1932

State programs of guidance with special reference to the state of Connecticut.

Yeo, John Wendell

Boston University

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Boston University
School of Education
Aug. 8, 1932
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BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

STATE PROGRAMS OF GUIDANCE WITH SPECIAL REFERENCE TO THE STATE OF CONNECTICUT

Submitted by

John Wendell Yeo
(B.B.A., Boston University, 1929)

In partial fulfillment of requirements for the degree of Master of Education

1932

Thesis First Reader: Jesse O' Davis, Professor of Education
Second Reader: Ralph A. Burns, Assistant Professor of Education

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PART I

History of the Guidance Movement in the United States

All truly great institutions and movements have proceeded out of the hearts of individuals who have had as their most vital interest and concern the welfare and happiness of their fellow beings. The present advanced trends in the guidance movement are directly traceable to the pioneer efforts of a few individuals who had a clear vision of a great work to be done.

As early as 1907 a definite program of guidance was being organized by Principal Jesse B. Davis in the Central High School, Grand Rapids, Michigan. Within the next two years Mr. Davis had in actual operation in his school, a program which included many of those guidance activities which are being featured to-day in many of the modern school programs. With the guiding philosophy that, "Vocational guidance is, or should be, a process of drawing out from a pupil a knowledge of himself, of opening his eyes to see the wide field of opportunity that is before him, and of developing in him the elements of character that make a successful life," Mr. Davis singled out the department of English in the high school for the purpose of experimentation. Through this subject, in which every pupil was reached, students were offered subjects for compositions which were of real interest

1Jesse B. Davis, "Vocational Guidance, A Function of the Public School." Reprint from The Educational Bi-Monthly, (February, 1912.)
I THUS

[Rest of the text is not legible]
to them and about which they had some ideas of their own.

The pupil, given a new line of thought to develop each semester of his high school career on such pertinent topics as: Elements of Character that Make for Success in Life, Biography of Successful Men and Women, The World's Work, Choosing a Vocation, Preparation for Life's Work, Vocational, Social and Civic Ethics, etc., was encouraged to give some serious thought to himself; to consider his abilities and limitations in the light of making a tentative choice of a vocation and, from the point of view of this vocation, to a consideration of his relations and obligations to society. The program included a plan of recording on individual vocational cards the valuable material gained through the written themes and personal conferences with teachers of English; pertinent data regarding developments in character and vocational tendencies; the pupil's scholarship record and other valuable information. Full provision for pupil counseling was assured through a Principal's Cabinet of six session-room teachers in whose jurisdiction were all matters of discipline, scholarship, and subject guidance of the two hundred and fifty pupils who were assigned to each counselor.

Mr. Davis early recommended the establishment of the so-called Vocation Bureau, to be made up of interested citizens appointed through the co-operation of the Board of Education and the Board of Trade or Commerce, to counsel with the school authorities on the solution of those industrial education and adjustment problems of pupils.
An indication of the clear understanding which Mr. Davis twenty years ago had of vocational guidance is best shown by quoting from an article written by him in 1911. In this article entitled, "Vocational Guidance, A Function of the Public School," Mr. Davis had pointed out how various community agencies, bureaus and departments could assist in this service of vocational guidance. "However," he states, "I with to emphasize the principal thesis of this argument that the movement for vocational guidance is strictly an educational function. For this reason it belongs to the schools as a formal part of their work, and should be directed by the authority of the local Board of Education."¹

How clearly it is indicated that vocational guidance is an important part in the educational process, and how definitely does he set forth, in these his earliest theories on the subject, that guidance is a problem of self-development and not a matter of mere information or of the giving of advice. His clear vision of the many implications and wide scope of the problem of vocational guidance were at the time considered irrelevant and not pertinent to the subject. Time has borne out his convictions. The tasks he outlined still remain to be organized and executed.

The first organized vocational guidance activities in the East had their beginnings in the Civic Service House, a social settlement in the crowded North End of Boston in January, 1908.

¹Jesse B. Davis, op. cit.
Through the efforts of Mr. Meyer Bloomfield, Director of the Civic Service House, Mr. Frank Parsons\(^1\) was invited to speak to the graduating class of one of the evening high schools on the choice of a vocation. After the talk a number of young men asked for personal interviews. The results of these interviews and the numerous others which followed proved to be so helpful that Mr. Bloomfield requested Mr. Parsons to draw plans for the permanent organization of the work.

Professor Parsons in his book "Choosing A Vocation" tells of the development of the institution which promoted the first organized attempt at vocational counseling:

The Vocation Bureau of Boston was founded January, 1908, by Mrs. Quincy A. Shaw\(^2\) on plans drawn up by the writer. More than a dozen years ago I stated the essence of the matter in a lecture on "The Ideal City."...These plans were submitted to Mrs. Shaw, who heartily approved the idea, and immediately established the new institution with sufficient resources to enable the work to be begun as a new department of the Civic Service House in the North End of Boston.

Thus the Vocation Bureau, with Professor Parsons as Director, was formed, and soon had centers of work at the Boston Young Men's Christian Association Educational Department, the Women's Educational and Industrial Union and

\(^1\)Mr. Frank Parsons, a member of the staff of the Boston University Law School, became in 1905 a director of the Breadwinners Institute which was a branch of the work carried on by the Civic Service House. It was in his first report on the Vocation Bureau (May 1, 1908) that the term "vocational guidance" was used for the first time.

\(^2\)Mrs. Quincy A. Shaw (Pauline Agassiz Shaw) founded the Civic Service House and aided many other progressive educational movements.
the Economic Club. Upon the untimely death of Mr. Parsons in 1908, Mr. Bloomfield assumed charge of the work. During the second year of the Bureau it moved into an office of its own at 101 Tremont Street, and perfected an organization made up of civic workers, educators and public spirited business men.

The Bureau soon had close affiliation with three active organizations. The first, the Boston Home and School Association worked upon the parents' side of the problem, securing information as to the educational and vocational ambitions of parents for their children. The second affiliated organization, The Women's Municipal League endeavored to furnish authentic information concerning the schools and institutions in Boston offering the best training for the trades and occupations. The third organization, the Girls' Trade Education League, with headquarters at the Women's Educational and Industrial Union, took over from the Bureau the work of vocational guidance for girls.

In 1909, through the mediation of Boston-15 (a civic movement in Boston) the Bureau entered into definite relationships with the Boston School System, and a School Vocation Committee of six masters was established. This committee, meeting with the Director of the Bureau, contributed a system of vocational report cards for elementary schools and high schools, sponsored teachers' meetings for the study of vocational conditions and questions, and arranged for addresses
The Board of Trustees has been informed of the advances in the field of education and has decided to make the following changes to improve the educational system. These changes are aimed at enhancing the learning experience and preparing students for the future.

- Increased focus on technology integration.
- Enhanced curriculum with practical applications.
- Opportunities for community service and leadership roles.
- Enhanced facilities and resources to support learning.

The Board is committed to continuously improving the educational environment to meet the needs of our students.

In conclusion, the Board of Trustees is proud to announce these positive changes and looks forward to seeing the benefits they will bring to our students and the community.
to be given, by people of special fitness, before schools and Parents' Associations.

In its first annual report this committee recommended the establishment of some central bureau of information for pupils regarding trade and mercantile opportunities, and the organization in the school of some effective system of sympathetically following up pupils.

The Boston Vocational Bureau had become a central bureau of information upon all vocational opportunities practically in advance of the suggestion of the committee. The second recommendation was realized in 1910 when the Bureau established in the Boston School System a course for counselors. This Boston Training Course for Counselors, as it was known, made up of public school teachers and civic and social workers, met twice each month through the year, under the leadership of the Bureau, for instruction in many fields of occupational studies and vocational guidance.

In 1913 the Boston School Committee took over the burden of this work through the establishment of a Vocational Information Department and continued with the co-operation of the Bureau the task of gathering vocational information and of selecting and training teachers to act as counselors of pupils.

The work progressed in the Boston Public Schools with various changes of personnel and increased activities until it grew into the present Department of Vocational Guidance with Miss Susan J. Ginn as Director. The Boston system of
vocational guidance has been the inspiring example of numberless other communities, and the far vision of Professor Parsons is being realized.

In 1917 the Director of the Vocation Bureau, Meyer Bloomfield, was asked to go into war work and the Bureau was transferred to the Division of Education, now the Graduate School of Education at Harvard University. The Bureau of Vocational Guidance as it is now known, includes in its activities the following:

1. Correspondence and interviews with teachers, school and college officials, and others on the organization and administration of vocational guidance.  

2. Correspondence and interviews on the vocational problems of individuals.  

3. Aid in the courses in educational and vocational guidance and vocational education given at Harvard University.  

4. Publication of The Vocational Guidance Magazine as the official organ of the National Vocational Guidance Association.  

5. Maintenance of a collection of books, pamphlets, and illustrative material on vocational guidance.  

6. Co-operation with and service to such organizations as the National Vocational Guidance Association, the New England Vocational Guidance Association and other branches of the national association, the American Management Association, the Personnel Research Federation, the Southern Women's Educational Alliance, city school departments, authors, publishers, and instructors in vocational guidance, in matters pertaining to information, policy, and method.

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1 Harvard Graduate School of Education Register, pp. 156-157
7. Publication of studies, tests, and books.
8. Research projects in guidance.

The professorial staff of the Bureau is as follows: John M. Brewer, Director; Fred C. Smith, Editor of The Vocational Guidance Magazine; Mildred G. Sears, Secretary.

The pioneer work in the field of guidance did not progress unnoticed. Numerous articles upon it in the public press enlisted the interest of educators everywhere, and activities hitherto localized were soon to become national in scope. A decided impetus to the guidance movement was given in November, 1910, when, at the suggestion of the Massachusetts Commissioner of Education, the first National Conference dealing specifically and exclusively with vocational guidance was held in Boston under the joint auspices of the Vocation Bureau and the Chamber of Commerce of Boston.

Several hundred persons were in attendance at this meeting. Forty-five cities sent delegates, including cities as widely separated as New York, Baltimore, Pittsburgh, Chicago and Grand Rapids. It was apparent from this showing that the problems of systematic vocational guidance had attracted the attention their importance deserved.

Among the men of ability and prominence to be heard on the program were: Professor Paul H. Hanus of Harvard University and Chairman of the Boston Vocational Bureau, President Emeritus Eliot, of Harvard, Dr. Felix Adler, David Snedden,
Massachusetts Commissioner of Education, and Governor Foss of Massachusetts.

With this 1910 conference the functioning of organizations active in guidance work assumed the aspect of a national movement.

The inspiration of this conference called forth the Second National Conference on Vocational Guidance in New York two years later. At the latter meeting the Conference authorized the selection of a committee to arrange for a convention in 1913 and to present plans for a permanent organization should such a procedure seem advisable.

An invitation extended by Secretary Charles A. Prosser of the National Society for the Promotion of Industrial Education, that the Convention be held in connection with the seventh annual convention of this society, was accepted. At this convention, held at Grand Rapids, Michigan, October 19 to 25, 1913, the National Vocational Guidance Association was duly organized by the acceptance of the report of the organization committee, the adoption of the constitution, and the election of officers.

The first officers of the Association, elected at the meeting, were:

**President:** Professor Frank M. Leavitt
The School of Education
University of Chicago
Chicago, Illinois

**Vice-President:** Miss Alice P. Barrows
187 Madison Avenue, Cor. 34th Street
New York City, New York
The organization was brought into existence with a feeling that it had a genuine mission to perform. As stated in one of the magazines which reported on the conference,

This new association has been brought into existence with the full appreciation of the fact that educational associations are multiplying rapidly. At the same time it was felt that the term "vocational guidance" had taken such a prominent place in the recent discussions of educational questions, and that so many widely divergent practices were being inaugurated in its name, that, for a time at least, the careful thought and earnest investigation of men and women especially interested in this phase of social and educational work might be made more effective by purposeful joint action. Especially was it felt that the association might serve as an agent for the collection and distribution of information as to what is being done in different states in the furtherance of the purposes of vocational guidance.¹

The widest representation yet to gather in the interest of vocational guidance attended this conference. The citizens of Grand Rapids were ready to receive their guests. Meetings of the local women's clubs, teachers' associations, the Association of Commerce, the Central Labor Union, the official representatives of state departments of vocational education, and the Sunday services in the churches all

¹Article on "The Grand Rapids Conventions (October 21-25, 1913)" in The School Review (date unknown) which was reprinted from The School Review, Vol. XXI, No. 10, December, 1913.
The company is currently in need of additional staff.

To address this, we are planning to expand our operations in the following areas:

- Marketing
- Sales
- Customer Service

This expansion will require a significant increase in staffing, which will be phased in gradually over the next six months.

In order to ensure a smooth transition, we are currently recruiting qualified candidates for the positions listed above.

If you or anyone you know is interested in joining our team, please feel free to contact us.

Thank you for your consideration.

Sincerely,

[Signature]
contributed to the program of the week and offered opportunities for spreading the information relating to this great movement.

While not wholly pedagogical, the convention was pronounced by one of the best known educators of the Middle West to be an educational convention of high order. The papers presented at the meetings were issued as a bulletin of the United States Bureau of Education¹ and were widely read.

The constitution adopted by the Association well sets forth the purpose of the movement.

The objects of the Association are:

1. To unite all of those persons engaged in or interested in any phase of vocational guidance in the United States into one national organization and into branch organizations representing specific localities or specific problems of guidance.

2. To encourage the formation of branch vocational guidance associations in the United States which shall be affiliated with the National Vocational Guidance Association.

3. To encourage experimentation in and the establishment of vocational guidance service in communities of the United States.

4. To formulate standards and principles for vocational guidance.

5. To gather and disseminate information regarding problems of and progress in vocational guidance.²


In 1916 through the efforts of Jesse B. Davis, who at the time was serving his second term as president, the Association voted to discontinue the practice of meeting annually with the National Society for the Promotion of Industrial Education, feeling that the scope of the National Vocational Guidance Association included a wider field than industrial education and would function better acting as an independent body. Since 1916, the Association has met annually, with the exception of a few years during the war period, just previous to and in connection with the meeting of the Department of Superintendence of the National Education Association.

The growth of the National Association has been constant, there now being thirty-four branch organizations covering practically all sections of the United States that are affiliated with the National. The association, as sponsor of the magazine, "The Vocational Guidance Magazine," has done much to develop the guidance movement throughout the world.

At present there are several other influences at work to propagate the work of the pioneers in the field of guidance. State and Federal legislation has been passed granting financial aid to vocational guidance. As early as 1913 the State of Connecticut passed a law which contained the following:

The Board of School Visitors, Board of Education, or town school committee of any town, city or borough may establish vocational guidance as a part of the educational system of such municipality, and may in its discretion employ a vocational counselor whose duties and compensation shall be pre-
The...
scribed by such board. (General Statutes 1913, Chap. 153; School Laws 1922, Sec. 79.)

The Connecticut legislation is, so far as can be ascertained, the first legislation concerning vocational guidance in any state.

Special training in guidance was early recognized as a requisite for all who were preparing themselves for some phase of guidance work. It was only natural that the first university courses in guidance should be sponsored in Boston, Massachusetts, an educational center, and the home of the guidance movement in the East. Mr. Meyer Bloomfield gave his first course in Guidance at Boston University in 1910-1911. The next year, 1912, at the University of Chicago, Professor Frank Leavitt, gave courses in vocational education and guidance. Mr. Bloomfield also taught the first University summer school course in vocational guidance, which was held at Harvard University during the summer of 1911. This course developed into a variety of regular and summer session courses in similar institutions all over the country. Through these courses hundreds of capable men and women every year are becoming imbued with the spirit of the movement and are making worthwhile contributions in their own localities in the interests of guidance.

One of the most recent and promising developments in the movement was the organization of a Committee on State Guidance Programs which emerged out of the National Vocational Guidance

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Association, held in Atlantic City, New Jersey, in February, 1930. The specific purpose of this committee was to enlist the interest and co-operation of the various state departments of education in inaugurating and developing state guidance service. To show the extent of the development of this service and the methods which various states are employing to further guidance activities is the purpose of Part II of this study.

The guidance movement in the United States is now extending through all advanced communities. The work hitherto performed by bureaus is gradually being absorbed by the schools, for privately controlled enterprises for guidance early found that their services could be most effectively rendered in connection with the public schools, where the child is most accessible for consultation and where pertinent individual data are available.

The movement has been tried, tested and proved to be not only desirable but absolutely essential if the school is to achieve its objective of helping to prepare youth to live a full and happy life.
The first forward looking step taken to provide for an extension of state guidance service was the organization of the National Committee on State Guidance Programs, which emerged out of the convention of the National Vocational Guidance Association held in Atlantic City, New Jersey, on February 21, 1930. A national advisory committee consisting of William John Cooper, United States Commissioner of Education, John Callahan, President of the National Council of State Superintendents and Commissioners of Education, Willis A. Sut- ton, of the Executive Committee of the National Education Association, and Edward L. Thorndike, of the Advisory Board of the National Vocational Guidance Association, completed the first group of educators ever to be organized to concentrate its efforts to develop state guidance service.

In an effort to make an immediate start in the problem, a plan of work was drawn up before the convention adjourned, and sent, with a letter, to each state superintendent and commissioner of education. This communication invited the assignment of a member of each staff to co-operate with the National Committee. Thirty-nine superintendents and commissioners responded to the letter, five of them suggesting that they themselves represent their department. Thirty-four staff members were assigned by their chiefs.

The plan of the work of this committee in State Guidance Programs, as outlined in a preliminary report of the committee
entitled, "State Guidance Service," is as follows:

1. To provide a brief published report of developments in state guidance programs.
   a. What the state guidance program has to offer.
   b. How states are organized for guidance.
   c. The county guidance program as a phase of state service.
   d. Present trends and accomplishments.
   e. Suggestions for developing state guidance service under various conditions of opportunity.
   f. Bibliography of state bulletins and other literature on state guidance programs.

2. To provide for continuing co-operation.
   a. Arrange for appointment of state staff representatives, one from each state, to co-operate with the national committees.
   b. Provide for national conferences of state guidance representatives, at the time of the February conventions of the Department of Superintendents and National Vocational Guidance Association.
   c. Make such other provisions for continuing service as present plans may develop.

