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Vocational guidance in the junior high school

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THESIS

VOCATIONAL GUIDANCE IN THE JUNIOR HIGH SCHOOL

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Vocational Guidance In The Junior High School

1. Meaning

The fundamental idea underlying all junior high school activities is guidance. One of the most important phases of this complex term is vocational guidance, a comprehensive program of which should obtain in the junior high school, whose province it is to educate youth in the formative period. It must be a systematic effort, based on knowledge of the occupations and on personal acquaintance with and study of the individual to inform, advise, and co-operate with him in choosing, preparing for, entering upon, or making progress in his occupation.

Vocational guidance must lead the pupil (and parent) to study his own ability and desires and weigh the requirements, opportunities, and rewards of various occupations. It is the science of a self-discovery whereby pupils find themselves.

There should be an educational plan sufficiently elastic and flexible to afford this opportunity to junior high school pupils to find themselves in terms of their vocational aptitudes. It should seek to devise means for securing broad information regarding the numerous groups of industries, together with the underlying processes available for the children, and to ascertain, in so far as may be possible, the aptitudes and characteristics of junior high school pupils with a view to giving them suggestions as to how to develop their innate powers. In addition it should offer advice as to the particular kind of additional education and the places wherein these
educational advantages may be secured in order to foster the type of training best adapted to the needs of the individual. Such a training will, necessarily, be of the greatest service to the individual and to the community.

It is organized common sense used to help each individual make the most of his opportunities and abilities. It does not mean dictating the kind of occupation a pupil shall enter or arbitrarily placing him in a job. It is not a scheme of naively adjusting human "pages" to "holes" or of narrowing the range of service open to the fit. It is not a temporary act, but must follow the development of the individual through many years. It is not merely practical or idealistic. The two must be irrevocably bound together, continued long enough to be based upon accurate knowledge of the child. It must not restrict opportunity, but should aim at broadening opportunity. It involves experimentation, and it is intended that it shall give motive for liberal education. It is the pathfinder to vocational education.

In brief, vocational guidance in the junior high school embraces all those school activities specifically designed to assist individual pupils in learning about, choosing, preparing for, entering upon and making progress in occupations.
2. Need

According to the census of 1920, 1,060,858 children, ten to fifteen years of age, inclusive, were at work for wages - 714,248 boys and 346,610 girls; and this number constitutes 8.4 per cent of the total number of boys and girls, ten to fifteen years of age, inclusive, who were living in the United States in 1920. This means that at the time of enumeration, every twelfth child in this country of the ages mentioned was gainfully employed. These children usually decide to leave school of their own accord; they alone make the momentous decisions as to why and when they will leave school; what job they will go into, and how soon they will quit one job for another. Home, school, and employer are of little influence in these grave decisions so vital to the future of these children and our citizenship. Thousands drift aimlessly through school, through work, and through life. Where so many work beginners seek jobs rather than opportunities for a life work, there can be no foundation for a right attitude toward work.

It is our duty to help these children who go to work annually to make their start in life with purpose, preparation, and insight. It is their social right that they be guaranteed by society some form of training which will contribute to their self-support and production. The vast majority of these boys and girls, as a rule, show no pleasure or pride in working.

Pleas for interest in work, loyalty, esprit de corps, training and efficiency fall on barren ground. The best proof of wasteful drift in work may be found in the large number of places

(1.) "Readings in Vocational Guidance"--Meyer Bloomfield.
held by children during their early working years and in the excessive turnover of the working force of the average establishment. This frequent change in employers, this human "turnover", is waste to the child during the decisive years of adolescence, waste to his family, to his employer, and to society. Vocational guidance, then, is needed to keep a large number of children profitably in school and to facilitate their leaving under conditions favorable for worthwhile employment.

1) Within about forty years' time the population of our country has doubled; the number of our racial elements has greatly increased; and our cities have become overcrowded. Within the same time our occupations have greatly increased in number, technicality, complexity and specialization. Within the same time the typical American family has become less capable than formerly to give vocational direction to its children; the public school has had difficulty in keeping pace with the changed needs of our cosmopolitan population; and society at large has failed to understand and assume responsibility for the vocational choices of our young people. Organized vocational guidance must be provided to meet the needs of our modern world. The greater the range of selection in the matter of life careers, the more difficult becomes the task of making a wise selection and the greater the chance of error. The junior high school

(1.) The Revised Principles of Vocational Guidance, authorized, by the National Vocational Guidance Association in 1924, published by the Bureau of Vocational Guidance, Graduate School of Education, Harvard University. (Page 2).
must offer many more curricula than formerly with the result that the problems of guidance are more necessary, difficult, and complicated. With the center of our national life shifting from the country to the city and from the farm to the shop, the guidance formerly given by parents, teachers, and ministers must now be superseded by a scientific guidance in the hands of experts capable of dealing with the complex social and economic problems.

Education is provided to enable pupils to become useful members of society. Among all the qualifications of the good citizen, none is more important than economic independence. This pathway to economic independence must be kept open and lighted by the junior high school. We cannot ignore the fact that by far the largest portion of its product will earn their livelihood in the fields of commerce and industry.

As there are types of minds that have the special ability for, and interest in, the book learning and the abstract thinking required for the so-called learned professions, so there are many more types of minds that are neither interested in nor adapted to professional life. Vocational guidance will prepare them to make more wisely the important decisions which they are called upon to make throughout life. Dr. Brewer says "Happiness, good-citizenship, morality and social usefulness are frequently bound up with the choice of a vocation. Such a momentous choice cannot be left to chance". Therefore, the service of vocational guidance should be provided for in the curriculum of the public school.
Since work occupies one half the waking time of active individuals and presents complex difficulties which can be solved only through the extension of education, careful study should be given to all the problems involved in vocational life.

Every civilized human being gets the large part of his life training in the occupation through which he earns his livelihood, and the vocational guidance program in the junior high school should invariably be directed to prepare him in the best way for the best permanent occupation of which he is capable. In order, then, that "vocation", the fourth cardinal objective of education, may be attained by the youth, adequate provision for vocational guidance in the junior high school is necessary. Experience has proved that such guidance adds to the holding power of the school, conserves energy, bridges the gap between the work and the worker, contributes to the happiness of the individual, and adds materially to his efficiency as a unit of the state and nation.

Modern life demands, as never before, right contacts and co-operation. Vocational guidance of some sort is inevitable. No one can avoid the need for making occupational decisions. Adequate guidance should be provided under supervision to offset the unwise and false guidance of untrustworthy advertisements, suggestion, selfishness, ignorance, or other prejudiced or unscientific sources. The suggestions of the street in many cases determine occupations for young people. The advertisers and charlatans are always busy, crying the
path to success and inviting ignorance to sign on the line, Educational workers must supply the necessary help to fight these wrong methods of guidance. Vocational guidance will always be needed to emphasize educational values instead of job-getting. It will be needed to make the schools themselves more responsive to the social and economic needs of the pupils and society.
3. Aims

The purposes of vocational guidance are:

(1) To assist individuals in choosing, preparing for, entering upon, and making progress in occupations.

(2) To give a knowledge of the common occupations and of the problems of the occupational world, so that pupils may be prepared for vocational as well as political citizenship.

Young people must learn what the world is doing before they can decide what part they should play in the world's work. Facts about the common occupations must be widely disseminated that choice may be based upon knowledge, not upon mere guess. Reliable information must be obtained, including such points as the nature of the work, qualifications required, opportunities for advancement, training necessary, schools where such training may be received, and advantages and disadvantages connected with the occupation.

(3) To help the worker to understand his relationships to workers in his own and other occupations and to society as a whole.

The worker needs to learn that the workers he sees represent but a small part of all, and that two-thirds of the working population earn their living with their hands. He needs to realize that the things one sees with one's eyes are the least important features of vocational life; that there are social problems and psychological factors that delineate the specifications of an occupation more accurately than do observations of the tasks performed or the places of work.
The salient facts and principles of economics and sociology, as related to vocations, must be prepared for juvenile comprehension.

The ordinary workers of the future cannot understand their daily environment sufficiently to manage their relationships with each other and with employers in a manner safe for the general welfare, unless they are informed on such matters as the costs of distribution, overhead, wages, unemployment, capital, the business cycle, taxation, and the development and present status of the labor movement. One of the imperatives of good citizenship is that we prepare every child to co-operate with his fellows in the solution of those difficult vocational problems which no individual or small group of individuals can solve alone. Occupational subjects entwining themselves with civic life occupy much space in our political party platforms. The questions which disturb the nations today are mightily affected by the vocational life of their peoples. Vocational life is incurably co-operative. One's job is his way of seeking his own satisfactions by furnishing goods and services to his fellows.

(4) To receive better co-operation between the school on the one hand and the various industrial, commercial, and professional pursuits on the other hand.

Commercial, Rotary, and Kiwanis Clubs should be asked to aid in a survey of occupations or in carrying out a program of talks on occupations by members of their organizations. Industrial concerns should be encouraged to make and loan occupational moving picture films, and provide convenient schedules
for class excursions. Business and professional men if properly approached will be public spirited enough to give time for personal interviews with boys and girls interested in their vocations. If the school is to be brought into closer relationship with commercial and industrial pursuits, it must make its appeal to the busy men of affairs in such a way that they will give heed to the call. Lectures and addresses before clubs and gatherings of all kinds will help. Newspaper support is necessary and most valuable.

Circulars, such as the following, sent to employers of boys and girls can be successfully used:—

How We May Help You

The Vocational Guidance Department of the Junior High School is ready to assist you in the problem of receiving more efficient employees. We have the records of efficiency of our boys and girls who are about to leave school to go to work. We can tell you whether they will probably fit into your service or not.

Have you in your employ a good boy or girl from our school who needs some special training to make him more efficient? Has your personnel manager some suggestions for us?

Would it not be worth your while to send such employees to us for advice and direction in securing that training?

(5) To help adapt the schools to the needs of the pupils and the community, and to make sure that each pupil obtains the equality of opportunity which it is the duty of the public
Vocational guidance is based upon a recognition of individual differences and aims to see that provision is made for them by work in the various types of try-out courses with tools, processes, and materials, comparing the results with established concepts, and making continual modifications and adjustments in terms of life-career motives. Education should include nothing for which an affirmative case cannot now be made out. Vocational guidance through its elements of placement, supervision, and follow-up aims to check the results and measure the effectiveness of education.

The new psychology teaches us that individuals acquire information and skills along the line of their capacities and interests. Vocational guidance aims to evaluate these capacities, abilities, and interests, and thus indicates the line of education and learning that individuals can most profitable pursue. Vocational guidance thus aims to diversify especially for junior high schools a much wider variety of offerings of a democratic form of education based upon equality of opportunity. In general, vocational guidance hopes to accomplish this fifth aim by (a) a thorough-going analysis of the individual, (b) a thorough-going analysis of the vocations, (c) a thorough-going analysis of the educational offerings that will prepare for entrance to their vocations, (d) an individual guidance prescription based on these analyses.

4. Content

Drifting through school is a common evil in all educational systems. The vocational motive, whether temporary or permanent, should be encouraged as one of the motives in the securing of useful experiences and in the choice of a curriculum. The tendency of present education is toward motivation. The life-career motive is one of the strongest motives functioning in the field of education. It should be brought into play as early and fully as possible. In numerous cases an occupation is naturally transmitted from parents to children, as in the agricultural region. A fair proportion of children have natural gifts and tendencies obvious to an observant teacher. She should turn them towards appropriate courses of study after consultation with the parent. The same natural tendencies which direct a child to selected studies will usually direct him safely to his ultimate calling.

The varied junior high school program enables the undetermined pupil to select studies to him most congenial. It usually turns out that when at a later date he discovers and adopts the trade or occupation for which he is best adapted, by selecting the most congenial studies he will have prepared himself for that congenial trade or calling. The student during the adolescent stage in the junior high school is particularly susceptible to the vocational motive. One of the extra-class room activities of the junior high school should certainly be the formation of a variety of life-career clubs. These clubs should be organized for homogeneous case groups and conducted
with the limitations and the potentialities of each case group clearly in mind. They should develop the vocational motive and all possible means of satisfying it. These vocational clubs should then act as feeders to the class-room activities and also to more specifically prevocational or vocational courses. The idea of "trying out", common enough in music, dramatics, athletics, debates, and other student affairs often suggests vocational careers.

