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A Guidance Program for North Dakota High Schools

Orrie Edwin Larson

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A GUIDANCE PROGRAM FOR NORTH DAKOTA HIGH SCHOOLS

A Thesis
Submitted to the Graduate Faculty
of the
University of North Dakota

By
Orrie Edwin Larson

In Partial Fulfillment of the Requirements
for the Degree of
Master of Science in Education

July
1942
This thesis, submitted by Orrie Edwin Larson in a partial fulfillment of the requirements of the Degree of Master of Science in Education at the University of North Dakota is hereby approved by the committee under whom the work has been done.

[Signatures]

Chairman

Director of the Graduate Division
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FOREWORD

Today a challenge faces the school administrators, supervisors, and teachers. If they are to continue as vital factors in a Democracy, then they must assume the new problems which social and economic conditions have caused to arise in our present day society. A planned program of guidance is the educator's answer to that challenge.

In this thesis an attempt is made to propose a program of guidance and to explain methods which are suggested in the texts and syllabi on this subject. The ultimate aim is the preparation of a correlated guidance program for the secondary schools of North Dakota.

This thesis contains a general survey of the practices as carried out by other schools and suggested by outstanding authorities in this field. It also incorporates certain problems which are peculiar to the State of North Dakota.

This thesis also suggests programs of testing which are for the purpose of pupil analysis and guidance and not methods to be used with finality in vocational placement of those pupils. Such is the real purpose of the guidance program.

Emphasis is placed upon the fact that every type of a secondary school should establish and further the development of guidance programs to meet the individual's needs, the aim of which should be the end of attaining a well-rounded program to meet that pupil's needs.
The author presents this syllabus for a course in guidance understanding that the thesis does not represent original material in its entirety, but represents more or less a cumulative survey of the materials as suggested by other syllabi and the texts.

It is the author's hope that this summation will encourage educators in the field of administration to plan and carry out a well-balanced program which will better fit the needs and conditions of the schools in North Dakota as the new economic order demands.

The author gratefully acknowledges the helpful assistance of the various individuals who have offered their advice and suggestions in the preparation of this thesis. The author also wishes to express his thanks to Dr. Erich Selke to whom he feels especially indebted for his constructive criticism and suggestions in the preparation of this thesis.
CHAPTER I

NEEDS

An adequate program of guidance must call for a study of the status of the present social, political and economical institutions which have influence on the present situation which is making such broad demands upon our social institutions.

This generation has seen the closing of banks, factories, and other enterprises which have been so vital in maintaining a proper attitude, and the security of the people of our generation. These changes have caused a social upheaval which has had far reaching consequences. At the peak of the period of the relief program, there were two and a half million rural families on relief.1

Proper placement of individuals in the different vocations has been realized as a problem for some time. The recognition of this fact is proven by the importance given this problem in the numerous curricula which provide for vocational guidance.

The present National Defense Program is confronted by the tremendous problem of personnel placement. The proposed National Draft of all civilians will face the problem of placing individuals where they are best suited. These conditions, as well as post-war conditions, will result in a demand for greater vocational preparation and a better type of guidance from our educational institutions.

Hardly a day passes in our larger secondary schools but that some informa-

tion is requested by various employment agencies or the government in regard to people who had formerly attended that school. With the increasing need for the presentation of a birth certificate, the school record is used as a basis, or one of the basis of proof of date of birth.

With the limited resources at its demand, the secondary school is meeting the demands of the various groups with a planned program for guidance. This is evidenced by the increased interest, the great participation on the parts of schools, and the development of literature in the field of guidance.

North Dakota has progressed less rapidly in this field. This is due, perhaps, to the peculiar nature of the schools of this state. Most of the schools are relatively small in size. The average teacher load is heavy. The administrator takes care of not only the administration of the school system, but a full teaching load as well. As such, there has been little opportunity to find time to encourage guidance programs in the school. Finances are also a factor in advancing the guidance program.

A guidance program planned for the state in which it is to be carried out, must take into consideration the specific needs of that state. When programs along these lines are being carried out there is being developed more and more the theory which underlies secondary education, that our schools must be "Pupil-centered" institutions.

Our institutions of higher learning are becoming more selective in the admittance of pupils into the various fields of learning. Today the average institution of higher learning admits about one third of the applicants into
the college departments which train for professions. This selective plan has greatly increased the proficiency of the people in the various professions.

The progressive needs of wise choices, adjustments, and interpretations of life situations are made more difficult by the rapid individual and occupational changes brought about by modern needs and scientific advancement. The task of advising correctly is made more difficult, and must be made with some scientific basis. Such basis is found in a study of the laws of supply and demand and a study of individual needs and qualifications to meet the various social and economic demands of this age.

There are several principles which form the basis of programs for the schools advising pupil adjustment and interpretations. A study of such principles does not mean that the methods of procedure are infallible, but they will be a step in the right direction.

The pupil must be taught to choose a life purpose or goal in a field in which he is personally interested and which is not overcrowded. Such a purpose or goal must be in a field which will be purposeful to society as well as satisfying and self-sustaining to that same individual. These two factors are necessary in a modern complex society.

The two factors mentioned above may be varied. There are such fundamental goals as personal habits, habits of conduct, and personality traits as well as basic background subjects which are necessary in any eventuality. These basic background subjects should include the subjects of literature, mathematics, science, and others which form our cultural background. Regardless of indivi-

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dual ability, society demands such a background in the integration of the in-
dividual into that same society if this same society is to be progressive.

Today, as never before, there is need for directed guidance. In the
United States Employment Service alone there were 6,492,510 applications for
employment from the period of July to March, at the peak of the unemployment
period. For this same period there were but 3,128,880 placements, or a little
less than fifty percent of placements. The dire consequences on the social
conscience, not through idleness, but through the loss of incomes, created
problems which may have to be met once more when this world war is concluded.
This problem must be faced not alone by the schools, but by all other social
institutions.

The unemployed fall into the following three groups:

1. The primary wage earners whose income is absolutely necessary for the
   support of the family.

2. The supplemental wage earners whose wages bring up the living stan-
   dards of the family to a level demanded by a modern society.

3. "Would be" workers whose earnings are needed to supplement family
   earnings.

The last two groups consist of young people who have never worked, or with
no definite skills or trades with which to help their earning possibilities.
These last two groups present a working field for our secondary schools. The
group may be composed of individuals who may be high school students, high

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3 United States Survey of Employment Service Information, U.S. Government
4 United States Survey of Employment Service Information, U.S. Government
school graduates, or even those who for certain reasons have never completed their elementary or high school education. Whether or not the problems of all of these people should be undertaken by the secondary schools is yet a debatable question.

The guidance problems presented by these two groups fall into two categories. The first depends upon the business conditions which govern the laws of demand for a personnel in the various industries in which the problem industries are located. The second involves such personal qualifications as age, sex, race, experience, skills, and personality. The adaptation of the individual to these two factors is the problem for proper guidance.

The background of supply and demand is necessary for a proper direction of the individuals into channels which will provide a proper and a productive future for that individual.

The personal maladjustments can often be remedied. If this seems possible, then the individual must be trained for and directed to the more mechanical trades in which the personality traits that are lacking may not seem so important.

One phase of guidance is proper placement. Certainly somewhere in society there is a niche in which every individual may find it possible to happily earn a living. This earning must be done in accordance to that individual's capacity to work and produce effectively. It is this challenge of individual need which only a proper course or system of guidance can meet.

Need for Guidance in North Dakota

The most recent census shows that the number of people with whom the high school comes into contact has increased over 800,000. This includes young people of the ages from 14 to 19 years of age. The total number as given out
by the United States Bureau of Census is given at 14,764,000.

These same census statistics show that at the time of the census in 1930, 32 percent of these boys and girls were employed at some time. Our latest census reports show that today, only 23 percent of this age group have had any work experience.

Our problem in North Dakota may not seem as acute when one looks at the density of population per square mile. The census reports show North Dakota as a state having a land area of 70,054 square miles. Our population, according to the latest statistics, is 641,935, making a distribution of 9.2 persons per square mile. Thus, North Dakota ranks fortieth among the states in density of population. One must not forget that North Dakota is primarily an agricultural state and does not have the facilities to offer for taking up any increase in population into the various industries.