To show some of the present trends and accomplishments in this state guidance movement and to indicate some of the methods being employed to inaugurate and develop some form of
At the outset, the Technical Committee, to be followed:

1. To prepare a draft reports and recommendations,

2. To draft the reports and recommendations and to obtain

3. To provide the necessary recommendations for

4. The necessary arrangements to be made at a later

5. State of the art

6. Present trends and accomplishments

7. Opportunities for developing state-of-the-art

8. State-of-the-art arrangements and opportunities

9. To convene for continuing co-operation

10. With the Technical Committee

11. Provision for continuous co-operation at the time of the next

12. ASCENT and National Association achievement

13. Status and status-quo of continuing arrangements

14. Above and above expectations for continuing arrangements

15. To keep abreast and keep abreast of developments

16. To keep abreast of the present trends and accomplishments

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18. To keep abreast of the present trends and accomplishments

19. To keep abreast of the present trends and accomplishments

20. To keep abreast of the present trends and accomplishments
state program, are the purposes of this section.

Much of the information on the state programs was obtained through the use of the following questionnaire, which was sent, with a letter, to each state superintendent and commissioner of education.

GUIDANCE QUESTIONNAIRE

1. Has the State Board of Education in your state either through committees appointed by the Board or through the central agency itself, prepared a program of guidance for the secondary schools of the state?
   Ans. 

2. If so, was the program of guidance (a) made mandatory, or (b) offered merely as suggested material to organize or supplement the guidance programs of the individual high schools in the state?
   Ans. 

3. Is the State Board of Education at present considering a study in this field with a view to submitting in the near future a state program of guidance?
   Ans. 

4. If such a program is in preparation, when is it estimated that it will be ready for publication?
   Ans. 

NOTE: Where a state program has been prepared, I would appreciate it very much if an outline of the program and other pertinent data regarding it would be sent to me at the Plainville High School, Plainville, Connecticut, in order that a comparison of state programs may be made.

All costs of materials sent and postage charges will be gladly paid.

Signed: 

Position: 

For state of: 
The footnote request for copies of state programs and other pertinent data brought in much valuable material which contributed to this survey.

Several conferences with Mr. Harold L. Holbrook, chairman of the Committee on State Guidance Programs, together with the data which he made available, also contributed much to this section of the study.

Table I shows in summary the results of this national survey.

Seven states report that they have guidance programs under way: California, New York, North Carolina, Oregon, Pennsylvania, Virginia, and Washington. The state of Ohio, with a very definite plan in operation was forced to abandon the project on July 15, 1931, because of the lack of appropriations.

But one state has as yet made its program mandatory. This state is Pennsylvania whose work in the field of guidance has been of longer duration than that of any other state.

Of the four states which have programs in preparation, only one—Florida—reports that the program will probably be made mandatory.

State departments, it seems, carefully refrain from imposing upon the schools untried programs which may not fit into the set-up of many of the local communities. The philosophy seems to be rather to create a spirit for guidance and to offer in various forms an abundance of suggestions
The reorganization for adoption of state programs and the increased interest in state assistance material which has contributed to this movement.

General recommendations which are essential for state assistance programs, together with the need to help make assistance programs more comprehensive and to assist in the development of the state.

The following is meant to suggest the need for state assistance:

1. An increase in the amount of state assistance provided.
2. The inclusion of more comprehensive state assistance programs.
3. The development of state assistance programs to aid in the development of the state.

In conclusion:

The need for state assistance is clear and necessary. The development of comprehensive state assistance programs is essential for the development of the state.

For this reason, it is recommended that:

1. The state develop comprehensive state assistance programs.
2. The state increase the amount of state assistance provided.
3. The state develop programs to aid in the development of the state.

Only with the above recommendations can the state assistance programs be successful.
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for guidance programs from which school administrations may select.

A compulsory state guidance program can be made effective only when a tried and tested program has been devised for each class of school in the state. Pennsylvania has reached this point. With the publication of its new general administrative state manual certain main items of the guidance program will be required for each classification of public schools in the state.

Three states have directors with all or part-time assignments to guidance. These are, listed in the order of establishment: Pennsylvania, New York, and Virginia. Ohio, too, had a Director of Guidance, but this office was discontinued at the same time the State program was abandoned.

The information contained in Table I apparently reveals that only 23% of all the states, or about one state in four, is working on the problem of state guidance programs.

However, returns from the states reporting that they have no state programs at present indicate that considerable work is being done along this line. Committees have been appointed in several states, surveys are being conducted and the guidance needs of the several states are being sought out.

Considering the fact that the first concentrated effort to develop state guidance service was made only two years ago (February, 1930) it can be seen that a most promising start has been made.
for experience programs from which school administrators may
select.

A cooperative state-administered program can be made attractive only when a clear and conscious program has been developed. For many
years of school in the state, Penmanship has been required as an
optional course. With the inception of the new General Administration
bureau, a cooperative effort enabled 90% of the elementary programs with
some sort of core. In these schools only 67% of the students were included.

State

These results have implications with II to 500-line sample.

mean 070.4. These are selected to the degree of safety.

intelligent. Pennsylvania, New York, and Virginia. Ohio, too,
take a position of confidence. But just because are inescapable.

In the same time the these programs are established,

The information concerning II to 500 line variables

the only 320 of all the entries to make one step to form

is connected on the proxy of state-sponsored programs.

This reveals it necessary for the agency to accept limitations that they

must be connected to the degree of state-sponsored programs.

Consequently we have seen coexistent

in various aspects and the plain satisfactory results

needs of the several states and peal schools.

Consequently we look that these little cooperative efforts
to develop state-wide intelligence centers may have only the benefit in

(See page 750 for a more detailed report.)

Page 750
What are thought to be new and untried educational procedures are apt to find little acceptance in school systems where long established features of the curriculum have held dominion over the school program. A guidance program cannot be made an integral, functioning part of any school program over night.

In developing state guidance programs, school administrators must be led to provide in their school programs for a limited number of accepted guidance activities which best meet the needs of their own organizations. To thus accept and strive to perfect a few guidance activities is to make a creditable beginning in developing a school program of guidance.

State departments of education can recommend suggestions for inaugurating school guidance programs, and lend their support to kindred ways to develop these programs. The acceptance of the suggestions, however, will in most cases rest entirely with the local school systems.

The movement toward state guidance programs in under way. Brief accounts of the state guidance programs as they have developed up to the time of this study follow.

CALIFORNIA

Several developments are under way in the State Department of Education looking toward statewide guidance.

The secondary education program under Dr. Nicholas Ricciardi, chief of the Division of City Secondary Schools, has
The text on the page is not legible due to the quality of the image. It appears to be a printed page with text, but the content cannot be accurately transcribed.
provided regional meetings on guidance, the evaluation of high school programs in terms of guidance, promotion of teacher training in guidance, and the preparation of a handbook and suggested personnel forms for counselors.

In laying the foundation for the California program, Dr. Ricciardi and Miss Helen Heffernan, the Chief of the Division of Rural Education, have made surveys covering these respective fields. The studies showed that 201 city high schools have some type of guidance program, that pupil adjustments is the keynote in their programs, and that each school is making progress.

The rural high school study showed that 83 rural high schools have some phase of guidance service for the most part provided by the principal who serves as counselor. The rural study showed, among other things, the need for some co-operative plan whereby a number of small districts could join in the employment of a trained counselor.¹

The handbook, "Guide for Counseling in the Secondary School," published in September, 1931, was the outcome of a series of all-day field conferences in which deans and counselors representing a large part of the state participated. It represents, therefore, the group thinking and group action of individuals actually engaged in counseling secondary school

¹Copies of Dr. Ricciardi's report may be obtained from the California State Department of Education. Miss Heffernan's study is found in the Vocational Guidance Magazine for October, 1930.
pupils. The chapter titles given below indicate the real value which this guide would be to any worker in secondary education who is seeking practical aid in developing a counseling program:

Chapter I The Need for Counseling
Chapter II A Guiding Philosophy of Secondary Education
Chapter III The Functions of Counseling
Chapter IV Training Program for Counselors
Chapter V Procedures in Counseling
Chapter VI Reasonable Outcomes of Counseling
Chapter VII Criteria for Measuring the Efficiency of Counseling.

NEW YORK

The date of December 1, 1923, marked the starting point in a movement in the state of New York toward a statewide guidance program. On this date the state issued regulations for the certification and training of vocational teachers, supervisors and directors, industrial and practical arts teachers, and guidance teachers.

This legislation has become one of the distinctive features of this state's program and because it does represent the first guidance legislation to be enacted which is

1Copies of this handbook may be secured by addressing a request to the California State Department of Education, Sacramento, California.
not restricted to vocational guidance. It is of special interest to note some of the rules and regulations which govern the employment and certification of guidance teachers in this state.

**Certification**

The school authorities of each school district may employ one or more qualified persons for the purpose of providing vocational and educational guidance for minors. Such vocational and educational guidance service and the qualifications of the persons employed for such work shall be approved by the Commissioner of Education. Teachers and other persons who devote half-time or more to those activities commonly recognized as functions of guidance in the full-time school or those especially appointed for guidance work in the part-time school are required to hold either a limited or permanent vocational and educational guidance certificate. The following duties are construed as guidance functions: teaching classes in the study of educational and occupational opportunity, counseling with pupils and parents relative to educational and vocational problems of pupils, assisting pupils to secure proper employment at the time of leaving school, engaging in follow-up of pupils who have left school to enter employment.¹

Regulations of the Commissioner of Education regarding qualifications of vocational and educational guidance counselors include the following pertinent statements:

A. **Personality and maturity.** Candidates for certification should have: ability to work with men and women particularly teachers, parents and employers and to inspire and keep the confidence of boys and girls, and associates; ability to meet people, to take the initiative, to deal with situations as they must be met in the counseling position.

¹Educational Law, Article 22, Section 609-10, in "Vocational and Educational Guidance," University of the State of New York Bulletin No. 963, pp 50-54.
Continuing

The school superintendent of each county shall:

1. Establish a committee for the purpose of developing a comprehensive program for the improvement of local school systems and school facilities.

2. Conduct an effective program of developing a cooperative relationship with the various educational agencies and organizations in the county.

3. Make a comprehensive report to the State Department of Education on the progress of the educational program in the county.

4. Establish and maintain a system of continuous evaluation and improvement of the educational program in the county.

The following regulations of the Commission of Education and the Board of Education are:

- A. in accordance with the following educational standards:

- B. as determined by the State Board of Education.

- C. in accordance with the following educational standards:

- D. as determined by the State Board of Education.

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- W. in accordance with the following educational standards:

- X. as determined by the State Board of Education.

- Y. in accordance with the following educational standards:

- Z. as determined by the State Board of Education.
Such persons should be mature in both years and judgment. The ages of 30 and 45 are suggested as the limits for entrance to this work.

B. Experience. Candidates must present suitable evidence of three years of approved experience. This experience should be such that the counselor will appreciate, by contact, the problems of young people both in school and in employment. Each case will be judged separately. The following types of experience are particularly valuable:

1. Industrial, commercial and professional, exclusive of teaching but inclusive of personnel work.
2. Classroom, shop or laboratory teaching or administrative work in school grades in which counselor expects to work. (This does not include student teaching.)
3. Social case work in social agencies and visiting teacher service within a school system.
4. Participation in local surveys and report writing under supervision or in laboratory case work; and reports on problems related to guidance.

Applicants must furnish evidence of having had satisfactory occupational experience in some kind of work other than teaching. This requirement may be satisfied during the validity of the limited certificate.

C. Education and special training.

1. Graduation from an approved four-year high school course and the possession of a permanent certificate to teach, or
2. Graduation from an approved four-year high school course and completion of at least three years (in 1923 four years) of approved college work.
3. In addition, all candidates for a certificate to perform guidance activities must present evidence of having completed the following course which may have formed a part of the previous professional training of the applicant:
experience. Certainly, we should not be afraid of the difficult.

Experience is a great teacher. It teaches us to be wise. It is through experience that we learn to make good decisions. Experience is the best teacher we have. Without it, we would be lost.

In conclusion, we should not be afraid of the difficult. We should embrace experience and learn from it. Experience is the key to success. It is through experience that we learn to be wise. Experience is the best teacher we have. Without it, we would be lost.
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<td>Principles of teaching</td>
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<td>Educational measurements</td>
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<td>Research and studies in occupational and education opportunities</td>
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<tr>
<td>Principles and problems in vocational education</td>
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<td>Labor problems, legislation and employment conditions</td>
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<td>Industrial history</td>
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<td>The junior high school</td>
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<td>Philosophy of education</td>
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Section 610 of the Educational Law makes it possible for the authorities of each school district to maintain as a part of the system, a guidance bureau, the purpose of which shall be to conduct such of the following activities as may be established in the particular local system: To provide information and counsel for pupils regarding educational and occupational opportunities; to assemble and maintain cumulative records of pupils; to provide employment and follow-up

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service for minors; to conduct research studies of pupils and the local educational and occupational opportunities."

The provision in clause "g" of Section 610 for a supervisor of vocational and educational guidance to be employed by the state education department has made it possible for local school authorities to enjoy the co-operation of a guidance expert, and for a program affording state-wide guidance service to go steadily forward under capable supervision.

One of the recent outstanding contributions of the present Supervisor of Vocational and Educational Guidance, George E. Hutcherson, was Bulletin No. 963, published in 1930, entitled "Vocational and Educational Guidance."

The purpose of this bulletin, as stated on page 11, "...... is to place before school superintendents, principals and other school administrators, a statement of the nature, purpose and organization of educational and vocational guidance in junior and senior high schools."

The bulletin, offered as an administrative aid in inaugurating or supplementing a program of guidance, includes such topics as:

- Need for better guidance
- Guidance Service
- Pupil study
- Opportunity study
- Records
- Counsel
- Placement
- Conference room and equipment
- Organization of guidance program
- Advisory Committee
- Central bureau or department
- The local school
Organization of group counseling
Organization in small high schools
Organization in supervisory districts
Qualifications of guidance counselors
   Personality
   Maturity
   Experience
   Education
   Certification

Bibliography

Besides this service of published bulletin material, state contributions to a guidance program in New York include:

1. A teacher-training program
   a. Special training for vocational and educational counselors.
   b. Close co-operation of universities in providing guidance courses. (The amount of work offered in guidance in the teacher-training institutions in the state is increasing, and an increasing number of teachers are enrolling for the courses.)
   c. Amplification and intensification of teacher-training work in guidance particularly in the normal school center at Oswego.

2. Organization of a county guidance program in Rockland County, including such features as:
   a. A preliminary survey.
   b. Conferences with school boards.

Requests for this bulletin should be directed to the University of the State of New York, Albany, New York.
c. Financing employment of a full-time guidance director serving the districts employing him.

3. Enactment of guidance legislation.

Much interest is being shown in guidance throughout the State of New York. More than seventy-five communities have now taken definite steps to provide some organized guidance service to pupils. In the smaller communities the work usually centers around a course of instruction offered either in the eighth grade or high school.

Mr. George M. Wiley, Assistant Commissioner for Elementary Education in New York, reports that a continuing committee is at work to further these guidance services, which are permissive in this particular state.

NORTH CAROLINA

A State Committee on Guidance has been appointed to study the problem of guidance and to formulate a North Carolina State Guidance Program.

Some work in vocational guidance, however, has already been done. The State Department has issued a mimeographed bulletin on vocational guidance setting forth the aims and objectives to be attained, the organization of the guidance program, and the school agencies that are to function in carrying out the program.

Although the bulletin states that "guidance is a continuous proposition, beginning from childhood and running
A State Committee on Nutrition was even appointed to make the report of blunders and to correlate a whole file of reports. The State Committee then took the same report, re-arranged it and presented a more coherent report. The State Department then made a recommendation to the Governor to make a further report on the subject. This process was to be repeated several times until the Governor finally agreed to the plan. The plan was then submitted to the Governor for approval.

Attention should be paid to the differences in nutrition and health.
the whole gamut of life," and is therefore needed in all of the grades in any school system, the program as outlined below is most applicable to grades seven to twelve inclusive.

I. Aims and Objectives of Guidance

A. To study the child so as to understand individual differences.
B. To give special attention to the superior, retarded, or maladjusted child.
C. To classify pupils and adapt instruction to the individual child as far as possible.
D. To develop the guidance point of view in all teachers.
E. To assign pupils to a teacher adviser.
F. To inform pupils about courses in junior high schools, senior high schools, trade, technical, or commercial schools, and colleges either in the local community or in the surrounding section.
G. To inform pupils of other methods of training such as apprenticeship, corporation schools, part-time schools, and correspondence schools.
H. To provide counseling, placement, and follow-up for pupils who are leaving or who have already left the day school.
I. To provide co-operation with the home by: Home visiting and an acquaintance with the parents' plans and ambitions for the child.
J. To secure the co-operation of interested citizens, churches, clubs, and other agencies to aid in guiding the child.

II. Vital places for Guidance.

A. Pupils approaching their fourteenth birthday.
B. Pupils leaving the elementary school.
C. Pupils contemplating a change from one type of school system to another.
D. Pupils who are failing several subjects.
E. Pupils leaving high school for college.
F. Pupils leaving school for work during the school year.
G. Pupils retarded, maladjusted or superior.
H. Pupils attending part-time or evening school.

III. Organization of the Guidance Program.

It is evident that a uniform type of organization of guidance would not fit equally well all of our schools. Therefore a uniform scheme cannot be offered. It would be well for the cities having the largest high schools to
The whole secret of life is to learn to wait.

To have a clear idea of your ambition.

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head their program with a full-time counselor. The smaller city schools might well employ a part-time counselor. In the largest number of our schools, however, the principal or a teacher will have to head the program. Each school unit should have a guidance committee. The unit in this case might be a single school, a city system or a county system.

A. Head of the guidance program.
   1. Counselor, Dean, Principal, or Teacher

B. Guidance committee, County wide, city wide, or school wide.
   1. Head of guidance program
   2. Attendance officer or special worker
   3. Teachers
   4. Librarians
   5. Outside agencies, such as:
      a. Welfare officers
      b. A representative of a luncheon club
      c. Y. M. C. A.
      d. County agent, etc.

C. Duties of the guidance committee.
   1. To plan details of the school guidance program
   2. To enlist the aid of the entire teaching staff
   3. To secure co-operation of civic clubs and other interested citizens.
   4. To hold group and individual conferences
   5. To make available for students information on occupations and educational institutions.

IV. Methods and Devices for giving Guidance.

A. Through a class in Occupational Information

1. Aims
   a. To encourage students to take part in activities and try-out courses so that they may discover their individual aptitudes, interests, and abilities.
A Head of the Guidance Department

1. Commissioner, Deputy Commissioner, or Teacher
2. Guidance Committee, County Wide, city Wide
3. School Wide
4. Advisory (or) Officer of a particular group
5. Teacher
6. Principal
7. Guidance Secretary and Etc.

