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Vocational guidance in colleges of liberal arts

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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis
VOCATIONAL GUIDANCE IN ^{Colleges of} ~~THE~~ LIBERAL ARTS
~~COLLEGE.~~

Submitted by

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In partial fulfillment of the requirements
for the degree of Master of Arts.

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INTRODUCTION.

INTRODUCTION.

I. Definition of Terms.

"The secret of success in life" said Disraeli, "is for a man to be ready for his opportunity when it comes." All vocational guidance grows out of an attempt to make a young person ready for just this: the opportunity for success and happiness which may be his.

John M. Brewer, the head of the Department of Education, Harvard University, in his book The Vocational Guidance Movement, defines vocational guidance as follows:

"We are concerned with helping persons to choose, prepare for, enter into, and make progress in occupations. Such activities as the following would be considered as exemplifying vocational guidance: giving information about commerce and industry in order to help in the choice of an occupation or a job; giving opportunity to discover talents with a vocational choice in mind, advising pupils to enter this or that school for the purpose of discovering their talents or preparing for an occupation; advising in regard to promotion, change of job, after education or advanced study; supervising the entrance into or progress in particular positions or chosen occupations."

From this statement, it may be seen that guidance is not a temporary act - a bit of advice given by a counselor at the time the student graduates. It is, on the contrary, a continuous process, beginning while the child is still in school and continuing even after he has found a position.

Vocational guidance is not, however, vocational education nor is it a part of vocational education. It is never more than a monitory process. It points the way, merely. It does not carry the young person there. It attempts so to guide him that he may choose most wisely the vocation which will become for him the medium through which he may express his deepest desires and realize his highest potential abilities.

The word vocation is used to mean any gainful occupation. By common consent, it includes home-making and other careers which, though not remunerative, yet correspond on the whole to such occupations.

Occupation is used as a synonym for vocation though it does not have quite the same connotation of permanency and life purpose.

Career is used to mean any occupation to be followed with definite commitment.

Placement means the securing of positions of employment for definite individuals with a study of the individual's fitness for the position.

Orientation classes, required in many colleges of freshmen, may be of three types:

1. The college environment.
2. Culture and man's relation to his fellows and to the universe.
3. Vocation.

Discussion of mental measurement involves the terms:

1. Testing: A satisfactory test should consist of a carefully drawn up series of questions, the answers to which are fairly well agreed upon by specialists in the particular field of activity tested.¹

2. Rating: A rating plan is an appraisal based on a number of estimates. These estimates are likely to be based on opinions or comparisons and usually concern a number of factors or characteristics. The rating plan is thus more subjective² than the test and the test is more nearly objective.

3. Intelligence Quotient: The purely mechanical numerical value of a mental test, obtained by dividing the student's mental age, scored in the test, by his chronological age.

¹ Mental Measurement in Education and Vocational Guidance, p. 4. John M. Brewer, Harvard University Bulletins, No. 4. Nov. 1924.

² Ibid

2. Purpose of Thesis

The purpose of this thesis is to consider that phase of vocational guidance which affects the liberal arts college. The institution the writer has in mind is co-educational and enrolls from five hundred to fifteen hundred or two thousand students. It aims to show the need of guidance in vocational choice and to give briefly various suggested plans for this guidance.

3. Scope of Thesis

The thesis makes no attempt to discuss guidance other than that needed in the liberal arts college. It limits the treatment to guidance and choice of vocations, taking up personnel work, mental hygiene, educational guidance and vocational education only in so far as they affect the vocational decision.

The discussion will include:-first, the conditions in colleges which necessitate guidance; second, factors to be studied in the vocational guidance of college students; third, suggested plans of administration of a guidance program which would extend through the college course; fourth, the qualities necessary in a college vocational counselor.

P A R T I

CONDITIONS NECESSITATING VOCATIONAL
GUIDANCE IN COLLEGES.

CHAPTER I.

THE COLLEGE MACHINE.

THE COLLEGE MACHINE.

1. Lack of original thinking.

It is rather painful to consider how like a sausage factory American colleges have become. The youth blithely steps in at one end of the machine; professors and athletic coaches turn the crank; and presto! out comes the completed student neatly wrapped in sheepskin ready for the world. But here the analogy ceases to hold good. The way of the sausage is plainly marked before it. Its purpose in life is the reason for the factory; and when the machine turns out a thousand little frankfurters, all just alike, the cause for doing it is clear. Not so with the student machine. No one will come and carry the carefully wrapped student off to a predestined end. It is the student himself who must decide what his purpose in the world is to be. The machine has formed him just as it has formed a thousand others. All are turned out mechanically into the same sort of mold yet all are expected at the end of four years of theory and hypothesis to make their individual choice of the position they must occupy in the world. On Commencement Day, clergymen, filling the sultry air with their oratory, shout the time-worn words,

"These young people, after four years of preparation, are about to go forth into life. Young people, in you is the hope of the world!"

But the clergymen are careful, and so are all others apparently, not to mention in just what fields of endeavor this hope of the world is to manifest itself. The students smile vapidly at the compliments they receive. They have spent four years in college and they have learned to take whatever is told them without question. Long ago, they trained themselves to catch the professors' daily lectures directly on the points of their fountain pens and to transfer the information thus received to their notebooks without disturbing the higher brain centers in the least. Think for themselves? Oh, no. They have been receiving passing rank in papers made of quotations hashed together from books they have read. Finding, as one girl put it, that the ideas were already so well expressed that one really couldn't improve them, they did not try but simply transcribed them verbatim. That the inherent purpose of the college is to train one to think, to live, to be, they have not the slightest suspicion.

1

- see Ludwig Lewisohn, Up Stream; p.190ff. Modern Library Edition. and Professor E. P. Conkle, Some Higher Aims of The University, Education, September 1926 Edward S. Jones, Opinions of College Students, Journal of Applied Psychology, Vol.X.no.4.Dec.1926

2. Departmentalization

Perhaps the reason for this separation of college training from life purposes is that the students have lost the unity of the curriculum. They emerge from the college with a few neat facts carefully put away in mental pigeonholes, to be taken out only for sentimental reminiscence, and as carefully replaced. To apply this knowledge in a unified whole - to live it in a joyous career - that, they have not learned at college.¹

Professor Doermann says;

"The prospective college student will search most college catalogues in vain for a statement which conveys in terms intelligible to him what the liberal art college aims to accomplish. What college today has invited students on the basis of a clear definition of its purpose?..

"The unity of the curriculum is gone. New courses have been introduced to such a degree that even professors have lost the sense of unity. Little wonder then that undergraduates seldom make the discovery that these courses are part of a whole. In the mind of the student the attainment of the baccalaureate degree is, and for some time now has been, largely the result of adding up credits."²

Is it any wonder then that this careful separation of courses has made impossible the realization that college is primarily a training for a richer life?

1

see Bernard DeVoto, College and the Exceptional Man, Harper's Magazine, January 1927., p.256

2

Henry J. Doermann, The Orientation of College Students, Williams and Williams Co. 1926

3. Choice of vocation based upon accessibility rather than on capability.

Students of a liberal arts college usually decide upon teaching as their vocation - because they see nothing else that they can do. A vocation to them is a way of earning money, and teaching is the easiest path in view.

Yet not all college students wish to teach. Many are not in the least fitted for the position. They enter the pedagogical gateway with distaste and misgiving.¹ They must, however, do something and no other vocation has ever been made known to them. Teaching, both good and bad, they have seen in actual process for about sixteen years.

While making a survey in the College of Liberal Arts and the School of Education of Boston University, Professor Jesse Buttrick Davis sent out recently to the seniors of both schools a questionnaire with reference to the vocational choices of the student.² The answers show with startling clearness the haphazard way in which students drop into a vocation.

1

Ada L. Comstock, Teachers En Masse,
Vocational Guidance Magazine, Vol.V.no.3.p.102

2

Address before the Vocational Guidance Association of
New England, Boston, Feb. 16, 1927

The twenty-one reasons garnered from the answers to the questionnaire are as follows;

1. Interest in the subject matter (47 per cent)
2. Love for children and young people.
3. Opportunity for service.
4. Desire for study and travel.
5. Preparation most fitted for teaching.
6. Attractiveness of a teacher's life.
7. Influence of family.
8. The fair salary and long vacations.
9. Influence of previous teachers.
10. Ignorance of other vocations.
11. Easiest opening after college.
12. Previous teaching experience.
13. Previous normal school training, chosen because it was cheaper than college.
14. Previous normal school training, chosen because of failure in college entrance exams.
15. No real reason, just taken for granted.
16. "The only socially creditable thing for a girl to do."
17. The means to a higher degree.
18. A stepping stone to higher positions.
19. The satisfaction of imparting knowledge.
20. Steady pay.
21. "It was the desire of my wife."

The fact that so many of these are going into teaching with no eagerness or real desire but only because it is a profession that is accessible and tolerable shows far too well the narrowness of the training in many of our high schools and colleges where a single curriculum is offered as a cure-all for every sort of intellectual need. Whatever may be the aptitudes of him who enters the sacred portal, the prescription remains the same. Can the result be anything else than dissatisfaction?

CHAPTER II.

CULTURE AND LIFE PURPOSES.

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CULTURE AND LIFE PURPOSES

1. Function of the college

However severe may be the criticism of the machine-like uniformity in most liberal arts colleges, it does not in any way imply that this institution should be turned into a professional school. College has a particular function to perform not to be fulfilled by any other institution. Students who seek, as many do, to learn the art of money making had best look elsewhere for the skill they would acquire. The youth who presumes that college will teach him particular means of earning a living, who looks with impatience upon language or literature should go to a professional school. There, unmolested, he may learn exact rules for being an undertaker, an ice-cream manufacturer, or a horse doctor. Not once will he come in contact with the grave and tender humanity of Shakespeare; not once will he be touched by the immortal wisdom of Plato. The majestic growth of the stellar systems, the rising urge of human endeavor, the cosmic lifting of man's soul from the beast - all these will come to him only in distorted rumors, faint echos, tossed back from a distant mountain peak.

The liberal arts college gives the student, as does no other institution, an "analysis of fundamental features of the world as it is and as it ought to be; a perspective--- establishing the inter-relation of human endeavor."¹ Highly specialized vocational training should not be given a student until a broad foundation of general knowledge has been laid. Culture socializes. A common love of the beautiful binds all men together.

"What is most important in cultural education", asks Professor Drake and he answers the question as follows:

1. Knowledge of the world we live in.
2. Training to think accurately, to 'banish the idolatry of knowledge' as Ruskin exhorted and realize that calling out thought and strengthening the mind are an entirely different and higher process from the putting in of knowledge and the heaping up of facts.
3. A sound Taste - to love excellence everywhere; to appreciate the good and the beautiful in every phase of life. 2

This is the duty of the liberal arts college and it should, in no way, give over this cultural training for mere mechanical efficiency - lest "With all the machinery of a complex industrial life well oiled and perfected we should find ourselves imaginatively sterile, hopelessly utilitarian, earthbound in our vision."³

¹ John H. Cover, Correlation of Vocational and Cultural Training, Vocational Guidance Magazine, Vol.V.no.1

² Durant Drake, Problems of Conduct, p.259-267 Houghton Mifflin., 1921

³ Ibid

But education has become in many cases, a rather irrational pursuit of a pale and uncertain goddess who eludes the hunter in a forest of unrelated facts. The academic culture so conscientiously imparted has too often been divorced from life. A student, after spending four years in learning a great deal about how things used to be and how things ought to be, is suddenly thrust, with his professors' blessing, outside the ivied walls to learn just how things are. Is it to be wondered at that he is sometimes a little bewildered?

2. Reasons Why the Function Is Not Fulfilled.

A. The increasing complexity of college life.

To link education to life purposes a perspective is needed - a view of life such as a liberal arts college can best give. The student should be allowed an opportunity to step aside with a wise guide and discover how all this study is but the road that leads off toward the purple hills of desire. The freshmen, in their innocence, suppose that in college they would come to a definite and serious decision about their future; but the very complication of college life puts the main purpose out of the center of attention. A paper to write, or a quiz to study for - all means to a desired end - loom larger and more important than the end itself and soon one cannot see the forest for the trees.