Of the total population in this state, 12.2% are between the ages of 14 and 19 and 8.9% are between the ages of 20 to 24. A certain number leave this state to seek employment in those states where they may find the work in which they are interested. To be more specific, there are in this state 39,180 boys and 39,344 girls between the ages of 14 and 19 while there are but 29,475 men and 27,885 women between the ages of 20-24. Thus, about ten thousand men and around twelve thousand women upon reaching the age of twenty, migrate to other states to seek employment.

It would seem that North Dakota has a distinct problem. The state educational administrators should assist these twenty thousand who go to other states to seek employment to find positions and aid the people themselves in preparing for positions to which they are best suited. In a number of cases, perhaps
there may be "synthetic" frontiers created in the fields of industry within the state of North Dakota to retain some of this group who are most desirable in that field.

The problem of the educator then becomes one of investigating interests in fields outside of the state to assist the individual to make a wise choice in preparation and application for his chosen profession. The further development of the guidance program in the secondary school system of North Dakota is a recognized need.
CHAPTER II
HISTORY

Background:

The guidance movement is of comparatively recent origin. It first received recognition with a movement started in 1901 through the work of Frank Parsons of Boston. The Bread Winners Institute was founded in 1905 and started vocational guidance as a movement. Other groups were organized among whom are found the National Committee for Mental Hygiene in 1909, and the National Vocational Guidance Association formed in 1913. These were the beginnings of the guidance movements, movements which grew as social upheavals struck the country with force in the last decade and a half.

In tracing the history of the movement, it is seen that the movements were originally started as remedial agencies. As such, attention was given to maladjustments alone. The guidance program was thus sponsored as a cure for such maladjustments.

As the movement developed, prevention of difficulties and problems became the essence of the guidance program. Thus prevention and cure became phases of the program.

The final stage of the development emphasized "the positive development of all students in all situations". Thus the attention came to be centered on the process of finding for each individual the most stimulating and worthwhile educational experiences. Thus the school program came to be built more and more around the child. This program came to be called the enrichment pro-

gram. Thus guidance came to be not alone a philosophy, but also a scientific method.

Purposes and Objectives

The true values of the guidance program are found in its purposes and objectives as applied to the public school program.

In the elementary or the junior high school, the guidance program assists the individual to make the adjustments necessary in the advancement into an entirely new unit. Teacher advice and guidance assist in proper program planning and in proper extracurricular activity participation. Such phases as parental conferences, the use of academic records, the personal interview, a study of personal problems and difficulties should produce real values.

The orientation program introduces the new student to the various departments of his "new world". Attitudes, the proper use of the school's facilities, and cooperation result from a proper orientation program.

Another practical value of a guidance program is the fact that such a program assists the pupil in making educational development or progress. It helps by developing functional health, proper use of leisure time and recreational facilities, assisting with home and community problems, advising in vocational choices and training, and finally assists with a "follow-up" program after that pupil leaves the school.

If the guidance program had no other excuse for being, it would be of value for the fact that it has a stimulating influence upon the teacher in making it necessary for her to know the child with whom she is dealing.

Proper guidance is not infallible; it is to be used carefully, and if so used, it has a distinct part in the school program.
Background

One of the outstanding features of secondary education is the remarkable progress made through the numerous changes secondary education has undergone since 1890. The whole field of secondary education has, since this time, been organized and reorganized many times. One of the newer practices which emerged from such reorganization was a program of guidance. Such a program presented many problems. A study of planned courses in guidance from five different groups shows an agreement in the grouping of the problems which are presented by such a guidance program. Under this agreement the problems are grouped into three fields: the educational, the vocational, and the social.

**EDUCATIONAL**

"The general aim of guidance (educational) is to assist the individual to make wise choices, interpretations, and adjustments, with relation to schools, courses, curricula, and school life."  

Regardless of the ability level of the pupil, the average pupil is not mature enough to make wise choices in curricular and extra-curricular activities, thus it becomes the duty of those who direct secondary education to give guidance to these individuals in the field of educational preparation.

The problems of the field of educational preparation are to include orientation, productive methods of study, adaptation for the choosing of courses from the curricula for vocational schools and colleges, a study of accessible information concerning educational opportunities, a study of the financial aspects of advanced or professional preparation, effective uses of school facil-

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ties, the building of individual efficiency to include the proper development of mental hygiene, and an active participation in extra-curricular activities.

It would seem that a good teacher, without realizing it, carries on a program of educational guidance in the regular course of her school work. A good teacher makes use of the private conference, has home room or classroom "chats", or assists the pupil at the time of registration.

There are too few secondary schools that consider the problem of orientation. In North Dakota, where the secondary schools draw an enrollment from diverse kinds of elementary schools, the pupil with a poor social and educational background may fail because care was not used in proper introduction to an unfamiliar situation. This is the problem of orientation. This orientation is an introduction as to what subjects or courses to pursue, developing the proper attitudes, and methods of study which are all a part of an educational guidance program.

Educational guidance may be started early in the grades. It is recommended that studies of likes and dislikes of pupil interests, and correction of physical defects as well as an attempt to measure capabilities, is a process, not one of one year but of work from the fifth grade on. If carried on from the fifth grade, the work of the guidance program for the secondary school will be more successful and nominal.

The recognition of individual differences is basic in educational guidance. Testing programs are invaluable in this field. While the results of a testing program are not always accurate, and while the results should not be used entirely as a basis for guidance, yet tests may be used advantageously in a guidance program.
The problems of vocational guidance form aspects of large proportions. Such guidance is "a process of assisting the individual to choose, train for, and enter upon, as well as progress in an occupation".¹

A background for vocational guidance is a presentation and a study of the different occupations. This includes the problem of obtaining occupational information. Information concerning occupations given by the Federal Government and the interest it shows in this field by assimilating and disseminating such occupational information, is a great help to the administrators of guidance programs.

There is much controversy over methods of analysis of abilities, aptitudes, and interests of the individual. The place that tests occupy in importance in such an analysis will warrant the discussion of this feature in a separate chapter.

Vocational guidance must thoroughly enter into a study of the opportunities offered and the requirements necessary in the different fields of the various occupations offered. This study should lead to the choosing of a remunerative occupation in a field in which the interest of the individual lies.

Such studies would be useless if there were not some attempt to prepare the individual for that chosen occupation. This presents one of the biggest problems for the administrators of programs for the average small North Dakota high school. Such preparations may include such practical first-hand experiences which small towns have to offer along with the presentation of a

The problems of presenting material which is largely a measure of individual nature in vocational guidance, are many. There is some controversy over the methods of presentation. Some maintain that the "instruction and try-out" methods are best; others hold that personal talks between the individual and his teachers, counselors, and principals are the best plan. There is much to be said in favor of both.

In the elementary school guidance is chiefly that of introduction to the various occupations. Such a study should aim towards curriculum enrichment and building. The entry of the industrial arts into the field of elementary education is a step in this direction. A study of Dewey's experimental School explains the author's experimentation along the lines of introducing occupations to the students of the elementary field.

Such a background forms the basis for a careful choice to be made by the individual.

Statistics show that the largest number of "drop-outs" occur in the senior high school. Because of this situation, the problems of vocational guidance found in the senior high school, are of primary importance. This would involve the selection of an occupation and the instruction in that occupation before the individual leaves school. In some cases the pupil may be "inspired" to remain in school. That, though, is another problem which the

school administrator must have to face.

In order to present some program of guidance to the individual at this stage, there must be close correlation between the actual subjects taught and the vocational guidance program. Such a program must include such topics as, importance of the occupation, work done, income, preparation required, advantages, disadvantages, as well as general qualifications. Methods in these fields merit further discussion in another chapter.

In a school guidance program, the counsellor and the teachers have access to the pupil's past record. This includes such elements as likes and dislikes or interests, educational and social backgrounds, and vocational expectations.

There must also be, in the senior high school, a background of social and economic conditions which will affect the pupil individually and collectively. Here such problems as orientation, occupational interests, exploration, personalities, and hobbies must necessarily be individual.

The problems to be met are of two kinds: those preparatory for life or further professional training, or foundational education. In this field the presentation and the significance of occupations as well as the direct need of vocational experience is the problem.

SOCIAL

The third phase to be considered in the guidance program is that of social guidance. Education entails personal adjustments along the lines of the development of personality, normality, character, health, leisure interests, or in general, the ability of the individual to fit into society of the kind he or

7 Ibid., pp. 328-329.
she chooses. The counsellor is faced with such problems as aversions, shyness, too much or too little aggressiveness, inferiority, over-emotionality, and conditions of a like kind. Certainly some of these may seem simple, but a complete diagnosis will show that the remedy of these problems is as complex as any other to be found in the guidance program.