Duties of the Guidance Committee

1. To plan the details of the annual guidance program
2. To make the list of the guidance cases
3. To arrange an efficient organization of advice clinics
4. To hold regular council meetings and conferences
5. To make suitable arrangements for guidance
6. To ensure a proper record of all guidance

IV. Teachers and other staff for giving guidance

A. To carry a list of the student's information

1. A problem session with a full-time counselor
The problem list will be made up to
The list will be compiled for the guidance of students as a result of the problem.
It will vary to find the proper answer.
It will be given to the students as a reason or
The case list of a similar nature, a city wise.
for the guidance teachers.

I. A Head of the Guidance Department

1. Commissioner, Deputy Commissioner, or Teacher
2. Guidance Committee, County Wide, city Wide
3. School Wide
4. Advisory (or) Officer of a particular group
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It will vary to find the proper answer.
It will be given to the students as a reason or
The case list of a similar nature, a city wise.
b. To obtain a knowledge of many kinds of workers so that students may better understand and appreciate what they do.

c. To teach students to realize the relation between school life and the occupational world and to utilize the opportunities afforded by the school.

d. To train students for citizenship.

e. To put students in touch with accurate, unbiased sources of occupational information and to train them in the best methods of investigation.

f. To give students a background of information to enable them to choose more wisely for their educational and vocational future.

g. To bring about a spirit of understanding and co-operation in the solution of educational and vocational problems, and to stress those qualities of character which make for success.

h. To awaken within the student the idea that he has to play a part in the world of work.

i. To urge students to make their own choices based upon accurate information, and then take the next step in their educational or vocational career with understanding, confidence, and a determination to succeed.

2. Fields of work to be considered: (according to classification of the United States' Census.) Agriculture; mining; manufacturing and mechanical industries; trade (business); transportation; professions; clerical occupations; public service; domestic and personal service; home making occupations.

3. A check list to be used in the study of an occupation.

a. Name of the occupation and its location

b. Historic background
   Is it a new occupation?
   Is it growing or waning?

c. Importance of the occupation
   Its rank with other occupations
   How does it contribute to society?

d. Statement of duties or tasks
   What are the main branches, departments, or types of work in this occupation?
   What things are actually done by persons in this occupation?
To which may be added a number of
work to be done in the office of
the accountant or in the
accounts payable department.

To the secretary who has the
charge of the accounts receivable
office.

To the bookkeeper who keeps
the books of the company.

To the cashier who collects
the money due from customers.

To the statistician who
analyzes the data collected by
the accountant.

To the stenographer who
prepares reports and
memoranda for the
accountant.

To the accountant who
specializes in income tax
problems.

To the auditor who
examines the financial
statements of the company.

To the lawyer who
advises the company on
legal matters.

To the insurance
agent who
sells insurance policies.

To the banker who
 lends money to the
company.

To the accountant who
specializes in
accounting for
real estate transactions.

To the accountant who
specializes in
accounting for
government contracts.

To the accountant who
specializes in
accounting for
international transactions.

To the accountant who
specializes in
accounting for
non-profit organizations.

To the accountant who
specializes in
accounting for
retail businesses.

To the accountant who
specializes in
accounting for
service businesses.

To the accountant who
specializes in
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manufacturing businesses.

To the accountant who
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e. Conditions of the work
Location: factory, office, outside, inside, etc.
Time: hours per day, permanent, temporary
Seasonal: day, night, vacation
Posture: standing, sitting, stooping, etc.
Speed: quick, moderate, slow
Degrees of automaticity: varied, routine, monotonous
Health hazards: ventilation, illumination, nerve strain, eye strain, physical strain.
Accident hazards: travel, machinery, etc.
Disagreeable features: dirt, oil, noise, etc.

f. Economic condition of the activity.
Number employed in local community
Value of capital invested
Value of commercial product
Pay to workers
   Method: daily, monthly, bi-weekly, etc.
   Rate: range minimum to maximum
   Bonuses, premiums
   Penalties for absence, etc.

g. Preparation
What education or training is necessary or desirable?
   School or trade
   What experience is required? What is the method of entrance into the occupation and what is the order of promotion?

h. Qualifications
Special personal qualities that seem desirable
   Physical, mental, moral

i. Advantages and disadvantages of the occupation which are based on a summary of the opinions expressed in answering the above analysis.

B. Through the school subjects

1. English

   a. Guidance projects may be worked out through oral and written composition. Examples of such projects:
      (1) Why am I Going to School?
      (2) What My School Offers
      (3) If I Would Succeed
      (4) For What am I Best Suited?
      (5) Why Should I Go to College?


1. Economic competition of the community

2. Value of community service

3. Necessary qualifications for employment

4. Principles for advancement etc.

5. Technical the school requires

6. My hobby

7. My experience can be working or training

8. My previous experience

9. Why I want to study

10. Why I want to be a teacher

11. My family background

12. My part-time work

13. Why I want to go to college

14. My family background

15. My hobbies

16. My part-time work

17. Why I want to be a teacher

18. My family background

19. My hobbies

20. My part-time work
(6) Why I Wish to Be a Nurse
(7) The Part I Should Like to Play in High School
(8) Why Should I, a Lawyer, be Interested in Community Problems?
(9) Why I am taking the Commercial Course in High School
(10) My Choice of a College
(11) Reports of Interviews with Business Men and Women

b. Biography furnishing most direct assistance in vocation reading.
c. Essays emphasize the dignity and nobility of work.
d. Poetry is full of appeal to the fundamental qualities of character.
e. Fiction contains many illustrations of characters who have failed due to lack of guidance.

2. Social Science

a. Vocational Civics: Survey of the ten fields of occupational information.
b. Projects in geography, use of films, pictures, etc., will teach how and where occupations are carried on. Center such instruction around the occupations in the country or section being studied. For example, when studying industrial Great Britain, study the field of manufacturing.
c. History may be used to teach the rise and developments of the industrial world, and the influence of the Industrial Revolution, etc.
d. Sociology, Economics and Problems in American Democracy teach the problems of labor and capital, working conditions, problems of finance, child labor, women in industry, and unemployment.

3. Industrial Art, Household Art, Commercial Art

a. Specific guidance as related to these subjects.
b. Economic and social facts pertaining to these subjects.
c. Trips to industries.
d. Community surveys.
e. Local opportunities for employment.
f. Use of industrial films.
Social Science

4. Accounting/Financial

4. Sociology/Economics

5. Industrial Arts, Home Economics, Agriculture

6. General Education as Related to these fields.

7. Science and Social Science Base Courses.

8. Vocational Education Related to these.


10. Use of Industrial Arts.
C. Guidance through the Home Room.

1. Duties of the Home Room Teacher
   a. To help the pupil to adjust himself to the new situation in which he is placed.
   b. To follow up failures and attempt to discover the causes.
   c. To show the pupil the relation of his school work to the life outside of school.
   d. To teach the pupil how to obtain occupational information and how to evaluate it.
   e. To teach the value of a many-sided, well-rounded development.
   f. To guide the pupil in the development of a personality which will be an asset to him.
   g. To keep the parents informed about the progress of the child and discuss with them the success as well as his failures.
   h. To anticipate withdrawals from school.

2. Methods of carrying on Home Room Programs
   a. Informal discussions led by the teacher or a pupil.
   b. Programs planned and given by pupils under the direction of the teacher.
   c. Plays, pageantry, and dramatizations.
   d. Debates and lectures
   e. Committee work
   f. Intra-home room contests
   g. Inter-home room contests
   h. Exchange of home room programs
   i. Talks by teachers or pupils from other home rooms.
   j. Outside speakers.

3. Suggested types of home room programs.
   a. Orientation programs: explanation of physical equipment, organization, rules and regulations of the school, get acquainted games.
   b. Educational guidance: explanation of courses, how to study, analysis of marking system, reasons for continuing an education, choice of a college.
   c. Vocational guidance: how to find out about a vocation, what to consider in choosing a vocation, how school studies relate to the occupational world, how to apply for a position.
II. Duties of the Home Room Teacher

To take the pupil to the health facility of the school
To maintain the pupil's well-being and attention to the school
To keep the pupil on course academically
To keep the pupil informed and guide him/her
To take the pupil to the medical facility
To facilitate the pupil's development
To supervise the pupil in the development of personal
Phone and home contacts
Committee work
Home room conference
Parental conference of home room program
Talents of home room
Curriculum development

III. Suggested Types of Home Room Program

a. Cultural and recreational
b. Physical and mental training

to maintain the pupil's participation in various

c. Social and emotional

to develop the pupil's social and emotional

d. Vocational and technical

to provide the pupil with practical training

e. Physical and health

to promote the pupil's physical and health

f. Commercial and industrial

to prepare the pupil for commercial and industrial
d. Guidance for leisure: grouping of students into interest groups, giving each the opportunity to plan a program.

e. Social guidance: how to develop leadership and followership, meaning and purpose of student activities, evaluation of clubs, social etiquette, manners and customs, importance of personality.

f. Moral guidance: making of home room codes, self-rating for students, success--what it is and how it is won.

D. Guidance Through Assembly Programs

1. Speakers from the business world on vocations. (Select speakers with care and provide them with an outline of the main points you wish emphasized.)

2. Talks by principal, counselor or students.


4. Vocational pageants and other dramatizations of life situations.

5. Recognition given to honor students in scholarship as well as to winners of extra-curricular contests.

E. Libraries

1. Shelves reserved for books and pamphlets on vocations.

2. Shelves reserved for college catalogues.


4. Display of vocational posters.

5. Collection and filing by librarians of pamphlet materials on vocations.

6. Arrangement by librarians of bibliographies on vocations.

7. Personal interest of librarians in the vocational and avocational interests of the pupils.

F. Guidance Week: (One week set aside each year to bring students into closer contact with the business life of the community, and to emphasize the need of occupational information and of careful planning for a life work).

1. Students may be grouped according to their vocational interests and speakers may be secured to speak with the groups.

2. Conferences and interviews with business men and women who are invited to come to the school during guidance week.
3. Home room programs planned for vocational guidance purposes.
4. School publications co-operate by devoting their paper for this week to guidance.
5. Vocational posters displayed during the week.
6. Guidance values of all school subjects stressed during this week.

G. Extra-Curricular Activities

1. Encourage those activities which are of real value and urge sponsors to see that they make a real contribution to the life of the child. Such activities are often try-outs which may later serve as vocational or avocational value.
2. Occupational clubs such as Radio, Aeronautics, Science, Photography, Etc.

Each division of the above outline in the program is supplemented by an adequate bibliography included to widen the scope of the suggestions set forth in the program.

Mr. Highsmith, Director of the Division of School Inspection, writes that although the program is designed for grades seven to twelve inclusive, the work is carried on mainly in the first year of high school, usually under the direction of the principal, the teacher of social studies, or such other person as may be equipped and who is assigned to this work by the principal. Some of the large schools, he adds, have Directors of Vocational and Educational Guidance to put the work into effect.

North Carolina has reached that advanced stage where the educational leaders throughout the state believe that guidance is an essential part of a program of education and that there is a need for some systematic program. It was with this belief that the above program was suggested in
EXTRA-CURRICULAR ACTIVITIES

In order to provide students with opportunities to develop skills and interests outside the academic curriculum, the school offers a variety of extracurricular activities. These activities are designed to enhance students' well-being, foster social skills, and promote personal growth. Participation in these activities is voluntary, and students are encouraged to choose from a range of options that cater to different interests and abilities. By engaging in these activities, students can develop a range of skills, such as leadership, teamwork, and creativity, which are beneficial in both personal and professional contexts. The school aims to create a supportive environment that encourages students to pursue their passions and explore new interests.
in the hope that it will lead eventually to an adequate pro-
gram of guidance for North Carolina Schools.

OREGON

The Oregon High School Principals' Association in 1929
appointed a committee on Student Guidance. The committee has
made a study of guidance practices and developments in Oregon
and has recommended a plan printed in the Second Annual Re-
port of the Oregon High School Principals' Conference. This
is being set up as the State guidance program for high schools.
It emphasizes the use of a pupil folder, cumulative records,
and counselors appointed from among the teachers, one to each
fifty pupils in the larger high schools and the principal as
counselor in the smaller high schools. One activity that
should be mentioned is the field work of the Oregon State Coll-
lege in giving counseling service. Among other features have
been bulletin service, a campus vocational guidance conference
for high school seniors, and college conference field service
extended to local high schools throughout the state.

PENNSYLVANIA

Pennsylvania has led the way in developing a statewide
program of guidance. The first state guidance program had
its beginnings in 1920 as a special problem assignment in
vocational guidance for a Supervisor in the State Bureau of
Vocational Education. This study led to a wider interpre-
tation of guidance and, in 1921, to a State Department
PENNSYLVANIA

Pennsylvania has far too many in occupational and professional training programs at the state level. The State Board of Vocational Education has decided to expand its programs to include more occupational training for workers in various fields. The Board now offers courses in auto mechanics, electrical repair, typing, bookkeeping, and other technical fields. These courses are designed to provide practical skills that are in demand in the job market.

In addition to its vocational programs, the State Board also offers adult education courses that help people improve their skills and prepare for better jobs. These courses cover a wide range of topics, including reading, writing, mathematics, and computer skills. The Board also provides guidance and counseling services to help students choose the right training program and plan their careers.

The State Board of Vocational Education is committed to providing high-quality education programs that meet the needs of the state's workforce. By offering a variety of courses and training opportunities, the Board helps people develop the skills they need to succeed in their careers and contribute to the state's economic growth.
Committee on Guidance. This in turn made possible a state-
wide committee, a tentative state guidance program, tryouts
in typical centers, guidance bulletins, and the full-time
assignment of a state supervisor of guidance on October 1,
1924. Further developments included a teacher-training
program, guidance demonstration districts in forty-nine coun-
ties, certification in guidance, special guidance work in
parental education, and in the present stage, a "County
Minimums" program in guidance set up so far this year in
twenty-six counties under the leadership of county superin-
tendents' and principals' groups.

The Pennsylvania program with its many, well-organized
and well-developed guidance services cannot be adequately
described in a few pages. However, one of the developments
of a comparative study undertaken by a Department Committee
on Guidance, working in co-operation with a State Advisory
Committee on Guidance, was the preparation of a "General
Bulletin on Guidance" in 1927 which attempted to bring to-
gether under one cover the various important guidance factors
in the schools. This bulletin, issued as a preliminary state-
ment looking toward the development of the Pennsylvania guid-
ance program, sets forth the following aims and objectives,
and agencies and methods in a guidance program:

I. AIMS AND OBJECTIVES

A. General Aims of a Guidance Program

1. To provide an educational service adapted to the
individual needs of child and youth.
Committee on Cancer.

In this time when bureaucracy and red tape make it difficult for cancer patients to receive proper care, it is particularly important to have a proactive and well-coordinated approach to cancer prevention and treatment.

The development of effective cancer prevention programs is crucial in combating the disease. Special emphasis must be placed on improving the efficiency and effectiveness of cancer treatment programs.

Fortunately, the Committee on Cancer has been working diligently on this issue. Their efforts have led to the establishment of a comprehensive cancer control program.

The primary aim of the Committee on Cancer is to develop and implement strategies that will reduce the incidence of cancer in the community. This involves working closely with various organizations and agencies to ensure that the necessary resources are available.

One of the key components of the Committee on Cancer's program is a thorough evaluation of the current cancer control efforts. This evaluation will help identify areas where improvements can be made to enhance the effectiveness of cancer prevention and treatment programs.

The Committee on Cancer is committed to working with all stakeholders to ensure that the necessary resources are available and that the community is well-informed about the importance of cancer prevention and treatment.
To enrich school service through adequate articulation with home and community.

B. Specific Aims of a Guidance Program

1. To study and, as far as possible, to understand individual differences, beginning with pupils in the kindergarten and in the first grade.

2. To give special attention to the child who is very different from his fellows and, therefore, unadjusted to school life.

3. To provide adequate classification of pupils with respect to subject instruction and related school activities.

4. To promote and to develop the guidance point of view of the teacher. By this we mean knowing more about pupils taught, and teaching with a view particularly to individual capacities, needs, interests, and outlook on life.

5. To promote co-operation with the home, by securing:

   a. Normal home contacts by teachers
   b. Specialized home visiting on case work basis
   c. Helpful home conditions and parental emphasis on preparation of school work

6. To assign each pupil to a teacher advisor, in a departmental program.

7. To inform pupils about occupations, curricula in junior high school, high school, and higher institutions and their occupational correlations. To promote school attendance through such information, and also through scholarships, part-time employment and curriculum adjustment. To show the value of education.

8. To provide counseling, educational and occupational placement, and follow-up, for pupils in the schools and for those who have left the schools and are seeking occupational adjustment and readjustment.


10. To provide a more complete co-operation with those agencies in the community which can contribute to the development of the guidance service.

II. AGENCIES AND METHODS IN A GUIDANCE PROGRAM

A. The Junior and Senior High Schools as Guidance Units
1. Beginning with various guidance services
2. The Committee on Guidance

a. Functions of the committee
   (1) To plan the details of the school guidance program
   (2) To bring about the participation of the entire teaching staff
   (3) To develop effective counseling
   (4) To co-operate with other school committees in the development of guidance features

3. Guidance Committee leadership and school counseling
4. The school counseling service

a. Factors particularly adapted to the elementary schools and the small high schools:
   (1) A box, file or drawer for 9" by 12" or smaller folders or envelopes, that may be securely locked.
   (2) A set of manila folders or envelopes, one for each pupil.
   (3) Information from previous classes and schools
   (4) Self-analysis information sheet or form
   (5) Present scholastic records
   (6) Estimates from present teachers on matters other than scholastic records
   (7) Correspondence and home visit data
   (8) A conference record card
   (9) An up-to-date file of catalogs for colleges and special schools
   (10) A general bibliography of vocations
   (11) A list of teachers in the school and friends of the school who are competent and glad to advise pupils either about institutions of higher learning they may have attended or occupations in which they are experienced.

5. Faculty study of guidance

a. There should be a teacher conference program on guidance

6. Guidance material developed as projects

a. In the seventh grade the period is given to a study of school opportunities
The Committee on Arithmetic

1. To plan the methods and procedure of the examination to be held on Wednesday, October 7th.
2. To plan the content and procedure of the examination to be held on Thursday, October 8th.
3. To determine the content of the examination to be held on Friday, October 9th.
4. To determine the content of the examination to be held on Saturday, October 10th.
5. To determine the content of the examination to be held on Sunday, October 11th.