Another factor which tends to blur the vision is the presence on the campus of endless outside activities. These often make a student scatter his energies. It is not that activities other than academic ones have no place in campus life. The difficulty is that they have become too often the main business of the college. H. G. Wells declares that "our educational institutions are baseball and football universities where every sort of intellectual activity is subordinated to the main business of attracting, boarding, and amusing our adolescents."¹ Uniformity and conformity again make cowards of us all and he who refuses participation in every nameable activity is dubbed a grind. He who would be popular must "never let his studies interfere with his college work".

A writer in a recent issue of Harper's Magazine quotes from a fiery invective written on this subject by one of the students in a middle western university.. The exuberant rhetoric of the youth may rather overdo the situation; there is truth there nevertheless,

"The advertisement (of this university) might most honestly read, "Atlantis University, marriage mart and stadium, Send your daughter to Atlantis to pick a husband, and your son to learn how to wear his socks. Athletic diversions and other amusements featured'. In the lower right corner, if diamond type would not exaggerate the relative importance, we might add 'Classes held occasionally. Material of no value".... Modern education is a fool-proof, infallible system for disheartening originality and annihilating individuality. Catch

¹ Quoted in the Saturday Evening Post, June 26, 1926 article entitled "What goes with an A.B.?"

your man young. Don't allow him to think but standardize him to the fraction of a mill; for machine-made minds are the bulwark of education as well as of society. Educate him to the perfection of an ameba so that he will respond alike to all stimuli, Press the button and out comes your gum. Send him to Atlantis." 1

If outside activities are to be kept in a subordinate position in the main business of college, students must be shown the folly of entering into any sort of activity that presents itself. To be kept constantly running from one sort of work to another results in a scattering of attentions so great that nothing is really well done. Future plans, training for a career, academic culture, are all forgotten in a mad rush from committee meeting to fraternity house and athletic field.

The only solution of the problem lies in the making of activities an integral part of collegiate training through a concentration of efforts on one or two lines connected in a general way with one's future career.

That campus activities may be useful in vocational training is shown by Dean Frederick P. Keppel of Columbia College. In 1910, he sent questionnaires to eight hundred seniors of Columbia and five hundred seniors at Dartmouth, in which he attempted to ascertain by various questions the part played by college training in the choosing of a career.

1 Bernard DeVoto, College and the Exceptional Man, Harper's Magazine, Feb. 1927, p. 254

2 Frederick P. Keppel, Occupations of College Graduates as affected by Undergraduate Course, Educational Review, XL. pp. 42-49

The results as he received them are most illuminating.

Nineteen chose a certain kind of work because they liked the sample got during summer employment.

Twenty-seven were taking advantage of some specific opportunity.

Fifty-two followed the example of parents or other relatives.

In a great majority of cases, the college was not mentioned as the cause. Several indeed made it a point to mention that their college course had no influence whatever upon their plans for the future. Only one confessed to having asked and taken the advice of a professor.

The references to the influence of undergraduate activities upon their choice was sufficiently frequent however to make it clear that these are, and can increasingly become, an integral part of the college and its educational equipment. The faculty may find it necessary to keep some students from assuming too many duties outside of their studies but they should not stop with that. Many boys and girls need exactly the sort of "try out" that these positions can give and with proper guidance in choice and care against promiscuous participation, activities can become a vital part of education. Only so far as they are this vital part are they justifiable in a liberal arts college.

B. The failure of authorities to guide students adequately.

"Education", says Thomas Henry Huxley, "is learning the rules of the Game of Life." The life career motive, therefore, which the late President Emeritus Eliot¹ of Harvard thought so essential in the pursuance of courses in elementary school seems even more vital in college. The first need of the new student, then, is aid in the choice of courses which will give the individual the rules adapted to his particular part of the game.

Meyer Bloomfield,
1. - Readings in Vocational Guidance
Page 1. The Life Career Motive in Education, Charles W. Eliot.

That colleges recognize, to some extent, the need of care in first election of courses is manifested in the persons of advisor professors who sign the trembling freshman's registration slip on the opening day. But such assistance as these men give is only a beginning. It is not a case of criticizing the work of these harassed instructors¹. The proverbial camel was no doubt attempting to carry on splendidly when the fatal feather was added to his load. But such advice^{as} can be offered to freshmen crowding past can at best be only superficial and hasty. To be sure that the newcomer is enrolled for the prescribed number of hours in the required courses is all that can be expected of the adviser at such a time. But the students suffer nevertheless and take the wrong courses or omit the right courses because they have only partial information and guidance during the registration period.

A frequent cause of wrong choices also is the pseudo-counsel offered to freshmen by upper classmen,

"Take Jones' course", they urge, "it's a cinch. He never marks lower than a 'B!'" or

"You ought to get into Smith's biology division. He's the best looking professor in college."

1. - see Review of Henry J. Doermann,
The Orientation of College Students
Vocational Guidance Magazine, Vol V. no. 2. Nov, 1926.

Such influencing of choice may make one's college career restful or even aesthetically satisfactory - but it is hardly an aid in making the curriculum a training for life.

As for the students eliminated at mid-semester tests - they are thrust into outer darkness summarily enough. If there is weeping and gnashing of teeth, the college authorities are not the ones who hear it. Their duty is considered done when they have notified the unhappy delinquents that they have not satisfactorily completed the work of Algebra I. or Chemistry IV. and they will therefore not be welcome longer within the college walls.¹ What happens to these who are so suddenly thrust forth without any plans for the future is not at all their concern.²

As for those who stay and bravely raise their altars to Minerva, how many are sure of the way they are to take? Is it to be taken for granted that since they are reasonably clever in getting their lessons, they will manage somehow or other to find a satisfactory career? Obviously such a conclusion is hardly justified. Indeed the student of college age is particularly in need of guidance. He usually has sloughed off his childish ambition for authority and brass

John H. Cover, Correlation of Vocational and Cultural

1. - Vocational Guidance Magazine, Vol V. no. 1, training.

2. - Lewis Adams Maverick,
Vocational Guidance of College Students p. 121
Harvard University Press, 1926

buttons and even his high school ambition for money and a car. But what his serious plans for future work may be he often has not decided.¹

The reason for this postponement of choice may be clearly seen. In high school, the boy or girl who is in the college preparatory group is already more or less classified. Vocational Guidance therefore concerns itself more with the industrial group whose need of help is immediate. Vocational choice is thus frequently put off until college days. "Before I decide for sure," says the high school boy, "I'll see what college is like."

And it is wise that this should be the case. A high school/^{boy}whose native ability is such that college training is advisable cannot yet select intelligently the particular line of work which is best suited for him. The more rational viewpoint which college affords, the contact with past wisdom, the influence of thoughtful associates often make a previous choice seem narrow and selfish.

1. - Lewis Adams Maverick, Vocational Guidance of College Students, page 83:

"Forty-six percent of the freshmen in liberal arts had entered with no definite objective and thirty per cent more had made choices with quite meager knowledge of opportunities and requirements. Of the seniors, ten per cent were still undecided and twenty-nine percent had changed their objective since they were freshmen."

The climbers with mistaken ambitions learn also in college their limitations and in their very boredom over Horace and Hamlet read their future anew.

That there are many such misfits who wisely or unwisely change their purposes during their college career may be seen from a statement by Dean Hawkes of Columbia:

"Only twenty to thirty per cent", he says, "of the men who enter, graduate from the same college."¹

What happens to all these students who change to some other college or drop out of the educational race altogether? Are they happier in their new environment? Did they choose more wisely this time or are they still making costly experiments and expensive mistakes? It would be enlightening, and perhaps a little sad, to know.

Professor Jesse Buttrick Davis gives an instance of an expensive mistake due wholly to lack of foresight. A girl came to him for recommendation to a teachers' agency. He found, upon inquiry, that she had specialized heavily in economics and was planning to teach it; yet scarcely a high school in the country gives five whole courses in economics alone. She probably would have to find her place in the social science

¹ Vocational Guidance Magazine, Vol.V.n.5.,page 214

² Lecture before the New England Vocational Guidance Association, Feb. 16, 1927

department. Such a position would however be practically impossible for her because she had never had more than one course in sociology and she knew no history at all. Her four years of preparation had passed and yet it will be difficult for her to fit into any sort of position. A little guidance at the time she chose her courses would have saved her this unhappy mistake.

But not only at the time of registration or of elimination is guidance necessary. There is at all times the need for warm friendship and wise counsel. All young people away from home and still in the adjustment^{period} of adolescence have moments of wishing passionately that there might be someone who would understand them, one to whom they might go for friendly counsel. The vocational counselor has had enough experience to see the student's point of view and may give advice without priggishness and sympathy without sentimentality.

The poor but proud boy, the sensitive girl, the butterfly, the grind, the misfit, all need sympathetic attention. Many a student in the great middle class of men conspicuous neither for their brilliancy nor for their delinquency and therefore too often left wholly to their own devices are in need of sympathetic and intelligent interest.¹ Not all their problems bear directly on the immediate choice of a particular vocation, yet in helping them to become more nearly adjusted to academic life, the adviser is also molding happy functioning members of society at large.²

1. - Dean Frederick Keppel, Occupations of College Graduates Educational Review, Dec. 1910
2. - Maybelle B. Blake, Vocational Guidance Magazine, Vol V, no. 5 page 221

C. The less definite aim of modern students.

"But," someone is sure to object, "to install counselors in an institution as advanced as a college is a flat insult to a student's intelligence. Hasn't he yet grown far enough away from a governess to be able to determine his own course without assistance? Are the average college students sheep that they should be led about by the noses? Can they not be credited with^a modicum of individuality and will-power? Is not the very fact that they have got themselves into college a fair proof that they can get themselves out again and through the rest of life with equal success?"

Such might indeed appear to be the case but the facts would seem to prove otherwise. College may have once been the resort of those who went with a specific purpose; to gain culture, learning, perspective. Few Latin school students went on with academic training who did not plan definitely a particular sort of career. College was for scholars and seekers after truth. But now it is the thing to go to college - to be collegiate - and hundreds of boys and girls find themselves enrolled with scarcely more reason than this; they have not planned their course for the future in the slightest degree. ¹

1. - Harvard Crimson, January 18, 1921.

"The man who has a definite thought as to his future occupation (while an undergraduate) is hard to find."

D. The broader curriculum.

Another consideration lies in the college curriculum itself which is much broader now than it was fifty years ago. One may easily make the mistake of electing courses indiscriminately according to their individual attractiveness without consideration of the ultimate aim or even without any ultimate aim to consider.

"The elective system", says Ludwig Lewisohn, "permits the student to take just enough of a subject to illumine his special and general ignorance." ¹

3. Linking Culture to Life Purposes Through Guidance

We may, therefore, say that guidance is no more of an affront to the individual intelligence than are signposts set up in an otherwise trackless forest. It can never be compulsory or definitive. It is always monitory in its character.

Professor Lewis Adams Maverick in defining vocational guidance makes this point clear:

"To illustrate the function of vocational guidance, the individual student may be compared to the driver of a vehicle (which represents his stock of talents and resources) He is traversing roads (education and training) which lead toward life objectives (including a vocation). Guidance does not involve the furnishing or the maintenance, of vehicles, or motive power, of the road, or of objectives. It studies the three elements and their relation, it instructs the individual about the objectives, possibly suggesting choices among them. It counsels him about the road and speeds best suited to his vehicle to carry him to the objective.

1. - Up Stream, by Ludwig Lewisohn , page
Modern Library Edition.

"As a secondary function, guidance provides information and suggestions to road builders(engaged in liberal and vocational education) and to city planners (who determine or influence the conditions of vocational guidance) on which they may base improvements. Guidance received by the individual traveler may receive many forms: the chance remarks of fellow travelers, who know a little more of roads and objectives than he; enthusiastic or gloomy reports of persons who have attained one of the objectives but have slight basis for comparing it with others; advice from men who spend their lives maintaining one section of the road system (whether in liberal or vocational education) or studied reports of competent and unprejudiced authorities who have based their findings on research into all the factors of the situation.....

"The function of education is not merely to make clearer ways that are already visible, but to lead the student to new heights from which he may see an ever enlarging world with entirely new objectives; guidance can furnish him interpretation and information at many stages. In the high school a survey of occupations must be more elementary than in the college. In the graduate school the student may well pause again with the counselor to look over the enriched world, to take stock of his matured and tested capacities and to orient himself more definitely on the basis of his increased understanding of service and human purpose."¹

1. - Lewis Adams Maverick,
Vocational Guidance of College Students .
Introduction.

