Trends and Functions of the Vocational Guidance Program

Frank W. Bogle

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TRENDS AND FUNCTIONS OF THE

VOCATIONAL GUIDANCE PROGRAM

(TITLE)

BY

FRANK W. BOGLE

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I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

For many years the vocational program in guidance has been in a dormant stage. With the conclusion of two World Wars and the Korean conflict, the productive might of our nation is somewhat dependent on a sound vocational guidance program.

THE PROBLEM

Statement of the problem. The purpose of this study was (1) to show the relationship of vocational guidance to general guidance; (2) to present a brief history of vocational guidance; and (3) to consider the recent trends in vocational guidance.

Importance of the study. Vocational guidance is one of the weakest phases of the educational program. It hasn't remotely approached adequacy in the past. And the need increases by leaps and bounds as our industry, our schools, our business, and our economy become more intricate and departmentalized and specialized. In the past it has been by accident if a child received the type of education that prepared him for his life work.

DEFINITIONS OF TERMS USED

**General guidance.** General guidance was interpreted as meaning "that inseparable aspect of the educational process that is peculiarly concerned with helping individuals discover their needs, assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realization."

**Vocational guidance.** Throughout this report, the term "vocational guidance" shall be interpreted as meaning the process of advising or assisting students to choose an appropriate occupational goal and to make plans and progress toward the attainment of that goal.


CHAPTER II

THE RELATION OF VOCATIONAL GUIDANCE TO GENERAL GUIDANCE

The present objective of vocational guidance is to connect the interests, abilities, aptitudes, and personal character of the pupil to a specific occupational field. This is the basic function of vocational guidance. The characteristics of each individual should be considered in relation to the qualifications or training requirements and the available occupational opportunities. These aspects are often overlooked.

The organization, objectives, and procedures of vocational guidance are generally the same as those of general guidance. Similar types of information are required, such as physical condition, intellectual and educational status, emotional adjustment, home and community background, basic interests, and special aptitudes and abilities.

General guidance tends to direct the pupil toward the goal of living satisfactorily, constructively, and efficiently in a democratic society, while vocational guidance concentrates on only a part of the total scheme. In vocational guidance the effort is focused on the proper selection of a vocation.
CHAPTER III

EARLY VOCATIONAL GUIDANCE

In 1908 the late Frank Parsons, the founder of the vocational guidance movement, organized the Vocation Bureau in the Civic Service House in Boston. The purpose of the organization was to give advice to the young people on the choice of and preparation for their vocations. Parsons called these activities "vocational guidance."

Parsons died the same year and the work was taken over by Meyer Bloomfield, who became Director of the House. In 1917 the Bureau was moved to the School of Education at Harvard University, and it was renamed the Bureau of Vocational Guidance. In 1919 the Bureau of Vocational Guidance came under the direction of John M. Brewer. He began the first full-time program of teaching vocational guidance in 1916. Brewer continued his activities at Harvard, and Bloomfield, among other numerous duties, took considerable part and interest in the guidance activities in New York City.¹

The activities of the Bureau included conferences with persons who wished vocational guidance, conferences with school people, employers, labor unions, social workers,

legislatures, and others who were interested in fostering guidance programs; correspondence about plans and policies; courses and lectures at interested institutions; and investigations leading to publications on guidance. As time went on the Bureau gave more attention to the training of others for guidance activities and less to the counseling of individuals, in the belief that the most effective counseling comes through close association with individuals or groups, and a lack of belief in the idea that "stranger can well counsel stranger."2

Other developments took place during this period. The establishment of the Vocational Bureau in the Cincinnati public schools by Helen T. Woolley in 1911 was the most significant. The Bureau continues to operate today as an effective guidance agency. This guidance movement was an approach to guidance problems through an analysis of the individual.3

Also great developments were taking place at Grand Rapids, Michigan. In 1914 the Board of Education of DesMoines appointed a director of Vocational Guidance. In 1916 the Chicago Board of Education organized a central

2 Loc. Cit.
3 Ibid., p. 32
bureau which developed an extensive program.

The first textbook attempting to give an organized presentation of the status of vocational guidance was, *The Vocational Guidance Movement*, by John M. Brewer, published eleven years after the founding of the Boston Vocational Bureau.⁴

One of the greatest contributions to the guidance movement was the establishment of applied psychology at the Carnegie Institute of Technology under the direction of Walter Dill Scott, just before America's entry into World War I. From this development came the personnel work in the army and significant work in the measurement of vocational interests.