The School Examination Service

1. The examination service was held on Tuesday, October 6th.
2. The examination service was held on Wednesday, October 7th.
3. The examination service was held on Thursday, October 8th.
4. The examination service was held on Friday, October 9th.
5. The examination service was held on Saturday, October 10th.
6. The examination service was held on Sunday, October 11th.

The School Examination Service

2. Examination of examination performance.
3. Examination of examination performance.
4. Examination of examination performance.
5. Examination of examination performance.
6. Examination of examination performance.
7. Examination of examination performance.
8. Examination of examination performance.
9. Examination of examination performance.
10. Examination of examination performance.
11. Examination of examination performance.
b. In the eighth grade is an extensive study of the five vocational fields of agriculture, commerce, industry, professions and home-making and their correlation with school levels.

c. The ninth grade offers a more intensive study of education and vocations in the major field toward which a pupil's elections point.

8. Assembly programs
9. The library
10. Co-operation among schools
11. The teacher, the home room and the class
12. Home visiting

Besides outlining a program for the elementary, junior high and senior high schools, the bulletin considers such phases of guidance as the following, all of which indicate the wide range of the Pennsylvania program:

The Problem of Guidance
  Recognition of the Problem
  The Problem of the Pupil
  The Problem of the Teacher
  The School District's Relation to the Problem
  The Community's Relation to the Problem

The Program of Guidance
  Aims and Objectives
  General Factors in Organization
  Guidance Organization for a City School System
  Guidance Organization for Township and Borough School Districts
  Agencies and Methods in a Guidance Program
  The Community Guidance Federation or Council

Material on Guidance
  Suggestive Forms for a School Guidance Bureau
  Guidance Material from Various Cities
  Fifty Guidance Projects
  Suggestive Outlines for the Study of Occupations

Teacher Training in Guidance
  Suggestions for Teacher Training
  A Professional Reading and Conference Program
  Suggested Presentation of Guidance for Institute Programs
To improve student achievement, it is essential to address the underlying issues. Consider implementing strategies that focus on:

1. **The Problem of Understanding**
   - Recognize the problem
   - Examine the root causes
   - Identify effective solutions

2. **The Problem of Engagement**
   - Attitude and motivation
   - Strategies for improved learning

3. **The Problem of Access**
   - Resources and support
   - Enhancing educational opportunities

4. **The Problem of Success**
   - Tracking progress
   - Adjusting strategies as needed

Incorporate these approaches into your curriculum to enhance student performance.
The essential features of the program which have proved their worth in demonstration centers are at present being written up in a new bulletin form, and will be published in a general administrative state manual, listed as Bulletin No. 59, copies of which may soon be secured through the Department of Public Instruction, Harrisburg, Pennsylvania.

The Pennsylvania program has never been made mandatory. With the inclusion of certain tried and tested guidance procedures in the new state manual referred to above, however, the main items of the state program will be required for state classification of public schools.

Other state guidance publications include pamphlets entitled, "A Seventh Grade Course in School Opportunities" and "An Eighth Grade Course in Occupations." A third pamphlet for a ninth grade course to complete the series is about to be printed.

The Pennsylvania program has already had a statewide influence. More than eight hundred schools now have counselors or advisers on an extra-curricular, part-time or full-time basis, or have established group guidance through classes in school opportunities and occupations. Teacher training courses in guidance are being offered in all Pennsylvania State Teachers' Colleges and in five Universities.
The essential elements of the program which have

been identified in the recent literature have been published in

a series of articles recently written by several competent authors and

are documented in a recent report prepared by the Department of

Education in California. These articles have been selected for

presentation at various conferences and meetings in the state.

The Department of Planning and Development has

been active in planning new programs and projects that

will help to improve the quality of education in the state.

One of the major goals of these programs is to provide

opportunities for students to engage in

a variety of enrichment activities that will

help them to develop their potential and

prepare them for future success.

In conclusion, the Department of Planning and Development

will continue to work actively in the field of

education to ensure that California's youth have access to

effective educational opportunities and resources that will

enable them to reach their full potential.
A helpful factor in present developments is the Pennsylvania Study being made by the Department of Public Instruction in co-operation with the Carnegie Foundation and the Pennsylvania Association of College Presidents for the purpose of outlining a ten-year educational program for the State. The principal tool in this study is the highly developed American Council cumulative folder plan or its modifications, unfolding as it does life interests, aptitudes, and achievements. No small contribution has been the series of state conferences arranged in connection with the study.

The Pennsylvania program of guidance has been developed over a period of years, under an organization that has won the co-operation of educators throughout the state to the cause of guidance; it has been unfolded gradually, and is today an integral part of the state program of education.

Other states may well look to the Pennsylvania program for suggestions in developing a state guidance service in their own localities.

VIRGINIA

The Virginia state program of guidance was inaugurated in 1929 with the Superintendent's assignment of C. J. Hyslop, now Assistant Supervisor of Secondary Education, to be officially in charge of guidance.

Mr. Hyslop's accomplishments for the year 1929-30 included:
A detailed report is presented to the Pennsylvania State Department of Public Instruction on the effectiveness of the Cooperative Education Program in the Pennsylvania Association of Colleges. The report emphasizes the importance of maintaining a continuous emphasis on educational programs for the benefit of the public. It is a comprehensive analysis of the impact and potential of cooperative education in enhancing educational opportunities. The findings suggest that cooperative education programs have made a significant impact in the preparation of students for the workforce. The report concludes with recommendations for improving and expanding cooperative education programs in Pennsylvania to ensure the ongoing success and effectiveness of these initiatives.
1. Conferences with administrators and teachers in sixty-six high schools.
2. A large number of county visits.
3. A survey of 2400 high school graduates in college, from the point of view of high school guidance.
4. Conferences with county superintendents leading to a county committee on vocational and educational guidance in ten counties; and county guidance programs worked out in these counties.

Two important developments in the State program have been the organization of classes in occupational information and the issuing of a new state course of study in Vocational Civics.

There are approximately eighty high schools now having separate classes in occupational information. A large number of schools are also correlating occupational information with the subject matter already included in the curricula.

Teacher-training work, so important to a state program of guidance is receiving attention in this state, as evidenced by the fact that summer teacher-training classes were held during 1930 in four Virginia colleges.

The guidance material which has been issued through the state department is being offered only as suggested material for organization and supplementary work for guidance programs in the individual high schools.
In conclusion, the satisfactions and pressures in

Sixty-five million students 

A large number of community college students 

3. Since the point of view of high school education 

Concerns which commonly accompany freshman year 

To a common commitment to academic and social activity 

Eligible to these committees and college committees 

Take many of our top in these committees 

Two important developments in the State's programs 

Peer and administrative officers are accompanying institutions. 

Our function is a new state college or branch to vocational education. 

Given

There are approximately thirty high schools in various 

Enrolment classes in community colleges. A large number 

The enrollment of these colleges and community colleges is 

The enrollment of these institutions of the enrollment 

Textbook-purchase work is important to a state program 

In addition to receiving attention in this area, as well 

Local and state Board of Education followed

Without limit. In our Vocational colleges 

The enrollment and the need for increased training.

State departments of public education only, an increasing necessity 

For administrative and supplementary work in instructional programs 

In the Instruction of Schools.
State guidance service in Washington is limited at present to the junior high schools.

The State Department of Education has issued a "Junior High School Manual" the purpose of which is to evaluate and standardize certain administrative procedures for the junior high schools of the state.

One section of the manual with the title "Guidance in the Junior High School" sets forth aims and methods of procedure which may be used as guide posts by those who have the work of guidance in the junior high school.

The administration of the guidance program requires a guidance director or counselor, working under the direction of the principal and assisted by the homeroom teacher, the classroom teacher, the librarian, the club sponsors, physical directors and school nurse. In addition to information gathered from these sources, intelligence and achievement tests, home visits, and pupil conferences will aid the counselor in helping the student to find himself in the various opportunities offered by the school. In the small school the principal may be the guidance director. An outline summary of the suggestions and aims of this program, touching as it does the principal guidance possibilities in the junior high school, is worthy of note.
AIMS OF GUIDANCE

A. General

To give intelligent and sympathetic counsel to each and every child that he may best adjust himself to the variety and complexity of present-day demands.

B. Specific

1. To place each child in the class in which he properly belongs by means of a testing program, reorganization of classes, and other data recorded in the personnel files.

2. To give personal attention to mal-adjusted children, through assistance to opportunity teachers and the formulation of special programs of studies, based upon a careful investigation of these individuals.

3. To advise the great majority of normal pupils in the selection of their electives in grades eight and nine through directing the homeroom teachers.

4. To utilize all the resources of the school, the medical department, the child-study laboratory department, and to file same in the individual record folders.

5. To further the understanding of the child through home visits.

6. To advance the guidance program through the classroom teacher, the home-room teacher, the librarian, the teacher of occupation studies, and the sponsors of the activity program.

7. To check adjustments by follow-up work.

OUTLINE OF EDUCATIONAL GUIDANCE

The seventh, eighth and ninth grades

A. The Collection and Organization of Personnel Data

1. Capacity for school achievement.
2. Educational status—both initial and periodic.
3. Special abilities and aptitudes.
4. Scholastic interests and ambitions.
5. Vocational inclinations and experience.
6. Habits, attitudes, and temperamental characteristics.
7. Any other essential for student personnel adjustment.
A. General

B. Essential

C. Outline of Educational Guidance

1. The Development and Organization of Personal Data
   a. Speciality of Social Evaluation
   b. Development of Social Skills and Personality
   c. Deduction and Adjustment of Attitudes
   d. Deduction and Improvement of Social Skills
   e. Deduction and Improvement of Social Behavior
   f. Deduction and Improvement of Social Management
B. Adjustments—Group and Individual

1. Classification of students and placement in courses according to capacities, aptitudes, interests and objectives.
2. Organization and supervision of classes in group guidance, orientation, home-room guidance, or extra-curricular activities.
3. Guidance of students in the development of educational plans, including the making of programs for each semester.
4. Guidance of students in the development of vocational and avocational plans.
5. Any follow-up needed to check the efficiency and effectiveness of guidance.
6. Co-operation with the central agency for placement and follow-up in part-time vocational experience where necessary or desirable.

C. Special Cases of Maladjustment

1. Administering individual tests for ascertaining the mental capacities of the students.
2. Diagnosing cause of social maladjustment.
3. Ascertaining the personality difficulties of students and assisting them in overcoming such difficulties.
4. Analyzing case histories of students and advising teachers and students in the light of such findings.
5. Advising ninth grade students regarding senior high school courses with graduation as the goal for some and the university for others.

COUNSELING THE INDIVIDUAL CHILD

A. General Aims

1. To orient, or adjust, the psychopath; the nervous child; the socially maladjusted; the educational misfit; the over-sized and over-aged.
2. To rearrange their programs; to place them in their proper courses; to stimulate and encourage them to stay on until an adjustment has been made, and thus hold them in school.
3. To listen to their troubles and straighten them out if possible.
4. To gain the sympathy of their teachers for them through providing such personal and intimate knowledge of their case histories as will arouse the teacher's interest in their special problems.
A. Objectives of Education

1. Formative and diagnostic aspects of education

2. Formulation and administration of educational policies

3. Assessment and evaluation processes in education

4. Cultural diversity in education

5. Social and economic aspects of education

6. Teaching methods and learning strategies

7. Educational facilities and materials

8. Educational management and administration
5. To give individual counsel in vocational matters, and to acquaint the pupil with sources of material in these subjects.
6. To guide his choice of courses through the Junior and Senior High Schools. This is accomplished largely through guidance of the classroom teacher.

B. How Accomplished

1. Individual conferences
   a. Social, Moral, Educational, Vocational, Health, in nature
   b. With parents, nurse, principal, teacher, social worker, psychiatrist, doctor, neighbors, juvenile court officials.

2. Placement
   a. Forming general classes
   b. Adjustment
   c. Part-time
   d. Special programs

3. Programming
   a. Coach advisory teachers on the making of programs
   b. Gather and distribute necessary material
   c. Make out irregular programs
   d. Make special programs
   e. Check all four-year programs

4. Follow-up Work
   a. Watch all adjusted pupils, especially those who have been returned to regular classes from opportunity classes.

5. Vocational Information
   a. To pupils
   b. To teachers
   c. To classes
   d. To provide library material

GUIDANCE IN THE NINTH GRADE

A. Introduction

The same plan of guidance of the seventh and eighth years continues. In addition to this, a special
form of guidance is given to the ninth graders in the realm of vocational guidance by means of life-career classes. Also the high school programs of the children are carefully checked and planned so that they may take courses for which they are best fitted.

B. Aims of Vocational Guidance

1. To furnish a place for discussing the characteristics which make for success, the possibilities of co-operation, the problems involved in each of the main groups of occupations, and the underlying causes which are bringing about changes and development.

2. To awaken the interest of the child in the question of occupational life and thereby lead him to a habit of serious thinking about these issues which should remain with him through his life.

VOCATIONAL GUIDANCE ACTIVITIES

A. Study of Occupations

Vocational guidance is chiefly given through the classes in Occupations. The following points should be stressed:

1. To give a general understanding of the nature of occupations, the methods of employment, and the limits for success in such pursuits.

2. To acquaint the pupil with the many ways in which people earn a living, placing constant emphasis on the workers and the dignity of labor.

3. To give an appreciation of the problems and conditions which confront people in these occupations.

4. To acquaint them with the methods of studying an occupation so that they can make an intelligent choice of a life work.

5. To make them acquainted with the possibilities that are open in such opportunities.

6. To stimulate and encourage interest in further education.

7. To prepare children for a better understanding of occupational problems.

B. Survey of Occupational Opportunities

1. All forms of business and industry open to juniors.
Area of Occupations and Functions

In pursuing a career one should acquaint oneself with the various functions performed in different occupations. It is also important to understand the nature and requirements of these functions, as well as the competitive demands they impose on one's time and energy.

The following occupations are currently in demand and have promising future prospects. Some of the occupations listed below are:

1. Accounting
2. Information Systems
3. Marketing
4. Human Resources
5. Finance
6. Operations Management
7. Sales
8. Consulting
9. Research and Development
10. Customer Service

Each of these occupations offers unique challenges and opportunities for personal and professional growth.

In conclusion, choosing an occupation is a significant decision that requires careful consideration of one's interests, skills, and future goals. It is essential to research and evaluate the demands and opportunities associated with different occupations to make an informed decision.
a. Description of business  
b. Full statement of entrance requirements  
c. Wages, entrance, minimum and maximum  
d. Learning opportunities  
e. Promotions  
f. Limitations and restrictions  
g. Hazard—physical and moral  
h. Status  
i. Developing or growing  
j. Breaking up or specializing  
k. Seasonal  
l. Mechanical  
m. Unionized  
n. Source of labor supply  
o. What is the proportion of trained workers to the demand?

C. Occupations to be studied  

1. Agriculture  
2. Forestry  
3. Animal Husbandry  
4. Manufacturing  
5. Transportation  
6. Public Service  
7. Professional Service  
8. Domestic and Personal Service  
9. Clerical occupations  

First: Take up chief characteristics and differences of the large group of occupations in order that the pupils may have a broad view of their opportunities.  
Second: Selective occupations for special study must be based upon need and opportunity of the locality.

D. An Outline for the Study of Occupations  

1. Nature of the work  
2. Main advantages and disadvantages  
   a. Factors that interest and develop the worker  
   b. Factors that cause physical or nervous strain  
   c. Factors that restrict mental growth  
   d. Factors that are in other respects important as affecting the welfare of workers (i. e., Liabilities to accidents, occupational diseases)  

3. Qualifications and training needed  
   a. General education
b. Necessary technical education

c. Manipulative skill

d. Other requirements—qualities such as accuracy

4. Possibilities and requirements of occupation

a. Provision made for systematic instruction

b. Necessary technical knowledge

c. Manipulative skill

d. Extent to which occupation can be learned in establishments

e. Line of promotion

5. Remuneration

a. Wages

b. Special

6. Hours of work

7. Seasonal demand for work

a. Busy seasons

b. Slack seasons

c. Fluctuations in employment

8. Are workers organized?

9. Entrance age

10. Time required to learn duties

11. Does supply of labor meet demand?

12. Is demand for labor increasing or decreasing?

13. What is the source of supply?

14. Common deficiencies of workers

E. Types of Occupational Material

1. Printed Matter

a. Industrial Studies

2. Occupational studies

a. Books

b. Magazines and current papers

3. Illustrative and demonstration material

a. Product material

b. Occupational material

c. Plans or outlines for analyses

F. Methods of Teaching

1. Class reports and discussions
2. Lectures
3. Visitors giving talks
4. Try-out courses
5. Life-Career clubs
6. Visits to industrial plants

THE LIBRARY IN RELATION TO GUIDANCE

A. Aims of Librarian

1. To supply pupils with the necessary reference and reading material.
2. To guide and direct pupils in their reference work and assist teachers in making reference lists.
3. To take part in school and community projects through reference service.
4. To be of service to the teachers and pupils individually and in groups so that all the activities of the school will receive guidance and obtain the most benefit from its resources.
5. To organize library materials for school service.
6. To give instruction in the use of books and libraries.
7. To give library instruction as a vocation.
8. To foster reading for information and encourage reading for pleasure.
9. To keep pupils interested in school work by clever advertising.
10. To share with the school in discovering the interests of the pupils through their reading.

B. Suggestions

1. A librarian who understands children should be in charge.
2. A fund for adding new books each year to the library is necessary.
3. A special shelf devoted to vocational subjects is worth while. This may include pamphlets, pictures, clippings and periodicals dealing with various industries, professions and commercial enterprises in general. Attractive notices of the existence of this shelf should be posted on bulletin boards.
4. Instruction can be given in library practices to stimulate its vocational side.
5. Knowledge of community outside of school is needed.
6. Co-operation with local library agencies is necessary.
GUIDANCE THROUGH EXTRACURRICULAR ACTIVITIES

One of the most fertile fields for discovering students' inclinations has been found in extracurricular activities. In this type of work, pupils naturally select the particular thing that interests them most, whether vocational or avocational in nature. Very often, recognition in one of these activities has been the means of solving a difficult guidance problem by motivating the student's work through his new interests.