Harvard University Press, 1926.

P A R T II

FACTORS IN COUNSELING.

PART II

CHAPTER I

INTRODUCTION

THE TWO MAIN FACTORS

CHAPTER IINTRODUCTION
THE TWO MAIN FACTORS.

It has been shown in Part One that conditions in a modern liberal arts college makes guidance of the individual student imperative; that the casual advice offered by the professors if occasion presents itself is not enough and that few students have any idea that it would be even possible to seek an instructor for counsel outside of the classroom period. A department of a college must therefore be established which will furnish a more personal contact between the student and his Alma Mater. Several universities, realizing the need, have established a personnel department which definitely attempts, for purposes of guidance, to obtain as complete a picture as possible of every student. Organized advice giving however, may easily become mechanical and impersonal. Youth will fight shy of any agency which smacks, in the slightest degree, of impertinent curiosity masked by professional sympathy. There must be real friendliness and personal interest. During interviews, the student must realize that the adviser is actually more interested in him at that moment than in anything else in the world.

To counsel well, the adviser must understand two things: first, the student himself; second, the vocational world. To understand youth - not only its outward covering of sophistication - but its secret dreams as well, is to know but half. The world of business or of profession has its secrets as well which must be fathomed. There must be first, therefore, the study of the individual's fitness for a specific task, and, second, a knowledge of the requirements of the job itself. The adviser must ascertain "the physical, mental, and social traits of the student"...."He must know the physical, physiological, psychological, economic, and social significance of his vocation".¹

The writer will take up, first, a discussion of the student's personal characteristics, from the point of view of adolescent psychology.

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John H. Cover, Correlation of Vocational and Cultural Training, Vocational Guidance Magazine, Vol.V.no.1

CHAPTER II

GENERAL CHARACTERISTICS OF
ADOLESCENCE

CHAPTER IIGENERAL CHARACTERISTICS OF
ADOLESCENCE.

The student at college is still in middle or later adolescence. He is still growing. The adviser would do well to remember, therefore, that this youth before him is not a solid chunk of nerves, bones, and sinews, to be stuffed into a vacant spot in the field of vocations merely because he appears to be the right shape to fit. He is living, growing, dynamic, and the adviser must understand him not only as he is but as he will be.

College freshmen as they first appear at college are usually still growing rapidly. They have left the gawkiness of early adolescence behind, but their bodies have not yet reached maturity. They love to put themselves to impossible tasks and to accomplish them. They develop energy for all sorts of physical exertions. They like to expose themselves to extreme heat and cold, sun, wind, and rain and they seldom suffer any harm although fond mothers and maiden aunts momentarily ^{expect} them to "catch their death".

Emotional powers at this time are strung to the highest pitch. Many suddenly find their imagination more keen and they gaze at the beauty about them with breathless wonder. New appreciations are born - visions, dreams, aspirations.

Romance and **sacrificial** heroism pave the road ahead with gold. Attempting to satisfy this desire for romantic beauty, the youth seeks pleasure and thrills. He desires to get a "kick" out of everything and finds daily life humdrum indeed. To hide the dreams from prying eyes he wears a cloak of boredom and worldly wisdom. He prides himself in his independence and scorns fussy attention. Yet his eyes are wistful. He is eager to confide in some older person and to be considered an individual with real problems. Usually this chosen one is outside of his immediate family.

Advisers may subtly use the romantic idealism of this age as a driving power toward a more worthy life. The intensity of the time may become a life force; or it may lead the passionate eagerness of youth beyond control to disillusionment.

A freshman usually has his religious views shot to shreds by science courses. He feels himself torn between the faith of his fathers and the science of his professors. He cannot reach any conclusion. As he goes on through his course, one of three things develops; a painful struggle in which he gives up believing in the absolute truth of one or the other; a passive acceptance of both without particular thought - religion in one pigeonhole and science in another, carefully separated; or a careful consideration of the facts in the light of modern thought leading to a rational understanding of both and a unified religious view. This last may be reached only through careful

thought. The adviser who aids in the accomplishment of such an end may feel that he has succeeded admirably in giving the youth a more solid foundation for whatever work he may later decide to do.

As the college student grows older, bodily impulses become more and more intense. The mating instinct must wait until education is completed or be gratified secretly. Sublimation of such instincts may be accomplished through hard work and the pursuit of less dangerous pleasure. The very desire to control life rationally, which grows increasingly strong, makes many a student long to know all of the world - to try everything once, to be "wise" and "hard boiled".

To be a senior means to have gained a greater control of reason, to have put away sentimentality and weak emotion, to be "cold" and stoical. But still down underneath it is to be awaiting still the fulfillment of shining dreams. The dreams are not now the wispy, rainbow, impermanencies of earlier years. They are more worthy and surer of attainment. They will bear hard usage and disappointment. For the college senior usually has gained a sense of duty and will work hard to make his own dreams come true.

The desire for far horizons and for strange lands is so strong at this time that many guide their choice of position by this and become traveling agents for international business houses, or for great trusts. Others, seeking service as well as adventure, become doctors and preachers in foreign countries.

Late adolescence is the period of social adjustment. "My duty to the world" is the consideration of many life choices made at this time. The adviser may build upon this high resolve the plan of an eager useful life. ¹

These characteristics of middle and late adolescence have been well summarized by Professor Mayer.²

Middle Adolescence

1. Heightened emotional life.
2. Enthusiasm for the ideal.
3. Passion for a good time, and social success.
4. Longing for a comrade or a confidant.
5. Love of beauty.
6. Desire to do sacrificial or heroic service.
7. Delight in opportunity for leadership.
8. Personal knowledge of God as a help.
9. Choice of life work.

1. - Psychology of Adolescence,
Paul T. Monroe

Chap. 10. page 248

Irving King,
High School Age, Bobbs Merrill Co. 1914

2. - Herbert Carleton Mayer,
The Church's Program for Young People, Century Co 1925

Late Adolescence

1. Intense bodily impulses.
2. Doubt and readjustment in thinking.
3. Rational control of life.
4. Mating instinct and home making.
5. Realization of life's responsibilities.
6. Readjustment of ideals to facts.
7. Sifting of personal religious beliefs and convictions.
8. Willing consideration of self sacrificing life of service.

CHAPTER III

THE STUDENT'S PERSONAL

CHARACTERISTICS

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THE STUDENT'S PERSONAL CHARACTERISTICS.

A. General Considerations

The counselor in helping a boy or girl to choose a vocation must indeed take into consideration these general characteristics which are peculiar to students at the period of adolescence. But before any accurate analysis can be achieved, there must be a careful diagnosis of the individual student's particular qualities. This must include;

1. Investigation of the student's hereditary tendencies.
2. Discovery of his environmental background.
3. Consideration of his race and nationality.
4. Study of his level of intelligence.
5. Acquaintance with his interest and ambition.
6. A knowledge of his character and general personality.

Recognizing that no human being can be understood without a knowledge of the kind of stock from which he has sprung, we may well discuss, first of all, the part played by heredity in the student's vocational choice.

1. Hereditary Tendencies

An interesting little book called Vocational Guidance for the Professions, written by Edwin Tenney Brewster,¹ contains a chapter on ^{the} subject, "The family tree and its fruit".

"There is", he says, "no surer way to discover what sort of man or woman, a boy or girl is to become than to notice elders of the family. Water seldom rises far above the source, nor do children, except rarely, fall much below the family level."

1. - Edwin Tenney Brewster - Vocational Guidance for the professions
Rand McNally Co. - 1917

The writer then goes on to mention some of the famous examples of inherited capacities which influence vocational choice.

"The musical genius of Bach ran through eight generations and landed fifty-seven persons in biographical dictionaries. The two Jonathan Edwards were so much alike that few persons know they were not the same man. The father of the elder Jonathan was a clergyman, the grandfather, an eminent lawyer. Three direct descendants have been presidents of Yale University and three more were presidents of other institutions. Aaron Burr, Ulysses S. Grant, and Grover Cleveland were all members of this illustrious family.

One fortieth of the families in the United States are furnishing one half of the successful professional men. The other half are drawn almost entirely from families of business men in a small way, clerks, office workers, and skilled artisans."

The counselor who gives wise directions must therefore remember that the youth whose family have been of high intellectual caliber has a greater chance for success in positions of authority and in the professional world than the student whose parents have shown no intellectual advancement beyond their early training.

As Brewster points out;

"In an ideal state every boy in the land would have an equal chance to become President of the United States or Justice of the Supreme Court. As a matter of fact, educational opportunities, family influence, unconscious effect of early surroundings, native ability which, in the course of generations has become adjusted to a certain grade of work, do combine to give

one boy an enormous advantage over another."

2. Environmental Background

Not only the inheritance of a keen intellect but also the environment of culture which often accompanies such an intellect gives the boy or girl possessing it an advantage toward success which others less fortunate have to work out for themselves.

The counselor must not, however, confuse culture and intellect with wealth. The youth who comes to college from a home of great wealth may often be ^{so} helpless in guiding himself as a lap dog. Children of wealthy parents have often failed in parts of the Stanford-Binet mental tests which call for knowledge of coins, for skillful manipulation, or for practical judgment, wholly because they have been waited upon every minute of their lives. They grow up and come to college, therefore, with a complacent ignorance of the work-a-day world. They are unconsciously intolerant and unsympathetic. They find difficulty in adjusting themselves to the new life. It will be the counselor's first duty to awaken such young snobs from their lethargy and inspire them with the desire to fulfill their purposes in the world.

Perhaps the person most likely to reach the goal he is striving for is the very intelligent child from a poor home. Universities are full of this type - young men and women whose

eagerness for learning has driven them to carry heavy outside work along with their studies in order that they may finance their college course. These ambitious workers - staying up to study after hours of dishwashing or typesetting - deserve more credit and consideration from instructors than they usually get. When such students have come to college, as many do, after a long struggle against parental prejudice their very tenacity forged by the fires of adversity will be the weapon with which they will fight their way to an ever advancing goal. An unfavorable environment may show the stuff of which a man is made.

The counselor will learn the background in the life of such students. He will know the kind of outside work they are doing, and above all, he will be ready with sympathy, encouragement, and help when it is necessary.

The freshman who comes from a rural environment is another type often needing guidance. The comparatively uneventful surroundings of the country may cause the student to be slow in adjustment when subjected to a new set of stimuli. But young people from farms have usually had the advantage of much training which city boys have missed. The more or less regular hours, the hard work, and the healthful climate, have done much for forming the boy or girl in the right way. The farmer boy

gets a taste of all the vocations, for the farmer is, at the same time, artisan, capitalist, business man, professional man and day laborer.

These are instances only of the regard which the vocational counselor must have for environment as it influences vocational choice. State of health, personal opinion, habits, ideals, relations to other human beings, are all vitally affected by environmental conditions.

Mr. Franklin Keller in a most interesting discussion of The Emotional Aspects of Vocational Guidance, points out the molding effect of environmental forces: (1)

"We must recognize, as we too frequently fail to do, that boys and girls, men and women, are the product not merely of the instincts with which they were born but that these instincts inherited or otherwise are series of conditions resulting from the very complexity of the society to which they are trying or not trying, intelligently or unintelligently, as the case may be, to adapt themselves. Their hopes and fears, in their utter intensity, are not what they would be in primitive society. The instincts themselves are as complex as society itself. Vocational guidance is an attempt to rationalize, to synthesize, if possible to simplify this complexity; to bring light and reason into a welter of divergent educational aims, to help what we call education, to do some of the things that it has usually wanted to do and sometimes succeeded in doing."

3. Race and Nationality

A factor influenced by both heredity and environment is that of race and nationality. Many students in America, this melting pot of nations, have problems definitely traceable to racial characteristics. Foreign students studying in this

country have many such problems of adjustment. Brave and eager spirits in a strange land - perhaps they are more deserving of wise counsel than any of the others. Surely, the Chinese students at Colby College who genially stopped the college president on the street, slapped him on the back, and in their newly acquired English, demanded, "How's the kid?" were sorely in need of a little protecting care.

