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PROPOSALS FOR VOCATIONAL GUIDANCE
IN WASHINGTON (NEGRO) HIGH SCHOOL
SAND SPRINGS, OKLAHOMA

A Paper Submitted to the Graduate Division in
Partial Fulfillment of the Requirements for the Degree
of Master of Science

By
E. A. Brice

KANSAS STATE TEACHERS COLLEGE
Pittsburg, Kansas
August, 1940

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CHAPTER I

INTRODUCTION

The Problem

This study endeavors to work out some proposals for vocational guidance in Washington High School for Negroes in Sand Springs, Oklahoma.

The purpose of these suggestions is to attempt the following:

1. To assist students of Washington School in choosing and being successful in their occupations.
2. To help students to understand the attitudes and habits that help or hinder in human relations.
3. To help students to discover their present social limitations and to develop social attitudes and skills.
4. To serve as a basis for the construction of a course of study for teaching vocational guidance and as an aid to probable curriculum revision.

Purpose of the Study

Sand Springs is an industrial center in northwestern Oklahoma with a population of 6,632. It is a factory town offering employment to thousands. Located there are a steel mill, an oil refinery, a box factory, a glass factory, a cotton mill and several other minor factories.

However, Negroes hold only a small percentage of the jobs available. The reason for this, the writer thinks, is due to the fact that the Negroes have not been prepared and are not acquainted with the work of certain factories.

Housed within five square blocks on the south edge of Sand Springs is the Negro population of approximately 1,000. An observation of the community life of the Negro has shown it inferior to other cities maintaining a school of the size of the Washington High School. Congested housing and the seasonable employment create problems that must be solved before advancement can be made. Problems, moral, social and economic, are thrust upon the school for solution because the homes, lacking economic and moral stability, are more or less handicapped when it comes to advising their youth.

The writer assumes that a program of guidance will be of great benefit to the school in trying to improve economic needs and to help the students and graduates of Washington School to take advantage of the industrial opportunities available. The school is trying to prepare each young citizen for the duties of life. The most important of these duties is earning a living for himself so that he may not become a burden to other taxpayers. Before the individual can be trained to earn his living, he must have some conception of the type of work he is best qualified for;

what work is available to Negroes, and what preparation is essential for entrance into the field of work which he selects.

Allen's opinion is that:

In recent years city schools have become so highly specialized that there is danger of losing the individual in a maze of teachers, subjects, activities, and program machinery. . . . Organized guidance is the individualizing element in the school system.¹

In the light of these brief considerations the following purposes have been set up as a guide in developing this problem:

1. To work out a plan that can be used in advising high school students concerning occupational possibilities.
2. To assist students in making occupational choices.
3. To act as a basis for suggestions for possible curriculum revisions so as to adapt the school to meet the more specific needs of its students.
4. To discover and direct the latent abilities in students for the best advantage to themselves, their employers and their community.
5. To provide a plan which may be used by principals, teachers of vocational guidance and school deans as an aid in advising students, especially those who do not expect to seek higher education after

¹Richard D. Allen, Organization and Supervision of Guidance in Public Education. pref.ix.

graduation from high school.

Justification of the Study

Books and courses on vocational guidance do not seem to fit the specific needs of students in Washington School. Many graduates have yet to find positions. Of the number who "went away to college," very few have completed their college work, due to failures which seem to indicate a lack of proper guidance in high school.

Richard Allen states that the majority of high school students are faced with the necessity of taking their places abruptly in an increasingly complex occupational world. It means that they should have counsel and advice in selecting a field of work suited to their individual interests and abilities. From the social point of view, the proper adjustment of the individual to life, both as a worker and as a citizen of the community, is essential. Society pays dearly when an individual is not able to support himself economically or develops anti-social reactions. It is highly desirable also that the individual make proper adjustments for his own mental and physical health and happiness. There is needed a guidance service which aims to anticipate problems, to discover and prevent difficulties, as well as to repair and readjust wrecks along the road.²

²Ibid., 140.

Gathering the Data

In gathering the data for this problem, the writer used the personal interview technique. One hundred boys and girls of Washington Junior and Senior High School were interviewed by the writer during the school year. A check list was used to record the data, a copy of which is in the appendix. The questions were based on (1) home conditions, (2) local industries open to Negroes and (3) the interests of the students.

Personal interviews were also held with fifty graduates who finished Washington High School between the years of 1935-37. The names of these graduates were taken from the permanent records kept in the school office by the Alumni Association. It was the hope of the writer to ascertain the number and kinds of jobs held since graduation and the reasons for changes or dismissals. A check list similar to the one used for students was answered by the graduates. The writer is attempting to determine whether the lack of guidance in high school has made a difference in their suitability for the positions they are now holding or have been unable to retain.

For the remainder of this study, tabulations are all based on the 100 students and 50 graduates of Booker T. Washington School in Sand Springs, Oklahoma. The title Washington School will be used when referring to this institution throughout the study.

