

Pittsburg State University

Pittsburg State University Digital Commons

Research Problems, 1940-1991

Graduate School

8-1946

Developing a Guidance Program for Negro Boys in Senior High School at Muskogee, Oklahoma

Crawford Henry Lydle Jr.
Kansas State Teachers College

Follow this and additional works at: <https://digitalcommons.pittstate.edu/problems>

Recommended Citation

Lydle, Crawford Henry Jr., "Developing a Guidance Program for Negro Boys in Senior High School at Muskogee, Oklahoma" (1946). *Research Problems, 1940-1991*. 68.
<https://digitalcommons.pittstate.edu/problems/68>

This Graduate Research is brought to you for free and open access by the Graduate School at Pittsburg State University Digital Commons. It has been accepted for inclusion in Research Problems, 1940-1991 by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact digitalcommons@pittstate.edu.

--- USTR. ---
and ART - Pt.
Kansas State Teachers College
Pittsburg, Kansas

DEVELOPING A GUIDANCE PROGRAM FOR NEGRO BOYS IN SENIOR
HIGH SCHOOL AT MUSKOGEE, OKLAHOMA

A ~~Thesis~~ Problem Submitted to the Graduate Division
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

By

Crawford Henry Lydle, Jr.

55

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

August, 1946

PORTER LIBRARY

APPROVED:

~~Thesis~~ Problem Adviser

A. H. ...

Chairman of ~~Thesis~~ Problem Committee

A. H. ...

Chairman of Graduate Council

Crist Mahara

ACKNOWLEDGMENTS

The writer is deeply indebted to Dr Otto A. Hankammer, Head of the Department of Industrial Arts and Vocational Education for his consistent encouragement and sympathetic criticism and advice in the preparation of this study, and to Dr Edward C. Roeber and Dr Ernest M. Anderson for their helpful guidance and counsel at the inception of the study.

TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION.....	1
II. CONCEPTS, PRINCIPLES AND PHILOSOPHY OF GUIDANCE.....	7
III. A REVIEW OF SOME EXPERIMENTS IN GUIDANCE....	14
IV. FACTORS INFLUENCING THE GUIDANCE PROGRAM....	22
The Community.....	22
The School.....	34
The Home and Family.....	40
The Racial Aspect.....	42
V. ORGANIZATION OF THE GUIDANCE PROGRAM.....	50
Vocational Information.....	50
Self Inventory.....	60
Personal Data.....	64
Vocational Counseling.....	69
Vocational Preparatory Service.....	75
Placement.....	77
Follow-Up.....	78
VI. CONCLUSION.....	80
BIBLIOGRAPHY.....	83

LIST OF TABLES

TABLES	Page
I. THIRTY OCCUPATIONS PERFORMED BY NEGROES IN FORTY-FIVE FIRMS IN MUSKOGEE, OKLAHOMA.....	27
II. QUALIFICATION RATINGS PLACED ON 924 NEGRO WORKERS BY 85 FIRMS	30
III. PERCENTAGES OF WITHDRAWALS OF BOYS IN GRADES NINE THROUGH TWELVE OVER A FIVE YEAR PERIOD.....	38
IV. THE SOCIO-ECONOMIC DISTRIBUTION OF MALE NEGROES EMPLOYED IN THE UNITED STATES IN 1940.....	56
V. PERCENTAGE DISTRIBUTION OF GAINFULLY EMPLOYED MALE NEGROES IN 1940 IN THE PRINCIPAL INDUSTRIES.....	56

CHAPTER I

INTRODUCTION

In developing a vocational guidance program for Negro youth, one is confronted with many complex situations which for the most part have no immediate solutions. The economic and industrial system of the United States is becoming more and more complex as time passes. There is a pressing need for vocational adjustment, which also has additional perplexities, irrespective of racial considerations. The question of making a satisfactory and intelligent adjustment in the occupational world becomes increasingly difficult for the youth of the present generation. This is an especially difficult problem for the Negro youth because of the peculiar position in which his racial identity places him. Any effort in the direction of a solution to some of the complexities, must of necessity be based on a sympathetic study of the peculiar environment in which the Negro lives and makes a living. All of the factors affecting this minority group must be considered in order to make an effective study and an analysis of any educational problem where he is involved. Educational problems dealing with Negroes are special problems and require special solutions. The Negro must fit his interests, aptitudes, and capacities into an imperfect world full of traditions and invested interests. His color has affected

the number and types of occupations open to him. The quality and quantity of education available to him is a constant determiner of his economic status.

Accordingly, any individual undertaking the task to work on problems concerning this group must face the realities of life, and we consider the economical and sociological conditions as the realities of life. In view of the difficult socio-economic position in which the Negro finds himself, guidance itself is a tremendous problem. It is of such magnitude that no one person or agency can assume the full responsibility. It is a challenge to the educational, social and religious institutions and public agencies working for the improvement of conditions among Negro youth and is one of the major problems in this country today.

Negro schools, especially in the South, have made little progress in affording organized guidance to its pupils and this is chiefly because of the limited personnel and facilities in these schools. This appalling situation bears out the fact that the Negro youth is confronted with the difficult problem of trying to make vocational choices in a perplexing occupational world almost entirely without any constructive help along the line of vocational guidance. Consequently many terminate their formal schooling without any conception of what they should or could do to earn a livelihood.

THE PROBLEM

To develop a vocational guidance program for Negro boys in senior high school at Muskogee, Oklahoma.

What type of guidance does the present day Negro boy need to make the proper adjustment required of him?

PURPOSE

To present a program of vocational guidance for Negro youth, determining what courses, space, records and personnel will be necessary to conduct this program.

LIMITATIONS

An extensive study of guidance for Negroes was impossible due to the limited amount of descriptive material concerning successful experience in vocational guidance among Negroes and the limited quantity of occupational information based upon a careful study of the occupational and industrial status of Negroes, setting forth shifts and trends, the problems faced and opportunities offered in different lines of endeavor. Along with these limitations can be noted the amount of time and finance available for this project.

THE IMPORTANCE AND NEED

The importance of this problem is evidenced by the existing conditions of Negro education in the South. The marked inequalities between educational facilities for

Negroes as compared with whites are already too well known to make extended study or discussion necessary.

Many studies have shown that the following conditions exists among Negroes:

(1) A high illiteracy rate (22.9 per cent in 1930), (2) high pupil mortality, (3) large number of children overage, (4) large number of children out of school, (5) poor school attendance, (6) lack of operation of compulsory school attendance laws, (7) lack of schools, (8) lack of curriculum and extra--curricular offerings, (9) lack of vocational offerings, and (10) lack of adequate financial support. ¹

Information extracted from the records of the school at Muskogee shows that a high pupil mortality exists among the boys from the ninth grade through the twelfth grade. The per cent of senior highschool boys that withdrew in the last five years were as follows: In 1941, 20 per cent; 1942, 28 per cent; 1943, 13 per cent; 1944, 16 per cent; and 1945, 92 per cent. This period covers the war period and many of the withdrawals can be attributed to entry into military service, but for the most part the withdrawals exceed the average for the nation and presents a definite problem along the line of guidance. This problem was undertaken as an effort to reduce this number of withdrawals by means of constructive guidance practices.

METHODS OF PROCEDURE AND SOURCES OF DATE

In order to do a creditable piece of guidance work

¹ Ambrose Caliver, Vocational Education and Guidance for Negroes, U. S. Office of Education, Bulletin 1937, No. 38, P. 1, Government Printing Office, Washington, 1938.

it was necessary to make an occupational survey of the City of Muskogee to determine the job opportunities open to Negroes. This was accomplished by sending out to 130 industrial and commercial establishments a questionnaire covering the important aspects. This survey was supplemented by personal interviews by the writer. A study was made of a number of experiments and programs already in operation. A review of some of the literature in the form of periodicals, magazines, papers and books was made, pertaining to the principles, concepts and philosophy of vocational guidance. This was done in order that a sound background could be attained at the inception of the study. Further, many conferences with the principal and faculty members were held for the purpose of getting up-to-date information on the school and its students.

ORGANIZATION OF THE STUDY

The problem has been divided into six major divisions with minor sub-divisions. The first chapter is an introduction. The second chapter deals with the aims, principles, concepts and philosophy of vocational guidance as it is accepted today by many of the noted authorities in this field, followed by a chapter that sets forth some representative practices found throughout the nation and bear some relationship to this study. The fourth chapter is a treatment of the many factors that exerts some

influence on a guidance program of this character. The fifth chapter of this study presents the basic organization of the program. It gives the general and specific treatment of how the guidance program is to be developed and adjusted to meet the Negro youth's needs. It further presents the courses, space, personnel and records necessary to carry out the program. The sixth and final chapter notes the findings, conclusions and recommendations and sets forth some of the problems that have been raised in the mind of the writer and require research beyond the limits of this report.

CHAPTER II

CONCEPTS, PRINCIPLES AND PHILOSOPHY OF GUIDANCE

In a democracy there are always differences of opinion and these differences are easily detected in philosophies of education or phases of education. The writer, in reviewing the literature in the field of guidance, encountered a variety of opinions on the aims, concepts, definitions, principles, and philosophy behind the vocational guidance movement. In order that this study should have a sound base from the outset it was necessary to examine the opinions found and critically analyze them, and from this analysis formulate an opinion or a philosophy. In an effort to present a cross-section of the materials found and investigated, a number of quotations by the leaders and authorities in this field have been selected and are presented below:

A survey since 1900 reveals the rise of a number of educational movements, some to flourish and then disappear, others to grow into importance. Of these latter, vocational guidance is one of the most significant, from both the individual and the social standpoints; moreover, few movements have had a more interesting history. Related to every level and aspect of schooling, and to such outside affairs as management, labor, social life, politics and the home, vocational guidance has (1) furnished wholesome critiques of aims, programs of studies, teaching methods, and administration, (2) introduced at least two new subjects into the curriculums of hundreds of thousands of students, and (3) added to the educational staff a new worker--a counselor--unknown forty years ago.²

² John M. Brewer, History of Vocational Guidance, (New York: Harper and Brothers, 1942), P. 7.

The term guidance has been the subject of more debate and greater misconception than any other term in education. This is evident in the 116 bibliographies that have been examined, in the discussion in key books and pamphlets bearing the word "guidance" or its equivalent, in the articles accepted for publication in magazines such as "Occupations", and in the opinion of leaders in the guidance field. Some writers use the term "guidance" so broadly as to include everything that comes under the term "education". On the other extreme, are those who limit the field of guidance specifically to vocational services rendered to young people by counselors and other guidance workers on such matters as giving occupational information, advising on the choice of a vocation, giving tests to determine aptitude for specific vocations and providing assistance in securing a job.

Between these two extremes there are many other conceptions of guidance, the difference being the place of emphasis. Some writers are inclined to place emphasis on the advisement phase of guidance, on social, ethical, educational or vocational counseling; others regard as most important such specific services as have to do with the selection of curricular or extra curricular activities, with methods of study or with the college choice after graduation from high school. Still other writers emphasize guidance as adjustment, again varying interpretations of the meaning of the term adjustment. No less important are the conflicting views with reference to the place of guidance in the total educational program. Certain leaders regard guidance as a special service under specially trained persons; other leaders look upon guidance as an integral part to be performed by all members of the educational staff, making no specific designation as to who is responsible for guidance in the system.³

Documentary evidence is at hand to prove that all the significant principles, practices and techniques in use in 1940 were also in use in 1908. Progress has been made in the refinement of the old rather than the introduction of anything new.⁴

³Occupational Information and Guidance Bibliography, 1937-38, Vocational Division Bulletin No. 212, U. S. Office of Education, Government Printing Office, Washington, 1940, P. 7.

⁴Anna Y. Reed, Guidance and Personnel Services in Education, (New York, Cornell University Press, 1944) P. 12

Vocational guidance could not be given by itself in corner, that it must be effectively related to the total pattern of education and that the vocational guidance instruments had general educational uses of marked importance.⁵

Fundamental to the conception of vocational guidance is the recognition of the fact that two sets of differences are involved. On the one hand are the well known differences among individuals--differences in physical characteristics, general intelligence, special aptitudes, special limitations, personality traits, and the like. On the other hand are differences in the requirements and opportunities of hundreds, even thousands of occupations. The problem of vocational guidance is that of assisting an individual who possesses certain assets, liabilities and possibilities to select from these many occupations one that is suited to himself and then to aid him in preparing for it, entering upon, and progressing in it.⁶

In organized form vocational guidance may well come to have an important place in the entire working life of the individual, as it already has in unorganized form. And it may be observed, the process of vocational guidance like the process of education, goes on in an unorganized manner in the life of every individual, whether he is conscious of it or not.⁷

Organized vocational guidance in connection with schools or with other social agencies, is society's effort to do for the individual in a systematic and well considered manner what otherwise would be left to chance influences, as it has been in the past history of the human race.⁸

Unless we limit the term guidance to vocational guidance, the whole field of education becomes our subject-matter. All guidance is education and all education is guidance.

