English Journal
Balance Sheet	Etude
Catholic School Journal	Everyday Art
Catholic Educational Review	Gregg Writer
Catholic School Interests	Good Housekeeping
Classical Bulletin	Geographical Magazine

36. Chemical Journal
 Commonweal
 Current History
 Journal of Religious Ed.
 Scholastic
 Thought
 School Review
 Literary Digest
 Practical Home Economics
 Scientific American
 Social Action
 Vogue
 Educational Screen

Historical Outlook
 Journal of N.E.A.
 Journal of Relig.Instr.
 Popular Mechanics
 Historical Outlook
 Young Catholic Messenger
 Little Missionary
 The Writer
 Research Bulletins
 Nations Business
 Queens Work
 Better Homes and Gardens
 Loyola Digest

37. What books have you in the vocational library?

Five schools made a distinction between books for pupils and for teachers. The following were reported:

Biographies of Men and
 Women of Note
 Outline of Careers for Women
 Vocational Guidance for Girls
 What Are You Going to Be
 Fields of Work for Women
 Girlhood's and Boyhood's
 Highest Ideal
 Jobs for Girls
 Vocation Letters
 Vocation Readers
 Our World of Work
 Youth Guidance
 Character Study
 Citizenship
 Business
 Library Science
 Girls Who Did
 Education of Our Girls
 The Freshman Girl
 Business Science
 Making the Most of Agriculture
 Journalism
 Vocational Civics
 Famous Women
 The Romance of a Nun
 Development of Personality
 Our Nuns
 Our World in Education
 Talks to Boys
 The Girl and the Job
 Problems of Vocational
 Guidance
 Citizenship through Problems

Letters to Jack
 Boy Guidance
 Vocational Guidance and
 Success
 Gang Age
 Careers
 Convent Life
 Home Virtues
 Out to Win
 Occupations
 Vocations
 Rural Life at Crossroads
 Method and Practice of
 Teaching
 Educational and Vocational
 Guidebooks
 Readings in Vocational Life
 Making a Living
 Vocational Readings
 Choosing an Occupation
 Educational and Vocational
 Guidance
 What Girls Can Do
 Living with Our Children
 My Vocational Guidebook
 Making the Most Out of
 High School
 How to Find the Right Vo-
 cation
 Courses and Careers
 Vocations in Fiction
 Catalogue for Advisers of
 Young Women and Girls
 Planning a Career

38. How do pupils benefit by your guidance course?

Nine schools have sent in an answer to this question.

- 1) 1) They make more intelligent choice of subjects in the senior high school.
2) They are better prepared to enter institutions of higher education or vocational preparation.
3) They acquire a definiteness of purpose in their work.
- 2) They realize the importance of being prepared to earn a living, of securing as much education as possible, and of the importance of finding the work for which they are best adapted.
- 3) By knowing of the careers open to women and taking subjects which will help to fit them for the careers chosen; by contact with successful business and professional people; by reading about men and women who have been successful and the qualities that make for success.
- 4) While high school students are too young to make a choice in the world of work, most students are guided into courses which train for some work they can do on leaving school. Teaching is an illustration.
- 5) I certainly have no definite criteria whereby to judge this matter.
- 6) Because of the small group, personal contact with every pupil is made possible. Since the teachers may thus become thoroughly cognizant of the pupils' tendencies and powers, the guidance received is of maximum benefit to each girl.
- 7) Through interview.
- 8) Not having a guidance course we do not look for definite results; but our students are all in a position to do some work when they leave our school.
- 9) Pupils have been guided into teaching, nursing, music, dramatic art, and business, as they were inclined.

2) Explanation of Tables

Table IV, page 65, gives the basic information concerning guidance in the schools replying. It shows the relationship between size and fundamental guidance activities.

For example, nine schools with a registration of less than 100

TABLE IV

RELATIONSHIP BETWEEN SIZE OF HIGH SCHOOL
AND
GUIDANCE ACTIVITIES IN THESE SCHOOLS

Enrollment	Having Guidance Activities		Having Classes in Voc. Information		Having Counselors	
	Per cent	No. of Schools	Special Classes	Vocational Subjects	Principal	Teachers
1 - 99	10.7	9	0	5	2	0
100-299	34.5	29	3	11	10	2
300-499	5.9	5	0	1	2	0
500-899	7.1	6	1	2	4	2
900-1100	1.1	1	0	0	0	1
Not given	4.7	4	0	0	4	0
Totals	64.3	54	4	19	22	5

pupils, or 10.7 per cent of the whole number replying, have guidance activities. Twenty-nine schools, or 34.5 per cent with a registration from 100 to 299, have guidance activities.

The schools having special classes for the teaching of Vocational Information are four in number, three of which have an enrollment of 100 to 299. One school, within the limits of 500 to 899, has a special class in Vocational Information.

Five of the smallest schools, with a registration of less than 100, offer vocational subjects; eleven schools with a registration of 100 to 299; one school with a registration of 300 to 499; and two schools with a registration of 500 to 899 teach vocational subjects. It is most probable that all four-year high schools teach shorthand and typewriting, and even one or more of the so-called "vocational" subjects, at least as an elective. In all, nineteen schools reported teaching vocational subjects.