The home and school programs should include a combination of play, handwork, co-operative activity, and academic work, the whole being varied enough to represent life's demands, and concrete enough to secure an effective response and successful accomplishment by each individual child. For all children before the close of the compulsory school period there should be provided a wide variety of try-out experiences in academic and aesthetic work, gardening, simple processes with tools and machines, elementary commercial experiences, and co-operative activities. Such try-out experiences are for the purpose of teaching efficiency in everyday tasks, broadening the social and occupational outlook of the children, and discovering to them and the teachers their interests and abilities. Often a student who has grown dissatisfied and discontented with his school work may be guided back into school for the purpose of taking the so-called try-out courses and self-discovery courses for the purpose of discovering and developing abilities and capacities along certain lines.

A certain proportion of junior high school students are employed at some form of remunerative employment outside of

(1.-) The Revised Principles of Vocational Guidance, authorized, by the National Vocational Guidance Association in 1924, published by the Bureau of Vocational Guidance, Graduate School of Education, Harvard University. (Page 3)
school hours. If the vocational guidance counselor should arrange and classify the opportunities for this type of employment, many experiences of decided try-out values would be developed. A complete, accurate, and detailed record of all phases of the student's life should be kept throughout the junior high school period. Try-out courses should be expanded from those of merely industrial arts shop work to try-out courses in household arts, commercial work, fine arts, music, modern languages, mathematics, science, etc. The wider the range of opportunity, the more valuable and significant the resultant choice. These try-out courses surely contribute to general experience and vocational intelligence; they take into account the "shift of adolescent interest", and at the same time render acquisition of further training easier for the student.

In some places courses called "home mechanics" and "farm mechanics" are organized, offering diverse tasks in home repair and farm work of a constructive nature. What is sought is simply a preliminary exploration of interests and abilities.

Tests and other forms of measurement are being applied to these try-out courses. Beginnings have been made in production tests in shop-work, and there are being developed in the school print shop and sheet-metal shop, instead of the exhibit of best work, a series of graduated scales representing the different grades of work produced by the individuals composing each of several groups. For example, we shall have a scale for those who have had five weeks of instruction, and another for each of a number of convenient periods - ten weeks, twenty weeks, one year, and two years.

Children in school should be dealt with on the basis of individual differences revealed in the social life of the child, progress in school subjects, and in standardized tests. Three different methods may be used: (a) by subject matter achievement alone, (b) by mental tests alone, (c) by a combination of mental tests, achievement tests, previous school record, record of social life of the child, and teachers' estimates. The greatest care in making the selection of pupils for the different groups should be exercised. A very necessary step is that of adapting subject matter and teaching methods to the capacities of the different groups. The social assets and limitations of the individual are of great importance. The ability to enter a room quietly and with dignity, or the ability to meet people, and work with others, to make a good appearance and fit into the surroundings are highly desirable.

Probably the most important of all the qualifications of the individual is the amount of intelligence he possesses in relation to his chronological age. No guidance plan, however, can be dignified by the name unless it uses intelligence tests, among other more or less scientific devices. As regards achievement tests, to guide a child properly we should know whether he or she has achieved as much in the ordinary school subjects as a normal child should. At the present time it is being developed that it is possible to arrange all jobs and occupations, including the professions, into a sequence expressed in terms of the intelligence required in order to perform the duties of the job successfully. This sequence is of the utmost significance to the vocational guidance work in the junior high school. At the same

(1.-) "Organization of Vocational Guidance"-Payne.
time a definite understanding is just being developed of the
utmost intelligence required to succeed in passing certain grades
of the junior high schools, senior high schools, and colleges.

To summarize, the family history should be recorded,
as well as the environment and social history of the child. A
series of standardized tests, consisting of one or more intelli-
gence tests, standardized achievement tests in all subjects,
aptitude, vocational and prognosis tests should be given, the
results recorded, and interpreted, conclusions drawn, recommend-
ations made, and adjustments in schedules, programs, and courses
of study made on the basis of these conclusions. This cumulative
record should be carefully filed and kept up-to-date so
that it will always be available for inspection whenever
necessary.

Teachers of all subjects in the junior high school
should make a definite effort to show the relation of their
work to occupational life just as they now relate these studies
to other phases of life activity, such as the cultural, recrea-
tional, ethical, civic, and social. Geography can be made to
live by the introduction of more vital material relating to the
products, industries, and occupations of the people who live in
the various lands or parts of the country under investigation.
Occupational hygiene, as well as the personal hygiene essential
in holding of positions, can be made a part of the course in
physiology and hygiene. A closer application of hygienic prin-
ciples to the home and occupational life of the children will
help to vitalize the teaching of hygiene. Many opportunities
for bringing out the bearing of arithmetic upon the successful participation in the building trades, storekeeping, salesmanship, and other occupations will present themselves to the resourceful teacher.

In all the grades language study may be motivated by having children make written reports of excursions to plants, farms, stores, etc.; by the making of occupational booklets; and by the writing of applications for positions or writing essays on various occupations. A tactful teacher or librarian can interest pupils in fascinating books which give the essential facts about the occupations being discussed in the classroom.

In the first year of the junior high school the English teacher can work out with the pupils several types of themes suggestive of vocational ambition, in the second year the value of education, in the third year character self-analysis and character analysis through biography.

Store-keeping, home-making, home-building, farming, letter-carrying, and numerous other occupations can be illustrated with projects in which all the children in a room participate.

Teachers of the social studies in the junior high school can arrange excursions to industrial plants, farms, orchards, dairies, stores, and the like. Prior to the actual visit, the children should be instructed for what they are to be on the lookout. The follow up of the excursion in the way of reports and discussions should be carefully done in order to realize the greatest benefit from the experience. The
teachers of the social studies can show the relation of their work to occupational life through the motion-picture film. A much more accurate idea of the actual details of an occupation can be given in an hour with the motion picture than could be had in weeks of discussion.

All forms of part-time education, such as the continuation school, and co-operative courses, and trade extension and trade preparatory courses, should be provided, in order that school and work may be brought into closer co-operation, and that there may be more careful supervision of the child in employment. In the "Report of the Survey of the Public Schools of Philadelphia" - Penn. State Department of Public Instruction, we find the following:

"Prevocational and vocational education should be open to pupils seeking occupational training. In addition to manual skill and to mechanical and home training, there are developed for such pupils an understanding of and sympathy with commercial and industrial vocations and their social environment. This understanding may helpfully influence the later vocational decision of the high school and college graduate; and this sympathy will contribute vitally to social integration, which is the first purpose confronting the junior high schools. Occupational preparation and vocational choice on the part of those who drop out during the period of the junior high school are necessary."

Both from the standpoint of the saving of time and energy on the part of the pupils and of accomplishing desired
results at a minimum cost to the public, vocational guidance should have a place in all forms of part-time education. Brewer says, "A system of prevocational and vocational education based either on uncritical choices of occupations or on arbitrary assignment, or on the exigencies of the vocational school itself, is necessarily grounded on sand. Suggestion, chance fascination, occupation of relatives, accidental environment, desire to be with associates, and a hundred and one other erroneous bases, lead children to choose one course rather than another; and in view of the facts there seems to be little certainty that they will use the vocational education when they get it."

The part-time schools offer a need and an opportunity for real guidance work that is not surpassed anywhere in our school system.
5. Method

No phase of the work of vocational guidance is more important than that of the work of the vocational counselor in the junior high school. He must be a person in whom the social instincts have been highly cultivated. The fact that a person possesses this qualification will be manifest in his ability to meet people, especially junior high pupils, easily and also in his ability to establish quickly relations of confidence and friendship with them. What is wanted is the sympathetic, tactful type of person, with the capacity for insight into the possibilities of boys and girls, and the ability to inspire them to the kind of effort necessary to measure up to their true endowment. As Herbert Hoover puts it, it is the function of the counselor to "discover" latent talent, to "create" character in the child possessing that talent, and to "inspire" that child in such a way that he will make the necessary effort to realize his life-dreams and aspirations.

This requires sympathy, ability to enter into other people's point of view, and to understand others' problems; insight-capacity to get quickly at the heart of another person's difficulty; and tact, skill in handling people so that they will do the things necessary for their own best interests.

The junior high counselor should have had at least an A. B. degree, and should have had courses in the principles of educational and vocational guidance, educational tests and measurements, economics, sociology, psychology, and junior high school education. The counselor should have had a sufficient
experience of life to give him practical judgment, or common sense. He needs to avail himself of every possible opportunity to become familiar with the world's work and its workers. Summer vacation experiences in a variety of occupations will give a great insight into the advantages and disadvantages of these occupations. There should also be a wide acquaintance with business and industrial enterprises, gained through visitation. The gaining of this experience not only enlarges one's fund of information about occupations and workers, but it gives valuable practice in meeting people and learning to appreciate their points of view.

The first step in his work is studying the individual. Counselors should interview individuals at regular intervals, particularly at such critical times as one year before the school-leaving age, promotion from one school to another, change of course, leaving school, and when meeting the problems connected with work. Such counseling should include studies by case-work methods of the social life of each child and conferences with parents whenever practicable, in order to obtain knowledge of the child's environment, interest, behavior, and personal data regarding his problems. This counsel should be a regular responsibility of the school. For the solution of difficult cases all the facilities of the regular case-work method should be available. This interview with the child should encourage and direct self analysis by the pupils that they themselves may discover their latent abilities and predilections. It should encourage them to consult the school counselor before answering want advertisements or visiting employment bureaus.
The counselor must draw out from his applicant his innermost desire; he must inspire him with self confidence and a lasting determination to make the most of his opportunities. He must then carefully guide him through a process of self analysis by such a form as the following:

**VOCATIONAL ANALYSIS**

**General Form**

I. Personal Data

1. Name
2. Address
3. Age
4. Nationality
5. Where born?
6. Places lived
7. Parents living?
8. Health of parents
9. General health
10. Physique
11. Endurance
12. Nerve condition
13. Physical defects
14. Habits
15. Manners
16. Appearance
17. Societies
18. Religious Affiliation

II. Education

1. Time in school
2. Schools attended
3. Diplomas
4. Special training
5. Best study
6. Poorest study
9. General reading
10. Favorite books
11. Manner of reading; fast? slow? hard to concentrate?
12. Memory; easy to commit? quick to forget?
13. Figures? quick to compute?
14. Use of hands; Drawing, Tools.
15. Music; appreciation; sing? play?
16. Languages
17. Games
18. Hobby

III. Vocational Experience

1. Where have you travelled?
2. Previous employment

Name of Firm-Length of Service-Kind of Work-Reason for leaving-Wages

(1)  
(2)  
(3)  
(4)  
(5)  

3. Can you get along well with associates?
4. Can you get along well with employer?
5. Have you patience?
6. Can you lead others?
7. In what kind of work have you been most successful?
8. What experience in work has given you the greatest pleasure?
9. Have you any special skill or ability?
10. Have you ever saved money?

IV. Vocational Ambition

1. What ambitions have you held?
2. What kind of man or woman is your ideal?
3. How would you like to live?
4. If given $1000, how would you spend it?
5. If you could have the position of your choice, what would you select?
6. Is there anything you would rather have than money?
7. For what kind of work do you think yourself best fitted?
8. Are you willing to make the sacrifice necessary to fit yourself for your calling?

When the applicant has filled out these questions carefully and honestly, realizing that much of vital importance may be developed from his answers, he is in a favorable position to receive advice. By studying the answers the skillful counselor will usually find the line running through them that points quite definitely in a certain direction.

Those whose mental-test scores, social status, and expressed intentions point out as the prospective early-drop-outs should be the first to receive the counselor's attention. Personal contacts should be arranged with the members of this group as soon as possible after the opening of school, since it is through personal interviews that the counselor is able to acquaint himself with character traits and other factors which cannot be adequately measured by existing mental, pedagogical or guidance tests.

In general the following analysis of the individual's qualifications and limitations, the requirements of the job, and the desirability of the job must be considered just prior to a pupil's entry into employment.

1. Physical assets and limitations.
2. The educational requirements and limitations of the job.
3. The social assets and limitations of the individual.
4. The economic status.
5. The possession of marketable skill
6. The level of intelligence.
7. The economic status.
8. The question of the aptitudes of an individual.
9. Major characteristics.
10. The expressed interests.
11. The avocation of the individual.
12. Psychopathology of the individual.
13. Promotion opportunities of the job.
14. Learning opportunities.
15. Desirability of job.
16. Labor laws.
17. Permanency of the position.