It is a matter of serious consideration - the fact that the youth is of a different race or nationality. Race prejudice in its rankest form may not be so strong among educated people but nevertheless, the Negro, the Italian, the Jew, often find polite barriers of race discrimination raised before the career they have chosen. Until college presidents, departmental heads, business firms, can forget their petty prejudices and consider a man for his personal ability instead of his race, such factors as these must enter into the vocational¹ decision.

There is another phase of the question, the traits of the nation to which the student belongs. A previous knowledge of the student's nationality may furnish a working basis for judgment - a basis to be modified, of course, when, through

1. - Ludwig Lewisohn,
Up Stream, pages 144-148.

conferences, more definite personal traits are discovered. The racial classifications of introvert and extrovert are helpful in such considerations. Usually, the two types are not capable of holding the same kind of job. The introverts come from northern Europe. They are found to be ordinarily phlegmatic, self contained, cool, and calculating. Sometimes they are meditative and introspective. On the other hand, individuals of the extrovert type are found most often in southern Europe. Quickly aroused, they are voluble, passionate, hot tempered. They like people and live often in colonies. Their social life furnishes ample opportunity for self expression.

However, the hybrid nature of most of America's population makes any arbitrary classification of this sort difficult. Most students, presenting themselves for counsel, are products of both strains and are introspective or passionate by turns. The counselor, therefore, can only ^{keep} these race characterizations in mind as possible aids in the solution of a student's problem.

4. Level of Intelligence

When he has ascertained as much as possible about the student's environmental and hereditary background, the adviser may have already indirectly discovered much about the level of his intelligence. Always the first requisite for a recommendation to a position of authority is brains and unless one is fortunate enough to be born with a certain amount of such ability, the case is hopeless. Not all students, even of college grade, are capable of professional work. Professor H.E. Schrammel says,

"In every one of the four states, Illinois, Indiana, Massachusetts, and North Carolina, from which an appreciable amount of data was available we find that a considerable per cent of the high school students of high intelligence are not planning on going to college but anticipate occupations which require no advance training nor the high degree of intelligence which they possess. The result is loss both to the individual and to society. On the other hand, many boys of comparatively low ability were planning on pursuing college courses and entering occupations demanding a high degree of ability and specialized training, to experience failure during training or after. There is likewise a waste or loss both to these individuals and to society." ¹

The counsellor who would give wise guidance may say then, not so much, "You are destined for a particular profession", but rather in consideration of the individual's capacities, he may say, "You are fitted for a certain sort of work. Shall you do it on a professional or a non-professional level?"

To ascertain intelligence levels, usually two methods are used: intelligence tests and the college grade of scholarship. Both are of value but are dangerous if used as final criteria of capacity.

Herbert A. Toops gives an adequate, if somewhat ponderous definition, of the intelligence test.

The intelligence test is "an objective criterion (independent measure of success) which shall quantitatively encompass the objective measurement of those traits which are considered important from an academic or vocational viewpoint respectively."¹

Professor Lewis M. Terman in his book, The Measurement of Intelligence says: "The time is probably not far distant when intelligence test will become a recognized and widely used instrument for determining vocational fitness. Of course, it is not claimed that tests are available which will tell us unerringly exactly what one of a thousand or more occupations a given individual is best fitted to pursue. But when thousands of children who have been tested by the Binet scale have been followed out into the industrial world and their success in various occupations noted, we shall know fairly definitely the vocational significance of any given degree of mental inferiority or superiority. Researches of this kind will ultimately determine the minimum intelligence quotient "necessary for success in each leading occupation."²

Too much reliance should not be placed at present certainly upon indications of the intelligence quotient as a determiner of choice. Nevertheless, there is a certain intellectual hierarchy among the occupations. Though not always evident in individual cases since the range from high to low averages is very great and there is much overlapping, it is nevertheless,

1. Voc. Guid. Mag. Vol. IV, no. 2, p. 49, Nov. 1926 (Student's Academic Process)
 1. Herbert A. Toops, Evaluating the Successive Steps of a
 2. Lewis M. Terman, The Measurement of Intelligence p. 11
 Houghton Mifflin.

quite true that if a worker expects to carry on high intellectual processes, he should possess a high mental equipment. If a boy's score is ninety when one hundred is 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 greater chances for success in machine work or drafting. ¹

Frequently tests discover a mental capacity not realized before by professors or students. Laziness or diffidence may have been interpreted as dullness. It is the privilege of the counselor to awake a new interest and a vigorous courage that will urge the student on toward the fullest realization of his power.

Besides the Stanford Binet, Yerkes Bridges, and the Army Alpha General Intelligence Tests, certain tests of aptitudes are employed by various examiners. Such are the Stenquist Ingenuity Tests, the Link Apprentice Mathematics, form boards for manual dexterity,, card sorting for rapidity of judgment, tapping for motor speed, matchboard for motor control vision charts, rote memory and logical memory tests. That tests of this sort are coming to be more widely used in the United States is evidenced by the following extract from the Association of American Colleges Bulletin:

1. I.N.Madsen, Contribution of Intelligence Tests to Educational Guidance in High Schools , School Review Vol. XXX no. 9 Nov.1922

"Twenty-eight institutions use the tests to assist in giving vocational advice...Twenty-six institutions use tests as a partial basis for the division of students into sections. Nineteen colleges take intelligence tests into consideration in passing upon applicants for admission to college. Nine institutions use them for purposes of administration usually in connection with forming decisions regarding continuance of college students with very low scholastic standing." 1

It may be well to add, as is pointed out in this connection that tests are given not to deprive anyone of the educational opportunities for which he is fitted but rather to choose the curriculum from which he can gain most profit whether he be bright or dull.

To the examiner with insight, the Intelligence Quotient is the least valuable result in the intelligence test. All sorts of interesting facts are to be discovered indirectly. How does the person approach the test? With what display of effort? Does he comprehend readily? Has he a high degree of suggestibility? Is he responsive or unresponsive? What arouses his interest and to what degree is his interest aroused? Does he persist or is he quickly discouraged? How does he meet a new situation? The answers to all these questions may be discovered by the counselor who knows what to look for. Yet lest he judge too hastily, he would best check up his conclusions by tactful questions in an interview and by added observation.

1. Extract from Association of American Colleges Bulletin (Tenth Annual Meeting, Part II. May 1924, pp. 121 122.)
quoted in full by
Mabelle Babcock Blake in Guidance (for College Women)
D. Appleton Co. 1926.

The second method - the more venerable and time honored one is the rank sheet. Professor Toops very aptly says in this connection:

"Suffice it to say..that whatever scholarship may be from an educational, theoretical, or philosophical point of view, practically it almost invariably is considered as some sort of quantitative evaluation of the school marks, percentages or letter grades, which are given students upon completion of a given course." 1

These marks, it should be remembered, are nothing more than the professor's estimate of the student based upon work done for the course. They should never be made a final criterion for vocational judgment. High intellectual ability is indeed a prerequisite of many positions. But high scholarship averages are not always, even though usually, a sure index to this.

Many professors in recommending a boy or girl for a given position make a mistake right here. They know the pupils only through their classroom contacts with them; of their outside life they know little or nothing. The result is sometimes tragedy. They hand in a report such as the following:

- " Mr. A. Just passes - not recommended.
- Mr. B. Very poor grades, not desirable.
- Mr. C. Honor man - excellent material - fine ability - highest marks in English A.
- Mr. D. Cannot recommend - conditioned in Mathematics Freshman year. " 2

1. Vocational Guid. Mag. Vol V. no 2, Nov 1926. p.49
2. Starting Careers on the Campus,
The Saturday Evening Post, June 5, 1926.

It might be, however, that Mr. A. has worked his way through college, meanwhile sending what money he can spare to his brother in preparatory school. His grades tell only the value of his classroom work; his ambitions, his dauntless courage go entirely undiscovered. Mr. C., on the other hand, being blessed by heaven with a brilliant intellect and a keen memory may have loafed his way through college, doing his lessons in short order and depending upon his keen immediate memory to get him through examination periods. He has found that he can cover the requirements without work. Why bother to do more than is necessary? Consequently, when he is put into the position of authority which his high grades commend for him, he is still purposing to get on without work. He leans back in his swivel chair and, elevating his feet to the top of his new mahogany desk, he waits for the world to show him the consideration that his professors have always given. He is usually fired.

The men with slightly lower grades may, therefore, have greater possibilities. Other considerations such as interests and stability of character must enter here.

5. Interests

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The things in which a student is vitally interested are one of the chief indications of the kind of character which he possesses. Someone has well said "Show me what a boy does with his spare time and I will tell you what he is", - and so with his vocation. The counselor who discovers these interests and, whatever they are, directs them toward worth while ends is performing a service not only to the individual student but to the State. As Dorsey points out, the adventurer may become a trader, a traveler, or a missionary. The sex impulse may lead a person to be a Don Juan, a prostitute, a poet, or a family man. The killer may shoot big game with gun or camera. ¹

From the student's point of view, interest is a primary factor in vocational choice. In some way, then, either through an inventory of his own or by a questionnaire from the department, he should at once discover those things in which he is chiefly interested and with these in mind, select the six or eight occupations which would most appeal to him. Other factors must enter too - a sense of duty, a desire for service, necessity for quick financial returns; yet some degree of interest must always enter to make for happiness and self-realization .

H. E. Schrammel, quoting Thorndike, concludes that there is a direct relationship between relative interests and relative capacities.

1. George A. Dorsey, Why We Behave Like Human Beings
Harper & Brothers, 1925. p. 475

Failure comes because of mistaken ambitions either on the part of the student or of his parents. Parents who map out in advance a vocational or educational program and try to fit their son or daughter to it will probably find little success. The student must, in the final analysis, choose according to his own interests. "Though there may often exist interest without ability, or a moderate amount of skill without interest, there should be a coincidence of ability and interests before definite choice of vocation is made. 1

6. Character

The final consideration to be discussed is one which grows out of all the rest, yet includes them too. Character - the whole personality - growing out of heredity, nurtured by environment, it is made evident by interests and intellect. No vocational choice can be made without a discussion of character traits.

How is the counselor to discover these? The candidate may have an exceptionally high Intelligence Quotient, a Phi Beta Kappa key ^{and impeccable} ancestors, and yet be a cheat and a rogue. To unmask the boy who is playing a part or to break down the wall of reserve which a shy girl has built up is the task which a keen adviser may succeed in doing. Various mechanical

1. Mental Measurement in Educational and Vocational Guidance, John M. Brewer and others, Harvard Bulletins in Education No. X, p. 22

means of character rating have been devised. Such things as character analyses, and opinion questionnaires help to discover the individual's mental bent.

A most interesting article by Edward S. Jones of the University of Buffalo, points out the importance of a student's opinion as a guide to vocational choice. "It is not entirely correct", he explains, "to say that a man's opinions will determine his actions but there are certain ideas or beliefs which set a limit to behavior. A man who is decidedly skeptical regarding the divinity of Christ, personal immortality will have difficulties if engaged in religious or social work under a conservative." 1.

The writer goes on to tell of an opinion questionnaire given to two hundred and forty-eight college freshmen, seventy-six upper classmen, and ninety-four students in the midst of the second year of law. It consisted of a set of twenty-five statements - five groups of five statements each. They included the following subjects:

1. National and social optimism
2. Labor problems and the economic status.
3. Discipline
4. Social life and conventions.
5. The religious field.

From the answers he obtained some very interesting distinctions.

1. The Opinions of College Students, Edward S. Jones
Journal of Applied Psychology, Vol. X no. 4 Dec. 1926 p.427

Some students showed a high degree of conviction upon nearly all questions. "To be positive of one's convictions is a valuable trait in many situations, especially for the executive who must make plans and carry them through. A point of view thoroughly believed in lies more or less consciously in the background as an organizing force for other ideas or viewpoints. Yet a high degree of certainty in various common ideas may make a man less valuable in many occupations. He may make a poor administrator in certain fields where ideas are changing rapidly."

Some students showed a strong tendency not to voice any opinion at all. "Out of twenty-five questions, one student will have opinions for or against the issue in twenty-three cases and complete doubt in only two. Another student has opinions in only thirteen cases. A high index of doubt signifies caution but more than that, probably a degree of narrowness in the questions concerned."

Other students showed a great willingness to accept all statements made in a positive form, a fact which indicated a high degree of suggestibility and failure to rely on independent judgment.