Twenty-seven schools have counselors, the principal acting as counselor in twenty-two; in the remaining five, teachers act as counselors. Two schools, enrollment less than 100, have a principal as counselor; ten schools, enrollment from 100 to 299, have a principal as counselor. Two schools, registration from 100 to 299, have teachers as counselors; two schools with a registration from 500 to 899; and one school with a registration from 900 to 1100, has teacher counselors.

Table V, page 68, shows that twenty-three schools associate guidance with other subjects; five schools with an enrollment of less than 100; thirteen schools with an enrollment from 100 to 299; one school, enrollment 300 to 499; two schools with an enrollment from 500 to 899; and one school with more than nine hundred pupils, associate guidance with subjects taught in the regular curriculum.

Psychological tests are used by sixteen schools. One of the smallest schools, having an enrollment of less than 100; ten schools enrolling 100 to 299 pupils; two schools with an enrollment from 300 to 499; and three schools with an enrollment from 500 to 899 use tests. Various tests are mentioned, Otis, Terman, Ohio State University Tests, Army Alpha, and Stanford, being most frequently named.

Cumulative records are kept by three schools with an enrollment of less than 100; eight schools with an enrollment from 100 to 299; one school with a registration from 300 to 499; two schools with a registration from 500 to 899; and no schools with more than 900 pupils, keep cumulative records. This seems to indicate that the smaller schools are more careful in recording pupil activity.

Talks by professional persons are given in twenty-two schools; in two having an enrollment of less than 100; in fifteen with an enrollment from 100 to 299; two with an enrollment from 300 to 499; in two with an enrollment from 500 to 899; and no school with more than 900 pupils reports talks by

TABLE V

PROVISIONS FOR GUIDANCE ACTIVITIES
IN 84 SENIOR HIGH SCHOOLS

Activity	ENROLLMENT											
	1 - 99		100-299		300-499		500-899		900-1100		Not Given	
	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent
Associate Guidance with Other Subjects	5	5.9	13	15.4	1	1.1	2	2.3	1	1.1	1	1.1
Use Tests	1	1.1	10	11.9	2	2.3	3	3.5	0	0	0	0
Keep Cumulative Record	3	3.5	8	9.5	1	1.1	2	2.3	0	0	1	1.1
Talks by Professional Persons	2	2.3	15	17.8	2	2.3	2	2.3	0	0	1	1.1
Make Field Trips	4	4.7	10	11.9	1	1.1	3	3.5	0	0	0	0

professional persons.

One of the most simple ways to learn about an occupation is to visit an organization in which the particular occupation is carried on. Eighteen schools report making field trips or excursions, and the institutions visited are of the most varied type. Most probably some institutions are sought out by Physics or Chemistry classes. Nevertheless, their influence for vocational life is valuable and the alert student profits greatly when the trip is systematically planned.

Table VI, page 70, lists the schools which report "Give Counsel only." Nine schools reported thus. Three of these have a registration of less than 100; three have an enrollment from 100 to 299; one, an enrollment from 300 to 499; and two have an enrollment from 500 to 899. None of the very large schools list counseling as the only guidance activity.

Seventeen schools associate guidance with extra-curricular activities. These activities have a wide range, and they include debates, a literary club, a guidance club, Braille, physical education, assembly programs, and class meetings. One would expect that the Catholic high school associates guidance with the class in Religion, and ten schools have reported such a procedure. The Sodality, too, is widely used as a guidance activity. The subject is outside the province of the questionnaire, as no question was formulated on sodality work. Four schools reported the Sodality as a means of teaching guidance, and therefore, a brief explana-

- 70 -

TABLE VI

**PROVISIONS FOR GUIDANCE ACTIVITIES
IN 84 SENIOR HIGH SCHOOLS**

Activity	ENROLLMENT											
	1 - 99		100-299		300-499		500-899		900-1100		Not Given	
	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent
Give Counsel Only	3	3.5	3	3.5	1	1.1	2	2.3	0	0	0	0
Associate with Extra-Curricular Activities	3	3.5	7	8.3	1	1.1	4	4.7	1	1.1	1	1.1
Use Devices in Teaching Guidance	1	1.1	11	13.	1	1.1	2	2.3	1	1.1	0	0
Have Guidance Library	2	2.3	8	9.5	2	2.3	4	4.7	0	0	0	0
Keep in Touch with Graduates	2	2.3	11	13.	2	2.3	3	3.5	1	1.1	1	1.1
Use Sodality, Religion Class	0	0	6	7.1	1	1.1	2	2.3	1	1.1	0	0

tion of how the Sodality aids guidance is perhaps justifiable.

The Sodality Movement has received great impetus in the last five or six years through the able and energetic efforts of the Reverend Daniel A. Lord, S.J. Much interest has been centered in the various "Sodality Unions," groups of sodalists in the large cities and their surrounding territory. One of the foremost aims is the training of Catholic leaders, which aim is being accomplished in a remarkable manner. By requiring personal holiness and an active part in whatever good the Sodality undertakes, the Catholic youth is influenced strongly to practice good, both for himself and for others; and, as a result, his moral, social, and leadership guidance is on a firm footing. Schools have been quick to adopt this new means for guiding their youthful charges, and their ardent, energetic zeal is led into channels of good of the most varied types.