Guidance as a field of education should undergo considerable re-interpretation if it is to be up to date in theory and practice. Guidance is regarded in the main

⁵George E. Myers, Principles and Techniques of Vocational Guidance, (New York McGraw--Hill Company 1941), P. 1.

⁶Ibid, P. 4.

⁷Ibid, P. 7.

⁸Ibid, P. 7.

as an individual matter, i. e. a meeting of minds between the pupil and counselor. Education is becoming a cooperative affair and is no longer a solely individual matter. Why not guidance? Besides there is much in group activity that gives the counselor a better view of the nature of the individual than is revealed in individual conferences. I am in favor of re-defining the nature and scope of guidance with a view of making it as comprehensive and forward looking as education itself.

Distinction should be made between educational guidance and vocational guidance. The first given mainly in schools in providing better study opportunities; the second is given both in and outside to prepare people for jobs. Both phases should be included.⁹

Guidance offers no society-wide solution to problems of adolescents. It may be a preventative measure for some students or a curative measure for others. Wasted human effort and maladjustment cannot be eliminated, but they can be decreased.¹⁰

Vocational guidance has arisen in recent times as an attempt to assist youth in making his progress in occupational experience, with an eye to both individual success and well being.¹¹

Four conditions or agencies, among others, have all acted together and led to the germination and development of vocational guidance. These are, first, the fact of the division of labor; second, the growth of technology; third, the extension of vocational education and fourth, the spread of modern forms of democracy.

The first three made necessary some care for vocational adjustment; the fourth, democracy, set up an ideal requiring attention to guidance in the strict sense, offering not advice but counsel, and allowing for self-determination; freedom within certain limits, to make one's own decisions.¹²

⁹Occupational Information and Guidance Bibliography, op cit. P. 8.

¹⁰John G. Darley, Testing and Counseling in the High School Guidance Program, (Chicago Science Research Associates, 1943) P. 15.

¹¹Brewer, John M. op. cit. P. 2.

¹²Ibid P. 3.

Orderly concept must replace the present uncritical acceptance of anything and everything as guidance. The concept of guidance has now become even broader and promises to become part and pawl of class room instruction.

Democracy has widened the opportunity for youth to make his choices: but social changes have confronted him with problems which are far beyond his ability to solve alone.¹³

Vocational guidance is helping Johnny to see through himself and to see himself through.¹⁴

The accepted definition of the term vocational guidance is helping the individual make decisions and choices involved in planning a future and building a career--decisions and choices necessary in effecting satisfactory vocational adjustment.¹⁵

True guidance furnishes assistance in self discovery together with counsel on the possible alternatives, all of which leads to self engendered decisions.¹⁶

Vocational guidance consists in the chrystallizing of human rights and desires vaguely felt for long years and in the shaping up of the informal procedures have only during the present century come to the fruition..... Claimed as a psychological technique, it has expanded to consist of a number of kinds of experiences, knowledges and wisdoms designed to guide the young person to guide himself.¹⁷

The aim of a practical vocational guidance program should be to help a boy to guide himself; to lead him to discover for himself his interests and abilities; to find out his assets and liabilities, and to capitalize on the former and to overcome the latter; to aid him

¹³D. W. Lefever and others, Principles and Techniques of Guidance, (New York: The Ronald Press, 1941) P. 5

¹⁴Myers, George E., op cit. P. 4.

¹⁵The Principles and Practices of education and Vocational Guidance, Report of Committee of the National Vocational Guidance Association, Occupations: XV (May 1937, 772.

¹⁶Brewer, John M. op cit. P. 14

¹⁷Brewer, John M. op cit P. 16

in making the utmost of his potentialities--to reach the fullest development possible--so that he may render the best possible service to society and thus achieve a maximum degree of success, personal satisfaction, and happiness.¹⁸

Because the field of guidance is still so new, there are still many steps in the guidance process which experts are not always in close agreement. One school of thought believes, for instance, that record-keeping is the heart of the guidance program. Another holds to homeroom methods as the outstanding procedure. Still another believes that all teachers must also be guidance specialists, as opposed the idea that special experts are needed. Many guidance workers, lacking specialized training, blindly accept the type of program which is thrust upon them forcibly and hope to achieve the desired results.¹⁹

The foregoing philosophic implications show that the field of vocational guidance is an unsettled state with many variations and differences. In quoting John G. Darley, "differences in opinion are dangerous only when their influence becomes too extreme and restricts the local institution from seeing other possibilities".²⁰ Guidance philosophy is similiar to educational philosophy in that it is forever in a state of change.

In checking over the various procedures and examples the writer has come to the conclusion that there is no set model or blue-printed guidance program. An effective guidance program apparently is one that meets the needs of a particular group in their particular environment.

¹⁸Robert C. Cole, Vocational Guidance for Boys, (New York: Harper and Brothers 1941, P. 24.

¹⁹Darley, John G., op cit. P. 21.

²⁰Ibid P. 22.

It is an accepted fact that guidance is just as important for the Negro as it is for the white race and in some instances even more so. Cumulative records, behavior description, tests of all kinds, counseling, placement, follow-up and vocational preparatory services may show differences in methods but the differences are primarily in emphasis and opportunity rather than anything else. One must be mindful of the fact when dealing with the philosophy underlying vocational guidance machinery and procedures among Negroes that the philosophy behind the scene of action is just as important as the machinery itself. Accordingly false guidance or mis-guidance may prove far more harmful than no guidance at all.

CHAPTER III

A REVIEW OF SOME EXPERIMENTS IN GUIDANCE

Before starting to develop a guidance program for any type of school it is well for one to investigate some of the representative guidance programs being carried on in other communities through the nation, for many valuable suggestions, plans and procedures may be obtained from this observation. As it has been previously stated, there is no blue-printed form of guidance to fit all institutions or a combination of plans that can be adopted by any school without some consideration of the factors influencing the character and form of the guidance organization. A careful analysis of a number of plans should prove worthwhile in developing the most practicable guidance program for any given group or school. Selections have been made from a number of school programs throughout the country and have been included in this study because the selected programs depict certain favorable characteristics that will be of value and will act as a stabilizer in the development of this study.

Medford, Oregon --A business and vocational course has been organized for boys 16 years of age to 24 years of age. The purpose of this course is to aid boys with their problems of choosing a career. In a series of fourteen weekly lectures, local business men endeavor to give them accurate and complete information concerning the various occupations followed locally. Speakers are asked to refrain from advising boys for or against entering a

particular line of work. The course evoked good response for, as a result, over 75 have registered. Aside from personal contracts, newspapers and radio publicity has been used to promote the work.¹

Central High School, Fargo, North Dakota. -- The counseling system in the Fargo high school consists of twelve teachers, each of whom is released from one hour of teaching time a day and has the responsibility for approximately a hundred students. These teacher-counselors were responsible for the scholastic endeavor of all students under their supervision, and for their satisfactory educational guidance. The teachers were carefully selected with regard to interest in guidance work, ability to deal with students tactfully, and educational background and preparation..... In addition to periodic meetings with the state supervisor for instruction and training, the teacher-counselors have their own organization which meets to discuss the various problems and techniques relating to counseling.

The Fargo high school has a dean of boys and a dean of girls who, in addition to offering group guidance classes, are charged with the responsibility of maintaining discipline. All discipline is administered by these deans so that rapport between students and teacher-counselor is not impaired. However, teacher-counselors assist in the rehabilitation of discipline cases.

The teacher-counselors initiate one conference with each of their advisors every semester to plan his program for the coming semester and to make a periodic check of his adjustment in school. Any classroom teacher that feels that a student is not working up to capacity fills out a blue slip which indicates the reason for probable failure. The blue slip is then countersigned by the counselor and sent to the parents asking them to come to the school for an interview. If the counselor desires additional information before signing the slip, he can request the classroom for more complete details on the reasons for failing work, the remedial steps that have been taken, and other pertinent data. At the first signs of scholastic maladjustment, the classroom teacher uses a white slip which is indicative to the counselor of a need for treatment. If the counselor feels after an interview with the student that it would be helpful to have the parents visit school,

¹H. D. Kitson, "Vocational Guidance for those out of School", Bulletin 1936, No 18-1V (Washington) U. S. Government Printing Office P. 14.

he can request the classroom teacher to issue blue slips.

Realizing that counseling was one part of the total guidance program, twelve faculty committees were appointed, each dealing with one phase of the total program. The function of each committee is listed below:

1. Student and Record Articulation: To study the articulation of students and records between junior and senior high schools. In the light of the study to make recommendations and draw up a program striving for better articulation. To improve registration procedure and formulate a program for orientation of entering students.
2. Student Cumulative Records: To study the cumulative record system, the collecting of information, filing, use of records and forms. To make recommendations for better records and to improve their usefulness.
3. Testing Evaluation: To study the testing needs of the school and to plan a program to meet these needs. To conduct surveys, evaluate and set up a permanent system of testing. To educate teachers in the proper interpretation of these tests.
4. Curriculum Research and Revision: To study the present curriculum and to work for curriculum revision to meet the needs of students. To work for a course of study which will better meet the needs of non-college students as well as college students.
5. Homeroom System: To make a study of the purpose, function, and value of the present homeroom system. To evaluate and make recommendations for the necessary reorganization, elimination, or continuation of this system.
6. Pupil Attendance: To study the attendance, punctuality, recording procedure, excuses and permits. From this study organize a procedure making for better coordination and efficiency.
7. Student Extracurricular and Social Life: To study the social and educational clubs, student social life, extracurricular activities and the general welfare of the student body. To make changes and suggestions for a program of more wholesome social life.
8. Youth Guidance Committee: Through the student council to organize a guidance committee to carry on some

guidance functions. To secure co-operation in carrying out guidance plans. To make surveys and through the student school governments help better their own vocational and educational possibilities.

9. Vocational Aspects: To make a survey of library and other school facilities. To organize a vocational guidance program by bringing into play and co-ordinating all facilities in the school and the community which may aid students to better select and prepare for an occupation.

10. College Information: To make a study and collect information aiming for better articulation of students to college.

11. Special Student Problems: To study conditions and draw up procedures to deal with physically defective children, discipline pupils, and pupils of abnormal intelligence, and various other special pupils.

12. Teacher In-Service Training: To devise plans to bring before all teachers the necessary information to make for a well-rounded guidance program, and to interpret the program to the parents and the community.

In addition to providing occupational information during individual interviews, it is necessary to disseminate certain occupational information of common significance to larger groups. An open shelf in the library containing books, pamphlets and magazines on occupations and careers was one method; holding a series of career conferences was also found to be a valuable technique. On three successive Wednesday afternoons, local businessmen and women, and professional as well as non-professional workers, were invited to come to the school and to lead a discussion on their particular field of work.²

Manual Training High School, Bordertown, New Jersey:

This school is maintained by the state of New Jersey as a boarding school. It is a vocational highschool where colored boys and girls may receive training in modern trades together with accredited junior and senior high-school education.

There are eight separate trades for boys and four for girls, these may be completed from two to four years,

² John G. Darley, Testing and Counseling in the High School Guidance Program, (Chicago: Science Research Associates, 1943) Pages 199-203.

depending upon the aptitude and previous experience of the student and the time which is devoted to vocational study. Ordinarily a student gives three hours each day to trade classes, but a student who shows special ability may devote six hours a day to trade and related academic subjects leading to a vocational certificate.

The pre-vocational class is a course in practical vocational guidance for boys under sixteen years of age entering the school for the first time. It is an introduction to the vocational courses with the exception of music. Here the students have the chance to acquire some manual skill and to indicate the trace for which they are best fitted.

Lower Division School of the Horace Mann High School, Salt Lake City, Utah: Serving a community of average American laborers, this school offers a curriculum stressing pre-vocational and opportunity courses. Grade levels included are seven and eight, nine and ten. The enrollment of the school is 883. Thirty teachers for this number of students yields a pupil-per-teacher ratio of 29.4.

Administrative and Counseling Personnel: The following table presents a brief summary of the duties and responsibilities of each guidance worker:

Title	Periods of Classroom Teaching per Day	Guidance Functions
Principal (1)	None	Has general charge of guidance
Counselor	Three	Prepares guidance lessons for homeroom teachers. Counsels new students and problem cases. Helps make program adjustments at the beginning of each semester. Arranges for vocational talks. Makes some home visits when needed. Helps schedule students and assists with the master program.
Homeroom Teachers (faculty)	Five	Each has responsibility for a home-room group.

Group Guidance: The homeroom group meets for fifteen minutes four days a week. These periods are employed for administrative procedures. Students report on student activities and student council meetings are held. Report cards and vocations are discussed. A thirty minute homeroom period is held once a week at which time the lessons prepared by the counselor are used as the basis of the class discussion.