When these analyses were checked up with individual records, very interesting and characteristic bends appeared. Two cases cited show especially well the valuable character index which such an analysis gives:

"One boy is a Senior, brilliant, artistically inclined with an intense desire to be a teacher of English in a college. He is inclined to be strongly convinced of his point of view and is radical on most questions though in spots, he takes a strictly conservative attitude. He is not consistent with himself in spite of strong convictions. His teachers find him a most interesting student. He will doubtless be a creative contributor in one or more fields of art--perhaps because he is not bothered with consistency.

Another is a scientist. His questionnaire showed him to be cautious and convinced of the truth of only a few statements. He is thoroughly consistent, somewhat narrow, timid in expression, but one of the three most able men in the science department. He is to take a position as assistant next year." ¹

¹ Jones. Opinion....

Character analyses, another direct method, are carried on in various ways by several colleges;

1. Columbia, Dartmouth, and Antioch use such tests as part of the entrance requirements.
2. In Northwestern University, such estimates are used for the purpose of conferences with students and for giving advice. Students are estimated both by their instructors and by three classmates upon the same qualities. These qualities are success in winning respect and good will, perseverance, alertness of mind, confidence and vigor, reliability.
3. The system in vogue at Vassar is different from any other reported. The college has formulated rating scales for characteristics estimated by instructors, wardens and students. Each of the three groups is assigned a different set of characteristics upon which to make their reports. Instructors give their estimates of a student on the characteristics of initiative, accuracy, perception of relations, constructive thought, general ability, and voluntary attention. The wardens rate students on the qualities of dependability, leadership, judgment, industry, cooperation, and orderliness. Students are also estimated by classmates on the basis of executive ability, tact, reliability, industry, memory, cooperation, originality, and critical ability. (1)

A few colleges ask students to rate themselves at time of entrance. But such plans are dangerous since they cause the students to become introspective to a large degree. It is better, then, for students, as Brewer points out, "that character analysis, like psychological testing, should be based on the actual tasks which applicants will be called on to do." 2

Not only by such direct methods as these but indirectly the counselor may discover much about the student.

1. Association of American Colleges Bulletin, 10th Annual Meeting, Part II. May 1924, pp. 125, 127-29.
2. The Vocational Guidance Movement, p. 105, John M. Brewer Macmillan.

Style of clothing, manner of speech, unconscious attitudes, chance remarks; all give the keen observer information. As the adviser becomes more intimately acquainted during the course of the college year, he may temper his first impressions with later observations.

Brewster mentions two traits of character which, combined with brains, are indispensable for all occupations demanding authority.

"Energy is the first, a characteristic needed in professional or administrative positions.

"The average man when his task is done, sits down and waits for the next meal. Capable people are unhappy when they are idle. They find occupation for themselves and, when work fails, they play chess or climb mountains." ¹

This statement may be taken with some few qualifications. Literary history is full of stories of young poets who, playing hockey have wandered idly in spring meadows or have lain prone under the open sky. Walt Whitman, scorning the over-busyness of his brothers, used to lie for hours flat on his back under some friendly tree. But his mind was busy. It is this inner mental energy as well as the outer physical capacity that distinguishes the very intelligent man from the average one.

The counselor must, therefore, take care not to judge too quickly apparent lapses in industry. Professors may

¹ Edwin Tenney Brewster, Vocational Guidance for Professions
Rand McNally

judge with unreasonable harshness. The Counselor may find opportunity for arbitration.

The second quality is independence. "Most of us are slavish. We conform to fashion. Consequently we get our living by obeying some other person's orders. But the professional man is not playing any game of follow the leader. His days work is largely to form a succession of independent judgments for the guidance of other people. Who does not in youth show some independence of character had better find a vocation where he will not have to be a court of last resort." 1

1. Brewster, Vocational.....

B. Personal Qualities for Special Vocations.

Certain special qualities may be mentioned briefly.

We think of the business man as alert, aggressive, able to handle men, and especially interested in details. In college, he may gain unlimited experience, - working for the year book or college newspaper, selling advertising space, doing clerical work, following up cuts and copy for advertisements already contracted for, writing copy for advertisements himself. A man who has been through a few years of this sort of experience and still kept his marks up is already a business man.

The scientist is frequently a quite different sort. The boy with a scientific mind is cautious, reserved, often silent, not interested in people, often absent minded in details, out of a keen intellect.

A lawyer must be independent, quick-witted, and clear headed. He need not necessarily be of a social nature but he should know men and should have a capacity for analysis of character. For most forms of law, he should have a well developed speaking voice. No specialized talent is, however, necessary, because of the many different branches of the law which he may enter.

The doctor must be one who has done well in his chemistry. He should have strong powers of observation and a sharp visual memory so that he may see and remember what others pass by. He need not have been a leader. He should, however, have an interest in people - though some doctors have been successful without such a quality. The doctor is engineer, scientist, and professional mechanic combined.

The college girl who takes up nursing should have physical strength and powers of endurance. She should be settled in a general way in character for flighty, emotional girls do not usually weather the rigorous storms of training school. She should be able to stand much monotony, to do real housework for long hours.

The teacher must be one who teaches not the subject but the pupils. She should, in many cases, have a capacity for leadership. To be successful, she should be even tempered and free from oddity of speech and manners. Above all, a teacher should have a sense of humor.

The boy who desires to enter the ministry should be a sound, all round man with ability in several directions. High moral character must always be a requisite. Success comes most often to him who has a certain capacity for leadership. Manners and tact should be his; also, a social

instinct and a real liking for people. The minister is administrator, teacher, and doctor in one. "A specialist in manhood", the minister is best who is healthy minded, strong bodied and brave hearted.

Apropos of this discussion of personal qualities required in any one profession is the account of the study made by Dr. Freyd of the character qualities of two groups of students in Cleveland; one group composed of students of mechanics and technology; the others of life insurance salesmanship. He summarizes his results as follows: ¹

The result of the groups comparison leads to the conclusion that those who are interested in dealing with human beings (the salesmen) are differentiated from students of mechanics by greater social ability, credulity or suggestibility, adaptability, excitability, self-confidence, talkativeness, present mindedness, and good nature.

"The study of the mechanics showed a greater tendency to be self-conscious, careful in details, inhibited and cautious, reticent, absent minded and glum. They are more capable of making fine coordination and excel in slow painstaking and accurate effort." ²

quoted by H.E. Schrammel,

1. Vocational Guidance Magazine Vol V. no. 5. Feb. 1927
2. Ibid

Regarding this factor of personality and its relation to choice, Dr. Bingham of the Personnel Research Federation aptly remarks;

"What we know of a boy's intelligence may tell us only a little as to which of a large range of occupations may best suit his interests and abilities but if we add to that information what we know about his personality, we are one step nearer to being able to give him sound counsel." 1

quoted by H. E. Schrammel,
1. Vocational Guidance Magazine, Vol V. no. 5.

CHAPTER IV.

THE VOCATION ITSELF.

THE VOCATION ITSELF.

Thus far, the discussion has made mention of only half the knowledge which all advisers must have in college guidance, - the thorough understanding of the student and his fitness for a job.

The complement of the discussion is a consideration of the occupational world with reference to the particular job most fitted for the student. The aspiring young John Doe may decide, for instance, that he is of all things best fitted to be a lawyer. His keenness of mind and his good rank in public speaking may lead the counselor to agree with him. But at this point, the decision should be only half made. Until the counselor knows the opportunities and standards which the law offers, he cannot conscientiously advise John to study for this career.

Certain considerations such as this are to be made in reference to all jobs. When, in the light of the information thus received, the boy views his tentative choice, he may more wisely decide upon its practicability.

1. Economic Factors.

The point to be ascertained first of all in a study of the desirability of a certain job is the question of supply and demand. A girl may be in every way qualified to be a teacher; yet, if she discovers that many young women of apparently the same ability are at present unemployed or are holding inferior positions, she may decide either to do some other work for which she may adapt herself or to go to parts of the world where the demand for teachers is greater.

Informing are the statistics quoted by H. E. Schrammel to show how indispensable is a thorough knowledge of this factor:

"In a survey made by the Board of Education in Detroit of the occupational choices of five hundred and eighty-one eleven and twelve-year old boys, sixty-four per cent chose five occupations; eighty-three per cent chose ten occupations; seventy-four per cent selected occupations in the professional group although only five per cent of the gainful workers of the country are employed in this class. Of five hundred eighty-one, only one showed any interest in the automobile industry for which Detroit is so well known and in which over forty per cent of Detroit's gainful workers are employed.

"In the Illinois survey of high school seniors, over thirty per cent of the boys chose engineering. On the other hand, skilled manufacturing and mechanical work was chosen by only five per cent although twenty-five per cent of the men of the country who are gainfully employed are engaged in such occupations. By this same group, legal and medical professions were chosen by approximately fourteen times as great a per cent as the per cent of men actually engaged in these professions in the country as a whole.

"In the Indiana survey of high school seniors made by Book a few years ago, engineering was equally popular as a prospective career as was the case among the Illinois High School seniors. It was selected by over thirty-one per cent of the boys. 1

In Wisconsin in a canvas of fifteen thousand, two hundred and sixty-three high school students of fifty four different schools respecting their vocational choices, Schmidt found that thirty-three per cent of the boys had chosen professional occupations and in Illinois, Indiana, and Massachusetts practically fifty per cent of the senior boys chose professional occupations whereas, as has already been stated, only five per cent of the adult male population is engaged in such professions." 1

These figures show a marked ignorance on the part of students, especially on the part of high school seniors, about the vocational world and opportunities for employment and progress therein. College seniors may have picked up a smattering of information in this respect so that they would choose with a slightly greater regard for supply and demand, but certainly no counselor and no student looking toward occupational choice can afford to ignore this factor in the vocational decision.

Other factors to be considered may be mentioned briefly;

The student should be supplied with information with regard to the amount and nature of training required in a possible career; the schools which offer this training and their relative standing; the probable cost of the course and the extent to which one may earn one's own way. He should be fully aware of the length of time which some occupations

1. "Factors in a College Man's Choice of a Career"
Voc. Guid. Mag. Vol V. no. 5. Feb, 1927.

require for complete preparation and should find out how long the period of apprenticeship is likely to be.

Blind alley jobs are not all in the unskilled labor level and a man should ascertain the opportunities for advancement which may be offered. He must know, also the permanency of the work he desires to do and what the chances are for probable success.

2. Social Factors

Among college students especially, certain social factors are most influential in the final choice. Every young man and woman must be guided partly by such questions as the following;

1. What is the social rank of the occupation I am choosing? Is it below that which men of equal education will enjoy? Shall I be considered an inferior ~~of~~ men and women rightfully my equals?
2. What are the ethical standards of this occupation? Shall I be called upon to put through crooked deals, to perform dishonest acts, and to say things which are incompatible with my sense of right?
3. What possibility will be offered me for service and for leadership in the community? Will people have confidence in my judgment? Shall I be in a position where the assumption of my rightful part in society will be impossible?
4. Will this work give me a chance to establish a home and maintain a wholesome family life on a level with standards which a college bred person should meet? If not, is the alternative which I am choosing the wisest and most satisfying one for me? 1

1. H.E.Schrammal, Voca. Guid. Mag.
also,
Brewer, Some Points to be Considered in Choosing an Occupation.

These considerations must be taken into account in any vocational choice. There are others, too, no doubt which arise with specific cases.

Certainly all should be seriously discussed before any decisive move into vocational life is made. The counselor must have a **thorough** knowledge of all such questions before any definite advice can be given.

P A R T III

HOW THE COLLEGES ARE MEETING
THE NEED.

HOW THE COLLEGES ARE MEETING
THE NEED.

It has been shown thus far; first, why vocational guidance is necessary in all colleges; second, what factors both in the student himself and in the vocational world should be considered in administering this guidance.

The third part of the Thesis will be a discussion of methods adopted by various colleges which, to a greater or less degree, have met the needs with definite plans of guidance.

Some colleges set aside one day in the college year for vocational lectures and conferences. Some have personal interviews with all new students. Some give orientation courses for the freshmen. Some have vocational committees. Some have placement bureaus. Few have complete systems of guidance.