A. Aim

1. To provide and promote those desirable activities that contribute to the civic and social life of the individual.

B. Activities

1. School government
2. Home-room organizations
3. Assemblies
4. School publications
5. Boys' and Girls' Clubs
6. Activity clubs

1. School Government

a. Aim—(1) To give an opportunity to the student in the practice of self-direction under faculty guidance.
(2) To develop qualities that establish complete citizenship, emphasizing leadership, initiative, co-operation and intelligent obedience to authority.
(3) Desirable Characteristics—Simple in organization and direct in methods.
(4) Avoid delegating penalty-inflicting powers.

2. Home-room Organizations

a. Aim of Teacher
(1) To guide and counsel her group regarding all the ideals of the school.
(2) To develop with the students high standards of effort and scholarship.

b. Suggestions—Besides the daily ten-minute
SURFACES EXHIBITING EXPONENTIAL MOTIVATION

One of the more subtle sides of the problem is the fact that standard, exponential, and standard exponential functions are used in a variety of contexts and applications. In this and other publications, it is often noted that these functions are used to model growth and decay phenomena. It is also common to see these functions used in the study of population growth, radioactive decay, and other physical processes.

This involves moving to a new interface.

With the above analysis in mind, let's consider some potential applications of these functions.

1. **Population Growth**
   - Food and water availability
   - Birth and death rates

2. **Radioactive Decay**
   - Half-life of radioactive isotopes

3. **Economic Growth**
   - Interest rates on loans
   - Investment returns

4. **Environmental Impact**
   - Carbon emissions
   - Oil spills

5. **Biological Systems**
   - Cell division
   - Virus reproduction

These applications highlight the importance of understanding exponential functions and their role in modeling various phenomena.
period of counseling, provide a half-hour period once a week for class-meeting purposes.

1. **Aim**—
   (a) To give training in parliamentary procedure.
   (b) To get students to discuss and think about the ideals that are desirable for them to have.

2. **Accomplishments**
   (a) Direct needs of school met.
   (b) Right attitudes developed.

3. **Assemblies**

   a. **General Aim**—To train for constructive citizenry through mass instruction.

   b. **Specific Aims**

   (1) To foster proper school spirit and unity.
   (2) To develop leadership.
   (3) To encourage self-expression and self-confidence.
   (4) To provide programs that are interesting, inspirational and instructional.
   (5) To give audience training by practice in proper conduct needed at public gatherings.
   (6) To inspire a spirit of service.
   (7) To further certain movements for the welfare of the school.

   c. **Types of Assemblies**

   (1) **Inspirational**—Patriotic, Thanksgiving, Christmas, Exhibit days, Fine Arts, Talks by principal, teachers, pupils, ministers and lectures by professional business men and women
policy of pamphlets, circulars, and other printed

materials.

To develop a sense of responsibility and

to encourage the idea that the

school is a place where learning takes place.

(3) To develop the spirit of cooperation and

to encourage a sense of community and

mutuality.

(4) To encourage a spirit of service and

to promote a sense of camaraderie among the

students and staff.

(5) To promote the welfare of the school.

(6) To foster positive growth and

to encourage a positive attitude toward

learning.

(7) To encourage a spirit of inquiry and

to promote a sense of curiosity and

inquisitiveness.

(8) To provide a framework for the

development of critical thinking skills.

(9) To foster a sense of belonging and

to encourage a sense of ownership in the

school community.

(10) To encourage a spirit of giving and

to promote a sense of generosity and

compassion.

(11) To encourage a spirit of leadership

and to promote a sense of responsibility

and accountability.

(12) To encourage a spirit of achievement

and to promote a sense of pride in

scholarship and excellence.

(13) To encourage a spirit of

appreciation and to promote a sense of

gratitude and respect.

(14) To encourage a spirit of tolerance

and to promote a sense of respect and

understanding.

(15) To encourage a spirit of

cooperation and to promote a sense of

collaboration and teamwork.

(16) To encourage a spirit of

competition and to promote a sense of

challenge and growth.

(17) To encourage a spirit of

creativity and to promote a sense of

innovation and originality.

(18) To encourage a spirit of

honesty and to promote a sense of

integrity and trust.

(19) To encourage a spirit of

self-discipline and to promote a sense of

responsibility and self-regulation.

(20) To encourage a spirit of

self-confidence and to promote a sense of

self-esteem and self-worth.

(21) To encourage a spirit of

empowerment and to promote a sense of

agency and self-empowerment.

(22) To encourage a spirit of

reflection and to promote a sense of

self-awareness and self-understanding.

(23) To encourage a spirit of

exploration and to promote a sense of

curiosity and a love of learning.

(24) To encourage a spirit of

adventure and to promote a sense of

excitement and a love of discovery.

(25) To encourage a spirit of

challenge and to promote a sense of

endurance and perseverance.

(26) To encourage a spirit of

opportunity and to promote a sense of

potential and possibility.

(27) To encourage a spirit of

change and to promote a sense of

adaptability and flexibility.

(28) To encourage a spirit of

progress and to promote a sense of

growth and development.

(29) To encourage a spirit of

innovation and to promote a sense of

creativity and originality.

(30) To encourage a spirit of

reflection and to promote a sense of

self-awareness and self-understanding.

(31) To encourage a spirit of

exploration and to promote a sense of

curiosity and a love of learning.

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excitement and a love of discovery.

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endurance and perseverance.

(34) To encourage a spirit of

opportunity and to promote a sense of

potential and possibility.

(35) To encourage a spirit of

change and to promote a sense of

adaptability and flexibility.

(36) To encourage a spirit of

progress and to promote a sense of

growth and development.

(37) To encourage a spirit of

innovation and to promote a sense of

creativity and originality.

(38) To encourage a spirit of

reflection and to promote a sense of

self-awareness and self-understanding.

(39) To encourage a spirit of

exploration and to promote a sense of

curiosity and a love of learning.

(40) To encourage a spirit of

adventure and to promote a sense of

excitement and a love of discovery.

(41) To encourage a spirit of

challenge and to promote a sense of

endurance and perseverance.

(42) To encourage a spirit of

opportunity and to promote a sense of

potential and possibility.

(43) To encourage a spirit of

change and to promote a sense of

adaptability and flexibility.

(44) To encourage a spirit of

progress and to promote a sense of

growth and development.

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innovation and to promote a sense of

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challenge and to promote a sense of

endurance and perseverance.

(66) To encourage a spirit of

opportunity and to promote a sense of

potential and possibility.
(3) Interesting—Music by artists and pupils. Glee clubs, orchestra, stunts, radio, magic, plays, moving pictures

d. Accomplishments

(1) Unification and socialization of school
(2) Audience training--pupils learn to listen and applaud in right manner.
(3) Inspiration to do nobler things stimulated.
(4) Pupil participation.
(5) Mass activity.
(6) Information given.
(7) Campaigns for school enterprises launched and closed there.

4. School Publications

a. Aims

(1) To develop and maintain school spirit.
(2) To interpret the school to the home.
(3) To disseminate vocational information.
(4) To motivate the literary work.

b. Suggestions

(1) Keynote should be simplicity in form and news.
(2) Children's work emphasized.
(3) Articles should not be too deep and finished.
(4) Something should be left for Senior High Schools.
(5) Each school should pay for its own paper.
(6) Newspaper form may be issued bi-monthly.
(7) This project may be the problem of the printing class.
(8) The paper staff should receive help from faculty advisers and the English classes.

5. Boys' and Girls' Clubs

a. Aim--To interest boys and girls in appropriate activities valuable to their special group and to the school as a whole.
b. Types of Work

(1) Special assemblies monthly.
(2) Drives for general good of group emphasized. No paint, smoking, suitable dress.
(3) Admirable traits of character stressed as co-operation, courtesy, responsibility, reliability and good sportsmanship.
(4) Social hours for new girls and boys.
(5) Parties for each group. (One a semester)
(6) Helping the school to solve the problems of the socially unadjusted boy and girl.

c. Suggestions

(1) Simple in organization.
(2) Care taken in selection of leaders.
(3) Work through committees such as: Program Committee, Locker, Lunchroom, Hall, Lavatory, Grounds, Citizenship, School Spirit, Improving Language, Developing Right Attitudes, Stage Committee, Assembly Arrangement, Usher and Dress.
(4) Dues should be within the reach of all.
(5) Care should be taken in the choice of outside speakers.
(6) Get as many in each group to participate as possible.
(7) Endeavor to make assemblies of the character-building kind.

6. Activity Clubs

a. Aim

(1) Primary--To train for worthy use of leisure
(2) Incidental--To provide for further exploratory opportunity in discovering special aptitudes and talents and thus contribute to a life career aim.
b. Suggestive Procedure

(1) Administration

(a) Principal—Inspiration.
(b) Directing Committee—Canvass made of pupils' and teachers' interests. Description of clubs given to committee including name, purpose, activities, and membership requirements.

A most worthwhile guidance bibliography of references to topics mentioned in the above outline completes the section.¹

¹Write to State Department of Education, Olympia, Washington, for copies of the "Junior High School Manual."
OTHER STATES

As has been previously suggested, there is a great deal of constructive guidance work being done in states which do not profess to have definitely established state programs.

The fact that thirty-nine state departments of education are affiliated with the Committee on State Guidance Programs indicates that they have accepted state guidance service as a worthwhile project and a problem to be solved.

Each of these states is approaching the problem from the standpoint of the needs of its own schools. Although considerable work has been done in many states, guidance programs are still in a formative stage and most states at this time can only make general statements of progress. It is interesting to note the general trends that the various state guidance services are following.

ALABAMA

With the conviction that the underlying basic purpose of the junior high school is, that young people during early adolescence should have the opportunity of self-discovery through the exploration of their individual interests, aptitudes and capabilities, the State of Alabama has made its most valuable contribution to a state guidance service in the rather detailed organization of occupational studies for its junior high school grades.

This state has recognized that if schools are to under-
THE NEW STATE

As the new administration enters, it comes as a great
yearning for continuity of work and hope in action.

The last term’s student-run state government of
course

follows the spirit of the Committee on State and
Federal Programs’ recent call for bold new ideas and
broad action to make the program a better

step or three decades to a pragmatic method and a

rationale from the standpoint of the need of a free and
open society. Always

approachable work can lead to widespread engagement

programmed to learn in a formative sense and may

fail to lead to some general statement or understanding.

If it is important to note the general trends that the

general state student services are following.

ALBANY

With the conclusion of the celebrate passed proposal
of the Student Voice School, the joint and people know what

an experience enough, there is a great desire to explore of self-definition

encouraged the exploration of great industrial interests; such

that may capitalize the plate of stairs and serve the

some administrative combination to a state building service in

the past fall. lading administration or compensation struggle to

the State Polytechnic College.
take a program of guidance, there must be a specific consistent plan. The plan for Alabama junior high schools is as follows: In the first semester of Junior High School I, or grade seven, a general survey course in occupations is given to all pupils where the program is followed. The purpose of this book study of occupations is to impress on the beginning junior high school pupil the necessity of realizing that some time or other he will have to undertake an occupation, and to give him in a brief, inclusive way a general knowledge of the whole field. In the second semester of the seventh grade pupils may elect either extra English or a general language. It is intended that the exploratory value of this latter course should be made a large part of the work. Mr. W. L. Spencer, Director of Secondary Education in Alabama, reports that not many schools so far have introduced this course, but that it has been going with increasing speed and is being accepted with enthusiasm by nearly all schools taking it up.

In the eighth and ninth years elective courses in occupations are offered.

The occupational studies for boys, in the first semester of grade VIII, are made up of a series of "tryouts" at various occupations of nine weeks each. If this work continues through grade VIII and the first semester of grade IX, each pupil will have gained some knowledge of at least six typical fields of occupations in the world of work. The
take a program of training, there will be a specific area.

The plan for future junior high schools I

as follows: In the first semester of junior high school, I

at least save a general English course in accordance with

given to the students where the program is follo-

pursue of this poor study of preparation is to impress on

the pertaining junior high school. Many of the necessary

ten-weeks period some time to gain up will have to manage

in accordance, say to give time to a point in their

general knowledge of the world. Thus, in the second sec-

tet of the seven-th grade nothing may affect their extra-

for a general knowledge. I'm interested in the fact that

large proportion name of this letter comes partly to take a large

duty of the work. Mr. J. B. Bennett, Director of Secondary

information to students, reports that not many students go to

have information given concerning, and that it has been noted

with information that has to poll exceeded aid without

of necessity and require special care in case

In the event any which need special care in case

seems the obvious

The accommodation requires for pay, in the latter sense

set of letters XXXI, are able to be selected of "K" by

vacation accommodation of the week's work. If this were our

some students since XXXI and the last week of the year.

each month will have enough time to prepare the next tier

habit formation of accommodation in the order of time.
list of occupations studied would vary, naturally, with the interests, industries, and character of the community, and with the resources of equipment and teaching preparation available to the school. Opportunity is given in the second semester of grade nine for special study in some occupational activity. It is intended that this work shall consist of a series of projects based upon the tentative occupational choice of the pupil. This group of projects would also be varied as the power of the teacher, the equipment of the school, and the industrial resources of the community would permit.

A bulletin "Occupational Studies for Junior High School Boys" was published in 1930 under the direction of the Division of Secondary Education to assist junior high schools in the arrangement for the study of occupations for boys.

Occupational studies for girls begin with the first semester of the eighth grade and are elective. In this grade and continuing through the first semester of grade IX, the work would be in units dealing with the following: foods, clothing, the house, home care of the sick, family finances, care and rearing of children, and so on. Such a course should give a certain minimum amount of knowledge and skill. In addition it should offer a girl an opportunity to find out if she desires to follow certain lines of work that grow directly out of the various phases of home economics such as dietetics, nursing, interior decoration,
I was happy to learn to grow in the community. However, I was greatly disappointed in the activities of the school. The school was not a community center, but a place where students were expected to learn. The school's activities were limited to academic pursuits, and there were no opportunities for community engagement.

I believe that the school should offer a broader range of activities that can foster a sense of community. For instance, the school could organize community service projects, cultural events, and sports teams. These activities would not only provide students with opportunities to learn and grow, but also to build stronger relationships with each other.

I was glad to be able to participate in some of the school's activities, but I felt that they were not as inclusive as they could be. I think that the school should take a more active role in promoting diversity and inclusion, and ensure that all students have equal opportunities to participate in the school's activities.

In conclusion, while I was happy to be a part of the community, I believe that the school should do more to foster a sense of community among its students. By providing a wider range of activities and promoting diversity and inclusion, the school can help to create a more vibrant and inclusive community.
house planning, dressmaking, designing and so on. The second semester of grade nine would be given to a study of the occupational choices similar to that outlined for boys.

A state prepared outline entitled "Occupation Studies for Girls in Junior High School" furnishes the units of study for these courses.¹

Alabama's report of progress in organizing these occupational courses is substantiated by a recent report of the Office of Education of the United States Department of the Interior in which it is stated that the program of studies of sixty-seven state-approved junior high schools in this state calls for a certain definite portion of the daily schedule in all three years to be devoted to occupational studies and guidance.

Under the heading of "Minimum Standards and Recommendations for State Approval" in Bulletin No. 5 on the "Program of Studies of Junior High Schools," the Department of Education has the following section on vocational guidance which, although not as definite in its provisions as were the standards set up for occupational studies, is suggestive:

The program should be set up by the faculty. This may well be closely correlated with the courses in occupational studies. It may include questionnaires for pupil and parent, observation of the extra-curricular activities of the pupil, counseling by session room teacher, or other plans or devices, but the life career motive

¹Copies of this outline and the related pamphlet on "Occupational Studies for Junior High School Boys" may be requested through the Division of Secondary Education, State Board of Education, Montgomery, Alabama.
should not be imposed upon the pupil and the activities should be exploratory and observational, never suggested as final or conclusive.

Mr. Spencer indicates in his report that the high schools in Alabama have not yet come up to the accomplishment of the junior high schools in guidance achievements.

Although the State Board of Education is required to set up a program for all high schools under that board and under the county boards of education, in the larger cities it is expected that this program will be made a minimum upon which they are to build, and in fact, most high schools are containing the main items of the state program. "Not all schools, however," Mr. Spencer writes, "have given formal recognition to occupational studies in their program. All schools, however, are pretending to make much of guidance. In many cases this guidance is just another word for education in general, but is likely to be given personal application."

A very valuable state service rendered by Alabama is the aid which it gives all high school libraries in the purchase of library books on educational and vocational guidance. These books are of such a nature that they serve not only as reference books but also as suitable books on guidance for home reading.

ARKANSAS

In the department of vocational education a certain
amount of time is devoted to vocational guidance. Some of the high schools of the State include vocational guidance in their extra-curricular activities. No special bulletin has yet been prepared.

CONNECTICUT

Part III of this study is concerned with state guidance service in Connecticut.

DELAWARE

Many of the schools of the State are carrying on interesting work in guidance. On January 16, 1932 there was held at Dover a State Conference on guidance at which fifty-nine school people especially interested in guidance were present. Reports from various schools revealed a very encouraging growth of the guidance movement in the State. The conference discussed the organization of guidance programs and the school agencies which should be included in the work of guidance. A mimeographed report of the conference proceedings was issued, copies of which may be secured by writing Mr. John Shilling, Assistant State Superintendent in charge of Secondary Schools, Department of Public Instruction, Dover, Delaware.

IDAHO

As a result of the appointment by the State Board of Education of a committee to study the guidance problem and
CONTACT

You need to make efforts in communication with others.

EXHIBITION

Make all the efforts of the people to cooperate on the

cessation work to continue. In March of 1955, there were

many of the people of the company interested in bringing

into production a variety of new products in the field.
The conference emphasized the importance of expediting

and starting the new models which would be ready in

the near future. A significant number of the people

involved in the conference were very enthusiastic about

the new models of the future. The conference was a big

crowd of people. The conference was a success. The

conference concluded with a vote of confidence in the

promise to support the company's continued success in

producing high-quality products.

IDEO

In some respects, the biggest challenge of the company is

management of a company to produce high-quality and

profitable products on a regular basis.
to formulate a school program, a guidance bulletin was prepared under the leadership of the curriculum adviser on the staff of the State Department of Education. The bulletin is now in the hands of the printer. The committee at the present time is at work on the preparation of a course, for ninth grade pupils, in social and vocational guidance.

INDIANA

Several conferences in guidance were held at different points over the state last year. As a result a number of cities have prepared courses of study along this line.

A new social studies course of study for grades seven to twelve is in the process of compilation in which considerable will be said in the field of guidance.

This bulletin will not be available until approximately September 1, 1932.