A series of orientation conferences are held for seventh and eighth grade students at the beginning of the school year to assist them in adjusting to the school program. The tenth grade group attends a series of conferences in the spring semester to prepare them for the upper division school.

The social science classes discuss problems of social relationship as they pertain to the school. The tenth grade students plan their courses for the remaining years of high school. These tenth grade social science classes make a brief survey of educational and occupational opportunities as a foundation for vocational choice. They also hear talks by representatives from the vocational center, deans from the upper division schools, and a number of business and professional men.

Individual counseling: The counselor interviews and advises all new students and special cases suggested by the classroom teachers.

Testing Program: The Henmon-Nelson Test of Mental Ability is administered by the counselor and the principal to all students. The results are used as one factor in helping students make needed adjustments. They may also be employed as a basis for recommending students to the psychologist of the Department of Pupil Personnel of the Board of Education.

Some Major Topics on the General Group Guidance Outline are:

1. Good study habits and scholastic progress.
2. Choice of highschool subjects
3. Evaluation of self.
4. Looking Ahead
5. Choosing life job⁴

⁴John L. Bergstresser, "Counseling and the Changing Secondary School Curriculum", Bulletin of the National Association of Secondary School Principals, XXIV (May 1940), pp. 40-42.

Hope High School, Providence, Rhode Island: With a student body of 2,300 and a faculty of 96, Hope High School presents the exceptionally favorable pupil-per-teacher ratio of 24.0. The school serves grade levels ten, eleven, and twelve and enrolls approximately 1,000 students in college preparatory courses, 600 in general courses, and 600 in commercial work. It is located in a middle class residential community that was at one time rather wealthy.

Administrative and Counseling Personnel: The guidance responsibilities of the several staff members of this high school are summed up in the following table:

Title	Periods of Classroom Teaching per Day	Guidance Functions
Principal (1)	None	Carries full responsibility for the guidance program
Vice-Principal (1)	None	Supervises disciplinary cases
Head Counselor (1)		Supervises guidance program. Has general charge of master program, college certification, post graduate programs, N.Y.A. assignment, and follow-up studies
Coordinator (1)	two	Supervises all social functions
Counselors (8)	four	Supervise program making for their own grade level group. Counsel their own groups of 300
Pre-employment Counselors	four	Teach special classes of pupils who are planning to leave school. Counsel these employment groups
Specialist in Tests and Clinical Study	three	Work with special cases which require careful study.

Group Guidance: Guidance classes are conducted on all levels. The course of study includes a consideration of local occupations, opportunities for employment, requirements in different vocations, general orientation, educational planning, and social and personal relations. These classes

are taught by the eight counselors who are expected to become acquainted with their groups.

Individual Counseling: Each counselor is responsible for counseling 300 students who are assigned according to grade level. He meets the same individuals in his group guidance classes. The pre-employment counselors teach English, social studies, and group guidance to two sections of students who will probably leave the school to go to work during the year.

These counselors interview all students leaving school, work with the placement office, counsel in the evening schools and follow up the non-graduates.

Testing Program: An elaborate testing program is maintained. Some forty different tests are used for a variety of purposes. Measure of aptitude, interest, personality, and special ability are administered by the counselors. The Otis Group Intelligence Tests are employed throughout the school. Special groups and unusual or difficult cases are diagnosed by the school clinic connected with the general office of the Providence schools.

Industrial and business leaders are brought to the school at frequent intervals to discuss vocational problems with groups of students interested in the several occupational fields represented.

Six coordinators with industry employed by the Providence schools assist in bringing the community and the school into closer understanding. A Special Coordinator supervises placement for groups who find unusual difficulty in obtaining employment.

⁵Layton Hawkins, Harry Jager, and Giles Ruch, "Occupational Information and Guidance", Vocational Division Bulletin No. 204 (Washington 1939), Office of Education, pp. 133-135.

CHAPTER IV

FACTORS INFLUENCING THE GUIDANCE PROGRAM

1. The Community.

The community in which a guidance program is proposed should be taken into account prior to the development of the program. Lefever points out in his book, Principles and Techniques of Guidance, the fact that: Geographic and climatic factors have as a rule, much to do with the occupational life of the community, which, in turn, becomes an element of definite importance in planning a guidance program.¹

Background:-Muskogee, Oklahoma, is the county seat and the largest city in Muskogee County, with a population of 32,332 according to the 1940 Census.² An estimate in 1945 made by the Muskogee Chamber of Commerce places the total population at 45,000 with a Negro population of 8,000. The city has an area of six and one half square miles, altitude of 617 feet, average rainfall of forty inches and a temperate climate of 61.9 degrees, annual average. The type of government is the city-manager type.

Excerpts taken from "Factual Data" compiled by the Muskogee Chamber of Commerce show some of the major resources

¹D. W. Lefever and Others, Principles and Techniques of Guidance, (New York: The Ronald Press 1941), P. 203.

²United States Department of Commerce, Bureau of Census, Government Printing Office, Washington, 1940.

and industries to be as follows:

Muskogee has twenty-five producing petroleum and natural gas fields, sand and gravel deposits, clay deposits, building stone deposits, an abundant water supply and timber growth. This region has a diversified amount of natural resources both metallic and non-metallic, a portion of which are being developed and the remainder latent.

Muskogee's manufacturing and processing industries, together with its wholesale and distributing establishments distribute products throughout the state of Oklahoma and the Southwest territory as well as to principle markets in the United States and to the foreign countries.

The city's compliment of transportation facilities have proven a paramount factor in its development and growth as Oklahoma's third most important manufacturing, wholesale and distributing center.

The city is classed as a progressive city, which is borne out by the following facts:

- 1) The majority of the inhabitants are owners of homes, farms or ranches.
- 2) Prodigious purchasing power
- 3) Production of new wealth
- 4) Standards of living, which is above the average for other similiar areas, being reflected in per capita and per family income.

A report from Sales Management printed in the local newspaper, The Muskogee Daily Phoenix, July 21, 1945, shows that a higher standard of living and stronger consumer market prevails in this city than in most other communities in the country, with sales of \$24,768,000 in 1944.

Its strong position as a trading center is shown also by the fact that effective buying income per person in the city was \$1,068 leading the \$908 of the State of Oklahoma and the \$873 of the West South Central states.

Muskogee's local school system consists of a junior college, two senior highschoools and fifteen grade schools and two nursery kindergartens.³

³Factual Data About Muskogee, Oklahoma, Muskogee Chamber of Commerce, 1946. pp 1-6.

One of the highschools is exclusively for Negro students and is called the separate school according to Oklahoma School Law:

Section 251 - Races shall be separate: The public schools of the State of Oklahoma shall arrange and maintain upon a complete plan of separation between the white and colored races, with impartial facilities for both races. (70-451).⁴

The method of financing the Separate school is as follows:

Section 258 - Separate Schools - Tax Levy - Regulations: In all cases where county separate schools for white and colored children are maintained, the County Excise Board shall annually levy a tax on all taxable property in their respective counties, sufficient to maintain such separate schools as are hereinafter provided. Upon estimate made by the County Commissioners, said taxes shall be estimated, published, levied, and collected in the same manner as other taxes for county purposes; provided, however, that in all Independent Districts where separate schools for white and colored are maintained, it shall be the duty of the Board of Education therein, at the time provided for preparing its annual budget, to prepare a separate budget showing the amount of money that will be required to be raised by taxation, for the support and maintenance of such separate schools.⁵

The Muskogee City school system is classified as an independent district.

An examination of the community reveals that the following agencies, both private and public, can be called upon to aid in the training of youth:

1. County Welfare Association
2. County Health Center

⁴A. L. Crable, School Laws of Oklahoma, (Oklahoma 1943), pp. 87-88.

⁵Ibid. p. 88

3. State Child Welfare Service
4. Chamber of Commerce
5. Local Branch of the National Association for the Advancement of Colored People
6. The Negro Business League
7. The American Legion
8. Y.M.C.A and Y.W.C.A
9. Local Literary Clubs
10. National Negro Sororities and Fraternities (Local chapters)
11. County Farm Demonstration Agents
12. County Home Demonstration Agents
13. New Farmers of America
14. Hi-Y Clubs
15. Boy Scouts of America

Survey of the City: An extensive survey was conducted by the writer to determine the occupational opportunities available to the Negroes in this community. Questionnaires were sent out to 130 industrial and commercial concerns in the city of Muskogee. The purpose of the survey was to obtain, a) information of occupational opportunity available for the Negro; b) to determine the need of industry for Negro workers; c) an attempt to predict vocational possibilities-- the kind of occupations likely to prevail in the future for Negroes; d) an effort to determine the attitude of the white employers toward the Negro and his problems, and e) to

obtain a rating of the Negro employees presently employed.

The returns from the questionnaires were not as complete as was anticipated, consequently effort was put forth by the writer to have personal interviews with some of the managers and obtain additional information in order that a workable percentage could be obtained. In the final checking of the questionnaires it was found that sixty had been returned, supplemented by twenty-five interviews, making a total of eighty-five contacts made with firms in this city.

The results of the survey proved helpful in formulating this guidance program and are shown below:

Out of the eighty-five contacts made with firms, forty-five employed Negro workers and forty did not, but thirty of these had at some time had Negro help, leaving a balance of ten firms having had no contact with workers of this race, consequently a negative report was received from the ten firms.

The occupations or jobs performed by the Negro workers in the forty-five firms are listed below, the table indicates the number of establishments hiring this type of worker:

TABLE I -- THIRTY OCCUPATIONS PERFORMED BY NEGROES IN FORTY-FIVE FIRMS IN MUSKOGEE, OKLAHOMA.

OCCUPATION	NO. OF FIRMS	OCCUPATION	NO. OF FIRMS
Shoe Rebuilders	2	Porter	6
Carpenter	1	Hosp Attendant	2
Broom Maker	1	Car Washer	1
Electrician Helper	1	Truck Driver	1
Cotton Gin Operator	1	Shoe Shiner	1
Bottle Mach Operator	1	Ldry Mach Operator	1
Blacksmith	1	Janitor	2
Sewing Mach Operator	1	Filling Sta Attendant	1
Mechanic	1	Wringer Boy	1
Brickmason	1	Dairy Helper	1
Shipping Clerk	1	Wash Man	1
Dispatcher	1	Tractor Driver	1
Tire Man	1	Bell Hop	2
Section Hand	2	Common Laborer	4
Delivery Boy	2	Farm Laborer	1

Of the forty firms surveyed that did not employ Negroes, fourteen indicated that they would employ them if the workers were carefully selected and were qualified to fill jobs in the establishments.

The firms were asked to give Negro workers, with whom they had had contact, an efficiency rating and the following reports were received:

Seventy-five firms answered the questions and ten failed to reply.

Eight rated the workers as efficient

Twenty-eight rated the workers as satisfactory

Twenty rated the workers as barely satisfactory

Ten rated the workers as poor

Seven rated the workers as very poor

Two rated the workers as inefficient

When the firms were asked if they would aid the Negro in:

a) obtaining opportunities for work,

Sixty of the firms replied in the affirmative, seven in the negative and eighteen failed to reply.

b) obtaining opportunities for home life and recreation.

Sixty-two of the firms replied in the affirmative, eight in the negative and fifteen failed to reply.

When asked if they would support organizations working on these problems:

Sixty-two of the firms replied in the affirmative, eight in the negative and fifteen failed to reply.

When asked the question: What could the Negro do to increase his desirability as an employee? The firms made the following reports:

Should have more interest in his work	- 2
Should learn more about his job	- 2
Should be more punctual	- 6
Should have more vocational training	- 4
Should be more industrious	- 10
Should get more education	- 12
Should be more dependable	- 10
Should do more constructive work	- 2

Should have more initiative	- 1
Should get rid of prejudice	- 2
Should have a better attitude	- 2
Should be more honest	- 2
Should be more efficient	- 4
Should manifest interest in employer	- 2
Should be more reliable	- 4
Cannot say	- 10

A rating card was included in the questionnaire sent to the firms in this survey which requested them to give qualification ratings to Negro workers that they presently employed or those with whom they had had some contact previously. Most of the firms complied, furnishing the information found in Table 11, Page 30.

The information presented in the table is the results of rating placed on 924 workers by 85 employers.

The character rating placed on the workers were as follows: Very good - 12, Good - 12, Average - 21, Fair - 21, Very Poor - 6 and thirteen firms failed to reply.

From the results of the survey it can be seen that it was satisfactory, and much valuable information was obtained, which will be used later in the study.

TABLE II-- QUALIFICATION RATINGS PLACED ON 924 NEGRO WORKERS BY 85 FIRMS.