CHAPTER II

THE FINDINGS

Interviews with Students

In an endeavor to learn the occupational interests and reasons influencing their occupational choices, the social and economic background of one hundred students of Washington School were studied. A national survey of vocational education and guidance for Negroes points out that the kind of home, its upkeep, opportunities for study and healthful sleep and recreation, quality and number of books, magazines and newspapers available, have a bearing on the pupil's ability to profit by the educational program provided.¹

Table I is a summary of part I of the check list which deals with the home life of the 100 students.

TABLE I

Home Conditions of 100 Students of
Washington School

Questions	Yes	No	No Answer
1. Do you live at home?	91	9	
2. Do you help support your family?	29	68	3
3. Do you use your earnings for your own personal needs?	56	36	12
4. Do you live in Sand Springs?	71	29	
5. Would you like to live in Sand Springs the rest of your life?	20	77	3
6. Do you think a larger city would offer more opportunities in the field you will choose for making a living?	74	24	2

¹"National Survey of Vocational Education and Guidance of Negroes," School and Society, XLIX (March 1939) 284.

Responses to these questions reveal that the average size of family of the 100 pupils studied is 5.89 members; the average home is a dwelling, unpainted and generally dilapidated, of less than three rooms without the benefit of modern facilities. It is quite common to see three or four of these shacks grouped on one lot, depriving the occupants of sunlight, fresh air and adequate room for play.

Ninty-one of these Washington students live at home, while 9 live with relatives, friends, or in rooming houses. Of the 91 students living at home, 29 contribute to the support of their families; 56, on the other hand, are using their earnings for their personal needs.

Since Washington School is a consolidated school and some of its students are brought in from surrounding districts and farms by bus, the writer wished to determine how many of the 100 students interviewed actually lived in Sand Springs proper. Seventy-one answered that they did live in Sand Springs and 29 did not. It was revealed that 77 of these students would not like to live in Sand Springs the rest of their lives with 74 students giving as a reason for this statement, that a larger city would offer more opportunities in the field they have chosen for making a living. The writer believes that this indicates that these 74 students do not have a true picture of working opportunities as they exist in Sand Springs (as will be reviewed later in this study) or else the natural desire of youths to "get away from home" influenced these answers.

The second section of the check list contains questions concerning the jobs held after school by the 100 students. Responses, recorded in Table II, show that 57 are working after school at odd jobs, such as porters in barber shops, maids, cooks, errand boys and janitors. It was surprising to learn that 47 declared that they would like to continue this type of work after graduation from high school. The writer feels that this question was answered in the light of their parents' present occupations, and that it vividly indicates a need for vocational guidance in Washington High School because most young people have great ambitions in regards to the future work they expect to engage in, yet almost one-half of these students seem to say that they will be content to remain in menial positions within a low income group.

Fifty-one students answered that they would like to work at the factories in Sand Springs, though the other 49 said that they would not like to work at the factories. That the value of education is not fully realized by 33 of the pupils is shown by their affirmative answers when asked if they thought a job at one of the Sand Springs factories was the best they could secure if they continued in school. Negative answers were given by 48, indicating that they realized that education could equip them for better positions than those of common laborers usually held in the factories.

Nineteen did not answer this question. That the majority, however, are college minded was proved when 87 answered that they intend to enter college. Seventy-eight indicated that they would like to go into private business for themselves, 16 did not and 4 gave no answer to this question.

That a vocational guidance course taught in the school would be of value was agreed by 70 students, though 10 said "no" and three gave no answer. The answers to the last three questions of Table II show that ambition is not lacking in the majority of these students but if it is not directed, this ambition will lie dormant or die. It must be conceded that one important purpose of the school is to assist the pupil in acquiring desirable experiences and in avoiding pitfalls. In order to accomplish this purpose the school must accept responsibility for guidance and must create the methods that will help it give counsel intelligently and with success.

TABLE II

Present Vocational Attitude of 100 Students of
Washington School

Questions	No		
	Yes	No	Answer
1. Do you work after school?	57	40	3
2. Would you like to continue this type of work after graduation?	47	47	6
3. Would you like to work at any of the factories in Sand Springs?	51	49	-
4. Do you think a job at one of these places would be the best you could secure if you continue in school?	33	48	19
5. Do you plan to go to college?	87	12	1
6. Would you like to go in business for yourself?	78	16	4
7. Do you think that the school should offer a course in vocational guidance?	70	20	10

Too, it was interesting to note that 87 students plan to go to college. Though a great majority of these people may, because of finances, fail in realizing this ambition, it is gratifying to note that they desire higher education. For the same reason the writer was happy to learn that 78 feel an urge to be independent through owning their businesses. Proper guidance will be of value in helping a per cent of this group to accomplish this desire through the study of biographies of outstanding Negroes, through contact with successful Negroes who operate similar businesses of their own.

The pupils were asked to check the occupation they expect to follow. This question was included so the writer might learn something definite as to the occupational ambitions of the students. Table III gives the results.