The cooperation of the parents should be enlisted. The series of letters, sent by the Vocational Guidance Department of the Pittsburgh Public Schools to the parents of junior high school pupils may be taken as an excellent example along this line. These letters are sent out over the signature of the Superintendent of Schools and cover such topics as: "Assist Your Child in Selecting Subjects for Next Year"; "Things to be Considered in Choosing an Occupation", etc.

The following quotation on the choice of life-work will indicate the method of treatment of the various subjects:

"During these years (in school) has your child selected his life work? Do not permit the choice to be made without serious thoughts on your part. Some parents make a mistake by not advising with the child about his plans for life. If your child were going away on a journey, you or your friends would advise him how to prepare for it. The choice of a life-work is far more important; it carries so much responsibility that we should shudder when we
think how lightly many of our grown people drift into their vocations. Have a talk with your child's vocational counselor.

The interview between the parent and counselor often results in keeping in school a child who might otherwise have withdrawn. The ambitions of the parents for their child should be considered, but should not be taken too seriously. The parents themselves should be questioned and studied as to their heredity, probable intelligence level, and economic and social status, as indicated by the amount of rent paid, the father's occupation, the occupation of their other children, their education, and the education of their parents.

All the data regarding a given child—educational data, intelligence test data, social data, shop work data, and all significant information about each child should be kept in the child's folder and filed. Frequent interviews between counselor and child should be held after the child enters employment and records kept. Such a case system of filing would make quickly available to counselors all data bearing on a given case in a minimum of time.

To summarize, the object of these interviews are:

(1) to assist in the selection of courses of study, and training programs, (2) to assist pupils in the study and choice of vocations, (3) to assist through the services of the placement bureau those planning to drop out of school, (4) to consider failures referred by scholarship committees or others to determine cause and possible remedy for same, (5) to assist pupils desiring change of school subjects or programs, (6) to counsel students desiring working permits for steady employment, for after school work, etc. (7) to follow up and help adjust graduates and former students.
Counselors should study occupational needs and opportunities. They should collect occupational material and make it available to pupils, keeping in mind the three main elements of occupational subject-matter: a study of the characteristics of a number of common occupations, a study of the general problems of the vocational world, and a study of education as related to work. The counselor should equip the school library with helpful vocational literature and increase the pupil's knowledge of the types of work open to junior employees and point out to them the immediate and deferred values of each type. He should select the best available text-book for class use and at least three or four good supplementary books to cover the commercial, industrial, and professional occupations. Pictorial subjects add interest. Occupational surveys by the pupils with the necessary visits to sources of information can be organized and carefully directed by the counselor. Commercial, Rotary and Kiwanis Clubs will readily cooperate. This plan has been worked out in Detroit and the outline used in making the survey was as follows:

1. Nature of the work.
2. Main advantages and disadvantages.
3. Qualifications and training needed.
4. Possibilities in requirements of occupations.
5. Remuneration.
6. Hours of work.
7. Seasonal demand of work.
8. Are workers organized?
10. Time required to learn duties.
11. Is supply of labor adequate to meet demand?
12. Is demand for labor increasing or decreasing?
13. What is the source of supply?

The results of these occupational surveys has been the publication of a series of bulletins on "Opportunities and Requirements in local Occupations" in three parts: Part One covers department stores, chain-grocery stores, commercial art, drafting rooms, tool-making, sheet-metal trades, etc.; Part Two includes carpentry trades, printing and publishing, nursing, social service, stationary engineering, structural engineering, etc.; Part Three includes clerical positions, telephone operating, wholesale drug industries, auto mechanics, photography, dentistry, etc.

Provision must be made for the assembling of books and pamphlets on vocations in an accessible place in the junior high school library. Much of this material can be assembled at small cost from Government Bureaus such as the Bureau of Education, the Bureau of Child Welfare of the Department of Labor, the Bureau of Standards, the Department of Commerce, and the Federal Board for Vocational Education. Different industries of national scope publish descriptive bulletins which may be had on application. Then there are many available books on single occupations, as well as groups of occupations, which should be added to the collection. For suggestions as to appropriate books, see Allen, F. J., "A Guide to the Study of Occupations", Harvard University
Press, 1921; and Chapter X pp 191-98, of the Twenty-third Yearbook, National Society for the Study of Education, 1924, part II. It might be well to mention that biographies of famous people such as Dr. Grenfell of Labrador, Luther Burbank, and Mme. Curie will furnish inspirational reading and present occupational material to some students.

Another important duty of the counselor is home visiting for consultation with parents. A report card similar to the following should be kept:

**Vocational Counselor's Report Card:**

This card is filled in by a counselor for each visit to a home. It contains spaces for the reasons for, and the results of the call:

**Date**

**Member of the Family Consulted**

**Report of Investigation**

**Recommendations**

**Course chosen**

**Vocational Counselor.**

Many times it is discovered that causes of failure in scholarship, conduct, and effort lie outside of the school. By visiting the home, counselors may be able to effect a reform and establish corrective habits by follow up work. In some junior high schools, before any boy or girl is permitted to leave school, the counselor makes a visit to the home, obtains an interview, and as a result the pupil often remains in school, and a closer sympathy and understanding between the home and school is promoted.

Home visits educate the parents who need help and advice
as to the future possibilities for the child to earn a living wage. They give the vocational counselor an accurate knowledge of the child's environment. He finds out the length of time the child can study and receive help from home. The child will be guarded from taking the job which offers the most pay for the present time. These visits make the child realize the human touch—"Someone else is interested in him". They show the parents the advantage of further education. Eventually it means better citizens earning higher wages. These visits, also, lead the parents to educate themselves, opening the avenues of education to them, such as parents' clubs, school centers, and the immigration school. Their parents are instructed as to right places for children to spend their spare time, which may afford correct amusement, such as recreation clubs, summer camps, and libraries. Thus the child may have, through the help of the vocational counselor, the advantage of the best efforts the city and state have provided for his improvement.

Cumulative records should be kept for all pupils. These should include results of mental, pedagogical, and vocational-guidance tests; questionnaires, charactertrait scales, and personal interviews, health records, teachers' estimates and reactions. The best plan is to have as few forms as possible, and to have these worked out with a view to meeting local needs and conditions. The danger in the junior high school is that there will be too much attention to gathering data and too little to an effective use of the information gained. It should also be borne in mind that a multiplication of record cards and forms entails an extensive filing system with a proportionate amount
of clerical service to keep the records up to date and in usable condition. The best practice is to reduce permanent records to a minimum consistent with accuracy and reliability, and to maintain these records in such a filing system as shall render them accessible to the guidance counselor.

All these attempts to receive an appraisal of the pupils' abilities, interests, ambitions, etc., should be kept in a folder for use in the "case method" of handling guidance problems. The regulation letter head, size 8 1/2 x 11 inches, could then be made the standard size for all printed or mimeographed cards or forms used for all purposes. The interpretation of the data, conclusions drawn, recommendations made, and adjustments in schedules, programs, and courses of study on the basis of these conclusions should form a part of the cumulative record.

In addition standardized records should be kept of the participation of each student in athletics or sports as well as in such form of recreation as paint and pencil clubs. It is of the utmost value to the vocational counselor in the junior high school to know that Student A belongs to the musical club, the camera club, and the nature study club, does well in the fine arts department, that he has never played football, or baseball, but does occasionally play tennis, goes on long hikes, and is a checker champion. On the other hand student B has been a member of the baseball team for three years, and makes a better grade in shop work, mechanical drawing and science than in any other of his other studies.

That part of the cumulative record showing the results
of counseling is of major importance. Counselors can show the
great importance of their work in no better way than by having
on file several case studies, interesting statements of work
done with boys and girls. These may include specific cases in
which the work of the counselor saved failure by pupils; they
may be brief expressions of opinions from children testifying
of their success in employment due to counseling; they may be
statements of appreciation from parents concerning the awaken-
of ambition in a pupil, success in industry, or the retention
of a pupil in school.

Whenever tests of general intelligence are used, this
should be done with the greatest care. No important decision
should be made on the basis of a group test alone. Special
classifications and assignment of special curriculums should
be made only after an individual examination by a carefully
trained and experienced psychologist. Tests of occupational
skill and knowledge must also be used.

One of the tests which is at present being employed
in vocational guidance in the junior high school is the mental
test. The counselor intending to make use of intelligence
tests for purposes of exploration should first of all secure
the services of some person trained in tests and measurements
and instruct that person to make selection among available
standardized tests of those best suited to the use to which
they are to be put. In addition to care in selecting the
tests to be applied, the counselor will do well to make sure
that proper safeguards are placed about the test results in
order that the testing program may not be discredited through
indiscreet publicity, and that caution duly mixed with common sense
is exercised in the application of test results to specific
cases.

Tests of accomplishment in school subjects have been
developed for the junior high school division of the school sys-
tem. Some of these tests are measures of knowledge and skills
already attained, and make possible comparisons between children
of the same school grade. Some subject matter tests are designed
to be diagnostic, that is, either to reveal potential skill or to
present weaknesses with a view to remedial treatment. In select-
ing such tests, care should be exercised to employ both the
quantitative and the qualitative measures. Final selection of
educational tests should be made from among those which have
been thoroughly standardized and for which there is a carefully
worked-out procedure both as to application and interpretation.

Dr. R. D. Allen, Director of the Vocational Guidance
Department of the Providence, Rhode Island Public Schools, has
worked out probability tables and personnel charts which indi-
cate the relations between mental age, chronological age,
intelligence quotient and accomplishment quotient, and the
desirable educational program indicated by these relations.
In addition to the individual pupil's personnel chart, it is
possible to use Dr. Allen's charts for an entire grade or
division. The counselor can then see at a glance the number
of pupils who are over age chronologically, the mental ages of
these pupils, and the quality of school work which they are
doing. This gives him data on which to base predictions as to
the probable school success and length of stay in school of the different members of a given grade. The peculiar advantage of the Allen charts is that they make it possible to show graphically the relationship and implications of several important factors which have to do with school success.

The application of a probability table to vocational guidance is thus described by Dr. Brewer:

"Suppose three thousand tool makers, by means of a trade test, are divided into three equal groups of one thousand each, according to lowest, highest, and average ability in tool making. Having distributed these men along the horizontal in their ability as tool makers, let us now examine them with a psychological test, and, without regard to their score in tool making, classify them along the vertical into three equal groups of one thousand each, lowest, average, and highest, in the psychological test. Omitting the zeros, we might attain some such representation as the following:

Tests in Tool Making

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Average</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological tests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>High</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Advice based on such a diagram may then be given as follows: A boy who is considering tool making attains a score in the psychological test which falls within the group marked lowest. It appears, on the basis of these data obtained from 3000 cases, that his chances for low grade work in tool-making are six out of ten, while his chance for high success is only
one out of ten. Here, however, we must never commit the error so often suggested, if not actually committed, of applying averages to the individual. It may be that the particular boy before us is actually the one out of the ten who, on account of high moral qualifications, persistence, tact, good habits, and other things not measured by psychological tests, may succeed in spite of the apparent odds against him.

The conclusion toward which psychologists seem to be moving is that vocational success, in so far as it depends upon intelligence at all, is due not so much to general intelligence as to a specific pattern of general intelligence. In other words general intelligence tests are a quantitative and not a qualitative measure of intelligence.

The development of vocational-guidance tests has not kept pace with the development of mental and pedagogical tests. Beginnings have been made, however, and counselors before undertaking to use such tests, should make a study of the existing contributions along that line. Vocational-guidance tests may come to be useful in indicating the general vocational field in which a person would be most apt to succeed. There is justification for extensive experimentation with tests, but guidance based on results obtained should be extremely conservative.

Beginnings have been made in production tests in shop work, and there are being developed in the school print shop and sheet-metal shop, instead of the exhibit of the best work, a series of graduated scales representing the different grades of work produced by the individuals composing each of several
groups. For example, we shall have a scale for those who have
had five weeks of instruction, and another for each of a number
of convenient periods: ten weeks, twenty weeks, one year and two
years.

Aptitude tests are built on the theory that simple ex-
ercises, say of a manual nature, should be possible to a boy who,
or a girl who, has an aptitude for more difficult tasks of the
same general character. Assembling the parts which go to make
a lock and selecting from a large number of pictures the tools
needed to shoe a horse, are samples of the kind of measure. The
merit-badge tests of the scouting movement have a similar guid-
ance value."