An activity of special interest is the placing of pupils for part-time employment. Table VII, page 72, lists this activity. It was surprising to note that as many as eight schools perform this service. One of these schools has a registration of less than 100; four schools placing pupils have a population of 100 to 299; one, from 300 to 499; and two have a registration from 500 to 899. This does not mean, of course, that there is a placement bureau in the particular school but the activity is carried out, seldom, perhaps, and without the scientific basis which this activity has in the

public school systems.

Sixteen schools report having a guidance library. Not all libraries were listed in the return questionnaire, but the titles reported (See p. 63) are among the best in the vocational guidance field. It would hardly be fair to conclude that the schools which do not list titles have no reading matter in guidance. One principal reports "have a collection of about fifty representative books for pupils, . . . and an additional thirty or forty for the faculty. (Time does not permit me to list them)."

The activities least carried on are: Visiting the homes of students, which only two schools report; Studying local opportunities, which only one small school reports, registration less than 300; and Assisting pupils who drop out, reported by two schools. Twenty schools "Keep in touch with graduates." This is not for placement, however. Some schools carry on this activity through an alumnae association. This seems to imply the continuation of counsel, as one principal states, "letters and visits are encouraged." Particularly Catholic high school graduates enjoy this privilege, contact with their teachers after school life is ended. Only the young people who have experienced this can tell of the benefits which this later guidance has brought them.

C. The Interviews

The two schools interviewed and the school in which the writer is at work are reported in the same group. The

findings are as follows:

Many guidance activities are carried on in an informal manner. Individual counseling is done, not regularly, it is true, but of sufficient frequency to guide the pupils in the respective years of high school. There are talks by professional persons; visits to manufacturing plants, to banks, and other business institutions; posters, graphs, diagrams, motion pictures, slides, and assembly programs are used to bring vocational information to pupils. Cumulative records are kept; commercial training is given; current educational magazines are gleaned for articles pertaining to the professions; and each of the three schools has a fairly good vocational library. Psychological Tests are not used to any great extent.

It has been found that educational conditions are greatly similar in the schools of the Chicago area, and presumably in a much larger territory. The same accrediting agencies recognize these schools, and consequently, they are working out the same standards, be they in teacher training, equipment, methods of teaching, or in units of credit.

CHAPTER V

SUMMARY AND CONCLUSION

A. Summary

One of the tasks most recently imposed upon the school is that of guiding its pupils. Guiding implies advising and it is precisely this which the school has assumed, namely, to advise pupils as to what courses they shall take and what preparation they shall make for a useful life of work when school days are past.

It is the purpose of this study to learn what Catholic high schools for girls in the North Central group of States are doing in the field of guidance.

Approximately one and one-half years ago a trial questionnaire was sent to four schools in the Chicago area, as an initial step to ascertaining the practices of today in vocational guidance for girls. Three of these questionnaires were returned, with evidence that some activities in guidance were being carried out by these schools. Throughout the summer and autumn of 1932, the literature on the subject was surveyed. The original questionnaire was revised and prepared for mailing. This took place on December 27, 1932, when two hundred twenty-seven blanks were sent to as many schools. Slowly the replies came in, a follow-up letter was sent to twenty-four large schools, and as a result, several additional questionnaires were mailed. Telephone inquiries were made to bring in the answers from schools in the city of

Chicago and its suburbs.

It was found that only four schools have distinct courses in vocational or educational information. Many schools carry on guidance in some phase or another. Approximately two thirds of the ninety schools replying carry on counseling, but only two schools have a counselor who has majored in Guidance at a university. One school has a counselor who has received training in Guidance through his university courses in Education. In a large number of schools the principal acts as counselor, but in the greater number of schools the homeroom teachers are directly responsible for individual counsel.

Twenty-four different activities were reported by the ninety schools replying in the present study. This would seem a sufficiently large number, considering the fact that the Guidance Movement is still in the formative period, even in the large public school systems of our cities.

A large number of schools teach vocational subjects, namely, stenography, typewriting, and bookkeeping--subjects considered vocational for the past twenty-five years, and the newer additions to commercial education, as calculating, dictaphone, office practice, and filing. To these may be added domestic science, which includes cooking and plain sewing.

Guidance is associated with other subjects by most schools. Not only English, but civics, the social studies,

mathematics, and the languages are well fitted for association with guidance. In the Catholic high school the religion class lends itself exceptionally well for purposes of guidance, and in recent years the Sodality movement and the Catholic Action program have offered unusual facilities for guidance work. Much assistance is given to pupils who drop out of school and many of our high school teachers keep in touch with graduates. A number of schools possess excellent libraries and vocational guidance is well represented in each.