TABLE III

Vocational Choices of 100 Students

School teacher	20
Musician	12
Doctor	11
Steel worker	9
Cook	9
Maid	6
Carpenter	6
Lawyer	5
Secretary	5
Business man	5
Chauffeur	4
Librarian	2
Farmer	2
Waiter	1
Hairdresser	1
Social worker	1
Writer	1

Though the students do not manifest a great deal of knowledge concerning their choices of vocations, 86 admitted a liking for their choices as a reason for selection. Ten checked "no" when asked if they liked the occupation chosen, indicating that other factors influenced their choices. The earning of money was uppermost in some minds as was demonstrated by 67 giving that as a reason for their choices.

TABLE IV

Factors Influencing Vocational Choices of 100
Students of Washington School

Questions	No		
	Yes	No	Answer
1. Do you choose this occupation because you like it?	86	10	4
2. Do you choose this occupation because it will bring you more money?	67	24	9
3. Would you take any job you could get if you had someone depending on you for support?	79	18	3
4. Do you intend to keep studying until you reach the top in your chosen field?	94	5	1

Further study of Table IV shows that these people feel the need of self-denial inasmuch as 79 out of the 100 answered "yes" that they would take any job available if there was someone else depending upon them for support. It was remarkable that one student inserted in the margin of his check list that his answer to this question was a conditional "yes," since he would take any job only if it was honest work.

The last question in the check list asked if the student intends to continue his studies until the top is reached in his chosen field. The response was almost unanimous. "Yes" answers were given by 94, while only 5 said "no" and one person failed to answer the question.

Table V gives the occupations of the fathers of the 100 students. A survey to determine how many parents finished high school showed that less than 3% of the 100 fathers received formal schooling past the eighth grade. Signs of maladjustment are ever present. Elementary school cannot prepare a youth of 16 to be a successful worker in any field requiring a very high degree of skill. Nothing remains for the person who drops out of school before graduation except to become a common laborer, accepting low wages and forever fearing that another laborer may take his place.

TABLE V

Fathers' Occupations of 100 Students

WPA	52
Common labor	17
Farmer	9
Factory	8
None	5
Minister	2
Bus driver	2
Railroad	2
Teacher	1
Musician	1
Fruit grower	1

According to Frederick J. Allen:

The largest labor turnover occurs among those most poorly educated, among those who did not complete grammar school. This represents a great economic loss which should be brought to the irreducible minimum.²

Interviews with Graduates

The first part of the check list given to fifty graduates of Washington School deals with factors influencing the jobs these graduates now hold. The writer thought it would be interesting to compare the occupations of the fathers of the 100 students with the occupations of the 50 graduates. The comparison of Table V with Table VI reveals that fewer high school graduates are on relief rolls, indicating that high school graduates have a better chance at getting and holding jobs than people who have not finished high school. Table VI presents the jobs now held by the graduates.

Table VI

Occupations of Fifty Graduates

Common labor	15
Teacher	8
None	8
WPA	6
College student	6
Minister	2
Tailor	2
Business for self	1
Dressmaker	1
Radio technician	1

²Allen, Principles and Problems in Vocational Guidance, p. 194.

According to Table VII, thirty-five of the graduates interviewed are now employed; while only 12 have held the same jobs since leaving school. A very small number, only two, changed jobs because they did not like the boss, leaving 34 who did not change jobs for this reason. On the other hand, only one person admitted that he was fired because he did not know his work.

TABLE VII

Factors Influencing Present Job Holding
of 50 Graduates

Question	No		
	Yes	No	Answer
1. Are you now employed?	35	15	-
2. Have you held this job since graduation?	12	34	4
3. Have you changed jobs because you did not like your boss?	2	42	6
4. Were you ever fired because you did not know your work?	1	47	2
5. Does your present job have possibilities of advancement?	30	15	5
6. Did your present job require apprenticeship training?	26	19	5
7. Would you change positions for more money?	18	27	5
8. Do you feel that you selected a field most suitable to your interests?	36	9	5
9. Did you have any choice as to the job you would take?	20	26	4
10. Did you take any job you could get?	28	18	4
11. Do you have a family to support?	22	27	1
12. If you did not have a family to support would you quit your job, if you did not like it?	10	38	2

That possibilities of advancement are many were claimed

by 30 of the graduates. Fifteen, however, saw no possibility of advancement on their present jobs. This fact would naturally have great influence on the changing of positions for more money as was testified by 18 of the graduates. Interest in the job held as a factor that makes working pleasant agreed 36 of the job holders who feel that they have selected a field suitable to their interests. Yet, in answering the next question, only 20 people said that they had a choice as to the job they are working at. The recent depression, no doubt, has taught people to work at any job available; perhaps this was the case of the 28 graduates who admitted that they took any job they could get. Too, the fact that 22 have families to support would influence them to take any job.

That stability is a trait possessed by most of the graduates was displayed in the answers to the last question of Table VII. Only ten people stated that they would quit their present jobs, if they had no family to support, because they did not like the job.