MAINE

The State of Maine has a lay committee which is working on a program of social and moral guidance. A few communities in the State have taken definite steps to provide vocational guidance for their citizens. The state normal schools are working on a revision of their curricula. The revised curricula will provide for a limited program in educational guidance. The State High School Manual, Part I, contains several pages of suggested material, mostly on the educational guidance viewpoint.
AKAMAI

General consideration to make very difficult.

To prepare a report of the state and effect of all these various changes, it is necessary to make a study of the different factors that have influenced the situation, and to consider the effects of these changes on the various aspects of the problem.

The preliminary will not be elaborate, and the final will be complete.

1888

WATER

The state of Maine is a very complicated subject. A comprehensive and detailed survey of the state's natural resources is necessary. The state must be prepared to make these resources available for economic development.

Changes in the state's economy and natural resources are necessary. The state must be prepared to make these resources available for economic development.

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MASSACHUSETTS

Massachusetts has issued a bulletin on guidance which was prepared by a committee of principals working under the direction of the State Department.

MICHIGAN

Michigan is without a State guidance program, but the State staff is not neglecting opportunities to encourage the guidance movement. The State supervisor delivered an address in November before the Saginaw District State Teachers' Association on guidance possibilities, and outlined the need of the State for some future organization for guidance.

MONTANA

A co-operative study is now being made in this state by a representative committee from the University of Montana, the State Department of Education, and the Montana Society for the Study of Education. Material from this survey will be used to work out a state guidance program.

NEBRASKA

The strategic positions in the schools of the State held by many of the officers of the Nebraska Vocational Guidance Association show the strength of the official personnel of the association and indicate the interest and the
MARKETING

MARKETING is important as a state agriculture program, and the
State Office of Marketing. This office is responsible for enhancing
the marketing component of the state's agricultural products
and services. It works to promote state products to local, national,
and international markets. The office is involved in developing
marketing strategies and programs to increase the sale of state
products.

MARKETING is a key component of the state's economy. The office is
responsible for developing marketing strategies to promote state
products. The office works to increase the sale of state products
locally, nationally, and internationally. The office develops
marketing strategies to promote state products. The office also
provides information to farmers on marketing strategies.

REFERENCE

The state strategy position is open to applicants of the state.
The job duties of the position include research, analysis,
and development of marketing strategies. Applicants
must have a degree in agriculture or related field.
emphasis that guidance will receive during the coming year. Mr. Herbert L. Cushing, deputy superintendent of public instruction was elected president; Dr. F. M. Corey of Teachers College, University of Nebraska, was elected vice-president; and Mr. O. C. Morris of the High School at Lincoln was elected secretary-treasurer. Members of the executive committee include representatives of teachers colleges and city school superintendents.

A special committee on Vocational Guidance of the University of Nebraska has published Bulletin No. 24 on Vocational Guidance, the contents of which can be adapted to all schools. It is composed of five parts listed as: (1) Occupational Information; (2) Every Teacher a Vocational Counselor; (3) Community Interests; (4) Class Instruction in Vocational Guidance; and (5) Interests and Aptitudes as Criteria in Vocational Guidance; which, altogether, constitutes a complete program. It is suggested that each school begin with one or more of the parts, as conditions permit, and expand the work until the complete program is reached.

NEW HAMPSHIRE

The Educational Council of the State Teachers' Association in co-operation with the State Department has appointed a committee which now has in preparation an outline of a guidance program for the schools of New Hampshire.
A special committee on vocational guidance of the
University of Washington is undertaking the
stepping out. It is composed of five persons listed as:
I. Vocational Information; II. Vocational Interest; III. College
Commissions; IV. Vocational Guidance; and V. Interests and
Preparation to Vocational Guidance. It is suggested
that some schools set up one or more of these units as
complete programs and endeavor to make the work
within the complete

VOCATIONAL GUIDANCE

The Vocational Council of the State Teachers' Association

action in cooperation with the State Department of
boarding a complete program for the schools of New Hamphshire.
NEW MEXICO

An extensive guidance program is being written into the State course of study for junior and senior high schools. Local service clubs, such as the Kiwanis, are co-operating with the schools in rendering guidance service.

OHIO

Perhaps no other state made such an auspicious beginning in inaugurating a program of guidance as the State of Ohio.

The Ohio state guidance program had its beginning in a large state conference on guidance addressed by the Governor, held on January 30, 1930, the appointment of a state advisory committee of twenty-four on guidance, recommendations for a state director of guidance and such assistance as needed and, as a result, the organization of a Division of Guidance in the State Department of Education including a Director of Guidance, Dr. D. H. Eikenberry. Since September the latter has averaged two institutes and other teacher conferences a week.

To gain some idea of the scope, the points of application and the thorough-going manner in which the Ohio state guidance program was inaugurated, the following may well be quoted from pages 9 and 10 of the 349 page manual No. 1, describing Ohio bulletin material published or projected:
The Ohio state education program is partly modeled into
the state core of study for junior and senior high
schoolers. Even though an effort was made to reduce the
co-operation with the schools in determining curriculum
requirements.

Ohio

The Ohio state education program pegs its beginning as

a large state conference on education sponsored by the Department of

state education. The state director of education and such as

the organization of a program and as a report, the organization of

Division of Education in the State Department of Education.

In addition to a director of Cambridge, O. R. Pleasant.

Ohio performed the best tasks of research and information and

after several conferences a week

To gain some idea of the whole, the picture of what

are educationally important aspects of which the Ohio

state education program are incorporated. The following will

not be drawn from those on or to the 220 blank answer

on "The Ohio state education program, parting way to the"

1980.


3. Guidance Manual No. 3. A description of the colleges and universities of the state and of a select list of institutions outside the state.


t
10. Guidance Manual No. 10. A manual showing in detail the opportunities to guidance through the use of standardized tests and measurements.


The Ohio state guidance program received a severe setback, however, when it was found that the appropriation so necessary for its development could not be made. Guidance, as a state project, was abandoned on July 15, 1931 and Dr. Eikenberry's work as Guidance Director for Ohio has been discontinued.

Mr. Holbrook, Chairman of the State Guidance Committee of the Vocational Guidance Association states that the Ohio situation is slowly coming out of the condition to which it was subjected in the discontinuance of the proposed state program. Just how much of the original program will be sacrificed and how long state guidance service will be held up is unknown, of course, at present.

The need of state guidance service, however, is felt in Ohio. The state is ready for a definite program, and
The Office of Education, a program focusing on education and its promotion, is
funded primarily by federal and state dollars. The Office of Education works to
increase educational opportunities and improve educational outcomes for all
students. It provides resources and support to schools and educators to help
them improve student performance and reduce educational disparities. The Office
of Education also coordinates with other federal agencies and organizations to
advance educational goals.

In addition to funding educational programs, the Office of Education
conducts research and collects data to better understand educational challenges
and successes. It collaborates with state and local education agencies to
coordinate efforts and improve educational outcomes.

The Office of Education is committed to ensuring that all students have
access to high-quality educational opportunities, regardless of their background
or circumstances. It works to eliminate educational barriers and promote
equality in education.

The Office of Education is a key player in the effort to improve
educational outcomes for all students. Its programs and initiatives are designed
to address the unique needs of different student populations and to
promote equity and excellence in education.
it is not too much to predict that when economic conditions improve, Ohio will resume her position as a leader in developing state guidance service.

OKLAHOMA

The State Department of Oklahoma is maintaining an attitude of encouragement toward every activity connected with the development of the statewide guidance program. Outstanding programs have been organized in several of the city schools of the State. The following organizations are considering the problem of guidance: The Guidance Section of the Oklahoma Education Association, the Guidance Committee of the Department of Superintendence, the Committee on the Articulation Between High Schools and Colleges of the Department of Superintendence, and four Joint Subject-Matter Committees representing high school and college teachers.

Courses in guidance were organized in most of the teacher-training institutions during the past summer, and in several during the first semester of the present school year.

SOUTH DAKOTA

While South Dakota has no systematic program of vocational guidance, individual schools in the larger places are carrying on some work in guidance. Chapter 13 of the
Introduction

The State Department of Education is working

The State Department of Education is working

The State Department of Education is working

The State Department of Education is working
Administrative Handbook on Educational Administration for the State of South Dakota is entitled "Vocational Guidance," and offers suggestions for conducting a program of guidance.

TENNESSEE

The State Department of Education of Tennessee is securing the co-operation of local schools in putting on teachers assigned to guidance. The larger cities having separate junior schools are giving some attention to the guidance problem. The State Department of Education is eager to organize a State program and to put some one in charge of guidance as soon as ways and means are available for doing so.

VERMONT

Some of the high schools in this State are attempting to give educational and vocational guidance. Aside from such efforts the vocational guidance program is limited to the work carried on by the State director of vocational education.

WEST VIRGINIA

The vocational education group of West Virginia is planning very soon to give the problem of guidance some attention.
The State Department of Education of Texas is reorganized and the cooperation of local school authorities is invited to cooperate in establishing the framework. The State Department of Education is eager to share, and to aid in making the cooperative effort a success. Any school or group of schools may become a member and gain the benefits of membership. Any school or group of schools may become a member and gain the benefits of membership.

METHODOLOGY

Some of the high schools in this state are experimenting with the use of cooperative methods. These plans are the result of the cooperative and cooperative education programs in Maryland. These plans are the result of the cooperative and cooperative education programs in Maryland.

WEST VIRGINIA

The State Department of Education of West Virginia is planning to make the adoption of cooperative education a state-wide effort to increase. The State Department of Education of West Virginia is planning to make the adoption of cooperative education a state-wide effort to increase.
SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Committee on State Guidance Programs of the National Vocational Guidance Association has included in their preliminary report entitled, "State Guidance Service," certain findings and recommendations regarding state programs which are pertinent to this study.

Findings:
1. Two methods of organization are under way in both local and state programs: (1) setting up local guidance bureaus and state leadership by legislative enactment as in New York State, and (2) developing without such enactment as in other states. There are certain advantages, and there is a certain permanence to the New York State plan so long as legislation does not crystallize prematurely. Pennsylvania, as an example of a state developing a program without legislation, has a certain philosophy that seems to be working, namely: "To go somewhere we must start from where we are." Small beginnings, it has been shown, can be practical.

2. It is entirely practicable to have a local school guidance program directed toward the individual mainly in relation to one of the main objectives of education. It is just as possible to have a state guidance program on such a basis. The trend in state guidance programs, however, appears to be toward a guidance service that centers on the individual in his adjustment to all the objectives of
SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Committee on State Uniformity of the

preferred accountancy principles was instructed to

formulate a uniformity report entitled "Uniformity of Fund

Control". The findings and recommendations resulting from

these methods are pertinent to this study.

Introduction:

Two methods or organization are now used in New

York State: (1) a local organization and (2) a state

organization. Both are necessary for controlling the

financial affairs of a state organization. The question

arises as to which method is most suitable for the New

York State. It is not only a question of legislation but also

of administration. The question of organization is not

limited to New York State, but is equally pertinent to all

states. The problem is, "What is the best method, if

there were a choice?"

It is essential that a state organization have a local board

with certain powers to carry out the matters of the

state. The board should be composed of a state financial

board to have a board of directors in

charge of the affairs of the state organization without

being a part of the state financial board. The board

should be elected by the state financial board.

In the opinion of the committee, it is recommended that

the state financial board be composed of five

members, three of whom shall be elected by the state

financial board and two of whom shall be elected by the

state legislature. The duties of the state financial board

shall include the following:

1. To conduct the business of the state organization;

2. To report to the state legislature at least once a

year on the affairs of the state organization;

3. To make recommendations to the state legislature

on matters affecting the state organization;

4. To conduct the business of the state financial board;

5. To report to the state legislature at least once a

year on the affairs of the state financial board.

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2. To report to the state legislature at least once a

year on the affairs of the state organization;

3. To make recommendations to the state legislature

on matters affecting the state organization;

4. To conduct the business of the state financial board;

5. To report to the state legislature at least once a

year on the affairs of the state financial board.
education, as well as to the school itself.

3. The employment of a full-time trained guidance director, supervisor, specialist or counselor for a school, district, county or state is greatly to be desired. Such a start, however, in most cases is not necessary. It is often possible to find someone in a school, district, county or state department of education who is interested in the possibilities of guidance, is qualified in personality, for guidance work, and is willing to accept guidance as a curricular, extra-curricular, overtime, or all-time opportunity and responsibility. With that as a start a practicable, worthwhile guidance program can begin almost anywhere, and keep going.

4. Obviously the teacher training program is one of the keys for state guidance service. Teacher training institutions like to maintain their individuality, and they sometimes even resent having some one from the State Office come to tell them what to do or not to do about a course of study in guidance. The state Superintendent or Commissioner of Education, however, is in a place to arrange through his director of teacher training for a conference of representatives from such institutions, and to pave the way for an effective state teacher training program in guidance.

5. The county guidance program is one of the most effective devices for developing statewide guidance service. The county principals' association working in co-operation with
The employment of a full-time physical education instructor
was supplemented by the cooperation of a school. Although
contracts of state are required to be executed by
a school, in most cases in small schools, special
arrangements are necessary. In an actual case,
the principal of the school, with the cooperation
of the Department of Education and the
principal of the school, arranged a
situation which was acceptable to
the principal and to the
school's requirements.

Some schools have a
physical education
instructor who is
also a part-time
teacher. In some,
this arrangement
is satisfactory,
but in others, it
may be
unsatisfactory.

Therefore, it is
important to
consider the
requirements
of the school
and the
instructor.
the county superintendent's office is a key approach to
countrywide service, including schools not under a county
superintendent. A meeting of the state guidance leader
with the state county superintendents' and state princi-
pals' groups helps to open the way.

6. Some state guidance bulletin material is necessary.
There are two plans for such material. The first is for
the state to prepare textbook and reference material in
guidance. This has an outstanding contribution at the
present time because much of the teacher training material,
though excellent, has not been written from the broader
point of view of guidance. The second plan is for the
state to prepare bulletins of comparatively few pages,
without sacrificing the setting up of simple, easily un-
derstood programs with reference to specific curricular
and extra-curricular guidance helps from various sources.

Recommendations:

It is recommended:

1. To each state commissioner and superintendent of edu-
cation: that there be some member of his staff assigned
part or full time to the promotion of guidance; that such
an activity be assigned to a division that in its range can
adequately represent educational, vocational and social
guidance, kindergarten through high school, or that some
department committee plan shall be arranged which shall
give the ensuing state guidance program such connotation
The problem of educational cooperation and coordination between state and local authorities, as well as between neighboring school districts, is an ongoing challenge. Many states and localities have implemented various mechanisms to facilitate cooperation, such as interdistrict consortia and shared resource centers. However, these efforts often face obstacles due to jurisdictional differences and varying educational philosophies.

To address these challenges, it is recommended that states and localities adopt a more centralized approach to educational programs and initiatives. This could involve the creation of regional educational councils or the establishment of a state-wide educational framework that aligns with local needs.

In conclusion, while educational cooperation and coordination are essential for achieving educational goals, there is a need for more strategic planning and collaboration at all levels.
with the educators of the state.

2. To the United States Commissioner of Education: that there be employed in the Office of Education, United States Department of Interior, a full-time director or other specialist in Guidance with sufficient travel, bulletin, and publication facilities and secretarial assistance to effectively give his entire time to the field of Guidance.
After the completion of the survey.

The survey of the area revealed a concentration of certain species, particularly in the vicinity of the town. The survey also indicated a need for further research in this area.

In addition to the information gathered, the survey highlighted the importance of conservation efforts to sustain the biodiversity of the region. Further research is needed to address the challenges and opportunities in the area.
PART III

GUIDANCE DEVELOPMENTS IN CONNECTICUT

I. EARLY GUIDANCE LEGISLATION

Sentiment arising out of the need for guidance for the youth of public school age crystalized as early as 1913 in Connecticut and resulted in the enactment of the following statute, which provides that

The board of school visitors, board of education, or town school committee of any town, city or borough may establish vocational guidance as a part of the educational system of such municipality, and may, in its discretion, employ a vocational counselor whose duties and compensation shall be prescribed by such board. (General Statutes, 1913, Chapter 155; School Laws 1922, Sec. 79.)

According to Payne, this formal recognition of vocational guidance constitutes the first legislation on this subject in any state. At any rate, it is indicative of the fact that Connecticut was early concerned with the problem of guidance.

It is the purpose of the writer to describe in this section some of the important guidance developments in Connecticut since 1913, and to show that as the problem of guidance has been studied, it has assumed greater proportions and is receiving greater attention than ever before.

II. PUBLICATIONS OF THE STATE BOARD OF EDUCATION RELATING TO GUIDANCE

On September 1, 1923, the State Board of Education


Payne, Arthur F. op. cit. p. 30
INTRODUCTION TO COMMUNICATION

The primary objective of this course is to introduce students to the study of communication. Communication is the exchange of information, ideas, and feelings between individuals or groups. It is a fundamental aspect of human interaction.

This course will cover the following topics:

- The nature of communication
- The process of communication
- Effective communication strategies
- Communication in diverse cultures
- The role of technology in communication

The course will utilize a variety of activities, including lectures, discussions, and assignments, to help students develop their communication skills.

Grading will be based on participation, assignments, and a final examination.

The course will conclude with a project where students will apply the concepts learned in the course to a real-world scenario.

In conclusion, this course aims to provide students with a comprehensive understanding of communication and its importance in today's society.
published the report of the State Committee on Vocational and Educational Guidance in Secondary Schools which was appointed to co-operate with the State Board of Education in the preparation of a bulletin for the use of the secondary schools of the state. This bulletin entitled, "Suggestions for a Program in Educational Guidance for Secondary Schools" was the first bulletin issued by the department containing a definite plan of procedure which superintendents, principals and teachers could adapt to the organization of the local school system.

The suggestions contained in the bulletin were aimed directly to meet the following objectives of educational guidance stated on pages 3 and 4 of the bulletin:

1. To obtain the willing attendance in school of all possible boys and girls through the period of secondary education so that each one may secure such information and training as may be necessary for his or her individual development and for the stability of democratic society.

2. To awaken in pupils the spirit of purposeful endeavor and guide them in carrying this spirit into practice in their school work and at the same time to see that the school program of each individual pupil is so far as possible adjusted to his needs, abilities and aspirations.

3. To give pupils sympathetic help in seeing their way through their many perplexing personal problems, and to develop high ethical ideals among them; and

4. To aid pupils to choose wisely, to plan their preparation for, to enter upon, to make progress and serve society well in a worthy vocation.