Dr. Brewer again says: "Much has been made in popular
literature of the army discovery that there is an intellectual
hierarchy among the occupations. The arrangement from high scores
to low, however, applies but to the averages, not to all workers.
In each occupation itself there is a great range from high to low,
and the overlapping among the various occupations is enormous.
Nevertheless, it is quite time that if a worker expects to carry
on high class intellectual processes in his calling, he should
possess a correspondingly high mental equipment. Thus it becomes
possible to state our guidance in terms of probabilities. If a
boy's score is 90, with 100 the average score for boys of his age,
he had better be warned of the hard problem ahead of him if he
persists in his ambition to become an architect, and told that he
has a greater chance of success in machine work or drafting. The
general intelligence test, so-called, is of course only a composite
of specific skills. If these particular skills are widely selected, and if the result is carefully compared with the other data available, the counselor’s advice based on probability of success in a given educational or vocational effort will usually prove useful. Pending further experience however, tests are being used to increase educational and vocational opportunity, not to limit it."

Counselors should study the educational offerings of the community through its schools, museums, art galleries, libraries, etc. in order to enable children and adults to use these opportunities in preparation for a vocation or for further school or college training. The junior high counselor should have ready available up-to-date information concerning all sorts of opportunities for further education under the following heads:

1. Public school opportunities—regular and special, with courses and requirements for entrance, requirements for completion, covering academic courses, prevocational courses, vocational courses, all-day, part-time, co-operative, evening, special, vacation, summer opportunity classes, etc.

2. Private philanthropic schools, such as Y. M. C. A., Y. W. C. A., Y. M. H. A., K. of C. and settlement houses, art schools, music schools, all endowed schools and institutes.

3. Private-profit schools, such as business colleges, auto-mechanics schools, etc.


Along with these should be included full information concerning corporation schools, schools being run entirely
by business and industries for the benefit of their own employees. A survey of opportunities for apprenticeship should also be made.

Museums and art galleries encourage visits by classes, offer free stereopticon lectures, and give scholarships to gifted pupils. Many junior high pupils would lose opportunity for further school training, were it not for this.

By cooperation with the city librarian lists of the resources of the library will be sent to counselors. Suggestive groupings of books on the shelves will be the best means of reaching the boys and girls, especially if the books are supplemented by attractive bulletins.

A careful study of the educational offerings of the community will reveal the following sources for material:

1. Public Library.
2. Newspapers.
3. Pamphlets from City and State Departments.
4. Leaflets, State Board of Health.
5. Post Office.
6. Western Union.
7. United States Bureau of Education.
8. Pictures and Lantern Slides from industrial concerns.
10. Reports and Documents.
11. Collection of specimens from industrial concerns.

In Cleveland personal interviews with Nursing Centers, resulted in the securing of occupational material for a special class, such as colored girls. For the physically handicapped, by
obtaining the right kind of cooperation, the counselor had the Director of the Department for the Blind write an article, and a similar one was furnished by the office of the State Rehabilitation Service.

An example of a demand for material from the occupational work itself was furnished by a school of architecture. It was sponsored by the leading architects of the city. The dean of the school came to the counselor to find out how information about his profession might be used to interest pupils. His visit resulted in furnishing material which was sent out to the counselors. The "Public Service" lesson was collected by personal interviews. After the interviews were written up, they were returned to the departments for correction and additions.

Finally it must be stated that the best occupational material is often found in a real live interesting person who speaks enthusiastically about his vocation. The counselor can conduct a week during the school year called the "Find Yourself Week". The contacts made with interested persons will result in much occupational information.

Dr. Payne in his book "Organization of Vocational Guidance" draws the following conclusions:

1. That, by following a job analysis outline, there is available within any student body and their groups nearly all the information concerning occupations that that body itself needs, that is, that they already know or can find out under proper guidance that which they need to know concerning the occupations.
2. That the information received by these students through the project-laboratory method is much more valuable and reliable than that received by any other feasible method.

3. That there is a decided educational value in the active participation of the students in collecting this information. It has all the values of the project method, places the student in a real situation, and gives him a point of view that is not obtained by the book method.

4. That the students develop a real and sincere interest in their own projects and the class projects as a whole.

5. That this method should be supplemented by further reading and visits.

6. During the progress of the work, the counselor should supplement the work of the students by making analyses of personal traits, major characteristics, educational attainments, interviews of school subjects, physical requirements, limitations, etc. that are necessary for success in certain occupations or that preclude any chance of success in some other occupation.

7. That each student should make several of these investigations, until he has developed a clear conception of the method of collecting occupational material, and also a clear method of evaluating the advantages and disadvantages,
the requirements for entrance, opportunities for promotion and progress, and the varying types of rewards to be found in each occupation.

8. This method provides material that is clearly within the grasp of the student, and, in addition, the nature of the questions in the outline and the method of investigation arouse the interest of the student and make him a part of the real situation.

9. When the student is called upon to make reports to the class, it is an intensely personal matter with him. He is not reproducing merely cut-and-dried fact knowledge.

Dr. Brewer, however, believes that mere job analysis may be a prime requisite for vocational education, but it is quite inadequate for vocational guidance.

The Girls' Trade Education League of Boston has published a set of fourteen bulletins, each one devoted to a single occupation for girls. A larger bulletin entitled "Opportunities for the Fourteen to Sixteen year old Girl" has also been published. These bulletins, together with the excellent set of "Vocations for Boys" prepared by the Vocation Bureau, furnish very good occupational material. The Women's Educational and Industrial Union of Boston has prepared a number of valuable pamphlets on vocations for women.

Daily papers and magazines are full of excellent material on various occupations, on how men are succeeding along certain lines, on some of the secrets of success in the lives of our successful men and women, and on the difficulties which they have overcome. A volunteer corps of junior high school pupils should collect these from the students, sort, mount, and
label them and keep them in large manilla envelopes in a vertical file.

In the last analysis, the counselor should consider the following questions:

1. Is the book information accurate?
2. How long will it be before that information is out of date?
3. Do the books cover all the points upon which information should be given concerning these occupations?
4. Is the information concerning the occupation perfectly true in his own particular locality?
5. Is the occupational material adapted to those of low I Q. and high I Q.?

It is pleasing to note the conclusion of A. H. Edgerton, Teachers College and the Lincoln School, Columbia University, who made a study of guidance and counseling activities in one hundred forty-three large and small city systems and found one of the most important provisions to be:

Collecting occupational material and making it available to pupils.

1. Through office surveys, source bulletins, opportunity literature, etc.
2. Through contact with employment problems of junior workers, etc.
3. Through excursions, reports, posters, and charts for showing industrial opportunities, moving pictures, etc.
The counselor, then, should collect material to extend the pupil's occupational horizon, to arouse his ambitions, to create interest in one or more occupations, to inculcate right attitudes towards all kinds of necessary work, to establish ideals of service, and to help some few individuals make definite choices. To meet these various needs as well as to satisfy different types of pupils, many kinds of material are needed. The right kind of occupational material is information, secured by genuine research and representing the contribution and views of many people or all the people concerned in a given field of occupation. Such material can be found in the books by Frederick J. Allen, a discriminating investigator.

The establishment of classes in occupations in the junior high school is probably the most significant development of vocational guidance. These classes aim to give the pupil an acquaintance with the entire field of occupations, and a method of studying occupations wherewith he can meet future vocational problems. The class may be in the department of social studies. It is often advantageously combined with classwork in educational guidance, which comprises such topics as how to study, the purposes of the various subjects, the characteristics of the several curricula, the educational opportunities of the community, and the like.

Some of the methods of teaching the class in occupations are:

1. Talks by instructor. These should be followed by questions, discussions, and individual conferences. Assignments—securing additional information in a
school library or neighboring employments; preparing
for discussion one particular phase of an occupation;
securing, organizing, and presenting data for debate
upon the various phases of an occupation, the rela-
tive merits of two occupations, or a labor problem;
dramatic presentation of an occupation; reports on
interviews with workers in particular occupations;
treating an occupation historically, or correlating
it with science, mathematics, and other branches of
regular school work; preparation of oral talks and
written papers upon pupil's own employment, experi-
ences and problems; biographical readings; collect-
ing, classifying, and filing newspaper clippings and
magazine articles.

2. The use of a text - "Occupations"-Gowin, Wheatley,
Brewer; "Vocational Civics"-Giles; "Choosing an
Occupation"-Ziegler and Jaquette. There is need for
definiteness of outline in the work of the class.
The textbook should be supplied with exercises and
suggestive questions, and should provide for the
study of printed matter, visits, interviews, original
investigations, reports, discussions, and debates.
It should candidly state the difficulties and prob-
lems in the occupations, and should touch upon the
social and economic questions necessary to be under-
stood.

3. The use of Allen's,"A Guide to the Study of Occupa-
tions", which contains a bibliographical list of
carefully selected and properly appraised occupational information dealing with the nine great groups of occupations as determined by the Federal Census, and a general list of source material.

The best results have been obtained by systematic studies of real productive pursuits rather than by mere text-book acquaintance. Dr. John M. Brewer, Director of the Harvard Bureau of Vocational Guidance, lists the following points of interest to be used as a plan of study in occupations as an aid to class work in the junior high school:

**Outline for the Study of an Occupation.**

1. What importance to society has the occupation?
2. What things are actually done by a person who is in the calling? (a) Make a list of them. (b) Outline a typical day's work.
3. What are the main advantages of the occupation?
   (a) Service to humanity? (h) Friends and associates?
   (b) Chance to learn?
   (c) Demand for workers? (i) Hours?
   (d) Steady work? (j) Vacations?
   (e) Growing importance of (k) Good living?
   Vocational? (l) Healthful work?
   (f) Interesting work? (m) Moral conditions?
   (g) Promotions? (n) Other points?
4. What are its disadvantages and problems?
5. What educational or other preparation is necessary or desirable?
6. What are the other requirements for entering and succeeding in the occupation?
In one of our Boston junior high schools the classes in occupations worked as follows:

Grade 7 - Workers of Our Country.

Lessons were given on the workers of our country and the emphasis was placed constantly upon what the worker does for us, and each child was led to see that for all her necessities and comforts she was dependent on the work of others.

Grade 8 - Workers of Our Community.

1. Study of industries of special community in which children live.
2. Study of high school courses and the occupations to which they lead.
3. Study in detail of a few definite occupations which will probably be the choice made.
4. Visits to and reports upon a few typical factories. (Emphasize limited work 8th grade pupils can do.)
5. Development of plays to illustrate good and bad ways of applying for work.

Grade 9 - Individual Work.

1. How an education helps.
2. Review course of study offered by high schools.
3. Work out plays illustrating different phases of an occupation.
4. Definite study of the many occupations bringing out work actually done.
5. The following is an outline of a lesson on the milliner:
The Milliner.

I. Different kinds of milliners.
Large retail millinery store; department store; small exclusive shop; home milliner with regular customers.

II. Work actually done.
Making hats; trimming; copying; designing; selling. (Girl may begin as errand or stock girl and work into any of the above.)

III. Advantages.
Chance to learn a good trade; light work with a great deal of variety; chance to develop creative or artistic ability; opportunity to build up a business on limited capital.

IV. Disadvantages.
Seasonal work; long hours during rush season; hard on eyes if night work is required; competition due to machine-made hat.

V. Preparation necessary.
Ability to sew and embroider; knowledge of color and fabrics; ability to sell; some business training if milliner is to have a shop of her own; course in millinery at Practical Arts High School or at Girls' Trade School is very desirable.

VI. Qualities of character necessary.
Absolute cleanliness and attractive personality; tact and patience; honesty and truthfulness; dependability- never promise a hat unless able to keep that promise.

VII. Wages.
A good living wage if girl has ability; if milliner is in business for herself her income depends on size of business and class of customers.
VIII. Is this work worth while?

A good milliner gives happiness to many women—justifiable satisfaction in looking one's best. She has a chance to help women cultivate good taste in their selection of appropriate styles. Her own social standing is excellent.

6. A few visits to typical stores and offices.

7. How to discover interest and abilities.

8. How to be efficient in a chosen occupation.

Without doubt the class in occupations has helped the girls in the lower grades to consider thoughtfully the workers of our country and of our community and in the higher grades, to choose more carefully than heretofore the occupation or higher school they are planning to enter.