A. DRESS		NO OF FIRMS	B. GEN APPEARANCE		NO OF FIRMS
Careless		42	Unattractive		14
Neat		30	Pleasing		14
No reply		13	Passable		46
			No reply		11
C. ABILITY & INDUSTRY			D. QUANTITY OF WORK		
Need constant supervision		44	Low output		15
Routine worker		16	Average output		46
Fairly progressive		13	High output		12
No reply		12	No reply		12
E. QUALITY OF WORK			F. ABILITY TO LEARN		
Careless		25	Dull		3
Passable		30	Slow		7
Many errors		7	Average		37
Very accurate		7	Exceptional		9
No reply		16	No reply		29
G. DEPENDABILITY			H. COOPERATIVENESS		
Unreliable		30	Indifferent		28
Usually reliable		14	Work well with others		45
Reliable		7	No reply		12
Dependable		14			
No reply		20			
I. PERSONALITY					
Pleasant		56			
Displeasing		16			
No reply		13			

However, in passing, a treatment of the philosophy of the community can be done at this time. From the results of the survey it is apparent that the citizens generally do not have an antagonistic attitude toward the Negro and are willing to aid him in working out his problems. One cannot predict what financial support will be forthcoming but from the standpoint of attitude it is evident that the community does manifest some interest in this minority group and the problems of this group, showing a distinctly favorable attitude in their behalf.

The Negro forms a relatively large part of the total population of this city and any change in his economic, social or political status must of necessity be of concern to the entire community. In any community where guidance activities are planned for any group the program will be characterized by two features and further modified by local conditions; (1) The program should be developed within the means of the institution fostering the movement, and selections made so that the program will meet the needs and satisfy the interests of the individuals being served; (2) and typical occupational activities must be woven in the program, to illustrate occupations for the sake of exploring special abilities.

This thought is ably discussed by Lefever, in his Principles and Techniques of Guidance:

A well planned guidance program will be sensitive to the character and needs of the community, knowledge of the economic status and cultural backgrounds of students coming from different types of homes is an important factor in such a program. Few schools can claim a perfectly homogeneous student group. Racial origins and traditions must be considered in counseling the student with regard to almost every type of educational and vocational problem. His race, nationality, and religion will frequently influence his social life, his choice of friends, his sense of security and well being, his further education, and his vocational future.⁶

In an effort to present an overview of the future job possibilities for Negroes in this community the number and types of businesses have been extracted from the Muskogee City Directory of 1945 and are shown below:

Welding Companies	- 2	Dairies	- 5
Advertising	- 2	Delivery Service	- 4
Farm Implements	- 7	Druggists	-18
Air Conditioning	- 7	Poultry	- 3
Stores, Dry Goods	-21	Electrical Stores	-17
Automotive Sales New	-20	Engineers	- 2
Automotive Sales Used	-15	Engravers	- 1
Automotive Equipment	-86	Express	- 5
Bakers	- 7	Feed Stores	-11
Banks	- 3	Foundry, Iron	- 1
Taverns	-24	Funeral Directors	- 4
Bicycle Repairs	- 1	Furniture Stores	-31
Billiard Parlors	- 6	Furniture Repairs	- 9
Blacksmiths	- 1	Gift Shops	- 8

⁶Lefever, op. cit. pp 203-204.

Boiler Repairs	- 1	Glass Manufactures	- 1
Book Binders	- 1	Glass Plate	- 2
Book Stores	- 3	Grocery Stores	- 105
Box Manufacturers	- 1	Hatchery	- 2
Brick Manufacturers	- 1	Hotels	- 33
Building Materials	- 3	Insulators	- 8
Bus Lines	- 3	Junk Yards	- 4
Broom Makers	- 1	Laundries	- 10
Supplies Cafe	- 1	Livestock	- 6
Supplies Butcher	- 1	Lumber	- 15
Cafes	- 70	Machine Shop	- 3
Canning	- 2	Mattress Company	- 5
Carpenters	- 2	Meat Markets	- 10
Cleaners	- 13	Moving Storage	- 4
Fuel Companies	- 7	Music	- 4
Cold Storage	- 1	Night Clubs	- 11
Irrigation	- 2	Nurseries	- 5
Concrete Products	- 2	Packing House	- 3
Contractors	- 20	Paint Houses	- 13
Cotton Buyers	- 8	Ginners, cotton	- 3
Photographers	- 15	Printers	- 8
Plumbers	- 15	Produce	- 4
Radio Repair	- 15	Roofers	- 4
Sand Companies	- 7	Sheet metal	- 4
Shoe Repairers	- 10	Steel Manufacturers	- 1
Tire Repairs	- 10	Upholsterers	- 6

Businesses owned and operated by Negroes:

Automotive Repairs	- 4	Taverns	- 4
Barber Shops	- 3	Beauty Shops	- 4
Billiard Parlors	- 1	Blacksmith	- 1
Cafes	- 8	Carpenters	-10
Cleaners	- 1	Clothing Store	- 2
Contractors	- 2	Funeral Directors	- 3
Grocery Stores	-10	Hotels	- 3
Shoe Repairers	- 4	Filling Stations	- 2
Taxi Stands	- 1	Radio Repair	- 1

Negro Professional Workers:

Lawyers	- 4	Druggist	- 1
Physicians	- 6	Nurses	- 8
Teachers	-110	Social Workers	- 1
Stenographers	- 3		

2. The School: The Manual Training High School of Muskogee, Oklahoma, is attended exclusively by Negro students. It has a faculty of 32 including the principal. The school building has thirty-one rooms, a science laboratory, auditorium, cafeteria and library. The industrial arts and home service departments are separate from the main building. The school has an average annual attendance between 700 and 800 students, graduating about 60 or 70 students yearly. About half of this number consists of boys. The junior and senior high school is combined in the one institution.

The curriculum is generally that of the traditional high school embracing such subjects as English, mathematics, history, science, commerce, industrial arts, home service, physical education, music, home economics, cosmetology, barbering, shoe repairing, vocational agriculture, Latin, Spanish, and band instruction. There is no full or part-time vocational guidance counselor. The type of guidance is confined to the home rooms. Through the homerooms guidance activity is carried on once per week in which conferences are held between the teacher and the pupils. These conferences may be individual or with a group as the needs demand. It can be safely said that the guidance activities are generally unorganized and thirty-one different programs are carried on at the time set aside for this work. This is primarily due to the fact that there is no central clearing house for this type of activity and each teacher interprets the program in the light of his experience and interest. Class sponsors are charged with discipline problems in which members of their group are involved. Due to the financial conditions of Negro schools in the South, most schools similiar to this one are unable to finance a program of guidance which involves personnel and equipment.

This prevailing condition is the basis of the problem of developing an organized guidance program for a medium

sized high school with little or no financial support, which of necessity must have a small beginning. The writer, having been a member of the faculty for a period of three years saw the need for some type of organized guidance activity and felt that the place where it could make its beginning was the industrial arts department. It is generally felt that the responsibility of guidance in a small or medium high school is that of the industrial arts teacher and this tendency to associate guidance rather exclusively with the vocational teacher lies in the fact that generally they are drawn directly from occupational pursuits or the most characteristic activity of American social organization is reproduced in this department, accordingly the heaviest obligation in guidance seems to rest on this member of the faculty. The teacher of industrial arts does possess a particular opportunity and bears a peculiar responsibility for guidance by virtue of the subjects taught by him.

It is in and from this department that this program is expected to be launched and developed.

As was indicated earlier in this report, this school is somewhat of the traditional type. It can be assumed that this has a bearing and influence on the emphasis placed on guidance, along with such factors as a lack of finance and re-organization.

In observing the results of the present program and other investigations made of the school, it is apparent that the school is not adequately meeting the needs of its students. Consequently, it is hoped by the writer that this study, in some small way, will alleviate this condition for a small percentage of the students, and in time, along with the expansion of the program go a long way in aiding the guidance activity for the entire school.

A brief statement of the philosophy of the school is to make the life concerns of the pupil the central theme of the curriculum. Recognizing individual concerns are independent of social concerns and to provide a direct working relationship with the community in maintaining and promoting the American Way of Life.

This school, like many others, is tied to the hide-bound traditional subjects, involving college preparatory subjects, although the majority of its graduates do not go to college as shown by facts on the next page. Many schools ignore statistical data and continue to do the usual and traditional things. It believes that the community judges the school standing with the college; one failure of its pupils in college hurts the prestige of the school more than its failure to adjust hundreds of students who do not go to college, to the work and responsibility of the community. Consequently the school places

undue emphasis on college preparation and neglects those entering directly into community life.

TABLE III-PERCENTAGES OF WITHDRAWALS OF BOYS IN GRADES NINE THROUGH TWELVE OVER A FIVE YEAR PERIOD

Grade	Year:	1941	1942	1943	1944	1945	Average
9th		3%	33%	43%	35%	20%	26.8%
10th		22%	53%	56%	41%	12%	36.8%
11th		30%	44%	13%	34%	15%	37.2%
12th		20%	28%	13%	16%	92%	33.8%

There are no records available to show the per cent of students entering college or remaining in the community. The best information available indicates an estimate of about ten per cent attending college and eighty per cent remaining in the community.

In spite of statistics offered to show that five out of six in the schools throughout the nation end formal education on graduation from high school, the high schools continue to be dominated with the idea of college preparation because some families look on such work as the respectable thing to do, while others who have no aptitude for college work are engaged because it is the traditional thing to do. The statistics indicated above show a need for organized guidance in this school, this program of guidance should be extended to the lower grades.

It is evident from observing the courses offered in this school that the curriculum is leaning toward the vocations with the inclusion of such courses as: Home service, Cosmetology, Barbering, Shoe repairing, Woodwork, Auto mechanics, Vocational agriculture, Home economics and Adult home-making. This, it is believed, is a step in the right direction. From the information available, a very small per cent of the graduates attend college and their formal schooling terminates at graduation.

Other facts well worth noting in connection with the development of this program are: a) the administration is in accord with the program, b) the faculty, on the whole will be interested and cooperative with the program and have no objection to any feasible new ideas, c) about five of the present faculty members are potentially qualified to assist in launching the program, d) there is not at present any record-keeping system specifically designed for guidance purposes. The services of the community nurse and social worker are available in the development of this program. The assistance of a qualified psychiatrist is not available.

The program in its beginning would be conducted in conjunction with the industrial arts department. One room is to be set aside for the purposes of the guidance bureau. It would be equipped with filing cabinets, tables, bulletin

boards and other materials. The majority of which will be made in the industrial arts department.

3. The Home and Family: It is needless to say that the home wields a tremendous influence in any type of educational program, accordingly it must be taken into account when plans are made pertaining to the children of the school.

In most Negro homes both parents are forced to work in order to meet the demands of everyday life. The parents are struggling for a livelihood and have little time to act in the capacity of vocational advisor. In the cases they do advise, usually it is overdone. A good example of this was brought out in an experimental case study made by the writer of three Negro families in Pittsburg, Kansas. The pupils were enrolled in the elementary school of that city. One family did not indicate in any way what vocation the child should pursue, but the other two had made selections far above the abilities and aptitudes of the three children. The selections were based on the type of work being done by some distant relative with no consideration for the aptitude, interest or ability of the child concerned. Such cases are too numerous to mention and are very prevalent where the Negro family is concerned. In many instances the parents have been denied an education, correspondingly their attainment has been limited or curtailed. Parents found in this category generally set out to have their children reach the goal that they were not able to reach. This viewpoint is

ably expressed by Arthur J. Jones in his book on Principles of Guidance, when he says:

The Negro thinks of further education as a means of raising himself in the social scale. For this reason, many who have the necessary money insist on sending their children to college regardless of whether it is the best thing for them to do. Many more without funds, sacrifice everything to get into college. These ambitions are worthy, and ways must be provided by which Negro as well as white youth who can profit by college experience may be able to go. But by no means every young man or woman, whether white or Negro, can profit by going to college. Many serious maladjustments in life are caused by failure in college due to lack of ability, others just as serious, come after graduation because of disillusionment resulting from being "dressed up and no where to go", having the coveted college degree and not being able to do anything with it.⁷

Many parents of Negro children insist on a strictly academic course of study in the face of heavy odds against the pupils' ability and opportunities to enter the professions because they represent the leaders of this group. Many Negro parents are bitterly against having their children take courses of study involving work with their hands as in manual training and similar courses. This is indeed a mistake and stands as an overwhelming obstacle in the way of effective guidance for this group. Other parents have failed to make a satisfactory adjustment themselves and this, in a large sense, will affect the adjustment of their children.

⁷Arthur J. Jones, Principles of Guidance, (New York: McGraw-Hill Book Company, 1945), pp. 425-426.

This makes the guidance problem even more difficult because of the hostile attitude that the parents manifest toward the school and society.