Every guidance program should aim at the development of likeable personalities. Sound health and healthful habits underlie this trait. The individual’s amiability may be a deciding factor in determining his success in any one occupation. A place for developing social instincts may be found in a well-rounded school program. The school program may offer many channels for remedy and analysis of the defects. They are found in the social life and in the extra-curricular activities of the secondary school.

Two problems seem paramount in considering social guidance. They have to do chiefly with the cause of defects. They are traits that are due to heredity and training. The sum total of personality depends upon these factors. It must be the duty of the counsellor to deduce the good social traits from the wrong. Bad social traits may result from physical conditions, faulty family relationship, poor use of leisure time, a disagreeable personality, bad character, attitudes against the accepted morals of the locality in which the individual lives. These causes may be due to heredity or due to inadequate training. Because this is true, a cure may be possible, or the defects may be modified to some extent. What a broad field and what a challenge this problem offers to a person interested in education and in guidance!

Social guidance is largely individual in character, but the problems and cures are often found within the group. The problems of social guidance tend to magnify the fact that every individual person is different and as such, he
or she demands individual attention as a "case" problem. If this phase of guidance is important enough, the counselor must take time enough for individual social analysis and treatment of that same individual. Social guidance, at least, should be considered as a necessary supplement to educational and vocational guidance.

The factors that must be the basis of a planned course in the secondary school guidance program, are educational, social, and vocational. The whole program of guidance needs to be planned around the solving of problems as presented by the facts of the study of the individual with these three phases of guidance in mind. As such the course as planned will center around the guiding of the individual along lines of education, social fitness, and vocational needs.
CHAPTER III

FUNCTIONS

The main functions of the guidance program are "analytical, informative, and adjutivd or distributive". Strong correlations between the fields of educational, vocational, and social guidance are seen in these functions. Guidance itself has been a function, whether realized until lately or not, of the secondary school, since its inception.

ANALYTICAL FUNCTION

The basic function of the guidance program is found in the first function which is analysis. As such, the program must consider the individual through that individual's personal analysis. This personal analysis may be assisted by the deductions of the counselor or the teacher through a study of tests which are accepted or standardized according to the measures of modern education and science. These studies will cover the range of interests, abilities, and aptitudes. Self-recognition through analysis of aptitudes and tests of a like nature must be the function of the guidance program if progressive results are to be obtained. A study of the mental, occupational, emotional, and social defects presents the function of aid through correction; or if this is impossible, through proper placement.

INFORMATIVE FUNCTION

The informative function entails an accumulative program of material which will assist the individual in obtaining information concerning the program of subjects and activities which the secondary school has to offer and a

background required for proper mental and character development.

There is an informative function to guidance. This function is mentioned in every text consulted. It is explained as the gathering of information concerning the opportunities which society has to offer in the various vocational fields, the demands which society makes upon the individual in each of these fields, the occupational interests of the students, and the educational preparation demanded by the various professions in which that student is interested.

**ADJUSTMENT FUNCTION**

The assistance in getting the student to adjust himself to a new situation, whether it be in a profession or in school, is of importance in the guidance program. It is a part of a remedial program of the school.

The net end of the adjustive function is an harmonic adjustment of the individual to the occupation he seeks to enter. In order to maintain this harmony there must be a proper choice of schools, subjects, and curricula by the individual. Here the counselor must advise. Such an adjustment must consider a choice of such social activities which will bring out the potentials of the individual and develop his personality into one that will harmonise with the society in which he moves. The adjustive function, as its name signifies, considers the correction of maladjustments wherever they occur. In all fields, the adjustive function demands a follow-up of the individual's experiences in order that his maladjustments may be corrected if possible.

If these functions are to be carried out properly, then the responsibility for carrying out such a program must be placed with some individual. In the average small North Dakota high School it would seem best that this responsi-
bility be fixed with the administrative head. This does not mean that the
bulk of the labor of such a program should fall upon his shoulders. The co-
operation of every teacher is essential if the proper functions are to be
carried out. If each teacher correlates his subjects with the guidance pro-
gram, assists with personal counseling, and assumes some responsibility for
the dissemination of vocational information, then these functions can be
carried out.
CHAPTER IV

TYPES OF GUIDANCE

In the earlier parts of this thesis some reference was made to group and to individual guidance. In the average school three types of guidance are possible. These types are the group, the individual, and the home room.

GROUP GUIDANCE

Group guidance centers around all group activities which emphasize the future of the individuals concerned. This type of guidance is the very nucleus from which will develop individual guidance. It is a natural assumption that certain vocational characteristics will very likely be distributed according to the normal probability curve. This distribution should lead to better self-appraisal and choice through comparison of the individuals of the group as well as with their ideas.

In the smaller schools, such as are common in our state, time limitation and teacher load may prevent the apportionment of much time for individual guidance. This problem may be so great that such a program may be actually impossible. Group guidance is an answer to that problem.

The study of occupations may be correlated with the work in most of the classes. This should be the work of the regular teacher as well as the work of the counselor. Thus problems in mathematics, parts of business law, English, and other subjects may be applied directly to certain professions in which the students have expressed an interest.

Outside class and assembly speakers, group addresses by the instructors, or assigned topics for discussion by the school clubs serve to create originality and broaden the field of vocational guidance.
Group guidance is an answer to the problem faced by smaller schools. This problem is one of time where a teacher has too large a teaching load. In such schools, the teacher may put into operation some plan of guidance on the group basis. This can be in the form of group testing, group discussions, or group projects. Group guidance will assist the over-burdened teacher.

Group discussions concerning problems of orientation, curriculum, needs and adjustments, and advanced educational requirements as well as vocational requirements in other fields are invaluable. A variance of the ideas of the group through the presentation and the discussion of problems presented by the conditions and the opportunities which the local school and present society have to offer will also enrich the possibilities of group guidance.

In a word, group guidance presents an efficient, economic, and practical method of attacking the many problems of the guidance program for many types of schools common to North Dakota.

One cannot put into operation an occupational plan suddenly. The group plan affords an early approach to individual guidance. This same group guidance serves to establish a background, which, if properly presented, may create an atmosphere which will tend to induce the individual to a further personal investigation of both himself and the field of occupations. As an aid to the over-worked teacher and counselor, the value of this plan cannot be over-emphasized.

**HOME ROOM GUIDANCE**

The modern trend of departmentalization has lead to the "home room plan".

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This definitely places the responsibility of each individual pupil upon some special teacher. That is necessary in a guidance program. The home room teacher assumes the responsibility of contacting the pupil each day, checking his work, studying the pupil's characteristics, and having general oversight over him.

One of the chief aims of the home room as given by McKown is that of assisting the guidance of the pupil. If the home room teacher carries out his duties as have been stated, then that same teacher will logically be an important unit in the guidance program. There is less of a problem in the home room guidance program where the pupils of the home room are in the same grade and of about the same age. Where such home room conditions exist, the teacher can adopt somewhat uniform methods of approach in the study and discussion of guidance problems and of the different aspects of occupations.

Jones advocates a mixture of students in the various grades, perhaps twelve freshmen, ten sophomores, eight juniors, and five seniors. He himself admits that this makes the problem of guidance more difficult.

The home room plan is basic for social guidance. The ability of the pupils to come into more intimate contact with each other will furnish the teacher a basis for analysis and correction. This also holds true with the problem of orientation. The intimacy offered by home room contacts also leads to a better study of attitudes and scholarship.

If the home room plan of guidance fails, that failure may be due to a


wrong conception of the real purpose of the home room. The home room is not merely a meeting place. This plan must demand that there is some time allotment for home room activities. If guidance is to enter into this plan, then it is necessary that there be an expansion of time allotment for the home room periods.

There are some objections to the home room plans. The fact that a teacher is made responsible for guidance activities does not guarantee that this teacher has the necessary qualifications for carrying out such a program. This would entail a great deal of supervision and administration. It is the author’s reaction that teachers as a group are not enthusiastic over the plan of home room guidance. Where this lukewarm attitude exists, such a program would be difficult.

There is more argument to be found in favor of the home room plan than against it. Certainly there must be a unity of closer contact with the home room plan than where the students are handled as an entire group. McKown’s text is perhaps the best advocate of this plan. This text also suggests methods for carrying out the plan.