B. Conclusions

As may be expected, much information has been gained from the present study. This information has been of a more varied nature than simply the answers to the questions in the blank. True, the data are meager, as only thirty-eight and nine-tenths per cent of the questionnaires sent out were returned. As has been stated previously in this thesis, ninety return blanks were received and of these, approximately one-third were marked, "We do not have a course in vocational guidance or in vocational and educational information." It is quite probable that these schools carry on various phases of guidance activity and most probably they offer vocational subjects. At any rate, it is certain that they are daily advising or counseling students both as to the subjects they shall carry and as to the work for which they are fitted.

The schools which report only counseling are few in number, exactly ten per cent of those replying. These schools

have stressed the fact that guidance is given by some competent person or persons. It is probable that some schools have not gone into the matter of scientific guidance owing to a lack of proper training and preparation of teachers, or owing to misunderstandings of the terms associated with vocational guidance. As has been said, the term "vocational" has long been construed to mean "occupational", and many persons object to the fallacy of forcing pupils into particular niches in the world of work.

On considering the data shown by the questionnaire, it is the opinion of the writer that the great majority of our Catholic high schools are working at phases of vocational guidance. It is true that our methods in guidance are not scientific. There is some looseness of method, but in the public school systems there are still variations in the programs of guidance in operation and there are variations in the statements of leaders in the guidance movement. The objectives of guidance have perhaps not been clearly defined.

There is one phase of guidance, however, in which the Catholic high school is very strong--that of moral guidance. Throughout the elementary school years, moral guidance from both priest and religious teacher has had a strong influence on the child. In the high school years, the adolescent period, during which youth needs counsel probably more than ever in his life, the same religious influence is brought to bear daily. Today, the program of Catholic Action

is a powerful ally in the guiding of youth. Lastly, by associating noble example with excellent teaching and method, guidance of the very best type, silently but effectively, is given daily, yea, hourly in the Catholic high school.

Furthermore, the public high school student is lost to his school when he graduates, whereas, the Catholic high school keeps in close contact with most of its graduates. Guidance continues after the high school years, and evidence of this is the fact that large numbers of young women each year are won for the same life which their religious teachers lead, to work at the same harvest of souls.

C. Recommendations

The fact that our schools are preparing pupils for vocational life needs no proof, and the return questionnaire blanks were not needed to bring this fact home to us. The blanks did show, however, that there is a lack of systematic procedure in our counseling practice.

One of the most successful means of bringing us to correct method, it seems to the writer, would be the training of teachers in guidance practice. The Archdiocese of Milwaukee has taken an initial step in this direction by requiring that at least one teacher in a given school be given training in guidance. The Catholic School Boards of other dioceses would do well to lay some stress on this phase of teacher training, when definite standards have been set. Courses alone are not sufficient for this counselor.

Experience is necessary. The counselor's training should include opportunity for practical experience and there should also be opportunity for research.

Secondly, the teaching of vocational information is recommended. In schools where Community Civics is taught, a course in vocational information is almost a natural sequence. One semester, if more time is not available, might serve for a tryout in this regard.

Thirdly, records must be kept, whether the school be accredited to a regional agency or not. Why not, then, let these records be cumulative, showing the student's entire school life? True, there are those who object to having a poor record preserved for teachers of later years, but at the same time, the chance for improving this record is equally great and this improvement should compensate for the earlier errors. Besides, misdeeds need not be entered in so broad and flaring a manner.

Lastly, a recommendation can be made for the use of psychological tests. Before working with the school population, it is necessary that we know the material of which it is composed, and to a certain degree psychological tests will produce this information. Aptitude tests and prognostic tests can be used as seen fit. Test results, however, should be given only the recognition which good sense dictates and all grouping should not be based on test results.

These few suggestions are fundamental but by re-

moving the fundamental obstacles we arrive at the surface level and the process of building up our guidance program becomes comparatively simple and workable.

D. Problems for Further Research

The data which the return questionnaires brought show a scarcity of schools offering courses in vocational guidance. It is surely not unfair to the group of schools which did not reply to presume that very few are teaching such courses. Since this study is based on four-year high schools, it has occurred to the writer that the two-year commercial high school might be more active in this regard. A further problem for research then might be "Do Two-Year Commercial High Schools give Vocational Guidance Courses?"

Since the present study shows a lack of definite, scientific procedure in our guidance activities, it follows that a suitable, practical guidance program be worked out. This offers another problem for research; namely, "A Guidance Program for Four-Year Catholic High Schools for Girls."

APPENDIX A

Questionnaire for the Study of
Current Practice in Vocational Guidance for Girls
in Catholic High Schools

Instructions: When a blank space is left following a question,
kindly insert the proper words or figures;
when a question may be answered by a "yes" or
"no," kindly check the correct response.