Table VIII gives the number and answers to the questions under Part II of the graduate check list. From this tabulation the writer learned that 47 of the 50 graduates interviewed are studying to better their condition. It is a fact known to the writer that the majority of the recent graduates attend the night school at Washington School which is in session six months of the regular school term.

TABLE VIII

Influences of School Training on Job Holding
of 50 Graduates

Question	No		
	Yes	No	Answer
1. Are you studying to better your condition?	47	2	1
2. Was there any subject taken in high school that better fitted you for the job you now hold?	32	12	6
3. Could you have filled your job if you had not finished high school?	20	23	7
4. Is your high school English helping you in your job?	42	3	5
5. Do you think the school could have done more to help you hold your job?	20	25	5
6. Would a course in vocational guidance been of help in selecting a career?	44	2	4
7. Do you find trade studies of more value to you in your work than were academic subjects?	34	11	5
8. Did people outside your family advise you about taking your present job?	13	30	7
9. Do you think more specialized subjects should be offered in high school?	49	1	-

Thirty-two of the 50 graduates state that there were subjects taken in high school that better fitted them for the jobs they now hold, but only 20 of them could have filled their present jobs if they had not graduated from high school. High school English is helping 42 of the graduates in their present jobs. Though only 20 people declared that the school could have done more to help them hold their job, 44 expressed the belief that a course in vocational guidance would have been of help in the

selection of a career. As it was, 34 thought that the trade courses overshadowed the academic subjects (in their cases) in helping them in their work.

In answering the last question, the 50 graduates were almost entirely of the same opinion that more specialized subjects should be offered in high school. The number of "yes" answers to this question were forty-nine.

Offenses in Juvenile Court

The writer was granted the privilege of examining the police records at Sand Springs to ascertain the number and kinds of offenses committed by students and graduates of Washington School. One of the graduates is now serving a sentence in the Oklahoma State penitentiary for manslaughter. It was interesting to learn that this youth has been made a trusty at this institution, though he has served less than two years of his sentence. This fact was a good indication that a little more guidance, moral and social, along with vocational guidance, might have made an upright, law-abiding citizen of this youth.

In 1939, out of the entire school whose enrollment is approximately 375 children ranging from 5 to 21 years of age, four boys were committed to the state reformatory for boys at Boley, Oklahoma. No girls from Washington School have ever been committed to such an institution.

Further investigation of police records show that only 10% of all the school graduates have been booked for

petty crimes while 80% of those who dropped out of school before graduation have been arrested repeatedly on minor counts.

It can be assumed that if guidance had been introduced as part of their school work, fewer misfits would result. Vocational guidance, then, is needed to keep a larger number of children in school and to facilitate their leaving under conditions favorable for worthwhile employment.

Occupations open to Negroes

Sand Springs has been rightly named the industrial center of Oklahoma. Located in this thriving town are more than fifteen factories (listed in the appendix), employing more than 3,000 people. Of this number less than 100 are Negroes. This small number of Negroes employed is due to the fact that eight of these factories do not hire Negroes. One manufacturer of glass products, who hires from thirty-five to forty people, gave as his reason for not employing Negroes "We use whites only as this is a very skilled line of work. We have never employed colored people here except on occasions where they did contract work in unloading cars of material in emergency." Another employer stated that Negroes were hired as helpers, yardmen, and common laborers. But as "straighteners, a specialized work," they were not used. Contrary to common belief, none of the employers interviewed based any objection to hiring Negroes because of

their color. Their principal objection was that they were not skilled in certain lines of work that they would be required to do. These industries were willing to cooperate to the degree that they would give instructional lectures, allow classes to visit their plants during working hours, and help in other ways suggested by a vocational guidance teacher.

An article on vocational guidance published in the Southern Workman says:

Technological growth, social and economic change, and consequent vocational mal-adjustment have increased the demands made by industry upon all workers and have intensified the problems of training for present day employment. It is easily apparent that the problems are even more serious for Negro workers and especially the Negro youth. It is, for instance, notorious that for all practical purposes such apprenticeship training as is now offered by, or in cooperation with, trade unions is denied to Negroes.³

The Bureau of Labor presents some statistics in the Monthly Labor Review along with the following suggestions:

Schools should cooperate with interested persons and groups in contacting employers in order to open up additional occupational opportunities for Negroes and to aid them to enter new fields being developed. Schools should also make an effort to change that attitude of Negroes with reference to occupations and the opportunities for training designed to help them become more efficient in and to hold their present jobs and to equip them for new opportunities when they are offered.⁴

³"Vocational Education, Guidance and Placement, and Apprenticeship Training," The Southern Workman, LXVII (July 1939) 218.

⁴"Recommendations on Vocational Education and Guidance of Negroes" Monthly Labor Review, XLVIII (April 1939) 849.