**INDIVIDUAL GUIDANCE**

Under a plan for counseling, one should realize that such counseling is personal. Successful guidance of the individual in making adjustments and choices must necessarily be through the medium of the personal interview. H.S. Elliot and G.L. Elliot’s book is recommended by Wren for this phase of guidance.

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Group guidance is supplementary to personal guidance. It prepares for the necessary personal guidance. No type of group guidance can attempt to handle all phases of maladjustments for there are many which are decidedly individualistic in nature. Group guidance is not conducive to intimate confidences necessary for a proper program of guidance.

THE GUIDANCE PROGRAM FOR THE JUNIOR AND SENIOR HIGH SCHOOLS

In the seventh, eighth, and ninth grades is found an increasing growth of curiosity concerning scientific facts, the art of living, and in personal achievement as compared with those of the pupil's companions. This signifies that these grades comprise the exploratory stage of the guidance program. The program in these grades should enable the pupils to lay a background for the courses to follow in the senior high school. Such courses as Junior Business Training, typing, shop, the languages, and other courses which are generally considered as academic, may lead to a better analysis and planning for the future preparation and training of the individual.

An elementary course in occupations should be offered to this group. The problem of those who drop out of high school early should be considered. Such a course should contain a study of occupations suitable for this particular group. The training concerning the occupations should be tentative.

To this group, a course in orientation would seem valuable. This would tend to make the transition from the lower grades to the upper grades less abrupt. Such a program of orientation from the guidance point of view, merits further discussion.

It should be unnecessary to emphasize the importance of developing a complete permanent record system for the individuals of these grades. There
should be some record from the grades. While records will be discussed at a later period, it would be well to emphasize the fact that the records be cumulative for the entire elementary and high school periods.

The guidance program at this stage should include such items as interest blanks, personality analysis, anecdotal history, scrapbooks, tests, and a beginning of the results of the personal interview.

The tests recommended as being given as part of a guidance course fall into six groups. They are the intelligence, the prognostic, diagnostic, personality, aptitude, and vocational tests. Discretion as to the giving and the use of these tests must be made on the part of the counselor. Not all pupils need all of these tests.

The members of this social group are characterized by unstable qualities. This may be due to both physical and environmental changes which are occurring at that stage in the individual's life. Hence the personal interview is essential in a guidance program for these grades. There should be at least one personal interview for each person during this stage in their lives.

Two courses in orientation should be introduced at this grade level. The first course should be a course in methods of study. The second course should be a course in the proper use of the school library. There is a wealth of textbook and pamphlet material in both of these fields. The objectives of courses in methods of study and use of the library are to create interests, place usable tools in the hands of the individual and to conserve time.

On entering the senior high school, the pupil would have a background of experience and the teacher a complete guidance record from the grades and the junior high school. The counselor and the teacher should make a careful study of all of this material with which he will have to work. The guidance
program at this stage is a continuation of what was offered in the lower grades, but the material is that of a higher level.

A beginning program in this section should include an orientation program and the giving of intelligence and, possibly, one or two achievement tests. The pupil's vocational, educational, and personal plans should be recorded on blanks. Kefauver recommends at least one personal interview a year. 6

Courses in methods of study, the use of the library, and like courses can be revived. Introductory courses should include courses in occupations and in civics. Courses in civics and occupations will tend to build up proper attitudes for community and individual relationships as well as start to create occupational interests. The course will further develop through a more complete growth of the home room system. It might be emphasized here that it is possible for each teacher to plan a presentation of the occupational and educational opportunities afforded in the fields in which he is teaching.

Ingenuity on the part of the teachers and the counselors in developing hobby shows, clubs, or activities which tend to bring out interests will broaden the guidance program. Such activities furnish the teacher and the counselor data as to the individual's interests and leisure time activities. This information may be helpful in conducting the personal interview.

At this period in the guidance program an attempt to place the individual as to his interests and the filing of material in a follow-up program should be started. This is true for not only those who enter the definite vocational fields, but also for those who attend schools of higher learning.

A pre-college orientation program is also suggested.

The counselor and the teacher should call upon successful persons in the different professions to give their experience and advice to the pupils in the guidance program. Actual visits to various business concerns will develop the interests of the pupils and give them a better background for their choice of a profession.

The field is a broad one at this stage. It will require work and the knowledge of human beings on the part of the educator and counselor. Such knowledge can come only from interest, effort, and cooperation of all parties concerned.
ORIENTATION

The term orientation is diagnosed in different lights by various authors. Margaret Bennett would conceive of it only in the light of adjustments to new schools. Most authors also apply it to survey courses in various fields of knowledge. Whenever a pupil enters a new environment, he must make certain judgments and choices which may be the determining factors of his future success and happiness. He must make certain adjustments which will change his whole personality pattern.

While such adjustments are desired in the pupil, there must also be adjustments on the part of the school program to guarantee that individual's growth to the best of his potential abilities. Thus orientation involves the adjustment on the part of both the individual and the school.

The ideas as to the aims of orientation are varied and many. Charles T. Fitts has perhaps made the most extensive study of them. In his study of seventy-nine educational institutions, he found that the aims were as follows:

1. To adjust the student to college life.
2. To acquaint with the main human problems of the day.
3. To teach how to study.
4. To survey the bases and background of present day civilization.
5. To introduce to specific fields of study.
6. To arouse in the student a consciousness of his relationships and the realization of his responsibilities as a member of society and as a citizen.

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7. To assist in a choice of a life work.
8. To acquaint with a history of civilization.
9. To survey the entire field of study.

Margaret Bennett applies her aims more directly to a course in High School Guidance. She lists her aims as:

1. To guide the student in becoming acquainted with the new institution in order that he may adjust himself happily in the new environment through his participation in its life, and that he may utilize the opportunities for furthering his growth.
2. To guide the student in a reconsideration of his goals and purposes in relation to increased self-knowledge, and perspective of his new opportunities for well-balanced growth.
3. To guide the student toward a growing awareness of the wider social field and his place therein.
4. To contribute to the development of increased skill in self-direction through improved skill in adjusting intelligently to the new environment and through the experience in utilizing new opportunities.
5. To provide opportunities for school officials (administrators, guidance workers, and other teachers) to become better acquainted with new students and more aware of their growth needs, in order that the school environment may be made more responsive to these same needs.

Miss Bennett’s summary considers better the work of adjustment on the part of both the schools and the individual.

Tools with which to carry on this process of adjustment through parents, the school officials, the other students, and through the student himself are found in the cumulative records, informal questionnaires, conferences, tests, group discussions, and interviews.

The adjustment on the part of the schools involves a study of school practices, opportunities, and organization. Environmental adjustment is an all-important factor.

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Orientation in the elementary grades and in high school may be found to be needed at well-defined levels. Such levels occur when the child first leaves home to attend school. It is found in the transition from the primary to the elementary grade level. Other transitions are common between the sixth and seventh, the eighth and ninth, and between the tenth and eleventh grades. Then the work of orientation becomes the duty of the college administration.

Into the cumulative record should go the behavior patterns discovered early in the child's play and school activities. The cumulative record will often reveal aptitudes, interests, and trends which will assist in the training and the guidance of the individual.

The ability and the readiness of children to acquire skills is found early in life. Guidance in the elementary grades leads to a better acquisition of these skills.

Greater adjustments are needed as the child advances. The transition from the grades to the high school is distinct. The development of attitudes, self-reliance, and direction, and many social adjustments are necessary. Personal contact through interviews and consultations are the basis of the success of the Baltimore plan. The physical change from adolescent to adulthood requires careful guidance and advice.

The presentation of the actual guidance program in the giving of occupational information begins at this level. By the end of the ninth grade the pupil will have made his choice of the curriculum of the school. Here is needed information concerning demands so that the pupil may choose wisely for

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future progress. Such guidance involves conferences with the parents, with the pupils, and a study of the vocational information in the many fields of endeavor that the world has to offer.