The following statistical facts were compiled by Maybelle Babcock Blake from the ninety-five answers to a questionnaire sent out to all the womens' colleges and sixty-four coeducational institutions in the United States:---

- 45 out of 95 institutions have some kind of vocational conference.
- 78 out of 95 have placement bureaus though the work of the same is limited.
- 64 out of 95 have one member of faculty appointed to have interviews with all freshmen
- 67 out of 95 appoint faculty advisers.
- 27 out of 95 have upper classmen as advisers.

- 13 out of 95 have some form of occupational class.
37 out of 95 have some form of vocational counseling.
35 out of 95 give some tryout experience.
58 out of 95 follow up alumnae to some extent.
67 out of 95 give psychological tests sometime during
year.
50 out of 95 keep some records other than academic.
23 out of 95 have some form of centralized adminis-
tration of guidance.
33 out of 95 are considering further development. 1

The first mentioned method, the vocational conference for one day only is hardly comprehensive enough to do any good at all. Specialists in various occupations come to the campus and present the principles of their particular occupation, but since this information is rarely connected with the daily college courses it can hardly be looked upon with any great degree of seriousness by the students.

Most colleges, however, having guidance at all offer more assistance than is afforded by the vocational conference. Advising is done to some extent and orientation classes for freshmen are becoming more and more popular.

Placement is carried on to a certain degree, especially for would-be teachers.

1. Guidance for College Women, p. 35 ff.
Maybelle Babcock Blake,
D. Appleton Co.

The following examples are selected to show the more complete plans of guidance already in operation in colleges of the United States. The first of these was taken from Miss Blake's Survey of Colleges published in 1926. (1) It will be seen that although several very well organized plans are in operation, few have the advantage of centralized administration - a necessary factor for really efficient guidance. Few, too, have a program so complete as to reach through the whole four years' course.

Goucher College

Placement
Interviews
Follow up
Part time tryouts

Goucher College has most successfully conserved the worth of previous experiments in vocational guidance and has given us many advanced ideas for further research.

A Bureau of Appointments and Vocational Guidance is maintained by the College for the service of undergraduates and alumnae. It is under the direction of a Faculty Adviser, who is a member of the Department of Social Science and has the full time service of an alumna of the College.

Conferences are held with students desiring vocational guidance or informational data relating to all professions open to women. The Bureau keeps in touch with other bureaus of occupations interested in placing trained women in desirable positions.

Additional information reveals the organization of undergraduates part time work in order to add to its value in

1. Maybelle Babcock Blake, Guidance for College Women
D. Appleton Co. 1926.

vocational choice; an intensive study of the vocational choices of the senior class, and the follow up of the whole class through the first year out of College.

Vassar College

Character rating
Interviews
Vocational Bureau

Vassar College has a Personnel Department, which makes an effort to advise a girl as wisely as possible, attempts to insure as accurate an impression as possible of her general intelligence, special abilities, aptitudes, interests, ambitions, attitudes, activities and accounting for them.

The Vocational Bureau is an informational and advisory center equipped to assist students in their vocational problems before and after graduation. Students in college may consult the Bureau freely in all matters that concern their vocational interests. Alumnae seeking new opportunities or advancement in their work, as well as those who are interested in finding their first positions may apply to the Bureau...

The work of giving the student an opportunity in a part time position is not done on any definite scale or in an organized way. The work of educational and vocational assistance is mainly in the department of the Dean.

Middlebury College

Study of Occupations

Middlebury College is making a valuable experiment in the best methods for conducting an occupational class. The study of occupations is required of all freshmen.

At the first meeting when this problem is considered, a general discussion of the problem of the choice of an occupation is given, touching on; (a) the importance to society of wise vocational choices; (b) the importance to the individual of a wise vocational choice; (c) the advantages and disadvantages of an early choice; (d) the necessity of seriously

considering the problem and the methods by which the study may be systematically made.

Each student is then required to make a study of the three occupations in which he is most interested and for which he considers himself best adapted. In making these studies, he takes up the points suggested in Some Points to be Considered in Choosing an Occupation. This is taken from outlines by Dr. John M. Brewer of Harvard University.

Professor Maverick (1) gives the results of a questionnaire conducted in 1921 and 1922 by the Bureau of Vocational Guidance of Harvard University and the United States Bureau of Education for the purpose of discovering what the colleges and universities of the country were doing for the vocational guidance of their students. The questions were sent to the heads of all the colleges and universities in the country. The very comprehensive results are too lengthy to be give here. Only a few of the most valuable plans of vocational guidance will be presented.

Stanford University

Intelligence Tests
Lectures
Placement
Library of Vocational Literature

Stanford University has done pioneer work in the use of intelligence tests and early extension of the placement service to occupations other than teaching.

1. Lewis Adams Maverick, The Vocational Guidance of College Students
Harvard University Press, 1926. p. 32

There is a faculty committee on vocational guidance, established in 1913. Guidance is carried on by the dean of men, the dean of women, and the women's student committee cooperating with the faculty committee. A series of lectures is given on vocational topics. There is consideration of vocational purpose in choice of courses provided for in the founding grant. The library reserves special spaces for vocational literature and for university catalogues; Part time work and final placement is carried on. A questionnaire filled out by applicants gives vocational objectives.

University of California

Interviews
Lectures
Library
Placement
Research
Intelligence Tests

The University of California has vocational advice by the dean of women and student committee; a series of vocational lectures; vocational literature in the library; a department of vocational education making surveys regarding employment and conditions for minors; placement; intelligence tests; and a required freshmen course in orientation in thought and in scholarship.

Yale University

Freshman college
Intelligence tests
Lectures
Advisers
Placement

At Yale, the freshman year is organized as a separate college. All freshmen take the same course of studies; freshmen advisers have twenty to forty men each, emphasizing personal contact rather than formal advising. Intelligence tests are given. A course of general lectures to freshmen discuss the true value of a college course and the choice of a career, Selection of the major department is made at the end of the freshman year. A Bureau of Appointments handles part time summer and final placement work, circularizes employers regarding available graduates; has attempted even the placement of alumni, but soon gave that over to the New York Alumni Association. It is active also in efforts to establish intercollegiate placement bureaus, especially in New York but is as yet unsuccessful.

Mount Holyoke

Intelligence tests
Interviews
Placement

Mount Holyoke has intelligence tests, individual vocational interviews on matriculation; an interview for each student with the Dean in the sophomore year on the choice of

a major; a questionnaire sent to seniors on vocational plans calls attention to the placement bureau; a counselor from the Womens Educational and Industrial Union of Boston visits the college periodically. Vocational guidance has been used at Holyoke even before the modern or systematic period.

Wheaton College

Intercollegiate conferences.
Library

In February 1917, at the invitation of a committee of the local Y. W. C. A., the first intercollegiate vocational conference was held at Wheaton College with representatives present from twenty colleges enrolling women students. A second conference was held at Wheaton in 1918 with a larger attendance. The cooperating colleges, acting chiefly through student committees, established in 1919, the Intercollegiate Vocational Guidance Association.

The students committee at Wheaton was active in 1921 in maintaining a library of vocational literature and in placement.

Barnard College

Courses in vocations
Conferences
Interviews
Placement

Barnard College of Columbia University has cooperation secured from the Bureau of Vocational Information of New York; a year course in the economic and social position of women is open to juniors and seniors; a student committee has in the past participated in intercollegiate conferences in vocations but has decided that the method is ineffective. The secretary of the College holds regularly scheduled interviews with individual students on the choice of a vocation and on placement. Alumnae assist the secretary of the college in placement. In 1921, a course was offered which was called Professional Occupations, Their Scope, Functions, and Newer Developments.

Pennsylvania State College

Conferences
Interviews
Orientation Courses
Library

The dean of men has initiated work for men. The dean of women is aided by a student committee on vocational guidance. Early in the freshman year, the women receive statements describing the several departments of the college, a required conference with the dean of women on matriculating relates to the choice of a vocation and curriculum. There is a second required conference in the sophomore year; and a final con-

ference in the senior year; during the first three months the dean of women addresses the freshmen once a week on orientation, including vocational topics; a student committee is active in filing and cataloguing vocational interests of individual students, a committee arranges an annual vocational conference. The college is affiliated with the Intercollegiate Vocational Guidance Association.

Beloit College, Wisconsin

Rating scale
Vocational information
Placement
Library

A small folder outlines courses preparatory to the study of law, of commerce, and of the consular and civil services; other bulletins on courses preparatory to the study of medicine, engineering, chemistry, and agriculture and in training for journalistic and editorial writing; one of the admission blanks to be filled out by the candidate is a personal history card which gives attention to vocational choice; placement is largely for teachers; a rating scale is filled out by the faculty for applicants for teaching positions.

Northwestern University

Vocational adviser
 Personal data
 Conferences
 Placement
 Interviews
 Individual study

In the College of Liberal Arts, there are special faculty advisers for students in pre-professional courses. In the College of Commerce, there is a general vocational adviser. Some vocational conferences are held under the Y. M. C. A., professional clubs, for example the engineering club, hold vocational meetings; some students attend the Lake Geneva Conference under the auspices of the Y. M. C. A.; the library has a special shelf of books on vocational topics and university catalogues; placement is made by the appointment secretary for teachers and by the Employment Bureau of the School of Commerce.

State University of Iowa

Intelligence Tests
 Placement
 Personal data
 Cooperation with parents
 Personal supervision

Carl E. Seashore, Professor of Psychology and Dean of the Graduate School is a national figure in vocational guidance and personnel research. The department of Psychology

cooperates with the registrar's office. The psychologists study the intelligence of entering students, administer the tests which determine placement in sections of the freshmen courses and carry forward other personnel studies. Placement tests are given in the following subjects; English training, English aptitude; mathematics training, mathematics aptitude; French training, foreign language aptitude; chemistry training; chemistry aptitude.

The Dean of the College of Liberal Arts requires students to fill out the student information blank, a questionnaire regarding high school success in general and in particular subjects, present difficulties in college studies, reasons for coming to college, vocational experience, vocational objective and methods of study. This information is supplemented by the Student Time Chart on which analysis is made of the activities in which the student engages during a week. Students in the College of Liberal Arts who are doing unsatisfactory work are placed under the supervision of the dean of men and the dean of women. Special absent reports and scholarship reports are sent these offices. A committee consisting of these two deans, the dean of the college and the registrar meets every week to discuss individual cases of all types. A strong effort is made to know each threatening case thoroughly and, if possible, to notify the

parents in advance of disciplinary action. Not only at this point but throughout the administration may be found the effort to establish cooperative contacts with parents. For example, following the examination of high school seniors over the state, a number of letters were written parents with reference to the educational prospects of their children. The College of Liberal Arts also makes strong effort to secure individual contacts with the faculty for all students of superior ability. On the basis of intelligence tests, the dean constructs a list of students of superior ability which includes from ten per cent to fifteen per cent of the class. He asks a special group of instructors of at least the rank of associate professors to act as advisers for these students, assigning about five to each adviser but prescribing no set method of establishing contacts. The lists are submitted to the advisers in September and the dean writes them again in November asking a report on; (a) the individual student, (b) methods of establishing contacts, (c) the advisers opinion of the value of the enterprise. Many different methods are reported and all the advisers state that the effort is of value.

These plans, varying in degrees of completeness, from superficial vocational lectures to a very careful personal oversight of the needs of each student, show the beginning of an interest in vocational guidance which will extend more and

more effectively through all the colleges and universities of the land. The old plan of required courses brought all students out of the machine alike. Free election, attempted in many colleges, has shown that students lack the perspective to choose, unaided, the courses which will lead them to their desired goal. A modified system of electives, therefore, with a certain number of required courses for each vocational major will furnish limits within which the student may be guided.

Lewis Adams Maverick, in two carefully worked out diagrams shows how the valuable parts of all the various plans which he found in operation in various colleges may be integrated into a most worth while whole.