1. Do you have a course giving vocational guidance? Yes ___ No ___
Educational guidance? Yes ___ No ___ Vocational information?
Yes ___ No ___

2. Who teaches the course? _____

3. In which Year is it taught? 9th ___ 10th ___ 11th ___ 12th ___

4. What is the title of the course? _____

5. What are the objectives of the course?

General _____

Specific _____

6. How long is the course? One year ___ One Semester ___
Less than one Semester ___

7. How much class time per week is devoted to the course? ___ min.

8. What credit is allowed for the course towards graduation? ___

9. What text is used? _____

10. What Guidance Work Book is used? _____

11. Are Project Books used? Yes ___ No ___

12. What method is used in class? Recitation ___ Lecture ___
Project ___ Case Study ___ Problem ___ Laboratory ___
Any other _____

13. Check the devices used in teaching your guidance course.
Motion Pictures ___ Slides ___ Lectures ___ Interviews ___ Charts ___
Graphs ___ Diagrams ___ Posters ___ Exhibits ___ Games ___
Supplementary Fiction ___ Biography ___ Radio Broadcasts ___
Excursions ___ Any others _____

14. Is Vocational Guidance associated with any of the following subjects? English History Mathematics Science
Social Sciences Civics Drawing Home Economics
With Extra-Curricular Activities? How?

15. Does the principal participate in Guidance work? Yes No
How?

16. Do you have a student counselor? Full-time Part-time
17. If so, what are her duties?

18. How many semester hours of credit (training) in guidance work has your counselor?

19. How many years of experience in guidance work has your counselor?

20. Does the counselor meet the pupil in individual conference regularly? Yes No How often?

21. Is the pupil's home visited? Yes No How many times a year?

22. Have you found parents willing to accept suggestions? Yes No

23. Does the counselor survey local opportunities and requirements? Yes No

24. Does the counselor make occupational studies? Yes No

25. What assistance do you give pupils who drop out of school?

26. Do you follow up and assist graduates? Yes No

27. Do you place pupils for part-time employment? Yes No

28. Do you keep a cumulative record for each pupil? Yes No

29. Do you use psychological tests? Aptitude?
Prognostic? Which ones?

30. What use is made of the test results?

31. How many times a month does the pupil interview representatives of professions and occupations?

32. How often do you have addresses or talks by professional persons? _____

33. What type of business and professional men make these talks?

34. List the business organizations and manufacturing plants visited during the year:

Name of Organization	Nature of business
----------------------	--------------------

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

35. How do you make vocational announcements? Bulletin Board _____
Verbal _____ School Publication _____ Mimeographed Letter _____
Assemblies _____ Auditorium Programs _____ Others _____

36. To what current educational magazines do you subscribe for assistance in the guidance course?

_____	_____
_____	_____
_____	_____
_____	_____

37. What books have you in the vocational library? For pupils?

For teachers? _____

38. How do pupils benefit by your guidance course?

Please use the reverse side of this sheet for further remarks.

Name of school _____

City and State _____

Present school population _____ Date _____
(Girls only)

Name of person giving this report _____

Position held in school _____

APPENDIX B

SCHOOLS REPLYING TO

Questionnaire for the Study of
Current Practice in Vocational Guidance for Girls
in Catholic High Schools

NAME OF SCHOOL	LOCATION
1. St. Michael High School	Chicago, Illinois
2. Academy of Our Lady	"
3. Providence High School	"
4. St. Mary High School	"
5. Immaculata High School	"
6. Josephinum High School	"
7. Alvernia High School	"
8. St. Scholastica Academy	"
9. St. Louis Academy	"
10. Siena High School	"
11. St. Xavier Academy	"
12. Mercy High School	"
13. Loretto Academy	"
14. Good Counsel High School	"
15. Marquette High School	Alton, Illinois
16. Academy of Notre Dame	Belleville, Illinois
17. Marywood School	Evanston, Illinois
18. Providence High School	Joliet, Illinois
19. Academy of Our Lady	Manteno, Illinois
20. Notre Dame of Quincy	Quincy, Illinois
21. Bishop Muldoon High School	Rockford, Illinois

22.	Holy Ghost Academy	Techny, Illinois
23.	Mallinckrodt High School	Wilmette, Illinois
24.	St. Mary High School	Akron, Ohio
25.	Our Lady of the Elms	Akron, Ohio
26.	Sacred Heart Academy	Akron, Ohio
27.	Academy of the Immaculate Conception	Canton, Ohio
28.	Mother of Mercy Academy	Cincinnati, Ohio
29.	Notre Dame Junior-Senior High School	Cleveland, Ohio
30.	Girls' Catholic High School	Cleveland, Ohio
31.	Julienne High School	Dayton, Ohio
32.	Regina High School	Norwood, Ohio
33.	Central Catholic High School	Toledo, Ohio
34.	Notre Dame Academy	Toledo, Ohio
35.	La Sallette Academy	Covington, Kentucky
36.	Notre Dame Academy	Covington, Kentucky
37.	Ursuline Academy	Louisville, Kentucky
38.	Academy of Notre Dame of Providence	Newport, Kentucky
39.	Mt. St. Joseph Ursuline Academy	St. Joseph, Kentucky
40.	Reitz Memorial High School	Evansville, Indiana
41.	St. Catherine Academy	Fort Wayne, Indiana
42.	Holy Angels High School	Gary, Indiana
43.	Catholic Central High School	Hammond, Indiana
44.	St. Agnes Academy	Indianapolis, Indiana
45.	St. Mary Academy	Notre Dame, Indiana