The development of both intelligence testing and a personnel system in the U. S. Army during the war period had profound effect upon guidance philosophy and methodology.⁵

Following the war further developments took place. The American Council of Education made available the intelligence test developed by Thurstone. The Strong Vocational Interest Test was also available in 1928. Crawford and Clements of Yale offered significant work in the field of

⁴ Op. Cit., p. 33
⁵ Ibid., p. 34
occupational information. From these developments came the "major strategy of guidance" implemented by batteries of tests.6

6 Ob. Cit., p. 35
CHAPTER IV

THE LAW AND VOCATIONAL GUIDANCE

Federal and State Legislation. The first of the state laws was passed in Connecticut in 1913. Boards of education were permitted to establish vocational guidance systems and to employ vocational counselors. In 1924 the legislature of New York State amended the school law so as to permit boards of education to "employ one or more qualified teachers for the purpose of issuing employment certificates, providing vocational guidance instruction and placement or employment service for minors in attendance upon part-time or continuation schools and such other minors under the age of eighteen years as are in regular attendance upon full-time instruction."¹

On the basis of this law the State Department of Education was issued minimum qualifications for counselors. Recently the Department has stipulated that every secondary school must have organized a vocational guidance program to be eligible for state approval, and that every city with 100,000 population or over must appoint a director of vocational guidance.²

² Ibid., p. 35
The only federal laws concerned with education are those which effect vocational education. In 1862 the Morrill Act appropriated funds to the Land Grant Colleges of the States for agriculture and mechanical education. In 1917 the Smith-Hughes Law was enacted which undertook to allot to the states certain sums of money on condition that the states assume obligations to spend additional sums of money on agricultural and industrial education. The amount granted to each state was determined by the population. In 1936 the enactment of the George-Deen Law doubled the annual appropriation and added the distributive trades to those occupations already benefiting under the classifications of agriculture, home economics, and industry. This law has been superceded by the George-Barden Law of 1946, and further appropriations have been made.

Acceptance of federal aid is entirely optional with a state. However, all the fifty states, and the territory of Puerto Rico have signified acceptance. The law has a profound effect upon vocational education throughout the country. Before enactment, there was little vocational education except in such states as New York, Pennsylvania, Wisconsin, and Massachusetts.3

3 Loc. Cit.
The development and expansion of guidance programs in
the United States have, in a measure, followed the course
laid out in the early Boston days. It would be difficult
to say how many of the six million boys and girls in
secondary schools come under the influence of the vocational
guidance program. The program at the present time is grow­
ing by leaps and bounds, and as the need grows there is no
way of predicting the scope of the future. However, more
interest is shown on the part of the pupils, teachers, and
parents so there may be a time in the near future when voca­
tional guidance as such will do a more thorough and complete
job for the future generations.4

4 Loc. Cit.
CHAPTER V

DEVELOPMENTS IN VOCATIONAL GUIDANCE

Vocational Guidance in the School. At the present time we find vocational counselors in many school systems who have little interest in or knowledge of the occupational world. Their primary function is to direct the pupil through the maze of the curriculum. Elementary pupils are guided into junior high schools; senior high school pupils into college. This concept of guidance tends to disregard the interests of those who are unable to go through high school and college. Nevertheless, it is in the schools that one finds vocational guidance most definitely established. Counseling is done also in some of the larger social agencies dealing with families.

The next important place to look for vocational guidance activities is in the noncommercial employment agencies, public and private. The administrative bodies supervising the work are the schools, the states, the municipalities, the Y. M. C. A., the Y. W. C. A., and other social agencies.¹

The point in the school system at which vocational guidance begins is apt to depend somewhat on the organization of the school. Where the separation between elementary and high school comes at the end of the eighth grade, definite, organized counseling is apt to begin with the ninth grade. Where the school system is organized on the 6-3-3 basis, counseling begins in the junior high school, sometimes as early as the seventh grade.