CHAPTER III

ORGANIZATION OF THE PROGRAM

Personnel

The guidance program in any school should evolve gradually. A ready-made plan cannot be clapped down upon a situation. Because of the lack of trained vocational guidance personnel in the school, it is important that all community organizations work together in administering a program that will serve the largest number of youths.

In spite of the lack of funds or lack of special facilities, the small school may nevertheless have an effective guidance program. The first requisite is leadership. Usually the superintendent, principal, vice-principal or dean of girls is in charge of the guidance program.¹ Figure 1 provides a suggested plan for the organization of the guidance personnel in Washington School.

A national survey of guidance for Negroes disclosed that many of the Negro teachers of vocational guidance are inadequately prepared and that the handicaps which their inadequate preparation places upon the pupils may result in serious consequences for the individuals concerned.²

The director of guidance should be fitted by person-

¹ Ruth Strang, "Guiding the Guidance Program in our Smaller Schools," Nation's Schools, XVII (January 1936) 18.

² "National Survey of Vocational Education and Guidance for Negroes," op. cit. p. 284.

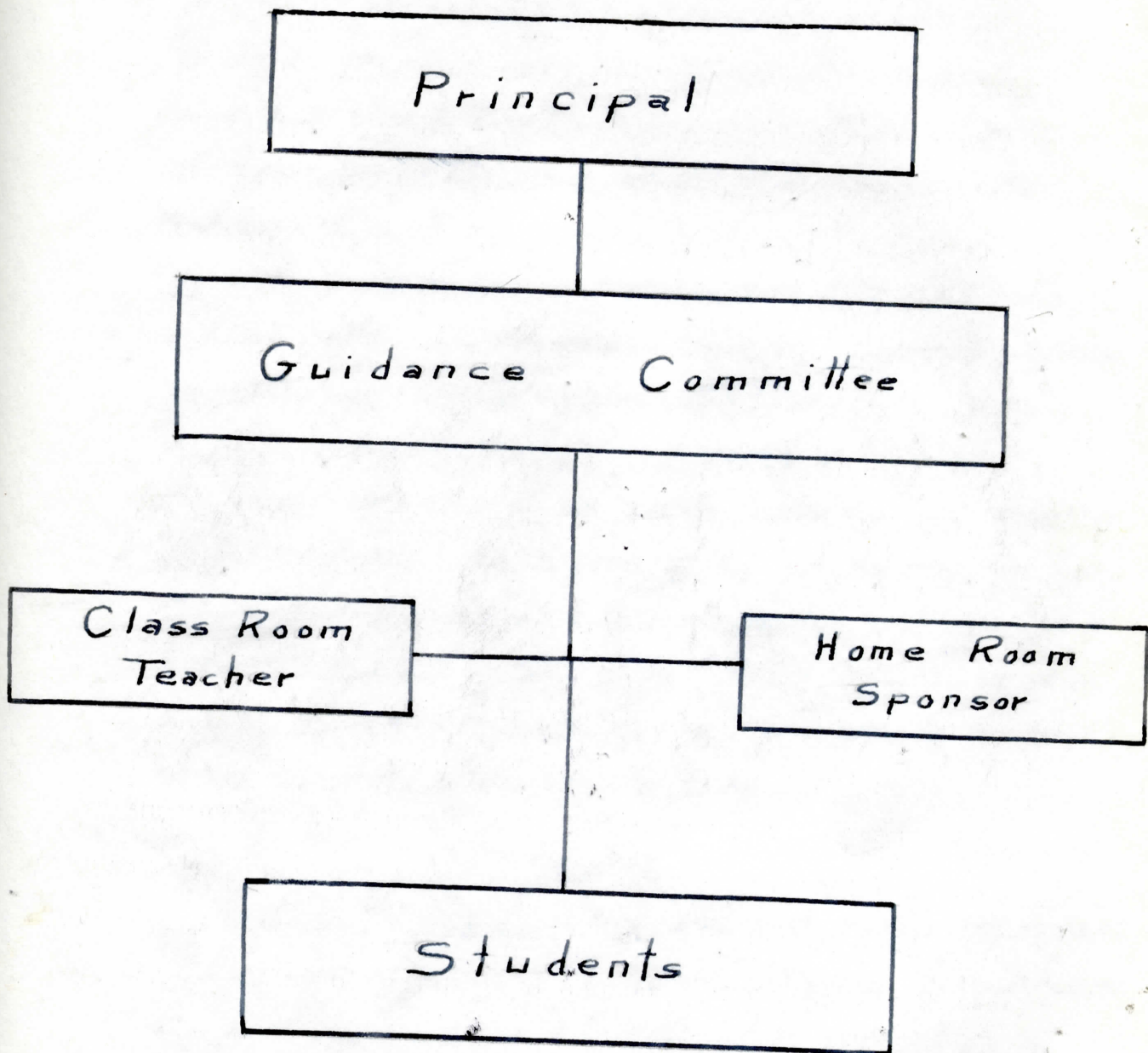


Figure 1. A Suggested Plan for the Personnel Organization of a Guidance Program for Washington School.