46.	St. Joseph Academy	South Bend, Indiana
47.	St. Rose Academy	Vincennes, Indiana
48.	Cathedral High School	Crookston, Minnesota
49.	Mt. St. Benedict Academy	Crookston, Minnesota
50.	Cathedral High School for Girls	Duluth, Minnesota
51.	Academy of Our Lady of Good Counsel	Mankato, Minnesota
52.	Academy of Holy Angels	Minneapolis, Minnesota
53.	Holy Trinity High School	New Ulm, Minnesota
54.	Cathedral High School	St. Cloud, Minnesota
55.	Visitation Academy	St. Paul, Minnesota
56.	St. Mary Academy	Milwaukee, Wisconsin
57.	Messmer High School	Milwaukee, Wisconsin
58.	Aquinas High School	La Crosse, Wisconsin
59.	Our Lady of Lourdes High School	Marinette, Wisconsin
60.	Edgewood High School of the Sacred Heart	Madison, Wisconsin
61.	St. Mary Academy	Prairie du Chien, Wis.
62.	St. Catherine High School	Racine, Wisconsin
63.	St. Rose High School	Detroit, Michigan
64.	St. Mary of Redford High School	Detroit, Michigan
65.	St. Anthony High School	Detroit, Michigan
66.	St. Theresa High School	Detroit, Michigan
67.	St. Joseph High School	Detroit, Michigan
68.	St. Bernard High School	Detroit, Michigan
69.	Cathedral Central High School	Detroit, Michigan

70. Girls' Catholic Central High School	Grand Rapids, Michigan
71. St. Francis High School	Grand Rapids, Michigan
72. St. Simon High School	Ludington, Michigan
73. Baraga High School	Marquette, Michigan
74. St. Mary High School	Saginaw, Michigan
75. St. Joseph High School	Saginaw, Michigan
76. St. Andrew High School	Saginaw, Michigan
77. Visitation Academy	Dubuque, Iowa
78. Immaculate Conception Academy	Dubuque, Iowa
79. St. Angela Academy	Carroll, Iowa
80. Mt. Mercy High School	Cedar Rapids, Iowa
81. Mt. St. Clare Academy	Clinton, Iowa
82. St. Peter High School	Keokuk, Iowa
83. St. Joseph High School	Le Mars, Iowa
84. Cathedral High School	Sioux City, Iowa
85. Maryville College	St. Louis, Missouri
86. St. Anthony High School	St. Louis, Missouri
87. St. Alphonsus High School	St. Louis, Missouri
88. Academy of the Sacred Heart	St. Louis, Missouri
89. St. Teresa Academy	Kansas City, Missouri
90. Mercy Academy	Marshall, Missouri

BIBLIOGRAPHY

BOOKS

1. Allen, Frederick J. Practice in Vocational Guidance. New York: McGraw-Hill Book Company, 1927. 301p.
2. Bernays, Edward W. An Outline of Careers. New York: Doubleday Doran and Company, 1928. 431p.
3. Bloomfield, Meyer. Readings in Vocational Guidance. Boston: Ginn and Company, 1915. 723p.
4. Bobbitt, Franklin. The Curriculum. Boston: Houghton Mifflin Company, 1918. viii+ 289p.
5. Brewer, J. M. Vocational Guidance Movement. New York: The Macmillan Company, 1923. xxi+ 333p.
6. Brewster, E. T. Vocational Guidance for the Profession. Chicago: Rand, McNally and Company, 1920. 211p.
7. Cohen, I. David and Flinn, R. A. You and Your Work. New York: D. Appleton and Company, 1931. ix +197p.
8. Cohen, I. David. Principles and Practices of Vocational Guidance. New York: Century Company, 1929. xxi+ 471p.
9. Davis, J. B. Vocational and Moral Guidance. Boston: Ginn and Company, 1914. viii+ 303p.
10. Dickson, Marguerite S. Vocational Guidance for Girls. Chicago: Rand, McNally and Company, 1919. 160p.
11. Edgerton, A. H. Vocational Guidance and Counseling. New York: The Macmillan Company, 1926. xvii+ 213p.
12. Filene, Catherine. Careers for Women. Boston: Houghton Mifflin Company, 1920. 576p.
13. Gowin; Wheatley; Brewer. Occupations. Boston: Ginn and Company, 1923. x+ 441p.
14. Holbrook, H. L. and McGregor, A. L. Our World of Work. Boston: Allyn and Bacon, 1929. xi+ 351+ 11p.
15. Jones, Arthur J. Principles of Guidance. New York: McGraw-Hill Book Company, 1930. xxiv+ 385p.
16. Kitson, Harry D. How to Find the Right Vocation. New York: Harper Book Company, 1929. x+ 202p.