Four main ideas must be constantly kept in mind in these classes:

(1) The information given must leave with the pupils all of the truth in an unbiased manner.

(2) Studies must be made as interesting to young minds as possible. Seek to find new devices and to develop the material in an interesting manner.

(3) The information given and brought out, to be of greatest value, must be used definitely in some way either through educational or vocational advisement or both, before the pupil leaves school.

(4) As the most vital result, these classes should be the means of teaching the boys and girls methods of helping themselves to weigh, study, and analyze their aptitudes and the occupations in which such
aptitudes would successfully and happily function, and to use reasonable methods of determining what education or training is necessary.

The best junior high schools today are having short exploration periods in a number of unit courses involving interesting and profitable experiences. It is deemed wise to provide sufficient try-outs to enable pupils to find the type of work best suited to their capacities and tastes, thus taking into account the "shift of adolescent interest", and at the same time rendering acquirement of further training easier for the student. Experience has demonstrated beyond doubt that this procedure has been an incentive for causing a number of pupils to continue through the ninth grade and to enter the senior high school. In such cases it is reported that they usually choose courses more intelligently and make progress from the outset. The chief emphasis is to help all pupils to develop a reasonable amount of perspective and reasoning power in connection with life situations, as a basis for purposeful selection of courses, proper choices of occupations, and later adjustments in employment.

Rochester, New York, has provided one of the most elaborate plans for offering these differentiated courses during the junior high school period. In the Washington Junior High School, for example, three types of industrial courses are offered. These are called general try-out, industrial-technical, and vocational. The general try-out course is for boys in the 7-A grade, since a general requirement in this grade is that every boy shall have one period of shopwork a day. The aim of the work is to give the boy a general idea of what industrial work is like, so that he will be able to make a more intelligent choice of the
course when he enters the 8-B grade. This includes home or household mechanics in a number of the schools. The industrial-technical course fulfills a double purpose. It is both a prevocational training period and a general industrial information course. This course is elective for boys in the 8-B grade or above. Boys spend one term in a certain shop and then change to a different shop for the next term, so that at graduation from the Junior High School they have a definite knowledge of at least five different kinds of industrial work. This course is preparatory for the senior high school.

The aim of the vocational course is primarily trade training, but, after completing a two years' course in this department, a boy may enter the Rochester Shop or Trade School and continue his work for three years, at the end of which time he obtains the State Industrial High School Diploma. A boy may enter this course at any time during junior-high-school attendance, provided he is over fourteen years of age. Upon entrance, the boy and his parents choose the trade which he wishes to follow. He is then given a ten weeks' intensive try-out period in that particular trade. If he shows ability, and, in the judgment of the instructor, will "make good", he continues in that kind of work for two years. If, on the other hand, the instructor believes that the boy is unfitted for the particular trade which he has chosen, he is then given another intensive try-out in some other type of work. This try-out scheme is carried on until the boy finds his niche or until it is definitely decided that he is by nature unfitted for industrial trade work. This course varies greatly from the industrial-technical one, in that
boys do not carry on the junior-high-school work. The day is divided into three hours of shop work, one hour and a half of book work, including English, history, civics, and hygiene, 45 minutes of related shop mathematics, and 45 minutes of related mechanical drawing. It should be understood that the boys in this course are those who intend to drop out of school at 16 or before, and who desire an intensive trade training before going to work. Recently over seventy percent of the boys in this department were beyond the legal age for leaving school, and it is stated that nearly all of them would have left, had they not been receiving some form of trade training.

In the best of these courses for preliminary training purposes, each pupil participates in a reasonable amount of work which stresses the atmosphere and, to some extent, the time element, and accuracy of the commercial plant. Whenever the equipment in the school shop, for example, will not allow boys to do their work by the most practical methods, it is made clear how this would be taken up in the commercial shop, and that their work is being carried on in as practicable a manner as possible with the necessarily limited shop facilities. This and other information, relative to the methods used in larger productive industries, is gained through such sources as planned excursions, reliable reading matter, student reports, motion pictures, class discussions, and talks by specialists.

The present limitations of try-out courses need to be expanded. Census data on occupations must be studied in order to determine just what experiences should be offered. Research is needed to determine just what combinations of exercises are econ-
omically and educationally appropriate, and to draw plans for the best lay-out of shops and laboratories. Research is needed to plan more scientifically the steps taken by the pupils: from the industrial arts of the elementary school to a variety of try-out courses in the general shop; from these exercises in the general shop to more definite trial experiences in two or three callings; from these trials to enrollment in the vocational school. It is also necessary to work out the relationship of these trials to classes in occupational information and to such miscellaneous working experiences as will serve to test abilities and interests. Finally, a checking up of the later experiences of individuals is needed to suggest further modifications in the aims and methods of the exploratory courses.

Vocational guidance must be provided, before, during and after courses in vocational education if these courses are to be truly effective. Students in vocational courses should be enrolled only after careful selection on the basis of fitness and well-considered choice. It is desirable that in connection with vocational education, opportunities be provided for experiences in the vocation under occupational conditions. There should be vocational guidance in connection with the assignment to, and the procedure within, such occupational experiences. Brewer has well said: "A system of vocational education based either on uncritical choices of occupations or on arbitrary assignment, or on the exigencies of the vocational courses, is necessarily grounded on sand. Suggestion, chance, fascination, occupations of relatives, accidental environment, desire to be with associates, and a hundred and one other erroneous bases, lead children to
choose one course rather than another; and in view of these facts there seems to be little certainty that they will use the vocational education when they get it."

Since the cost of mechanical, industrial, trade, and various types of shop practice is from one and one-half to two times as much as the cost for academic subjects, it is especially important that a considerable degree of care should be exercised in selecting pupils for the more specialized types of training represented by the technical courses in the vocational departments of the junior high schools.

The Industrial-Technical course in the Rochester junior high schools has been described on a previous page. The argument that vocational guidance and the offering of opportunities for vocational education tend to encourage early school leaving is effectively refuted by Rochester's results. Prior to the organization of the junior high schools, along the lines previously described, forty-one out of every hundred pupils completing the eighth grade left school, while at present only fourteen out of every hundred leave school. The over-age pupils in the Rochester schools, who formerly dropped out of school entirely on completing the eighth grade or reaching the legal school-leaving age, are now held in school because of the opportunity to secure vocational training. Recently, of 124 pupils in the Industrial and Household Arts courses of the ninth grade, 87.9 per cent could legally have left school but did not. Only ten, or 8.06 per cent, of the 124 pupils in those courses for that year dropped out.

This was in the Washington Junior High School, and is an excellent example of what can be accomplished, and shows the influence of
guidance in vocational education on the holding power of the Rochester junior high schools.

The advantages of seeking to correlate the guidance program of a junior high school with the vocational education program are apparent. Failure to do so means not only wasted materials, damaged equipment, and the ultimate discrediting of the entire vocational effort, but the dissipation of precious time by misfit pupils who undertake work for which they have neither genuine inclination nor aptitude. One dollar, wisely spent on preliminary guidance, may save many hundreds of dollars of the taxpayers' money, and, what is of vastly greater importance, may result in directing the energy and enthusiasm of the person so guided along the line of his real life-career.

Needless to say, the best form of vocational guidance for students in vocational courses has not yet been worked out. The Bureau of Vocational Guidance at Harvard University recently collected figures covering 4,375 cases of discharge from industrial establishments. It appears that the chief causes of failure are not lack of skill or lack of technical knowledge; over 63 per cent of the cases were discharges through failure in human relations and character qualities. What then shall be said of a vocational course which confines its work almost wholly to skill and technical knowledge, without teaching or discussing the character requirements, the sociology, the ethics of the occupation? An instance is furnished by an elaborate curriculum to prepare boys for the printer's calling which does not mention the union question. If qualifications of character are required for each occupation, can these qualifications be
developed in situations quite unlike the vocational environment?

Various studies that have been made show conclusively that economic necessity is only a minor cause for leaving school at the end of the compulsory school age. Large numbers of children leave school because of dissatisfaction or of distrust, or from a conviction that the school is not providing the kind of instruction that they individually need. To raise the compulsory school attendance age and thereby compel children who have left school because of dissatisfaction to return to the self-same conditions under which they revolted, is illogical and heartless.

Let us begin to modernize our curriculum. Let us so adjust programs that the children who are retained in school will find themselves liberated rather than imprisoned. The vocational guidance department should always insist that the junior high school itself enter into a campaign to hold pupils by offering a more varied program suited to the individual needs of the students. The vocational guidance department should seek to find means, through either public or private funds, to provide scholarships when needed to keep pupils in school.

It is well to make a survey at least twice a year of all students who have attained their thirteenth birthday. The students should be analyzed; the offerings of the high schools should be analyzed and charted; the stated, probable, and possible educational and vocational objectives of the eighth-grade graduates should be carefully studied; and then they should be advised to go not only to high school, but to a particular high school, and to some particular course in that high school. Contacts should be established for
them with some particular teacher or person—all for good and sufficient reasons with which the pupil is well acquainted and to which she or he agrees.

In the opportunity classes and extra-curricular activities the counselor must supervise closely the majority of the group and their activities in order to discover the possible possession of certain capacities that may be of value in an effort to salvage as many as possible from a potential group of discards from our junior high school.

The climax of the junior high school program in vocational guidance might be an intensive "Go-to-High-School-Campaign," featured by such plans as the following:

(1) Interviews by the teachers, principals, and vocational counselors with pupils who said they were not going back to high school.

(2) Open-house day at all the high schools.

(3) Talks by vocational counselor.

(4) Special program by parent-teacher and Alumni Associations.

(5) High Schools send posters to every junior high school, and speakers to the junior high school from which they had graduated for a short talk.

(6) High-school papers and magazines mailed to all junior high school graduates.

(7) Personal letters from members of Rotary, Kiwanis, and other civic clubs to all junior high graduates.
The following quotation from the report of a vocational counselor in one of the intermediate schools in Boston indicates that sympathetic aid and encouragement retain in school nearly all the pupils:

"Pupils are helped by teachers and principal to receive part-time employment so that a continuance of education will be possible. The counselor in every case where a pupil wishes to leave school investigates the economic needs of the case and confers with the parent. We try to show our pupils that education pays in dollars and in satisfaction with one's work, a satisfaction which accompanies definite accomplishment. We give them all possible information to prove that nobody wants an unprepared worker, that no employer wants to have a fourteen-year-old pupil if he can get a sixteen-year-old. Pupils who have had experience in summer work, tell about working conditions, pay, opportunities for advancement, and why they come back to school instead of staying on the job for the year. Classes have discussed various types of work, led by pupils whose brothers and sisters are employed in that work. Pupils gifted in art have been encouraged to take free courses at the Museum of Fine Arts. Home gardening has been encouraged in attempts to show the economic value of even a small garden. The career of homemaking and dignity of housework as an occupation have been emphasized, and girls visit both the High School of Practical Arts and the Trade School for Girls in order to see for themselves what those schools offer them in the way of further education to prepare them for later life. Representatives of some of the largest stores gave talks to the pupils in regard to hours, wages, and requirements of
pupils entering employment for the first time, and especially impress upon them that no reputable house hired pupils of fourteen or even fifteen for any kind of work."

In conclusion then, if the vocational guidance department is to help retain a larger proportion of the junior high school body in school, it should insist on at least the following:

(1) The recognition of individual differences.

(2) Distinctive offerings and adjustments in its course of study to take advantage of, and afford opportunity for the exercise of those individual differences.

(3) Diversified experiences for self-discovery.

(4) At least four curricula offerings made up of required constants, with electives as variables:
   (a) The straight academic course.
   (b) The household arts course.
   (c) The industrial arts course.
   (d) The commercial arts course.

(5) A wide range of extra-classroom activities.

The choice of a position or a vocation should take into consideration the physical condition and mental attainment of the young person and the future offered by the occupation. Placement should come only after a careful and persistent effort has been made to keep the pupil in school, and whenever possible it should be in part-time work for a substantial period. It should be regarded as but one of the later steps in a complete program of vocational guidance.

The school, as custodian of the child's welfare, as
well as of the general social welfare, has a great duty to perform in seeing that such children as must of necessity go to work are not exploited as child laborers. It must also undertake to make sure that the initial employment yields vocational-guidance values, so that, when another placement becomes necessary or desirable, it may be made in the light of the lessons learned from the previous employments. We must know whether the vocational counsel we have given the child is really sound.