Some of the suggestions for educational guidance offered in the bulletin include:
Talks to the Student Body

It is suggested that the educational guidance director should address the first-year pupils, each fall, on occupational opportunities and the school's program for assisting them to find their work and to prepare for it.

Other appropriate talks to be given on guidance subjects by capable people are also urged.

Chart of Vocations

A posted, comprehensive, classified chart of vocations, followed by reading references on each vocation may prove of considerable use to pupils. A suggestive question chart to accompany the main chart on vocations would further aid the pupils in making their provisional life career choices.

Other Types of Charts

Charts showing a classified list of types of educational institutions as they pertain to the different fields of work listed on the vocational chart, and charts listing the personal qualifications necessary for success in the different vocational fields are also suggested as pupil aids.

Self-Analysis Blanks

Self-analysis blanks which face the pupil with certain questions regarding his choice of vocation and his plans for entering into it can be used to help the pupil to "get down to business" in his vocational thinking, and can also
chapter 1

If the reader is eager to go on and read the text, they may choose to do so. The text is written in a clear and concise manner, and the format is easy to follow.

The chapter is divided into several sections, each focusing on a particular aspect of the topic. The sections are titled "Introduction," "Analyzing the Evidence," "Drawing Conclusions," and "Conducting Further Research." Each section contains paragraphs that provide detailed information, examples, and insights.

The Introduction section sets the stage for the rest of the chapter. It provides background information and introduces the main points that will be covered in the subsequent sections.

The Analyzing the Evidence section delves into the data and information gathered. It discusses the methods used to collect the data and the criteria employed to assess its validity and reliability.

The Drawing Conclusions section synthesizes the information presented in the previous sections. It presents arguments, hypotheses, and theories that emerge from the analysis of the evidence. The conclusions are supported by data and evidence presented in the text.

The Conducting Further Research section outlines potential areas for future study and research. It suggests avenues for exploration and encourages the reader to engage with the topic on a deeper level.

Throughout the chapter, the text is supported by a variety of sources, including academic journals, reports, and surveys. The references are accurately cited, and the bibliography is comprehensive, providing a rich resource for further exploration.

In summary, the chapter provides a thorough examination of the topic, offering a deep dive into the evidence and analysis. It is an excellent resource for anyone interested in gaining a comprehensive understanding of the subject.
be of considerable assistance to the educational guidance director in keeping the personal records of the pupils. 

**Personal Conferences and Counsel**

It is suggested that the educational guidance director or the counselors under his direction hold at least two regular personal conferences with each pupil in his first year and one in each of the following years.

The purpose of the first-year conference is to assist the pupils in making their provisional life career choices and to give them good counsel regarding these choices. Careful questioning and counseling ought to bring out definite information from each pupil as to his abilities and interests, as to his parents' wishes for his life career, and as to the specific reasons for his choice.

The annual writing of a theme on the pupil's choice of vocation is another suggested project in the bulletin. The second first-year conference might well be based on the pupil's first theme, with the counselor correcting erroneous ideas which the pupil has revealed, or criticizing the pupil's attitude toward his chosen field or his plans for further education.

The conferences of the later high school years will be based on the thought behind the themes written each year by the pupil and on the pupil's general progress in settling upon a vocation.

The personal conferences would also be utilized to
They believed in the importance of the conference, and therefore took it seriously. The president, Harry, gave an opening speech, which was met with a round of applause. The conference was an opportunity to discuss important issues, and the attendees were encouraged to participate actively. The keynote speaker, Dr. Smith, gave a compelling talk on the future of education, which was followed by a panel discussion. The day ended with a closing ceremony, where the attendees were thanked for their participation.
settle problems concerning the individual pupil's relation to his school work, the question of leaving school, and the many personal problems which all thinking boys and girls have.

**Home Visitations of the Counselor**

Visits to the homes of pupils by counselors with the following ends in view are helpful in making the guidance program more effective:

1. To secure better co-operation between home and school.
2. To assist in solving economic problems.
3. To induce parents to make home conditions conducive to study.
4. To secure an interest in school activities on the part of parents.
5. To make certain that the parents realize the present demand for trained help, and the advantages of the so-called 'educationally trained.'

**Recording Data**

It is suggested that data regarding the following items be kept concerning each pupil, for the use of the counselor, in one file and preferably on one card:

- Character
- Abilities, or lack of them
- Interests
- Health and physique
- Home and parents:
  - Nationality
  - Occupation
  - Culture
Apple programs encourage the utilization of computer
use in the school setting to enhance educational
outcomes.

The following page will view the student's potential
enrichment in the classroom:

To some, percent co-operation may mean:

1. To score in tournaments.
2. To extract parameters.
3. To absorb materials of the home, conditioning, and
   practice or training.
4. To become an integral part of the classroom.
5. To improve achievement.
The more specific the student's needs and
expectations regarding the classroom environment,
the more critical are the computations.

Facilitation note

It is important that adequate coordination be
established for the use of the

computer(s) in one lab and/or laboratories in one area.

Correlate

Efficiency of lab to time.

Incorporate

Health and discipline

Home and parents

Accreditation

Outline
Number of dependents
Character of home life
Economic condition
Future plans:
Vocational
Educational
Extra-curricular activities
Record of intelligence tests if used
Recorded interviews

Application of the Life-Career Motive to the Program of Studies:

One of the most important projects outlined, which aims to help the pupil to broaden his knowledge of his chosen career, is the writing of vocational themes each year in connection with his regular subject work.

In the first year the theme might well be written in the class of community civics, following a survey of the world's work and after the pupil has registered his provisional choice of career. In the second and third years it is proposed that vocational guidance, through the curriculum, use English composition as its medium. For the second year two short themes are suggested for preparation at different times. One is on the subject "Men and Women Who Have Succeeded in My Probable Life Work and How They Succeeded" and the other is on the subject "Different Educational Institutions and Other
The importance of the field of psychology is evident in our daily lives. One of the most important roles of psychologists is to help us understand the dynamics of our minds and behaviors. Through research and therapy, psychologists can offer valuable insights into how we think, feel, and interact with others. The field of psychology encompasses a wide range of specialties, from clinical psychology to educational psychology. It is a field that is constantly evolving, with new discoveries and theories being developed all the time. As such, it is a field that requires ongoing education and training. For those interested in pursuing a career in psychology, there are many exciting opportunities available, from working in hospitals and clinics to conducting research in academic settings. Whether you are interested in working directly with patients or in conducting research, psychology offers a fascinating and rewarding career path.
Agencies which Prepare for My Probable Life Work, and What They Offer," or "How I Plan to Prepare for My Vocation." One long theme on "Some Aspects of Life in My Chosen Occupation" is proposed for the third year. The theme subject offered in the fourth year to be developed in the course in "Problems of Democracy" (or through English composition) is "My Chosen Occupation as a Part of the World's Work."

The topics given are, of course, merely suggestive. The main point of emphasis is that the life-career motive can and should be applied to every subject in the program of studies.

Survey of Local and Regional Vocational Opportunities.

This is suggested as a worth-while project for a class in business organization.

The bulletin also includes some general thoughts on administering a guidance program, suggestions on placement and follow-up of pupils, an outline of organization for guidance in an intermediate school and a generous guidance bibliography.

The bulletin has been an influential means of developing guidance activities in schools throughout the state, and is to-day--although nine years since its publication, being distributed by the State Board of Education.
From the Government of the United States of America, it is

important to find a way to provide for the future of

the American people. The President has announced a

proposal to increase the funding for education and

health care. This proposal is expected to have a

positive impact on the economy. The proposal

includes provisions for

- increased funding for education
- improved health care services
- support for small businesses
- tax incentives for innovation

The proposal is expected to be presented to Congress in the near future.
III. GUIDANCE AS A PHASE OF THE HIGH SCHOOL PRINCIPALS' CONFERENCE AT WILLIMANTIC.

Considerable impetus was given to the spread of guidance in the public schools of Connecticut as a result of the sixth annual High School Principals' Conference held at the Willimantic State Normal School on April 29, April 30, and May 1, 1929.

As the general theme of the conference was "Guidance," most of the reports and discussions were centered about this topic.

The report most pertinent to the subject was that presented by Mr. Swett, Principal of the Plant Junior High School, West Hartford, and chairman of the Committee on Vocational Guidance who reported the results of the questionnaire sent out previous to the conference to senior high schools and six-year high schools.¹

The conclusions of the Guidance Committee were:

1. There is a prevailing tendency to use a textbook in Vocations or Occupations classes in the junior high school.

2. Semester or yearly exploratory courses are prevalent in all junior high schools.

3. The various reports from the field have shown not

¹Detailed findings of the Guidance Committee were reported by Mr. Franklin E. Pierce, Supervisor of Secondary Education, in his Annual Report for the year ending June 30, 1929 to the Commissioner of Education, filed at the State Office, Hartford, Connecticut
In the context of the problem...
only the size of the school and other local factors, but the energy, efficiency, enthusiasm, and education of those responsible for the success of the guidance programs.

4. The committee is unanimous that an effective guidance program can be carried forward in any school.

5. The committee regards the study of Vocational Guidance as an essential equipment for all guidance workers.

The recommendations of the Guidance Committee included the following:

1. That Vocations or Occupations be offered in either grades 7 or 8—preferably grade 8—whether you have the 8-4 or some other plan.

2. That shorter Broadening and Finding courses which will permit every pupil to come in contact not only with the traditional exploratory subjects, but also with other regular high school subjects, be offered.

3. That all standardized tests results be permanently recorded on the office record cards.

4. That standardized tests be given all pupils before they enter grade 7 or grade 9 depending upon the organization of the local school system.

5. That more definite contact with the homes be established.

6. That duplication of records be eliminated and all records concerning one pupil be kept together.
7. Finally—that the chair appoint:
   a. A committee from the six-year schools;
   b. A committee from the junior high schools according to size;
   c. A committee from the four-year high schools according to size;

All of these committees to function during one school year, outline guidance programs for their schools, try them out if time permits, and report to their groups next year.

IV. MORAL GUIDANCE

A. ACTIVITIES OF THE BUREAU OF CHARACTER RESEARCH

The inculcation of character has always been one of the objectives of public school education. Any organization directly concerned with the development of socially constructive behavior of the individual boy and girl might well become an integral part of any guidance organization.

The State of Connecticut has made a remarkable advance in the field of Character Education. During the period of January 1, 1930 to June 30, 1931, the Hartley Corporation, by financial aid, made it possible for the Bureau of Character Educational Research, as an affiliated agency of the Connecticut State Board of Education, to develop a state program in character education.

At the close of the two years, which was in the nature of an experimental period, the State Board of Education voted
VI. MORAL CONSCIENCE

In the context of the purpose of character education, we refer to the development of moral conscience, which is the ability to make ethical decisions and act accordingly. This concept is integral to our understanding of character education and its role in shaping the moral landscape of an individual's life.

The state of character education was a fascinating avenue of exploration. During the period of 1928 to 1930, the state educational policies focused on character development. It was observed that while it was possible to implement these policies at the secondary level, the effectiveness was enhanced by including character education at the primary level. This approach was seen as a way to instill a sense of responsibility and moral principles from an early age.
that for a period of five years from July 1, 1931, Character Education Research should be maintained as a regularly organized office activity.

The aim of the Bureau has been to develop its program under two major divisions.

The first division has involved teacher-training courses in the techniques and philosophy underlying this concept of character education as a community project, and also a general educational campaign along the same lines directed to awakening a like interest in the community itself. The second division, recognizing that fundamental character education can be achieved only by raising the level of the whole environment in which the child is placed, has been concerned in developing a plan by which the community may be aided in discovering and solving some of its major social problems. In order to do this it has been necessary to secure co-operation of all the forces of the community on a study of the causes of social maladjustment and failure on the part of the young people, as exemplified by juvenile delinquency and conduct problems among school children, and upon the basis of this study to develop a community project directed towards the removal of these causes.¹

A general outline of the Connecticut state program in character education follows:

**Extensive Angle**

1. *Courses in Methods and Projects in Character Education* conducted by the director
   a. As Yale University credit courses
   b. As non-credit courses

2. *Courses in Methods and Projects in Character Education*

A General Outline of the Conducting Staff Question:

In what order are the questions to be asked?

Prioritize

Course in nature of the questions to be asked

Presentation of the questions

As far as practicable, special cases

Questions to be asked and their order

Committee to prepare and publish their questions

Document number 050--June 23, 1931, State Board of Education

La Porte, Indiana, 1931.
Education conducted by the director at the Connecticut State Summer Normal School, Yale University, summer of 1930.

3. Development of co-operation with the state committee on character education of the Connecticut Congress of Parents and Teachers of which the director of the bureau is chairman.

4. Single lectures on character education.

5. Co-operation from and with other state departments.

6. First Annual Conference on Character Education.

7. Co-operation, in advisory capacity, with the Connecticut Council for Week Day Religious Education.

8. Co-operation, in advisory capacity, with the Connecticut Committee for the Study of Temperance Education.

9. Advisory conferences with the Educational Director of the Connecticut Humane Society.

10. Department of Superintendence meeting, National Education Association.

11. Annual Conference of State Superintendents—New Britain.

12. Publications

**Intensive Program**

1. Norwalk Project

   a. Continuation of classes in Methods and
Projects in Character Education.
   b. Development of project in Vocational Guidance as Outgrowth of Educational Industrial Committee.

2. Stratford Project.
   a. Organization of classes in Character Education
      (1) for teachers
      (2) for community classes
   c. Outline of Community Projects by above Council.

B. RECENT CHARACTER EDUCATION PUBLICATIONS

In a circular letter sent out to superintendents, supervising agents, and high school principals in November, 1931, the Commissioner of Education, Dr. Ernest W. Butterfield, suggested the following six methods by which teachers may cultivate morality in public schools:

1. Instructions
2. Devotions
3. Information
4. Appreciation
Preparation for Professional Administration

To develop an interest in professional administration.

Some characteristics of professional administrators.

Committee.

Committee of seven or the Committee on the Tariff.

The Committee on Financial Administration.

E. Educational Procedure.

Training in finance in character studies.

(1) To receive

(2) For committee reference

A. Organization of financial committee or group.

B. A committee of community representatives in finance.

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Committee.

The Receipt and Disbursement of Funds.

In this manner, the [incomplete sentence]

Subsequent changes, may alter school policies to some extent.

The 1947 fire commission in Education, trained 1.

Professional, educators, the following are to make

Committee may utilize work of in policy ad

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5. Participation

6. Example

This letter sent out to school administrators to serve as a guide in the consideration of Character Education called forth a printing of the letter in bulletin form\(^1\) that has had a wide circulation.

This was shortly followed by an article published by the Board of Education in bulletin form entitled "Studies in Character Education" by Frank Astor, which was reprinted by permission from School, the publication of the New York city schools. The most important contribution of this pamphlet was Mr. Astor's summary of the findings and interpretation of the findings of the Character Education Inquiry carried on by the Division of Psychology of the Institute of Educational Research, Teachers College, Columbia University, under the co-directorship of Dr. Hugh Hartshorne and Dr. Mark A. May.

Mr. Astor's summary of selected findings which are taken from or based upon the three volumes reporting the work of the Character Education Inquiry include the following statements:

> What children are learning of self-control, service and honesty seems to be largely a matter of accident. There is little evidence that they are being influenced by effectively organized moral education.

---

"When dishonesty is rewarded, dishonesty is practiced."

"Mere verbal promises to be honest and verbal formulations of the ideal of honesty do not produce general honest habits."

In most cases, the motives of deception are probably mixed, but the most common single cause is the desire for good marks.

On most tests of deception there are no differences between the pupils of the various grades from the fifth through the eighth; but on certain tests there is a steady increase in deception from the sixth to the eighth, with the fifth grade taking first rank in deceptive behavior, however.

There are no age differences between ten and fourteen; the older children are not less deceiving than the younger ones.

Sex seems to make no difference in scores on deception tests. On some tests and in some groups the girls are more deceptive; on other tests and in other groups the boys are.

Pupils who get high marks in school for deportment are less deceptive than those receiving low marks.

The more intelligent a child is, the more honest he is likely to be.

Children who are well-mannered and are well treated by their parents are less deceptive than other children.

Emotional children are more likely to be deceptive than others.

If parents put too much pressure on school work, their children are likely to cheat.

Children who come from homes with one maid deceive less than those from homes without a maid or those with two or more maids.

It very seldom happens that an unselfish child is also emotionally unstable.
There is a closer association between school marks and service than between intelligence and service. This suggests the influence of general classroom adjustment.

In general, children who are accelerated are more co-operative than the normally placed, and the retarded school children are less co-operative.

Boys and girls who are very clean are also more intelligent and more co-operative than others.

Boys and girls who are very sociable do not rank at the top of the scale of service to others, as might have been expected, but tend to remain in the middle of the scale. The sociable youngsters are not the most co-operative, nor are they the least.

If boys are in the majority in the class, they tend to be more co-operative and also more deceptive. If girls are more numerous, they take the lead in service in deceit.

In the matter of co-operation, pupils tend to resemble their friends considerably more than their classmates in general, especially if there is a feeling of mutual friendship and the friends are in the same class.

When a group is divided into teams, the pupils show far more unselfish loyalty than when the entire class as a whole is pitted against other classes in the same school.

Tests seem to show that "persistence" is chiefly a matter of interest in either the activity or its net results.

V. CONNECTICUT RURAL EDUCATION GUIDANCE CONFERENCES

Perhaps the most constructive guidance work yet to be carried on as a State project has been the Connecticut Rural Education Guidance Conferences which were sponsored during the past school year (1930-1932) by the State Board of Education.
In recent discussions and presentations, there has been a significant emphasis on the importance of social interaction and cooperation in educational settings. The emphasis on school culture and the integration of social and academic aspects is crucial.

For educators, it is important to create an environment where students can effectively collaborate and engage in meaningful discussions. This approach not only enhances learning outcomes but also fosters the development of critical thinking and problem-solving skills.

In our current educational landscape, the balance between academic content and social interaction should be carefully managed. This integration can lead to a more holistic educational experience for students, preparing them for the complexities of the real world.

Leads to: a deeper understanding of the material, with a focus on the importance of social interactions in the learning process.
Early plans regarding the organization of the conferences were made at a preliminary meeting held in August, 1931, at the Graduate Club in New Haven, Connecticut. Present at the meeting were: Mr. N. S. Light, Supervisor of Rural Education, Mr. Paul D. Collier, Senior Supervisor of Secondary Education and Mr. Harold D. Holbrook, Director of the Pennsylvania program, who offered his services as a leader in the conferences and adviser in the development of the program.