The problems which face the administrator are not often as tangible as those previously mentioned. Many of them are of an emotional nature and are thus harder to discover and to correct. E. Williams Frankwood lists twenty-nine emotional factors which face the individual, factors which need analysis, the cure of which oftentimes is a remedy needed for making a full and a natural life. These factors are:

1. Vocation  
2. Inferiority  
3. Personality  
4. School work  
5. Finances  
6. Too aggressive  
7. Temper  
8. Parents  
9. Self-confidence  
10. Self-consciousness  
11. Health  
12. Sex  
13. Will power  
14. Speech  
15. Concentration  
16. Ethical Code  
17. Selfishness  
18. Insubordination  
19. Temperament  
20. Too submissive  
21. Day dreaming  
22. Religion  
23. Friends  
24. Poor memory  
25. Fears  
26. Philosophy  
27. Accepting Conventions  
28. Social graces  
29. Hobbies

While most of the texts and the syllabi on guidance that were consulted on the subject of guidance orientation dealt with colleges primarily, Miss Bennett offered definite types of activities that may be utilized in the high school orientation program. Some of these were:

1. Visits from those in the higher departments.  
2. Distribution and study of information concerning the next highest level.  
4. Visits to the higher levels before placement.

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5 Frankwood, E. Williams, "Mental Hygiene and the College Student", Mental Hygiene, 9: April, 1925, p. 232

5. Use of "pals", student advisors, and sponsors.
6. Freshman week activities.
7. Orientation through organized group guidance.
8. Orientation throughout the curriculum.
9. Orientation through the social program.
10. Individual counselling.

Thus the program of orientation moves from a set program to the ingenuity of the counselor to make the orientation program fit the needs of the individual. There is a place for orientation as a part of the program in the common schools. It is an integral part of the high school guidance program.

THE INTERVIEW

Patterson says that the interview is the most subjective aspect of the diagnostic procedure, but it is necessary in a guidance program.7

The personal interview may be sought after by the teacher, the parent, the administrator, or even voluntarily by the pupil. Some schools advise the individual interview as a set part of the guidance program.

Such interviews, conducted by an average individual, are likely to become more or less perfunctory. Each interview requires knowledge of the background of the pupil by the counselor. It should be followed by a check-up by the counselor.

Billett made an extensive survey to determine the topics concerned with the personal interview. The survey involved eight secondary schools. Twenty-eight distinct items were mentioned on a list which included the number of subjects a pupil should carry, special coaching of slow pupils, failures, remedial work, differential assignments, and matters of a like nature. All re-

quired individual guidance.

Before meeting the individual to be interviewed, the counselor of the Public schools of Cincinnati, made a careful study of each individual. The following items were considered:

1. A schedule of the pupil's home aspects, family relations, his special interests, activities, and plans for the future.

2. A form filled out by the teacher on which she estimates special characteristics, abilities, and weaknesses together with other information.

3. Information based upon the individual cumulative school record.

4. The current school record listing the pupil's grades over his entire school experience.

5. Results from psychological tests and facts and interpretations concerning these matters.

6. Data from social agencies.

7. The counselor's record of previous conferences, if any.

Patterson lists the aims of the interviews as follows:

1. Studying the time distribution of the pupil.

2. Studying the pupil's participation in the extra-curricular activities, thus guiding him where his needs and interests lie.

3. Investigating methods, time, place, and conditions of study.

4. Investigating the pupil's vocational aim, its origin, and its harmony with the pupil's background and abilities.

5. To aid in the pupil's personal problems.

The actual guidance may be of a casual nature, or it may be direct and


purposeful. The direct interview should be with the aim of having the pupil
give information so that the counselor could assist the pupil in the solution
of his personal problems. Of the various authors whose works were consulted,
most agreed that formality harmed the interview in its aims. Here the ability
of the teacher to make informal what ordinarily would seem formal depends upon
the counselor. Such an act as taking notes, which at times might be indispens-
able would depend upon the counselor's reference to it in an informal manner
to put the pupil at his ease.

Certain attitudes of the counselor in presenting an air of informality,
kindness, honesty, leading introductory conversation, expressed interest, not
appearing to be the judge, making the pupil think instead of giving ultimatums,
summarizing the results of the interview for the pupil, and many like sugges-
tions ending with some definite action on the part of the pupil are a few of
the aids mentioned by the various authors.

Counseling involves human understanding. The failure or the success of
the counselor depends upon his understanding of the background of the individ-
uals to be guided, the methods of approach, and the interpretation of the re-
sults of that interview. Confidence is gained through a friendly understand-
ing with the pupil to be guided. Not all teachers have the ability to conduct
the personal interview. Preparedness is the key-word by most of the authors
for a good personal interview.

OCCUPATIONAL INSTRUCTION

Occupational instruction has as its purpose the giving of information
to the students for future use in choosing a vocation or studying a specific
one.

Smith, Lewis W., Gideon L. Blough, Planning a Career, American Book
Seven of the books consulted listed under headings similar to the following, these points of attack in presenting the problem of choosing a vocation:

1. The advantages.
2. Disadvantages.
3. The demand in that particular field.
4. The qualifications demanded.
5. The duties.
8. The social worth of the vocation chosen.
9. The opportunities to advance within the field.
10. The secondary school background necessary.

The actual presentation of such material, as planned in all seven books consulted, provided that the program of occupational information should start in the eighth grade. A correlation with other subjects was suggested. No definite form of presentation was arranged for, but a study of specific occupations was suggested for the ninth grades.

The general field of occupations comes under five different heads:

1. Agriculture.
2. Industry.
3. Commerce.
4. Public service and professional fields.
5. Homemaking and personal service.

The presentation should also take into consideration the potential abilities of each student mentally, physically, and socially. Certainly every student can be directed to fields or along lines of suggestion into one of the three occupational levels which are from the lowest to the highest: the unskilled, the skilled and semi-skilled, and the professional.

The ten problems mentioned above correlate closely with a study of all phases of the three groups mentioned immediately above. Timely information to work into such a program of occupational study can be gotten free from the Bureau of Employment Security, Research and Statistics Division, Federal Se-
Every up-to-date book company has additional information. There are several good magazines published in this field.

The economic phase is all-important. The tenure, the pay, the type of labor, the security offered, and other angles must be considered and brought out when considering the three levels of occupation.

Once more the procedure of presentation depends upon the teacher. Certainly the individual can gain knowledge by individual investigation under the supervision of the teacher or the counselor. North Dakota schools are not situated in positions to allow the elaborate programs in the fields of guidance that our larger schools have to offer. The pupils of North Dakota schools cannot always visit industries which exemplify the vocation which they have chosen, but, on the other hand, the school library can be built up in this field at a nominal cost. Numerous government projects in the various states have built up elaborate sets of vocational monographs which are within the possibilities of any public school system. Outstanding in this field in reliability and in scope are the monographs of the city school system of Chicago, and those arranged by the Science Research Associates of 600 South Michigan Avenue, Chicago, Illinois.

Supplementary aids as listed in the texts consulted were:

1. Articles in current magazines.
2. Trade and professional journals.
3. Interviews with people.
4. Radio programs.
5. Speeches of individuals.
6. Booklets and catalogues of professional training schools.
7. Free material of the United States Government.
   c. Department of the Interior, Washington, D.C.
There are 30,000 different occupations in the United States. It is impossible for any pupil to make a survey of them all. The occupations must first be presented in groups; then the individual pupil must start to explore the particular group in which he is interested. This is an adaptation of the guidance program to the individual needs.

**EXPLORATION**

A survey of the courses of study and plans for a guidance program in several different schools shows that only two made definite plans for exploratory or "try-out" courses. One would infer from this that it is difficult for the average school of secondary rank to find opportunities for giving such courses.

Indirectly, more has been done along this line in the twelfth grade than in any other grade in high school. The University of North Dakota sponsors a series of contests which makes it possible for high school seniors to visit its campus and become acquainted with the University. The State Agricultural College of Fargo, North Dakota, sponsors a May Festival of a like nature. Several of the state teachers' colleges do the same. This year the war situation curtailed that program in a few of the colleges, but it will no doubt be resumed after the war period. In our state these institutions of higher learning have encouraged high school activities and allowed their facilities to be used for inter-school programs of all kinds.

Exploration should stress pupil activities and experiences. It may be of a scholastic nature. In this field it would have as its objectives the

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stressing of the differences between the offerings found in the distinct divi-
sions of the lower grades, the elementary grades, and high school in the junior
and senior divisions, as well as the colleges and the vocational training
school. It should also serve to familiarize the student with the curriculum
of the advanced unit of the school and enable him to see in perspective his
next step in that unit.