17. Koos, L. V. and Kefauver, G. N. Guidance in Secondary Schools. New York: The Macmillan Company, 1932. vi+640p.
18. LaSelle, Mary and Wiley, Katherine. Vocations for Girls. Boston: Houghton Mifflin Company, 1913. 139p.
19. Myers, George E. The Problem of Vocational Guidance. New York: The Macmillan Company, 1927. vii+311p.
20. National Society for the Study of Education. "Vocational Guidance and Vocational Education for the Industries." Twenty-Third Yearbook, Part II, Bloomington, Illinois: Public School Publishing Company, 1924. 455p.
21. Parsons, Frank. Choosing a Vocation. Boston: Houghton Mifflin Company, 1909. viii+165p.
22. Payne, A. F. Organization of Vocational Guidance. New York: McGraw-Hill Book Company, 1925. 438p.
23. Proctor, William M. Educational and Vocational Guidance. Boston: Houghton Mifflin Company, 1925. xv+352p.
24. Proctor, William M. Vocations. Boston: Houghton Mifflin Company, 1929. x+382p.
25. Reavis, W. C. Pupil Adjustment. New York: D. C. Heath and Company, 1926. xviii+348p.
26. Wanger, Ruth. What Girls Can Do. New York: Henry Holt and Company, 1926. vii+293p.
27. Watson, Edna E. Source Book for Vocational Guidance. New York: H. W. Wilson Company, 1930. 241p.
28. Weaver, Eli W. Profitable Vocations for Girls. New York: The A. S. Barnes Company, 1920. 212p.
29. White House Conference on Child Health and Protection, Section III Education and Training. New York: The Century Company, 1932. xxiii+396p.

PERIODICALS AND PAMPHLETS

30. Benson, R. M. "Counseling Service in the Small Public Secondary School." School and Society 35:92-4, January, 1932
31. Bixler, Harold H. "The Administration of a Counseling Program." Vocational Guidance Magazine 6:264-8, March, 1928
32. Bloomfield, Meyer. "Twenty Years of Vocational Guidance." Vocational Guidance Magazine 6:245-48, March, 1928
33. Boardman, Charles W. "Obstacles to Pupil Adjustment in the Secondary School." Seventieth Yearbook. Washington, D. C.: National Education Association, Department of Secondary Schools, 1932, p. 508.
34. Brewer, John M. "Vocational Guidance: What It Is." Vocational Guidance Magazine 11:3-6, October, 1932.
35. Brewer, John M. "The Task of Vocational Guidance." Vocational Guidance Magazine 8:337-43, May, 1928.
36. Brewer, John M. "What's in the Term Vocational Guidance?" Vocational Guidance Magazine 6:243-45, March, 1928.
37. Clay, Martha E. "Vocational Guidance in the English Course." English Journal 20:566-71, September, 1931.
38. Cooley, R. L. "Our Job, Standing at the Crossroads." National Education Association Proceedings 808-10, 1932.
39. Crowley, Francis M. "Rapid Development of Catholic High Schools in the Past Decade." Bureau of Education, National Catholic Welfare Conference, p. 3-8
40. Cubberley, Ellwood P. Editor's Introduction to Proctor's Book, p. vii, viii, ix (23).
41. Davis, Anne S. "The White House Conference for the Health and Protection of Children." Vocational Guidance Magazine 7:316-25, April, 1930.
42. Davis, James J. "What is Democratic Education?" School Review 36:166, May, 1928.
43. Dearing, William P. "What and Why in Vocations." Vocational Guidance Magazine 11:125, December, 1932.

44. Eversull, Frank L. "Secondary Education During the Next Decade from the Point of View of the Principal." Seventieth Yearbook. Washington, D. C.: National Education Association, Department of Secondary Schools, 1932, p. 521.
45. Franklin, E. E. "The Permanence of Vocational Interests of Junior High School Pupils." Vocational Guidance Magazine 5:152-56, January, 1927.
46. Freeman, Frank N. "Requirements of Mental Hygiene." Seventieth Yearbook. Washington, D. C.: National Education Association, Department of Secondary Schools, 1932, p. 512.
47. Frommelt, H. A. "The Scope of the Guidance Program in a High School and the Danger of Limiting It to Vocational Guidance." National Catholic Educational Association Bulletin 28:404-25, November, 1931.
48. Ganey, Helen M. "Vocational Testing Materials on the Elementary Level." National Catholic Educational Association Bulletin 29:314-22, November, 1932.
49. Ginn, Susan J. "Vocational Guidance in the High School of Tomorrow." Seventieth Yearbook. Washington, D. C.: National Education Association, Department of Secondary Schools, 1932, p. 483.
50. Hall, C. W. "Guidance Program of a Six-Year High School." Vocational Guidance Magazine 6:354-62, May, 1928.
51. Hennrich, Reverend Kilian J., O.M.Cap. "The Place of Vocational Guidance in the Whole Guidance Program: Ways and Means to Promote It." National Catholic Educational Association Bulletin 29:213-30, November, 1932.
52. Horan, Ellamay. "Discussion of Resume of Vocational Guidance in the United States." National Catholic Educational Association Bulletin. 28:423-25, November, 1931.
53. Hupcock, Robert. "Research in Vocational Guidance." Vocational Guidance Magazine, Part II, 10:177-81, January, 1932.
54. Huston, C. G. "Significance of Vocational Guidance." Vocational Guidance Magazine 11:3-34, October, 1932.
55. Hutson, Percival W. "Evolution of Guidance in Secondary Education." Vocational Guidance Magazine 10:147-57, January, 1932.