The Negro home and family life is the most insecure and unstable of any in the country, which is largely caused by his sub-marginal status economically. The divorce rate and broken homes does not exceed that of any other group but serves to further complicate an already complex situation. A good interpretation of the relationship of parents and the guidance program is discussed by Robert C. Cole in his book, Vocational Guidance for Boys, when he notes the following:

A guidance program to be successful must have the cooperation of every parent, mother and fathers must be convinced that the school or agency is not trying to rule their children's lives, and that it does not want to determine their future arbitrarily but that it is interested in aiding their boys and girls to find out what they are best fitted for. Parents should be made to realize the importance of starting their children to think about their future in the early years of adolescence, and be given intelligent and practical suggestions on how they may aid their boys to choose and prepare for a vocation wisely.⁸

4. Racial Aspect: The three differences: race, color and previous condition of servitude act together to form one of the most complex and powerful sources of many of the most difficult and baffling problems of the Negro. Therefore, this aspect must receive some attention when dealing with

⁸Robert C. Cole, Vocational Guidance for Boys, (New York: Harper and Brothers, 1941), p. 16.

problems of the Negro. It is unthinkable of attempting to establish any educational or vocational program without being cognizant of such powerful influences, for they affect the entire individual, his education, occupations, temperament and personality. These forces combine to strike back at the Negro in a thousand different ways and in the most unexpected places, closing countless doors in his face and keeping him forever conscious of his difference.

During the war the Negro made enormous gains along practically all lines of endeavor and certain major facts and trends are best appraised by Louis Wirt in writing of "The Unfinished Business of American Democracy" and warrants inclusion in this study:

1. Many of the long-standing problems of prejudice and discrimination against racial, ethnic, and religious minorities remained unsolved during the war but were obscured by the urgent problem of war itself.

2. Despite the pre-existing group prejudices toward racial, ethnic and religious minorities and despite the assiduous efforts on the part of the enemy to cultivate these prejudices, the Nation achieved and maintained a singular spirit of unity throughout the duration of the war, and this integration contributed immensely to victory.

3. Although our national policies regrettably violated the letter, and most certainly the spirit, of our laws in such instances as the treatment of the Japanese-Americans, our record of equity and self-restraint under the provocation of war is exceptionally good, especially as contrasted with World War I.

4. The urgent need for manpower for the armed forces, as well as for war production, initiated the greatest mass migration in American History since the settlement of the frontier, and furnished unprecedented

opportunities for contact between the racial, ethnic, religious, and regional groups. In the course of this intermingling in the armed forces, in industry, and in day-by-day living, there took place an extensive commingling of mores and attitudes. This diffused the racial prejudices of the South and the Pacific coast throughout the land, but it also made these sections of the country more conscious of their prejudices, if not actually more liberal. The nature of the war itself and the racial doctrines of our enemies virtually forced us into a position where, in order to fight effectively, we had to accent the democratic values of our heritage.

5. The frustrations and grievances induced by the war in both the military and the civilian sectors of national life spontaneously led to, and were exploited to produce artificially, occasional violent anti-minority outbursts in the form of race riots, lynchings, vandalism, work stoppages, school strikes and similar incidents. The inadequate housing conditions in congested areas, the high cost of living, the lack of recreational and other community services, and the absence of stable social ties furnished the fertile soil upon which pre-existing or induced prejudices flourished.

6. The scarcity of manpower, coupled with the favorable public attitude toward full utilization of human resources in the war effort, irrespective of race, creed, or origin, provided the members of minority groups with new and enlarged opportunities in employment. The Negro in particular has been enabled to enter industries and occupations from which he was formerly excluded. He has benefited by upgrading, has found entrance in labor organizations, especially the Congress of Industrial Organizations unions, and has had at least some support in his claims for greater equality through national legislation and executive action, notably the Committee on Fair Employment Practice.

7. The new areas of contact, stimulated and induced by the war, between dominant group and minorities in the armed forces, in industry, in housing, in transportation, in community institutions and activities, and in politics may be viewed as new adventures on the frontier of democratic life which whatever their outcome, serve as experiments in an

examples of mutual adjustment and participation. They set precedents in action upon which new claims can be based and in the face of which old prejudices are impotent and will ultimately be reduced to mere ceremonial and retorical exercises. The war furnished many such demonstrations of democracy in operation.

8. The war confronted the leadership of minority groups as well as the advocates of democracy in the country at large with a serious dilemma. Considering the sinister forces against which the war was fought, the advocates of genuine democracy could be content with nothing less than its full actualization in our domestic society. At the same time, they had to realize that to press the claims of minority groups to the full might produce fissions within our body politic and social which might jeopardize victory in battle. As a response to this situation there developed the general disposition on the part of responsible leadership, both within and without minority groups, to postpone the just solution of many problems until a more propitious moment would arrive. Hence many unsolved problems of group prejudice are carried over into peace, when the incentive to deal effectively with them may be weaker, while the moral obligation to do so is all the greater.⁹

A further report of employment and employment trends are discussed briefly in the following articles:

In the field of employment we face the urgent necessity of providing jobs, for all who are able and wish to work, which will utilize the workers' highest skills and enable them to live at a progressively rising standard. Members of minority groups who during the war had their first opportunity to enter certain industries and occupations, who have been upgraded to positions of higher skill and responsibility and have demonstrated their ability to hold these positions will not without a struggle relinquish these gains. This will be particularly true of those who have served in the armed forces and have a special claim to full economic opportunities. The meeting of this obligation may, however, prove difficult in a period when our economy is in a state of transition from war to peace and of general contraction. Hence it is

⁹Louis Wirt, "The Unfinished Business of American Democracy," The Annals, Vol. 244, March 1946, pp. 3-5.

of importance to achieve as rapid and orderly a transition from war production to civilian economy as possible and to bend every effort toward reaching the goal of full employment.¹⁰

Unions and Negro Employment:- Along with the rest of Americans, Negroes did relatively well during the war. Not only did Negro employment increase by an estimated two million, but the type of jobs held by Negroes changed drastically for the better.

As noteworthy as the advances of Negroes were, they should not be exaggerated. The basic reasons why Negroes gained so much is that they had so far to go. Even at the height of the war boom, they were far from achieving their goal of economic parity, nor did they have nearly as good a chance of obtaining jobs as did whites. Thus, despite their gains, one Negro man in every five was employed as an unskilled laborer in 1944, the same ratio which prevailed in 1940. Although the number of Negroes working as proprietors, managers, and officials increased 50 per cent between 1940 and 1944, less than 75,000 Negroes were found in these upper bracket jobs in 1944. After four years of war, over 98 per cent of the clerical and sales forces in the country were still white; likewise 95 per cent of the professional, proprietary, managerial group remained white.

Moreover, Negroes made most of their gains in war plants which expended as a result of war orders. In either instance war contracts termination meant job termination, and "last hired, first fired" again has plagued our colored workers.

Prospects for Negro Workers;* Having lost a substantial portion of their wartime gains-- gains which still left them at the bottom of the economic heap--what are the possibilities that Negroes will regain their wartime position and continue progress? First of all, it seems clear that they will not be able to improve their economic position significantly unless a very high degree of employment exists. Only then are decent opportunities afforded them, and only by providing jobs for all can race prejudice be kept at a minimum. That depression and mass unemployment contain germs of facism with its virulent racism is too well known to be labored here.

If reconversion difficulties can be quickly

¹⁰ Ibid. pp. 7-9.

surmounted and full employment can readily achieved, Negroes should have an easier time in finding jobs than during prewar period. A substantial number of them have acquired skill and experience during the war. The fact that they have held jobs previously reserved for whites will considerably lower both employer and employee resistance to their use, and will reduce tensions which are often incident to their employment, especially in the better jobs.

Nevertheless, our experience during the war has conclusively demonstrated that discrimination in employment by no means disappears just because a labor shortage exists. One must conclude that unless special assistance is provided to encourage the employment of Negroes and other minority groups, such as the establishment of a permanent Fair Employment Practice Committee, they will continue to be barred from much of the more lucrative employment.

Finally, of great significance to the future of Negro employment is the attitude of trade unions. Having achieved a membership in excess of twelve million, as well as considerable political power, unions are in a position to open or close numerous avenues of employment. Moreover, unions provide a forum where discrimination can be effectively encouraged or discouraged.¹¹

Unions and Future Employment Opportunities for Negroes:-- What will be the effect of union policies on the employment of Negroes in the next decade? A few labor organizations present grave dangers to the economic status of Negroes. Foremost among these is the International Association of Machinists, the largest organization affiliated with AFL. At its wartime peak, the Machinists had 750,000 members in crucial jobs and industries throughout the economy-- aircraft, shipbuilding, railway shops, machine shops, tool and die plants, and the like. Its continued growth will mean that a large number of the better jobs will be effectively barred to Negroes. The railroad unions will also ensure continued discrimination in that industry. More important, however, they have invaded expanding competitive fields. For example, the

¹¹Herbert R. Northrup, "Unions and Negro Employment", The Annals, Vol. 244, March 1946, pp 42-43.

Brotherhood of Railroad Training has now organized a large portion of over-the-road bus drivers, and several of the nonoperating railway unions, e.g., the Railway Clerks, are attempting to organize air transport workers. The net result of these developments will be harmful to Negro job opportunities.

In general, however, the trend of unionization appears favorable to Negroes. Prior to 1935, unionism was probably more of a hinderance than a help to Negroes. The most completely organized industries--railroads, building, and printing--were those in which the unions were hostile to Negroes and the percentage of Negro employment was small. Since then, the pendulum has swung the other way, and thousands of Negroes have benefited from increased wages, improved working conditions, and better jobs as a result of collective agreements. It seems likely that trade unionism will continue to affect the welfare of Negro job-seekers favorably. Almost two-thirds of the discriminatory unions are found in the railway industry, where employment may be expected to fall sharply within a few years. Likewise the Boilermaker's and Shipbuilders' union is concentrated in a declining industry. The remaining discriminatory unions are for the most part small and inconsequential. Thus except for the Machinists, and to a lesser extent, the Electrical Workers and Plumbers and Steamfitters, and those railway unions which successfully invaded other vields, the important unions in expanding industries are favorably disposed toward continued improvement in the economic status of the Negro. Trade unions should thus continue their service of alleviating the American race problem.

One cannot be too certain, however. A virulent racism has been sweeping the country and has been greatly accelerated by the war. Much of the progress of the past years has been wiped out. A series of race riots would split the labor movement asunder and prevent equalitarian unions from carrying out their programs. Only if race relations improve can union leaders, who are far ahead of the rank and file in understanding the necessity of racial cooperation for success of unionism, sell their membership on the need for equality in industry. And only if we achieve a very high level of employment will white workmen be willing to give the colored minority a fair break.¹²

¹²Ibid. 46-47.

Gunnar Myrdal notes the terrible gap which exists between ideal and practice with respect to Negroes:

From the point of view of the American Creed the status accorded the Negro in America represents nothing more and nothing less than a century-long lag in public morals. In principle the Negro problem was settled long ago; in practice the solution is not effecuated.... This anachronism constitutes the contemporary "problem" both to Negroes and to whites.¹³

In order to cope with this problem Walter G. Muelder suggests the following:

A thoroughgoing educational program, a comprehensive program of federal protection of jobs as in the committee on Fair Employment Practice, a basic housing reform movement, a vigorous political or civil rights program, and an intensive social and religious program. Since the problems are so complex, the solution must be comprehensive and fundamental.¹⁴

The preceding series of articles emphasises the need for public and private enterprises to join hands in collective action and strengthen by every means available any and all organizations interested in the welfare of the minority groups if their destiny is to be happier, more wholesome and more productive. The opportunity to serve the Negro in the field of occupational preparedness is vast and in a large part unchartered and a real service can be rendered the Negro youth by some system of organized guidance.

¹³Gunnar Myrdal, An American Dilemma, (New York: Harper and Brothers, 1944).

¹⁴Walter G. Muelder, "National Unity and National Ethics", The Annals, Vol. 244, March 1946, p. 17.

CHAPTER V

ORGANIZATION OF THE GUIDANCE PROGRAM

In the foregoing five chapters it has been the intention of the writer to lay a foundation for a vocational guidance program for a specific group in a specific institution. Many forms of administrative organizations, methods of approach and schemes have been analysed with a view of selecting some of the techniques used and implementing guidance in the form of one actual plan in this selected school. The intentions and motives of the writer have been so directed so that a plan for future use is to be developed. This plan calls for the development of a vocational guidance program for all senior boys. The enrollment of senior boys generally fall between twenty-five and thirty during a normal year, of course during the war period this figure was much lower. The plan set forth in this problem is adjusted to accomodate the maximum number of thirty, which is in the estimation of the writer an ideal number to begin such program. Future expansion will include the lower grades.

1. Vocational Information:- Information pertaining to occupations is part of the machinery calculated to achieve accepted guidance objectives. Its aims are to assist the youth in becoming familiar with the vocational opportunities available to him, and the job requirements for entering these fields successfully, and the personality demands for making progress on the job.