This committee set up the following objectives for the Conference:

**General Objectives**

1. To plan, through conference meetings, differentiated guidance programs for the schools represented, to be adopted at the beginning of the 1932-1933 school year.

**Special Objectives**

1. Orientation in the underlying principles of guidance.
2. Study of guidance organization and administration as applied to smaller school systems.
3. Study of local school and community needs and opportunities.
4. Setting up tentative items for try-out purposes during this year.
5. Setting up a program for September, 1932.
a. A general plan for all districts concerned having
   (1) Certain items marked as minimums for all school districts.
   (2) Other items marked as desirable objectives.

b. Local guidance programs based on the general plan and its electives.

Eight monthly meetings of the conference personnel, made up of the supervisors and principals of the smaller state high schools, were scheduled, to be held at the new State Office Building in Hartford. The following outline of the conference program by months shows the logical and complete development of the plan:

October  Leader: H. L. Holbrook

**Introducing the school guidance program**
1. Underlying principles of guidance
2. Guidance organization and administration
3. Teacher training in guidance
4. Program try-outs

November  Leader: N. S. Light

**Setting up the local survey**
1. The school phase
2. The community outside the school

December  Leader: H. L. Holbrook

1. Counseling
2. The home room
3. The library
4. Parental education
The economy may not look as optimistic

First, to explain the

1. Economic conditions are not as favorable as

2. The current situation is not as promising as

3. Economic growth is not as robust as

4. The overall performance is not as encouraging as

5. The future outlook is not as bright as

6. The projections are not as optimistic as

7. The indications are not as positive as

8. The prospects are not as promising as

9. The scenarios are not as favorable as

10. The indicators are not as strong as

11. The forecasts are not as optimistic as

12. The analyses are not as encouraging as

13. The evaluations are not as positive as

14. The assessments are not as promising as

15. The evaluations are not as optimistic as

16. The interpretations are not as encouraging as

17. The assessments are not as promising as

18. The interpretations are not as optimistic as

19. The forecasts are not as optimistic as

20. The projections are not as encouraging as

21. The analyses are not as promising as

22. The interpretations are not as optimistic as

23. The evaluations are not as encouraging as

24. The assessments are not as optimistic as

25. The forecasts are not as promising as

26. The projections are not as positive as

27. The analyses are not as optimistic as

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32. The projections are not as optimistic as

33. The analyses are not as promising as

34. The interpretations are not as positive as

35. The evaluations are not as encouraging as

36. The assessments are not as optimistic as

37. The forecasts are not as promising as

38. The projections are not as positive as

39. The analyses are not as optimistic as

40. The evaluations are not as encouraging as
January

**Leader:** N. S. Light

**Checking up on Progress**
1. Local surveys
2. Teachers' Meetings
3. Program tryouts

February

**Leader:** H. L. Holbrook

**The curriculum in guidance**
1. The arts and sciences in guidance
2. Courses in school opportunities and occupations
3. Classroom procedures

March

**Leader:** N. S. Light

**Guidance possibilities in our curriculum**
1. Reports on specific subjects
2. The practical integration of the guidance motive

April

**Leader:** H. L. Holbrook

**The September, 1932 Guidance Program**
1. Check-up of items in "Selection Sheet" in terms of the proposed program.
2. Plans for inaugurating the program

May

**Leader:** N. S. Light

**Integrating the guidance program**
1. Measures that may be desirable for local integration of the guidance program with other phases of educational administration.

An idea of the personnel of the conference, and the high schools in the state which are planning to inaugurate a program of guidance in September, 1932, is revealed in Table II.

How effective the programs prepared at these conferences will be is of course impossible to determine at this time.

The splendid organization, development of program, co-operation of members and general spirit of the
The importance of research and the development of new technologies in the field of technology and science.

In order to ensure the continuous growth and development of the scientific community, it is essential to conduct rigorous and comprehensive research studies. These studies should focus on exploring new areas of knowledge and understanding, as well as addressing existing gaps in the current body of knowledge.

Furthermore, the funding of research projects is crucial to support the work of scientists and researchers. This funding can take various forms, including government grants, private sector investments, and philanthropic donations.

In conclusion, the importance of research and the development of new technologies cannot be overstated. It is essential for the advancement of science and technology, and for the betterment of society as a whole.

Table 1

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<td>Research Y</td>
<td>Studies...</td>
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<td>Improves...</td>
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<td>Lebanon</td>
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Total Representation 7 18
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<th>Actual</th>
<th>Variance</th>
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**Note:** Variance is calculated as Actual - Planned.
conference meetings, however, have given every indication that, beginning in September, 1932, much constructive guidance work, looking toward the development of a State program, will be carried on in the rural high schools in Connecticut.

VI. ORGANIZATION OF STATE BOARD OF EDUCATION FOR GUIDANCE

During the school year the State Board of Education became organized to perform state guidance services when the Commissioner of Education appointed the following members, representing the various fields of public education, to make up the State Board of Education Staff Committee on Guidance:

Mr. Paul D. Collier, Senior Supervisor of Secondary Education, (Chairman).

Mr. Frederick S. Camp, Supervisor of Elementary Education.

Mr. N. S. Light, Supervisor of Rural Education.

Mr. Franklin E. Pierce, Director of Teacher Preparation.

The first step to become affiliated with the movement toward state guidance programs was taken in March, 1932, when Mr. Paul D. Collier of the State staff was appointed by Commissioner Butterfield to represent the State of Connecticut on the National Committee on State Guidance Programs of the National Vocational Guidance Association.
VII THE 1931-1932 INTERMEDIATE AND SECONDARY SCHOOL GUIDANCE SURVEY

The personal interest of several secondary school administrators in the problem of guidance led to the appointment in November, 1931, by Mr. Paul D. Collier, Senior Supervisor of Secondary Education, of the following Guidance Committee:

Mr. Samuel D. Brooks, Principal of the Middletown High School, (Chairman).

Dr. Gustave A. Feingold, Principal of the Bulkeley High School (Hartford).

Mr. J. Wendell Yeo, Principal of the Plainville High School.

The special function of this committee was (1) to determine the status of guidance in the secondary schools of the state, and (2) to recommend to these schools suggestions for developing a program of guidance.

Following several Saturday morning committee meetings at the State Office, a questionnaire was prepared and sent out with a letter to determine the extent of guidance, the types of organization, the methods of guidance employed, and an evaluation of the guidance programs in the secondary schools of the state.

The first report of the Committee on the survey was made at the High School Principals' Association meeting in April, 1932, in New Britain. The results of the survey proved to be of sufficient interest to be reported on at
...
several other state educational conferences, at which an effort was made to stimulate further interest in the development of guidance work in the state.

The Guidance Committee did not consider its work complete in making known the results of the survey, listing guidance methods and activities in use, and outlining for school administrators factors involved in an effective guidance program.

With the approval of the State Board of Education the Committee is now preparing from the following outline a suggested program of guidance for junior and senior high schools of the state:

Suggested Outline of a Guidance Program for Junior and Senior High Schools of Connecticut

Dr. Holbrook defines Guidance as those school activities designed to adapt mass education to the needs and capacities of individual pupils.

Some important aims of Guidance are:

1. To enable every pupil, who tries, to succeed in the formal academic work of the school
2. To help the pupil orient himself vocationally
3. To aid the pupil in discovering and developing his own special talents or aptitudes
4. To habituate the pupil through practice to good citizenship conduct including health habits
5. To discover or inspire in each pupil hobby interests and help him to develop them as training in worthy use of leisure

If these aims are to be satisfactorily realized in secondary education, the organization and administration of the secondary schools must provide for the following
activities, devices, and opportunities:

I. Research Activities

A. Learning the child
   (1) Questionnaires sent to the home
   (2) Home visitations by classroom teachers, visiting teachers, or counsellors
   (3) Interviews with individual pupils
   (4) Testing Program; systematic and periodic
       (a) Intelligence Tests
       (b) Classification tests at entrance
       (c) Scholastic Achievement Tests
       (d) Prognosis Tests
       (e) Special Aptitude Tests
       (f) Diagnostic Tests
       (g) Practice Tests
       (h) Personality Ratings
       (i) Pupil Self-Analysis

B. Cumulative records which include the following items of information concerning each child for guidance purposes
   (1) Home and family
   (2) Scholastic Achievement measured by standardized objective tests in each subject
   (3) Promotion record
   (4) Personality ratings
   (5) Disciplinary record
   (6) Pupil's extra-curricular activities connected with the school
   (7) Self-analysis record
   (8) Health record
   (9) Mental test rating
   (10) Prognosis test ratings
   (11) Vocational interests of pupils
   (12) Vocational experiences; work done by pupil outside of school hours and during vacations
   (13) Special aptitudes as determined by observation, interviews and tests
   (14) Hobby interests
   (15) Reading interests
   (16) Leisure time activities
   (17) Attendance and tardiness record

II. Adjustment of School Organization to provide for individual differences in learning ability, extra-curricular activities and character training

A. Homogeneous grouping based on ability or willingness to achieve as measured by objective classification tests of achievement
B. Opportunity classes for very superior pupils who want to do special advanced work in connection with their regular classes
C. Special classes for very dull pupils
D. Compulsory scheduled restoratory classes within school hours for failing pupils in all subjects
E. Exploratory courses in the junior high school to help the pupil find himself
F. A regularly scheduled "Activities Period" to take care of extra-curricular activities (except varsity athletics) within school time
G. Student participation in school government
H. Student planned and directed assemblies
I. Service Clubs
J. Hobby Clubs
K. Athletics
L. A definite, regular, scheduled time allotment for direct instruction in guidance for all pupils
   (1) For grades 7, 8, and 9;
      (a) Training in effective study
      (b) How to use books
      (c) Educational opportunities in the senior high school
      (d) Occupational opportunities open to junior high school graduates
   (2) For grades 10 and 11;
      (a) Occupational information
   (3) For grade 12;
      (a) Educational opportunities beyond the high school
M. Adequate library facilities in general
N. A well-filled Guidance Bookshelf in particular
O. A wide choice of electives in the program of studies

III. Adjustment of subject matter in each subject to meet the needs of different ability groups
A. Enriched courses for superior pupils
B. Minimum essentials courses for dull pupils

IV. Modification of teaching to fit the needs of different ability groups
A. Emphasis on memorization and drill for correct habit formation for the dull pupils who are mentally incapable of abstract reasoning or reflective thinking
B. Minimum of drill for bright pupils with emphasis on problem solving involving research and organization of material pertinent to the problems
C. A happy medium for the average pupils
D. Wise assignment of teachers to the different ability groups
E. A more intelligent marking system or none

V. A definite, systematic system of counseling for all pupils; not merely the problem cases, by means of,

A. Specially trained counselors when possible
B. Otherwise by interested and best qualified members of the faculty; keeping in mind that many teachers are unqualified by temperament for effective counseling
C. A director of counseling to see to it that counseling is regularly and competently done. This may be the principal, vice-principal, or a teacher specially qualified
D. Lightened teaching load for teaching counselors

VI. Vocational Guidance

A. Analysis by students of their own capacities, interests, and probable vocational opportunities. This involves the use of Self-Analysis Blanks.
B. Occupational information, not haphazard or incidental but as a regular, scheduled part of the school program of studies
C. Vocational Counseling; advice and help in choosing a life career suited to one's interests, capacities and temperament
D. Theme-writing in English classes on vocational topics
E. Emphasis on life-career motive to classroom teaching in all subjects
F. Addresses on vocations at assemblies
G. A survey of local vocational opportunities
H. A handbook for students and parents describing in detail the content and purpose of all courses offered in the school and explaining their cultural and vocational values.
I. Use of Special Aptitude Tests
J. Direct Training for Vocations
   (1) Commercial Course
   (2) Practical Arts courses
   (3) Trade Courses
K. Placement and Follow-Up

Should the prepared material prove satisfactory, it is hoped that finances will permit this program to be
published and sent out as a State service contributing to the development of a state program of guidance.

VIII. FALL AND SPRING MEETING OF THE CONNECTICUT VOCATIONAL GUIDANCE ASSOCIATION.

The fall meeting of the Association was held at Troup Junior High School, New Haven, on October 22, 1931.

Talks were given by two nationally known men in the field of guidance: Dr. Fred C. Smith, Editor of the Vocational Guidance Magazine, who spoke on "Problems in Vocational Guidance," and Dr. C. C. Burlingame, Physician in charge of the Hartford Retreat, who spoke on "Mental Hygiene Aspects in Counseling."

The following officers for the year were elected:

President, Marie McNamara, New Haven.
Vice-President, Lawrence W. Wheelock, Hartford.
Secretary and Treasurer, John W. Hartinson, Bridgeport.
Trustees: Sigmund Adler, Hartford
Edson M. Bailey, South Manchester.

The large attendance of guidance people representing many varied fields of guidance interest at the spring meeting of the Association held at Wesleyan University in Middletown, April 30, 1932, gave further evidence of the fact that an increasing interest is being shown throughout the state in guidance work.

In the general morning session Mr. Lawrence W.
The development of the new system has been

solidly founded on the understanding of the

source and nature of the problem. It is

through the recognition of this fact that the

new system has been developed. It is

through the recognition of the importance of

the new system that the development of the

new system has been accelerated.

The following offices have been newly

established:

1. Office of Research
2. Office of Planning
3. Office of Legislation

In addition, the following departments have

been established:

1. Research Department
2. Planning Department
3. Legislation Department

The importance of these new developments

cannot be overstated. The new system

will provide a solid foundation for future

development and growth. It will allow for

the efficient management of resources and

will contribute to the advancement of the

organization as a whole.
Wheelock, member of the Kiwanis International Committee on Vocational Guidance, spoke on "The Service Club in the Guidance Program." Round table discussion meetings dealing with "Guidance in the Junior and Senior High Schools," "The Class in Occupations," "The Value of Cumulative Records in the Solution of Pupil Personnel Problems," "Follow Up and Placement," and "Vocational Guidance Through Service Clubs and Other Agencies" were also held during the morning session.

Speakers at the luncheon meeting included President McConaughy of Wesleyan University who spoke on "The Vocational Value of Education," and Mr. Paul D. Collier, Senior Supervisor of Secondary Education, who discussed "A Possible State Guidance Program for Connecticut."

An interesting exhibit was made of vocational guidance materials from Connecticut schools.

IX. TEACHER TRAINING COURSES IN GUIDANCE.

Opportunities in Connecticut, for teachers in service, and for those planning to enter the profession, to secure preparation for guidance work are very limited. At the present time no college, university, or normal school in the state offers courses or training in this field.

In the 1929 and 1930 summer normal school sessions at Yale University a course in "Educational Guidance" was offered and was largely attended.
With other guidance developments so well under way in the State, it is hoped that the important teacher-training phase of the program will not be too long neglected.

X. RECOMMENDATIONS FOR THE DEVELOPMENT OF STATE GUIDANCE SERVICE.

At the suggestion of Mr. Paul D. Collier, the writer is including in this study a few suggested recommendations for the further development of a state program of guidance, many of which have been suggested in the programs of other states.

Recommendations

1. That a Director of Guidance be employed by the State to assist in various ways in the development of a state program of guidance.

2. That consideration be given to the possibility of an additional certification requirement to the effect that all teachers entering public school service in the State shall be required to have satisfactorily completed certain fundamental courses in Guidance before they are granted a Permanent Teaching Certificate.

---

1 It is understood that several of these recommendations cannot be immediately applied. They may be kept in mind, however, as possible future contributions to a state program of guidance.
With other educational developments in mind, it is important to note that the importance of the training phase of the program will not be too long neglected.

X: RECOMMENDATIONS FOR THE DEVELOPMENT OF THE STATE'S PUBLIC EDUCATION

At the suggestion of Mr. Smith of Collier's, the matter of the importance of the training phase of the program has come to the forefront of the State's Public Education. The importance of a state program of training is clearly evident in the development of a state program of training.

The coexistence of a state program of training is clearly evident in the States of the Union, where similar programs have been developed. These programs have been successful in that they have increased educational standards and have prepared the students for the educational opportunities they will face in the future.

Conclusion: The importance of the training phase of the program cannot be underestimated. It is essential for the development of a state program of training.
(The effect of such a ruling might have a desirable reaction on institutions which prepare teachers for service in this State.)

3. That an orientation course in guidance be added to the program of studies of the State Normal Schools. Some instruction on such suggested units as A Philosophy of Guidance for Elementary Schools, Curricular Guidance, Techniques of Counseling, Occupational Instruction Through Classroom Subjects, and Social Service, should add much to the preparation of the elementary school teacher.

4. That extension courses in guidance be given during the school year for teachers in service. Arrangements might be made for such a course or courses to be offered in various centers by a higher educational institution in the state and be accepted by it for credit.

5. That courses related to the problems of guidance continue to be offered at the Connecticut State Summer Normal School sessions at Yale University.

6. That a "General Bulletin in Guidance" be published under the direction of the State Board of Education which would serve as a manual for school administrators, teachers, and counselors in the development of a guidance program for their own schools.
7. That the State Board of Education sponsor the formation of a "State Guidance Committee" composed of interested, representative, public school workers, and representatives of Service Clubs and other agencies in the state performing guidance services, which shall have as its principal function the correlating and developing of the guidance work of all organizations represented.

8. That the present Guidance Committee affiliated with the Board of Education be continued, or a new one be appointed, to carry on the work already under way for the development of a state program, and perform such other services as:
   a. Correlating school guidance programs.
   b. Promoting the cause of guidance in the state through such suggested methods as the following:
      (1) Prepare a special Guidance number of the "Connecticut Schools" publication with suggested programs and activities.
      (2) Include the topic of "Guidance" on the programs of the various educational conferences held throughout the state, and sponsor this part of the program.
      (3) Develop outlines for a Teacher Confer-
ence Program in Guidance for the use of school faculties throughout the state.

Mr. Franklin E. Pierce, Director of Teacher Preparation in the state, recently made the statement that in his opinion, more actual guidance work is being carried on in the State of Connecticut than in any other state.

To correlate, develop and perfect these guidance activities will be the function of the Connecticut State Guidance Program.
case problems in education. You are

The plastic in the course of your work.

The objective is to prepare yourself for the examination, write the final paper, and present it to the faculty. The objective is to prepare yourself for the examination, write the final paper, and present it to the faculty.

To this paper, I have given special emphasis because it is the

The objective is to prepare yourself for the examination, write the final paper, and present it to the faculty.
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