However, if the school age is raised, and if children can be given adequate training before the time for placement comes, in knowledge of occupations, information about the problems with which they will have to cope, and training in effective speaking, it seems possible that the young people might find their own places. At some time the worker must learn to stand on his own feet in the occupational world, to make his own adjustments. No system of vocational guidance would delay the coming of independent action, provided the child is capable. Until the child is better equipped for seeking work, and until his sources of information are better, it will be necessary to make placement work incidental to vocational guidance. Each community must go back to the original sources of its population for the background of ideas in its placement program, and then organize activities and further serve the juniors who find it necessary to enter upon employment.

Placement should be done through the machinery of the school placement office, and the element of chance in job getting should be eliminated. Under placement the following points need to be considered: (a) the securing of a work permit or employment
certificate; (b) the issuance of a work permit should be contingent upon a written promise of employment from the employer; (c) the effect of child labor laws upon that particular child and that particular job—this would cover forbidden occupations, machinery, hours, hazardous employment, minimum-wage laws, etc.; (d) entrance to the part-time continuation schools,- part of the process of placement would be registration in the continuation school, and if over the age limit the student should be advised to enter some specific evening school class or classes; (e) union regulations; (f) apprenticeship regulations.

The guidance counselor should maintain and develop contacts with all forms of placement agencies, such as school placement officers, co-ordinators, United States Junior Employment Service, Federal Employment Service, State Employment Service, private employment agencies, special agencies, employers' agencies, manufacturers' associations agencies, philanthropic agencies, such as Y. M. C. A., Y. M. H. A., K. of C., Y. W. C. A., Rotary Club, Kiwanis, Elks, Boys' Clubs, settlement houses— and develop the self-placement idea through friends, relatives, inquiries, alumni associations, etc. This should be a part of the counselor's regular program. He can get much valuable information from these people, and, in return, can perform valuable service for them. Records should be kept and reports made on the contacts established.

The Placement office has undeniable advantages for exercising guidance:—the applicant is receptive to advice; the office is in close touch with the needs of occupations; the reaction on the school can be made effective for better school work. In spite
of the dangers, better methods of finding work are needed. What at least can be done? In the first place, the school should co-
operate with the employers in finding out about the number of persons engaged in each kind of work, and the approximate number hired each year. Second, the school can ascertain and publish the list of actual present vacancies. Third, the counselor can use his influence in systematizing and rationalizing the hiring of workers— he can co-operate with all forms of placement agencies, and can aid in writing the specifications of jobs and in formulating application blanks and preliminary tests.

In a large junior high school the vocational counselor should interview the applicant for work, studying carefully a Registration Card, containing personal information, school record, vocational interest and history of experience— this to be kept on file. The counselor or his assistant should make the personal contact one of friendly encouragement and actual assistance to boys and girls, and should find it a splendid opportunity to create a sympathetic understanding with the registrant. The confidence which can be gained enables one often to speak tactfully, yet freely, upon subjects which even a teacher or an employer hesitates to mention, as personal appearance, cleanliness, appropriate dress, business conduct, and correct speech. The selection of a candidate for a position can be determined by his vocational interest or preference, school record, personality, health, residence, knowledge of his previous experience, the report of former employers, and in many cases economic necessity.

As a rule not more than one person at a time should be referred to an employer. If more than one is sent, this fact should be made known to the applicant. The person making the placement
should record all details on a Continuation Card and Work Record Card. Thus each firm can have a separate work record, listing names of employees registered or placed through the Vocational Guidance Department of the school. Placement results should be checked up by telephone if possible before the end of the day. In the case of an application from an unknown or doubtful firm, a visit should be made before placement, and a form filled in and filed for confidential information.

After a few weeks an effort should be made to visit each new placement. This will be especially helpful to the younger workers and those on their first job, as well as much appreciated by employers. The visits should be in the nature of investigation. They will enlarge the counselor's knowledge of business processes and demands, and give an opportunity to note the type of worker employed and the training required. It should give the vocational guidance department a working knowledge of the occupational world of which their registrants already are or aim to be a part, as well as the opportunity to observe at first hand the good or poor results of the junior high school system. Adjustment made as an outcome of this knowledge, together with a careful study of the individual, is the measure of success of vocational guidance as applied to placement.

The everyday problems of placement work are as many and varied as there are individual applications from employer and employee. Some pupils must be shown that they are overestimating themselves. The opposite type, who see only their weaknesses and inability must be given courage and confidence. The unprepossessing, the disorderly, the indifferent, those who are looking for
advancement before getting a place on a payroll, the one with a chip on his shoulder, the overdressed, the careless in English speech, need the best that vocational guidance can give.

The counselor must face the difficulty of finding the right work, and suggesting the improvement method for the boy or girl who stutters; or obtain the interest of an employer and prepare the way for the application of an ambitious pupil who comes for the reward of perhaps surmounting physical handicaps.

Placement is a problem, therefore, complicated by the triangular process it entails: the matching up of the demands of the employer, the qualifications of the applicant, and the agency of the junior high school. It demands from its nature: (1) time to explore the possibilities of the occupational world, and the immediate demands of the community; (2) effort to secure and hold the confidence of its registrants; (3) clerical routine to preserve mechanical details and records. Nevertheless, placement has its compensations; not intangible and of the future, like those of other phases of vocational guidance, but actual, tangible and of the present. No school vocational guidance program can claim to be comprehensive without a placement service. In fact, the public school placement office should gradually come to be the principal source of supply for junior workers in the community it serves. The extent to which employers look to this office for young workers may well be considered a measure of its success. But employers will not become regular patrons of a placement office unless it gives them discriminating service. Nor is any other kind of service of real permanent value to the boy or girl seeking employment. A mere job-finding office is not
a legitimate part of a vocational guidance program.

The junior high schools should undertake follow-up work and employment supervision, to extend throughout the time of the minority of the child and to be exercised in co-operation with the agencies previously mentioned. For several years after leaving the junior high school students should be encouraged to keep in touch with the vocational counselors of the schools to which they formally belonged. Follow-up and placement must, of course, go hand in hand, not only on account of the additional data regarding the child's skills, aptitudes, and habits which are thus gathered, but because it is the only practical method of finding out whether the vocational counsel we have given the child is really sound.

A specific effort at following up the pupils who have been advised by vocational counselors is reported by the Vocational Service for Juniors of New York City.

This report describes the results of vocational guidance given to 556 students of the graduating classes of six elementary schools in New York. This group was guided by the school counselors in the fall of 1920, and the follow up of each student has been carried on for a year and a half. The following results have been found: sixty-seven per cent were advised to go to high school, twenty-six per cent to trade school, eleven per cent to special schools, and five per cent to work. Forty per cent of the pupils already had places which were O. K.'d by the counselors. Sixty per cent of all pupils guided followed the counselor's advice (sixty-four per cent of the girls and fifty-seven per cent of the boys). Of those who
followed the counselor's advice, eighty per cent were successful, as compared with sixty-one per cent who were successful in the group who did not follow the guidance.

The aim of the follow-up work should be five-fold:

1. to round out the work of educational guidance and placement;
2. to provide direct outside contacts between young people who have graduated or withdrawn and the vocational guidance department of the junior high school;
3. to equip the members of the vocational guidance staff with first-hand knowledge of the opportunities various firms offer for experience, salary advance, responsibility, executive work; and so provide a sound basis for further placement and adjustment;
4. to receive from former pupils and employers constructive criticisms which will help the department to increase its scope and be of greater service;
5. to assemble from all fields such suggestions and advice as may aid the junior high schools better to prepare their students to meet the ever-changing demands of community business.

The individual follow-up should create an intimate personal relation between the Vocational Guidance Department and its registrants. The strength of its hold depends, of course, upon that foundation for mutual understanding which was laid during interviews, conferences, and contacts in the junior high school. Once established, it carries over from school to life, and provides the beginner with one point of stability in that period of stress when the system of his universe overturns, and he is transformed from being the center about which curricula and educational activities revolve to a minor satellite, wandering rather aimlessly on the outer fringes of employment. This
kind of follow-up work concerns itself chiefly with the attempts of each individual to obtain his vocational preferences, the educational helps he needs to further them, and through knowledge of his capabilities and opportunities, roughly gauges his actual achievement.

Employment follow-up is a term applied to visits made to places of work, visits which focus attention upon the worker's relation to the world of work. Every business, or industry, no matter how simple or crude its organization, gives the effect of permanence and stability, of being something outside and bigger than the men who built it or those others that carry it on. This feeling expresses itself in employment follow-up by conscious comparison, the worker tried out against industries, his abilities discovered, his opportunities estimated in the light of its demands, and his reactions.

Either type of follow-up work, taken by itself, tends to place a false emphasis on values. Employment follow-up over-estimates the importance of the worker's relation to the commercial machine. Individual follow-up, through the personal appeal which is its essence, loses sense of proportion. The object of its interest, isolated, close at hand, lacks the correction given by proper perspective. The follow-up work, therefore, should be two-fold, that one part may be a check upon the other.

An employment follow-up visit comes about as the direct result of placement, and is used as a check upon successful placement. The well-made follow-up visit should do more. Made primarily to the employer, it ought to afford him a chance to become better acquainted with the functions of the vocational guidance
department. Many of the new employers who might be added to the application lists should come through publicity given by such organizations as the Chamber of Commerce and local boards of trade, through recommendations of the employers, or else through one of their own staff, who at some time may have been a registrant of the bureau.

Calls might come in to the department as they would to a commercial agency. It is only when the employer begins to understand that the fundamental difference between a Department of Vocational Guidance and a mercantile agency is not so much a matter of fees, as of attitudes and methods. Effort to select a right candidate, ability to justify the choice from records covering scholastic attainment, personality, and verified experience, responsibility for fair treatment of employer and employed – these three are important points of procedure.

The effect of follow-up is cumulative. The first visit gives a preliminary survey of the organization and apparent prospects. But the intangible things which make each application a problem peculiarly different, conditions which predetermine success or failure, all these have to be learned through continued contacts. Employment visits, purposely repeated, the experiences of the persons placed and persons placing, correct or verify impressions and go toward making up a body of working knowledge which will simplify placement procedure with a particular firm. Promotion and progress are often conditioned by ability to foresee and prepare for future opportunities. Employment visits acquaint the vocational guidance staff with these possibilities. Discussions of them with managers and executives reveal their nature and
scope, the qualifications and training considered necessary. Equipped with this information, it is possible to show young workers what wider responsibilities lie ahead of them when they have fitted themselves to meet such demands.

Placement affords another means to make a first contact for individual follow-up. During the vacation period a demand for temporary workers should make it possible to offer at least once, to the larger proportion of registrants, employment of some kind. Since the bulk of the work is done over the telephone, the vocational counselor, from the very beginning, establishes with the home a friendly relation based on a common interest in the young beginner. This telephone call is usually more enlightening to the parent than to the registrant, since it makes him realize that no longer need graduation terminate the student's connection with every department of the junior high school.

In order that no individual might be neglected or overlooked, there should be sent out a circular letter, accompanied by a questionnaire, sufficiently detailed to obtain an account of the registrant's working experience. The educational and employment history of the class will thus be as accurate and complete as it is humanly possible to make it. Information is acquired through home and employment visits, through correspondence, through office and telephone calls. The mass of material thus collected can be analyzed to show the number of junior high school students continuing their education in high school and evening school, the schools selected, the types of courses chosen, the number that are at work, the positions held, the salaries, the service the department has been in placing, the record of its unsuccessful
attempts, the reasons given for rejection of candidates and for failures upon a particular job.

The following statement from a vocational guidance worker in Boston shows the valuable results of follow-up work:

"Much material for lessons in civics, personal hygiene, mathematics and related work have been gathered. Practically all the firms are glad to tell us the great amount of good the school is doing for the individual and the community. Many of the children who were apprentices with firms doing such work as errands, light clerical work, packing candy, floor girls, or in altogether light jobs, are still with the same firms but advanced in their jobs. Many of these children now 18 or 20 years old are skilled operators on machines employed in work earning large pay. I remember meeting one who had advanced to floor woman. Talking with her, she claimed the help received in the junior high school had always been a great incentive. Today when she needs new girls she at once phones the school for new apprentices knowing that the problem of help is settled at once. The girls in the offices have been advanced to assistant bookkeepers and expert typists."