Anna Y. Reed lists other aims of vocational information in her book, Guidance and Personnel Services in Education, as:

1. To broaden pupils' occupational horizon and increase their general knowledge. This purpose is in harmony with both the social and individual aims accepted as a fundamental principle of guidance in the early history.
2. To help pupils understand community occupations and to appreciate the social significance of each workers contribution.
3. To help pupils develop right attitudes toward work.
4. To help pupils establish ideals of cooperative service.
5. To arouse pupils interests and ambitions and to help them in uncovering individual abilities.
6. To help pupils realize the importance of cultivating desirable work habits and personality traits.
7. To help pupils evaluate their qualifications in terms of specific occupational demands.
8. To aid placement officers in distributing labor and in maintaining a well balanced labor market.
9. To aid school administrators in curriculum determination and revision.
10. To assist business houses in the selection, placement and progressive training of employees.¹

¹Anna Y. Reed, Guidance and Personnel Services in Education, (Ithaca New York: Cornell University Press, 1944) p. 86

Adequate occupational information is indispensable to any program of reliable guidance. In attempting to assist the individual in choosing an occupation it is imperative that he be given information of a general nature concerning the occupational world and specific detailed information concerning the one or two occupations from which the individual's choice is likely to be made.

This phase of the guidance program will be handled much like an ordinary course. It will be a course in occupations which will be held daily for a two hour period with from twenty-five to thirty students, depending on the enrollment of senior high school boys. The course of study will be developed around the general features of the major families or the larger groups of occupations. Special treatment of occupations in which Negroes are allowed to enter. The opportunities for employment will be treated locally, regionally and nationally. This course will follow the general outline of the average course found in the secondary schools today. The basic outline for the occupation will be the one outlined in the Occupations Magazine, October 1940, as follows:

Basic Outline

1. History of the occupation.
2. Importance of the occupation and its relation to society.
3. Number of workers engaged in the occupation.
4. Need for workers--trends.

5. Duties.
 - a. Specific tasks, other occupations with which may be combined, nature of the work, tools, machines, and materials used.
 - b. Definition of the occupation--as given by laws; as determined by official organizations; carefully formulated definition acceptable to those in the occupation.
6. Qualifications--sex; age; race; special physical, mental, social, and moral; skills, special tools and equipment; legislation affecting workers.
7. Preparation--general education; special training, required and desirable; schools, etc., offering training; experience.
8. Methods of entering; use of special employment agencies.
9. Length of time before skill is obtained.
10. Advancement; line of promotion; opportunity for advancement.
11. Related occupations which the job may lead.
12. Earnings--beginning, most common, maximum; regulations.
13. Hours--daily, weekly, overtime, shifts, vacation, regulations.
14. Regularity of employment--normal months, busy months, dull months, shutdowns of plant, cyclical unemployment.
15. Health and accident hazards.
16. Organizations--employers, employees.
17. Typical places of employment.
18. Supplementary information--suggested readings, magazines, films, pictures, other sources of information.²

²Content of a Good Occupational Outline, "The Basic Outline", Occupations, 19:21,23, October, 1940.

The undesirable feature of studying a large number of occupations is pointed out by Myers in his text, Principles and Techniques of Vocational Guidance, when he says:

There is no good reason why a boy with artistic aptitudes and interest should spend approximately one-fourth of his school time for a semester or a year studying the detailed requirements and opportunities of fifty or one hundred of the most common occupations in industry and business. Far better it is for him, and for his fellow pupils also, if, after they together have become familiar with the general features of the large groups of occupations and have acquired a plan for occupational study, he looks up with care a few artistic occupations and reports to class on one or two of them and each of his fellow pupils does the same thing along the line of his particular interests. Each pupil thus acquires information needed in arriving at a decision of his own and at the same time sufficient knowledge of other occupations for purposes of general education. Some textbooks in this field, even on the junior high school level, make the mistake of providing for all pupils to study a large number of occupations with the result that the subject becomes monotonous and unpopular with pupils and teacher alike.³

It is essential that the materials presented to the students be accurate, reliable, adaptable, significant and up-to-date.

The methods and techniques to be employed in teaching this course are as follows:

1. Gathering of materials by the pupils

Sources: Newspapers, magazines, workers in the occupations, visits to shops, debates, dramatizations editing news for school paper.

³George E. Myers, Principles and Techniques of Guidance, (New York: McGraw--Hill Book Company, 1941), p. 114.

2. Lectures and discussions by instructor and business men.

- a) Discuss advantages or disadvantages of occupations
- b) Methods of winning success
- c) Answer questions of students.

3. Visual Aids

- a) Sound Films, silent films, slides stereoscopic views,
- b) Pictures cut from magazines and newspapers
- c) Maps, charts, and blueprints.
- d) Exhibits by pupils, showing manufacturing process in various stages of development and demonstration of various work techniques.

4. Industrial Tours.

- a) Carefully planned trips or sight seeing tours to industries.

5. Biographies of outstanding people.

Special attention will be given in this course to problems involving occupational problems and opportunities for Negro youth, the outlook and advancement in fields of endeavor where Negroes are segregated and discriminated against because of race. The facts regarding occupational opportunities and difficulties in securing employment will be carefully assembled and presented to the youth. According to Jones in his book, Principles of Guidance, the outlook is not too bright for the Negro youth:

The problems connected with choosing an occupation, preparing for it, and getting a job are tied up with the problems of personality, individual development, and education. Without opportunity for the kind of education one needs, his plans for full and rich life are well nigh hopeless; with little freedom of choice of occupation and lack of facilities for preparation for the job, the outlook for social service, individual development, and a satisfying life are very slim.⁴

⁴Arthur J. Jones, Principles of Guidance, (New York: McGraw--Hill Book Company, p. 426.

The Negro youth needs in addition to instruction in occupations other facts concerning his racial problems.

TABLE IV -- The Socio-Economic Distribution of Male Negroes Employed in the United States in 1940.⁵

Professional workers.....	46,539
Semiprofessional workers.....	6,773
Farmers and farm managers.....	620,479
Farm laborers and foremen.....	413,574
Farm laborers (unpaid family workers).....	168,189
Service Workers.....	362,424
Proprietors, managers, etc.....	37,240
Clerical and kindred workers.....	58,557
Craftsmen, foremen, etc.....	129,736
Operatives and kindred workers.....	368,005
Domestic service workers.....	85,566
Laborers.....	623,641
Others.....	16,072
Total.....	2,936,795

These data indicate that a majority of Negroes were engaged in agricultural work, another large segment was in laboring work, and an appreciable number was hired in service occupations. Relatively few were in the professions or in clerical pursuits. Less than 5% were in skilled occupations.

TABLE VII -- Percentage Distribution of Gainfully Employed Male Negroes in 1940 in the Principal Industries.⁶

Agriculture.....	42.2
Mining.....	1.8
Construction.....	4.8
Manufacturing.....	15.9
Transportation, communications.....	6.7
Wholesale and retail trade.....	9.8
Finance, insurance and real estate.....	1.9
Business and repair services.....	1.6
Personal services.....	8.3
Professional and related services.....	2.9
Government and other.....	1.7

⁵Robert C. Weaver, "The Negro Veteran", The Annals, Vol 238, March 1945, p. 127.

⁶loc cit.

Not reflected in these overall figures is the concentration of colored workers in heavy, hot, low-paid industry and their relative lack of participation in light manufacturing assembly. In the decade 1930-40 the proportion of Negroes in mining, manufacturing, and transportation and communications declined--a graphic illustration of the intensity of unemployment among Negroes during the depression. By 1940, despite the increase in production occasioned by the war, Negroes were still only slightly used by most branches of manufacturing. Industries such as apparel, metal mining, rubber, nonferrous metals, electrical and other machinery, automobiles, and aircraft hired few colored workers in 1940. The only larger branches of manufacturing hiring an appreciable number of Negroes were iron and steel and shipbuilding; colored men constituted about 5.5 per cent of the workers in the former 6.5 per cent in the latter.

These over-all figures indicate the low occupational status of the Negro in 1940. They indicate that he was heavily concentrated in agriculture and that his industrial opportunities were predominately in heavy industry. They suggest that he had received little experience or opportunity for training or employment in semiskilled or skilled work. They imply that he must have been far from satisfied with his economic status at the time he entered the armed service.⁷

After the information is collected from the various sources it is essential that it be organized in some suitable form for future reference, accordingly some system of classifying, indexing and filing must be established. Manila folders and "Acco" fastners will be used for all loose materials of standard size. Materials of irregular shapes and sizes will be filed in vertical file holders which will be made from heavy cardboard. A card index will be used showing the location of all related materials.

⁷Ibid. p. 128.

Not reflected in these overall figures is the concentration of colored workers in heavy, hot, low-paid industry and their relative lack of participation in light manufacturing assembly. In the decade 1930-40 the proportion of Negroes in mining, manufacturing, and transportation and communications declined--a graphic illustration of the intensity of unemployment among Negroes during the depression. By 1940, despite the increase in production occasioned by the war, Negroes were still only slightly used by most branches of manufacturing. Industries such as apparel, metal mining, rubber, nonferrous metals, electrical and other machinery, automobiles, and aircraft hired few colored workers in 1940. The only larger branches of manufacturing hiring an appreciable number of Negroes were iron and steel and shipbuilding; colored men constituted about 5.5 per cent of the workers in the former 6.5 per cent in the latter.

These over-all figures indicate the low occupational status of the Negro in 1940. They indicate that he was heavily concentrated in agriculture and that his industrial opportunities were predominately in heavy industry. They suggest that he had received little experience or opportunity for training or employment in semiskilled or skilled work. They imply that he must have been far from satisfied with his economic status at the time he entered the armed service.⁷

After the information is collected from the various sources it is essential that it be organized in some suitable form for future reference, accordingly some system of classifying, indexing and filing must be established. Manila folders and "Acco" fasteners will be used for all loose materials of standard size. Materials of irregular shapes and sizes will be filed in vertical file holders which will be made from heavy cardboard. A card index will be used showing the location of all related materials.

⁷Ibid. p. 128.

Small wooden or cardboard boxes will be made in the industrial arts department for pamphlets, the description of which will be placed on the outside of the box. All materials will be filed alphabetically and a cross index made on index cards.

Two sets of cards will be used in this filing system one set will contain subject matter and the other authors. As the materials accumulate it will be necessary to prepare a master guide showing all sub-headings.

Some references selected to aid in the establishing of this system of filing are:

A Pamphlet about Pamphlets, Lester Condit, Chicago. University of Chicago Press, 1939.

A Filing List For Vocational Guidance, John M. Brewer, 1935.

A Source File on Vocational Guidance, Margurite W. Zapoleon, 1940, Government Printing Office, Washington.

The Personnel Bibliographical Index, W. H. Cowley, Ohio State University Press, 1932.

Equipment and materials needed to carry on this phase of guidance:

One filing cabinet, four drawers

One projector

Eight reams of mimeograph paper, $8\frac{1}{2}$ x 11

Five dozen manila folders

Five boxes paper clips

Five dozen Acco fasteners

One paper fastner with filler

Some sources of free literature:

Negro Urban League, New York, New York

United States Office of Education, Vocational
Division, Occupational Information and Guidance
Service, Washington, D. C.

United States Employment Service

United States Bureau of Labor Statistics

United States Bureau of Census

National Association for the Advancement of
Colored People, Chicago, Illinois

Henry Disston and Son, Philadelphia, Pennsylvania

International Harvester Company

The Goodyear Rubber Company

Bridgeport Brass Company

Ford Motor Company

Films:

Your Life Work Series, twenty film strips based on
Dictionary of Occupational Titles, Vocational
Guidance Films Incorporated, Chicago, Illinois.

Some Other Sources:

General Electric

Westinghouse

United States Office of Education

Army and Navy Film Service

National Council of Y. M. C. A.

Metropolitan Insurance Company

The Educational Film Catalog, H. W. Wilson, 950
University Avenue, New York

Occupations Magazine

Radio:

The Teachers Manual and Classroom Guide, Columbia Broadcasting System.

Essential References:

Fundamentals in the Education of Negroes, United States Office of Education, Bulletin Number 6, 1935, Government Printing Office.

Dictionary of Occupational Titles, Three Volumes, Government Printing Office, Washington, 1939.

Group Methods of Studying Occupations, Mildred Lincoln, 1941, Scranton, Pa., International Book Company.

Audio-Visual Aids to Instruction, Harry C. McKown and Alvin B. Roberts, New York, McGraw--Hill Book Co. 1940.

Occupations Today, John M. Brewer, Edward Dandy, Ginn and Company, 1943.

Your Future, Columbus Ohio Education Press.

Books About Jobs, Williard E. Parker, National Occupational Conference, American Library Association, Chicago, Illinois, 1936.

Occupational Index Incorporated, New York University

Occupations, Vocational Guidance Magazine, National Vocational Guidance Association, New York.