56. H. A. F. "The Philosophy of Vocational Guidance." Fortnightly Review 7:157, July, 1931.
57. Jastrow, Joseph. "Vocational Guidance in the English Course." Vocational Guidance Magazine 11:3-6, October, 1932.
58. Jeffery, Joseph E. "Guidance in the Bassick Junior High School." Vocational Guidance Magazine 10:207, February, 1932.
59. Johnson, Reverend George. "Education at the Crossroads." Catholic Action 15:9-10, June, 1933.
60. Johnson, Reverend George. "The World Crisis and Its Challenge to Catholic Education." National Catholic Educational Association Bulletin 28:18-32, August, 1932.
61. Kefauver, Grayson N. and Hand, Harold. "Measurement of Outcomes of Guidance in Secondary Schools." Teachers College Record 33:314-34, January, 1932.
62. Kelly, Fred J. "Large Scale Planning in Higher Education." North Central Association Quarterly 7:389-93, March, 1933.
63. Kitson, Harry D. "Extra-Curricular Activities as a Means of Guidance." Vocational Guidance Magazine 4:357-61, May, 1926.
64. Kitson, Harry D. "Opportunities in Vocational Guidance." Teachers College Record 31:764-72, May, 1930.
65. Kitson, Harry D. "Training for Vocational Counselors." Vocational Guidance Magazine 5:513-15, April, 1927.
66. Koos, L. V. and Kefauver, G. N. "The Concept of Guidance." School Review 4:204-12, March, 1932.
67. Lincoln, Mildred E. "Salient Trends in Counseling." Vocational Guidance Magazine 6:256-58, March, 1928.
68. McCormick, Right Reverend Patrick J. "Cardinal Silvio Antoniano, Renaissance Educator." Catholic Educational Review 29:328-34, June, 1931.
69. Melchior, William T. "Helping Pupils to Choose a Vocation." Seventieth Yearbook. Washington, D. C.: National Education Association, Department of Secondary Schools 1932, p. 171-3.

70. Myers, George E. "A Training Program for Vocational Counselors." Vocational Guidance Magazine 5:315-18, April, 1927.
71. Myers, George E. "Training Recommended for Counselors." Vocational Guidance Magazine 6:150-53, January, 1928.
72. "National Survey of Secondary Education." (Editorial) Catholic School Interests 12:34, June, 1933.
73. O'Connell, Reverend E. Lawrence. "A Suggestion for Supervision." Catholic Educational Review 29:335-44, June, 1931.
74. O'Connell, Reverend E. Lawrence. "Suggestions for a Curriculum in Vocational Guidance." National Catholic Educational Association Bulletin 28:426-31, November, 1931.
75. Pittsburgh Public Schools, Vocational Guidance Bulletin Published by the Board of Education 34-57, 1922.
76. Reavis, W. C. "Guidance Programs in Secondary Schools." Seventieth Yearbook. Washington, D. C.: National Education Association, Department of Secondary Schools 1932, p. 500-01.
77. Rutledge, R. E. and Yockey, F. M. "Functions of the Counselor." Vocational Guidance Magazine 11:128-29, December, 1932.
78. Sheehy, Maurice S. "A Historical Resume of Vocational Guidance in the United States." National Catholic Educational Association Bulletin 28:404-25, November, 1931.
79. Sister Mary Borromeo. "Training for Leadership in Catholic Colleges." International Federation of Catholic Alumnae 16:20-28, March, 1933.
80. Sister Mary Genevieve. "To the Youth of Today." International Federation of Catholic Alumnae 16:28-30, June, 1933.
81. Smith, Fred C. and Committee. "Principles and Practice of Vocational Guidance." Vocational Guidance Magazine 8:227-32, October, 1929.
82. Smith, Fred C. and Committee. "Guidance in the Senior High School: Its Functions and Organization." Vocational Guidance Magazine 9:51-57, October, 1930.

83. Stoddard, A. J. "Effect of Current Economic Conditions on the School Program." Vocational Guidance Magazine 11:104, December, 1932.
84. Threlkeld, A. L. "Individual Counseling." Journal of the National Education Association 21:117-18, April, 1932.
85. Wardner, C. A. "How to Teach Occupations in the Small City High Schools." Vocational Guidance Magazine 5:257-59, March, 1927.
86. Wolfe, Reverend John M. "A Philosophic Basis for Vocational Counsel." National Catholic Educational Association Bulletin 28:377-92, November, 1931.
87. Woodruff, K. "A Study in the Occupational Choices of High School Girls." Vocational Guidance Magazine 5:156-59, January, 1927.
88. Wright, Barbara M. "The Usefulness of Occupational Studies." Vocational Guidance Magazine 7:172-73, January, 1929.
89. Board of Education of the City of Chicago "Vocational and Educational Guidance Bureau." p. 1-6, April, 1928.

The thesis "A Study of Current Practice in Vocational Guidance for Girls in Catholic Four-Year High Schools," written by Sister Ignata Biehn, S.C.C., has been accepted by the Graduate School of Loyola University, with reference to form, and by the readers whose names appear below, with reference to content. It is, therefore, accepted as a partial fulfillment of the requirements of the degree conferred.

James A. Fitzgerald, Ph.D.

July 4, 1933

William H. Johnson, Ph. D.

July 8, 1933