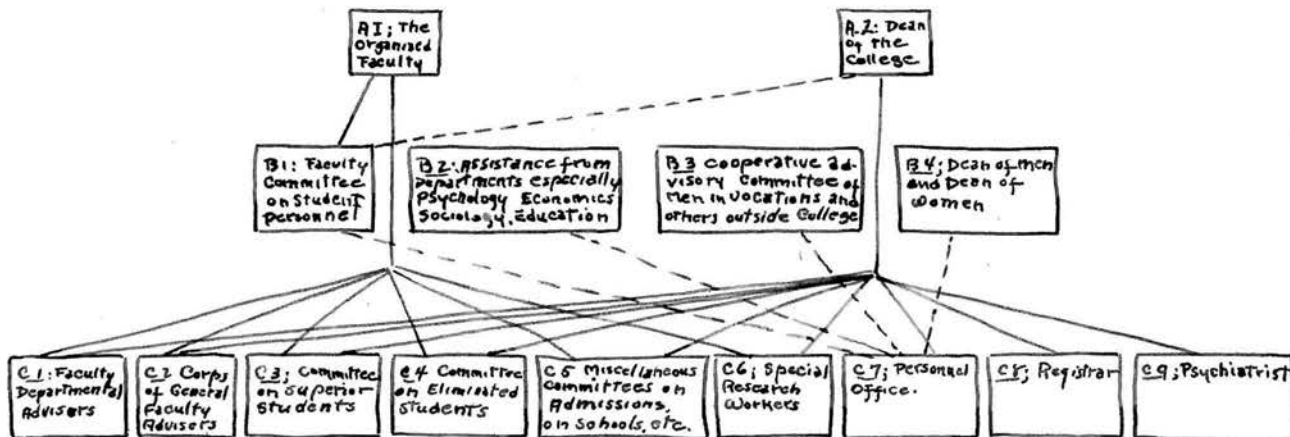
Such centralized and comprehensive vocational guidance programs will be increasingly in favor in the colleges and universities of the United States.

The first (1) gives graphically the functions of the personnel office.

The second (2) is a plan for vocational guidance and personnel research extending through the four years in a liberal arts college.

CHART I

PLAN OF THE ADMINISTRATIVE RELATIONSHIPS OF THE PERSONNEL OFFICE



Solid Lines Indicate Authority. Heavy dashed lines indicate Cooperation in determining personnel policies.

CHART II

PLAN FOR VOCATIONAL GUIDANCE AND PERSONNEL RESEARCH FOR STUDENTS PROGRESSING THROUGH A FOUR YEAR LIBERAL ARTS COLLEGE

Each column represents a period of the student's collegiate progress. Time is measured toward the right. Each of the four major horizontal sections represents a type of guidance or personnel research. Stems in the chart are designated by letters and numbers which indicate row and column.

TYPES OF GUIDANCE OR PERSONNEL RESEARCH	I Before Acceptance of Candidate	II AFTER ACCEPTANCE ; INDUCTION	III FRESHMAN YEAR	IV SOPHOMORE YEAR	V JUNIOR YEARS	VI SENIOR YEAR	VII AFTER GRADUATION
A: Counsel, Orientation, Vocational Information	<p>A I a Bulletins describing courses offered by college with their Vocational Objectives and Explaining Prerequisites</p> <p>A I b Committee on Schools, when visiting secondary schools, hold conferences with teachers and pupils and distribute Bulletins (A I a)</p>	<p>A II a Freshman week (if thought desirable with College Orientation lectures.</p>	<p>A III a Full year or half year class in college and Cultural Orientation</p> <p>A III b Aim of Introduction courses where possible to give in addition to Fundamentals a Survey of field of the Dept. and a try out of typical processes.</p>	<p>A IV a Half Year class in Vocational Orientation (See B IV a)</p>	<p>A V a Elective Courses in Vocational Information following (A IV a)</p> <p>A V b Courses in Vocational Guidance given to teachers by Dept. of Education.</p>	<p>A VI a Departmental conferences toward end of year on further education and with Vocational Possibilities</p>	
			<p>A III-VI c (See B III-VI a) series of individual conferences with personnel office to receive counsel.</p> <p>A III-VI d Curriculum advice from departmental adviser or general adviser</p> <p>A III-VI e Competition Superior Students, prizes and privileges.</p> <p>A III-VI f Committee on Eliminated Students</p> <p>A III-VI g mental hygiene clinic.</p> <p>A III-VI h Library shelf of Vocational literature and College and University Catalogues</p> <p>A III-VI i Possible a series of bulletins following A I a</p>	<p>A V-VI b departmental conferences prior to each important choice of - Records.</p>			
B: Analysis of Students, Records	<p>B I a Personnel Records should be begun in the high school or earlier. College should encourage such records in the schools in its territory</p>	<p>B II a Character rating by Principals Secondary School and others if found valuable.</p> <p>B II b Personnel Questionnaire filled out by student.</p> <p>B II c Intelligence Test</p> <p>B II d Mental Hygiene Questionnaire</p> <p>B II e Subject Tests for Placement in class sections</p>		<p>B IV a Personal Data for Records from Class A IV a</p>			
			<p>B III-VI a: (See A III-VI a) completion of individual records by personal interviews</p> <p>B III-VI b: Registrar's academic records summarized for personnel records</p> <p>B III-VI c: character ratings by instructors in so far as is found valuable for counsel and placement</p> <p>B III-VI d: Record of employment; ratings by employers; follow up research questionnaires (See C III-VI b)</p> <p>B III-VI e Records of individuals participation in student activities kept by student committees (See D III-VI A)</p>				
C: Placement; Securing Employment			<p>C III-VI a Personnel office secure part-time, vacation and full time employment for students, graduates and non graduates (permit other agencies to direct placement only until college assumes responsibility cooperate with inter-collegiate placement enterprises.</p> <p>C III-VI b After placement, follow up service and research questionnaires. (See B III-VI d)</p>				
D: Cooperation by Students.	<p>D I a student's efforts to attract high school pupils to the college should be supervised.</p>	<p>D II a Freshman Hand book.</p> <p>D II b Upper class students as advisers for Freshmen.</p>	<p>D III-VI a committee of students to keep record of activities of individuals (See B III-VI c)</p> <p>D III-VI b student activities to recognize among their functions that they furnish try-out experiences of value for vocational decision.</p> <p>D III-VI c professional and departmental societies to give some place in programs for consideration of vocations related to department and of best preparation.</p>				

The functions of the personnel office may be listed as follows;

1. Cooperation with the committees and officers indicated in Chart I.

2. Interviewing students to secure information for records and to advise the students.

3. The administration of lists, questionnaires, ratings, and similar devices.

4. Keeping individual records in condition for ready use.

5. Personal and vocational research and cooperation with others involved in such research.

6. The administration of the class in vocational orientation or cooperation with its instructor; and cooperation with the departments in charge of the combined course in college and cultural orientation and of the further vocational information courses.

7. Advisory relations with the departments of the college with regard to providing counsel before important choices of students and in the latter part of the senior year.

8. Cooperative or advisory relations with the department of education in the preparation of vocational counselors and personnel research workers.

9. Joint supervision with the dean of the college of the volunteer advisers.

10. Joint supervision with the dean of the college and others of freshman week, guidance bulletins, and other special devices.

11. Direction of the library shelf on vocational literature.

12. Placement of this service is decentralized then the personnel office should place all students not otherwise provided for and should coordinate all placement agencies.

13. Follow up of graduates in vocations for purposes of research and assistance.

P A R T I V

THE COUNSELOR

PART IV.

THE COUNSELOR.

86

The discussion of the phases of vocational guidance, so far, has included; first, a study of student qualifications; second, an analysis of job requirements; third, a survey of various plans now in operation.

Part four will be a consideration of the qualities necessary for a successful counselor.

In a final consideration, it is evident that the success or failure of vocational guidance must depend largely upon the personality of the vocational counselor - the person by whatever name he may be called who willingly or unwillingly, wisely or unwisely, takes it upon himself to advise, direct, inform, encourage, or comfort the youth of the college where he may be situated. No discussion of the factors of guidance can therefore be complete unless accompanying the study of the student, there is also an analysis of the qualities necessary in the counselor himself. What information must he have? What disposition should he possess?

Frederick G. Bonser (1) names four qualities which he considers essential for successful counseling. These are:

1. Information
2. Experience
3. Capacity for Constructive Research
4. Appropriate personality.

It may be well to discuss these points briefly.

1. Necessity of Professional Training for Vocational Counseling
Frederick G. Bonser
Readings in Vocational Guidance, Meyer Bloomfield. GinnCo. 1915

1. Information

As has been said before, the two fields with which the counselor must be above all familiar are;

1. People - heredity, environment, race, interests, intelligence, personalities; and
2. The vocational world - opportunities available in occupations, contact with employers, study of qualifications necessary for each occupation,

These points have already been discussed somewhat fully in Part Two of this thesis. It will not be necessary, therefore, to recall them here.

In addition to these, however, the college counselor must be informed about the institution with which he is connected. (1) He should understand fully the aims, customs, and traditions of the college; its difficulties and its strong points. He should be acquainted with the members of the faculty and have a knowledge of their personalities. He should know thoroughly the grouping of subjects in the curriculum and the aims toward which the whole curriculum is constructed. A complete knowledge of the administration of the college must be his. He should be conversant also with all college activities and with the organizations which carry them on.

He should know from real experience, not from hearsay, the influence which these clubs and societies of various sorts have upon the moral standards of the institution.

In getting the preparation for such work, a study of sociology will be one of the first aids. Such a knowledge of people and their problems will assist the adviser to give help not only to students who already are in some sort of difficulty but to all students who may thus be equipped to meet future crises.

Economics will furnish information about occupations and the questions involved therein.

Psychology will assist in the study of human traits and in the technique of measurement. It will help in the discovery of motives and in the understanding of mental processes.

The department of education will aid the counselor in understanding all guidance since it includes a general knowledge of psychology, biology, economics, sociology, history, and philosophy.¹

Such studies as these will aid the counselor to gain certain theoretical knowledge which will serve him in very good stead. Certainly the college counselor needs a very thorough academic training.²

2. Careers for Women, Catherine, Filane p 563
Houghton Mifflin, 1920

1. Voc. Guid. of College Students, Lewis Adams Maverick, p.144

2. Experience

The second requirement - experience - is unfortunately a quality that cannot be obtained in a twinkling. Theoretical knowledge, such as the class room affords will serve as a basis for avoidance of errors but certainly one can obtain an unfaltering technique only by experience. It will come with time. One must begin sometime. Meyer Bloomfield offers wholesome advice to the counselor who is just starting work. ¹

1. "Go slowly", he says. "Devote a year to preliminary investigation of local resources and of social and vocational problems of the students.

2. "Offer no destructive criticism at first lest through errors due to lack of complete information you destroy confidence in your ability.

3. "Grant interviews to a small number at the first, increasing the number as technique improves and experience grows."

The young counselor will do well to keep in mind that guidance is never, under any circumstances, dictatorial. It is advisory purely. Dispassionately, it attempts to set forth both good and bad points of a vocation.

Meyer Bloomfield
1. Vocational Guidance of Youth p. 16
Riverside Press 1911

The final choice always is in the hands of the student.

"The vocational decision when made", says Meyer Bloomfield, "should represent chiefly the conclusion reached by the boy or girl, young man or woman, or whoever the individual advised may be. Decision is not the business of the counselor but that of the applicant. The counselor is there for suggestion, inspiration, and cooperation. The over zealous school counselor who "prescribes" vocations is quite likely to commit the error of forcing problems on children prematurely."¹

Henry J. Doermann voices the same opinion and gives the reason for his belief. "Students must make choices. Every time someone else makes a choice for him, the student is deprived of an opportunity for self development.....One of the worst errors which the personnel service could be guilty of would be to guide students into preconceived channels and toward inadequately considered goals."²

Frankling J. Keller takes a similar view point:

"The counselor may have and often does, adroitly suggest the appropriate course of action but in the last analysis we want to be the ones to decide. The ideal adviser is the one who never advises; and thus he arouses no resentment but gets understanding."³

1. Voc. Guid. of Youth, Riverside Press 1911, p. 103
2. Orientation of College Freshmen, Williams & Williams Co. 1926
3. Franklin J. Keller, Some Aspects of Vocational Guidance, Voc. Guid. Mag. Vol V. no. 1

Another error like unto that of taking decision away from the applicant is the impression that people may be divided into types, each of which is fitted for one and only one kind of work. The adviser who scrutinizes the candidate before him for ten minutes and then, with infinite assurance, assigns him to a law school or a wholesale grocery business is nothing more nor less than a fake. Gypsy fortune tellers might do as scientific a piece of work with fewer of pretensions.