There are many so-called "blind-alley" jobs, which are all right for young people so long as they do not stay at that same job for too long a time. These jobs offer few possibilities for progress in themselves. The only way to progress is to quit and get another job of a higher grade. Within certain limits there are possibilities within these jobs, and these possibilities can best be developed if there is an agreement with the employer that a worker shall stay on one job, say, three months, then shall
be transferred to a higher job, while another worker is placed on the first job. In this field the following must be kept in mind:
(a) Business should be done by agreement with the employer as a part return for the service of placement rendered without charge;
(b) There should be a system of reports from the employer and from the employee, checked up by personal visits and inspections whenever necessary: (c) A rate of promotion should be established; this should be in terms of length of the job, the degree of success, the wages paid, and the behavior of the individual worker; (d) There should be in each place of employment a sequence of promotion, that is, one job should be for beginners, another job should be the next step, and still others the third step, and so on.

This whole process should be one of readjustment and replacement in terms of the individual's development, new abilities, or disabilities discovered, toward the dual end of the greatest development of the individual and the greatest service to society as represented by the individual, the employer, and the job.

Members of the vocational guidance department, by visits to firms employing young persons, or by letters and cards of inquiry, or by telephone can ascertain the kind of work done by employees placed through the department. Through calls at the office during the day school hours, or at noon hours, reports are obtained from the young persons. Thus the department acts as a clearing house for both parties and is often able to adjust difficulties that otherwise might lead to discharge or to leaving work. From six to nine months after graduation from the junior high school the department should get in touch with each graduate.
Those coming to the vocational guidance office for assistance should bring a personal record filled out by their teacher. The facts on this record should be kept of all contacts with young persons up to the age of twenty-one years. These cards may serve as a basis for several kinds of research studies. The information they contain provides an opportunity for the vocational guidance department to compare training in school with the actual needs of the commercial and industrial world.

No vocational guidance scheme in a large junior high school, then, is complete without follow-up or employment supervision. It is necessary that records be kept for three purposes: the first being so that reguidance and replacement and adjustments may be effected whenever necessary; the second, so as to check up on the results of the guidance and to test its validity; the third, so that information may be obtained that may be of value in reorganizing the curriculum of the junior high schools, the establishment of special classes, the segregation of certain groups into certain classes, etc.; the fourth, for the purpose of obtaining accurate vocational information concerning the possibilities of certain jobs, opportunities for promotion, conditions of work, etc. No perfect system has yet been evolved, and regardless of whatever changes the future may bring, nothing can change the principle upon which follow-up is built - that follow-up is that function of vocational guidance which correlates all phases of educational activity on the one hand, with all phases of employment activity on the other.
6. Use of the Questionnaire.

The questionnaire method consists in having children fill out blanks which call for information regarding age, school grade, subjects being pursued with preferences and reason for same, father's occupation, extent of father's and mother's education, child's own occupational preferences, if any, child's educational plans and similar data. The following is a good illustration of a questionnaire, as worked out in a class in Vocational Guidance, conducted at Boston University by Professor Frederick J. Allen:

**Questionnaire For Vocational Guidance.**

**A. - Family information**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Name</td>
<td>9. How long in this country?</td>
</tr>
<tr>
<td>2. Address</td>
<td>10. Language spoken in home</td>
</tr>
<tr>
<td>3. Date of birth</td>
<td>11. No. of brothers or sisters</td>
</tr>
<tr>
<td>4. Birthplace</td>
<td>12. Occupation of parents</td>
</tr>
<tr>
<td>5. Mother's Name</td>
<td>13. Earnings of parents</td>
</tr>
<tr>
<td>6. Father's Name</td>
<td>14. No. of wage earners in family</td>
</tr>
<tr>
<td>7. Nationality</td>
<td>15. Property</td>
</tr>
<tr>
<td>8. Naturalized or foreign born</td>
<td>16. Culture</td>
</tr>
</tbody>
</table>

**B. - Environment**

<p>| | |</p>
<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td>1. What? (industrial, residential, foreign)</td>
<td></td>
</tr>
</tbody>
</table>
C. - Qualities of Child

1. Health
   Physical
   2. Height and weight
   3. Physical defects

School Information

1. I. Q.
2. Teacher's Estimate
3. School Attended
4. Courses Taken
5. Record in Studies

(a) Mental
6. Best in what
7. Poorest in what
8. Special talent
9. Further education planned
10. Attendance record
11. Extra-curricula activities.

(b) Moral
3. Habits or peculiarities likely
   to interfere with success.

D. - Activities Outside School

1. Music
2. Radio
3. Library
4. Clubs
5. Leisure
E. - Efficiency Record (rating)
1. Reliability
2. Initiative
3. Accuracy
4. Industry
5. Co-operation
6. Personal appearance
7. Courtesy
8. School spirit
9. Neatness of dress
10. Cleanliness
11. Habits of thrift
12. Sympathy

F. - Employment Experience
1. Saturday
2. After school
3. Vacations
4. Occupation liked best
5. Occupation disliked
6. Earnings

G. - Chosen Occupation
1. First choice - why?
2. Second choice - why?
3. Third choice - why?
4. Parent's preference
5. Teacher's recommendation
H. - Preparation for Chosen Occupation

1. Courses taken
2. Grades
3. Special teacher's estimate
4. Outside activities
   (a) nature
   (b) amount of experience

If the limitations of the method are recognized, much worthwhile information can be secured by this means. It has been found that junior high school pupils record their vocational and educational plans with a considerable degree of reliability. Professor Proctor of Leland Stanford Junior University reports that in a fourth year follow-up of 272 cases of pupils who had either dropped out of high school to go to work, or had gone to work after graduation from high school, 108 of them or 40 percent, were engaged in occupations of the same or higher rank than those mentioned in answer to the questionnaire four years earlier. When the blanks have been filled out, and such use made of the data for general purposes as seems desirable, the most essential items bearing on social status, educational and vocational plans, interests and aptitudes etc., should be transferred to permanent record cards for future reference. Such records are, when faithfully kept, of great value to counselors when engaged in the advisement of individual pupils.

The self-analysis blank is also very useful. It differs from the blank just mentioned in that it usually calls for a considerable amount of introspection, illustrated by such questions as "Are you a follower or a leader?", "Are you honest?", "Are you
reliable?" , "Are you ambitious?", or, "Can you see any indications of inherited tendency of ability in your life?" The following questionnaire might impel self-analysis on the part of the child and furnish vital information to the counselor:

Questionnaire.

1. What line of work should you like to pursue after completing your school career? (vocational analysis)

2. What characteristics do you possess which particularly fits you for this type of service? (personal analysis)

3. What training have you had along these lines? What additional training will be needed to increase your efficiency? (curricular analysis)

4. In what subjects will you specialize in order to prepare yourself more thoroughly for your chosen work? (curricular analysis)

5. What will be your duties if you adopt this vocation? What disadvantages are associated with this type of service? (vocational analysis)

6. State the ways in which efficient service in your chosen work will contribute to your personal advancement and to your usefulness as a member of society? (social analysis)

7. In what ways will your chosen vocation develop worth-while traits of character? How will it contribute to community uplift? (ethical analysis)

There is a natural tendency on the part of any individual to overestimate his own good qualities and underestimate his less desirable qualities. Such items as neatness, reliability, co-operativeness, and social qualities cannot be judged entirely, therefore, on the statements of the individual
concerned, but should be supplemented by reactions from parents, teachers, and associates.

The questions asked should be designed to bring out specific items of behavior from which inferences may be drawn. Instead of asking, "Do you enjoy reading good books?" to which nine out of ten individuals would reply, "Yes", ask the person to make a list of the books read within the past year. Questions which cannot be asked in a way that will elicit accounts of specific acts would better be left out, and the supplementary information as to their tastes and inclinations received in other ways. Brewer says: "A list of useful acts is as much better than a list of qualities as works are better than mere faith". If self-analysis blanks can be freed from the objectionable elements, they can be made to contribute to the individual's powers of self-guidance, as well as to the counselor's fund of usable data regarding the individual advisee.

There should be recorded also the observations of others who know the individual intimately. The counselor should make a personal visit to the child's home, approach the parent tactfully and convince him that the information is to be used for the best interests of the child. The counselor can then ask the questions, record answers on a blank, and discuss doubtful points. Rating scales which cover the points on the blank under investigation can be used to get the teachers' estimates of special interests and abilities. Blanks for the use of children's associates in school and play may be used, provided they are simple and direct, and do not contain questions relating to moral conduct. Small groups might rate each other in
regard to early distinguished interests and abilities, as a sort of game.

The use of a prepared blank with definitely formulated questions for the interview between counselor and student should occupy a central place and should aim to clear up doubtful points and supplement information already at hand. Provision should be made on the blank to note phases of behavior of the subject during the interview. The best practice seems to indicate that the counselor rather than the child should fill in most of the answers on the record blank. If the child does the work unaided, either the question may be misunderstood, or the answer may be made to fit what the child thinks is wanted, or the temptation to vary from the exact truth may be presented. Frequently the counselor will find it necessary to ask three or four questions, in order to obtain a satisfactory statement to fill one space.

Of all these blanks the simplest are the most workable, for the average child two-thirds of the questions on a card with many spaces to fill have no significance whatever. It seems best, therefore, to ask a minimum number of questions and to allow space for comments or other significant facts discovered in the conferences. Thus the teacher or counselor and the child are enabled to save time and to concentrate on vital matters.
7. School Activities as Steps in Guidance.

The modern junior high school offers general activities in academic information, physical training, and hygienic living—all of which are essential in any occupation. The main drive for successful work in these activities is recognition, usually expressed in good grades at the end of a month or a semester, a recognition which in individual cases needs to be supplemented by daily appropriate encouragement for worthy effort exerted.

Special activities are also provided by a modern junior high school. These special activities extend the range of a pupil's experience into commercial, industrial, and professional lines. With the introduction of these activities, the modern school has provided industrial shops, commercial departments, laboratories, facilities for music instruction, and the auditorium programs.

Besides the general and special activities provided by the present-day junior high school, the extra-curricular activities are essential from the educational and administrative viewpoint. These activities include student control, school publications, clubs, social activities, committee work, vacation employment, and placement. They are the most vital citizenship training factors. Modern, well directed, socialized recitations have embodied these excellent factors with regular school work. These extra activities make the student aware of their responsibilities as individuals, develop a popular student opinion, and result in a discriminating line of conduct. We must offer extra-curricular opportunities for
all, and have many participate in initiating and organizing such activities.

Opportunity for participation in student government not only helps to teach civic rights and responsibilities, but it also gives play for tact and human intercourse which is important in the vocation. Without a doubt students obtain more usable experience and information from contact with each other than they do from adults. Pupil participation in school government will provide opportunity for habits to be established that will carry over into after-school life. That plan in which the co-operation of the students is essential for complete success, and which is developed slowly and in response to felt needs, and in which the suggestions for change or improvement come from the pupils themselves, will be the most effective as well as the most enduring. It is through practice in working out solutions to concrete situations that student governmental participation brings its best results. It is in connection with student affairs, care of buildings and grounds, management of co-operative enterprises in conjunction with other organizations, etc., that the democratic type of school management functions to best advantage. These activities test, select, and train without the failures and disappointments attending failures to pass in school work. They are a means of teaching the principles and practice of co-operation, the true meaning of both obedience and leadership, and so equip the future worker for effective grappling with the complex problems of employment. The vocational counselor needs to take account of the traits developed.
School papers and publications afford an opportunity for pupils to gain literary and business experience by editing and managing the same, and also afford opportunity to influence school opinion for or against measures of policy which come before the student council. The principle of guidance here must be assistance towards self-help and self-direction, rather than dictation or rigid censorship. These school publications will give students elementary instruction in journalism; they will provide tryouts preliminary to college courses in journalism; they will create and maintain community interest in the school; they will give elementary training along advertising lines both in writing "copy" and selling "space".