The Seven Phases of Vocational Guidance. Vocational guidance in the United States has been essentially a school concern. Other agencies, notably welfare organizations and public employment offices, have to some extent, adopted vocational guidance programs, but it has remained for the schools to take the responsibility.

1. Cumulative Records: The careful maintenance and continued use of these records which give detailed data regarding the school, home, and leisure life of each child.

2. Tests: The administration and interpretation of tests of intelligence, of achievement, and of vocational aptitude, ability and interests.

3. Interviews: The holding of individual conferences for the purpose of discovering those characteristics through information as becomes available only through personal contact with the pupil.

4. Tryout Shops: The programing of students for varied vocational experiences, usually through what are known as tryout shops.

5. Occupational Information: The presentation through class instruction, through printed matter, and other devices of occupational information to the students.
6. **Placement**: The finding of jobs at graduation or at any time when pupils may find it necessary to leave school.

7. **Follow Up**: The follow up of school leavers (including graduates) for the purpose of assisting them to advance in their occupations, finding jobs for other students, and evaluating and improving the guidance service of the school.

In the light of the foregoing discussion it is obvious that no one system of guidance can be set up as typical of all systems in the United States, even of those that represent a fairly high degree of development.²

**The Role of the Counselor.** Counseling may take place either with individuals or with groups. Few schools make use of group counseling alone, but in many of them it is used as a preparation for the individual conference. A class in occupations may very properly be considered a form of group counseling though in many school groups are assembled, independently of regular classes, for vocational guidance purposes.³

In approaching the individual conference the counselor has access to accumulative data which throws light upon the problems of the pupil being interviewed. In many schools the cumulative record is started in kindergarten or in the first grade and contains information concerning family conditions or social background, a record of classroom achievement, punctuality and conduct, a physical record made out

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by a doctor or nurse, teacher's observations, pupils' vocational interests, and a report of intelligence and other tests.

In addition to this recorded information, a great reservoir of information is available in the classroom teachers' knowledge of the ability, character, and aptitudes of their pupils.

Another source of information supplementary to pupil counseling is found in the parents. By visiting homes of parents the counselor secures pertinent information from the parents. Many counselors encourage parents to come to the school.

Armed with the information thus secured (the personal record filled out by the pupil himself, the school record, results of tests, teacher's estimates, and parents' economic status and plans) the counselor is ready for an individual conference.4

The purpose of the vocational guidance interview is to assist the pupil to make a wise choice of an occupation. Actually the problem may turn out to be something very much more immediate; whether to leave school and get a job, regardless of ultimate vocational aspirations; how to get a

4 Loc. Cit.
scholarship; what school to enter; whether Latin is essential for college entrance; and personal questions of many kinds.

A factor in the success of an individual conference is privacy. The best results can be expected only when there is an opportunity for the pupil to talk quietly and uninterruptedly with the counselor.

From the foregoing it is evident that the counselor needs information on a host of matters when dealing with the problems that arise in the individual conference. In the main, these matters fall under two headings; information with respect to the personality of the pupil, and information relating to the vocational world.

With respect to the occupations, especially those that offer opportunities in the community in which the school is located, the counselor's acquaintance should be detailed.

The following points of specific information should be considered:

The trend of the occupation or industry toward expansion or contraction.

The conditions of entrance to the occupation; that is, training experience, apprenticeship rules, open or closed shop, etc.

The existence of a shortage or of a surplus of workers in this field and the outlook for the future.

5 Ibid., p. 49
Opportunities for training.
Conditions of work, hazards, hours, etc.
Steadiness of employment
Compensation.
Opportunities for advancement
Relations between employer and employee.\(^6\)

One of the ways by which the counselor may advance along the road toward understanding in this type of field is through the medium of personal experience. Another method involves the making of field investigations.\(^7\)

The gathering of occupational information is a useless procedure unless in some way it is made available for the pupils. Where counselors are free to make surveys of occupations and industries, pamphlets are frequently prepared describing the occupation involved. These are usually brief, simply worded statements designed to give the most essential information and are made available through the school library.

The counselor may help to make occupational information available to the student through the class in occupations either by teaching it or by assisting others to do so. When

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\(^6\) *Op. Cit.*, p. 49
\(^7\) *Ibid.*, p. 50
the teaching is done by others the counselor may help to plan the course; he may supervise it, or he may supply information for the teacher to use.