Kitson points out clearly the absurdity of this sort of performance. (1) "The uselessness of the type as a scientific concept has been repeatedly demonstrated by experiment; and as a vocational concept, it falls down completely before the simple circumstance that many persons can be trained to do well a number of things.

"In any group arranged according to the normal curve of distribution, there are a few persons at the upper extreme who fall readily into the group of geniuses. Their line of succession is plainly marked. There is a small number at the lower extreme whose deficiencies make possibilities limited. Between these two about fifty per cent could do a large number of things equally well. Interests should not here be the only guiding factor in the choice of a career. Many of this group have several interests conflicting and of

1. Suggestions Toward a Tenable Theory of Voc. Guidance
H. D. Kitson,
Readings in Voc. Guid. Bloomfield, Ginn & Co. 1915

equal strength. Otherwise, there would be no need of counsel."

The whole philosophical concept in such cases is wrong because it is based upon the fatalistic implication that,--

1. "In the cosmic scheme, there is one place only to be found - a "niche."

2. "Failure is always due to a failure to find the "niche."

The counselor will gain such knowledge as the foregoing largely through experience. He must learn that he is not supposed to possess any mysterious prescience and will not attempt promises that cannot be fulfilled.

Even though technical knowledge comes only with time, everything that ever happened in the past life of the counselor will be of aid at some time in the solution of a student's problem. This background of previous experience is of vital importance. Too puritanical an upbringing with too great a tendency to be shocked may contribute appreciably toward failure in the advisory capacity.

3. Capacity for Constructive Research

The third quality which a successful adviser must have, a capacity for research, is especially necessary because of the comparatively recent nature of definite vocational

guidance. Research in this field has already been carried on at such centers as; Stanford University since 1911; at Harvard University in the Bureau of Vocational Guidance of the Graduate School of Education; at Brown University by a faculty vocational committee; at the University of California by the Division of Vocational Education; at Northwestern University by the personnel office under the direction of Mr. Louis B. Hopkins; at the University of Chicago by Professor L.L. Thurstone; at Columbia by Professor Ben D. Wood. A committee under the chairmanship of Dean H. E. Hawkes of Columbia University was appointed at a conference of the Committee on College Entrance Tests held in Washington D.C. in May 1924, to study the desirability of setting up an organization for cooperative experimental research on one relatively simple self contained and definite problem such as the discovery of the data and procedure best adapted for giving vocational advice to students looking forward to medicine, law, or engineering. The American Association of University women has also, for a long time, been interested in vocational guidance and has conducted research into the vocations of college trained women.

The need of study in this field is still great, however, and any person planning to take up vocational guidance as a career should be capable of carrying on the

work of thorough careful research independently or in cooperation with other colleges and organizations.

Professor John M. Brewer lists a number of the unsolved problems with which research in vocational guidance has yet to deal.¹

1. Census data on occupations must be studied in order to determine just what experiences should be offered.

2. Research is needed to determine just what combinations of exercises are economically and educationally appropriate.

3. Research is needed to plan more scientifically the steps taken by the pupils; from the industrial arts of the elementary schools to a variety of contacts in the general shops; from these to a trial experience in two or three callings; from these trials to enrollment in the vocational school.

4. It is 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.

5. Teaching methods must be scrutinized.

6. Tests must be constructed and applied as measures of progress.

7. A checking up of the later experiences of the individuals is needed to suggest further modification in the aims and methods of the work.

1. John M. Brewer, Progress of Problems of Vocational Guidance, School and Society, Jan. 16, 1926. Vol. XXIII no. 583

The research in guidance can be most helpful if everyone interested in this sort of work continues to study means of improvement. Constant rechecking of methods will be necessary but discoveries of lasting value will doubtless be made.

"It is especially important", says Professor Brewer¹ "that research effort should not be confined to laboratory workers. Industry managers, employment managers, time keepers, visiting teachers, plant physicians, classroom teachers, supervisors, deans of men and women, vocational counselors, and all others engaged in the educational and vocational guidance of youth must coordinate their efforts for the purpose of continual research in testing and measurement."

4. Personality

A study of Zimmerman's painting of Christ and the Fishermen will reveal more clearly than pages of exposition the essential spirit with which any counselor must go at his task.

In the center of the picture is old Zebedee, strong and gaunt, his keen dark eyes intent on Jesus' face. He is

1. John M. Brewer,
Mental Measurement in Educational & Vocational Guidance
Harvard Bulletin in Education, No. X Nov. 1924.

passionately eager to understand what Jesus is telling him. He feels the simplicity and beauty of this new teaching but he cannot yet quite square it with the ancient Levite doctrines which he has conscientiously observed all his days. Behind him is James who listens closely but with a frown that indicates a problem not yet solved. John, leaning forward beside him, has leaped already to the conclusion and, with the ardent fire of his youth is completely won. Jesus the counselor and teacher is portrayed as a man deeply and sincerely in earnest. Each of the three listeners feel, in his presence, the dynamic force of a life wholly subordinated to the transforming passion of love. The forward stoop of his shoulders, the intent face, show the completeness with which he gives himself up to a sympathetic understanding of the three men. He is not in the least in a hurry. His crowded hours are forgotten and he has no task in all the world but to give this old man the simple teaching of love. The personal touch - there is nothing quite so important in all dealings with human beings as this. Jesus with his hand on the old man's wrist gives reassurance of complete sincerity and friendliness. For the time being, this old man is the only concern for him in all the world.

To be able to abandon utterly all other interests, to inspire complete confidence, to be genuinely friendly

must be the primary aim of all counselors. Professionalism, case methods, pedantry, are fatal to a revelation of true personality.

"Every attempt," says Professor Doermann, "to minimize the variableness of the human factor vitiates the orientation process. Every student must be regarded as a separate and distinct individual".¹

"If there is one thing about these methods", says Franklin J. Keller, "that is more important than anything else, it is that they should be devised with a full consideration of the personality of the boys and girls they are intended to help. Such personality can come to the surface only if it is allowed to express itself; it will express itself only if it has full confidence in the sympathy and understanding of the person listening."²

It is here, Mr. Keller goes on to say that the influence of the classroom may make this drawing out of personality difficult. The pupil in class must give the right answer or not answer at all. The student in conference with an adviser may feel at first this same constraint. The technique of the interview, the personal touch, must be established. Pleasantly casual conversation on many topics,

1. Henry J. Doermann,
Orientation of College Freshmen, Williams & Williams Co 1926
2. Franklin J. Keller,
Some Emotional Aspects of Vocational Guidance,
Voc. Guid. Magazine, Vol V. no. 1

"from prize fights to ancestors" will bring to the surface the strong and weak points of the students make up and suddenly the problem itself will pop all unannounced to the front of the discussion. This will appear especially if no disapprobation or reproof follows expression of the unconventional or taboo.

In addition to this prime factor, there may be mentioned the necessity for a scientific attitude. This is not as might seem to be the case, a contradiction of the first point. Behind the warmth of sympathy must be exact knowledge, scientific precision, and rigid training that will make sentimentality and weak pity intolerable.

Patience is a quality greatly to be desired. The bashful boy, the self-conscious girl, the cock-sure senior, the weak willed sophomore - all need to be dealt with slowly and carefully. Character is not a garment to be cut over and remade in a single fitting.

Maybelle B. Blake summarizes, very completely, the personal qualities necessary for an adviser:---

Personal Qualifications of the Personnel Officer.

1. She should have superior academic training and an understanding of all academic matters.

2. She should be skilled in the technique of human understanding. This entails a knowledge of the human mechanism in general which should serve as a guide for an understanding of the student, each having a different mental equipment, definite powers of achievement, certain difficulties, peculiar to her as an individual. These must, therefore, be considered always in the light of her social environment. The personnel worker must not only know the individual; she must also study the ways and means of adjusting her to her social relations. It is significant that a marked increase in appreciation of social value has gone hand in hand with a growing recognition of the individual. The attitude of a student toward her family, and the family's attitude toward her, her selection of college mates as well as her associations in college, her recreational interest, her choice of studies and her attitude toward life-- all these things are very important factors in the student's development and an understanding of their importance is essential to the success of the personnel officer. Such a knowledge can come only through the study of biology, psychology, sociology, mental hygiene, recreation; and the principles of educational and vocational guidance.

3. She should have knowledge of college administration with special emphasis upon the human relations in administration.

4. She should have keen observation. Sometimes just a phrase dropped by a student is a clue to her problem.

5. She must have helpful personal qualities. Such as a sense of humor, tact, dignity, sympathy, honesty, sincerity, patience, and an interest in an avocation. "

Guidance worthy of the name takes all of a counselor's resourcefulness, all of his sympathy, all of his tolerance. It demands a personal life free from sham and a mind devoid of prejudice.

The requirements are exacting indeed but to him who can fulfill them, the reward of service to lives made saner and more purposeful is satisfaction enough.

It is Alexander Throckmorton who, in the Spoon River Anthology voices the tragedy of a life that gropes too long in darkness, unaided --

In Youth my wings were strong and tireless
But I did not know the mountains.
In age I knew the mountains
But my weary wings could not follow my vision,
Genius is wisdom and youth.

It is not in the mere choice of some definite job that vocational guidance would assist. It is in the whole course of life itself.

CONCLUSION

CONCLUSION.

It has been the purpose of this thesis to show the need of vocational guidance in the Liberal Arts College and to suggest ways of meeting this need.

Though college students like to think themselves utterly self-sufficient, they are not yet wholly sure of the way, which they must take. Guidance, like finger posts along the way, points out the best road; never does it make an effort to force the young traveler to follow it. If, with the vision of genius, he wishes to cut a brave new path through the forest, guidance will not hinder him; It will only furnish him with keen-edged tools to hew his solitary trail.

When vocational guidance becomes more prevalent in colleges than it is at present, it will be a centralized plan of contacts between the students and the vocational bureau so efficient and so scientific that it will extend throughout the college course and into future years. But the counselor will be so human, so altogether cordial and understanding that the most homesick freshman or the most world weary senior will never be too frightened or too independent to seek his friendly counsel.

SUMMARY

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This thesis has attempted to discuss the factors involved in the Vocational Guidance of College Students.

It has shown, first, that guidance in the student's choice of a career is a necessary part of any college administration. The reasons for such a statement are clear as soon as a study is made of the conditions of modern college life. The machine like uniformity of much college training makes students too lazy to think for themselves. Because of ignorance of other vocations, students of liberal arts colleges drop into that job which is most accessible but, not necessarily the most desirable - usually teaching. It has been shown also that a large number of prospective teachers are not at all satisfied with the choice they have made.

Guidance toward a vocation based on ability is, therefore, greatly needed. This does not mean at all that the liberal arts college should be made into a professional school. The function of the college should never be narrow specialized training. Other schools give vocational training. The liberal arts college aims to give;

1. A broad foundation of general knowledge.
2. Ability to think accurately.
3. A sound taste.

These functions of the college are not always fulfilled because;

1. College life has become very complex.
2. Authorities placed in positions of advisers have not had time to do their work adequately.
3. The broader curriculum has made the choice of courses more difficult and confusing.
4. The students come to college with a less definite purpose than formerly.

Guidance in making choices, in learning about vocations, in adjustment of individual problems, is therefore imperative to link the college training to life purposes.

Part Two discusses the factors in counseling. The factors in counseling are two: first, the student; second, the job. A study of the student involves an investigation of the student's heredity; of his environmental background; of his race and nationality; of his level of intelligence; of his interests; and of his whole personality. The study of the job includes such economic considerations as supply and demand, permanency of position, amount of salary. The adviser must furnish contact with employers and must understand qualities necessary for each occupation.

Social considerations are involved also - rank, ethical standards, opportunity for service, and for wholesome family life.

Part Three is a presentation of various plans already in use in some of the colleges and universities of the country. One of the best developed of these is that in use at the State University of Iowa. The program includes intelligence tests, placement, study of personal data, the personal supervision of each student, and the enlistment of cooperation from parents.

The vocational counselor is really the most important factor after all. To be successful, he must have;-

1. Information about vocations.
2. Experience
3. Capacity for constructive research.

The work of counseling wisely is the most challenging of jobs. It requires the whole personality of the man or woman who does it well. However, the high joy of creativity and the warm glow of personal service are sufficient reward.

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