ality, experience and training to deal with the most intricate problems in guidance. He should be a highly trained expert in the field of tests and in case work. He should assist in all phases of guidance and deal personally with difficult cases. All problem cases requiring expert diagnosis and remedial treatment are referred to him.³

In schools having an enrollment of from 200 to 500 pupils, specialists are seldom employed. Whatever guidance is offered is given by teachers and principals. The guidance responsibilities of the principal tend to decrease as the size of the school increases. All teachers should be responsible in some way for the guidance program. The homeroom teacher has a fine medium for guidance during the homeroom period. Ruth Strang states that, "A department of guidance set apart from the instructional staff of the school is predisposed to failure."⁴

Material

Occupational Information. Adequate occupational information is very necessary to any program of guidance. When attempting to assist the student in choosing an occupation, it is important to acquaint him with the occupational world generally, as well as locally. He should be given detailed

³W. E. McVey, "Guidance in Secondary Schools," North Central Association Quarterly, IV (June 1929-March 1930) 20.

⁴Strang, op. cit. p. 18.

information concerning the one or two occupations from which his choice is likely to be made. Three methods of securing occupational data are suggested:

(1) Secure as much basic data on the business and occupational make-up of the community as is already available. Publications from the Census Bureau, the Chamber of Commerce, and Bureau of Labor statistics are helpful. Charts can be made to illustrate changes in population and gainfully employed workers, manufacturing establishments and other facts relative to employment. Employment agencies, charitable organizations, and labor unions often furnish worthwhile information.

(2) Setting up a file of names and addresses of all businesses in the community along with other pertinent facts, such as the number of workers employed, color, sex, types of training and education required, and compensation.

(3) Conferences with employers to secure knowledge of all opportunities in that particular business or vocation.

To provide interest and variety in presenting information concerning occupations, various speakers, teachers or workers from definite fields, may be invited for informal talks and question and answer discussion with the students.

Facts to be stressed regarding various occupations are:

1. Nature of the work
2. Training required
3. Possibilities of advancement

4. Other requirements
 - (a) physical
 - (b) age
 - (c) health
5. Working conditions
 - (a) hours
 - (b) hazards
 - (c) occupational diseases
 - (d) seasonable employment
6. Possibilities of employment
 - (a) advantages
 - (b) disadvantages
7. Salary

Another method of giving occupational information is through books containing certain facts deemed valuable. For instance, John M. Brewer's book, Occupations, is especially good for gleanng material about occupations. It is prepared so as to be adaptable to any locality.

Since information about occupations is ever changing, the students should be cautioned to watch for current articles. Class reports, written and oral, are valuable in getting this type of material across.

Counseling. In our educational system there has always been someone to advise students concerning their vocational outlook. The trained counselor finds that individual differences, with respect to interests, abilities, aptitudes, and temperament, are as important as occupational information in making satisfactory adjustments. As a basis for counseling, the adviser should have at the time of the interview, information concerning the pupil's

intelligence rating, scholastic achievement, home conditions, general health and other necessary information. A friendly approach, in a businesslike manner, will make a favorable impression upon the student.

In counseling with the individual concerning the choice of an occupation, it is important for the adviser to keep in mind the following points:

- (1) The choice of an occupation or vocation should not be made too early or too hurriedly, and should be made only after careful study of the occupations and of oneself. It should be an educational process of selection by progressive elimination. Provisions should be made for reconsideration and rechoice wherever situations and conditions warrant the change, and above all, care should be taken to see that the choice of the occupation is made by the individual himself and not by someone else for him.
- (2) Occupations should be chosen in the light of their usefulness to society as a basic consideration, and with personal satisfaction and remuneration as next in importance.
- (3) Alluring short-cuts to fortune, as represented by current advertisements, should be investigated, condemned and supplanted by trustworthy information and frank discussion.⁵

Testing. As a very important part of the guidance program, standardized tests which will measure the skills the students need most are of great value. Too much confidence cannot be placed in tests because no one test is an adequate measure of an individual's intelligence or mechanical ability. Dr. H. D. Kitson makes the following statement

⁵R. W. Bullock and W. R. Chivers, Vocational Guidance for Negroes, p. 31.

concerning aptitude testing:

In vocational guidance, that is, in trying to help an individual choose an occupation, aptitude tests, even perfect ones, will probably not be of very much practical value, even though the individual might have the aptitude discovered by the test, he will probably have a number of others. So variable are human capacities that it is probable that 50 per cent of all the population could succeed in 50 per cent of the occupations.⁶

Tests in many instances are being used to steer students away from certain occupations in which they would have only the slightest chance of success. This is probably their most valuable use.