Many counselors are active in securing pamphlet material, clippings from newspapers or magazines, books, and illustrations for the use of the pupils. Often they cooperate with the school librarian in establishing a vocational guidance shelf or section in the library.8

In addition to the method of the interview and the classes in occupations, the counselor may assist the pupil to know the occupational world by arranging visits to plants or other places of employment. In some school systems, representatives of occupations are brought in to speak to the pupils about their work.

One of the important duties of counselors is to confer with prospective drop-outs or pupils that are leaving school to go to work. Sometimes the apparent necessity for leaving school arises out of the unemployment of the father. The counselor may help in obtaining employment for the father and thus make it possible for the child to remain in school. Another method is to provide a scholarship for the child, as a full or partial substitute for what he could do toward

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8 Op. Cit., p. 50
the family support if he were at work. When the fund is administered by the school system, the counselor may decide on the child who is to receive the grant. When it is administered by a private agency, the counselor merely recommends a child for a scholarship award.9

Placement and Follow-Up Service. No program of guidance is complete without an organized plan for placement and follow up service.

The high school should be responsible for the placing of its graduates, especially on their first job. The counselor may work in cooperation with the state or federal employment service.

Some of the placement activities are:

1. To help pupils learn about the practice placement procedure.
2. To help pupils learn about and register with appropriate placement services.
3. To help pupils secure their first job.
4. To help pupils consider the best plans for long-time personal development.

Objectives of the follow-up services:

1. To evaluate the school program and improve it.
2. To determine needed curricular changes.
3. To give additional assistance to drop-outs and

9 *Op. Cit.*, p. 50
graduates.

Some key points to be considered:

1. Follow-up should be made in the first, third and fifth year after the pupil leaves school.

2. There is some justification for the belief that specialized vocational teachers and their pupils should follow up former pupils.

3. It is important to make follow-up a part of the curricular activities of pupils, preferably juniors and seniors.

4. The statistics obtained through follow-up studies should be tabulated in a useable form for interpreting occupational trends to pupils.

5. Follow-up information should be recorded on the cumulative records.\(^\text{10}\)

CHAPTER VI

RECENT TRENDS IN VOCATIONAL GUIDANCE

Vocational guidance is defined as "the process of assisting the individual to choose an occupation, prepare for it, enter upon the progress in it."

Vocational guidance is a continuous process, participated in by many people and agencies, of assisting the individual to adjust himself to the demands and opportunities of a dynamic economic system and to make such readjustment as may be necessary in a changing world. It is a cooperative task requiring a high degree of coordination of effort, both within and without the school. A completely integrated vocational guidance program requires the intelligent and active participation of every classroom teacher.

The true test of a merit of any vocational guidance work is found in the number of pupils who, through the functioning of such a program, in part at least, select, prepare for, enter into, and succeed in suitable occupations.

The responsibility of the business educator for vocational guidance is obvious. Since he gives training for

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1 Schneidler and Patterson, Encyclopedia of Educational Research, 1941, p. 289.

business occupations, he should know the requirements of the occupations for which he gives preparation. He should assist in various ways in making these requirements known to prospective and present business pupils, to the end that when the vocational training has ended, a group of potentially employable boys and girls may be available to handle the duties of the jobs for which training has been offered. Pupils should be qualified to meet the demands of occupational requirements.

Teachers should be alert to keep currently informed regarding the detailed requirements of specific business positions in and out of the community. They should continually adapt and re-adapt their instruction to meet the prevailing social and economic conditions.

Whether or not the school maintains a thorough going program of vocational guidance, all courses may be used as vehicles through which to import information about occupations, to arouse vocational interests, and to provide motivation for occupational efficiency.²

By the use of motion pictures, radio broadcasts, visits to places of employment, visual aids, and the printed materials, pupils will be given a comprehensive panoramic view of

² Ibid., pp 443-444
the workaday world. By the use of biography, career fiction, books, pamphlets, and the career conference, pupils will be aided to narrow their vocational choice. The intensive investigation of the occupations under consideration will give the pupils a mastery of techniques to be used when studying an occupation. It will acquaint them with sources of authentic occupational information.