The "try-out" courses should have as their objectives the discovery of
pupil interests, pupil abilities, the increasing of his range of interest, and
the development of present interests. Exploration is a step in vocational
guidance. It is the first step. First comes exploration, then experimen-
tation, then try-out, and last comes provisional choice. 13 Exploratory courses
usually offered for the first time are offered in the seventh and the eighth
grades. They generally include such courses as general language, typewriting,
business information, foods, clothing, mechanical drawing, simple mechanics,
woodworking, metal work, printing, music, and art. 14

Such exploratory courses are trial courses which give the students the
opportunity to discover interests and capacities as well as choose elective
subjects more wisely.

Such a program calls for definite assignments on which the pupils may
give reports. Information concerning such courses may be given by students
already enrolled in such fields. Group discussions are mediums through which
such programs can be carried on.

14 Detjen, Mary E. Ford, Home Room Guidance for the Junior High School,
Incorporated in such courses can be scrapbooks, studies of the library, the Dewey-Decimal System, school rules, entrance requirements, the school curriculum, and the different fields of specialization offered by the particular school.

A definite trend towards exploration in the school program is found in the course of general science, general mathematics, general social science, and general language. Texts are now offered in these fields. Modern textbooks tend to enlarge upon this exploration service. Many texts contain definite units connecting that course with the different occupations. Where such units are not included in the text, there is need of the instructor showing some connection between the course he is teaching and occupations in real life.

The counselor must assist the student in interpreting the information and the experiences he receives from such courses. There should especially be an analysis of the aptitudes and the interests at the ends of the different units which are studied.

Exploratory courses should be supplanted by courses in occupations.

While such exploratory courses are not included in many of the works of the authorities consulted, they can make a contribution to a comprehensive study and the conduct of the guidance program. There is room for creative work on the part of the counselor and the teacher in this field, as it is a neglected phase of the guidance program.

**CUMULATIVE RECORD**

The counseling of students cannot be based with any degree of reliability on the work of any one year, nor can this information be gathered in a moment.

The measures of the success of the student's in the lower strata of the
fields of education helps to interpret the student's success in other fields. The counselor's advice and the student's present plan are controlled by his past.

Conditions govern the items to be recorded. The counselors of our small North Dakota schools might spend much time gathering information and then find that they had but little time to actually carry on the program of guidance. Regular forms for gathering data may be had from various reliable companies. The type of form to be used depends upon the meaningfulness and the helpfulness of that particular form. The data gathered should not be too technical for average interpretation.

The chief information that the average cumulative forms should contain are given by Burich and Wrenn as:

1. The record of previous school experience.
2. Aptitudes and abilities.
3. Home background and community environment.
4. Goals and purposes.
5. Interests, likes, and dislikes.
6. Social development and adjustments.
7. Emotional status.
8. Health record and present health status.
9. Economic or financial status.

Folders are considered advisable as in them one may file loose leaf material. The State Guidance Bureau of Fargo, North Dakota, numbers these folders and keeps an alphabetic list of the names and the numbers. This is done in the Fargo Public Schools. The data included in the above nine fields may be summarized on regular forms or cards. The W.P.A. of Bismarck has a plan for assisting in this type of work. These forms should include records of

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tests in several of the nine fields mentioned. Such a form should be cumulative recording data from year to year through the time of the child's school experience.

Several problems confront the average administrator in preparing such a cumulative record. The problem of validity of data, of economy of time, of expense, and use for interpretation must be considered by the counselor. These problems are often found in the use of the tests in various fields too. Standardized tests are made and may include material to help in the interpretation of the results of such tests. Modern science also uses scientifically prepared rating scales which save the institution both time and money and insures reliability in their use. A few such forms are recommended. They are:


2. The form prepared by the Sub-committee of the American Council of Education, Department of Education, Washington, D.C.

3. Forms of the University of Chicago High School, Chicago, Illinois.


5. Records recommended by the State Guidance Department of Fargo, North Dakota. They are the forms originating and used in the Fargo Public Schools and The Elementary and Secondary School Cumulative Record, published by the Educational Test Bureau, Inc., of Minneapolis, Minnesota.

Different types of data forms were found in all of the texts and syllabi consulted. The above are mentioned because of their scope, and the scientific method of their compilation. The above records deserve the consideration of any busy counselor who needs cumulative record forms.

The reliability of the data included in such forms is governed by the
procedure by which that data is compiled. Symonds gives the following rules for gathering such data:

1. Ratings should be made in a systematic way.
2. An extended period of observation should precede the rating.
3. It should be kept in mind that the rating is something in which the rater may improve through practice.
4. More attention should be paid to defining the qualities or the traits to be rated.
5. Single ratings should not be used in rating human qualities. The independent judgment of from five to ten observers should be used.
6. For experimental purpose all ratings should be discarded except those which are at the extreme ends of the rating scales and those on which the raters are certain of their judgment.
7. Traits for rating should be selected which experience shows yield better than average reliability.
8. So far as possible bias should be eliminated from the ratings. Individuals should not be expected to give fair ratings when judging themselves, friends, old acquaintances, or persons whom they like or dislike or despise or admire.

The use of a definite form in the cumulative record provides a means of building up a reliable student record and is a convenient means of summarizing information to be used in student diagnosis or to be passed on to other counselors.

INTEREST AND PERSONALITY

The harmony of interest and personality are basic factors in vocational success. This is also true in successful scholastic work. Realizing this, the guidance program should endeavor to have the students analyze themselves in terms of their interests in planning their school programs along the lines

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of greatest interests, and have them study themselves according to their ability, emotions, mental fitness, and physical ability for the work that they chose. The individual student must realize the necessity of harmony between one’s work and his aptitudes and interests.

The counselor usually judges the student along these lines by his overt behavior. This behavior implies what he thinks and feels.

Psychologists attribute personality to heredity and environmental factors. Part of this make-up may be modified by experience through habit formation.

If therefore becomes the duty of the counselor to aid the student to "weed out" undesirable qualities and substitute those which will be of greatest benefit to him in his chosen profession.

Guidance in the field of interests and personality enters the life of the child upon his entrance into school. Early in his school career the child establishes a wider social contact and is introduced to many new rules of conduct. Other children may exert their influence over him, or he may assert his quality of leadership over them. Under proper guidance in the elementary grades the teacher will emphasize a field of rich experiences to help build up the interests and personality for proper harmony with the later choice of a vocation.

One trend of the modern public school is to provide for widening the school program through the use of good books, motion pictures, speakers, and the radio. This will serve to enrich the field of experience. This is es-

especially true as the student advances from the lower grade to the high school level. Here leadership develops and a sense of personal significance in an attempt to adjust himself to gain personal approval predominates.

Thus far, one element stands out to be emphasized by the counselor through the medium of the teacher, the element of EXPERIENCE. This experience is carried over into other fields of good habit formation and the development of proper attitudes. The teacher and the counselor should provide plenty of good and wholesome experiences.

Few of us see ourselves as others see us. A student seldom recognizes his own peculiarities of habit. No guidance syllabus consulted offered a definite list of these detrimental qualities. Here are a few to which any counselor may add others.

1. Lack of self-confidence.
2. Defiant attitudes.
3. Bizarre actions or dress.
4. Habitual low standards as shown in actions and dress.
5. Timidity.
6. Speech habits. (Use of English)
   a. slang.
   b. faulty grammar.
   c. profanity.

The presence of any of the above qualities may indicate the necessity of readjustment before entering any definite vocational field.

Tests often assist in the correction of such maladjustments. It should be remembered once more that tests are merely indicators which the counselor should investigate more thoroughly. Few tests or questionnaires satisfy the

problems of validity and reliability. Strang mentions a few which have
weathered the test of time. 19

1. Pressey X-O Test.
2. Allport A-B Reaction Study.
3. Woodworth Personal Data Sheet.
4. Thurstone Personality Schedule.
5. Bernreuter Personality Inventory.
7. Allport-Vernon Study of Values.
9. Symond-Block Student Questionnaire.

These tests may aid in the detection of students who are in the need of ex-
pert counseling.

There are several approaches which may be used by the counselor. Most of
the texts and syllabi consulted mentioned the use of tests, observation, and
case work. Personality guidance is a problem for all grades. It is a problem
that cannot be treated in any one grade. Because of its abstract character
and the many personality differences of individuals, the problem requires care-
ful study by the teacher and the counselor.

Maladjustments may be remedied by attacking attitudes, changing elements
in the environment, encouraging the acquisition of skills, by discipline, and
by suggestion. 20 No definite method is advised by the various authors. Most of
the authors consulted emphasize that such maladjustments fall into groups due to
psychological factors or those due to external factors. Each demands a differ-
ent attack.