Some of the tests that will be especially useful in the program of vocational guidance are:

- (1) Minnesota Ability Test
- (2) Otis Self Administering Tests of Mental Ability
- (3) Stanford Binet Test
- (4) Diagnostic Test
- (5) Interest Test

Guidance Library

One of the essential purposes of the vocational program is to put individuals in touch with reliable sources of information. It is, therefore, necessary that the director be familiar with the source material already available, such as books and pamphlets. The director should, from year to year, build a vocational information library. A list of books and pamphlets should be submitted to the superintendent each year. Though the number of books

⁶"Aptitude Testing," Occupations XIV, 63.

ordered will be limited, in time a suitable library will result.

Books should be selected that will inform students about the educational and vocational opportunities for young people and concerning the Negro in vocational and occupational life. Kinds of books may be grouped as (1) textbooks, (2) biographies, (3) novels with occupational backgrounds, (4) pamphlets, and (5) current articles from newspapers and magazines.

Relation to Employment

Placement as a part of vocational guidance involves helping people to enter the vocation of their choice. Much difference of opinion is voiced as to whether a school program of guidance should include placement and follow-up. Since the school is responsible for the preparation of the individual for working and living in the present economic and industrial system, there should be a place in the school to help find jobs for those people finishing school. An attempt should be made to help students enter the occupations for which they have prepared themselves.

In 1924 the National Vocational Guidance Association formulated and adopted certain principles of vocational guidance. In referring to guidance in relation to employment, the association declared that the school should

undertake follow-up work and employment supervision to extend throughout the time of the minority of the child and to be exercised in cooperation with personnel managers, labor organizations, social and civic societies, and others interested in problems of work.⁷

Calls from employers are secured in many ways. Former clients, follow-up students already placed, want-ad sections of newspapers, letters, telephone calls or personal visits to various businesses are some of the methods that should be used by the director.

The writer feels that placement has a definite and important place in the program of vocational guidance and should not be overlooked. It may be said in summary that the director should have (1) an abundance of occupational information, (2) ability to act as counselor, (3) acquaintance with the techniques of testing, (4) knowledge to develop a guidance library, and (5) established employment relationships.

Proposed Guidance Program

A high school credit course in guidance is highly desirable in the junior and senior high schools. Instruction may be extended through the entire high school period or confined to a semester or a year. When the course is confined to a semester or a year, it should certainly be

⁷Ferderick J. Allen, op. cit., p. 19.

followed by individual counseling. Ideally, the course should be taught by a guidance specialist, whose salary is charged to instruction. The public will join educators in the demand for instruction in guidance when such value as individual analysis and personal planning are generally realized.⁸

The curriculum of the junior high school is so organized that the first two years offer little or no choice of studies; all are required to take the same work and usually the important selections are deferred until the ninth grade. The problem of guidance in the seventh and eighth grades becomes then, (1) a problem of adjustment to the school and (2) a problem of laying the foundation for a wise choice in the ninth grade.⁹

For Washington School the writer suggests that guidance begin in the seventh grade since many students have a desire to drop out at this time. The change from the eighth grade to the ninth grade is very abrupt if the eight-four plan is used. However, in Washington School, the change is gradual mainly because all grades from 1 to 12 are housed in the same buildings.

The writer suggests that the guidance instruction extend over a year, having a thirty minute or one hour period one day a week. An interesting plan will provide for (1) a seventh grade course in school opportunities,

⁸Guy Salyer, "A Vitalized Guidance Program," School Executive, LX (February 1936) 381.

⁹Arthur J. Jones, Principles of Guidance, 289.

(2) an eighth grade course in occupations, and (3) a ninth grade course in school opportunities and occupations.

Guidance in the tenth grade will include aid in necessary readjustments in school work, and a survey of various general and local trades. In the eleventh and twelfth grades there should be guidance in selecting a future occupation.

A proposed plan of group guidance, beginning with the seventh grade and covering a nine month period of instruction follows:

7th Grade

Aim: To help the student grasp the purposes of the school and the educational program in general.

Stressing:

1. Regular class attendance
2. Regularity of habits, punctuality
3. Purpose of various courses

8th Grade

Aim: To give students a broad view of the occupational world.

Stressing:

1. Reason for guidance
2. Possible vocations which interest students
3. Idea of opportunities open to Negro youth

9th Grade

Aim: To teach the child to look forward to his place in the working world.

Stressing:

1. Value of education in comparison with 50 years ago
2. Relation of present and future activity
3. Changing conditions of education and industry
4. Developing right attitude toward continuation of education

10th Grade

Aim: To help student see relation of school work to life

Stressing:

1. Relation of present classroom study and future job
2. Tentative goals
3. Acquaintance with those types of industries requiring skilled and unskilled workers
4. Choice of one or two possible occupations

11th Grade

Aim: A study of the occupational field of the world and especially of Sand Springs

Stressing:

1. Industries in Sand Springs
2. Possibilities of promotion or advancement in local industries
3. Check progress toward tentative goals

12th Grade

Aim: Selection of occupation

Stressing:

1. Occupational turnover and tenure
2. Necessary preparation for chosen work after graduation from high school

Graduates

Aim: To complete a year follow-up study

Stressing:

1. Plan and carry out reunion programs
2. Study follow-up reports of former students
3. Start the two year follow-up

CHAPTER IV

CONCLUSION

If such a program as has been proposed in the foregoing chapters were introduced into the Washington High School of Sand Springs, there is little doubt but that some benefits would result in a short time.