In the classroom of the future, more adequate facilities will be available for the utilization of the motion picture, radio, graphic aids, and the library. Better tools of research and better equipment will render easier the task of disseminating information about occupations.

The pupil must have his occupational horizon widened and his vision broadened. He must realize that the goal of the initial position is not the ultimate goal of his career; that the office, clerical, or counter sales level of employment is the first step on his vocational ladder; that he should not limit his interest to preparation for his beginning job, but that he should be equally interested in laying a foundation of background knowledge, abilities, and attitudes which will enable him to use his job as a springboard from which to reach a higher level of employment in a business organization. Above all the pupil should be given an understanding of the working conditions and occupational environ-
ment into which he will be plunged when he obtains his first job, and shown how to deport himself so as to progress in it.

Assembling information about occupations may be achieved by means of community surveys, by cooperation with libraries and community organizations, and by firsthand contact with industry.

Individual counseling and helping the individual to appraise his strengths and weaknesses require more staff time and technical and professional training than the average teacher is expected to possess.

In vocational guidance of the future, the instructors who aspire to be heads of departments will include in their professional training methods of analysis of vocational activities, techniques of counseling and interviewing, psychological analysis of the individual, vocational testing, and other training courses designed to equip them with the specialized knowledge and skills needed to help youth prepare for work.

In addition to professional training for these services, the teacher of the future will not only make field visits to industrial and business offices and obtain practical working experience in office occupations, but also will gain experience in job analysis. In analyzing several occupations, many worker and job characteristics are revealed
which must be considered in discussing vocational opportunities and requirements with youth. While it may not be feasible for the counselor and instructor to analyze vocational activities extensively, their experience in job analysis provides them with a rich background and an enlightened understanding of many factors which are related to success or failure in business.\textsuperscript{3}

\textsuperscript{3} Ibid., pp. 444-445
CHAPTER VII

CONCLUSIONS

The purpose of the vocational guidance program is to provide individuals with the information and skills needed to make wise decisions in matters affecting vocational adjustments. The vocational guidance program is designed to result in efficiency in education and training, both for the individual and the school, and to improve the chances of the individual for progress and satisfaction in his occupation. It provides the individual with cumulative evidence about his abilities, interests, and aptitudes. The program provides also comprehensive information about occupations, training, and employment opportunities. It sets up means for aiding his placement and adjustment in his chosen work, and particularly provides for counseling.

The program is a part of the total educational program, but not identical with any other element in it. Guidance services are not a new form of instruction in the accepted sense of classroom activities. They aid the school in its instructional program and render assistance essential to effective administration and supervision. They aid the individual to make an educational plan which will lead to an attainable vocational objective from the standpoint of en-
lightened self-interest and understanding.

All reimbursements for the several phases of the vocational guidance program are made from George-Barden funds. It is permissible to use the funds appropriated under the several authorizations of section 3 (a) of the George-Barden Act to provide the following services.

1. The maintenance of a program of supervision in vocational guidance.

2. The maintenance of a program of training vocational counselors.

3. The salaries and necessary travel expenses of vocational counselors on the secondary and adult levels, and the purchase of instructional equipment and supplies for the use in such counseling.

Services essential in a program of vocational guidance are as follows:

1. Providing the individual with cumulative evidence about his abilities, interests, and aptitudes.

2. Providing for comprehensive factual information about educational and occupational opportunities, specific training, and employment opportunities.

3. Provide means for aiding in the placement and adjustment in the next step of the individual's career.

4. Provide for the counseling of individuals.

The professional worker who provides guidance services is the counselor. To do the work adequately, the counselor needs specific personal characteristics; wide experience in
education and employment; a group of professional knowledges, skills, and understandings secured under competent instruction; the support of fellow workers who understand the objectives of the program; and the physical facilities essential to program activities. In carrying out guidance services, a counselor will have three kinds of responsibilities:

1. Counseling the individual and performing the basic functions which underlie counseling.

2. Providing leadership and assistance to the school staff in guidance matters.

3. Accumulating and interpreting data from the guidance program for the use of the school staff in planning the evolving school program.¹

A happy vocational adjustment is so important that schools should concentrate more than some of them now do in helping pupils to outgrow their childish attitudes toward occupations and to understand both the nature of various types of work and their own capacities.

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PERIODICALS