Negro Youth at the Crossways, Franklin E. Frazier

American Council on Education, Washington, 1940

Student and Occupations, E. G. Williamson, Henry Holt and Company, New York, 1937.

2. Self Inventory:- The purpose of this phase of guidance activity is to aid the individual in taking stock of his personal assets and liabilities. An attempt to acquaint him with and to help him evaluate his abilities, aptitudes, interests, limitations, personality traits, and achievements

in making plans for the future.

A plan whereby the individual student will be allowed to take subjects in which he shows interest for purpose of exploration. The general shop is especially adapted to meet this need as it affords numerous activities whereby the student can explore his abilities and aptitudes. Such courses as woodwork, radio repair, metalwork, electricity, upholstering, shoe repairing, barbering, auto servicing, auto mechanics, and carpentry can be found in this department. Others are carpentry and vocational agriculture which includes truck gardening, poultry raising and animal husbandry. A proposed scheme will be developed, allowing the senior highschool boys an opportunity to enter these courses strictly on the basis of exploration and try-out for a period of one term. During this term the student will be free to change from one unit to another. At the beginning of the second term the student will be allowed to continue in the unit of instruction in which he manifests the most interest. The students will receive credit in these subjects taken as in any other subject found in the curriculum.

These try-out courses will be taken along with the course in occupations mentioned earlier in this chapter and will be open to senior boys only. As the program expands it is expected that this instruction will be extended to the lower grades, where it is evident that this type of activity is most needed.

Another very effective method of aiding pupils in self inventory is to have them to fill out a self analysis form, a sample of which is found on the next page. The purpose of this blank is to focus the individuals attention on himself, help him to note his weakness, furnishes supplementary material which proves helpful in a thorough study of the individual and aids him in getting a better understanding of himself. It further helps to identify the individual temperamentally, socially or otherwise and furnishes leads for counseling and employment purposes. The self analysis blank also has certain limitations which are noted below as:

- a) Its consistent lack of validity, b) individuals are usually biased in self evaluation, c) individuals usually attempt to make a favorable impression on self inventories, d) there is a general tendency for individuals to over-rate themselves on desirable characteristics and under-rate themselves on undesirable qualities.

Records:

A simple and inexpensive record keeping system is essential as the guidance program gets under way. The proposed system to be established in connection with this program is one requiring Manila folders or large envelopes with a tab for the students name. All information pertaining to the individual will be kept in this folder. This

GUIDANCE DEPARTMENT
SELF-ANALYSIS BLANK⁸

Name _____ Age _____

CHARACTERISTICSDEGREE POSSESSED

Excellent Good Fair Poor Very Poor

Health				
Physique				
Appearance				
Intelligence				
Leadership				
Initiative				
Imagination				
Memory				
Alertness				
Common Sense				
Perseverance				
Self-confidence				
Industriousness				
Accuracy				
Adaptability				
Originality				
Resourcefulness				
Patience				
Carefulness				
Ability of Expression				
Ability to get along				
Manners				
Courage				
Courtesy				
Kindness				
Cheerfulness				
Cooperativeness				
Reliability				
Punctuality				
Honesty				

⁸Robert C. Cole, Vocational Guidance for Boys, (New York: Harper and Brothers, 1941), P. 238.

system is very much like the system employed by the army in its use of the enlisted man's service record. These records will be kept in the guidance room where they will be readily available for immediate consultation during the interviews. It will contain such information as: the self-analysis blank, socio-economic background, student class schedule, test records, test booklets, interview records, term grades, anecdotal records, hobbies, extra-curricular activities, special aptitudes, personality records, elementary and high school records and physical status. With such materials assembled the job of counseling will be more effective and a better type of service can be rendered.

3. Personal Data:- Certain basic data are essential to the vocational counselor in aiding the individual in arriving at an occupational choice. There are two distinct methods of procuring these data, namely: a) through interviews with the individual and b) through the results of tests given the individual. According to George E. Myers, in his text, Principles and Techniques of Vocational Guidance, the following data should be assembled for use in counseling and placement:

1. General Data--information that will be helpful in locating the individual and in making contacts with those who have responsibility for him.
2. Physical data--information concerning the individuals health and physical characteristics.
3. Psychological data--information concerning the

individuals mental characteristics such as intelligence, special aptitudes and limitations, and personality traits.

4. Social environment data--information concerning home and other social environment conditions and factors that influence the individual in his vocational plans.

5. Achievement data--information concerning what the individual has done both in school and outside it.

6. Data concerning the individual's educational and vocational plans.⁹

Care must be exercised in order not to secure more data than can be used effectively: This phase of the guidance activity has been subject to much criticism. Too much insignificant data serve only to clutter the files and records and should be eliminated.

The general data sheet should contain the following information:

1. The pupils name
2. Street address
3. Home room teacher
4. Highschool program of periods
5. Telephone number
6. Name of parents
7. School sponsor
8. Age

The physical data sheet should contain the following information:

1. Race or nationality
2. Date of birth
3. Sex
4. Height and weight
5. Physical handicaps
 - a) eyes b) ears c) heart d) lungs
 - e) colorblindness f) nervous system
 - g) deformity of limbs h) mental health

⁹Myers, George E. op.cit. p. 167.

6. Record of Past illness.

Annual or semi-annual reports to changes should be made on this record as it is very important that this sheet be kept up-to-date.

The scholastic record sheet should contain the following information:

1. Students name
2. Name and type of school attended
3. The year, subject and grades
4. The name of the teacher if possible

This record sheet should have reports from the elementary school, junior high school and senior highschool.

The Test Record Sheet should contain the following information:

1. Name of test
2. Type of test
3. Raw Score
4. Norm group
5. Percentile
6. Date test was taken

A minimum testing program will be established in this guidance program and it is felt by the writer that it should contain the following judgment-making devices:

1. General scholastic ability test
2. Interest inventory
3. Achievement test

As the program expands additional tests will be added some of which are: Special aptitude, diagnostic tests, personality tests and analysis of socio-economic background. In the tests to be used, the writer expects to establish

separate norms for each group tested.

A list of tests from which a selection will be made:

Intelligence Tests:

Wechsler-Bellevue, Ohio State University Psychological examination, Otis Quick Scoring Mental Ability Test.

Interest:

Strong Vocational Interest Blank, Cleetons Vocational Interest Inventory, Kuder Preference Record, Garretson and Symonds Interest Questionnaire.

Special Aptitude:

Steinquist Mechanical Aptitude Test, Minnesota Paper Form Board.

Personality:

Bernreuter Personality Inventory, Symonds Adjustment Questionnaire, Personality Audit (Adams Lepley).

The Student Sheet should contain the following information:

1. Boys clubs, gangs or societies
2. Recreation
3. Social activities
4. Reading
5. Travels
6. Hobbies
7. Special achievements
8. Significant school activities
9. Significant Limitations
10. Special interests or abilities
11. Out of school activities
12. Work experience
13. Unusual experience
14. Private instruction.

The socio-economic background sheet should contain the following information:

1. Name of father and mother
2. Home address
3. Birthplace of father and mother
4. Race or nationality of father and mother
5. Health and occupation of father and mother
6. Step parents or guardian

- 7. Language spoken in the home
- 8. Marital status of parents (divorced, separated living together).
- 9. Home influence and cooperation.
- 10. Apparent economic status of family
- 11. Apparent social status of family
- 12. Type and amount of control

The Educational and vocational plan sheet should contain the following:

- 1. Do you plan to enter college?
- 2. What curriculum do you plan to pursue?
- 3. What occupation do you expect to follow?
- 4. Why do you favor this occupation?
- 5. What are your plans to obtain this needed preparation?
- 6. What other occupations, if any, interest you?
- 7. Do you expect to graduate from highschool?
- 8. Do you plan to work when you leave highschool?
- 9. What kind of work?
- 10. What preparation for this work are you making while in highschool?

A Form for Anecdotal Records.

Student _____ Class _____

Date	Place	Incident	Comment

Observer _____

A list of essential references for this phase of the guidance activity:

- 1. Nature and Use of Cumulative Records, Segel, David, United States Office of Education, Bulletin 3, Washington, Government Printing Office, 1938.

2. Techniques of Guidance, Arthur E. Traxler, Harper Brothers, New York, 1945.
3. Testing and Counseling in the High School Guidance Program, Science Research Associates, 1943.
4. Principles of Guidance, Arthur J. Jones, McGraw--Hill Book Co., New York, 1945.

4. Vocational Counseling:- It has been accepted by most authorities in the field of vocational guidance that there are two distinct methods employed in counseling students, group and individual counseling. The plan of this study has been organized to include both. Group guidance will be employed in connection with the course in occupations mentioned earlier in this chapter and this subdivision will deal primarily with ways and means of conducting interviews with the students. In the occupations course certain questions will arise that will require individual treatment and some methods must be developed to meet this need. According to Myers, Principles and Techniques of Vocational Guidance, vocational counseling is:

Not giving vocational advice. Someone facetiously has said that the worst vice is advice, whether or not this be true, it is certain that giving advice is not a part of wise counseling, though one of the common weaknesses of vocational counselors. Nor is vocational counseling telling an individual what occupation he should follow after having noted his personal assets and liabilities and having compared these with occupational requirements... Vocational counseling leaves decisions to the counseled individual. Its duty is performed when it helps this individual to follow a wise procedure in arriving at his own decisions, not when it tries to make decisions for him.¹⁰

¹⁰Myers, George E. op. cit. p. 250.

The information collected from the survey of the community and that on the individual will be used extensively in this part of the guidance process. All of the interviewing will take place in the guidance room where the records of the individuals will be available to the counselor. A supply of forms containing the following information will be on hand to record the interview:

Name _____ Grade _____
 Age _____
 Date _____

Reason for interview:
 Analysis of case:
 General ability:
 Achievement:
 Special aptitudes and disabilities:
 Occupational interests:
 Personality characteristics:
 Physical status:
 Socio-economic background:
 Diagnosis of case:
 Prognosis:
 Counseling or treatment:

It is essential that some record be kept of the interview because of memory falsification and memory losses.

Six purposes of case notes listed by John G. Darley, Testing and Counseling in the High School Guidance Program, are:

1. Case notes and interview records serve as the jumping-off point for later interviews.
2. Case notes are useful to give the background of the case to another counselor who, for any reason, has to take over work with the student.
3. The sheer act of writing a complete record of what went on in the interview is an invaluable step in counselor training.

4. In working in a school where one staff member supervises the counseling and in-service training program of other staff members, periodic reviews of carefully kept interviews tell what was done, what was overlooked, and how the interview was carried on.

5. Another purpose of case notes is one of protection of the counselor.

6. The last purpose of case notes and interview records is to permit research to be done on the frequency of student problems, the techniques of value in helping students, and the effectiveness of the total counseling program.¹¹

Bingham and Moore who have written extensively on the interview, say that it has three primary purposes; getting information, giving information and changing attitudes.¹²

Darley's opinion of the interview holds that it is the heart of the guidance and counseling process.... The interview is truly the primary process by which actual counseling and treatment in regard to student problems are started and carried on.¹³

The counselor must be prepared to give to the student information about his strong and weak points, training opportunities, job requirements and if necessary correct his attitudes and beliefs that prove inaccurate during the course of the interview. In many instances it will be necessary to interview the adult involved in the problem of the pupil.

¹¹John G. Darley, Testing and Counseling in the High School Guidance Program, (Chicago Science Research Associates, 1943), pp. 180-181.

¹²W. V. Bingham and B. V. Moore, How to Interview, (New York: Harper and Brothers, 1931), p. 113.

¹³Darley, John G. op. cit. p. 164.

It is just as true with the process of interviewing as it is with the entire program of guidance there are no set standard rules that will fit all occasions. However, Darley lists some principles that are helpful in conducting an interview which are:

1. Recent educational literature has placed a great deal of emphasis on the "mental hygiene point of view". This point of view is seen in the following characteristics of the attitude of the interviewer; the interviewer is friendly; he is tolerant of what the student has to say; he refrains from making moral or ethical judgments to the student; he suspends his final judgment until all of the facts are available; and he accepts the student as a conversational equal during the interview.
2. Effective counseling or guidance rests on two foundation stones, one of which is competence in the statistical and measurement principles...The other is skillful interviewing.
3. It naturally follows that the most effective guidance programs are found in schools where one or more people can be brought to a high technical level and an efficient interviewing level.
4. Most people feel that they know how to interview. They believe it is merely a conversational situation involving two people. But actually it is supposed to have some helpful purpose or outcome for the student who is interviewed.¹⁴

In the general treatment of counseling, Williamson, How to Counsel Students, lists five methods which are basic in bringing about student adjustment:

- (1) Forcing the student to conform to the demands of the environment; (2) changing the environment in which the student will operate; (3) selecting the most appropriate elements in the environment; (4) helping the student to learn basic skills for satisfactory adjustment, and (5) changing attitudes that interfere with satisfactory adjustment.¹⁵

¹⁴Ibid. p. 166-167.