Cure and adjustment may be obtained by a sympathetic attitude on the part

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19 Ibid., p. 205.
20 Strang, Ruth, "Guidance in Personality Development", Thirty-seventh
Yearbook, Part I, Public School Publishing Company, Bloomington, Illinois,
1938, pp. 213-223.
of the advisor or counselor, the cooperation of the parents and teachers, and the work of prevention of conditions which lead to maladjustments of personality.

Success in any field demands that the individual's interests and personality be in harmony with the particular vocation he chooses.

**SCAPBOOK**

None of the texts or any of the syllabi consulted gave more than passing mention of the Career Scrapbook as an important element in the Guidance Program. If such a book, cumulative in nature, were built over a period of years, it would prove helpful in experience.

Such a career book could be started in the seventh grade and could be added to each year of the junior and senior high school. Originality could determine what it might contain. There could be listed notes on vocational information gleaned from one source or another, bits of information, charts, pictures, outlines, bibliographies of available material, results of tests, and many other items.

An orderly procedure would suggest that this book have definite sections which would be built up from time to time.

One section should be devoted to facts concerning the occupation in which the individual is interested. This should include social, economic, and personal aspects.

There should be one section concerning the individual himself. That should include a summary of traits, tastes, financial conditions, education, skills, abilities, desires, likes and dislikes, and other information which leads to self-analysis. In many cases the individual could make comparisons with actual standardized tests.
A third section might contain articles which would tend to correlate the requirements of the vocation and the individual qualifications. This would be the individual planning and corrective feature in a guidance program.

The purpose of such a career scrapbook is to make the materials profitable to the individual. If that aim is lost, then the effect becomes one without a purpose. Such a project becomes a personal research project on the part of the pupil. It will contain a group of facts concerning occupations and the relation of the individual to them. Such a career scrapbook can become a great help to an individual in choosing a career.
CHAPTER VI

TESTS

There are a great number of tests now on the market to use in analyzing the capacities, aptitudes, abilities, achievements, and the skills of the individuals to be guided. These tests are very similar because they are a means of sampling behavior of pupils to be guided under uniform or standardized conditions. Through a testing program certain inferences are made possible. To make such inferences, all factors of the situation must be given proper consideration. Here the trained guidance director has an advantage over the untrained director. The testing program must be correlated with the other factors concerning an individual. In order that there may be such correlation, the counselor must understand the nature of the test which he is using and the fact that these tests are of a special nature so that they are but "samples of behavior".

Because tests have lately been subjected to much bitter criticism, the problems presented should be considered. Some of these problems are:

1. They are interpreted as being final and unchangeable.
2. Competition grows out of comparison of pupil's maladjustments.
3. Individual learning is forgotten through the similarity of tests used for measuring all pupils as to the acquisition of the same material.
4. Since tests measure factual information, they do not measure functional behavior.
5. The finding of solutions is discouraged by too easy answer to questions.
6. Tests results are somewhat based upon reading ability.
7. Teachers are not trained to use tests as a productive training tool.


8. Tests results are but a sample of human behavior.

If the teacher is aware of these criticisms and is on her guard, then tests may be used with good results.

One purpose of guidance is to assimilate and orient the pupil into new situations. The fact that testing is a basic part of the orientation program is a fact agreed to by most of the texts and manuals consulted.

There are several purposes of the testing program as found in the many texts consulted. They are:

1. To determine the caliber of the student.
2. To provide a basis for guidance.
3. To provide a comparative evaluation of students enrolled in different departments.
4. To provide cumulative data by which the prognostic value of the tests involved in the guidance program may be determined.

For use in individual analysis, tests fall into two groups. In one group should be placed those tests which measure the relative competency or the proficiency of the pupil in definite areas of behavior. Such tests usually have a single score which through the use of norms makes it possible to determine with a relative amount of accuracy the amount of the pupil's aptitude, ability, or achievement. The second group of tests are for the purpose of diagnosing a given area of a pupil's behavior. Such tests are the diagnostic, analytical, and instructional type. Belonging to the first group are the special aptitude, achievement, and proficiency tests. The functions of the two groups are very distinct. The counselor should use each with its special function in mind. One of the problems faced in choosing tests is the question of whether or not the test to be used is valid for the purpose for which it is to be used.

The objectives of the guidance program have been summed up as the discovering of aptitudes and abilities, the locating of potential interests, the gathering of records of achievement over a period of time, the showing of
relative weaknesses or strengths, the measuring competency for areas of work, the determining of instructional needs, the determining of the effectiveness of effort and waste of time and materials, the assisting of the individual in his own development, the assurance of definite attention to particular students, the guarding against error, and the assisting in further advice and planning.

All types of the various tests consulted could be grouped into four general fields. These are the fields of ability, achievement, social aspects, which include personality, and aptitudes, interests, and ability as applied to the vocations.

Leading publishing companies maintain tests in all areas of testing. The reliability of such tests can be determined from the information sent out by the companies or from educational abstracts found in the leading educational books and magazines.

Good books are numerous in this field. Among those consulted were:

- Thirty-seventh Yearbook, Part I, Guidance in Educational Institutions, Public
Most of the cumulative records provide space for recording the results for several different types of tests. The actual use of these tests depends largely upon the understanding of the nature of the capacity of the tests. Tests also emphasize ability. Some types represent achievement. At any rate, these tests should synthesize to a point where their results could be used by the counselor to evaluate the student performance in the future according to his capacity to achieve or the curriculum he is to follow.

If the student is to respect his own individuality, capitalize upon his strongest abilities, and derive the greatest benefits from his school experiences; it is necessary to have the facts, the data respecting interests, personality, and background at hand. Tests can assist the counselor and as such should be used.

SUPPLEMENTARY AIDS

GUIDANCE TO MANUAL AND MECHANICAL JOBS

The Federal Government has laid special emphasis in the last few months
on rapidity in the learning of the work required for defense of the manual and the mechanical type. 3

In every school, there are those students who may best be guided into these two fields of endeavor. Consideration by the advisor for these fields must be minimum abilities, personal characteristics, and basic knowledge possessed by the student. Previous occupational knowledge should be had by the individual before he enters the field. 4 There may be occupations into which the advisor can guide the student in the immediate vicinity, occupations which may be definitely related to the field in which he is interested and in which he may get some needed experiences.

The hobbies, and interests are important and often the advisor may deduce potential qualifications for certain occupations.

These two broad types of jobs should be considered separately.

The manual occupations involve the form, quality, and quantity of work. Such work deals with machines, equipment, and the use of tools. Characteristics listed as desirable are:

1. Deftness of fingers and the facility in using tools.
2. Dependability in sustained observation of recurring operations.
3. Ready adjustment to repetitive performance.
4. Special physical strength related to the needs of the job.
5. Ability to learn and carry out standardized instructions, and the conditions under which they should be applied.

The mechanical occupations involve those of the manual occupations, but also the ability of independent judgment in determining the quality, form,

4 Ibid.
5 Described in the Dictionary of Occupational Titles, p. 696.
and quantity of work. Occupations in this field include the requirement of a "degree of ability to learn readily some or all of the following tasks:"

1. To understand and follow specifications.
2. To make and interpret measurements and some mathematical computations.
3. To have ability to set up, operate, and maintain machinery.

The mechanical and manual occupations should require at least an eighth grade education. To this extent, the school could develop abilities in the shop, prior to the students entering the ninth grade. Interest, hobbies, and activities in the lower grades, found through the cumulative record of the pupil would furnish leads in this field. The recent government developments of openings in the fields of the mechanical and manual occupations would warrant a study of the individual with the idea in mind of guidance and some development into fields such as our limited curriculums offer. Here there is need for curriculum development.

GUIDANCE AGENCIES IN NORTH DAKOTA

There is a growing interest in the field of guidance in the State of North Dakota. Within the state have grown several agencies which sponsor certain types of guidance activities. Our state colleges and the University have courses for the administration of guidance programs in the secondary field. The guidance conferences are becoming a regular occurrence. While yet in the beginning stage, the guidance problem of North Dakota is being met by attempts to teach methods, organize definite programs, and arrange for conferences to assist each other with vital problems of such a program.