Valuable practice in the habits and virtues of citizenship may be gained through membership in student clubs. Initiative, resourcefulness, and energy are required of the leaders of these clubs, and because they appeal to a great variety of interests, they tend to bring out qualities in pupils which would otherwise remain undiscovered and undeveloped. Among the most important clubs from the social-civic point of view, will be the debating and dramatic clubs which train the boys and girls in powers of expression. Club activities of an occupational character give splendid opportunities for supplementary vocational experiences. A Repair Club offers training of practical value in everyday life, and at the same time inculcates thrift and respect for property. A Gift Club develops the same type of manual skill, but is articulated with the altruistic work of the school. Electrical, Radio, Aircraft, and Scenic Construction Clubs all help to serve as steps in guidance. In fact, practically every club in the junior high
school furnishes preliminary and tentative specialization of an advantageous kind and discloses vocational clews.

Competitions, such as those in growing corn and pigs held by the state and federal departments of agriculture and by the General Education Board, organizations such as the Junior Association of Commerce of Grand Rapids, socialized recitations, and forums, arouse interest in vocational topics, motivate inquiry and research, and develop judgment in selecting vocational courses and life occupations.

The following lesson given in the Holmes Junior High School, Philadelphia, Penn., illustrates the serving of the dual purpose of impelling self-analysis on the part of the child and of furnishing vital information to the counselor in his work of guidance:

Lesson in Vocational Choices.

(Impersonations)

To each section of a grade forum group let a particular type vocation be assigned for dramatization. The student chairman in charge will call upon each section in turn to represent the type of worker assigned to it for study. Two from the group should respond, one to give the impersonation, another to take the role of an interested "observer", who, in the course of a pertinent dialogue, discloses to the audience the qualifications essential to the success of each type and the service contributed to society by each. The reaction from the student body should take the form of questioning for further information regarding the particular vocation depicted e. g. - the training required, the remuneration to be expected, the demand for workers, steadiness of work, social advantages, etc. A gardener working among his flowers and shrubs, a printer at his type
case, a doctor with stethoscope and thermometer examining patients, a chemist among his test tubes obtaining reactions, a builder busily engaged with the tools and materials of his trade might follow one another in interesting succession.

After school and vacation employment is a school activity of great value to the counselor. The aim of the work on the part of the students is usually earning money to supplement funds received from home or to pay the expense of school and advanced education. However, employed pupils learn about the character and conditions of industrial and business life, and their purpose in attending school. Also the work experience of pupils either supplements occupational information studies or becomes a basis upon which to build such studies.

Vacation jobs and positions can be surveyed in co-operation with the various industrial and commercial concerns. Students need to be generally informed about vacation work. Special school activities also need to be provided for those too young to work, or for those who may not receive or want work. To make vacation placement effective, co-operative action with civic clubs is desirable. Through this co-operative action to effect rapid placement, other valuable contacts can be made with local business establishments, which are of advantage to the boys and girls of the community.

After the vacation placement program is effected, the educational program begins. Adjustments are necessary and various kinds of services can be rendered to young workers. Usually the young people disregard suggestions from the foreman, and they fail to read the bulletin boards. Some misinterpret and take advantage
of courteous treatment by superintendents. Others lose time on account of unnecessary injuries. Still others lose jobs on account of loafing or tardiness. While these are problems with the minority, educational processes can best be accomplished with this minority when attempting to earn rather than go to school. Through proper follow-up, the value of promptness and accuracy can be instilled, a correct estimate of the seriousness of mistakes taught, and many personal weaknesses can be corrected more readily when in employment than in school.

The crystallized aim of any vacation or work experience program, promoted in a community should be a favorable attitude of mind toward work. Students need to be impressed with the idea that school training is only one of several factors of success; that standards of business, while including scholarship, are largely social, economic, and ethical. Through properly directed vacation work, pupils can become directly acquainted with occupations which are locally and nationally growing. Also the young people can come into direct contact with personal requisites of success as exhibited by executives in business, namely; (1) enjoyment of work and study, (2) willingness to begin at the bottom, (3) making a masterpiece of a position.
8. Acquainting the Public with the Educational Problem of Vocational Guidance.

It is difficult to take strides forward without acquainting the public with the educational problem of vocational guidance, and without the joint action of the forces interested.

Vocational information can best be obtained by the cordial co-operation of the employer, worker, and school. The employer must be led to see that when a survey is made to find out (1) what are the occupations of the community, with the requirements of each; (2) what the vocational education opportunities are; and (3) what educational advantages should be provided to meet the requirements, returns are bound to flow from it. Frequently the Chamber of Commerce may be induced to assist in the publication of booklets, if not in the expense of collecting the information. These agencies must be shown that the school needs to derive from them the points of view necessary to make it of real service to the public.

The organization of volunteer committees by the counselor, as in Birmingham, England, to put pupils in touch with adults who will take a personal interest in their school, home, and working affairs, and give them the benefit of their experience by means of suggestions and advice will be most helpful.

A course of talks and discussions for the parents, in order that the school's function in guidance may be more intelligently understood and performed is necessary. Such meetings furnish excellent opportunity to acquaint citizens with the efforts of the school to give effective training to the children,
and to obtain helpful criticism.

The organization of advisory committees of employers and workers, each for a particular occupation or group of occupations should aid the school in making preparation for the vocation efficient. The advisors should frequently be called into conference, and, so far as seems appropriate, the scope of their work and their methods as well should be planned by the vocational counselor and put into printed form.

When Jesse B. Davis was in charge of the vocational-guidance movement in Grand Rapids, he was chosen a director of the Grand Rapids Chamber of Commerce; this position gave him an excellent opportunity to gather information about the practicability of desired legislation, and to express and support effectively its proposals. The counselor must keep in touch with organizations of employers and employed, gain their confidence and support, and then acquaint them with the educational problems.

Every vocational guidance department through its advisors, then, must establish and maintain contacts outside of the public school. These contacts for the purposes mentioned may be made along the following lines:

1. Relationships with the individual Employment Managers.
2. Philanthropic Agencies.
3. Workers' Unions and Associations.
4. Alumni and former students who are now employed.
5. Organizations of business men.
6. Fraternal Societies.
8. Parents' Meetings.
10. Vocational-guidance numbers in students' publications.
11. City, state, and federal employment offices, agencies, and bureaus.
9. The Outlook

The outlook in the field of vocational guidance in the junior high school is based upon the past development of the movement, the present widespread interest in it, and the continually increasing provision for its support.

The extent of vocational-guidance activities in junior high schools was investigated by Edgerton and Herr, and reported in the Twenty-Third Yearbook of the National Society for the Study of Education. The data presented indicated that interest in vocational guidance in junior high schools is widespread. The giving of vocational information is receiving attention, although there is much room for improvement in the methods employed. Intelligence tests, as a basis for vocational guidance, are being tried out sparingly, and for the most part in a negative way. Placement activities are claimed by a considerable percentage of schools. Follow-up work, which might become the most fruitful phase of vocational guidance, if properly handled, both for the school and the pupil, needs to receive more consideration.

The report furnishes sufficient evidence to show that interesting and fruitful experiments in the different aspects of vocational guidance in the junior high schools are being carried out. The workers are now interested in the technique of guidance; in the validity of various kinds of tests; in the record blanks or forms that have been successfully employed; in methods of conducting life-career classes; in locating usable vocational information; in the making of occupational surveys; and in the art of conducting personal interviews. In short, what counselors want to know is how to make practical application under actual
class-room and school conditions, of the principles and methods which other workers in the same field have found to be worthwhile. This growing demand for usable information and workable plans in the vocational guidance of junior high school pupils is, therefore, an indication that that the vocational-guidance movement is making progress in the direction of genuine educational service and usefulness.

The great gains made in the last five years; first, in providing vocational contacts for children, to aid them in the discovery of their interests and abilities; second, in organizing and extending classes in occupational information; third, in applying tests and other forms of measurement to the work of vocational guidance, offer great promise for better guidance service.

The effort to help children make a success of their careers is essential, but it is one of the imperatives of good citizenship that we prepare every child to co-operate with his fellows in the solution of those difficult vocational problems which no individual or small group of individuals can solve alone. The junior high schools are coming more fully to recognize the social as well as the individual aim of the vocational guidance.

Vocational guidance has an important and intimate relationship to other forms of guidance, particularly educational guidance. The proper vocational direction of a pupil toward the end of his school period, we now know, should have involved the earlier study of individual capacity and personal factors, the organization of a long-continued guidance program in studies,
health-building, direction of social and character-building activities, and sound civic training. The program of the junior high school is now being modified gradually to meet the needs of this new relationship.

It is being more and more widely recognized that not only should there be specially trained vocational counselors in the junior high school, but that all teachers should have vocational guidance training as a part of their equipment.

Vocational guidance in the junior high school has helped, and will continue to help, all other forms of guidance. Large numbers of its students have co-operated to analyze the various steps in vocational guidance, have formulated subject-matter, counseling procedure, and teaching methods, and have begun to measure results, scrutinize more carefully vocational information, try-out courses, and aptitudes.
10. Summary.

1. It is necessary to have a clear understanding of the terms used in vocational guidance both to save confusion in the minds of those who are interested, and to aid in establishing standards. Vocational guidance in the junior high school embraces all those activities specifically designed to assist individual pupils in learning about, choosing, preparing for, entering upon, and making progress in occupations.

2. The need for vocational guidance is self-evident when we consider the rapid growth and changes in population in our country, the changes in the employments, and the great social waste that results from unguided personality. The vast number of children of junior high school age, "drop-outs", gainfully employed, are the ones most in need of vocational information and of counsel in making their initial vocational choices.

3. The major purpose of vocational guidance is to help the individual. It also aims to modify the school and occupational procedure, and to improve relations between the school and the community, so as to further the major purpose. The capacities, enduring interests, and ambitions of the child are the key to his success in life. Vocational guidance in the junior high school aims to discover and develop them.

4. The content of vocational guidance in the junior high school should be such as to reveal to the young person his own capabilities and the nature of the world of work, and to enable him to make the proper correlation for happy and useful living.
5. The chief means used in vocational guidance in the junior high school should be the careful study of the individual, and the presentation to him of the varied opportunities and responsibilities of his future life, together with the constant use of an adequate system of records. Adequate preparation of counselors is of vital importance to carry on the following activities: (1) surveying local occupational opportunities and requirements; (2) testing pupils' abilities and interests in various ways; (3) assisting individual pupils in choosing vocational possibilities; (4) offering vocational training programs; (5) assisting all pupils in selecting educational possibilities; (6) offering vocational placement for part-time and full-time employment; (7) providing some form of employment supervision and follow-up work.

6. Questionnaires serve a very necessary and useful purpose in exploring the educational and vocational interests of the pupils. One should be filled in by the child's parents and cover the family plan for his educational and occupational future and testimony as to his health and interests, social, athletic, cultural and vocational; a second should be answered by the pupil himself concerning his own vocational and educational preferences; and two others should be reports from the child's handwork and home-room teachers giving an estimate of his ability, and recommending the course for which he is believed to be best adapted. After such use has been made of the data for general purposes as seems desirable, the most essential items bearing on social status, educational and vocational plans, interests and aptitudes, etc., should be transferred to permanent record cards for future reference.
7. All student activities have great vocational significance. Athletics, clubs, competitions, dramatics, student government, auditorium meetings, school papers, debating, bands, and orchestras furnish preliminary and tentative specialization of an advantageous kind and disclose vocational clues. They are a means of arousing interest in the life-career. They give practice in co-operation, leadership, and solution of concrete problems of adjustment to each other and to the environment. Without such training the preparation for the vocation would be incomplete.

8. Every vocational guidance adviser should be required to establish and maintain contacts outside of the public school in order to acquaint the public with the educational problem of vocational guidance. It is a good plan to make this a part of the weekly program. Publicity measures of all sorts should be extensively used to bring the importance of education and the choice of a vocation to the attention of the children, their parents, and others.

9. In all of the evidences here presented, vocational guidance appears in the educational world as a most vital and far-reaching service. With the establishment of the junior high school, the constant increase in the number of pupils, and the number of free choices in the program of studies has become so great that, unless accompanied by a well organized scheme of vocational guidance, confusion and waste will result.

10. Dr. Brewer has well said: "The conception of education as guidance is an ennobling one, since it requires its students to try to discover how all forms of knowledge may be used for
improving the manifold activities of human life. The task of
guidance for vocational life, alone, while not the greatest
among the tasks of education, is nevertheless, a large one.
Education for future occupational citizenship must compose
differences and dissipate frictions commonly generated in e
working life. It must produce in modern life intelligent
harmony between employer and employed."
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