¹⁵F. G. Williamson, How to Counsel Students, (New York: Houghton Miffling Company, 1939), p. 235.

Darley lists twenty-one suggestions for effective counseling interviews as follows:

1. Put the student at ease.
2. Avoid asking question which the student can answer simply by saying yes or no.
3. Do not override or overtalk the student if he is in the middle of a sentence, or if he is fumbling for the word he wants to use.
4. Do not fire questions at the student like a machine gun.
5. If the student asks a factual question give him a factual answer.
6. Keep the vocabulary of the interview in the range in which the student can understand it.
7. Do not attempt to get the student to "tell all" in one short interview.
8. Do not monopolize the entire conversation.
9. Keep control of the interview.
10. Wherever possible, use impersonal references in discussion with the student to avoid antagonizing him or having him resist suggestions.
11. Do not avoid giving bad news to the student if the bad news is really accurate.
12. Be concerned not only with what the student says in the interview but also with what he may not say, what he may be thinking, or what he may be covering up by his statements.
13. In making a transition from one subject or topic to another in the interview, make sure the student follows the transition and also moves along to the next topic.
14. Beware of the student who discusses his problems freely and who comes back periodically for a good heart-to-heart talk but who, between interviews, does

nothing to help himself and does not follow out suggestions.

15. Do not avoid talking about what a student thinks his problem is, but do not confine the interview to that topic if the evidence indicates that another problem exists.
16. Do not give isolated test scores to the student.
17. Avoid by all means giving advice that is too general or too vague to result in a good outcome.
18. Be able to lay out alternative vocational or educational plans for the student.
19. Do not forget to summarize or have the student summarize what occurred in the interview before he leaves.
20. Learn how to end an interview.¹⁶

In counseling Negro students it is of utmost importance that the counselor be familiar with the special problems confronting this group. He should keep in contact with new developments relative to employment and state and national legislation involving various phases of labor activities. He must be cognizant of the personal problems of adjustment that originate due to environmental factors. The Negro youth must be guided into the right attitudes and actions and away from the desire to force himself upon an unwilling society. On the other hand he must be guided away from the defeatist attitude, which is equally unsatisfactory. The Negro youth must be lead to an adjustment where he is content in his situation but not with it. This will require the very best effort on the part of the counselor.

¹⁶Darley, John G. op. cit. p. 181.

In order to do an effective piece of guidance work with Negro youth the Negro counselor, himself must first work out a satisfactory adjustment or his attitude will often cause real maladjustment of the individual he is attempting to aid.

Essential References:

How to Interview, Bingham and Others, (New York: Harper Brothers, 1931)

How to Counsel Students, E. G. Williamson, (New York: McGraw--Hill Book Company, 1939)

Counseling Technics in College and Secondary Schools, Ruth Strang, (New York: Harper Brothers, 1937).

5. Vocational Preparatory Service:- Another phase of the guidance program is the vocational preparatory service rendered students. Its purpose is to assist the individual to secure vocational preparation prior to his entry upon regular full time employment. It is one of the functions of the counselor to assist pupils who have made definite occupational choices to plan their vocational preparation. The individual having passed through the various stages of the guidance process of information courses, try-out experiences and counseling is now ready for help in planning his preparation for his vocation.

The curriculum at the school at Muskogee has such vocational courses as shoe repairing, automobile servicing, automobile mechanics, woodwork, carpentry, upholstering, barbering and vocational agriculture. All of these subjects

are vocational in character and will give the student definite vocational preparation.

As pointed out in Chapter IV of this study there are a number of occupations available to Negroes in the city of Muskogee. Many of the businesses contacted in the survey expressed their willingness to hire Negro workers provided that they are competent to hold jobs in the firms.

The questions that must be answered for the pupils about to enter employment directly from school are: 1) what training is necessary for success in the occupation selected that is available in the community? 2) Can this training be best realized in a tax supporting institution? In employment itself or a combination of both?

Counseling has its place in pre-employment preparation as the individual must be guided into the right attitudes and actions that are essential to success in a given vocation. In returning to the results of the survey made by the writer, many glaring deficiencies were noted concerning Negro employees. Among these were noted such characteristics as: punctuality, dependability, industry, initiative, honesty, reliability, and progressiveness. This program can go a long ways in developing better relationship between the white employers and the Negro employees if the pupils finishing school will carry with them on the job the right attitude and action. Further information received from the firms

contacted in the survey set forth certain ways that Negro workers could increase their desirability as employees. This information will prove helpful in aiding Negro youth in their quest for work. It is the opinion of the writer that Negro youth must be impressed with the idea of forming the proper work habits, attitudes, appearance and actions in order to obtain reasonable success in any undertaking.

It is essential to a guidance program to have a continuous survey of the community taking place along with the program in order to keep up to date on changing conditions within the community and at the same time determining the effectiveness of the vocational preparation which the school is providing. Another factor to be considered is the fact of migration. Some of the students will not remain in the community, consequently some consideration must be made for those that will seek employment elsewhere. Regional and national occupational opportunities afforded Negro workers will be considered in the development of this program.

6. Placement:- The part that placement plays in a vocational guidance program has been subjected to a great deal of controversy. It is the contention of many leading authorities in the field of guidance that the school's work is finished when the student graduates. Many believe

that after the individual is fortified with occupational information, exploratory experiences and individual counseling that he no longer need the services of the school and any further help will curtail his initiative and ingenuity in finding his own job. It is the opinion of the writer that the school should continue to aid the pupil after he has graduated because of the following reasons: 1) The whole guidance process is left in mid-air with an abrupt ending; 2) the getting off to a good start is as essential as choosing an occupation; and 3) aids the school in adjusting to the needs of the community.

Placement requires close cooperation of the school and federal and state employment agencies and a continuous plan of aid can be developed through these offices.

7. Follow Up:- The school should manifest some interest in the student after he graduates. The follow up process is one method that accomplishes this end. Many pupils need assistance in making adjustments and taking advantages of opportunities in the time that follows entry into employment.

Follow-up procedures are generally carried on by written reports from the worker and employer and in many instances the telephone is resorted to. Some information is obtained by informal talks by the individual with members of the faculty. This method is an ideal one and serves as a means of keeping in touch with the student.

Among the important adjustment needs of young workers

are found to be: assistance in obtaining new jobs, removing causes of dissatisfaction, aid in determining what additional training is needed, and help in meeting discouragements of prolonged unemployment.

The follow-up and placement services are neglected more than any other phase of guidance. Both services have many baffling problems and the need for additional planning outside the scope of this problem is evident. The task of outlining methods of action will be taken up later as the guidance program gets under way. According to Arthur J. Jones, this process of follow-up is very difficult:

This is the part of the guidance program that is most difficult to finance and to administer. It takes an enormous amount of time and considerable money to follow up those who have left school and gone into occupations. It is so easy to lose sight of the individual; often he does not want to be followed up and frequently employers resent such attempts as unwarranted interference with their business. In spite of these handicaps, the work of following up students after they have left school is steadily progressing. Several school systems make periodic follow-up studies of graduates and dropouts. These are helpful for improvements in curriculum and guidance practice for those still in school, but they do not appreciably affect those who have left school.¹⁷

¹⁷Jones, Arthur J., op cit. p. 376.

CHAPTER VI

SUMMARY AND CONCLUSION

In organizing and developing this problem the writer attempted to treat the study from as many angles as was possible. A study was made of some experiments in guidance work being conducted in schools over the nation. A review of the philosophy and concept of guidance was made. A survey of the community was made to determine what it had to afford for its Negro population. An investigation of the school where the plan is to be used was made. All of these agencies and factors were brought to one focal point which, in the main is the objective of aiding Negro youth to prepare for and enter his life work.

Through this problem it was determined that there is no model, plan or blueprint of guidance established to meet the needs of all institutions or situations. The philosophy and concept of guidance is constantly changing; that certain factors as community, school, home and racial origin have a tremendous influence on the type and methods employed to implement guidance in any school. Many of the problems confronting the Negro relative to his employment possibilities may be due to his individuality in some cases rather than to his race. Some other things brought out in this study are: Negro youth must be guided into right attitudes and actions if they are to make a

satisfactory adjustment, that Negro youth must be led to an adjustment in his environment which is complex for the most part; that an elaborate testing program is not necessary; that an inexpensive guidance program can be carried on with proper cooperation of the faculty and the community; that guidance in Negro schools should extend down into the lower grades; that very few Negro schools offer any type of guidance; that there is a lack of literature on guidance for Negroes; that in order to successfully aid Negro youth the counselor first must make a satisfactory adjustment himself in order to not influence those he is attempting to aid by his attitude.

The Negro youth of today will have fuller opportunity and a larger justice when they determine in their hearts to take with them in their quest for vocational success, superior skill and knowledge, a solid integrity and an indefatigable purpose.

During the course of this study many questions arose in the mind of the writer some were answered but many still remained unanswered as they were beyond the scope and limits of the problem and this points to a definite need for further investigation for the field of vocational preparedness for Negroes is unlimited and a great service can be rendered this group through such programs as developed in this problem.

Some questions that bear further research are listed as follows:

1. Does education for the educational career become part of the program of vocational guidance?
2. Should classes in occupational information give chief attention to specific calling or to the more general problem of vocational life?
3. To what extent can testing be used more effectively in a guidance program?
4. Shall vocational guidance counsel the student to continue his liberal education as long as possible, or shall it turn his thoughts reasonably early toward preparation for work?
5. To what extent could vocational guidance aid the returning veteran enrolled in high school?
6. Should the Negro youth be steered around occupations for which he cannot be reasonably sure of succeeding because of race?
7. Should Negro youth be informed of his can's and can't's early or late in the guidance process?
8. What modifications in the school's yearly program are desirable if its exploratory value is to be increased?
9. For what occupations should the school system provide?
10. Does the guidance program justify its existence?
11. Should the school attempt to carry on placement and follow up services?
12. What part does extra-curricular activities play in the total guidance program?

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

- Brewer, John M., History of Vocational Guidance, New York: Harper and Brothers, 1942.
- Bingham, W. V. and B. V. Moore, How To Interview, New York: Harper and Brothers, 1931.
- Cole, Robert C., Vocational Guidance for Boys, New York: Harper and Brothers, 1941.
- Crable, A. L., School Laws of Oklahoma, Oklahoma City: Standard Printery, 1943.
- Darley, John G., Testing and Counseling in the High School Guidance Program, Chicago: Science Research Associates, 1943.
- Jones, Arthur J., Principles of Guidance, New York: McGraw--Hill Book Company, 1941.
- Lefever, D. Welty, Archie M. Turrell, and Henry Weitzel, Principles and Techniques of Guidance, New York: The Ronald Press, 1941.
- Myers, George E. Principles and Techniques of Vocational Guidance, New York: McGraw--Hill Book Company, 1941.
- Myrdal, Gunnar, An American Dilemma, Vol. 1, New York: Harper and Brothers, 1944.
- Paterson, Donald G., Gwendolen G. Schneider, and Edmund G. Williamson, Student Guidance Techniques, New York: McGraw--Hill Book Company, 1938.
- Reed, Anna Y., Guidance and Personnel Services in Education, New York: Cornell University Press, 1944.
- Taxler, Arthur E., Techniques of Guidance, New York: Harper and Brothers, 1945.
- Williamson, F. G., How to Counsel Students, New York: Houghton Miffling Company, 1939.

BIBLIOGRAPHY

PERIODICAL ARTICLES

"Content of a Good Occupational Outline", Occupations, (October, 1940), 19:21-23.

Muelder, Walter G., "National Unity and National Ethics", The Annals, Vol 244, (March 1946), 24.

Northrup, Herbert R., "Unions and Negro Employment", The Annals, Vol 244, (March 1946), 42-43.

Weaver, Robert C., "The Negro Veteran", The Annals, Vol 238, (March 1945), 127.

Wirt, Louis, "The Unfinished Business of American Democracy", The Annals, Vol 244, (March 1946), 3-5.

BULLETINS

"Occupational Information and Guidance Bibliography", Bureau of Education Bulletin No. 212, (1940), Washington: Government Printing Office.

"Occupational Information and Guidance", Bureau of Education, Vocational Division Bulletin No. 204, (1939), Washington: Government Printing Office.

Valentine, W. R., "Manual Training School for Colored", Bulletin of Information, State of New Jersey, (1944), Bordertown, New Jersey.

"Vocational Education and Guidance for Negroes", Bureau of Education Bulletin, No. 38, (1938), Washington: Government Printing Office.

"Vocational Guidance for Those Out of School", Bureau of Education Bulletin No. 18, (1936), Washington: Government Printing Office.

UNPUBLISHED MATERIAL

"Factual Data About Muskogee, Oklahoma, Compiled by Muskogee Chamber of Commerce, (1946), Muskogee, Oklahoma.