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6 SERVICE BULLETIN ON DEFENSE TRAINING IN VOCATIONAL SCHOOLS, 1941, p.4-5.
The guidance activities in the various high schools throughout the state are varied. There is a need for a definite program. The activities include:

1. Cumulative records.
2. Building of guidance files.
3. Programs of activities.
4. Establishment of student councils.
5. Training counselors.
6. Vocational scrapbooks.
7. Building up vocational information in school libraries.
8. Testing programs.
9. Standard College Preparatory Curricula provided by some high schools.
10. Community projects to give local experiences.
11. Home room sponsors of vocational programs.
12. The sponsoring of the students' handbooks.

Of the state agencies cooperating in the guidance program, most outstanding is the Occupational Information Guidance Service of Fargo, North Dakota. This department is sponsored by the State Board of Higher Education through the State Board for Vocational Education. This agency disseminates knowledge and the progress in the guidance fields through bulletins which are issued frequently. The representatives of the Fargo Guidance Center sponsor guidance programs hold conferences, teach methods, and make trips to localities to help install a guidance system.

The Information Guidance Service of Fargo, North Dakota, starts a guidance program with the issuance of a bulletin called An Annotated Bibliography of Selected Guidance Publications. This bulletin is free for the asking. It also uses as a basis for introducing its guidance program, Minimum Essentials of the Individual Inventory in Guidance which can be obtained from the U.S. Printing Office, Washington, D.C. for fifteen cents.

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Material gathered through the activities of Clifford Froelich, Fargo, North Dakota.
It bases its guidance program on the principles of:

1. Individual differences.
2. The complexity of modern life.
3. The right of the individual to make his own choice.
4. The necessity of adjustment of the individual to occupations.

The Occupational Guidance Service of Fargo, North Dakota offers help in nearly all fields. It assists in self-analysis, the determination of vocational fitness, general advice, information on job opportunities and requirements, and diagnostic advice for treatment of maladjustments. It has a system of testing, counseling, consultation, a traveling library, current literature bulletins, and information about public relations. While it furnishes this service, it does not attempt to impose its point of view on any school organization seeking its assistance.

Among the tests available for rental from this guidance center are:

1. Intelligence—American Council Psychological Examination.
2. Achievement—Cooperative English Test, Form OM.
3. Vocational Interest—Strong Vocational Interest for Men. 
   Strong Vocational Interest for Women.
   Kuder Professional Record. (For men and women).
4. Personality—Bell Adjustment Inventory.
5. Also available: Scales in Biological Science, Physical Science, 
   Farming, Carpentry, Printing, Social Science, Office Work, Sales 
   Work, and Literature.

The Department of Correspondence Study under the supervision of T.W. Tharadson offers some service in the field of testing in guidance. It has on hand seven standardized tests and two auxiliary tests. It also scores these tests and makes a profile sheet for each student tested. The chief fallacy of its testing program is the fact that it does not attempt to correlate its tests with accumulated records of the pupil in order to come to a more accurate
conclusion as to the results. There is the lack of intimate contact that is present when the public school administrator tests, analyzes, and interprets results.

In a like manner, the Department of Personnel of the North Dakota Agricultural College, Fargo, North Dakota, maintains for the use of the public schools an International Test Scoring Machine. It operates cooperatively with the Occupational Information and Guidance Center at Fargo. Three tests are available for guidance work. They are: The Cooperative English Test A, The American Council Psychological Examination, and The Strong Vocational Interest Blank. Its testing program is limited, and it too, lacks the complete picture of the pupil to assist in an adequate manner a full testing and guidance program.

The University of North Dakota at Grand Forks, North Dakota, offers courses in guidance and testing in the graduate and undergraduate levels. These courses are available for the school administrator during the fall, winter, and spring quarters in Saturday sessions, and the University also offers the courses during the summer sessions.

The programs of these agencies are mentioned, not that they be used as a complete guidance program in any one form, but as a "fill in" part of a high school guidance program.

The North Dakota High School Conferences will no doubt continue to be a vital organization in the furtherance of the guidance program in this state.

**THE CASE STUDY**

Strang emphasizes the case study as an approach to an adequate Guidance
program. She suggests that the following items should be stressed:

1. Information concerning the problem.
2. Family background considering identification material, health, personalities, nationality, and citizenship status, educational history, economic and social status, occupation, social attitude, home atmosphere, marital relationship, methods of discipline, behavior, special accidents, brothers and sisters, and factors of family routine.
3. Home and neighborhood environment which include morals.
4. Early development which includes conditions of birth, developmental history, health conditions, and psychological developments.
5. Intelligence.
6. Academic achievement which includes past school record, test results, attitudes of students, and study habits.
7. Health of the individual which includes physical disabilities and defects, health habits, and social habits and mannerisms.
8. Sex development which should include sex information, pubertal development, and sex relationships.
9. Social behavior and interests which should include clashes with social groups, leisure activities, relationships with family and friends, and emotional accompaniment to behavior.
10. Religious and emotional adjustment.
11. Vocational interests and experiences which should include parents' vocations, the pupil's vocational interests, and the pupil's vocational training and experience.

AIDING MATERIALS

Adequate materials will increase the efficiency of the guidance program. Such materials can be used to assist discussion, to further exploration into the occupational fields, and to give general information.

There should be a guidance department growing in the progressive school library. Through this can work projects, written activities, and other studies. Such materials as are placed in such a department should be considered as teaching tools according to the functional ability of the teacher. Such material should be accessible and should relate to the needs of the pupils.

Most constructive thinking is done in guidance for the purpose of meeting real situations. The ability to use facts and ideas of others in forming opinions, making decisions, and solving problems is a necessary factor. The use of a guidance department in the school library is a simple way to help in understanding the needs and questions of real life.

**PUPIL PROBLEM BOOK**

Having the pupils list their personal problems gives the teacher a chance to have a definite point of attack. Every person has some difficulties. Such a list might include such problems as:

1. School tests.
2. Finance.
3. Getting along with teachers.
4. Brother and sister or mother and father trouble.
5. School marks.
6. Worries in general.

Such a list could be suggestive. Possible other agencies in the guidance program could aid in finding out the real cause for the trouble. The removal of such situations will aid in obtaining better work, better attitudes, and better personalities.

**OUTCOMES**

Erickson and Hamrin suggest that the teacher definitely record these activities and situations in which the pupils have been helped. They suggest the following form:

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GUIDANCE OUTCOMES RECORD

Grade _______________________________________
Number of Pupils ________________________________
Time Spent _____________________________________
Group Guidance Individual Guidance (Underline)
Situation, Purpose, Area of Consideration

What was done

Observable Outcomes

A SUMMARY OF GUIDANCE TECHNIQUES

Guidance practices must center around certain techniques. Of the various texts consulted, most texts agreed on the average minimum of what they might call essential techniques. For the sake of brevity, the most outstanding are here outlined.

I. First there must be knowledge of the individual.
   This can be gotten through:
   A. A Study of home and parental influence.
   B. A study of health records.
   C. A study of the record of Educational development.
   D. An observation of the social development.
   E. A study of emotional maturity.
   F. Observation of community interests and experiences.
   G. General interests.
   H. Records of tests.
   I. Free reading lists of the pupils.
   J. Records of theme writing interests.
   K. A study of patterns of response.
   L. Through conference-personal plans, goals, and objectives.
   M. Aptitudes and abilities.

2. Using records and reports.
   A. The permanent record system has been discussed under a major heading.
   B. Records must present a continuous cross-section of the individual's life. They must be cumulative.
   C. There should be little duplication.
   D. Records should be standardized.
   E. Occasions of their use should be noted.
   F. It should contain the results of guidance.
   G. Records should be available for placement bureaus, employers, and personnel departments.
3. Autobiographical material in the Guidance program.
   A. An autobiography of the individual gives the teacher a long-time view of the individual.
   B. Can be in the form of diaries.
   C. Letter writing can reveal personalities.
   D. Questionnaires can be of the autobiographical kind.
   E. Life narratives are interesting and revealing.
   F. Confidences must not be violated by the teacher.
   G. Such material locates problems.

4. The use of tests which were discussed under a separate heading.

5. Individual interviewing is an essential factor.
   A. Needs preparation.
   B. Needs a proper setting and approach.
   C. Must be regularly scheduled.
   D. Should be followed through.

The techniques mentioned here are mere tools. Their outcome is of greater actual value than the procedure itself. If these techniques are used correctly, the success of the guidance program will be greatly increased. The welfare of the pupil is foremost in the guidance program. Guidance techniques are a means to this end.
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