First, the number of people dropping out of school before graduation would be decreased since the program is centered around interests and abilities of each individual.

Second, more Negroes would be able to engage in gainful occupations, which in turn would decrease the number on relief rolls. A person with preparation in a given field has a greater chance of employment and tenure than one not thus equipped.

Third, after these youths have had the opportunity to study discrimination and other problems facing the Negro, they will be more able to fit themselves into the occupational world. They will know just what vocations can or cannot be entered and whether discrimination in these fields is based on ability, preparation, aptitude, knowledge or race.

Schools for Negroes should institute as soon as possible a definite guidance program, in charge of competent persons, to begin in junior high school grades and continue through college, which provides for the

application of modern techniques for the study of individual needs, aptitudes, and interests; frequent surveys of occupations of Negroes and the status and trend of Negro employment; student counseling conducted according to approved methods; and the counseling of both employed and unemployed adults.¹

We must realize that guidance is not alone concerned with vocational matters; it is moral and educational as well; it touches the life of the child in a multitude of contacts; it operates at every point in his career as a pupil of the schools.²

In order to plan intelligently for a proper guidance program this investigation was made. Though much more must be done for the complete solution of the problem, it is hoped that it will start the ball rolling in an attempt to remedy the situation that now exists in Sand Springs, Oklahoma.

¹Monthly Labor Review, op. cit., p. 847.

²McVey, op. cit., p. 18.

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¹Monthly Labor Review, op. cit., p. 847.

²McVey, op. cit., p. 18.

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APPENDIX

STUDENT CHECK LIST

Name _____ School _____

Grade _____ Age _____ Sex _____ No. in family _____

Father's occupation _____

This is not a test. Please check answers Yes or No.

Yes No

1. Do you live at home?
2. Do you help support your family?
3. Do you use your earnings for your own personal needs?
4. Do you live in Sand Springs?
5. Would you like to live in Sand Springs the rest of your life?
6. Do you think a larger city would offer more opportunities in the field you will choose for making a living?

II

1. Do you work after school?
2. Would you like to continue this type of work after graduation?
3. Would you like to work at any of the factories in Sand Springs?
4. Do you think a job at one of these places will be the best you could secure if you continue your schooling?
5. Do you plan to go to college?
6. Would you like to go into business for yourself?
7. Do you think the school should offer a course in vocational guidance?

III

Check the occupation you intend to follow:

Doctor	Carpenter	Chauffeur	Preacher
Lawyer	Cook	Librarian	Business man
Maid	Teacher	Electrician	Writer
Steel worker	Waiter	Radio engineer	Farmer
Musician	Secretary	Mechanic	Janitor

IV

1. Do you choose this occupation because you like it?
2. Do you choose this occupation because it will bring you more money?
3. Would you take any job you could get if you had someone depending on you for support?
4. Do you intend to keep studying until you reach the top in your chosen field?

GRADUATE CHECK LIST

Name _____ Address _____

Occupation _____ Name of employer _____

How long on this job? _____

Please check the following questions Yes or No.

Yes No

1. Are you now employed?
2. Have you held this job since graduation from high school?
3. Have you changed jobs because you did not like your boss?
4. Were you ever fired because you did not know your work?
5. Does your present job have possibilities of advancement?
6. Was apprenticeship training required in your present job?
7. Would you change positions for more money?
8. Do you feel that you selected a field suitable to your interests?
9. Did you have any choice as to the job you would take?
10. Did you take any job you could get?
11. Do you have a family to support?
12. If you did not have a family to support, would you quit your job, if you did not like it?

II

1. Are you studying to better your condition?
2. Was there any subject taken in high school that better fitted you for the job you hold?
3. Could you have filled your job if you had not finished high school?
4. Is your high school English helping you in your job?
5. Do you think the school could have done more to help you hold your job?
6. Would a course in vocational guidance been of help to you in selecting a career?
7. Do you find trade studies of more value to you in your work than were academic subjects?
8. Did people outside your family advise you about taking your present job?
9. Do you think more specialized subjects should be offered in high school?

Factories Located in Sand Springs

1. Commander Mills Inc.
2. Kerr Glass Manufacturing Co.
3. Sinclair Oil Refinery
4. Southwest Fiber Box Co.
5. Chenile Manufacturing Co.
6. Brooks Packing Co.
7. Pedrick Laboratories
8. Sheffield's Steel Corporation
9. Empire Chandelier Mfg. Co.
10. Kerr, Hubbard, Kelly Inc.
11. American Smelting and Refining Co.
12. Arkansas River Sand Corp.
13. Graver Tank and Manufacturing Co.
14. Sand Springs Rendering Co.
15. Wackman Welded Ware Co.